

Curriculum Guide

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All-School Goals Preschool through Eighth

Spiritual Goals:

Students will come to know Christ in the liturgy and communal prayer, in Works of Mercy and social justice, through their teachers, in their relationships with each other, and as a member of the broader St. Margaret of Scotland community.

Students will demonstrate Gospel values in daily decision making and interpersonal relationships.

Students will demonstrate knowledge of basic Catholic beliefs, including worship, evangelization, sacraments, Scriptures, the person of Jesus Christ, Catholic Social Teaching, and other moral teachings.

Students will exhibit reflective spirituality characterized by prayer and their awareness of God's presence in their lives and in the world.

Students will express a desire to grow in a personal relationship with God by recognizing and responding to God's presence in their daily lives.

Students will show respect for self, others, and the environment, respecting the beauty of diversity in all of God's creation.

Students will act in the spirit of St. Margaret of Scotland as responsible members of the community and the world by involving themselves through Works of Mercy and social justice activities.

Academic Goals:

Students will practice active listening skills across all disciplines for comprehension, self-discipline, and as a habit of compassion and care for the other.

Students will communicate thoughts and feelings clearly and competently when reading, writing, speaking and listening.

Students will integrate learned skills, concepts and knowledge across subject areas and real-life situations.

Students will show initiative and independence in learning and life skills.

Students will apply various strategies in problem-solving.

Students will demonstrate growth in higher order thinking skills to critically question facts, solutions, and ideas.

Students will ethically use technology across all subject areas as a tool for gathering, analyzing, and communicating ideas and thoughts.

Students will maintain portfolio collections as evidence of growth in their thinking and learning.

Social/Emotional Goals:

Students will express individuality in positive ways, acknowledging their own gifts and talents.

Students will express themselves creatively.

Students will show an appreciation for the creative works of others.

Students will demonstrate cooperative learning and consensus-seeking skills.

Students will work individually and collectively in building healthy relationships.

Students will develop their own emotional intelligence, as well as an awareness of the importance of emotional intelligence for thinking, learning and communicating skillfully.

Students will demonstrate responsibility for their learning and actions, as well as taking ownership for the learning environment.

Students will wear the St. Margaret of Scotland uniform with respect for themselves, the learning community, and their school.

Students will participate in the practice of mindfulness.

(Revised Fall 2015)

ENGLISH LANGUAGE ARTS

ALL SCHOOL GOALS

<p>Students will read a wide range of print and non-print texts</p> <ul style="list-style-type: none"> ❖ to build an understanding of texts, of themselves and of various cultures; ❖ to acquire new information; ❖ to respond to the needs and demands of society and the workplace.
<p>Students will read literature from many periods in many genres to build an understanding of the many dimensions of human experiences.</p>
<p>Students will apply numerous and varied strategies to comprehend, interpret, evaluate and appreciate texts.</p>
<p>Students will apply knowledge of language structure, language conventions, media techniques, figurative language and genre to create, critique and discuss print and non-print.</p>
<p>Students will apply reading, writing, speaking and listening skills in all content areas and in personal communications.</p>
<p>Students will generate ideas, questions, and problems in preparation for gathering, evaluating and synthesizing data from a variety of sources.</p>
<p>Students will display confidence and poise when communicating information, discoveries, thoughts and feelings in writing and speaking.</p>
<p>Students will develop an understanding of and respect for diversity of language uses, writing styles and visual expressions across cultures, ethnic groups, geographic regions and social roles.</p>
<p>Students will participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.</p>
<p>Students will respect the original works of others and the rights of ownership.</p>
<p>Students will use spoken, written and visual language</p> <ul style="list-style-type: none"> ❖ to realize personal fulfillment, ❖ to exchange ideas, ❖ to assert socially conscious values.

Preschool

Reading
Print Awareness
Students will exhibit appropriate book-handling skills.
Students will read environmental print and symbols.
Students will recognize that print represents spoken words.
Decoding including Phonics and Structural Analysis
Students will identify letter sounds.
Students will begin to discriminate phonological sounds in words.
Fluency
Students will pretend to read predictable books.
Text Features
Students will recite and demonstrate rhymes, simple songs, poems and finger plays.
Analytical Comprehension Strategies
Students will summarize events from a story.
Students will use pictorial and verbal clues to predict what will happen next in a story.
Students will retell characters and events from favorite stories.
Literary Genres, Fiction and Non-Fiction
Students will select pictorial and reading materials from a variety of literary genres.
Independent Reading
Students will choose to listen and read stories from the Scriptures and about the lives of the Saints.
Students will show interest in books and reading.
Writing
Process
Students will use writing and drawing as a means of expression/communication.
Students will tell others about intended meaning of drawings and writings.
Conventions
Students will use creative drawings and inventive spelling as they maintain their journals.
Handwriting
Students will use scribbles, shapes, pictures and letters to write.
Students will demonstrate three-finger grip used in holding writing implements.
Vocabulary and Word Analysis
Students will correctly spell their own names and recognize the letters in the names of their classmates.
Students will read teacher-selected high frequency words.
Listening and Speaking
Students will attend to sounds in language.
Students will use language to communicate ideas, feelings, questions, or to solve problems.
Students will communicate effectively with others using the English language.
Students will use language to pretend and create.
Students will listen responsively to books and stories.
Students will retell and re-create the Creation stories in Genesis, the birth stories of Adam

and Eve, Moses and Jesus and parenting stories of Mary, St. Joseph and St. Margaret of Scotland.
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Students will use complete sentences of varying length in speech.

Students will follow simple and multi-step directions.
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Students will respond to questions.

Kindergarten

READING STANDARDS FOR LITERATURE
Key Ideas and Details
1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.
Craft and Structure
4. Ask and answer questions about unknown words in a text.
5. Recognize common types of texts (e.g., storybooks, poems).
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Integration of Knowledge and Ideas
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
8. (Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Range of Reading and Level of Text Complexity
10. Actively engage in group reading activities with purpose and understanding.
READING STANDARDS FOR INFORMATIONAL TEXT
Key Ideas and Details
1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Craft and Structure
4. With prompting and support, ask and answer questions about unknown words in a text.
5. Identify the front cover, back cover, and title page of a book.
6.

Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Integration of Knowledge and Ideas
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
8. With prompting and support, identify the reasons an author gives to support points in a text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Range of Reading and Level of Text Complexity
10. Actively engage in group reading activities with purpose and understanding.
FOUNDATIONAL SKILLS
Print Concepts
1. Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> a) Follow words from left to right, top to bottom, and page by page. b) Recognize that spoken words are represented in written language by specific sequences of letters. c) Understand that words are separated by spaces in print. d) Recognize and name all upper- and lowercase letters of the alphabet.
Phonological Awareness
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> a) Recognize and produce rhyming words. b) Count, pronounce, blend, and segment syllables in spoken words. c) Blend and segment onsets and rimes of single-syllable spoken words. d) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> a) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. b) Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c) Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

d) Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
Fluency
4. Read emergent-reader texts with purpose and understanding.
WRITING STANDARD
Text Types and Purposes
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
Production and Distribution of Writing
4.(Begins in grade 3)
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)
Range of Writing
10. (Begins in grade 3)
SPEAKING AND LISTENING STANDARDS
Comprehension and Collaboration
1.

<p>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none">Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).Continue a conversation through multiple exchanges.
<p>2.</p> <p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <ol style="list-style-type: none">Listen to Bible stories, especially the stories of Creation, the Nativity and Easter. (SMOS)Retell and re-create stories from the Bible and from the lives of the saints, especially St. Margaret of Scotland, and Mary and Joseph, Abraham, Joseph and Moses. (SMOS)
<p>3.</p> <p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
<p>Presentation of Knowledge and Ideas</p>
<p>4.</p> <p>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>
<p>5.</p> <p>Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>
<p>6.</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p>LANGUAGE STANDARDS</p>
<p>Conventions of Standard English</p>
<p>1.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none">Print many upper- and lowercase letters.Use frequently occurring nouns and verbs.Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).Understand and use question words(interrogatives) (e.g., who, what, where, when, why, how).Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).Produce and expand complete sentences in shared language activities.
<p>2.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

- a) Capitalize the first word in a sentence and the pronoun I.
- b) Recognize and name end punctuation.
- c) Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- d) Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

First Grade

READING STANDARDS FOR LITERATURE
Key Ideas and Details
1. Ask and answer questions about key details in a text.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
3. Describe characters, settings, and major events in a story, using key details.
Craft and Structure
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
6. Identify who is telling the story at various points in a text.
Integration of Knowledge and Ideas
7. Use illustrations and details in a story to describe its characters, setting, or events.
8. (Not applicable to literature)
9. Compare and contrast the adventures and experiences of characters in stories. a) Select and read various Bible stories using a children’s Bible or the Arch book series. (SMOS)
Range of Reading and Text Complexity
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.
READING STANDARDS FOR INFORMATIONAL TEXT
Key Ideas and Details
1. Ask and answer questions about key details in a text. a) Search out information about St. Frances Cabrini, St. Francis of Assisi and the Infant of Prague. (SMOS)
2. Identify the main topic and retell key details of a text.
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Craft and Structure
4.

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Integration of Knowledge and Ideas
7. Use the illustrations and details in a text to describe its key ideas.
8. Identify the reasons an author gives to support points in a text.
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Range of Reading and Level of Text Complexity
10. With prompting and support, read informational texts appropriately complex for grade 1.
FOUNDATIONAL SKILLS
Print Concepts
1. Demonstrate understanding of the organization and basic features of print. a) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Phonological Awareness
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a) Distinguish long from short vowel sounds in spoken single-syllable words. b) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis skills in decoding words. a) Know the spelling-sound correspondences for common consonant digraphs. b) Decode regularly spelled one-syllable words. c) Know final -e and common vowel team conventions for representing long vowel sounds.

<ul style="list-style-type: none">d) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.e) Decode two-syllable words following basic patterns by breaking the words into syllables.f) Read words with inflectional endings.g) Recognize and read grade-appropriate irregularly spelled words.
Fluency
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none">a) Read grade-level text with purpose and understanding.b) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
WRITING STANDARDS
Text Types and Purposes
<p>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>
<p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>
<p>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>
Production and Distribution of Writing
<p>4. (Begins in grade 3)</p>
<p>5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>
<p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
Research to Build and Present Knowledge
<p>7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>
<p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

9. (Begins in grade 4)
Range of Writing
10. (Begins in grade 3)
SPEAKING AND LISTENING
Comprehension and Collaboration
1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b) Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Presentation of Knowledge and Ideas
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <ul style="list-style-type: none"> a) Retell and re-create the Bible stories of Noah's Ark and the Magi and lives of the saints with special attention to Mary and the feasts that celebrate her life. (SMOS)
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)
LANGUAGE STANDARDS
Conventions of Standard English
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a) Print all upper- and lowercase letters. b) Use common, proper, and possessive nouns. c) Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). d) Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). e) Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). f) Use frequently occurring adjectives. g) Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).

<ul style="list-style-type: none"> h) Use determiners (e.g., articles, demonstratives). i) Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). j) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
<p>2.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a) Capitalize dates and names of people. b) Use end punctuation for sentences. c) Use commas in dates and to separate single words in a series. d) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<p>Knowledge of Language</p>
<p>3.</p> <p>(Begins in grade 2)</p>
<p>Vocabulary Acquisition and Use</p>
<p>4.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a) Use sentence-level context as a clue to the meaning of a word or phrase. b) Use frequently occurring affixes as a clue to the meaning of a word. c) Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
<p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a) Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b) Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c) Identify real-life connections between words and their use (e.g., note places at home that are cozy). d) Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
<p>6.</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>

Second Grade

READING STANDARDS FOR LITERATURE
Key Ideas and Details
1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.
Craft and Structure
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. (Not applicable to literature)
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Range of Reading and Text Complexity
10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
READING STANDARDS FOR INFORMATIONAL TEXT
Key Ideas and Details
1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. a) Read about the lives of the saints, including Pope John XXIII and Mother Teresa and apply to one’s own life. (SMOS)
2.

Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure
4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
8. Describe how reasons support specific points the author makes in a text.
9. Compare and contrast the most important points presented by two texts on the same topic.
Range of Reading and Level of Text Complexity
10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
FOUNDATIONAL SKILLS
Print Concepts
Phonological Awareness
Phonics and Word Recognition
1. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a) Distinguish long and short vowels when reading regularly spelled one-syllable words. b) Know spelling-sound correspondences for additional common vowel teams. c) Decode regularly spelled two-syllable words with long vowels. d) Decode words with common prefixes and suffixes. e) Identify words with inconsistent but common spelling-sound correspondences. f) Recognize and read grade-appropriate irregularly spelled word.
Fluency

<p>2. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a) Read grade-level text with purpose and understanding. b) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<p>WRITING STANDARDS</p>
<p>Text Types and Purposes</p>
<p>1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>
<p>2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>
<p>3. Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>
<p>Production and Distribution of Writing</p>
<p>4. (Begins in grade 3)</p>
<p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
<p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
<p>Research to Build and Present Knowledge</p>
<p>7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>
<p>8. Recall information from experiences or gather information from provided sources to answer a question.</p>
<p>9. (Begins in grade 4)</p>
<p>10. (Begins in grade 3)</p>
<p>SPEAKING AND LISTENING STANDARDS</p>
<p>Comprehension and Collaboration</p>
<p>1.</p>

<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none">a) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).b) Build on others' talk in conversations by linking their comments to the remarks of others.c) Ask for clarification and further explanation as needed about the topics and texts under discussion.
<p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
<p>3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
<p>Presentation of Knowledge and Ideas</p>
<p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <ul style="list-style-type: none">a) Retell and re-create the stories of Our Lady of Guadalupe, St. Juan Diego, and the Last Supper. (SMOS)
<p>5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>
<p>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.)</p>
<p>LANGUAGE STANDARDS</p>
<p>Conventions of Standard English</p>
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none">a) Use collective nouns (e.g., group).b) Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).c) Use reflexive pronouns (e.g., myself, ourselves).d) Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).e) Use adjectives and adverbs, and choose between them depending on what is to be modified.f) Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

2.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a) Capitalize holidays, product names, and geographic names. Including Bible, Religious sects, God, Jesus, Holy Spirit, Allah. (SMOS)
- b) Use commas in greetings and closings of letters.
- c) Use an apostrophe to form contractions and frequently occurring possessives.
- d) Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- e) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

3.

Use knowledge of language and its conventions when writing, speaking, reading, or listening

- a) Compare formal and informal uses of English.

Vocabulary Acquisition and Use

4.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- a) Use sentence-level context as a clue to the meaning of a word or phrase.
- b) Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- d) Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

5.

Demonstrate understanding of word relationships and nuances in word meanings.

- a) Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- b) Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

6.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Third Grade

READING STANDARDS FOR LITERATURE
Key Ideas and Details
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. a) Analyze the call stories of the prophet Samuel and the apostles according to Matthew’s gospel, comparing those experiences with their own experiences of being called. (SMOS)
Craft and Structure
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
6. Distinguish their own point of view from that of the narrator or those of the characters.
Integration of Knowledge and Ideas
7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
8. (Not applicable to literature)
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Range of Reading and Level of Text Complexity
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Craft and Structure
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. a) Use reliable sources to gather information and re-create the stories of Pope John Paul II, St. Josephine Bakhita, and St. Mary Magdalen. (SMOS)
6. Distinguish their own point of view from that of the author of a text.
Integration of Knowledge and Ideas
7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
9. Compare and contrast the most important points and key details presented in two texts on the same topic. a) Read the Bible noting especially the differences between the Old and New Testament. (SMOS)
Range of Reading and Level of Text Complexity
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
FOUNDATIONAL SKILLS
Phonics and Word Recognition

1.
Know and apply grade-level phonics and word analysis skills in decoding words.
- a) Identify and know the meaning of the most common prefixes and derivational suffixes.
 - b) Decode words with common Latin suffixes.
 - c) Decode multi-syllable words.

Fluency

2.
Read with sufficient accuracy and fluency to support comprehension.
- a) Read grade-level text with purpose and understanding.
 - b) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
 - c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING STANDARDS

Text Types and Purposes

1.
Write opinion pieces on topics or texts, supporting a point of view with reasons.
- a) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - b) Provide reasons that support the opinion.
 - c) Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
 - d) Provide a concluding statement or section.

2.
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - b) Develop the topic with facts, definitions, and details.
 - c) Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
 - d) Provide a concluding statement or section.

3.
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - c) Use temporal words and phrases to signal event order.
 - d) Provide a sense of closure.

Production and Distribution of Writing
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on page 29.)
6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
Research to Build and Present Knowledge
7. Conduct short research projects that build knowledge about a topic.
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
9. (Begins in grade 4)
Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SPEAKING AND LISTENING STANDARDS
Comprehension and Collaboration
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts). c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d) Explain their own ideas and understanding in light of the discussion.
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Presentation of Knowledge and Ideas
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 28 for specific expectations.)
LANGUAGE STANDARDS
Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b) Form and use regular and irregular plural nouns. c) Use abstract nouns (e.g., childhood). d) Form and use regular and irregular verbs. e) Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f) Ensure subject-verb and pronoun-antecedent agreement.* g) Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h) Use coordinating and subordinating conjunctions. i) Produce simple, compound, and complex sentences.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a) Capitalize appropriate words in titles. b) Use commas in addresses. c) Use commas and quotation marks in dialogue. d) Form and use possessives. e) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f) Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a) Choose words and phrases for effect.* b) Recognize and observe differences between the conventions of spoken and written standard English.
Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a) Use sentence-level context as a clue to the meaning of a word or phrase. b) Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
5. Demonstrate understanding of word relationships and nuances in word meanings.

Fourth Grade

READING STANDARDS FOR LITERATURE
Key Ideas and Details
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
Craft and Structure
4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Integration of Knowledge and Ideas
7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
8. (Not applicable to literature)
9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
Range of Reading and Level of Text Complexity
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Craft and Structure
4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. a) Read the Book of Ruth and the account of the Jesus' healing of the centurion's son, and compare these experiences to their own. (SMOS)
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
Integration of Knowledge and Ideas
7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
8. Explain how an author uses reasons and evidence to support particular points in a text.
6. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. a) Examine the process for the canonization, and research the life and canonization of St. Philippene Du Chesne . (SMOS)
Range of Reading and Level of Text Complexity
10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
FOUNDATIONAL SKILLS
Phonics and Word Recognition

<p>1. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none">a) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
<p>Fluency</p>
<p>2. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none">a) Read grade-level text with purpose and understanding.b) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<p>WRITING STANDARDS</p>
<p>Text Types and Purposes</p>
<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none">a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.b) Provide reasons that are supported by facts and details.'c) Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).d) Provide a concluding statement or section related to the opinion presented.
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none">a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.c) Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).d) Use precise language and domain-specific vocabulary to inform about or explain the topic.e) Provide a concluding statement or section related to the information or explanation presented.
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>

<ul style="list-style-type: none"> a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b) Use dialogue and description to develop experiences and events or show the responses of characters to situations. c) Use a variety of transitional words and phrases to manage the sequence of events. d) Use concrete words and phrases and sensory details to convey experiences and events precisely. e) Provide a conclusion that follows from the narrated experiences or events.
<p>Production and Distribution of Writing</p>
<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>
<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on p. 29.)</p>
<p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>
<p>Research to Build and Present Knowledge</p>
<p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>
<p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a) Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b) Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
<p>Range of Writing</p>
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

SPEAKING AND LISTENING STANDARDS
Comprehension and Collaboration
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b) Follow agreed-upon rules for discussions and carry out assigned roles. c) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>3. Identify the reasons and evidence a speaker provides to support particular points.</p>
Presentation of Knowledge and Ideas
<p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
<p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>
<p>6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on page 28 for specific expectations.)</p>
LANGUAGE STANDARDS
Conventions of Standard English
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a) Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

<ul style="list-style-type: none"> b) Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c) Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d) Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e) Form and use prepositional phrases. f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g) Correctly use frequently confused words (e.g., to, too, two; there, their).*
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a) Use correct capitalization b) Use commas and quotation marks to mark direct speech and quotations from a text. c) Use a comma before a coordinating conjunction in a compound sentence. d) Spell grade-appropriate words correctly, consulting references as needed.
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a) Choose words and phrases to convey ideas precisely.* b) Choose punctuation for effect.* c) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<p>Vocabulary Acquisition and Use</p>
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a) Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b) Recognize and explain the meaning of common idioms, adages, and proverbs. c) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
<p>6.</p>

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

Fifth Grade

READING STANDARDS FOR LITERATURE
Key Ideas and Details
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Craft and Structure
4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
6. Describe how a narrator’s or speaker’s point of view influences how events are described.
Integration of Knowledge and Ideas
7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
8. (Not applicable to literature)
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. a) Read and analyze parables from the New Testament as a literary form. (SMOS)
Range of Reading and Level of Text Complexity
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
READING STANDARDS FOR INFORMATIONAL TEXT
Key Ideas and Details
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2.

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Craft and Structure
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas
7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. a) Research the lives of St Paul Mikki, St. Andrew Dung-Lac, and St. Peter Claver with special emphasis on the use of primary sources. (SMOS)
Range of Reading and Level of Text Complexity.
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
FOUNDATIONAL SKILLS
Phonics and Word Recognition
1. Know and apply grade-level phonics and word analysis skills in decoding words. a) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency

2.

Read with sufficient accuracy and fluency to support comprehension.

- a) Read grade-level text with purpose and understanding.
- b) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING STANDARDS

Text Types and Purposes

1.

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- b) Provide logically ordered reasons that are supported by facts and details.
- c) Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
- d) Provide a concluding statement or section related to the opinion presented.

2.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c) Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
- d) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e) Provide a concluding statement or section related to the information or explanation presented.

3.

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d) Use concrete words and phrases and sensory details to convey experiences and events precisely.

e) Provide a conclusion that follows from the narrated experiences or events.
Production and Distribution of Writing
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including gr. 5 on p. 29.)
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
Research to Build and Present Knowledge
7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a) Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b) Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how c) An author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SPEAKING AND LISTENING STANDARDS
Comprehension and Collaboration

<p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
<p>Presentation of Knowledge and Ideas</p>
<p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
<p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
<p>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.)</p>
<p>LANGUAGE STANDARDS</p>
<p>Conventions of Standard English</p>
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b) Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. c) Use verb tense to convey various times, sequences, states, and conditions. d) Recognize and correct inappropriate shifts in verb tense.* e) Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a) Use punctuation to separate items in a series.* b) Use a comma to separate an introductory element from the rest of the sentence. c) Use a comma to set off the words yes and no (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). d) Use underlining, quotation marks, or italics to indicate titles of works. e) Spell grade-appropriate words correctly, consulting references as needed.
<p>Knowledge of Language</p>
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>

<ul style="list-style-type: none">a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.b) Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
Vocabulary Acquisition and Use
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none">a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none">a) Interpret figurative language, including similes and metaphors, in context.b) Recognize and explain the meaning of common idioms, adages, and proverbs.c) Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>

Sixth Grade

READING STANDARDS FOR LITERATURE
Ideas and Details
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
Craft and Structure
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
6. Explain how an author develops the point of view of the narrator or speaker in a text.
Integration of Knowledge and Ideas
7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
8. (Not applicable to literature)
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. a) Read mythic stories from various cultures and sources including ancient Jewish, Greek and Roman cultures, eventually composing their own mythic stories. (SMOS)
Range of Reading and Level of Text Complexity
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. a) Develop attitudes of charity and morality through experiencing useful and developmentally appropriate literature. (SMOS) b) Research and write about St. Marie-Alphonsine Ghattas, St. Catherine Drexel, and St. Moses of Ethiopia.
READING STANDARDS FOR INFORMATIONAL TEXTS

Key Ideas and Details
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)
Craft and Structure
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. a) Engage in cross-curricular studies as they compare modern literary techniques studied in literature class with the ancient Biblical literary techniques of the Pentateuch, Wisdom Literature and the Prophets. (SMOS)
Integration of Knowledge and Ideas
7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
Range of Reading and Level of Text Complexity
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
WRITING STANDARDS
Text Types and Purposes
1. Write arguments to support claims with clear reasons and relevant evidence. a) Introduce claim(s) and organize the reasons and evidence clearly.

- b) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c) Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- d) Establish and maintain a formal style.
- e) Provide a concluding statement or section that follows from the argument presented.

2.

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c) Use appropriate transitions to clarify the relationships among ideas and concepts.
- d) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e) Establish and maintain a formal style.
- f) Provide a concluding statement or section that follows from the information or explanation presented.

3.

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- e) Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

<p>6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>
<p>Research to Build and Present Knowledge</p>
<p>7. Conduct short research projects to answer a question, drawing on several sources and refocusing with inquiry when appropriate.</p>
<p>8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a) Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b) Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
<p>Range of Writing</p>
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>SPEAKING AND LISTENING</p>
<p>Comprehension and Collaboration</p>
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a) Come to discussion prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<p>2.</p>

<p>Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>
<p>3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
<p>Presentation of Knowledge and Ideas</p>
<p>4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; use appropriate eye-contact, adequate volume, and clear pronunciation.</p>
<p>5. Include multi-media components (e.g. graphics, images, music, sound) and visual displays in presentations to clarify information.</p>
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (see grade 6 Language standards 1 and 3 on page 52 for specific expectations.)</p>
<p>LANGUAGE</p>
<p>Conventions of Standard English</p>
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a) Ensure that pronouns are in the proper case (subjunctive, objective, possessive) b) Use intensive pronouns (e.g. myself, ourselves) c) Recognize and correct inappropriate shifts in pronoun number and person. d) Recognize and correct vague pronouns (i.e. ones with unclear or ambiguous antecedents) e) Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a) Use punctuation (commas, parentheses, dashes) to set off non-restrictive/parenthetical elements. b) Spell correctly.
<p>Knowledge of Language</p>
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a) Vary sentence patterns for meaning, reader/listener interest, and style. b) Maintain consistency in style and tone.

Vocabulary Acquisition and Use

4.

Determine or clarify the meaning of unknown and multiple-meaning words or phrase based on grade 6 reading and content, choosing flexibly from a range of strategies.

- a) Use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g. audience, auditory, audible)
- c) Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find pronunciation of a word or determine or clarify its precise meaning or its parts of speech.
- d) Verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary).

5.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a) Interpret figures of speech (e.g. personification) in context.
- b) Use the relationship between particular words (e.g. cause/effect, part/whole, item/category) to better understand each of the words.
- c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. stingy, scrimping, economical, un wasteful, thrifty).

6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Seventh Grade

READING STANDARDS FOR LITERATURE
Ideas and Details
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
Craft and Structure
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Integration of Knowledge and Ideas
7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
8. (Not applicable to literature)
9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. a) Recognize that concepts of spirituality are reflected in literatures of the world. (SMOS)
Range of Reading and Level of Text Complexity

<p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p>READING STANDARDS FOR INFORMATIONAL TEXTS</p>
<p>Key Ideas and Details</p>
<p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>
<p>3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>
<p>Craft and Structure</p>
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. a) Examine the literary forms used in the New Testament and create samples using similar literary forms. (SMOS)</p>
<p>5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>
<p>6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>
<p>Integration of Knowledge and Ideas</p>
<p>7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>
<p>8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. a) Research the works of St. Louise de Marillac, St. Vincent De Paul, Mahatma Gandhi, and St. Kateri Tekawitha analyzing their significance within the history of the Catholic Church and in the present day Catholic Church. (SMOS)</p>
<p>9.</p>

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
Range of Reading and Level of Text Complexity
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
WRITING STANDARDS
Text Types and Purposes
1. Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none">a) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.d) Establish and maintain a formal style.e) Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none">a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.c) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.d) Use precise language and domain-specific vocabulary to inform about or explain the topic.e) Establish and maintain a formal style.f) Provide a concluding statement or section that follows from and supports the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none">a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

<p>c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e) Provide a conclusion that follows from and reflects on the narrated</p>
<p>Production and Distribution of Writing</p>
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>
<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 53.)</p>
<p>6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>
<p>Research to Build and Present Knowledge</p>
<p>7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>
<p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a) Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b) Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>
<p>Range of Writing</p>
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

SPEAKING AND LISTENING
Comprehension and Collaboration
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a) Come to discussion prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d) Acknowledge new information expressed by others, and, when warranted qualify or justify their own views.
<p>2. Analyze the purpose of information presented in diverse media and formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation.</p>
<p>3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>
Presentation of Knowledge and Ideas
<p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye-contact, adequate volume, and clear pronunciation.</p>
<p>5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (see grade 7 Language standards 1 and 3 on page 52 for specific expectations.)</p>
LANGUAGE
Conventions of Standard English

<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a) Explain the function of phrases and clauses in general and their function in specific sentences. b) Chose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a) Use comma to separate coordinate adjectives (e.g. It was a fascinating, enjoyable movie but He wore an old [,] green shirt). b) Spell correctly.
<p>Knowledge of Language</p>
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<p>Vocabulary Acquisition and Use</p>
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words or phrase based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a) Use context (e.g. the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g. belligerent, bellicose, rebel) c) Consult general and specialized reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find pronunciation of a word or determine or clarify its precise meaning or its parts of speech. d) Verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary).
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a) Interpret figures of speech (e.g. literary, biblical and mythical allusions) in context. b) Use the relationship between particular words (e.g. synonym/antonym, analogy) to better understand each of the words. c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. refined, respectful, polite, diplomatic, condescending).
<p>6.</p>

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Eighth Grade

READING STANDARDS FOR LITERATURE
Key Ideas and Details
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Craft and Structure
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Integration of Knowledge and Ideas
7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
8. Not applicable to literature
9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. a) Participate in cross-curricular studies, comparing ancient apocalyptic literary techniques to modern apocalyptic literature and cinema in conjunction with the study of the Book of Revelation read in religion class. (SMOS)
Range of Reading and Level of Text Complexity
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
READING STANDARDS FOR INFORMATIONAL TEXTS

Key Ideas and Details
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Craft and Structure
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. <ul style="list-style-type: none"> a) Engage in cross-curricular studies researching and reading from the writings of Dorothy Day and create their own sample of Catholic Worker newspaper. b) Research, understand, and write about St. Maximilian Kolbe, St. Martin DePorres, and St. Elizabeth Ann Seton within their own cultural times and their place in 21st century spirituality.
Integration of Knowledge and Ideas
7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Range of Reading and Level of Text Complexity
10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
WRITING STANDARDS
Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence.

- a) Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d) Establish and maintain a formal style.
- e) Provide a concluding statement or section that follows from and supports the argument presented.

2.

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e) Establish and maintain a formal style.
- f) Provide a concluding statement or section that follows from and supports the information or explanation presented.

3.

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b) Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- c) Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e) Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 53.)
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
Research to Build and Present Knowledge
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a) Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). b) Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SPEAKING AND LISTENING
Comprehension and Collaboration
1.

<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a) Come to discussion prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c) Pose questions that connect ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas d) Acknowledge new information expressed by others, and, when warranted qualify or justify their own views in light of the evidence presented.
<p>2. Analyze the purpose of information presented in diverse media and formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation.</p>
<p>3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>
<p>Presentation of Knowledge and Ideas</p>
<p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye-contact, adequate volume, and clear pronunciation.</p>
<p>5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (see grade 8 Language standards 1 and 3 on page 52 for specific expectations.)</p>
<p>LANGUAGE</p>
<p>Conventions of Standard English</p>
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a) Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b) Form and use verbs in the active and passive voice. c) Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d) Recognize and correct inappropriate shifts in verb voice and mood.
<p>2.</p>

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a) Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- b) Use an ellipsis to indicate an omission.
- c) Spell correctly.

Knowledge of Language

3.

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a) Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g. emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use

4.

Determine or clarify the meaning of unknown and multiple-meaning words or phrase based on grade 8 reading and content, choosing flexibly from a range of strategies.

- a) Use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g. precede, recede, secede)
- c) Consult general and specialized reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find pronunciation of a word or determine or clarify its precise meaning or its parts of speech.
- d) Verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary).

5.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a) Interpret figures of speech (e.g. verbal irony, puns) in context.
- b) Use the relationship between particular words to better understand each of the words.
- c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. bullheaded, willful, firm, persistent, resolute).

6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

MATH ALL SCHOOL GOALS

Students will be able to recognize and understand the utility of, and value of, mathematics.
Students will develop their full potential in mathematics.
Students will develop computational proficiency, and the ability to determine appropriateness of answers.
Students will become self-evaluators.
Students will develop proficiency in problem-solving and higher order thinking.
Students will use technology to enhance mathematical problem-solving.
Students will use their mathematical thinking and problem-solving skills in their everyday life experiences.
Students will be able to make conjectures and conclusions, and be able to discuss their reasoning for such conjectures and conclusions.
Students will be able to relate mathematics to other school subject areas.
Students will demonstrate an understanding of the history of mathematics in world cultures.
Students will demonstrate an appreciation for the role of the Catholic Church in the history of mathematics and mathematicians.
Students will approach problems solving in STEM and STEM-related subjects using the Design Method (age appropriately): Ask, Imagine, Plan, Create, Test, Improve.

Revised fall 2016

Preschool

Numbers and Number Systems
Students will recite and demonstrate counting rhymes and singing games with numbers.
Students will rote count accurately from one to twenty.
Students will use one to one correspondence up to ten accurately.
Students will determine quantity of objects using comparative language.
Students will utilize everyday fractions (whole, half) in descriptive terms.
Students will recognize the quantity of grouped objects (as on dice) in standard configuration up to five.
Students will compare the differing sizes of groups of objects.
Students will identify visual representations of numerical values.
Students will identify numerals in everyday situations.
Students will write numerals 1-10.
Students will match numerals with quantity up to ten.
Algebraic Relationships
Students will match, sort, and regroup objects according to up to three attributes.
Students will order items according to relative differences, using comparative language.
Students will recognize, duplicate, extend, and create patterns: AB, ABC, AABB, ABB.
Geometric and Spatial Relationships
Students will take objects apart and put them together accurately.
Students will use actions and words to indicate position and location, movement, and orientation.
Students will identify two-dimensional shapes: triangle, square, circle, oval, rectangle, star, diamond/rhombus, heart.
Students will identify three-dimensional shapes: sphere, cone, cube, pyramid, cylinder.
Students will investigate and expressively indicate the characteristics of shapes.
Students will create and duplicate three-dimensional and two-dimensional shapes using a variety of materials.
Students will indicate if shapes are alike or different using two characteristics.
Measurement
Students will explore ways to measure using a variety of objects.
Students will use words to describe opposites.
Students will use the basic vocabulary of measurement in volume.
Students will order five or more objects according to length or size differences.
Students will use language associated with time for everyday situations (morning, afternoon, day, night).
Students will anticipate, remember, and predict a sequence of events.

Kindergarten

Counting and Cardinality,
Know number names and the count sequence.
1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
Count to tell the number of objects
4. Understand the relationship between numbers and quantities; connect counting to cardinality. <ol style="list-style-type: none"> a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b) Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c) Understand that each successive number name refers to a quantity that is one larger.
5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
Compare numbers
6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)
7. Compare two numbers between 1 and 10 presented as written numerals.
Operations and Algebraic Thinking,
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
1. Represent addition and subtraction with objects, fingers, mental images, drawings (Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the Standards.), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
2.

Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
5. Fluently add and subtract within 5.
Number and Operations in Base Ten
Work with numbers 11-19 to gain foundation for place value.
1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
Measurement and Data,
Describe and compare measurable attributes.
1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>
Classify objects and count the numbers of objects in each category.
3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)
Geometry
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and squares).
1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three dimensional (“solid”).

Analyze, compare, create, and compose shapes.
4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
6. Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”

First Grade

Operations and Algebraic Thinking,
Represent and solve problems involving addition and subtraction.
<p>1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 1)</p>
<p>2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>
Understand and apply properties of operations and the relationship between addition and subtraction.
<p>3. Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</p>
<p>4. Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i></p>
Add and subtract within 20
<p>5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p>
<p>6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p>
Word with addition and subtraction equations.
<p>7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i></p>
<p>8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \quad - 3$, $6 + 6 = \quad$.</i></p>
Numbers and Operations in Base Ten,

Extend the counting sequence
1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
Understand place value
2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a) 10 can be thought of as a bundle of ten ones – called a “ten.” b) The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c) The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
Use place value understanding and properties of operations to add and subtract.
4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
Measurement and Data
Measure lengths indirectly and by iterating length in units.
1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no

gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>
Tell and write time.
3. Tell and write time in hours and half-hours using analog and digital clocks.
Represent and interpret data.
4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
Geometry,
Reason with shapes and their attributes.
1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. ⁴
3. Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
4. Students do not need to learn formal names such as “right rectangular prism.”

Second Grade

Operations and Algebraic Thinking,
Represent and solve problems involving addition and subtraction.
<p>1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 1)</p>
Add and subtract within 20
<p>2. Fluently add and subtract within 20 using mental strategies. (See standard 1.OA.6 for a list of mental strategies.) By end of Grade 2, know from memory all sums of two one-digit numbers.</p>
Work with equal groups of objects to gain foundations for multiplication.
<p>3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p>
<p>4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p>
Number and Operations in Base Ten,
Understand place value
<p>1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <ul style="list-style-type: none"> a) 100 can be thought of as a bundle of ten tens – called a “hundred.” b) The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
<p>2. Count within 1000; skip count by 5s, 10s, and 100s</p>
<p>3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p>
<p>4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p>
Use place value understanding and properties of operations to add and subtract.

5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
6. Add up to four two-digit numbers using strategies based on place value and properties of operations.
7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
9. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)
Measurement and Data
Measure and estimate lengths in standard units.
1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
3. Estimate lengths using units of inches, feet, centimeters, and meters.
4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
Relate addition and subtraction to length.
5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
Work with time and money
7.

Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i>
Represent and interpret data
9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems (See Glossary, Table 1) using information presented in a bar graph.
Geometry
Reason with shapes and their attributes.
1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Third Grade

<p>Operations and Algebraic Thinking,</p>
<p>1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i></p>
<p>2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i></p>
<p>3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 2.)</p>
<p>4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \quad \div 3$, $6 \times 6 = ?$.</i></p>
<p>Understand properties of multiplication and the relationship between multiplication and division.</p>
<p>5. Apply properties of operations as strategies to multiply and divide.² <i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i></p>
<p>6. Understand division as an unknown-factor problem. <i>For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</i></p>
<p>Multiply and divide within 100.</p>
<p>7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
<p>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p>
<p>8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the</p>

<p>reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>(This standard is limited to problems posed with whole numbers and having whole number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).</p>
<p>9.</p> <p>Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</p>
<p>Number and Operations in Base Ten,</p>
<p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p>
<p>1.</p> <p>Use place value understanding to round whole numbers to the nearest 10 or 100.</p>
<p>2.</p> <p>Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>
<p>3.</p> <p>Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</p>
<p>Number and Operations – Fractions,</p>
<p>Develop understanding of fractions as numbers.</p>
<p>1.</p> <p>Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p>
<p>2.</p> <p>Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>a) Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</p> <p>b) Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</p>
<p>3.</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>a) Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p> <p>b) Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p>

<p>c) Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.</i></p> <p>d) Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>
Measurement and Data
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
<p>1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.⁴ A range of algorithms may be used.⁵ Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.</p>
<p>2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).⁶ Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.</p>
Represent and interpret data.
<p>3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</p>
<p>4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units – whole numbers, halves, or quarters.</p>
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
<p>5. Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>a) A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.</p> <p>b) A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.</p>
<p>6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p>

7.

Relate area to the operations of multiplication and addition.

- a) Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
- b) Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
- c) Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.
- d) Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

8.

Solve real world and mathematical problems involving perimeter of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Reason with shapes and their attributes.

1.

Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

2.

Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as $1/4$ of the area of the shape.*

Fourth Grade

Operations and Algebraic Thinking,
Use the four operations with whole numbers to solve problems.
<p>1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p>
<p>2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p>
<p>3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>
Gain familiarity with factors and multiples.
<p>4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p>
Generate and analyze patterns.
<p>5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>A) Analyze patterns using words, tables and groups. (SMOS)</p>
Number and Operations in Base Ten (² Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.),
Generalize place value understanding for multi-digit whole numbers.
<p>1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</p>
<p>2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p>
3.

Use place value understanding to round multi-digit whole numbers to any place.
Use place value understanding and properties of operations to perform multi-digit arithmetic.
4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.
5. Demonstrate fluency with basic number relationships of multiplication and related division facts up to 12×12 . (SMOS)
6. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
7. Estimate and justify products of whole numbers. (SMOS)
8. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Number and Operations - Fractions (³ Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)
Extend understanding of fraction equivalence and ordering.
1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
3. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. a) Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b) Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. <i>Examples:</i> $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.

- c) Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
- d) Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

4.

Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

- a) Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.
- b) Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)
- c) Solve word problems involving multiplication of a fraction by whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?

Understand decimal notation for fractions, and compare decimal fractions.**5.**

Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. (Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.) *For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$.*

6.

Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram. ????*

7.

Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.

Measurement and Data

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

<p>1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i></p> <p>a) <i>Select and use benchmarks to estimate measurements (linear, capacity, weight) (SMOS)</i></p>
<p>2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>
<p>3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i></p>
<p>Represent and interpret data.</p>
<p>4. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</p>
<p>Geometric measurement: understand concepts of angle and measure angles.</p>
<p>5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p> <p>a) An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles.</p> <p>b) An angle that turns through n one-degree angles is said to have an angle measure of n degrees.</p>
<p>6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p>
<p>7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</p>
<p>Geometry</p>

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

1.

Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

2.

Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

3.

Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

Fifth Grade

Operations and Algebraic Thinking
Write and interpret numerical expressions.
1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</i>
Analyze patterns and relationships.
3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i>
Number and Operations in Base Ten ,
Understand the place value system.
1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left.
2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
3. Read, write, and compare decimals to thousandths. a) Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. b) Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
4. Use place value understanding to round decimals to any place.
Perform operations with multi-digit whole numbers and with decimals to hundredths.
5. Fluently multiply multi-digit whole numbers using the standard algorithm.
6.

Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

7.

Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Number and Operations – Fractions

Use equivalent fractions as a strategy to add and subtract fractions.

1.

Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)*

2.

Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.*

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

3.

Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*

4.

Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

- a) Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)*
- b) Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as

<p>would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p>
<p>5. Interpret multiplication as scaling (resizing), by:</p> <p>a) Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</p> <p>b) Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.</p>
<p>6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p>
<p>7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.)</p> <p>a) Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. <i>For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</i></p> <p>b) Interpret division of a whole number by a unit fraction, and compute such quotients. <i>For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</i></p> <p>c) Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$-cup servings are in 2 cups of raisins?</i></p>
<p>Measurement and Data</p>
<p>Convert like measurement units within a given measurement system.</p>
<p>1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p>
<p>Represent and interpret data.</p>
<p>2.</p>

<p>Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i></p>
<p>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p>
<p>3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <ol style="list-style-type: none"> A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.
<p>4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p>
<p>5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <ol style="list-style-type: none"> Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.
<p>Geometry</p>
<p>Graph points on the coordinate plane to solve real-world and mathematical problems.</p>
<p>1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p>
<p>2.</p>

Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Classify two-dimensional figures into categories based on their properties.

3.

Understand that attributes belonging to a category of two dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*

4.

Classify two-dimensional figures in a hierarchy based on properties.

Sixth Grade

Ratios and Proportional Relationships
Understand ratio concepts and use ratio reasoning to solve problems.
<p>1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</i></p>
<p>2. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. <i>For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."</i> (Expectations for unit rates in this grade are limited to non-complex fractions.)</p>
<p>3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p> <ul style="list-style-type: none"> a) Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b) Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i> c) Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. d) Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
The Number System
Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
<p>1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$-cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mile?</i></p>
Compute fluently with multi-digit numbers and find common factors and multiples.
<p>2. Fluently divide multi-digit numbers using the standard algorithm.</p>

<p>3. Develop and use strategies to estimate the results of multiplication and division of positive rational number computations and judge the reasonableness of the result. (SMOS)</p>
<p>4. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p>
<p>5. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>For example, express $36 + 8$ as $4(9 + 2)$.</i></p>
<p>Apply and extend previous understandings of numbers to the system of rational numbers.</p>
<p>6. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p>
<p>7. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <ol style="list-style-type: none">Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
<p>8. Understand ordering and absolute value of rational numbers.</p> <ol style="list-style-type: none">Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</i>Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write $-3\text{ }^{\circ}\text{C} > -7\text{ }^{\circ}\text{C}$ to express the fact that $-3\text{ }^{\circ}\text{C}$ is warmer than $-7\text{ }^{\circ}\text{C}$.</i>Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity

<p>in a real-world situation. <i>For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</i></p> <p>d) Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</i></p>
<p>9.</p> <p>Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</p>
<p>Expressions and Equations</p>
<p>1.</p> <p>Write and evaluate numerical expressions involving whole-number exponents.</p>
<p>2.</p> <p>Write, read, and evaluate expressions in which letters stand for numbers.</p> <p>a) Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation "Subtract y from 5" as $5 - y$.</i></p> <p>b) Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <i>For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.</i></p> <p>c) Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = \frac{1}{2}$.</i></p>
<p>3.</p> <p>Apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.</i></p>
<p>4.</p> <p>Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</i></p>
<p>Reason about and solve one-variable equations and inequalities.</p>
<p>5.</p> <p>Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</p>
<p>6.</p>

Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.
8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.
Represent and analyze quantitative relationships between dependent and independent variables.
9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. <i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.</i>
Geometry
1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
Statistics and Probability
Develop understanding of statistical variability.

<p>1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.</i></p>
<p>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.</p>
<p>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 with a single number.</p>
<p>Summarize and describe distributions</p>
<p>4. Display numerical data in plots on a number line, including dot plots, circle graphs, histograms, stem and leaf plots and box plots. (circle, stem/leaf – SMOS)</p>
<p>5. Summarize numerical data sets in relation to their context, such as by:</p> <ul style="list-style-type: none"> a) Reporting the number of observations. b) Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c) Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d) Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.
<p>Technology, SMOS</p>
<p>1. Utilize calculators when</p> <ul style="list-style-type: none"> a) Finding values and powers. b) Adding and subtracting decimals. c) Writing fractions as decimals.
<p>2. Utilize computers when designing spreadsheets in order to:</p> <ul style="list-style-type: none"> a) Create data displays/bar graphs and line graphs. b) When multiplying decimals by whole numbers. c) Find angle measures of triangles.

Seventh Grade

<p>Ratios and Proportional Relationships</p> <p>Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p>1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1}{2}$ divided by $\frac{1}{4}$ miles per hour, equivalently 2 miles per hour.</i></p> <p>2. Recognize and represent proportional relationships between quantities. a) Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. b) Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. c) Represent proportional relationships by equations. <i>For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</i> d) Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.</p> <p>3. Use proportional relationships to solve multistep ratio and percent problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i></p>
<p>The Number System</p> <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. a) Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i> b) Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. c) Understand subtraction of rational numbers as adding the additive inverse, d) $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.</p>

e) Apply properties of operations as strategies to add and subtract rational numbers.

2.

Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

- a) Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational
- b) Numbers by describing real-world contexts.
- c) Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real world contexts.
- d) Apply properties of operations as strategies to multiply and divide rational numbers.
- e) Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.

3.

Solve real-world and mathematical problems involving the four operations with rational numbers. (Computations with rational numbers extend the rules for manipulating fractions to complex fractions.)

Expressions and Equations

Use properties of operations to generate equivalent expressions.

1.

Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

2.

Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."*

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

3.

Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $1/10$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.*

4.

Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

- a) Solve word problems leading to equations of the form $px + q = r$ and
- b) $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?*
- c) Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. *For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make,*
- d) *and describe the solutions.*

Geometry

Draw, construct, and describe geometrical figures and describe the relationships between them.

1.

Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

2.

Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

3.

Describe the two-dimensional figures that result from slicing three dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

4.

Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

5.

Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.

6.

Describe relationships between corresponding sides, corresponding angles and corresponding perimeters of similar polygons.

7.

Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Statistics and Probability

Use random sampling to draw inferences about a population.

<p>1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.</p>
<p>2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. <i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i> Draw informal comparative inferences about two populations.</p>
<p>3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. <i>For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i></p>
<p>4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i> Investigate chance processes and develop, use, and evaluate probability models.</p>
<p>5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p>
<p>6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. <i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i></p>
<p>7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <p>a) Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</p>

- b) Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?

8.

Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

- a) Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
- b) Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.
- c) Design and use a simulation to generate frequencies for compound events. *For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?*

**Technology,
SMOS**

1.

Utilize calculators when:

- a) Finding values and powers.
- b) Adding and subtracting decimals.
- c) Writing fractions as decimals.

2.

Utilize computers when designing spread sheets in order to:

- a) Create data displays/bar graphs and line graphs.
- b) When multiplying decimals by whole numbers.
- c) Finding angle measure of triangles.

Eighth Grade

The Number System
Know that there are numbers that are not rational, and approximate them by rational numbers.
1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). <i>For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.</i>
Expressions and Equations
Work with radicals and integer exponents.
1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. <i>For example, $32 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.</i>
2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. <i>For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.</i>
4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.
Understand the connections between proportional relationships, lines, and linear equations.
5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. <i>For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</i>

6. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .

Analyze and solve linear equations and pairs of simultaneous linear equations.

7.

Solve linear equations in one variable.

- a) Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).
- b) Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

8.

Analyze and solve pairs of simultaneous linear equations.

- a) Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
- b) Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.*
- c) Solve real-world and mathematical problems leading to two linear equations in two variables. *For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.*

Functions

Define, evaluate, and compare functions.

1.

Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. (Function notation is not required in Grade 8)

2.

Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

3.

Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.

4.

Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two dimensional figures, describe a sequence that exhibits the similarity between them.
5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. <i>For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.</i>
Understand and apply the Pythagorean Theorem.
6. Explain a proof of the Pythagorean Theorem and its converse.
7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.
Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.
9. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.
Statistics and Probability
Investigate patterns of association in bivariate data.
1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. <i>For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</i>
4.

Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?*

Algebra

Seeing Structures in Expressions
Interpret the structure of expressions
Interpret parts of an expression, such as terms, factors, and coefficients.
Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P</i>
Use the structure of an expression to identify ways to rewrite it. <i>For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</i>
Write expressions in equivalent forms to solve problems
Factor a quadratic expression to reveal the zeros of the function it defines.
Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
Use the properties of exponents to transform expressions for exponential functions. <i>For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</i>
Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. <i>For example, calculate mortgage payments.</i>
Arithmetic with Polynomials & Rational Expressions
Perform arithmetic operations on polynomials
Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
Understand the relationship between zeros and factors of polynomials
Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.
Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.
Use polynomial identities to solve problems
Prove polynomial identities and use them to describe numerical relationships. <i>For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.</i>
Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n , where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.
Rewrite simple rational expressions in different forms; write $\frac{a(x)}{b(x)}$ in the form $q(x) + \frac{r(x)}{b(x)}$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.
Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.
Creating Equations

Create equations that describe numbers or relationships
Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i>
Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i>
Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i>
Reasoning With Equations & Inequalities
Understand solving equations as a process of reasoning and explain the reasoning.
Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
Solve equations and inequalities in one variable
Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
Solve quadratic equations in one variable.
Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.
Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .
Solve systems of equations
Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.
Represent a system of linear equations as a single matrix equation in a vector variable.
Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater).
Represent and solve equations and inequalities graphically.

Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.

Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

SCIENCE

ALL SCHOOL GOALS

Students will develop proficiency in investigating and understanding scientific concepts and skills.
Students will understand how scientific ideas interconnect and build on one another to produce a coherent whole.
Students will recognize and understand science as an important mode of inquiry and be able to apply it in all aspects of life.
Students will develop a knowledge of and appreciation for life in all forms, matter, and the universe.
Students will develop an ability to understand and act responsibly on personal and social issues relating to science.
Students will act in accordance with sound ecological choices for preserving the environment.
Students will demonstrate an appreciation for the history and development of science.
Students will demonstrate an appreciation for the human aspects of science and its role in the development of various cultures.
Students will identify the role that the Catholic Church has played throughout history in the advancement of scientific knowledge and understanding.
Students will develop confidence in their scientific capabilities.
Students will use technology for research, investigation, and publication.
Students will develop analytic skills in the area of scientific thinking by engaging in learning activities that draw upon techniques from the scientific method.
Students will approach problems solving in STEM and STEM-related subjects using the Design Method (age appropriately): Ask, Imagine, Plan, Create, Test, Improve.

Revised Summer 2016

Preschool

Physical
Students will explore physical properties of objects and materials using one or more of their senses.
Students will experiment with simple tools.
Students will experiment with objects and materials to gather information and observe reactions.
Students will sort objects and materials by what they are made of (e.g., rock, metal, plastic, wood, glass, cloth) and by their characteristics (e.g., soft/hard, float/sink, load/quiet).
Students will make predictions based on experiences with objects and materials.
Students will represent observations of physical science through a variety of ways. (e.g., pretend play, music and movement, and art and construction).
Life
Students will explore characteristics of living things using one or more of their senses.
Students will show interest in plant and animal changes.
Students will explore, collect, and represent information learned about living and non-living things.
Students will differentiate between living and nonliving things.
Students will recognize that living things have needs.
Students will make predictions based on experiences with living things.
Earth
Students will explore the world using the 5 senses.
Students will represent observations about earth and space in a variety of ways.
Students will conduct experiments to gain knowledge of earth and space.
Students will demonstrate an interest in the changes in earth and space) i.e. - changes in weather and seasons, temperature, day and night).
Students will name and identify the four seasons and appropriate clothing for each.
Students will make predictions based on experiences with earth and space.

Kindergarten

Physical
Students will investigate the effects of pushes and pulls on an object using varying strengths. (BBC Science Clips-choose object, push or pull.
Students will analyze data to determine if a change in condition worked to change the speed or direction of an object with a push or pull.
Students will make observations to determine the effect of sunlight on Earth's surface.
Students will use tools and materials provided to design and build a structure that will reduce the warming effect of sunlight on Earth's surface.
Life
Students will describe what plants and animals need to survive.
Earth
Students will use and share observations of local weather conditions to describe patterns over time.
Students will describe how plants and animals can change the environment to meet their needs.
Students will connect a living thing to its habitat based on its needs.
Students will ask questions to obtain information about how weather forecasting helps people prepare for and respond to severe weather.
Students will communicate solutions that will reduce the impact of humans on the land, water, air, and other living things in the local environment.
Human Anatomy
Students will investigate the layers of the skin and determine ways to care for their skin.

First Grade

Physical
Students will plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
Students will make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.
Students will plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.
Students will use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.
Life
Students will describe an animal or plant using external characteristics to survive. Students will create a solution to a human problem based on mimicking plant or animal characteristics.
Students will research how adults help the young survive.
Students will compare and contrast plants and animals to the adult.
Students will explore the life of St. Francis of Assisi.
Earth
Students will make observations at different times of year to relate the amount of daylight to the time of year.
Human Anatomy
Students will identify and recognize their five senses and how they use them.

Second Grade

Physical
Students will conduct an investigation to describe and classify different materials by their physical properties.
Students will test different materials to determine which materials have the properties that are best suited for an intended purpose.
Students will make observations and show proof of understanding that many objects can be made up of a group of smaller objects.
Students will construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.
Life
Students will identify the basic needs of most animals.
Students will plan and carry out their own experiment to see if plants need sunlight and water. Bean plant in different conditions
Students will develop a simple model that mimics how an animal disperses seeds and/or pollinates plants.
Students will compare, record and organize data on the diversity of life in various habitats.
Earth
Students will use information from several sources to provide evidence that Earth events can occur quickly or slowly.
Students will compare the multiple ways that something can slow/prevent water or wind from changing the shape of the land.
Students will develop a project to represent the shapes and kinds of land and bodies of water in an area.
Human Anatomy
Students will investigate the food pyramid and relate it to good nutrition and digestion.
Students will identify parts of the digestive system and describe how it works.

Third Grade

Physical
Motion and Stability:
Students will plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
Students will make measurements of an object’s motion to describe a pattern that can be used to predict future motion of an object.
Students will formulate questions to determine the cause and effect relationships of two objects that are interacting through electric or magnetic forces but are not in contact with one another.
Students will identify and describe a simple design problem that they will solve by applying a scientific understanding of the forces between interacting magnets.
Life
From Molecules to Organisms:
Students will create a presentation representing the differing life cycles of organisms (including the following stages: birth, growth, reproduction, and death).
Ecosystems:
Students will defend a claim that some animals form groups that help members survive.
Heredity:
Students will analyze data to demonstrate that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
Students will use evidence to construct an explanation about how environmental factors influence inherited traits in organisms.
Biological Evolution:
Students will analyze data from fossils to provide evidence of organisms that lived long ago and what types of environments they inhabited.
Students will defend a claim for how characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
Students will defend a claim and provide evidence for why a particular environment fully meets the needs, partially meets the needs, or does not meet the needs of an organism.
Students will make a claim about the merit of a given solution to a problem caused when the environment changes and affects the types of plants and animals that live there.
Earth
Students will display data using tables, graphs, or charts to describe typical weather conditions expected during a particular season.
Students will gather information from various sources to describe climates in different regions of the world.
Students will defend a claim about the merit of a given design solution that reduces the impacts of a weather-related hazard.
ENGINEERING DESIGN

Students will define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

Students will generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Students will plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Human Anatomy

Students will discuss and describe the skeletal system and how it connects to other body systems. (jobs of bones, names of bones, joints,)

Students will describe the functions of the brain and nerves.

Fourth Grade

Physical
Energy
Students will use evidence to construct an explanation relating the speed of an object to the energy of that object.
Students will make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
Students will ask questions and predict outcomes about the changes in energy that occur when objects collide.
Students will apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
Waves: Waves and Information
Students will develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
Students will create a project to describe that light reflecting from objects and entering the eye allows objects to be seen.
Students will generate and compare multiple solutions that use patterns to transfer information.
Life
Structure, Function, and Information
Students will defend a claim that both plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
Students will use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
Earth
Earth's Systems: Processes that Shape the Earth
Students will make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
Students will analyze and interpret data from maps to describe patterns of Earth's features.
Students will generate and compare multiple solutions to reduce the impacts of natural Earth processes (earthquakes, floods, tsunamis, volcanic eruptions) on humans.
Students will synthesize information to describe that energy and fuels come from natural resources and their uses affect the environment.
ENGINEERING DESIGN
Students will define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
Students will generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
Students will plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototyped that can be improved.
Human Anatomy

Students will discuss and describe the muscular and nervous systems and how they are connected to other body parts.

Fifth Grade

Life
Students will defend the claim that plants get the materials they need for growth mainly from air and water.
Students will create a project to describe the movement of matter among plants, animals, decomposers, and the environment.
Physical
Students will develop a project to describe that matter is made of particles too small to be seen, such as air expanding a balloon or beach ball.
Students will measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
Students will use observation and measurement to identify materials based on their scientific properties.
Students will use observation and measurement to identify materials based on their scientific properties.
Students will investigate whether mixing two substances will create a new substance.
Students will defend the claim that the gravitational force exerted by Earth is directed down toward the center of the Earth.
Students will construct a model to show the energy an animal gets from its food was once energy from the sun.
Earth
Students will defend a claim that the brightness of the sun and stars is due to their relative distance from Earth.
Students will create graphs to show patterns of daily changes such as day and night, directions of shadows, "and positions of the moon".
Students will give an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
Students will describe and graph the distribution of saltwater and freshwater on Earth.
Students will explore ways communities use science to protect natural resources.
Human Anatomy
Students will identify the parts of the cardiovascular system and how it functions.

Sixth Grade

Earth
Students will develop a model of the Earth-sun-moon system to describe the cycles of lunar phases, eclipses, and seasons.
Students will develop a project to describe the role of gravity in the motions within galaxies and the solar system.
Students will analyze and interpret data to determine scale properties of objects in the solar system.
Students will construct a scientific explanation based on rock strata to explain the organization of Earth's geological timeline.
Students will describe the cycle of Earth's rocks and minerals and the flow of energy that drives this process.
Students will construct an explanation based on evidence for how the Earth's geographic features change over time (weathering, deposition, water, ice, wind) and by catastrophic events.
Students will interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of past plate motions.
Students will create a project to describe geochemical cycles through Earth's systems driven by energy from the sun and the force of gravity.
Students will collect data to provide evidence for how the motions and complex interactions of air masses result in weather conditions.
Students will research weather phenomena in Earth's biomes and create a graph to describe how regional climates are determined.
Students will construct a scientific explanation based on evidence for how the uneven distributions of Earth's resources are the results of geoscience processes.
Students will interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to minimize their impact.
Students will apply scientific principles to design a method for monitoring and minimizing human impact on the environment.
Students will construct an argument supported by evidence for how increases in human population and per capita consumption of natural resources impact Earth's systems.
Students will develop an argument based on the evidence that have led to global warming over the past century.

Seventh Grade

Life Sciences
Students will participate in Inquiry Based Labs guided by the teacher in which they develop labs that involve the concepts outlined below.
Defends and demonstrates that living things are made of cells.
Develops and uses a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.
Provide evidence of the hierarchy of cells: ranging from cells, through all subsystems (cells, tissues, and organs), and finally to the full system of the organism.
Describes adaptations in plants and animals that affect the probability of successful reproduction.
Interprets explanations that organism growth is influenced by multiple environmental and genetic factors.
Designs a diagram demonstrating the flow of energy in and out of an organism through photosynthesis.
Designs a diagram demonstrating the flow of energy in and out of an organism through photosynthesis.
Constructs an explanation of how food molecules are broken down and rearranged, releasing energy that is used to support life processes.
Analyzes and interprets data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
Identifies and describes patterns of interactions among organisms that can be used to identify relationships within ecosystems.
Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
Construct an argument supported by evidence that changes to physical or biological components of an ecosystem affect populations.
Identifies and describes the additional evidence that is relevant for maintaining biodiversity and ecosystem services (for example recycling or soil erosion prevention).
Develops a project to identify the relevant components for demonstrating that genes are located on chromosomes, that traits are controlled by proteins and that changes to genes

(mutations) can benefit or harm the organism and its population.
Develops a project to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.
Analyzes and interprets data for patterns in the fossil record to determine evidence for the existence, diversity, extinction and change in life forms throughout the history of earth.
Applies scientific theories to construct an explanation for the similarities and differences among modern organism and between modern and fossil organisms to infer evolutionary relationships.
Collects and analyzes data to develop a model that shows patterns of similarities in the embryological development across multiple species that will identify relationships not evident in the fully formed anatomy.
Constructs an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
Researches and synthesizes information about how artificial selection has changed the way humans influence the inheritance of desired traits in organisms.
Applies mathematical representations (probability and proportions) to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.

Eighth Grade

Physical Sciences
Students will participate in Inquiry Based Labs in which they independently develop labs that involve the concepts outlined below.
Designs models that will comprise the atomic arrangement of simple molecules and extend these structures to incorporate varied complexity.
Analyzes and interpret data about the properties of substances before and after they interact to identify if a chemical reaction has occurred.
Assembles and assesses information to demonstrate that synthetic materials are created from natural resources and these materials impact society.
Explains a simulation that predicts and portrays changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
Explains a simulation that predicts and portrays changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
Demonstrate Newton's Third Law by designing a solution to a problem that involves motion of two colliding objects.
Plans an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.
Analyzes data to determine the factors that affect the strength of electric and magnetic forces.
Synthesizes and defends arguments using evidence to support the claim that gravitational interactions cause attractions and depend on the distance and masses of the interacting objects.
Conducts and explains an experimental investigation that provides evidence that objects exert forces on each other even though the objects are not in contact.
Develops and deciphers graphs displaying data that describes the relationships of kinetic energy to mass and speed of an object.
Assembles a model to describe that an object placed at various distances contain different amounts of potential energy.
Designs, constructs and tests a device that minimizes (insulates) or maximizes (conducts) thermal energy transfer following the scientific method.
Devises an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the temperature of the sample.
Compares and contrasts that the energy present in a system before the system is changed is the same after the system has been changed but has taken a different form (heat, sound, etc.) (See: Law of Conservation)
Identifies that a wave (sound or light) has a repeating pattern with a specific wavelength, frequency and amplitude that can be mathematically represented. Develops and relates a model to describe that waves are reflected, refracted, absorbed or transmitted through various materials.
Collects information to distinguish between digitized signals and analog signals and critique which is a more reliable way to encode and transmit information.
Students will devise an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the temperature of the sample.

Students will compare and contrast that the energy present in a system before the system is changed is the same after the system has been changed but has taken a different form (heat, sound, etc.) (See: Law of Conservation)

Waves and Their Applications in Technologies for Information Transfer

Students will be able to identify that a wave (sound or light) has a repeating pattern with a specific wavelength, frequency and amplitude that can be mathematically represented.

Students will be able to develop and relate a model to describe that waves are reflected, refracted, absorbed or transmitted through various materials.

Students will collect information to distinguish between digitized signals and analog signals and critique which is a more reliable way to encode and transmit information.

SOCIAL STUDIES

ALL SCHOOL GOALS

Students will develop the ability to pursue historical research using methods of historical inquiry to evaluate and analyze primary documents, secondary documents, and artifacts.
Students will develop the ability to analyze historical events and the influence those events have on the past, present and future.
Students will develop the ability to identify and analyze events pertaining to the growth and development of various nations of the world, the United States, the state of Missouri and the metropolitan St. Louis area.
Students will develop map and global skills needed for interpretation of geographic data relating to the world's physical geography.
Students will develop the ability to effectively use geographic themes to analyze the growth and development of human civilization.
Students will develop the ability to analyze the role economics have played in the interactions between civilizations and nations.
Students will develop the ability to analyze the role economics have played in the development and demise of civilizations.
Students will demonstrate the ability to identify and analyze the role religion, especially the role the Catholic Church has played in the development of world cultures.
Students will use the principles of Catholic Social Teaching to analyze past and present issues of social justice.
Students will demonstrate knowledge of various ethnic groups and their contributions to the nations of the world.

Preschool

HISTORY
Students will explore vocabulary associated with time such as past, present, and future.
Students will investigate major historical figures associated with national and Church holidays.
GEOGRAPHY
Montessori only: Students will explore the physical features of geographical landforms.
Montessori only: Students will construct simple maps of the United States and the world
Montessori only: Students will use maps and globes to locate and identify geographical features and places.
Students will explore various ways in which their actions and choices affect living and non-living within the environment.
ECONOMICS
Students will investigate ways in which resources are made and used; for example, food grown in farms is purchased in grocery stores and markets, paper used is made from trees.
Students will investigate roles of community helpers such as firefighters, police officers, doctors, teachers, dentists, mail carriers, veterinarians, librarians, priests, etc.
SOCIOLOGY
Students will self-regulate behavior in social situations.
Students will demonstrate appropriate social interactions that include sharing, compromise, and respect for others.
Students will recognize various types of families, shelters, food, clothing, and customs.
Students will explore similarities and differences between themselves and others.
Students will work and play with a variety of children.
Students will explore cultural differences.
Students will utilize visual, graphic, and auditory aids.
POLITICAL SCIENCE
Students will participate in making classroom rules.
Students will use multiple strategies to resolve conflicts.

Kindergarten

Documents Shaping Constitutional Democracy
Students will identify reasons for making rules within the school.
Students will discuss the concept of individual rights
Students will describe the character traits of role models within your family or school.
Students will identify the flag as a symbol of our nation.
Students will recite the Pledge of Allegiance.
Governance Systems
Students will create a personal history.
Students will compare your family in the past and present.
Students will describe the contributions of people typically studied in K-5 programs associated with national holidays such as George Washington, Abraham Lincoln, Squanto.
Economics
Students will describe examples of scarcity within your family and school.
Students will describe examples of opportunity cost within your family and school.
Students will describe examples of needs and wants within your family and school.
Geographical Study
Students will identify maps as representations of real places.
Students with assistance, read, construct, & use maps of familiar places such as the classroom, the bedroom, the home etc.
Students match legend symbols to map features.
Students will apply <u>positional words</u> to locations within the classroom (below, above, front, back, left, right, etc.).
People, Groups, and Cultures
Students will describe cultural characteristics of your family and class members including language, celebrations, customs, holidays, artistic expression, food, dress, and traditions.
Students will explain how to resolve disputes peacefully in the classroom and on the playground.
Students will share stories related to your family cultural traditions and family lore.
Students will describe how you and your family remember and commemorate your cultural heritage.
Tools of Social Sciences Inquiry
Students will label and analyze different sources with guidance and support.
Students will use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments) to share information on social studies topics.
Students will use visual tools to communicate information.
Students will share findings about a topic.
Students will ask questions and find answers about a topic, with assistance.

First Grade

Documents Shaping Constitutional Democracy
Students will identify and explain why cities make laws .
Students will discuss how individual rights are protected.
Students will give examples of being an active and informed citizen in your classroom and community.
Students will describe the character traits of role models within your community.
Students will recognize and explain the significance of the Statue of Liberty, U.S. Capitol, Bald Eagle and the Liberty Bell.
Students will recognize and explain the significance of symbols of your local community.
Governance Systems
Students will describe how authoritative decisions are made, enforced and interpreted within schools and local communities (e.g., explain what rules mean in specific cases).
Students will describe roles and responsibilities of people in government, such as a judge, mayor, police, city council member, in a community.
History
Students will compare and contrast our community in the past and present (e.g., schools, land usage, communication).
Students will describe the contributions of people typically studied in K-5 programs associated with national holidays such as Martin Luther King Jr, Thomas Jefferson, Christopher Columbus, etc.
Economics
Students will describe examples of scarcity within your school and community.
Students will describe examples of goods and services within your school and community.
Students will describe consumers and producers and the relationship to goods and services within your school and community.
Geographical Studies
Students will identify globes as representations of real places.
Students will with assistance, read, construct, and use maps which have a title and key.
Students will describe how maps are created for different purposes such as a school fire drill, a trip to the zoo etc.
Students will use a compass rose to identify cardinal directions.
Students will locate a place by pointing it out on a map and by describing its relative location i.e., description of a location by explaining where the place is in relation to one or more other places.
Students will identify physical characteristics of your community, such as climate, topography, relationship to water and ecosystems.
Students will describe human characteristics of your community such as population

composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.
People, Groups, and Cultures
Students will describe cultural characteristics of your school & community including language, celebrations, customs, holidays, artistic expression, food, dress, & traditions.
Students will propose peaceful resolutions of disputes in the classroom and on the playground.
Students will recount stories about locations, people, and events in your community.
Students will describe how your community commemorates its cultural heritage.
Tools of Social Studies Inquiry
Students will identify and analyze primary and secondary sources in classroom discussion with guidance and support.
Students will identify and use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).
Students will create visual tools to communicate information.
Students will share findings about a topic.
Students will ask supporting questions and find answers about a social studies topic, with assistance.

Second Grade

Documents Shaping Constitutional Democracy
Students will explain and give examples of how laws and rules are made Shaping and changed within the community.
Students will examine how individual rights are protected within a community.
Students will analyze how being an active and informed citizen makes a difference in your community.
Students will list the consequences of citizens not actively participating.
Students will describe the character traits and civic attitudes of inventors or pioneers in their field who influenced progress in the nation.
Students will describe the importance of the Pledge of Allegiance.
Students will recognize and explain the significance of the following symbols including the White House, U.S. Capitol, and the Supreme Court and national landmarks, such as Mount Rushmore, national parks, the Alamo, important memorials, etc.
Governance Systems
Students will distinguish the responsibilities and powers of government officials at various levels and branches of government in authoritative decision making.
Students will identify and explain the functions of the three branches of government.
History
Students will compare the culture and people in our community across multiple time periods.
Historical Perspective/Thinking/Passage of time
Students will compare and contrast the habitats, resources, art and daily lives of native American peoples in regions of the US and Missouri, past and present.
Students will describe the contributions of inventors or pioneers in their field who influenced progress in the nation (e.g., Eli Whitney, Henry Ford, Thomas Edison, Ben Franklin, Albert Einstein, the Wright brothers, Marie Curie, Helen Keller, Susan B. Anthony, Charles Drew, Alexander Graham Bell, Amelia Earhart, Rosa Parks, Sacajawea.
Economics
Students will describe consumption and production and the relationship to goods and services within your region.
Students will demonstrate how people use money to buy and sell goods and services.
Students will demonstrate how people barter to exchange goods and services.
Students will explain the relationship of income, labor, and wages.
Students will describe a personal cost-benefit analysis.
Geographical Studies
Students will read and construct maps with title and key (regions of state, United States, world).
Students will identify the properties and use of different types of maps for a variety of purposes.
Students will name and locate regions of the world (continents, oceans, hemispheres, etc.).
Students will name and locate the regions in your community (county, township,

significant historical landmarks etc.).
Students will identify and describe physical characteristics in the world (landforms, water bodies, etc.).
Students will identify and describe physical characteristics of the students region of Missouri, such as climate, topography, relationship to water and ecosystems.
Students will describe human characteristics of the student’s region (such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.).
Students will describe different types of communication and transportation and identify their advantages and disadvantages.
Students will describe how transportation and communication systems have facilitated the movement of people, products, and ideas.
Students will define regions (e.g., as places that have some unifying characteristic – political, climatic, language, physical, etc.).
Students will identify examples of different regions (e.g., urban, rural, recreational area, wheat-producing region, business district).
Students will describe why people of different groups settle more in one place or region than another.
Students will explain how geography affects the way people live today.
People, Groups, and Cultures
Students will compare the cultural characteristics of regions in the state including language, celebrations, customs, holidays, artistic expression, food, dress, traditions.
Students will demonstrate a peaceful resolution to a dispute.
Students will recall stories and songs that reflect the cultural history of various regions in the United States, including stories of regional folk figures, Native American legends, and African American folktales.
Students will describe how regions commemorate cultural heritage.
Tools of Social Studies Inquiry
Students will identify and analyze primary and secondary sources in classroom discussion with guidance and support.
Students will select and use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).
Students will create visual tools to communicate information
Students will develop supporting questions and find answers about a social studies topic, with assistance.
Students will describe a process to answer supporting questions about a social studies topic.
Students will discuss types of sources that would be helpful in exploring social studies questions.

Third Grade

Documents Shaping Constitutional Democracy
Students will explain and give examples of how laws are made and changed within the state.
Students will explain the major purposes of the Missouri Constitution
Students will examine how individual rights are protected in our state
Students will explain how the State of Missouri relies on responsible participation and draw implications for how people should participate.
Students will describe the character traits and civic attitudes of influential Missourians.
Students will explain how the National Anthem symbolizes our nation.
Students will recognize and explain the significance of Missouri symbols, such as the Gateway Arch, Official state symbols, etc.
Government Systems
Students will explain how governments balance individual rights with common good to solve local community or state issues.
Students will analyze peaceful resolution of disputes by the courts, or other legitimate authorities in Missouri.
Students will describe how authoritative decisions are made, enforced and interpreted by the state government across historical time periods and/or current events.
Students will identify and explain the functions of the three branches of government in the state government.
History
Students will describe the migration of native Americans to Missouri prior to European settlement in the state.
Students will describe the discovery, exploration and early settlement of Missouri by European immigrants.
Students will describe the reasons African peoples were enslaved and brought to the Missouri.
Students will examine cultural interactions and conflicts among Native Americans, European immigrants and enslaved Africans in Missouri.
Students will examine cultural interactions and conflicts among Missourians after the Civil War.
Students will identify and describe the significance of the individuals from Missouri who have made contributions to our state and national heritage (e.g., Lewis and Clark, Mary Easton Sibley, John Berry Meacham, George Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S. Truman, and Thomas Hart Benton).
Students will describe the importance of the Louisiana Purchase and the expedition of Lewis and Clark.
Students will evaluate the impact of westward expansion on the Native Americans in Missouri.

Students will discuss issues of Missouri statehood.
Students will explain Missouri’s role in the Civil War including the concept of a border state.
Students will describe the changes in Missouri since the Civil War in education, transportation and communication.
Economics
Students will compare and contrast private and public goods and services.
Students will define natural, capital and human resources.
Students will define economy.
Students will explain supply and demand.
Students will conduct a personal cost-benefit analysis.
Students will define taxes and explain sources of tax generation.
Students will list how tax monies are used, who benefits from tax-supported services, and who pays for these services.
Students will explain factors, past and present, that influence changes in our state’s economy (technology, movement of people, resources, etc.).
Geographical Studies
Students will read and construct historical and current maps.
Students will name and locate major cities, rivers, regions, & border states of Missouri.
Students will describe and use absolute location using a grid system.
Students will identify and compare physical characteristics of Missouri, such as climate, topography, relationship to water and ecosystems.
Students will describe human characteristics of Missouri such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.
Students will describe how people of Missouri are affected by, depend on, adapt to and change their physical environments in the past and in the present.
Students will describe how changes in communication and transportation technologies affect people’s lives.
Students will identify regions in Missouri.
Students will compare regions in Missouri. (e.g. explain how life in a city region is different from life in a rural region or how landscapes in mountainous regions look different from landscapes in plains regions).
Students will explain how geography affected important events in Missouri history.
People, Groups, and Cultures
Students will compare the cultural characteristics of Missouri with other states in the nation including language, celebrations, customs, holidays, artistic expression, food, dress, & traditions.

Students will take part in a constructive process or method for resolving conflicts (such processes or methods include identifying the problem, listing alternatives, selecting criteria for judging the alternatives, evaluating the alternatives and making a decision).
Students will research stories and songs that reflect the cultural history of Missouri.
Students will describe how people in Missouri preserve their cultural heritage through museums, state parks, state symbols, festivals etc.
Students will examine the changing roles of Native Americans, Immigrants. African Americans, women and others in Missouri history.
Tools of Social Studies Inquiry
Students will identify, select, and analyze primary and secondary sources to determine importance with guidance and support.
Students will create and use artifacts such as building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments to share information on a social studies topic.
Students will identify facts and opinions in social studies topics.
Students will conduct and present Social studies research to an audience using appropriate sources.
Students will generate supporting questions about Social Studies topics.
Students will use steps in a process to investigate a social studies' question.
Students will use appropriate sources to investigate social studies' questions.
Students will investigate an appropriate social studies' question and share results with assistance, if needed.

Fourth Grade

Documents Shaping Constitutional Democracy
Students will with assistance, research and analyze the text of the Declaration of Independence to determine important principles that it contains, including inalienable rights, government by consent of the governed, and the redress of grievances.
Students will explain the major purpose of the Constitution.
Students will with assistance, research and analyze the text of the U.S. Constitution to determine important principles such as limited government, rule of law, majority rules, minority rights, separation of powers, checks and balances and popular sovereignty-
Students will explain the major purpose of the Bill of Rights.
Students will identify important principles in the Bill of Rights, such as basic rights and freedoms (for rights listed, see Amendments 1-8; for rights not listed, see Amendment 9).
Students will examine ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.
Students will describe the character traits and civic attitudes of significant individuals prior to c. 1800.
Students will recognize and explain the significance of national symbols associated with historical events and time periods being studied.
Government Systems
Students will explain how the purpose and role of government have been debated since early settlement to c. 1800.
Students will analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from early settlement to the colonial period.
Students will explain how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and/or in current events.
Students will identify and explain the functions of the three branches of government in the federal government.
History
Students will describe the migrations of native Americans prior to 1800.
Students will describe the discovery, exploration and early settlement of America by Europeans prior to 1800.
Students will describe the reasons African peoples were enslaved and brought to the Americas prior to 1800.
Students will examine cultural interactions and conflicts among Native Americans, Immigrants from Europe, and enslaved and free Africans and African Americans prior to c. 1800.
Students will identify and describe the contributions of significant individuals to America and to the United States prior to 1800, (e.g., Variety of explorers, Founding Fathers, King George III, Pocahontas, Squanto, William Penn, Nathaniel Greene, Abigail Adams, Crispus Attucks, etc.).

Students will explain the causes of American Revolution, including the perspectives of patriots, loyalists, Native Americans, African Americans and European allies.
Students will explain the factors that contributed to the colonists' success.
Students will describe the historical context for the drafting of the Declaration of Independence, the Constitution and the Bill of Rights.
Students will explain how the Declaration of Independence, the Constitution and the Bill of Rights affected people in the United States prior to c. 1800.
Students will investigate the causes and consequences of westward expansion prior to 1800. (e.g. Northwest Territory, the Southwest Territory as well as territory which eventually becomes Mississippi, Kentucky and Alabama)
Economics
Students will compare and contrast saving and financial investment.
Students will explain the relationship of profit and loss in economic decisions.
Students will distinguish among natural, capital and human resources.
Students will conduct a public cost- benefit analysis.
Students will explain how the government utilizes taxes to provide goods and services.
Students will explain the factors, past and present, that influence changes in regional economies (e.g. technology, movement of people, resources, etc.).
Geographical Studies
Students will construct and interpret historical and current maps.
Students will name and locate specific regions, states, capitals, river systems and mountain ranges in the United States based on historical or current topics.
Students will identify and compare physical characteristics of specific regions within the nation, such as climate, topography, relationship to water and ecosystems.
Students will identify and compare diverse human characteristics of the nation, such as people's education, language, economies, religions, settlement patterns, ethnic background and political system.
Students will analyze how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.
Students will analyze how changes in communication and transportation technologies affect people's lives.
Students will identify different kinds of regions in the United States and analyze how their characteristics affect people who live there. (history, economy, governance, society, and today's culture).
Students will use geography to interpret the past and predict future consequences as appropriate to topics or eras discussed (e.g., why rivers have played an important role in human transportation) and predict future consequences (e.g., what will likely happen if the population of a city increases considerably).
People, Groups, and Cultures
Students will compare cultural characteristics across historical time periods in U.S. history prior to c. 1800 such as language, celebrations, customs, holidays, artistic expression, food, dress, & traditions.

Students will apply constructive processes or methods for resolving conflicts.
Students will research stories and songs that reflect the cultural history of the United States prior to c. 1800.
Students will analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.
Students will examine roles among Native Americans, Immigrants, African Americans, women and others from early migrations prior to c. 1800.
Tools of Social Studies Inquiry
Students will select, analyze, and evaluate primary and secondary social studies sources with guidance and support.
Students will analyze and use artifacts to share information on social studies topics. (e.g. building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).
Students will use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.
Students will create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding.
Students will distinguish between fact and opinion and recognize bias and point of view in social studies topics.
Students will with assistance, conduct and present social studies research to an audience using appropriate sources.
Students will generate compelling research questions about a social studies' topic.
Students will apply a research process to a compelling social studies' question
Students will identify and use appropriate resources for investigating compelling social studies questions.
Students will research an appropriate social studies' question and share results with an audience.

Fifth Grade

Documents Shaping Constitutional Democracy
Students will apply the principles of the Declaration of Independence to the historical time periods being studied and to current events.
Students will apply the principles of the U.S. Constitution to the historical time periods being studied and to current events.
Students will apply the principles of the Bill of Rights to historical time periods being studied and to current events.
Students will analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.
Students will describe the character traits and civic attitudes of significant individuals from 1800 - 2000.
Students will recognize and explain the significance of national symbols associated with historical events and time periods being studied.
Governance Systems
Students will explain how the purpose and role of government have been debated across historical time periods to current times.
Students will analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from 1800 - 2000.
Students will analyze how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and current events.
Students will distinguish between powers and functions of local, state and national government in the past and present.
History
Students will outline the territorial expansion of the United States.
Students will describe the impact of migration on immigrants and the United States c. 1800-2000.
Students will examine cultural interactions and conflicts among Native Americans, European Americans and African Americans from c. 1800 - 2000.
Students will identify and describe the contributions of significant individuals from 1800 - 2000, (e.g., Presidents, William Lloyd Garrison, Harriet Tubman, Frederick Douglass, Harriet Beecher Stowe, John Brown, Susan B. Anthony, Elizabeth C. Stanton, Robert E. Lee, Jefferson Davis, Alexander G. Bell, Crazy Horse, Sitting Bull, Andrew Carnegie, Jane Adams, Nelson D. Rockefeller, Mark Twain, Thomas Edison, Booker T. Washington, George W. Carver, W.E.B. Du Bois, Eleanor Roosevelt, Henry Ford, the Wright brothers, Al Capone, Charles Lindbergh, Lewis Hine, Neil Armstrong, Martin Luther King Jr., Rosa Parks, etc.)
Students will explain the causes and consequences of major political developments and reform in U.S. history from c. 1800-2000 including: Amendments to the Constitution, Reconstruction, The Industrial Revolution, The Gilded Age, Progressive Era Reforms, Women's Suffrage, The New Deal, The Great Society, The Civil Rights Movement, The Great Society, the Women's Movement, and others. etc.

Students will investigate the causes and consequences of westward expansion, including the Texas and the Mexican War, Oregon Territory, California Gold Rush. (Later examples might include expansion into Hawaii, Alaska, the Philippines, Puerto Rico)
Students will identify political, economic and social causes and consequences of the Civil War and Reconstruction.
Students will identify political, economic, and social causes and consequences of the Great Depression.
Students will identify political, economic, and social causes and consequences of World War I and WWII on the United States.
Students will identify the political, economic and social consequences of the Cold War on the United States.
Economics
Students will explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation's past, present and future.
Students will explain the factors, past and present, that influence changes in our nation's economy (technology, movement of people, resources, etc.).
Students will use an economic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.
Geographical Studies
Students will use geographic research sources to acquire and process information to answer questions and solve problems.
Students will construct maps for relevant social studies topics.
Students will name and locate specific regions, states, capitals, river systems and mountain ranges in the United States based on historical or current topics.
Students will locate and describe real places, using absolute and relative location.
Students will describe and analyze physical characteristics of the nation, such as climate, topography, relationship to water and ecosystems.
Students will describe and analyze diverse human characteristics of the nation, such as people's education, language, economies, religions, settlement patterns, ethnic background and political system.
Students will evaluate how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.
Students will evaluate how changes in communication and transportation technologies affect people's lives.
Students will describe different regions in the United States and analyze how their characteristics affect people who live there. (history, economy, governance, society, and today's culture).
Students will use geography to interpret the past, explain the present and plan for the future as appropriate to topics or eras discussed. (e.g., physical processes that continue to reshape the earth).
Students will use a geographic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.
People, Groups, and Cultures

Students will compare cultural characteristics across historical time periods in the U.S. post 1800 (e.g., language, celebrations, customs, holidays, artistic expression, food, dress, & traditions).
Students will describe the cultural impact of migration on the immigrants and the United States c. 1800-2000.
Students will evaluate constructive processes or methods for resolving conflicts.
Students will research stories and songs that reflect the cultural history of the United States c. 1800-2000.
Students will analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.
Students will examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800-2000.
Tools of Social Studies Inquiry
Students will identify, select, analyze, evaluate, and use resources to create a product of social science inquiry with guidance and support as needed.
Students will evaluate and use artifacts to share information on social studies topics (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).
Students will use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas (such as maps, graphs, statistical data, timelines, cartoons, charts and diagrams).
Students will create and present products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding on social studies topics.
Students will explain how facts and opinions affect point of view and/or bias in social studies topics.
Students will identify, research, and defend a point of view/position on a social studies topic.
Students will conduct and present research to an audience using appropriate sources.
Students will generate compelling research questions about a social studies topic.
Students will create and apply a research process to investigate a compelling social studies' question.
Students will evaluate and use appropriate resources for investigating a compelling social studies question.
Students will conduct and present research on a social studies question to an audience, using appropriate sources.
Students will research and defend a point of view/position on a social studies question.

Sixth Grade

History, Continuity and Change
Students will create and use tools to analyze a chronological sequence of related events that happen at the same time.
Students will develop compelling questions about world history and determine resources and consider multiple points of view represented in those resources.
Students will analyze the causes, consequences, challenges and opportunities created by problems in world history and how those problems were addressed.
Students will appraise the early civilizations of the Fertile Crescent, Africa, South and Central America, and Asia.
Students will identify elements of the Greek and Roman civilization and the legacy of those civilizations for the modern world.
Students will examine the role of the Church in medieval Europe.
Students will analyze the role of the fall of the Roman Empire, the rise of feudalism, the Crusades, and the Black Death to the development of the nations of Europe from the Middle Ages to modern times.
Students will analyze the role of the Renaissance, the Scientific Revolution and the Age of Enlightenment to the development of the nations of Europe from the Middle Ages to modern times.
Students will examine the causes and effects of World War I and World War II including the Industrial Revolution, the spread of Nationalism and the spread of Imperialism.
Government Systems and Principles
Students will compare and contrast the causes and effects for the development and forms of governmental systems throughout the world.
Students will analyze the concepts of monarchies, theocracies, city states, empires and democratic societies.
Students will explain how the codification of laws impacted early civilizations.
Students will examine the political causes of conflicts between nations throughout history.
Students will identify the effect WW I had upon the relationships between the countries of the Middle East and Europe, WWII and the Cold War.
Geographical Study
Students will analyze world cultures using mapping and graphing skills.
Students will explain how physical and human characteristics of early civilizations are connected to human identities and cultures.
Students will examine human migration and its effect upon the growth of civilizations.
Students will analyze the effect of climate, natural forces and physical geography on the development of civilizations.
Economic Concepts
Students will examine the role economic concepts such as surplus, specialization of labor and standardization of currency and standardization of measurement play in development of world civilizations.
Students will analyze the importance of inventions on the development of western civilization.

Students will examine the effect of trade and exploration on the civilizations of Asia, Africa, and the Americas.
People, Groups and Cultures
Students will compare and contrast early societies and their structures with those found in the modern world.
Students will assess the roles of the individual in various societies.
Students will examine legacy of the scientific, technological, intellectual and artistic advancements of early civilizations found in the Middle East, Africa, Asia, and the Americas.
Students will explain the significance of mythology, literature and philosophy to civilizations.
Students will examine the changing roles of class, ethnicity, race, gender and age on world cultures from ancient to modern times.
Students will analyze the growth, development, spread and effect of world religions.

Seventh Grade

History: Continuity and Change
Students will create and use tools to analyze a chronological sequence of related events that happen at the same time.
Students will develop compelling questions about American history and determine resources and consider multiple points of view represented in those resources.
Students will analyze the causes consequential, challenges and opportunities created by problems in American history and how those problems were addressed.
Students will analyze the social, political and religious reasons for establishment and their role these factors lead in establishing the diversity of European colonies in the New World.
Students will identify the role of Roman Catholics in colonial America and establishment of the United States.
Students will analyze the consequences of conflict and cooperation between Native Americans and colonists using multiple view points.
Students will assess the causes and consequences of the Seven Year War as a turning point in American history.
Students will interpret the events leading to the colonies' decision to declare their independence from Great Britain.
Students will analyze the forces at work in leading to the creation of the Declaration of Independence.
Students will assess the strengths and weaknesses of the American colonies and Britain in order to justify the American victory in the Revolution.
Students will explain the issues that lead to major debates during the adoption of the constitution and their ultimate resolution.
Students will analyze the events and individuals that played a role in the establishments of the United States Republic.
Students will examine the concept of Manifest Destiny as a catalyst for change in American history.
Students will evaluate the growing egalitarian movement in the early 1800s and its effect on social, political, economic and religious aspects of American life.
Government Systems and Principles
Students will compare governmental systems of European powers to determine effect on colonization in the Americas.
Students will explain how the founding of European colonies influenced the structure and function of governments and expectations for self-rule.
Students will evaluate the impact of the French and Indian War on Britain's approach to colonial rule and the concept of representation between the colonies and England.
Students will analyze the effect of Enlightenment ideologies as they led to the American Revolution and are expressed in the Declaration of Independence.
Students will assess the successes and shortcomings of the Articles of Confederation and the role they played in the creation of Constitutional Convention.
Students will analyze the issues dealing with representative government and how those issues were specifically addressed in the creation of the United States Constitution.

Students will apply the principles of rule of law, representation, separation of powers, checks and balances, and federalism to explain the purpose and function of the Constitution.
Students will describe the origins and purposes of the Bill of Rights and evaluate the significance of those concepts to the preservation of individual rights and liberties.
Students will examine elections, laws, and events to explain how the concepts of judicial review, elastic clause and the amendment process were established to meet the challenges of facing the nation.
Students will trace the expansion of voting rights and explain how it impacted elections and political movements.
Students will analyze Supreme Court cases to determine the effect on and expansion of federal power.
Students will explain how Jacksonian Democracy impacted the principles of rule of law, separation of powers, check and balances and federalism.
Students will analyze federalism and popular sovereignty to explain people’s expectations of the role of government and their place in governance.
Geographical Study
Students will create and use maps and other graphic representations in order to explain relationships and reveal patterns and trends in American history.
Students will explain how the physical and human characteristics of regions in the Americas are connected to changing identity and culture.
Students will analyze diverse Native American cultures to explain the way they adapted to their various environments.
Students will analyze the geography of colonial regions to explain their cultural, social and economic differences.
Students will compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on culture and community life.
Students will draw conclusions about regional conflict and cooperation as consequences of physical geography.
Students will compare and contrast the growing social and economic difference between geographic territories in the early history of the United States.
Economic Concepts
Students will compare sources of labor, emerging economic production and availability of land in North and South America and their impact on economic development.
Students will analyze the mercantile system to explain colonial responses to economic control by European nations.
Students will explain the function and purpose of taxes imposed by Great Britain following the Seven Years War and colonial response to them.
Students will compare the emerging economic characteristics of the colonies and nation to make prediction about future conflict.
Students will use the Federalists’ economic proposals to explain how taxes, tariffs and monetary policies were used to establish sustainability and growth.

Students will analyze the origins and characteristics of coercive labor systems including indentured servitude and slavery and their impact on economic and political expansion.
People, Groups, and Cultures
Students will examine aboriginal cultures present in the Americas in the Pre-Columbian period.
Students will compare and contrast the interaction of European settlers with native populations in North and South America.
Students will analyze the religious, cultural, political and intellectual developments of Spanish, British and French regions to explain the development of diverse cultures, regionalism and an American identity.
Students will analyze the perspective of diverse individuals and groups to explain the extent of their support for the Revolution.
Students will analyze the population of colonies/states to explain how their cultural, religious, social, and economic characteristics influenced the emergence of a region identity and the effect of that identity on the American governmental system to explain emerging divisions and political philosophies.
Students will examine the role artistic, religious and intellectual movements played in reflecting the aspirations and beliefs in the creation of the American identity.
Students will identify the role of the Catholic church in social issues during the early 1800s.
Students will investigate the reform movements during the early 1800s including: The Second Great Awakening, Abolition, Prison Reform, Women's Rights, Prohibition and Utopian Communities.

Eighth Grade

History: Continuity and Change
Students will create and use tools to analyze a chronological sequence of related events that happen at the same time.
Students will develop compelling questions about American history and determine resources and consider multiple points of view represented in those resources.
Students will analyze the causes, consequences, challenges and opportunities created by problems in American history and how those problems were addressed.
Student will analyze political compromises over slavery in the territories to explain how intensifying sectional conflicts.
Students will trace the events as well as political, cultural and social conditions leading to the conflict between northern and southern states.
Students will describe critical developments and turning points in the Civil War including major battles.
Students will analyze the events, movements and individuals who played a role in the Reconstruction of the South following the Civil War.
Students will identify the events and individuals who played major roles in the movement of the United States from an agrarian to industrialized society.
Students will analyze the effect of immigration on development of the nation during the 19th, 20th and 21st centuries.
Students will analyze the Progressive Movement and identify the effects of that movement on the creation of labor unions, urban renewal, governmental reform, the civil right movement and the women’s movement.
Students will identify key events which led to an expanding role for the United States on a global stage.
Students will analyze Wilson’s Thirteen Points and the role they played in ending World War I and the creation of peace following World War I.
Students will investigate the events leading to the Great Depression.
Students will examine the events leading to the start of World War II and the involvement of the United States in the war.
Students will investigate the roll of the United States in the post Cold War era.
Students will identify movements, individuals and groups involved in the Civil Rights Movement.
Government Systems and Principles
Students will use principles in the Constitution to analyze the Civil Rights amendments, the impeachment of President Johnson and the Reconstruction plans of the President Johnson and the Radical Republicans.
Students will compare responses of government systems to major legislation, executive orders and court decision during the periods being examined.
Students will examine the policies of the United States government and industry that had a profound effect on the development of United States foreign policy in the Western Hemisphere.

Student will examine the role of the United States in the creation of the United Nations and the creation of post World War II Europe and Asia.
Student will analyze the causes of the Cold War and the role the United States played in the Cold War.
Geographical Study
Students will trace the changing boundaries of the United States and describe how it represents the changing relationships with neighbors, Native Americans and foreign cultures.
Students will analyze the geography of the North, South and West in order to explain their cultural, social and economic differences.
Students will evaluate the significance of geography on the conduct of the war and strategy of the North and the South.
Students will investigate the role Manifest Destiny western expansion played during the late 1800's on the development of an American identity.
Students will compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life.
Students will investigate the role geography, culture and natural resources played in the emerging role of the United States on the global stage.
Students will interpret maps to locate and describe geographic places and their significance to the historical events of the 20 th and 21 st centuries.
Economics Concepts
Students will compare the economic strengths and weaknesses of the North and South before, during and immediately after the Civil War.
Students will explain how the expansion of industrialization, transportation, and technological development influenced different regions and the relationships among those regions.
Students will analyze the economic issues facing both the North and the South during the Reconstruction and post Reconstruction periods.
Students will compare and contrast the disparity between the social classes in the period following Reconstruction.
Students will examine the economics issues which led to the growth of the Progressive Movement.
Students will investigate the policies and practices that led to the Great Depression.
Students will analyze the effects of the policies instituted to address the issues created by the Great Depression.
People, Groups and Cultures
Students will analyze the experiences of enslaved people to determine the cultural impact and enduring consequences.
Students will identify the social implications of Reconstruction and the impact of Reconstruction and post Reconstruction policies on civil rights in the United States.

Students will examine the social, economic, political, and cultural effects of immigration upon United States – the Catholic influences of the Irish and Italian immigrants to be a key component.
Students will examine the role of the Catholic Church in the social movements of the late 1800s and early 1900s.
Students will identify how concerns about social issues, economic issues and governmental issues led to the creation of the Progressive Movement.
Students will examine the social and economic changes that took place during the 1920s.
Students will identify the social and economic effects of World War II on the United States.
Students will examine social issues which were addressed during the 1950s and 1960s the issues will include equal rights for minorities and women.
Students will determine the impact of the ideas contained in the major speeches, literature, music, art, writings and leisure pursuits from diverse individuals on the varying perspectives of American people, groups, and movements.
Students will examine genocide as a policy used to increase political power and the response of the United States.

RELIGION ALL SCHOOL GOALS

Students will show respect for the importance of the Eucharistic celebration expressed through their full participation in a worshipping community.

Students will understand and participate in liturgical feasts and seasons.

Students will recite traditional Catholic prayers, compose their own prayers and be introduced to prayers of other traditions.

Students will plan and lead the school community in prayer.

Students will name and reverence the seven Sacraments and will be invited and prepared to participate in them as they are called.

Students will read, research, analyze and pray with Scripture as the inspired Word of God.

Students will express respect for Scripture as revealing the history of God's saving action for the world.

Students will become familiar with Scripture and be able to search within its books with proficiency.

Students will demonstrate understanding of authentic Church teachings and will apply them in their daily lives and when making moral decisions.

Students will recognize that the principles of Catholic Social Teaching are the linchpins for daily living and act accordingly.

Students will demonstrate a commitment to the Gospel call to share their gifts and time in service to others.

Students will study and model themselves after those people recognized as holy by the Church.

Students will describe acceptance, love and forgiveness as essential to building relationships in families and communities.

Students will honor all life as sacred.

Students will share their religious identity, beliefs, and practices with others in a true spirit of discipleship.

Students will judiciously use technology as a tool for learning and communicating.

Preschool

Worship
Students will interact with the faith community for special Eucharistic celebrations.
Students will participate in activities that celebrate the four major liturgical seasons: Advent, Lent, Easter, Ordinary Time.
Prayer
Students will open and close prayer by making the sign of the Cross.
Students will orally recite the Hail Mary, the Our Father, Morning Prayer and Grace Before Meals.
Students will recognize the sacredness of the prayer table in the classroom and choose the prayer table as a work.
Sacrament
Students will identify symbols of God in the world.
Students will show respect for things that are holy.
Scripture
Students will show respect and interact with Scripture stories.
Students will retell the story of the birth of Jesus and the birth of Moses.
Students will show respect for the Bible when handling the Bible.
Doctrine
Students will name the three persons of the Trinity: Father, Son and Holy Spirit.
Students will relate stories of certain saints, especially Mary the Mother of Jesus, St. Joseph and St. Margaret of Scotland.
Students will describe the catholic social teaching of solidarity in terms of all people belonging to one human family and needing each other.
Service
Students will help other people.
Students will discuss the needs of other people and how they might reach out in service to them.
Students will participate in service projects sponsored by the school.
Evangelization
Students will show appreciation for others as gifts of God to them.
Students will try to act like Jesus in sharing and helping others.
Family Life
Students will describe types of families, such as faith, school, home, community.
Students will show interest in members of God's family.

Kindergarten

Worship
Students will identify basic vocabulary of worship: Mass, Holy Eucharist, bread, wine, readings, Bread of Life.
Students will participate in activities recognizing Advent as a time of anticipation and Christmas as the birth of Jesus Christ.
Prayer
Students will perform the Sign of the Cross.
Students will describe prayer as a way to talk to God when they are happy, sad, lonely or want some help.
Students will recite basic prayers: Hail Mary, Our Father. Morning Prayer, Glory Be to the Father, Blessing Before Meals and Blessing After Meals.
Students will practice the gestures of prayer, such as folding of hands, standing and kneeling.
Sacrament
Students will describe Baptism as becoming part of God's family.
Students will describe Eucharist as God's food for us.
Scripture
Students will show interest in the Bible as the story of God and his people, especially the story of creation and Noah's Ark.
Students will demonstrate respect when handling the Bible.
Students will read the accounts of St. Margaret of Scotland, Moses and St. Catherine of Siena.
Doctrine
Students will identify Father, Son, Holy Spirit and the term, "Trinity."
Students will identify Church as God's family.
Students will discuss the catholic social teaching of solidarity in terms of all people belonging to one human family and needing each other.
Students will identify Mary as the Mother of Jesus and our Mother.
Service
Students will volunteer to help others.
Students will show interest and participate in service projects sponsored by the school and church communities.
Evangelization
Students will try to act like followers of Jesus.
Students will welcome newcomers to the school faith community.
Family Life
Students will distinguish between home family and school family.
Students will describe their bodies as gifts from God.

First Grade

Worship
Students will participate in Eucharistic celebrations.
Students will identify the ministerial roles for Mass: priest, altar server, reader, song leader, extraordinary minister of the Eucharist.
Students will name the items used for Mass: altar, candles, Gospel Book, chalice.
Students will express that Lent is a time of personal preparation for Easter.
Prayer
Students will individually recite the Hail Mary, the Our Father, the Glory Be, Grace Before Meals and Grace After Meals.
Students will practice spontaneous prayer.
Sacrament
Students will interpret the sacraments as signs of God's love.
Students will name the seven sacraments: Baptism, Reconciliation, Eucharist, Confirmation, Marriage, Holy Orders, Anointing of the Sick.
Students will identify the symbols of the seven sacraments.
Scripture
Students will relate to the Bible as the stories of God and his people with a special emphasis on the stories of Noah and the Magi.
Students will honor the Bible as the Word of God.
Doctrine
Students will discuss the roles of God the Father, God the Son, and God the Holy Spirit.
Students will describe the Church as the followers of Jesus.
Students will recognize Mary and the special feasts of Mary, especially the feast of the Annunciation.
Students will read about and express an interest in the lives of the saints, especially St. Francis of Assisi and St. Frances Cabrini as well as a devotion to the Infant of Prague.
Students will define the catholic social teaching of stewardship as respect for God's creation.
Service
Students will choose to help others.
Students will identify and respond to the needs of others.
Evangelization
Students will tell others about God's gifts.
Students will participate in assemblies that talk about God's goodness to God's people.
Family Life
Students will identify and the five senses and recognize them as created by God.

Second Grade

Worship
Students will demonstrate an understanding of the liturgical seasons and their celebrations: Advent, Christmas, Lent, Triduum, Easter, Ordinary Time.
Students will name the parts of the Mass: Introductory parts, Liturgy of the Word, Liturgy of the Eucharist, Final Blessing.
Students will be able to explain the meaning of the correct postures for Mass: standing, sitting, kneeling.
Students will identify the more formal parts of the rite: bowing, genuflecting, processing.
Prayer
Students will cultivate a relationship to God through personal and communal prayer.
Students will distinguish between formal and spontaneous prayer.
Students will speak the Act of Contrition, Angel Guardian prayers, the Jesus Prayer, the Apostles' Creed and the Rosary.
Sacrament
Students will list the seven sacraments from memory.
Students will distinguish between Reconciliation and Eucharist.
Students will express anticipation for Reconciliation and Eucharist.
Students will prepare for and participate in Reconciliation and Eucharist for the first time.
Students will apply symbols to Baptism: candle, water, white garment; Reconciliation: candle, stole, Bible; Eucharist: wheat, bread, grapes, wine.
Scripture
Students will read Scripture stories and describe how God takes care of all people.
Students will describe the Old Testament and the New Testament in relation to the life of Jesus.
Students will compare the Passover Meal to the Last Supper.
Doctrine
Students will relate Church to being part of a family which has its traditions and activities.
Students will identify parish as church community.
Students will discuss the Ten Commandments.
Students will define grace, sin, Original Sin, free will, and conscience.
Students will identify Eucharist with the real presence of Christ.
Students will read about and express an interest in the lives of the saints, especially Our Lady of Guadalupe, St. Juan Diego, Mother Teresa of Calcutta and St. Pope John XXIII.
Students will translate the catholic social teaching of "Rights and Responsibilities" as "Every human person has a fundamental right to life and a right to those things required for human decency."
Service
Students will identify Saints and holy people as those who help others.
Students will act on behalf of others because it is what God asks of them.
Evangelization
Students will speak reverently and confidently to others about preparing for and receiving the sacraments of Reconciliation and Eucharist.
Students will model for others reverence in church and when receiving Communion.
Family Life
Students will identify the traits of being a good friend: trust, honesty, compassion and loyalty.

Third Grade

Worship
Students will show an interest in being part of the Christian community at Mass.
Students will participate in the local church community as well as the worldwide Body of Christ.
Students will further identify the Liturgy of the Word: Old testament reading, Psalms, New Testament Letters, Alleluia, Gospel Reading, Homily, Creed, General Intercessions.
Students will identify the parts of the Liturgy of the Eucharist: Offering of the bread and wine, the Eucharistic prayer, Amen.
Prayer
Students will identify five types of prayer: praise, thanksgiving, petition, intercession, forgiveness.
Students will recite the Act of Contrition and the Apostles' Creed.
Students will recite the prayer to the Holy Spirit and the Prayer of Blessing on a Child's Birthday.
Sacrament
Students will identify and explain the Sacraments of Initiation, the Sacraments of Healing, the Sacraments of Service.
Students will interpret the meaning of the sacraments as signs of God's grace in their lives.
Scripture
Students will distinguish between the Old Testament and the New Testament.
Students will identify the Gospels and the Acts of the Apostles as part of the New Testament.
Students will act out the call of the prophet, Samuel, and the call of the apostles according to Matthew.
Doctrine
Students will compare and contrast the mission of each person of the Blessed Trinity.
Students will define the Church as the Mystical Body of Christ.
Students will describe the family as the domestic Church.
Students will define the Communion of Saints and the unity of the Church.
Students will read about and express an interest in the lives of the saints, especially St. Mary Magdalen, St. Josephine Bakhita, and St. Pope John Paul II.
Students will define the Catholic Social Teaching about work as 'Work is more than a way of making a living;' it is cooperating with God to create our world.
Service
Students will participate in helping others as a service to God.
Students will use their talents to help other people.
Students will identify saints and holy people as those who help others, with a special devotion to St. Vincent De Paul.
Evangelization
Students will recognize that all Christians are united in Christ.
Students will speak openly of their faith in God.
Family Life

Religion

Students will recognize that families continue the work of Jesus in the world.

Fourth Grade

Worship
Students will further explain the parts of the Mass: Introduction: Opening song, Lord have mercy, Gloria; Liturgy of the Word; Liturgy of the Eucharist; Communion rite: Our Father, Kiss of Peace, Lamb of God, reception of Eucharist; Final Blessing, Closing song.
Students will identify the parts of the Church: gathering space, assembly area, sanctuary, reconciliation room, stations of the cross, baptistry, holy water fountains, side chapel, statues, sacristy.
Students will identify the sanctuary furnishings: altar, crucifix, ambo, lectionary, tabernacle, table for cruets, cups, washing of finger bowl.
Prayer
Students will create informal prayers.
Students will choose daily prayers: Nicene Creed, Confiteor, Memorare.
Students will choose sacramentals for their classroom prayer tables that reflect their formal and informal prayers.
Sacrament
Students will show appreciation for the seven sacraments through word and action.
Students will demonstrate interest in Reconciliation and Eucharist in how they participate at Mass and reconciliation opportunities.
Scripture
Students will recognize stories and persons in the Scriptures as being from the Old or New Testaments.
Students will be able to find Scripture references.
Students will interpret Scripture passages used for liturgies.
Students will read the Book of Ruth and Jesus' healing of the centurion's son (Luke 7:1-10) to understand the power of prayer and faith.
Doctrine
Students will recite the Ten Commandments and apply them to their lives.
Students will relate grace, free will, sin, and conscience to the application of the Ten Commandments.
Students will identify the Beatitudes and the Great Commandment and relate them to the Ten Commandments.
Students will identify the Precepts of the Church, relate them to the Ten Commandments and to their own life choices.
Students will research and create reports on holy people and those canonized within the Church, emphasizing St. Rose Philippine DeChesne.
Students will define what is meant by catholic social teaching that we are to work for the common good of all peoples.
Service
Students will identify the needs of others and actively help those people.
Evangelization
Students will demonstrate living out the Good News of Jesus Christ.
Family Life

Religion

Students will interpret the fifth commandment as meaning to respect life at every stage of being.

Students will relate the fifth commandment to include honoring and respecting the body.

Fifth Grade

Worship
Students will create and participate in liturgies and para-liturgies.
Prayer
Students will interpret prayers, psalms and hymns in reflective words and gestures.
Students will write prayers.
Students will select prayers to lead class with prayer.
Sacrament
Students will compare/contrast the meaning of sacrament and sacramental.
Students will demonstrate the meaning and purpose of symbols for the sacraments.
Students will define the Rite of Christian Initiation of Adults (RCIA) and relate it to the Sacraments of Initiation.
Students will identify sacramentals for use on their classroom prayer table.
Scripture
Students will relate New Testament stories to their own life stories.
Students will explain parables of the Kingdom of God.
Students will apply meaning to the passages studied in Old and New Testament.
Doctrine
Students will define Trinity as the central mystery of Christian faith.
Students will describe Jesus' life from the Incarnation to the Ascension.
Students will describe the Church as the People of God and the Bride of Christ.
Students will recognize that God works in us through the reception of the sacraments.
Students will research the lives of the saints, especially St. Paul Mikki, St. Andrew Dung-Lac, and St. Peter Claver.
Students will describe the Catholic Social teaching principle of "option for the poor" as a mandate to put the needs of the poor and vulnerable in our society first.
Service
Students will develop diverse service projects to understand and meet the needs of people in the students' own neighborhoods and around the world.
Evangelization
Students will participate in the living out of the corporal works of mercy as way to spread God's love on this earth.
Family Life
Students will show respect to each other when working in pairs and small groups.

Sixth Grade

Worship
Students will research the history St. Margaret of Scotland parish.
Students will examine the Easter vigil readings as an unfolding of Salvation History.
Prayer
Students will recite the Acts of Faith, Hope, Love.
Students will research and practice prayer styles and customs common to world cultures.
Sacrament
Students will identify the origins of sacramentals from the Old Testament.
Students will recognize elements of Catholic sacraments in the Jewish customs of the Old Testament.
Scripture
Students will demonstrate a basic understanding of Divine Revelation and define Scripture as Divine Revelation.
Students will classify the divisions of the Bible: Pentateuch, Historical Books, the Wisdom Books, the Books of the Prophets.
Students will identify and demonstrate an understanding of the major literary forms of the Bible, especially in the Old Testament.
Students will identify people of the Old Testament, including their roles in salvation history.
Students will relate the meaning of passages to their lives, with an emphasis on the Book of Isaiah and its relationship to the New Testament.
Students will recognize Old Testament events as foundational to the Principles of Catholic Social Teaching.
Students will acknowledge Abraham as the father of three great religious traditions: Judaism, Islam, and Christianity.
Doctrine
Students will describe the Old Testament Covenant, its meaning then and now.
Students will describe divine revelation and divine inspiration and distinguish between them.
Students will distinguish between saints and prophets, and research modern day holy and prophetic people.
Students will analyze Original Sin within the setting of the Scriptural accounts of creation and resurrection.
Students will research the lives of the saints, especially St. Catherine Drexel, Sr. Sr. Marie-Alphonsine Ghattas, and St. Moses of Ethiopia.
Service
Students will relate their lives to the lives of others called by God to serve the Church.
Students will participate in and lead parish/school service projects.
Students will examine their own use of time, talent and treasure in service to their church communities, their school community, and those in need around the world.
Evangelization

Students will relate God's intervention in the lives of people of the Old Testament to the actions of God in peoples' lives today and report that to others in their families and communities.
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Family Life

Students will meditate on the Holy Family.
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Students will research conflict resolution skills.
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Students will describe acceptance, love, and forgiveness in families.

Students will name the issues belonging to the phrase: respecting all life at all stages.

Seventh Grade

Worship
Students will recognize the meaning of membership in a worshipping community.
Students will research the liturgical calendar, its symbols and meanings.
Prayer
Students will relate to Scripture for private prayer.
Students will initiate spontaneous prayer.
Sacrament
Students will research the origination of each sacrament in the New Testament and the Early Church.
Students will interpret the importance of the sacraments for daily living.
Students will actively participate in the biannual preparation for the Sacrament of Confirmation.
Students will recognize the origination in the New Testament and Early Church of various sacramentals.
Scripture
Students will research the authorship of the New Testament.
Students will define the literary forms used in the New Testament.
Students will describe the beginnings of the early Church.
Students will apply biblical teachings to their lives, with a special emphasis on St. Peter and Paul.
Students will recognize New Testament events as the basis for Principles of Catholic Social Teaching.
Doctrine
Students will describe the New Testament covenant, its meaning then and now.
Students will define the marks of the Church.
Students will classify images of God and of the Church.
Students will define salvation and the kingdom of God.
Students will examine the religious life: priests, sisters, brothers.
Students will distinguish the Catholic Church's stance on evolution from Creationism.
Students will prepare theologically and spiritually for the Sacrament of Confirmation.
Service
Students will compare/contrast canonized saints and the holiness of the laity and religious in the Church.
Students will recognize the call to service as defined by Jesus Christ in Scripture and the Catholic Church in the Principles of Catholic Social Teaching.
Students will research the work of St. Louise de Marillac, St. Vincent DePaul, St. Kateri Tekawitha and Mahatma Gandhi.
Evangelization
Students will compare and contrast the roles of the apostolic leaders as described in the Acts of the Apostles with the roles of bishops, priests and deacons today.
Family Life

Religion

Students will demonstrate an appreciation for the family as the community where an individual's gifts develop.

Students will express an interest in their own life choices based on the Catholic Church's understanding of vocation.

Eighth Grade

Worship
Students will identify the special ways in which the Eucharist is honored: Benediction and Adoration.
Students will demonstrate an understanding of cycle of Scriptures used at Mass on Sundays and weekdays.
Prayer
Students will continue to demonstrate their reliance on prayer and God’s presence in their lives.
Students will research specific ways to pray such as novenas, mantras, meditation styles.
Sacrament
Students will classify each sacrament and sacramental according to its power and affect on each individual.
Students will participate in the biannual preparation of the sacrament of Confirmation.
Scripture
Students will search biblical passages with proficiency.
Students will interact with the stories of the early Christians.
Students will interpret Act of the Apostles, Letters, and the Book of Revelation.
Doctrine
Students will interpret creedal statements, especially the Apostles’ and Nicene Creeds.
Students will distinguish the various roles of the hierarchy in the governing of the Church.
Students will analyze the formation of a moral conscience.
Students will demonstrate an understanding of and appreciation for moral decision-making in accord with Catholic teaching.
Students will define theological terms: transubstantiation and anamnesis.
Students will apply the Principles of Catholic Social Teaching to their own life choices.
Students will research the lives of saints and holy people, especially St. Maximilian Kolbe, St. Martin DePorres, and St. Elizabeth Ann Seton.
Service
Students will interact with ordained, religious professed, and lay personnel who serve the Church.
Students will research the life and work of Dorothy Day and Peter Maurin and the Catholic Worker Movement.
Students will distinguish among the various orders within religious and ordained vocations.
Students will research the efforts of individual Catholics who worked in opposition to the German occupation of Europe and the Holocaust.
Evangelization
Students will evangelization as a mandate from their baptismal call to be priest, prophet, king who, in their daily lives, make Jesus Christ present in this world.
Students will delineate the spread of Christianity and acknowledge the effects of the East West Schism and the Protestant Reformation.
Students will demonstrate a summary understanding of non-Christian traditions: modern

Judaism, modern Islam and the major Eastern traditions.
Students will define ecumenism as a movement to promote the unity of all Christians.
Family Life
Students will research the rite of marriage.
Students will list the qualities of a successful marriage.
Students will define the elements of healthy relationships before and after marriage.
Students will describe violence and harassment in unhealthy relationships.
Students will be able to define and describe the benefits of chastity within relationships.
Students will express an understanding of the call to celibacy within the religious life.

WORLD LANGUAGES

ALL SCHOOL GOALS

Students will be able to express information, both orally and in writing, in Spanish or Russian.
Students will be able to share their language skills with others in the school setting and the community.
Students will develop and demonstrate listening comprehension on a variety of topics with increasing details in Spanish or Russian.
Students will understand cultural perspectives and practices in Spanish or Russian speaking countries.
Students will reinforce and expand upon content learned in other subjects.
Students will develop insights into their own languages and cultures by comparing the similarities and differences to the Spanish or Russian languages and cultures.

Preschool - 2nd grade

Students will follow basic commands in Spanish.
Students will respond to simple greetings and farewells in Spanish.
Students will identify colors and shapes.
Students will describe objects using numbers and colors.
Students will count up to twenty.
Students will recognize number words and name shapes.
Students will begin labeling pictures of objects with the appropriate word.
Students will name days accurately.
Students will use simple weather expressions.
Students will participate in simple songs and games.
Students will learn authentic songs and dances from other countries.
Students will perform songs for others.
Students will recite the sign of the cross.
Students will recognize cultural celebrations that differ from those in the United States.
Students will begin to appreciate difference between how Catholic holidays are celebrated in the United States and in Spanish-speaking countries.

Third - Fifth Grade

Students will respond in Spanish to more complex greetings and farewells in and outside the classroom.
Students will introduce themselves.
Students will follow more difficult commands.
Students will use Spanish for classroom objects.
Students will describe and identify objects and people using numbers, colors and shapes.
Students will recognize titles for family members.
Students will begin to compare/contrast feminine and masculine gender.
Students will identify and recognize basic opposites (tall/short, fast/slow).
Students will begin to tell time using the appropriate time expressions.
Students will begin to read and understand words and expressions.
Students will respond to questions using short answers.
Students will participate in mini dialogues.
Students will construct simple sentences in Spanish.
Students will begin to use nouns and adjectives appropriately according to gender.
Students will begin to write and orally communicate brief messages focusing on vocabulary.
Students will read to others.
Students will express more detailed weather conditions.
Students will participate in simple poems, songs, games and prayers.
Students will perform short skits for others.
Students will acknowledge and demonstrate an appreciation for Hispanic music and culture.
Students will develop and demonstrate an appreciation for Hispanic storytelling.
Students will participate in arts, crafts, games, and food tasting during the celebrations of Hispanic holidays.
Students will be identify Spanish-speaking countries, their customs and celebrations.
Students will describe and compare/contrast cultural events.
Students will identify people, animals and things particular to the different American holidays in Spanish.
Students will recite prayers and make the sign of the cross.
Students will identify and learn important aspects of Hispanic saints.
Students will identify people, animals and things in the Nativity scene in Spanish.

Sixth - Eighth Grade

Students will respond to greetings and farewells and use phrases of courtesy in and out of the classroom.
Students will use the Spanish language for classroom routines.
Students will answer basic questions after reading a story.
Students will learn spelling rules and grammatical structures to assist in the production of meaningful sentences.
Students will respond, verbally and in writing, to questions using complete sentences in Spanish.
Students will construct simple sentences with correct verb usage in Spanish.
Students will communicate, orally and in writing, at a basic paragraph level.
Students will identify and describe people, animals or objects through the use of adjectives such as color, numbers and shapes with attention to agreement.
Students will express feelings and preferences, likes and dislikes.
Students will exchange ideas and opinions.
Students will express complex weather conditions.
Students will participate in and share with others poems, songs, games and prayers unique to Hispanic heritage.
Students will interpret prayers, rhymes, songs or games from Spanish-speaking countries.
Students will acknowledge, appreciate and sing age-appropriate Hispanic music.
Students will develop and appreciate age appropriate Hispanic storytelling.
Students will participate in arts, crafts, games and food during the celebration of Hispanic holidays.
Students will perform for others Las Posadas and Dia de los Muertos.
Students will describe, compare and contrast cultural events such as Christmas, Easter and Day of the Dead.
Students will identify, prepare and taste foods specific to the Hispanic culture, holidays and celebrations.
Students will learn about the Hispanic heritage in the United States.
Students will identify on a map the countries and capitals and major cities where Spanish is spoken.
Students will search for and review news articles pertinent to Spanish-speaking countries.

French Standards, Sixth Grade

Sixth Grade
Students will memorize and use the French alphabet and numbers, 0 to 20.
Students will memorize and use the days of the week and months of the year.
Students will identify animals by name in French.
Students will memorize and use classroom and family vocabulary.
Students will respond to the teacher and one another using simple conversation patterns.
Students will show an appreciation for and understanding of French history, culture and customs.
Students will explore and enjoy French folk songs and folk tales.

Sixth - Eighth Grade

Sixth Grade
Students will memorize and use the Russian alphabet and numbers, 0 to 20.
Students will memorize and use the days of the week and months of the year.
Students will identify animals by name in Russian.
Students will memorize and use classroom and family vocabulary.
Students will respond to the teacher and one another using simple conversation patterns.
Students will show an appreciation for and understanding of Russian history, culture and customs.
Students will explore and enjoy Russian folk songs and folk tales.
Seventh Grade
Students will continue their study of Russian literature, music, history, religion and politics as they use materials distributed by the American Council of Teachers of Russian and <i>Russian Face to Face</i> .
Students will collect and summarize current news articles about Russia.
Students will count to 100, identify colors, and name weather patterns in Russian.
Students will grow in their abilities to carry on a conversation using accurate grammar and conjugations.
Students will recite Catholic prayers in Russian.
Eighth Grade
Students will tell time and count to 1000 in Russian.
Students will use "survival" Russian as they practice asking and answering questions as if they were visiting Russia.
Students will participate in dialogues with one another in Russian.
Students will speak and write using accurate Russian grammar and verb patterns.
Students will extend their Russian vocabulary in written and spoken word.
Students will explore Russian literature, songs and customs.
Students will investigate, prepare and taste Russian foods.

TECHNOLOGY ALL SCHOOL GOALS

Students will demonstrate knowledge and skills in the use of computers and other technology at the service of learning.
Students will integrate the use of technology in their content learning across subject areas.
Students will use a variety of technologies to access, analyze, interpret, synthesize, apply, and publish information.
Students will communicate clearly and effectively through use of technology.
Students will research topics in various content areas and review and evaluate the credibility of electronic sources for the purpose of acquiring new information.
Students will respect copyright laws and use technology in an ethical manner.
Students will demonstrate respect for computers and other forms of technology in how they take care of each item.
Students will learn to discern the appropriate place of technology in their personal lives.
Students will acknowledge as a privilege their access to technology in all its forms.

Kindergarten

Hardware
Input device
Students will use and control a mouse.
Students will turn on and off their own computers as directed.
Students will launch and quit an application when directed by their teacher.
Output Device
Students will demonstrate appropriate interactions with the SMART Board.
Software
Word Processing
Students will apply computer skills to open a word processing document by selecting the directed icon and correctly double clicking on that program.
Ethical Issues
Students will identify and close inappropriate websites.
Vocabulary
Start
Login
Drag
Website
Internet
Close/X-out

First Grade

Hardware
Input device
Students will log on and off the LAN (Local Area Network).
Keyboarding Skills
Students will demonstrate the proper placement of their fingers on the home row keys.
Students will accurately use the shift, backspace, enter and tab keys on the keyboard.
Output device
Students will utilize the SMART Board “one-touch recognition” technique required by SMART Board Technologies.
Software
Word Processing
Students will create a short story with pictures by using the word processing program.
Students will locate and choose from “bookmarked” teacher-selected site.
Students will illustrate their short story with the drawing tools.
Ethical Issues
Students will act respectfully towards each other’s work space and concentration.
Vocabulary
Desktop
Arrow key
Back space
Cursor
Bookmark
Shift
Favorites
Scroll
Tab
Highlight
Log on
Log off
Alt
Headphones
Headphone jack
Delete
Ctrl
Backspace
Space bar

Second Grade

Hardware
Input device
Students will identify the CD Rom and proper placement of sound devices.
Keyboarding Skills
Students will demonstrate the use of proper keyboarding technique for letters: t, r, v, c, y, u, n, m.
Software
Word Processing
Students will identify the reasons for a word processing application.
Students will create documents in a word processing program.
Research Tools
Students will use technology skills to research a subject using an approved search engine.
Ethical Issues
Students will show respect for privacy/ownership.
Vocabulary
Icons
Scroll bar
Number pad
Caps lock
Menu bar
Document
Save and Save as
File folder
CD-ROM (Compact Disc - Read-Only Memory)
Back arrow
Forward arrow

Third Grade

Hardware
Keyboarding Skills
Students will demonstrate proper keyboarding technique for use of letters: e c i b.
Output Devices
Students will identify the appropriate printer for a document.
Students will fully utilize the SMART Board eraser.
Software
Word Processing
Students will create a word processing document using the font formatting toolbar.
Students will use technology skills to save and retrieve documents from the LAN (Local Area Network).
Students will use spell check when working with word processing programs.
Research Tools.
Students will select appropriate links on a search engine.
Students will verbalize the reasons for and the process of using a search engine.
Ethical Issues
Students will demonstrate proper care for electronic equipment.
Vocabulary
Undo
Num lock
Drop down menu
Open
Align
Minimize
Maximize
Word wrap

Fourth Grade

Hardware
Input device
Students will identify and use the USB port.
Keyboarding Skills
Students will demonstrate proper keyboarding techniques for the letters: o, w, x
Software
Word Processing
Students will create word processing documents using page orientation toolbar.
Students will save to and retrieve from a flash drive.
Students will be introduced to the use of Google Classroom for receiving and sending assignments.
Research Tools
Students will evaluate a website for research in terms of credibility.
Ethical Issues
Students will identify copyright infringement and show respect for others' creations.
Students will act in accord with the SMOS Acceptable Use Policy.
Students will explain and use accepted rules of netiquette when communicating with others.
Students will describe personal consequences of inappropriate use of technology and information.
Vocabulary
Windows
USB port
Insert
Home
USB (Universal serial bus)
Recycle bin
Flash Drive
Trash can

Fifth Grade

Hardware
Input device
Students will identify and open individual files on a flash drive.
Keyboarding Skills
Students will demonstrate proper keyboarding techniques for the entire alphabet.
Software
Word Processing
Students will create word documents inserting pictures, word art, clip art and tables.
Students will format inserted pictures using the picture tool bar.
Students will create bar graphs and line graphs using Word.
Students will work towards a proficient use of Google Classroom for receiving and sending assignments.
Multimedia Presentation
Students will create Power Point presentations with pictures and words.
Students will create multi-media presentations using Google Classroom slides.
Research Tools
Students will select credible websites for research purposes.
Ethical Issues
Students will write a proper bibliography using available software.
Vocabulary
World Wide Web (WWW)
Navigate
Clipart

Sixth Grade

Hardware
Input device
Students will apply various operating system features (open more than one application/program, work with menus, and use the taskbar).
Students will demonstrate advanced keyboarding skills and proper keyboarding techniques including number keys.
Students will select a printer, use print preview and print a document with the appropriate page setup and orientation.
Output
Students will utilize CDs, DVDs, flash drives, school server, and online storage spaces and prioritizes the use of the medium for a specific purpose.
Students will create CDs and DVDs for publishing purposes.
Software
Word Processing and Google Classroom
Students will use menu/toolbar functions for creating a table and chart.
Students will compose documents using menu/toolbar functions including: language menu, date and time, and symbols
Students will analyze and edit writing using the comment feature.
Students will apply drawing tools to enhance documents, timelines, and brochures.
Students will use find, replace and go to tools.
Spreadsheet and Google Classroom Sheets
Students will recommend situations in which to use a spreadsheet as a tool to record, organize, and graph information.
Students will identify and explain terms and concepts related to spreadsheets (cell, column, row, values, labels, chart, and graph).
Multimedia Presentation Using Word and Google Classroom Slides
Students will create, edit and format text on a multimedia slide.
Students will customize animations within a slide show.
Students will create multimedia slides with graphics, using the graphic tools to import, change size, and change position.
Research Tools
Students will apply age-appropriate on-line tools and resources (tutorial, assessment, web browser).
Students will identify and use terms related to the Internet (address bar, search bar, URL, keyword, WWW, search engine, links).
Students will analyze media messages and determine if their purpose is to inform, persuade or entertain.
Students will explain that some web sites and search engines may include sponsored commercial links.
Students will evaluate Internet resources using the URL as a guideline, and use right-click mouse tools to find the hidden information.
Ethical Issues

Students will recommend hardware and applications that can enable people with disabilities to learn.
Students will reflect and evaluate their own compliance with the SMOS Acceptable Use Policy regarding responsible use of computers and networks.
Students will explain fair use guidelines for copyrighted materials (text, images, music, and video).
Students will explain plagiarism and discuss the possible consequences of plagiarizing the work of others.
Vocabulary
Toolbar
File name
Search engine
Browser
Surf
Radio buttons
Ctrl-shortcuts
Symbols
LAN (Local Area Network)
HTTP (Hyper Text Transfer Protocol)
Table
Chart/Graph
Application
Operating systems
Plug-in

Seventh Grade

Hardware
Input device
Students will use features of a computer operating system (determine available space on local storage devices, access the size and format of files, identify the version of an application).
Software
Word processing and Google Classroom
Students will format and use text boxes to enhance documents (time lines, brochures).
Students will insert headers, footers and page numbers.
Students will customize bullets in an outline.
Students will create, save, open and import documents in different file forms.
Students will create and use templates.
Spreadsheet and Google Classroom Sheets
Students will recommend situations in which to use spreadsheets to calculate, organize, and present data in a variety of real-world settings.
Students will use the auto-fill feature in a spreadsheet application.
Students will use various number formats in a spreadsheet.
Students will create and use multiple sheets within a workbook.
Students will differentiate between formulas with absolute and relative cell references.
Ethical Issues
Students will evaluate uses of technology and digital information; describe possible consequences of inappropriate use.
Students will analyze and explain how media and technology can be used to distort, exaggerate and misrepresent information.
Students will identify misuse of technology for personal and commercial reasons (software piracy, unauthorized file sharing/downloading, hacking etc.).
Students will use correct in-text citations and reference lists for text and images gathered from electronic sources.
Research Tools
Students will investigate various methods of searching the Internet for information through the use of different types of search engines.
Students will analyze media messages and determine if their purpose is to inform, persuade or entertain.
Vocabulary
DSL (Digital Subscriber Line)
Kilobyte
Megabyte
Gigabyte
Terabyte
URL (Uniform Resource Locator)
Domain

Eighth Grade

Hardware
Students will identify and use the different cables to set up a workstation (power cords, Cat5, Ethernet cable, Series and Parallel cables).
Students will analyze various trouble shooting strategies for common hardware and software problems.
Input Device
Students will apply online help and other support to learn about features of hardware and software, as well as to assess and resolve problems.
Students will install and uninstall software.
Students will use a variety of technology tools (thesaurus, grammar-check, and calculator.
Output Device
Students will independently operate peripheral equipment (scanner, digital camera, camcorder) if available.
Students will explain effective backup and recovery strategies.
Software
Word processing and Google Classroom
Students will create original documents that utilize the advanced features of a word processing program (columns, styles and features, borders and shading, margins, grouping).
Spreadsheet and Google Classroom Sheets
Students will use spreadsheets to make predictions, solve problems, and draw conclusions.
Students will create original spreadsheets using formulas and functions
Students will apply advanced formatting features to customize tables and charts.
Students will import and export data between spreadsheets and other applications
Multimedia Presentation and Google Classroom Slides
Students will create original multimedia presentations using advanced features offered by the program.
Students will insert appropriate audio files, video files and hyperlinks into a multimedia presentation.
Students will embed files into a multimedia presentation in order to show it on another computer.
Students will link information residing in different applications (chart from word to excel) to specific areas in the presentation.
Ethical Issues
Students will evaluate the ethics of technology use related to privacy, plagiarism, spam, viruses, hacking and file sharing.
Students will explain terms associated with the safe, effective and efficient use of telecommunications/ internet password, firewalls, and spam security.
Students will explain the importance of protecting computers and networks from viruses, intrusion, and vandalism.
Students will describe appropriate and responsible use of communication tools (chats,

instant messaging, blogs and wikis).
Students will describe how cyber bullying can be blocked.
Research Tools
Students will explain the necessity of plug-ins and specific browser versions to access content on various websites.
Students will investigate and use various search engines dependent on how the search engine ranks results.
Students will investigate and demonstrate effective search strategies for locating and retrieving electronic information (using syntax and Boolean logic operators).
Students will demonstrate a basic understanding of addressing schemes (IP addresses).
Students will create and edit well organized web sites using HTML.
Vocabulary
LAN
WAN
Server
Router
Switch
DSL
Drivers
Boolean Logic Operators
IP (Internet Protocol) addresses
RAM (Random Access Memory)

FINE ARTS

ALL SCHOOL GOALS

Students will use appropriate art terminology in viewing, responding to and evaluating art, at age-appropriate and developmental levels.
Students will identify elements of art and principles of design, and recognize them in the environment.
Students will create two and three dimensional art incorporating appropriate skills and techniques developing visual concepts and originality.
Students will use art as a means of celebrating liturgical feasts and seasons, as well as national and local holidays.
Students will utilize appropriate skills, techniques and processes in the use of media and tools.
Students will recognize, analyze, interpret and express preferences for the art of others and themselves.
Students will explain, analyze and express an appreciation for the visual arts from a variety of historical and cultural contexts.
Students will examine and analyze religious art from many different cultures and times.
Students will relate the visual arts to other subject areas of the curriculum and experiences in their own lives.
Students will use their artistic skills and a variety of media to express spirituality.
Students will express an appreciation for artistic talents and respect for works of art.

Preschool

Drawing Students will create drawings using graphite pencils, colored pencils, markers and chalk.
Color Students will identify the eight, basic colors.
Other Media Students will demonstrate a simple printmaking technique (e.g. stamping thumb or hand print).
Painting Students will be introduced to primary and secondary colors and create original artworks using these colors.
Mixed Media Students will create original collages using a variety of materials and textures.
Sculpture Students will create three-dimensional pieces of art using clay, Model Magic or play-dough.
Shapes Students will identify and use shapes for artistic expression. Students will categorize shapes as large or small. Students will create artwork using the four basic shapes of circle, square, rectangle and triangle.
Connecting Art and Non-Art Subjects Students will be introduced to the idea of art being a form of communication within the church via statues and stained glass windows. Students will show how stories can be told in pictures and/or words. Students will use art as a means of describing thinking, feeling and learning in all areas of life.

Kindergarten

Drawing Students will produce a line using crayons, pencils or markers.
Color Students will identify the ten basic colors.
Other Media Students will demonstrate a simple printmaking technique (e.g., stamping thumb or hand print).
Rhythm/Repetition Students will identify and use a pattern by repeating a single shape, line, or color.
Shapes Students will identify and use shapes. Students will categorize shapes as large or small.
Connecting Art and Non-Art Subjects Students will explain how stories can be told in pictures and/or words.
Connecting Visual and Performing Arts Students will use physical movement in dance to interpret line in artwork.
Sculpture, ceramics and other media Students will use scissors with control. Students will model with clay or similar material.
Fine Art Students will create an original picture of self or other person. Students will create a picture showing the outside (landscape). Students will create a design using lines.
Art Criticism Students will identify the subject of an artwork.
Theme Students will create an original artwork that communicates ideas about the following themes: people (self, family friends), indoors (classroom, kitchen, and bedroom), outdoors (seasons, nature).

First Grade

<p>Drawing Students will fill in an area with solid color/value using crayons, pencils or markers.</p>
<p>Painting Students will apply paint with a dragging, not pushing, motion.</p>
<p>Color Students will identify and use primary colors.</p>
<p>Value Students will identify and use value.</p>
<p>Form Students will identify and use form.</p>
<p>Texture Students will identify and use texture.</p>
<p>Balance Students will identify and demonstrate the concept of middle and center.</p>
<p>Space Students will identify and demonstrate the use of space.</p>
<p>Aesthetics Students will discuss a response (feeling or idea) to an artwork based upon the student's life experience.</p>
<p>Subject Matter/Functional Art Students will design wearable art (e.g. masks, jewelry, paper hats, decorating tee shirts, costumes, face painting).</p>
<p>Other Media Students will demonstrate the mono-print process.</p>
<p>Rhythm/Repetition Students will identify and create alternating patterns.</p>
<p>Lines Students will identify and use straight, curved, thick and thin lines.</p>
<p>Shapes Students will identify and use triangle, circle, square, rectangle and oval shapes. Students will categorize shapes as small, medium and large.</p>
<p>Connecting Art and Non-Art Subjects Students will explain how patterns in art are similar to patterns in math.</p>
<p>Connecting Visual and Performing Arts Students will relate costumes in theatre to clothing design.</p>
<p>Sculpture, Ceramics and Other Media Students will use glue with control. Students will fold paper and identify folded edges. Students will model with clay or similar materials, pinch, pull and roll materials.</p>
<p>Fine Art Students will create an original portrait showing family members. Students will create still life with one object.</p>
<p>Art Criticism Students will identify the following in artworks: lines, shapes, colors and patterns.</p>
<p>Theme</p>

Students will create an original artwork that communicates ideas about the following themes: people (family, self, friends), animals (pets, farm, zoo, wild), objects (toys, tools, food).

Historical Period or Culture

Students will identify works of art from United States, Europe, and Asia.

Characteristics of Artworks

Students will compare and contrast two artworks on subject matter and use of line, color, shape, and texture.

Third Grade

Drawing
Students will layer two or more colors using crayon, colored pencil or oil pastel.
Painting
Students will apply paint in even strokes to create a watercolor thinned tempera wash.
Students will paint lines and fill in shapes with even color using tempera.
Color
Students will identify and use warm and cool colors.
Form
Students will identify and demonstrate sculpture in the round.
Texture
Students will identify and use invented textures.
Balance
Students will identify and use symmetrical balance.
Space
Students will identify and use middle-ground, overlapping and change of size to create illusion of space.
Aesthetics
Students will compare different responses students may have to the same artwork.
Subject Matter/Functional Art
Students will create a container (e.g., paper box, clay pot, fiber basket).
Other Media
Students will demonstrate an additive process (e.g., cardboard, straws, paper plate).
Lines
Students will identify and use horizontal, vertical, and diagonal lines.
Shapes
Students will differentiate between shapes and forms.
Connecting Art and Non-Art Subjects
Students will explain how the mathematical principle of symmetry is used in art.
Sculpture, Ceramics and Other Media
Students will manipulate paper to create forms (in the round).
Students will cut a symmetrical shape from a folded piece of paper.
Students will model with clay or similar substance to create applied and impressed textures.
Fine Art
Students will create an original artwork of a figure in an action pose.
Students will create a landscape / cityscape.
Students will create an original artwork using line, shape and color.
Students will create an original artwork using line, shape and color.
Art Criticism
Students will identify warm and cool colors, symmetrical balance, invented textures, horizontal, vertical and diagonal lines and contrast/variety of sizes.
Theme
Students will create an original artwork that communicates ideas about community and group identity.
Historical Period or Culture
Students will identify works of art from United States, Europe and Africa.
Characteristics of Artworks

Students will compare and contrast two artworks on: subject matter, media, use of line, color, shape and texture, theme, purpose of art in culture and place.

Second Grade

Drawing
Students will change pressure to create two values using crayons or pencils.
Color
Students will paint lines with control of brush, clean paintbrush before changing colors and mix two colors to create a third color.
Value
Students will identify and use light and dark values.
Form
Students will identify and use three-dimensional geometric forms: sphere, cube, cylinder and cone.
Texture
Students will identify and use actual texture.
Balance
Students will identify symmetrical balance.
Space
Students will identify and use middle ground, overlapping, and change of size to create illusion of space.
Aesthetics
Students will compare different responses to the same pieces of art.
Subject matter: Functional Art
Students will create posters, illustrations, greeting cards.
Other Media
Students will demonstrate an additive process (e.g. string, found objects).
Rhythm/Repetition
Students will identify and create a complex pattern.
Lines
Students will identify and use zigzag, dotted and wavy lines.
Shapes
Students will name and use geometrical shapes.
Connecting Art and Non-Art Subjects
Students will explain the connection between cultures and their respective art.
Students preparing for the sacrament of First Communion will create banners that creatively describes their spiritual experience of God in their lives.
Students will identify, artist, Michelangelo as the creator of the Pieta and Sistine Chapel.
Connecting Visual and Performing Arts
Students will compare patterns in music to patterns in artworks.
Sculpture, Ceramics and Other Media
Students will manipulate paper to create low relief (e.g. curling, folding, tearing, and cutting).
Students will model with clay or similar substance: rolling coils and flattening materials into slabs.
Fine Art
Students will create a still life from an original observation.
Students will create a landscape from an original observation.
Art Criticism
Students will identify the following in an artwork: geometric shapes, geometric forms, foreground and background, real textures, contrast/variety of colors.
Theme

Students will create an original artwork that communicates ideas about the following themes: nature, places, home, stores, neighborhoods, country-sides.
Historical Period or Culture Students will identify works of art from the United States, Native Americans and Egypt.
Characteristics of Artworks Students will compare and contrast two artworks regarding subject matter, media, use of line, color, shape, texture, theme and purpose of art in culture.
Contrast Students will identify and use color contrast.

Fourth Grade

Drawing Students will create light, medium, and dark values using pencils.
Painting Students will apply watercolor paint to wet areas to blend colors. Students will use tempera paints, adding color to white to create a tint. Students will use tempera paints adding black to a color to create a shade.
Color Students will identify and use tints and shades.
Value Students will identify and demonstrate a value scale.
Form Students will identify and demonstrate relief sculpture. Students will identify and use organic form.
Balance Students will identify and use radial balance.
Space Students will identify and use placement and change in detail to create illusion of space. Students will identify and use positive and negative space.
Aesthetics Students will discuss and develop answers to questions about what is beauty and art.
Subject Matter/Functional Art Students will create an example of graphic art (e.g. poster, illustration, advertising, greeting card).
Other Media Students will create a fiber weaving using a simple loom (e.g. cardboard, straws, and paper plate).
Connecting Art and Non-Art Subjects Students will explain how Bingham and Benton reflected life in Missouri.
Sculpture, Ceramics and Other Media Students will apply a variety of paper folding techniques. Students will model with clay to make organic forms.
Fine Art Students will create a portrait using correct proportions Students will exaggerate, distort or simplify features to create an abstract portrait. Students will exaggerate, distort or simplify objects to create an abstract landscape. Students will create an original seascape.
Art Criticism Students will describe the use of the following in artworks: outlines, organic shapes, organic forms, tints and shades, values, positive and negative space, radial balance, center of interest/focal point, contrast, complex patterns, facial proportions.
Theme Students will create an original artwork that communicates ideas about the following themes: Missouri, the environment and time.
Historical Period or Culture Students will identify works of art from the United States, Missouri (Westward expansion) and Europe (abstract).
Characteristics of Artwork

Students will compare and contrast two artworks on subject matter, media, value and space, theme, and purpose of art in culture and place.

Proportion

Students will identify realistic facial proportion.

Fifth Grade

Drawing
Students will create texture or surface quality using any drawing media.
Painting
Students will use a variety of hues to create new colors.
Students will apply layers of water-color paint from lightest to darkest colors.
Students will use tempera paints to produce a sharp, clear edge between areas of colors.
Other Media
Students will demonstrate a subtractive print-making process (e.g. Styrofoam, linoleum, wood, eraser) to produce multiple images.
Sculpture, other media
Students will combine simple forms to create a complex object/form (in-the-round).
Students will use paper-joining techniques such as tabs and slits.
Students will use modeling clay or a simple material to build a form using a coil technique.
Fine Art
Students will create a portrait from observation.
Students will create a still life from observation that shows the illusion of form.
Students will create an original outdoor scene to show the illusion of space.
Functional Art
Students will create an original building based upon elements of architectural styles (e.g. type of roof, dome, column, arch, windows, porches, tower, stairs, ramp).
Theme
Students will create an original artwork that communicates ideas about the following themes: the United States, patriotism, the world, time (past, present, future).
Line
Students will identify and use contour lines.
Shapes
Students will identify and use symbolic shapes.
Form
Students will identify and use illusion of form: cube, sphere, cylinder and cone.
Texture
Students will identify and use implied or simulated textures.
Color
Students will identify and use intermediate and neutral colors.
Students will identify the arrangement of colors on a color wheel.
Space
Students will identify and use converging lines to create the illusion of space.
Students will identify and use a single horizon line.
Balance
Students will identify and use asymmetrical (informal) balance.
Contrast
Students will identify and use texture contrast.
Proportion

Students will identify and use relative size (realistic scale).
Aesthetics Students will discuss and develop answers to questions about art, concerning who decides what makes a piece of artwork special, valuable, or good
Art Criticism Students will describe the use of the following in artworks: contour lines, symbolic shapes, illusion of form, implied/simulated textures, intermediate and neutral colors, asymmetrical balance, contrast/variety of textures, perspective, change in size, point of view.
Connecting Visual and Performing Art Students will compare a work of art to a work of music.
Connecting Art and Non-Art Subjects
Students will explain how American artists expressed the idea of patriotism.
Students will explain how artists express religious ideas.
Historical Period or Culture Students will identify works of art from the United States (painting, architecture) and Europe (painting and architecture).
Characteristics of Artwork Students will compare and contrast two artworks on: time; place; subject matter; media; use of elements; theme; purpose of art in culture; use of materials and technology.

Sixth Grade

Drawing
Students will use pencil or marker to draw a continuous line that describes an object from observation.
Painting
Students will use opaque paint to overlap brush strokes to create a smooth and even area of color.
Digital/Computer
Students will create different types of lines using general software, such as Microsoft Word.
Other Media
Students will demonstrate a print-making process (mono-print, string, print).
Students will manipulate fibers (e.g. threading needles, tying simple knots, sewing, wrapping, weaving, beading).
Sculpture, Other Media
Students will create relief artwork by joining two or more surfaces (e.g. natural or manufactured clays, paper pulp, cardboard, found materials).
Fine Art
Students will create original artwork using the following subjects: realistic portraits and abstract portraits.
Functional Art
Students will illustrate text.
Theme
Students will create an original artwork that communicates ideas about the following themes: functions of art in culture (celebrations of rites of passage, historical and religious significance) and personal identity
Line
Students will identify and use converging lines.
Students will identify and use contour lines to define a complex object.
Shapes
Students will identify and use complex shapes such as people, animals, and vehicles.
Texture
Students will identify and use real/actual texture.
Color
Students will identify and use complementary colors.
Value
Students will identify and demonstrate color value (tints and shades).
Students will identify and demonstrate a value scale.
Space
Students will identify and use positive and negative shapes in two-dimensional work.
Balance
Students will identify and use symmetrical (formal) balance.
Contrast

Students will identify and use shape, line, and size contrast.
Proportion Students will create facial features in realistic proportion.
Aesthetics Students will discuss how different cultures have different concepts of beauty.
Students will explain how responses (feelings or ideas) about artworks from various cultures are based on both personal experience and group beliefs.
Art Criticism Students will identify types of artwork (painting, drawing, print, sculpture).
Students will identify and explain symbolism or message communicated in artwork.
Students will match the artwork with an aesthetic theory: showing a real or idealized image of life (Imitationalism); expressing feelings (Emotionalism/Expressionism).
Students will put emphasis on elements and principles (Formalism), serving a purpose in the society or culture (Functionalism).
Connecting Visual and Performing Art Students will compare and contrast music and art from the same culture.
Connecting Art and non-Art Subjects Students will explain how artworks reflect the cultures in which they were created.
Historical Period or Culture Students will identify works of art from: ancient Greece, Rome, Egypt. Pre-Columbian, Americas (e.g. Aztec, Inca, Maya), Africa, Asia.
Characteristics of Artwork Students will compare and contrast two artworks with regard to time, place, subject matter, theme, characteristics, and cultural context.

Seventh Grade

Drawing
Students will use a variety of media such as pencil, pastels and markers to create simulated implied texture.
Painting
Students will use a variety of brush strokes to create various textures.
Other Media
Students will demonstrate a printmaking process.
Students will demonstrate the process used in one type of fiber art such as weaving, knot-making, beading, etc.
Students will create three-dimensional artwork such as paper-mache in which layering of materials is necessary for the intended effect.
Fine Art
Students will create original artwork using realistic and abstract portraits.
Theme
Students will create an original artwork that communicates ideas about group identity and/or nature.
Shapes
Students will identify and use rhythmic shapes.
Forms
Students will differentiate between and demonstrate high and low relief.
Texture
Students will identify and use implied or simulated texture.
Space
Students will identify and use positive and negative forms in three-dimensional work.
Balance
Students will identify and use radial balance.
Rhythm/Repetition
Students will use regular rhythm.
Aesthetics
Students will compare and contrast responses of class members to realistic, abstract and non-objective artworks.
Connecting Visual and Performing Art
Students will explain how art is used in designing sets for film, television, and live theatre.
Connecting Art and non-Art Subjects
Students will analyze and demonstrate the relationship between illustration and written text.
Historical Period or Culture
Students will identify real and abstract works of art from Europe and the United States.
Characteristics of Artwork
Students will compare and contrast two artworks with regard to time, place, subject matter and theme.
Digital Art
Students will create different shapes using general software with paint tools.

Eighth Grade

<p>Drawing Students will create even, continuous, and graduated tones using pencil or colored pencil.</p>
<p>Painting Students will create a variety of colors, tints, and shades by mixing pigments.</p>
<p>Color Students will use analogous colors.</p>
<p>Value Students will identify and use a range of values.</p>
<p>Form Students will identify and use a range of values to create the illusion of form.</p>
<p>Texture Students will identify and use invented texture.</p>
<p>Line Students will identify and use varied line quality.</p>
<p>Shapes Students will identify and use varied shapes.</p>
<p>Theme Students will create an original artwork that communicates ideas about the following themes: environment and time (e.g. past, present, future).</p>
<p>Space Students will identify and use one-point linear perspective to create the illusion of space.</p>
<p>Balance Students will identify and use asymmetrical (informal) balance.</p>
<p>Contrast Students will identify and use color and value contrast.</p>
<p>Rhythm/Repetition Students will identify and use progressive rhythm.</p>
<p>Proportion Students will identify and use appropriate scale relationship.</p>
<p>Connecting Visual and Performing Arts Students will compare and contrast examples of American art and music.</p>
<p>Connecting Art and Non-Art Subjects Students will explain how events and ideas in United States history are communicated through artworks.</p>
<p>Historical Period or Culture Students will identify works of art from the Americas.</p>
<p>Characteristics of Artworks Students will compare and contrast two artworks regarding: time, place, subject matter, theme, characteristics, material/technology, ideas and beliefs of culture, function of art in culture/society.</p>
<p>Art Criticism Students will analyze artwork in detail.</p>
<p>Students will analyze the use of elements and principles used in artworks.</p>
<p>Students will interpret the meaning of works of art.</p>
<p>Students will judge art works from each aesthetic theory: showing a real or idealized image of life,</p>

(Imitationalism); expressing feelings (Emotionalism/Expressionism); emphasis on elements and principles (Formalism); and serving a purpose in the society or culture (Functionalism).
Aesthetics Students will discuss how people might respond differently to specific American artworks based upon their sub group (e.g., race, gender, attitude toward the environment, business, immigrant group, age, religion, economic status, or level of education).
Subject Matter: Functional Art Students will create an original functional object.
Sculpture, Ceramics, Other Media Students will create three-dimensional artworks using carving techniques including, but not limited to clay, wax, soap, plaster, wood, Styrofoam, commercially-produced carving blocks, modeling clay to create a three-dimensional artwork demonstrating appropriate joining.
Subject Matter: Fine Art Students will create original artwork using realistic landscapes and abstract landscapes.
Other Media Students will demonstrate a print-making process using a variety of ink colors.
Students will create a simple fiber artwork (e.g., weaving, jewelry-making, batik, quilt, appliqué, book arts).
Digital/Computer Students will create a composition of lines and shapes using general software.

MUSIC ALL SCHOOL GOALS

Students will learn a variety of Catholic liturgical music. Students will demonstrate an understanding of how music relates to the liturgy through scripture readings as well as parts of Mass.
Students will sing a variety of music including children's music, liturgical music, folk music, cultural music and songs in various languages.
Students will learn solfege and Curwin hand signs as a tool to learn to read music.
Students will use tuned and untuned classroom instruments to perform and practice musical elements learned in class.
Students will demonstrate an understanding of performance behavior through various events throughout the school year including VIP day, the Christmas musical and Archdiocesan song festival.
Students will memorize music for the school events listed above.
Students will constantly build upon concepts learned in previous years.
Students will create compositions using concepts learned in class at grade level.
Students will listen to a variety of classical music and identify concepts learned in class.
Students will develop an appreciation for classical music and composers.

Preschool

Students will sing tunefully within the range of a major 6 th (d-b).
Students will explore different ways to move to music with their bodies.
Students will explore different ways to use basic untuned percussion instruments.
Students will develop a feeling for the steady beat.
Students will build a repertoire of at least fifty songs, games and rhymes.
Students will improvise texts to known songs.

Kindergarten

Students will sing tunefully within the range of a major 6 th (d-b).
Students will build a repertoire of at least fifty songs, games and rhymes.
Students will develop a feeling for the steady beat.
Students will be able to identify and demonstrate understanding of fast and slow.
Students will be able to identify and demonstrate understanding of loud and soft.
Students will be able to identify and demonstrate understanding of high and low.
Students will be able to identify and demonstrate understanding of short and long.
Students will be able to identify and demonstrate understanding of same and different.
Students will be able to identify and demonstrate understanding of smooth and jerky.
Students will be able to improvise texts to known songs.
Students will be able to improvise motions to known songs.

First Grade

Students will identify and demonstrate heartbeat.
Students will identify and demonstrate the rhythm of the words.
Students will identify and demonstrate the difference between heartbeat and rhythm.
Students will identify and demonstrate an understanding of quarter note.
Students will identify and demonstrate an understanding of 2 eighth notes.
Students will identify and demonstrate an understanding of the quarter rest.
Students will identify and demonstrate an understanding that 1 quarter note, 2 eighth notes and 1 quarter rest continue as long as one heartbeat.
Students will identify and demonstrate two beat rhythm ostinati.
Students will identify and demonstrate an understanding of two beat meter, measure, bar lines, double bar line and repeat sign.
Students will identify and demonstrate an understanding of the melodic notes sol and mi.
Students will identify and demonstrate an understanding of the melodic note la in a sol-la-sol-mi pattern.
Students will identify and demonstrate an understanding that the distance between sol and mi is a skip, and the distance between sol and la is a step.
Students will learn how to read music from the Gather hymnal and show an understanding of refrain-verse.

Second Grade

Students will identify and demonstrate la in a sol-mi-la-sol-mi pattern in singing and from an instrument being played.
Students will identify and demonstrate an understanding that the distance between mi and la is a jump.
Students will identify and demonstrate a half note as a two beat rhythm where the beat equals the quarter note.
Students will identify and demonstrate four beat meter when the beat equals the quarter note.
Students will identify and demonstrate do in sol-mi-do and la-sol-mi-do patterns and their inverses.
Students will identify and demonstrate re in mi-re-do, sol-mi-re-do and la-sol-mi-re-do patterns and their inverses.
Students will learn and prepare liturgically appropriate music for First Reconciliation and First Communion.

Third Grade

Students will identify and demonstrate absolute pitch notes of the treble staff in la-sol-mi songs in where sol is G, C or D.
Students will identify and demonstrate the pentatonic scale.
Students will identify and demonstrate four sixteenth notes in singing and speaking where the beat equals the quarter note.
Students will identify and demonstrate absolute pitch names of the treble staff in mi-re-do songs where do is G, F or C.
Students will identify and demonstrate one eighth, two sixteenths in singing and speaking where the beat equals the quarter note.
Students will identify and demonstrate absolute pitch names of the treble staff in sol-mi-re-do songs where "do" is G, F or C.
Students will identify and demonstrate two sixteenth, one eighth in singing and speaking where the beat equals the quarter note.
Students will identify and demonstrate absolute pitch names of the treble staff in la-sol-mi-re-do songs where sol is G, F of C.
Students will identify and demonstrate low la (l,) in re-do-la, , mi-re-do-la, and sol-mi-re-do-la, and their inverse patterns in singing and from an instrument being played. Students will identify and demonstrate low sol (s,) in re-do-la,-sol, , mi-re-do-la,-sol, and sol-mi-re-do-la,-sol, and their inverse patterns in singing and from an instrument being played.
Students will identify and demonstrate a single eighth note where two eighth notes equal two separate eighths in singing and speaking.
Students will identify and demonstrate the do pentatonic scale.

Fourth Grade

Students will demonstrate an understanding of basic recorder technique.
Students will individually play for the teacher a variety of recorder music increasing in difficulty.
Students will demonstrate an understanding of reading music on the staff using both solfege and absolute pitch names.
Students will compose and perform their own music for the recorder.
Students will identify and demonstrate high do (d') in a do'-la-sol-mi-re-do and do'-la-sol-mi-re-do-la,-sol, patterns and their inverse patterns in singing and from an instrument being played.
Students will identify and demonstrate eighth, quarter, eighth (syncopa) in singing, speaking and playing where the beat equals the quarter note.
Students will identify and demonstrate the la pentatonic scale.
Students will identify and demonstrate whole note in singing, speaking and playing where the beat equals the quarter note.
Students will identify and demonstrate dotted half note in singing, speaking and playing where the beat equals the quarter note.
Students will identify and demonstrate the half rest in singing, speaking and playing where the beat equals the quarter note.
Students will identify and demonstrate the sol pentatonic scale.
Students will identify and demonstrate dotted quarter note, eighth in singing, speaking and playing where the beat equals the quarter note.
Students will identify and demonstrate the whole rest in singing, speaking and playing where the beat equals the quarter note.
Students will identify and demonstrate three beat meter in singing, speaking and playing where the beat equals the quarter note.
Students will identify and demonstrate the melodic alteration of B-flat and its corresponding key signature of F Major in singing, writing and performing.
Students will identify and demonstrate the melodic alteration of F-sharp and its corresponding key signature of G Major in singing, writing and performing.

Fifth Grade

Students will identify and demonstrate fa in a sol-fa-mi-re-do pattern and the inverse pattern in singing and from an instrument being played.
Students will identify and demonstrate half steps and whole steps in singing and from an instrument being played.
Students will identify and demonstrate the re pentatonic scale.
Students will identify and demonstrate low ti (t,) in do-ti,-la, and do-ti,-do patterns in singing and from an instrument being played.
Students will identify and demonstrate single eighth and dotted quarter note in singing and speaking where the beat equals the quarter note.
Students will identify and demonstrate ti in do'-ti-la and do'-ti-do' patterns in singing and from an instrument being played.
Students will identify and demonstrate upbeat in the following notes: two eighth notes, quarter note and single eighth note.
Students will identify and demonstrate dotted eighth and single sixteenth note in singing and speaking where the beat equals the quarter note.
Students will identify and demonstrate the eighth rest in singing where the quarter note equals one beat.
Students will identify and demonstrate the major scale when the tonal center is do in singing and from an instrument being played.
Students will identify and demonstrate the dotted quarter note, three eighth notes, a dotted quarter followed by sixteenth and eighth notes and the dotted quarter rest in speaking, sound and singing.
Students will identify and demonstrate six eight meter in singing and speaking where the eighth note equals one beat in a slow tempo or the dotted quarter equals the beat in a fast tempo.
Students will identify and demonstrate the natural minor scale and its appropriate key signatures in singing and with written competency.

Sixth Grade

Music Theory
Students will identify and perform music in 4/4, 3/4, 2/4, and 6/8 time signatures.
Students will identify and demonstrate notes on the treble and bass staves by playing songs on keyboards and bells/glockenspiels.
Students will identify and demonstrate sharp, natural, and flat signs in music and demonstrate how each changes the pitch of a note.
Students will identify and demonstrate various rhythmic patterns on a variety of instruments.
American Music
Students will listen to historical music/songs of the United States and be able to identify elements particular to different styles and regions.
Students will identify and demonstrate how different historical contexts have influenced American music.
Students will identify and demonstrate how immigration influenced the development of American music.
Students will identify and explain how early American work songs and African American slave songs influenced Jazz and Blues.
Students will identify and demonstrate improvisation through a rhythm, melody, and/or verse.
Students will identify and demonstrate knowledge of American Composers such as Aaron Copland, Scott Joplin, and George Gershwin.
Students will identify and demonstrate the history of musicals.
How Music Communicates
Students will identify and demonstrate music as a universal and symbolic language.
Students will identify and demonstrate how different peoples have used music to express their values and describe their experiences.
Students will identify and demonstrate musical compositions uses form and structure to convey a message.
Students will identify and demonstrate repetition and contrast in a variety of musical compositions as well as their own.
Students will identify and utilize appropriate musical vocabulary: <i>Expression, Dynamics, Tempo, 1st and 2nd Endings, D.C. Al Fine, ABA Form, Melodic Contour, Melody, Harmony, Texture</i>

Seventh Grade

Performance
Students will identify the necessary attributes of an effective performance and demonstrate those skills both in individual and group performances.
Students will demonstrate knowledge of music theory notation and practice expression when performing a musical piece.
Students will critique and positively evaluate their own and others' performances.
Students will practice and perform Scottish folk music with an emphasis on appreciating its historical context, its poetry, and the Gaelic language.
Composition
Students will identify a melody that uses standard notation, and be able to demonstrate the use of standard notation to create a particular melody.
Students will demonstrate the ability to write music on staff paper and perform the piece according to the notation provided.
Students will identify and utilize music vocabulary in notation.
Students will recognize different structural patterns in music and demonstrate recognizable structures.
Students will identify and demonstrate music in AB, ABA, and ABACA form.
Students will study and replicate the compositional patterns common to Scottish folk music.
Students will positively critique and evaluate their own and others' compositions.
Music History
Students will study famous composers in Baroque, Classical, and Romantic periods and draw on their knowledge of such composers to describe the reciprocal relationship between historical times, cultures and compositions.
Students will increase their own listening skills through their analyzation of music from Baroque, Classical, and Romantic periods.
Students will draw upon their knowledge of American folk music to identify the influence of Scottish folk music on American folk music.

Eighth Grade

History of Rock and Roll
Students research and analyze the period of history out of which rock and roll arises and those initially responsible for the birth of rock and roll.
Students will identify and demonstrate characteristics specific to the style of rock and roll using appropriate music terminology.
Students will identify and utilize music vocabulary by analyzing form, dynamics, and rhythm.
Students will analyze the reciprocal relationship between the culture of the era on the music it produces.
Students will identify and demonstrate an understanding of how technology impacts creation/composition.
World Music
Students will show an appreciation and acceptance for different styles of music.
Students will recognize characteristics specific to various examples of ethnic music.
Students will be able to identify a variety of instruments specific to certain cultures, and recognize the sound particular to each.
Students will recognize the similarities/differences among a variety of instruments specific to different cultures noting both the physical structure and the sound differences.
Students will show an appreciation for the value of music even though it may differ from one's individual tastes.
Careers in Music
Students will express that a passion for music can lead to a life-long career associated with music other than performance.
Students will identify and demonstrate tasks related to specific careers requiring musical skills.
Students will use technology in the production of music as well as identifying careers that blend technology and music.
Students will create music for a specific task by composing, arranging, and/or manipulating files.

Middle School Choir

Students will perform at various locations throughout the school year including seasonal performances, choir concerts and liturgical events.
Students will sight-read various rhythmic and melodic patterns.
Students will demonstrate healthy singing habits.
Students will sing a variety of music including music in different languages, music of various cultures and music of various time periods.
Students will identify and demonstrate music theory concepts as written in the music.
Students will sing in unison as well as two, three and four part harmony.
Students will respond to the conductor's cues.
Students will identify and perform expressive elements as written in the music.
Students will develop an understanding for major and minor scales.
Students will develop an understanding of how to read an octavo and follow their part.
Students will learn rehearsal and concert etiquette.
Students will perform music in a variety of time and key signatures.

PHYSICAL EDUCATION ALL SCHOOL GOALS

Preschool through First Grade

Students will demonstrate an understanding of classroom rules.
Students will demonstrate that they are able to follow directions and stay on task.
Students will attempt to fully participate in all class activities.
Students will apply understanding of personal space, straight lines, and conduct.
Students will work to prevent conflicts with peers.
Students will demonstrate competency in a variety of movements as they grow in coordination, including: running, skipping, hopping.
Students will demonstrate flexibility, agility, balance.
Students will demonstrate understanding of and ability to perform simple tactics and apply basic movements in activities and games.
Students will indicate their knowledge of rules and safety in activities.
Students will demonstrate age-appropriate responsibility in using PE equipment as intended.
Students will participate in discussions of basic health topics.

Second through Fourth Grade

Students will be able to explain the need for classroom rules and policies in an athletic setting.
Students will demonstrate that they are able to follow directions and stay on task for extended periods of time.
Students will participate in all class activities encouraging others to do so also.
Students will work to resolve differences and prevent conflicts with peers.
Students will demonstrate knowledge of rules, safety, and strategies as they apply to athletics and maintaining healthy bodies.
Students will demonstrate responsible personal and social behaviors.
Students will demonstrate advanced movements in a wide range of physical activities.
Students will display a variety of exercise movements with and without light weights.
Students will accurately identify muscles by name and purpose.
Students will value and demonstrate cooperative skills during structured group activities.
Students will be able to explain the basic principles of health promotion and illness prevention.
Students will describe the long-term health benefits of exercise and apply such benefits to their own lives.
Students will be able to explain the proper use of PE equipment, and use such equipment responsibly.

Fifth through Eighth Grade

Students will express an appreciation for and value rules and policies in an athletic setting.
Students will work to resolve differences and prevent conflicts in a competitive athletic setting.
Students will develop competence in a broad range of Physical Education activities including but not limited to: basketball, soccer, volleyball, baseball, track, hockey.
Students will be able to explain the rules for a broad range of competitive sports.
Students will identify an understanding of physical activity as something that provides opportunities for enjoyment, challenge, self-expression and social interaction.
Students will choose to maintain a healthy, enhanced level of fitness outside of school.
Students will demonstrate the proper use of equipment, as well as demonstrating improved skill levels.
Students will regularly be involved in class activities, displaying good sportsmanship.
Students will be able to discern those sports activities at which they are especially successful, those at which they are willing to work to show skillful improvement, and those at which they do not want to improve.