

### THIRD GRADE

<b>3RD</b>			
		<b>COMMUNICATION ARTS</b>	
DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
Reading	ca.r.3.1	Develop and demonstrate reading skills in response to text by: a. explaining how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story b. drawing conclusions and support with textual evidence c. summarizing a story’s beginning, middle, and end determining its central message, lesson, or moral d. monitoring comprehension and making corrections and adjustments when understanding breaks down (NOTE: Continue to address earlier standards as needed and as applies to more difficult texts.)	<input checked="" type="checkbox"/>
	ca.r.3.2	Develop an understanding of vocabulary by: a. decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words b. using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words c. using homographs and homophones d. discussing analogies e. determining the meaning of the author’s use of similes and metaphors to produce imagery	<input checked="" type="checkbox"/>

ca.r.3.3	<p>Develop an understanding of vocabulary by:</p> <ul style="list-style-type: none"> <li>a. distinguishing the literal and nonliteral meanings of words and phrases in context</li> <li>b. determining the meaning of the new word formed when a known affix is added to a known base word</li> <li>c. using a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words</li> <li>d. using conversational, general academic, and domain-specific words and phrases</li> </ul>	
ca.r.3.4	<p>Explain relevant connections between:</p> <ul style="list-style-type: none"> <li>a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)</li> <li>b. text to world (text ideas regarding experiences in the world) (NOTE: As students mature and grow as readers, the text level and connections should become more complex.)</li> </ul>	
ca.r.3.5	<p>Read independently for multiple purposes over sustained periods of time by:</p> <ul style="list-style-type: none"> <li>a. reading text that is developmentally appropriate</li> <li>b. producing evidence of reading</li> </ul>	<input checked="" type="checkbox"/>

ca.r.3.6	<p>Read, infer, analyze, and draw conclusions in fiction texts to:</p> <ul style="list-style-type: none"> <li>a. summarize and sequence the events/plot and explain how past events impact future events</li> <li>b. describe the personality traits of characters from their thoughts, words, and actions</li> <li>c. describe the interaction of characters, including relationships and how they change</li> <li>d. paraphrase the big idea/themes and supporting details of texts</li> <li>e. compare and contrast key elements in various types of fiction</li> <li>f. explain cause-and-effect relationships</li> <li>g. distinguish one's own point of view from that of the narrator or those of the characters</li> </ul>	a,b,c,d,f,g
ca.r.3.7	<p>Read, infer, and draw conclusions in poetry to:</p> <ul style="list-style-type: none"> <li>a. use examples of alliteration</li> <li>b. identify basic forms of poetry</li> </ul>	☑
ca.r.3.8	<p>Read, infer, and draw conclusions in drama texts to:</p> <ul style="list-style-type: none"> <li>a. explain the elements of plot, setting, and character as presented through dialogue in scripts that are read or viewed</li> <li>b. identify language that creates a graphic visual experience and appeals to the senses</li> </ul>	☑
ca.r.3.9	<p>Read, infer, and draw conclusions using text features to:</p> <ul style="list-style-type: none"> <li>a. explain the author's purpose</li> <li>b. identify the details or facts that support the main idea</li> <li>c. use text and graphic features to locate information and to make and verify predictions</li> <li>d. follow and explain a set of written multi-step directions</li> <li>e. describe the relationship between events, ideas, concepts, or steps</li> </ul>	a,b,c,e

ca.r.3.10	<p>Read, infer, and draw conclusions in nonfiction texts to:</p> <ul style="list-style-type: none"> <li>a. distinguish the difference between a biography and an autobiography</li> <li>b. distinguish fact from opinion</li> <li>c. distinguish point of view from what the author is trying to persuade the reader to think or do</li> <li>d. explain examples of sound devices, literal and nonliteral meanings, and figurative language</li> </ul>	b,c
ca.r.3.11	<p>Read, infer, and draw conclusions in nonfiction texts to:</p> <ul style="list-style-type: none"> <li>a. describe relationships among events, ideas, concepts, and cause and effect in texts</li> <li>b. explain the relationship between problems and solutions</li> <li>c. use information gained from illustrations and words to demonstrate understanding of the text</li> <li>d. explain the author's purpose</li> <li>e. compare and contrast the most important points and key details presented in texts on the same topic</li> </ul>	a,b,d
ca.r.3.12	<p>Read to develop an understanding of media and its components by:</p> <ul style="list-style-type: none"> <li>a. understanding how communication changes when moving from one genre of media to another</li> <li>b. explaining how various design techniques used in media influence the message</li> <li>c. comparing various written conventions used for digital media</li> <li>d. identifying text structures and graphics features of a web page</li> </ul>	b,c
ca.r.3.13	<p>Develop phonics in the reading process by:</p> <ul style="list-style-type: none"> <li>a. decoding multisyllabic words both in context and independent of context by applying common spelling patterns</li> <li>b. decoding words that double final consonants when adding an ending</li> <li>c. using the meaning of common prefixes and suffixes</li> <li>d. using the meaning of homophones</li> </ul>	<input checked="" type="checkbox"/>

	<p>ca.r.3.14</p> <p>Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension</p> <p>a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	<input checked="" type="checkbox"/>
<p>Writing</p>	<p>ca.w.3.1</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons</p> <p>a. topic</p> <p>b. state an opinion</p> <p>c. use specific and accurate words</p> <p>d. contain information using one's original language</p> <p>e. reference name of author</p> <p>f. use transitions</p> <p>g. beginning, middle, and end</p>	<input checked="" type="checkbox"/>
	<p>ca.w.3.2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>a. introduce a topic</p> <p>b. simple facts</p> <p>c. use specific words</p> <p>d. use one's original language</p> <p>e. use transition words</p> <p>f. create a concluding statement</p>	<input checked="" type="checkbox"/>
	<p>ca.w.3.3</p> <p>Write narratives, including poems, to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p> <p>a. establish a setting and introduce a narrator and/or characters</p> <p>b. use narrative techniques such as dialogue and descriptions</p> <p>c. establish and organize an event's beginning, middle, and end</p> <p>d. use transition words and phrases to signal event order</p> <p>e. use specific and relevant words that are related to the topic, audience, and purpose</p>	<input checked="" type="checkbox"/>

ca.w.3.4	Apply a research process to: <ol style="list-style-type: none"> <li>a. generate a list of subject-appropriate topics</li> <li>b. create an individual question about a topic</li> <li>c. decide what sources of information might be relevant to answer these questions</li> <li>d. use text features to locate information</li> <li>e. determine the accuracy and relevance of the information related to a selected question</li> <li><del>f. take simple notes in own words and sort evidence into provided</del></li> </ol>	b
ca.w.3.5	Produce writing in which the development and organization are appropriate to task and purpose	<input checked="" type="checkbox"/>
ca.w.3.6	Reread, revise, and edit drafts with assistance from adults/peers to: <ol style="list-style-type: none"> <li>a. develop and strengthen writing by revising             <ul style="list-style-type: none"> <li>- main idea</li> <li>- sequence (ideas)</li> <li>- focus</li> <li>- beginning/middle/end</li> <li>- details/facts (from sources, when appropriate)</li> <li>- word choice (related to the topic)</li> <li>- sentence structure</li> <li>- transitions</li> <li>- audience and purpose</li> <li>- voice</li> </ul> </li> <li>b. edit for language conventions</li> </ol>	<input checked="" type="checkbox"/>
ca.w.3.7	Use technology to produce and publish writing	<input checked="" type="checkbox"/>
ca.w.3.8	Use technology to collaborate with peers when producing and publishing writing	<input checked="" type="checkbox"/>

Language	ca.l.3.1	<p>Apply conventions of language:</p> <ul style="list-style-type: none"> <li>a. regular and irregular verbs and simple verb tenses</li> <li>b. use helping verbs with irregular verbs</li> <li>b. complete subjects and predicates</li> <li>c. comparative, superlative, and demonstrative adjectives and adverbs</li> <li>d. subject/verb agreement in sentences</li> <li>d. four types of sentences</li> <li>e. 1st, 2nd, and 3rd person pronouns and their antecedents</li> </ul>	<input checked="" type="checkbox"/>
	ca.l.3.2	<p>Capitalization, Punctuation, and Spelling - In written text:</p> <ul style="list-style-type: none"> <li>a. write legibly (print and cursive)</li> <li>b. use an apostrophe to form possessives</li> <li>c. demonstrate and use commas and quotation marks in dialogue</li> <li>d. capitalize dialogue correctly</li> <li>e. use commas for greeting and closing of a friendly letter</li> <li>f. capitalize names of places</li> <li>g. capitalize titles of books, stories, and songs</li> <li>h. use spelling patterns and generalizations to spell compound words</li> <li>i. spell words that double the consonant</li> <li>j. spell plural words that change y to ies</li> <li>k. consult reference materials to check and correct spellings</li> <li>l. arrange words in alphabetical order to the third letter</li> </ul>	<input checked="" type="checkbox"/>
Speaking & Listening	ca.sl.3.1	<p>Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <ul style="list-style-type: none"> <li>a. following classroom listening rules</li> <li>b. asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others</li> <li>c. following three-step instructions, according to classroom expectations</li> </ul>	b
	ca.sl.3.2	<p>Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <ul style="list-style-type: none"> <li>a. demonstrating active listening through body language and eye contact with the speaker, according to classroom expectations</li> </ul>	<input checked="" type="checkbox"/>

	ca.sl.3.3	Speak clearly and to the point, using conventions of language when presenting individually or with a group by: a. coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion b. responding appropriately to discussion in a variety of settings, according to classroom expectations c. expressing opinions of read-alouds and independent reading topics	<input checked="" type="checkbox"/>
	ca.sl.3.4	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: a. using presentation skills and/or appropriate technology b. presenting information with clear ideas and details while speaking clearly at an understandable pace c. giving an informal presentation using a variety of media d. choosing words and phrases for effect (adjectives, action verbs, figurative language) e. using academic language and conventions	<input checked="" type="checkbox"/>
		<b>MATH</b>	
		<b>ARCHDIOCESAN EXPECTATIONS</b>	<b>PRIORITY EXPECTATION</b>
Number Sense & Operations in Base Ten		<i>Use place value understanding and properties of operations to perform multi-digit arithmetic</i>	
	m.nsbt.3.1	Round whole numbers to the nearest 10 or 100	<input checked="" type="checkbox"/>
	m.nsbt.3.2	Read, write, and identify whole numbers within 100,000 using base ten numerals, number names and expanded form	
	m.nsbt.3.3	Skip count by 6-9	
	m.nsbt.3.4	Demonstrate fluency with addition and subtraction within the thousands period	<input checked="" type="checkbox"/>
	m.nsbt.3.5	Multiply whole numbers by multiples of 10 in the range of 10-120	
	m.nsbt.3.6	Compare and order numbers within 10,000	



Number Sense & Operations in Fractions		<i>Develop understanding of fractions as numbers</i>	
	m.nsof.3.1	Understand a unit fraction as the quantity formed by one part when a whole is partitioned into equal parts	
	m.nsof.3.2	Understand that when a whole is partitioned equally, a fraction can be used to represent a portion of the whole a. describe the numerator as representing the number of pieces being	
	m.nsof.3.3	Represent fractions on a number line a. understand the whole is the interval from 0 to 1 b. understand the whole is partitioned into equal parts c. understand a fraction represents the endpoint of the length a given number of partitions from 0	☑
	m.nsof.3.4	Demonstrate that two fractions are equivalent if they are the same size, or the same point on a number line	
	m.nsof.3.5	Recognize and generate equivalent fractions using visual models and number lines; justify why they are equivalent	
	m.nsof.3.6	Compare two fractions with the same numerator or denominator using the symbols $>$ , $=$ , or $<$ and justify	☑
	m.nsof.3.7	Explain why fraction comparisons are only valid when the two fractions refer to the same whole	
Relationships & Algebraic Thinking		<i>Represent and solve problems involving multiplication and division</i>	
	m.rat.3.1	Interpret and model products of whole numbers	☑
	m.rat.3.2	Interpret and model quotients of whole numbers	☑
	m.rat.3.3	Describe in words or drawings a problem that illustrates a multiplication or division situation	
	m.rat.3.4	Use multiplication and division within 144 to solve problems	
	m.rat.3.5	Determine the unknown number in a multiplication or division equation relating three whole numbers	

	<i>Understand properties of multiplication and the relationship between multiplication and division</i>	
m.rat.3.6	Apply properties of operations as strategies to multiply and divide	
	<i>Multiply and divide within 144</i>	
m.rat.3.7	Multiply and divide with numbers and results within 144 using different strategies such as the relationship between multiplication and division or properties of operations. Know all products of two one-digit numbers	
m.rat.3.8	Demonstrate fluency with products within 144	<input checked="" type="checkbox"/>
	<i>Use the four operations to solve word problems</i>	
m.rat.3.9	Write and solve two-step word problems involving variables using any of the four operations	<input checked="" type="checkbox"/>
m.rat.3.10	Interpret the reasonableness of answers using mental computation and estimation strategies including rounding	<input checked="" type="checkbox"/>
	<i>Identify and explain arithmetic patterns</i>	
m.rat.3.11	Identify arithmetic patterns and explain the patterns using properties of operations	
Geometry & Measurement	<i>Reason with shapes and their attributes</i>	
m.gm.3.1	Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category	<input checked="" type="checkbox"/>
m.gm.3.2	Distinguish rhombuses and rectangles as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to these subcategories	
m.gm.3.3	Partition shapes into parts with equal areas and express that area and express the area of each part as a unit fraction of the whole	
	<i>Solve problems involving the measurement of time, money, capacity, and weights of objects</i>	
m.gm.3.4	Tell and write time to the nearest minute	<input checked="" type="checkbox"/>
m.gm.3.5	Solve problems involving addition and subtraction of minutes	

m.gm.3.6	Round money to the nearest dollar	<input checked="" type="checkbox"/>
m.gm.3.7	Measure, estimate, and solve problems involving length, capacity, and weight of objects	<input checked="" type="checkbox"/>
m.gm.3.8	Use the four operations to solve problems involving lengths, capacity, weights, and money given in the same units	
	<i>Understand concepts of area</i>	
m.gm.3.9	Calculate area by using unit squares with no gaps or overlaps	
m.gm.3.10	Label area measurements with squared units	
m.gm.3.11	Demonstrate that tiling a rectangle to find the area and multiplying the side lengths result in the same value	
m.gm.3.12	Measure, estimate, and solve problems involving area, perimeter, and angles given in the same units	<input checked="" type="checkbox"/>
m.gm.3.13	Multiply whole-number side lengths to solve problems involving the area of rectangles	
m.gm.3.14	Find rectangular arrangements that can be formed for a given area	
m.gm.3.15	Decompose a rectangle into smaller rectangles to find the area of the original rectangle	
	<i>Understand concepts of perimeter</i>	
m.gm.3.16	Solve problems involving perimeters of polygons	
m.gm.3.17	Understand that rectangles can have equal perimeters but different areas, or rectangles can have equal areas but different perimeters	
	<i>Classify angles</i>	
m.gm.3.18	Compare and classify shapes by their angles (right angle/non-right angle)	
Data & Statistics	<i>Represent and analyze data</i>	
m.gm.3.19	Create frequency tables, scaled picture graphs, and bar graphs to represent a data set with several categories	<input checked="" type="checkbox"/>

	m.gm.3.20	Solve one- and two-step problems using information presented in bar and/or picture graphs	<input checked="" type="checkbox"/>
	m.gm.3.21	Create a line plot to represent data	
	m.gm.3.22	Use data shown in a line plot to answer questions	
		<b>SCIENCE</b>	
<b>DOMAIN</b>	<b>CODE</b>	<b>ARCHDIOCESAN EXPECTATIONS</b>	<b>PRIORITY EXPECTATION</b>
Physical Science	s.ps.3.1	Plan and conduct investigations to determine the cause and effect relationship of electric or magnetic interactions between two objects not in contact with each other [Clarification Statement: Examples of an electric force could include the force on hair from an electrically charged balloon and the electrical forces between a charged rod and pieces of paper; examples of a magnetic force could include the force between two permanent magnets, the force between an electromagnet and steel paperclips, and the force exerted by one magnet versus the force exerted by two magnets; examples of cause and effect relationships could include how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force.]	<input checked="" type="checkbox"/>
	s.ps.3.2	Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object	<input checked="" type="checkbox"/>
	s.ps.3.3	Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion	
Life Science	s.ls.3.1	Construct scientific arguments to support claims that some characteristics of organisms are inherited from parents and some are influenced by the environment [Clarification Statement: Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted, and a pet dog that is given too much food and little exercise may become overweight.]	

	<p>s.ls.3.2</p> <p>Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving and finding mates [Clarification Statement: Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators, and animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.]</p>	<p>☑</p>
	<p>s.ls.3.3</p> <p>Construct an argument with evidence that in a particular ecosystem some organisms -- based on structural adaptations or behaviors -- can survive well, some survive less well, and some cannot [Clarification Statement: Examples of evidence could include needs and characteristics of the organisms and habitats involved, and the organisms and their habitat make up a system in which the parts depend on each other.]</p>	<p>☑</p>
	<p>s.ls.3.4</p> <p>Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change [Clarification Statement: Examples of environmental changes could include changes in land characteristics, water distribution, wind breaks, dikes, temperature, food, and other organisms.]</p>	<p>☑</p>
<p>Earth &amp; Space Science</p>	<p>s.ess.3.1</p> <p>Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season [Clarification Statement: Examples of data could include average temperature, precipitation, and wind direction.]</p>	<p>☑</p>
	<p>s.ess.3.2</p> <p>Obtain and combine information to describe climates in different regions of the world</p>	
	<p>s.ess.3.3</p> <p>Make a claim about the merit of an existing design solution (i.e. levies, tornado shelters, sea walls, etc.) that reduces the impacts of a weather-related hazard [Clarification Statement: Examples of design solutions to weather-related hazards could include barriers to prevent flooding, wind resistant roofs, and lightning rods.]</p>	<p>☑</p>

Engineering Technology	s.et.3.1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost	<input checked="" type="checkbox"/>
	s.et.3.2	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	<input checked="" type="checkbox"/>
	s.et.3.3	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	<input checked="" type="checkbox"/>

**SOCIAL STUDIES**

DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
Civics	ss.c.3.1	Explain the purpose of the Missouri Constitution	<input checked="" type="checkbox"/>
	ss.c.3.2	Examine how individual rights are protected within Missouri	
	ss.c.3.3	Explain how the state of Missouri relies on responsible citizen participation and draws implications for how people should participate	
	ss.c.3.4	Describe character traits and civic attitudes of influential Missourians	<input checked="" type="checkbox"/>
	ss.c.3.5	Explain how the National Anthem symbolizes our nation. Recognize and explain the significance of Missouri symbols (i.e. the Gateway Arch, Great Seal, Shrine of St. Joseph, Cathedral Basilica)	<input checked="" type="checkbox"/>
	ss.c.3.6	Explain how governments balance individual rights with common good to solve local community or state issues	
	ss.c.3.7	Analyze peaceful resolution of disputes by the courts or other legitimate authorities in Missouri	
	ss.c.3.8	Describe how authoritative decisions are made, enforced, and interpreted by the state government across historical time periods and/or in current events	
	ss.c.3.9	Identify and explain the functions of the three branches of government in Missouri	<input checked="" type="checkbox"/>
	ss.c.3.10	Explain and give examples of how laws are created and changed within the state government	
Economics	ss.e.3.1	Define natural, capital, and human resources	

	ss.e.3.2	Define economy and explain the concepts of supply and demand	<input checked="" type="checkbox"/>
	ss.e.3.3	Conduct a personal cost-benefit analysis	
	ss.e.3.4	Define taxes and explain how taxes are generated and used	<input checked="" type="checkbox"/>
	ss.e.3.5	Explain factors, past and present, that influence changes in our state's economy	
Geography	ss.g.3.1	Read and construct historical and current maps	<input checked="" type="checkbox"/>
	ss.g.3.2	Name and locate major cities, rivers, regions, and states that border Missouri	<input checked="" type="checkbox"/>
	ss.g.3.3	Describe and use absolute location using a grid system	
	ss.g.3.4	Identify the inhabitants of Missouri.	
	ss.g.3.5	Compare and contrast physical characteristics of the different geographical regions of Missouri, and describe human geographic characteristics of Missouri	
	ss.g.3.6	Describe how people of Missouri are affected by, depend on, adapt to, and change their physical environments in the past and present	
	ss.g.3.7	Describe how changes in communication and transportation technologies affect people's lives (i.e. Pony Express)	
	ss.g.3.8	Identify and compare regions in Missouri	
	ss.g.3.9	Explain how geography affected important events in Missouri history	<input checked="" type="checkbox"/>
History	ss.h.3.1	*Describe the migration of Native Americans to Missouri prior to European settlement in the state; describe the discovery, exploration, and early settlement of Missouri by European immigrants; describe the reasons African people were enslaved and brought to Missouri (*Should be taught through the lens of Catholicism)	
	ss.h.3.2	*Examine cultural interactions and conflicts among Native Americans, European immigrants, and enslaved and free African Americans in Missouri. Examine changing cultural interactions and conflicts among Missourians after the Civil War (*Should be taught through the lens of Catholicism)	

	ss.h.3.3	Identify and describe the historical significance of individuals from Missouri who have made contributions to our state and nation		
	ss.h.3.4	Describe the importance of the Louisiana Purchase and expedition of Lewis and Clark		
	ss.h.3.5	*Evaluate the impact of western expansion on the Native Americans in Missouri (*Should be taught through the lens of Catholicism)		
	ss.h.3.6	Discuss issues of Missouri statehood		
	ss.h.3.7	*Identify the causes and consequences of the Dread Scott decision on Missouri and the nation (*Should be taught through the lens of Catholicism)		
	ss.h.3.8	Explain Missouri's role in the Civil War, including the concept of a border state	<input checked="" type="checkbox"/>	
	ss.h.3.9	*Describe consequences in Missouri of the Civil War, including on education, transportation, and communication (*Should be taught through the lens of Catholicism)		
	ss.h.3.10	Compare cultural characteristics of regions of Missouri		
	ss.h.3.11	Research stories and songs that reflect the cultural history of Missouri		
	ss.h.3.12	Describe how people in Missouri preserve their cultural heritage	<input checked="" type="checkbox"/>	
	ss.h.3.13	Recognize the changing roles of Native Americans, Immigrants, African Americans, women, and others in Missouri history.	<input checked="" type="checkbox"/>	
	Social Science Inquiry	ss.ssi.3.1	With guidance and support, select and analyze primary and secondary social studies sources to determine importance	
		ss.ssi.3.2	Create and use artifacts to share information on social studies topics	
ss.ssi.3.3		With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas		
ss.ssi.3.4		Identify facts and opinions in social studies topics		
ss.ssi.3.5		Identify point of view in social studies topics		
ss.ssi.3.6		Present social studies research to an audience using appropriate sources		



	ss.ssi.3.7	Generate supporting questions about social studies topics	
	ss.ssi.3.8	Use steps in a process to investigate a social studies question	
	ss.ssi.3.9	Use appropriate sources to investigate social studies questions	
	ss.ssi.3.10	Investigate an appropriate social studies question and share results with assistance, if needed	
<b>TECHNOLOGY</b>			
<b>DOMAIN</b>	<b>CODE</b>	<b>ARCHDIOCESAN EXPECTATIONS</b>	<b>PRIORITY EXPECTATION</b>
Computing Systems	t.cs.3.1	Model how information flows through hardware and software to accomplish tasks	<input checked="" type="checkbox"/>
	t.cs.3.2	Identify, using accurate terminology, simple hardware and software problems that may occur during everyday use, discuss problems with peers and adults, and apply troubleshooting strategies for solving these problems (i.e. refresh the screen, closing and reopening an application or file, unmuting or adjusting the volume on headphones)	<input checked="" type="checkbox"/>
Networks & Internet	t.ni.3.1	Recognize how information changes when sent and received over physical or wireless paths (Information is broken into smaller parts, sent to the destination, and then reassembled into a whole)	
	t.ni.3.2	Identify problems that relate to inappropriate use of computing devices and networks	
Data & Analysis	t.da.3.1	Recognize that different types of information are stored in different formats that have associated programs (i.e. documents open in a word processor) and varied storage requirements	<input checked="" type="checkbox"/>
	t.da.3.2	Collect data using various programs and formats (i.e. surveys, forms) and organize the data in various visual formats (i.e. charts, graphs, tables)	<input checked="" type="checkbox"/>
	t.da.3.3	With guidance, utilize data to make predictions and discuss whether there is adequate data to be useful and to make reliable predictions	
Algorithms & Programming	t.ap.3.1	Compare multiple algorithms for the same task	<input checked="" type="checkbox"/>

	t.ap.3.2	Create programs that use variables to store and modify grade level appropriate data	<input checked="" type="checkbox"/>
	t.ap.3.3	Collaboratively create a program using control structures (i.e. sequence, conditionals, interactive-looping) to make decisions within a program	<input checked="" type="checkbox"/>
	t.ap.3.4	Decompose (break down) the steps needed to solve a problem into precise sequence of instructions	
	t.ap.3.5	With grade appropriate complexity, modify, remix, or incorporate portions of an existing program into one's own work to develop something new or add more advanced features	
	t.ap.3.6	Use an iterative and collaborative process to plan the development of a program while solving simple problems	
	t.ap.3.7	Observe intellectual property rights and give appropriate credit when creating or remixing programs	
	t.ap.3.8	Analyze and debug a program that includes sequencing, repetition, and variables in a programming language	
	t.ap.3.9	Communicate and explain your program development using comments, presentations, and interactive demonstrations	
Digital Citizenship	t.dc.3.1	Identify computing technologies that have changed the world and express how those technologies influence, and are influenced by, cultural practices	
	t.dc.3.2	Identify possible problems and how computing devices have built in features for increasing accessibility to all users	
	t.dc.3.3	Develop a code of conduct, explain and practice grade-level appropriate behavior and responsibilities while participating in an online community (e.g., responsibilities of being a good digital citizen, private and personal information, showing respect for other people's work). Identify and report inappropriate behavior and know how to report cyberbullying	<input checked="" type="checkbox"/>
	t.dc.3.4	Identify how computational products may be (or have been) improved to incorporate diverse perspectives	

	t.dc.3.5	Identify types of digital data that may have intellectual property rights that prevent copying or require attribution	
Innovative designer	t.id.3.1	Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems	☑
	t.id.3.2	Select and use digital tools to plan and manage a design process that considers design constraints and calculated risk	☑
	t.id.3.3	Develop, test, and refine prototypes as part of a cyclical design process	☑
	t.id.3.4	Exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems	☑

		<b>ART</b>	
<b>DOMAIN</b>	<b>CODE</b>	<b>ARCHDIOCESAN EXPECTATIONS</b>	<b>PRIORITY EXPECTATION</b>
Create	a.cr.3.1	Elaborate on an imaginative idea	☑
	a.cr.3.2	Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process	
	a.cr.3.3	Create personally satisfying artwork using a variety of artistic processes and materials	☑
	a.cr.3.4	Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes	
	a.cr.3.5	Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life	
	a.cr.3.6	Elaborate visual information by adding details in an artwork to enhance emerging meaning	☑
Present	a.p.3.1	Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork	
	a.p.3.2	Identify exhibit space and prepare works of art, including artists' statements, for presentation	☑
	a.p.3.3	Identify and explain how and where different cultures record and illustrate stories and history of life through art	
Respond	a.r.3.1	Speculate about processes an artist uses to create a work of art	

	a.r.3.2	Determine messages communicated by an image	
	a.r.3.3	Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood	
	a.r.3.4	Evaluate an artwork based on given criteria	☑
Connect	a.co.3.1	Develop a work of art based on observations of surroundings	☑
	a.co.3.2	Recognize that responses to works of art change depending on knowledge of the time and place in which it was made, as well as one's spiritual, mental, and emotional state of mind when studying the work of art	☑

**MUSIC**

DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
Create	mu.cr.3.1	Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social)	
	mu.cr.3.2	Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter (such as duple and triple)	☑
	mu.cr.3.3	Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context	☑
	mu.cr.3.4	Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas	☑
	mu.cr.3.5	Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback	
	mu.cr.3.6	Present the final version of personally created music to others and describe connection to expressive intent	
Perform	mu.p.3.1	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context	
	mu.p.3.2	Demonstrate understanding of the structure in music selected for performance	☑

	mu.p.3.3	When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation	<input checked="" type="checkbox"/>
	mu.p.3.4	Describe how context (such as personal and social) can inform a performance	
	mu.p.3.5	Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo)	
	mu.p.3.6	Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances	<input checked="" type="checkbox"/>
	mu.p.3.7	Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges	<input checked="" type="checkbox"/>
	mu.p.3.8	Perform music with expression and technical accuracy	<input checked="" type="checkbox"/>
	mu.p.3.9	Demonstrate performance decorum and audience etiquette appropriate for the context and venue	<input checked="" type="checkbox"/>
Respond	mu.r.3.1	Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes	
	mu.r.3.2	Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social)	
	mu.r.3.3	Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent	<input checked="" type="checkbox"/>
	mu.r.3.4	Evaluate musical works and performances, applying established criteria	<input checked="" type="checkbox"/>
Connect	mu.co.3.1	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music	
	mu.co.3.2	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life	<input checked="" type="checkbox"/>
		<b>PE &amp; HEALTH</b>	
<b>DOMAIN</b>	<b>CODE</b>	<b>ARCHDIOCESAN EXPECTATIONS</b>	<b>PRIORITY EXPECTATION</b>

Movement & Manipulative Skills	peh.mms.3.1	Demonstrate a combination of movement concepts while performing various skills (i.e. skipping while dribbling a ball in a curved pathway in general space)	☑
	peh.mms.3.2	Demonstrate proper techniques for a variety of fundamental skills while practicing with a partner (i.e. realize there was too much force when a ball was overthrown)	☑
	peh.mms.3.3	Demonstrate critical elements for manipulative skills (i.e. step forward opposite foot, arm position, step and follow through)	☑
Strategy & Applying Skills	peh.sas.3.1	Demonstrate simple step patterns (i.e. step-together- step-touch and scattered formations) in dance	
	peh.sas.3.2	Demonstrate locomotor skills and static and dynamic balances in combination to create a small routine	☑
	peh.sas.3.3	Apply fundamental and specialized skills in lead-up activities (i.e. basketball without dribbling, small-sided soccer)	☑
	peh.sas.3.4	Identify simple offensive and defensive strategies and analyze which would work best based on opponent's strategies	☑
	peh.sas.3.5	Demonstrate ability to interpret and move to a variety of music (i.e. fluid and smooth movements, strong and intense movements)	
Health & Fitness	peh.hf.3.1	Develop realistic personal fitness goals	☑
	peh.hf.3.2	*Identify and explain health related fitness components (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition) (*Body composition should be taught through the lens of Catholicism)	
	peh.hf.3.3	Identify nutritional habits (hydration and food choices) that are beneficial for physical activities	☑
Attitude & Behavior	peh.ab.3.1	Demonstrate appropriate cooperative, social, and teamwork skills while participating in game activities	☑
	peh.ab.3.2	Respond appropriately to successes and failures and implement teacher feedback	☑

		WORLD LANGUAGES	
DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
		<b>Novice-Low: With significant teacher support, student can...</b>	
Communication		<i>Engage in conversations, providing and obtaining information in the target language</i>	
	wl.comm.nl.1	Recite the Sign of the Cross and Hail Mary	<input checked="" type="checkbox"/>
	wl.comm.nl.2	Use courtesies, greetings, and salutations in appropriate situations (orally and basic, simple writing)	<input checked="" type="checkbox"/>
	wl.comm.nl.3	Ask and respond to basic questions using interrogative words and vocabulary (orally and basic, simple writing)	<input checked="" type="checkbox"/>
	wl.comm.nl.4	Recite alphabet letter names and their sounds as a class in consecutive order	<input checked="" type="checkbox"/>
	wl.comm.nl.5	Engage in basic conversations in target language.	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nl.1	Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support and by applying prior knowledge	<input checked="" type="checkbox"/>
	wl.comp.nl.2	Listen to age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	<input checked="" type="checkbox"/>
	wl.comp.nl.3	Respond to basic classroom commands and questions given in the target language	<input checked="" type="checkbox"/>
	wl.comp.nl.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nl.1	calendar	<input checked="" type="checkbox"/>

	wl.va.nl.2	cardinal numbers 0-30	<input checked="" type="checkbox"/>
	wl.va.nl.3	weather	
	wl.va.nl.4	animals	
	wl.va.nl.5	classroom objects	
	wl.va.nl.6	basic affirmative, familiar commands (interpret and apply them)	<input checked="" type="checkbox"/>
	wl.va.nl.7	food	
	wl.va.nl.8	singular possessive adjectives	<input checked="" type="checkbox"/>
	wl.va.nl.9	family	<input checked="" type="checkbox"/>
	wl.va.nl.10	body	
	wl.va.nl.11	descriptive adjectives	
	wl.va.nl.12	interrogative words	<input checked="" type="checkbox"/>
	wl.va.nl.13	definite and indefinite articles	
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	wl.geoc.nl.1	Identify major traditional holidays and/or events celebrated in countries where the target language is spoken	
	wl.geoc.nl.2	Discuss aspects of traditions, perspectives, and daily life in countries where the target language is spoken	
	wl.geoc.nl.3	Discuss similarities and differences of target language and one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nl.1	Identify gender of nouns and adjectives	
	wl.grc.nl.2	Use the verbs "I am" and "I have" in simple sentences orally	<input checked="" type="checkbox"/>
	wl.grc.nl.3	Conjugate the verb "to like" in present tense 1st and 2nd person to express likes and dislikes	<input checked="" type="checkbox"/>



		<b>Novice-Mid: With moderate teacher support, student can consistently...</b>	
Communication		<i>Engage in conversations, providing and obtaining information in the target language</i>	
	wl.comm.nm.1	Recite the Sign of the Cross, Hail Mary, and Our Father from memory	☑
	wl.comm.nm.2	Use courtesies, greetings, and salutations in appropriate situations written and orally	
	wl.comm.nm.3	Ask and respond to basic questions using interrogative words and vocabulary written and orally	☑
	wl.comm.nm.4	State the name and sound of each letter of the alphabet and apply in oral and written expression	☑
	wl.comm.nm.5	Engage in basic conversations in the target language using targeted vocabulary and grammar	☑
	wl.comm.nm.6	Produce target vocabulary written and orally	
	wl.comm.nm.7	Write simple sentences in the target language on various topics using targeted vocabulary and grammar concepts	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nm.1	Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support by applying prior knowledge	☑
	wl.comp.nm.2	Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	☑
	wl.comp.nm.3	Respond to classroom commands and questions given in the target language	☑
	wl.comp.nm.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	

		<i>Vocabulary Topics:</i>	
	wl.va.nm.1	calendar	<input checked="" type="checkbox"/>
	wl.va.nm.2	cardinal numbers 0-2,000	<input checked="" type="checkbox"/>
	wl.va.nm.3	weather	<input checked="" type="checkbox"/>
	wl.va.nm.4	time (hours + minutes)	<input checked="" type="checkbox"/>
	wl.va.nm.5	animals	
	wl.va.nm.6	school subjects and classroom objects	
	wl.va.nm.7	sports and leisure activities	
	wl.va.nm.8	food	<input checked="" type="checkbox"/>
	wl.va.nm.9	singular and plural possessive adjectives	<input checked="" type="checkbox"/>
	wl.va.nm.10	family	<input checked="" type="checkbox"/>
	wl.va.nm.11	body	<input checked="" type="checkbox"/>
	wl.va.nm.12	descriptive adjectives	
	wl.va.nm.13	clothing	
	wl.va.nm.14	interrogative words	<input checked="" type="checkbox"/>
	wl.va.nm.15	definite and indefinite articles	<input checked="" type="checkbox"/>
	wl.va.nm.16	general prepositions (i.e. of, with)	
	wl.va.nm.17	common infinitives	<input checked="" type="checkbox"/>
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	wl.geoc.nm.1	Identify location of countries/continents where target language is spoken on map (In Spanish: Mexico, Spain, Caribbean Islands, Central America, and South America)	<input checked="" type="checkbox"/>
	wl.geoc.nm.2	Identify major traditional holidays and/or events celebrated in countries where the target language is spoken	

	wl.geoc.nm.3	Compare/contrast aspects of traditions, perspectives, and daily life in countries where the target language is spoken with one's own traditions, perspectives, and daily life	<input checked="" type="checkbox"/>
	wl.geoc.nm.4	Compare/contrast similarities and differences of target language with one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nm.1	Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles	<input checked="" type="checkbox"/>
	wl.grc.nm.2	Apply basic rules of word order (adjectives comes after nouns in Spanish)	<input checked="" type="checkbox"/>
	wl.grc.nm.3	Recognize subject pronouns in the target language	
	wl.grc.nm.4	Conjugate the verb "to like" for singular subject pronouns to express likes and dislikes	
		<b>Novice-High: With little to no teacher support, student can independently and consistently...</b>	
Communication		<i>Engage in conversations, provide and obtain information in the target language</i>	
	wl.comm.nh.1	Recite the Sign of the Cross, Hail Mary, Our Father, and Glory Be from memory	<input checked="" type="checkbox"/>
	wl.comm.nh.2	Use courtesies, greetings, and salutations in appropriate situations written and orally	<input checked="" type="checkbox"/>
	wl.comm.nh.3	Ask and respond to basic questions using interrogative words and vocabulary written and orally	<input checked="" type="checkbox"/>
	wl.comm.nh.4	Say alphabet letter names and their sounds in random order (not consecutive order)	
	wl.comm.nh.5	Engage in basic conversations in the target language	<input checked="" type="checkbox"/>
	wl.comm.nh.6	Produce target vocabulary with accuracy written and orally	<input checked="" type="checkbox"/>
	wl.comm.nh.7	Write simple paragraphs in the target language on various topics using targeted vocabulary and grammar concepts	

Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nh.1	Recognize familiar words, phrases, and questions written and spoken with visual/contextual support and by applying prior knowledge	☑
	wl.comp.nh.2	Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	☑
	wl.comp.nh.3	Respond to classroom commands and questions given in the target language	☑
	wl.comp.nh.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nh.1	calendar	
	wl.va.nh.2	cardinal numbers 0-1 million	☑
	wl.va.nh.3	ordinal numbers first-tenth	☑
	wl.va.nh.4	time (chronology and time-referenced vocabulary; i.e. later, going to do something, in the morning)	☑
	wl.va.nh.5	sports and leisure activities	
	wl.va.nh.6	food (and how to order a meal in a restaurant)	☑
	wl.va.nh.7	singular and plural possessive adjectives and agreement	☑
	wl.va.nh.8	family	☑
	wl.va.nh.9	body	☑
	wl.va.nh.10	descriptive adjectives	☑
	wl.va.nh.11	shopping and clothing	
	wl.va.nh.12	modes of transportation	
wl.va.nh.13	prepositions of place (i.e. in back of, underneath)	☑	

	wl.va.nh.14	common idiomatic expressions and phrases using irregular verbs (i.e. "tener que" phrases in Spanish)	
	wl.va.nh.15	common prefixes and suffixes	
	wl.va.nh.16	common infinitives	☑
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	wl.geoc.nh.1	Identify location of all countries/continents where target language is spoken on a map	
	wl.geoc.nh.2	Explain major traditional holidays and/or events celebrated in countries where the target language is spoken	☑
	wl.geoc.nh.3	Compare/contrast aspects of traditions, perspectives, and daily life in countries where the target language is spoken with one's own traditions, perspectives, and daily life	☑
	wl.geoc.nh.4	Compare/contrast similarities and differences of target language with one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nh.1	Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles	☑
	wl.grc.nh.2	Apply basic rules of word order (adjectives comes after nouns in Spanish)	☑
	wl.grc.nh.3	Use all subject pronouns in the target language	☑
	wl.grc.nh.4	Conjugate regular verbs in the present tense (regular AR,ER,IR verbs in Spanish) and use them in writing and speech	☑
	wl.grc.nh.5	Conjugate regular verbs in the present progressive tense	
	wl.grc.nh.6	Conjugate the verb "to be" and use in writing and speech	☑
	wl.grc.nh.7	Conjugate the simple/informal future tense ("Ir + a + infinitive" in Spanish) to express what one is "going to do"	☑

wl.grc.nh.8	Conjugate common irregular verbs in the present tense	<input checked="" type="checkbox"/>
wl.grc.nh.9	Conjugate the verb "to like" in singular and plural forms to express likes and dislikes	<input checked="" type="checkbox"/>