

**FIFTH GRADE**

<b>5TH</b>			
<b>COMMUNICATION ARTS</b>			
<b>DOMAIN</b>	<b>CODE</b>	<b>ARCHDIOCESAN EXPECTATIONS</b>	<b>PRIORITY EXPECTATION</b>
Reading	ca.r.5.1	<p>Develop and demonstrate reading skills in response to text by:</p> <ul style="list-style-type: none"> <li>a. drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text</li> <li>b. drawing conclusions by providing textual evidence of what the text says, as well as inferences drawn from the text</li> <li>c. monitoring comprehension and making corrections and adjustments when understanding breaks down</li> </ul>	a, b, c
	ca.r.5.2	<p>Develop an understanding of vocabulary by:</p> <ul style="list-style-type: none"> <li>a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through content</li> <li>b. using context to determine meaning of unfamiliar or multiple-meaning words</li> <li>c. constructing analogies</li> <li>d. explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text</li> <li>e. identifying and using words and phrases that signal contrast, addition, and relationships</li> <li>f. using a dictionary, or glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices</li> <li>g. using conversational, general academic, and domain-specific words and phrases</li> </ul>	a

ca.r.5.3	<p>Compare, contrast, and analyze 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 by demonstrating an awareness that literature reflects a cultural and historical time)</li> </ul>	
ca.r.5.4	<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>	☑
	<p>Read, infer, analyze, and draw conclusions:</p> <ul style="list-style-type: none"> <li>a. compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts</li> <li>b. explain the theme or moral lesson, conflict, and resolution in a story or novel</li> <li>c. describe how a narrator’s or speaker’s point of view influences events</li> <li>d. recognize foreshadowing</li> <li>e. explain the effect of a historical event or movement in literature</li> <li>f. introduce origin myths and culturally significant characters/events in mythology</li> <li>g. introduce different forms of third person points of view in stories</li> </ul>	a,b
ca.r.5.5	<p>Read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> <li>a. explain how poets use sound and visual elements in poetry</li> <li>b. identify forms of poems</li> </ul>	
ca.r.5.6	<p>Read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> <li>a. analyze the similarities between an original text and its dramatic adaptation</li> <li>b. identify structural elements of dramatic literature</li> <li>c. evaluate the critical impact of sensory details, imagery, and figurative language</li> </ul>	

ca.r.5.7	<p>Read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> <li>a. use multiple text features and graphics to locate information and gain an overview of the contents of text information</li> <li>b. interpret details from procedural text to complete a task, solve a problem, or perform an action</li> <li>c. interpret factual or quantitative information</li> </ul>	c
ca.r.5.8	<p>Read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> <li>a. evaluate if the author’s purpose was achieved, identify reasons for the decision, and provide evidence to support the claim</li> <li>b. analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent</li> <li>c. verify facts through established methods</li> <li>d. identify the author’s viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument</li> <li>e. recognize exaggerated, contradictory, or misleading statements</li> <li>f. explain the type of evidence used to support a claim in a persuasive text</li> <li>g. use reasoning to determine the logic of an author’s conclusion and provide evidence to support reasoning</li> </ul>	a, b, d, e
ca.r.5.9	<p>Read to develop an understanding of media and its components by:</p> <ul style="list-style-type: none"> <li>a. explaining how messages conveyed in various forms of media are presented differently</li> <li>b. comparing and contrasting the difference in techniques used in media</li> <li>c. identifying the point of view of media presentations</li> <li>d. analyzing various digital media venues for levels of formality and informality</li> <li>e. explaining textual and graphics features of a web page and how they help readers to comprehend text</li> </ul>	

Reading	<p>ca.r.5.10</p> <p>Develop phonics in the reading process by:</p> <ul style="list-style-type: none"> <li>a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context</li> <li>b. reading root words, prefixes, suffixes, and important words from all specific content curricula</li> </ul>	
	<p>ca.r.5.11</p> <p>Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension</p> <ul style="list-style-type: none"> <li>a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul>	
Writing	<p>ca.w.5.1</p> <p>Follow a writing process to:</p> <ul style="list-style-type: none"> <li>a. select appropriate genre for an audience</li> <li>b. formulate questions related to the topic</li> <li>c. access prior knowledge related to the topic</li> <li>d. use a prewriting strategy</li> </ul>	<input checked="" type="checkbox"/>
	<p>ca.w.5.2</p> <p>Develop a multi-paragraph draft that:</p> <ul style="list-style-type: none"> <li>a. has the appropriate organizational structure building on one main idea</li> <li>b. establishes and supports a main idea with a topic sentence and introductory paragraph</li> <li>c. categorizes, organizes, and sequences facts, details, and/or events into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure</li> <li>d. restating the main idea in the concluding paragraph, addressing an appropriate audience, organization, and purpose</li> </ul>	<input checked="" type="checkbox"/>
	<p>ca.w.5.3</p> <p>Follow a writing process to:</p> <ul style="list-style-type: none"> <li>a. select appropriate genre for an audience</li> <li>b. formulate questions related to the topic</li> <li>c. access prior knowledge related to the topic</li> <li>d. use a prewriting strategy</li> </ul>	<input checked="" type="checkbox"/>
	<p>ca.w.5.4</p> <p>Utilize technology to publish writing</p>	

ca.w.5.5	<p>Write opinion texts that:</p> <ul style="list-style-type: none"> <li>a. introduce a topic with an introduction paragraph that clearly supports the purpose</li> <li>b. state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details</li> <li>c. use specific and accurate words related to the topic, audience, and purpose</li> <li>d. contain information using one's original language, except when using direct quotes</li> <li>e. reference the name of the authors/source used for details or facts</li> <li>f. use transitions to connect opinion and reason</li> <li>g. organize the supporting details/reasons into introductory, supporting, and concluding paragraphs</li> </ul>	<input checked="" type="checkbox"/>
ca.w.5.6	<p>Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> <li>a. introduce a topic using an introductory paragraph with a topic sentence</li> <li>b. develop the topic into supporting paragraphs from sources</li> <li>c. use an organizational format</li> <li>d. use specific, relevant, and accurate words</li> <li>e. contain information using student's original language except when using direct quotations</li> <li>f. use transition words to connect ideas</li> <li>g. use text structures</li> <li>h. create a concluding paragraph</li> </ul>	<input checked="" type="checkbox"/>
ca.w.5.7	<p>Write fiction or nonfiction narratives and poems that:</p> <ul style="list-style-type: none"> <li>a. establish a setting and situation and introduce a narrator and characters</li> <li>b. use narrative techniques</li> <li>c. sequence events</li> <li>d. use transitions</li> <li>e. use specific words</li> </ul>	<input checked="" type="checkbox"/>

ca.w.5.8	<p>Apply a research process to:</p> <ul style="list-style-type: none"> <li>a. generate a list of subject-appropriate topics</li> <li>b. formulate and refine open-ended research questions</li> <li>c. collect and record information</li> <li>d. select relevant sources</li> <li>e. assess relevance, accuracy, and reliability of information</li> <li>f. convert data into written notes</li> <li>g. differentiate between paraphrasing and plagiarism</li> <li>h. present and evaluate how complete, accurate, and efficient the research question was explored/answered using established criteria</li> <li>i. record bibliographic information to a standard format</li> </ul>	☑
Language	<p>ca.l.5.1</p> <p>Apply standard English grammar to:</p> <ul style="list-style-type: none"> <li>a. explain and use the eight parts of speech</li> <li>b. use pronouns and adverbs consistently</li> <li>c. use and correct verb tenses</li> <li>d. produce a variety of complex sentences in writing</li> <li>e. use commas, italics, underlining, quotation marks, and apostrophes appropriately</li> </ul>	☑
ca.l.5.2	Apply morphology and phonetic rules to spell accurately	☑
Speaking & Listening	<p>ca.sl.5.1</p> <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 agreed upon rules for listening and fulfilling discussion rules independently</li> <li>b. posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others</li> <li>c. following, restating, and giving multistep instructions from or to others in collaborative groups, according to classroom expectations</li> <li>d. listening for speaker's message and summarizing main points based on evidence</li> </ul>	a,b

ca.sl.5.2	Develop and apply effective listening skills and strategies in formal and informal setting by: a. evaluating and modifying own active listening skills	<input checked="" type="checkbox"/>
ca.sl.5.3	Speak clearly and to the point using conventions of language when presenting individually or with a group by: a. summarizing points made by others before presenting own ideas, according to classroom expectations b. providing and evaluating evidence to support opinion	<input checked="" type="checkbox"/>
ca.sl.5.4	Speak clearly, audibly, and to the point using conventions of language when presenting individually or with a group by: a. using efficient presentation skills with available resources using a variety of media b. planning an appropriate presentation based on audience c. employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint	<input checked="" type="checkbox"/>

**MATH**

DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
Number Sense & Operations in Base Ten		<i>Use place value system understanding to perform operations with multi-digit whole numbers to billions and decimals to thousandths</i>	
	m.nsbt.5.1	Read, write, and identify numbers from billions to thousandths using number names, base ten numerals, and expanded form	
	m.nsbt.5.2	Compare two numbers from billions to thousandths using the symbols $>$ , $=$ , or $<$ and justify the solution	<input checked="" type="checkbox"/>
	m.nsbt.5.3	Understand that in a multi-digit number, a digit represents $1/10$ times what it could represent in the place to its left	
	m.nsbt.5.4	Evaluate the value of powers of 10 and understand the relationship to the place value system	
	m.nsbt.5.5	Round numbers from billions to thousandths place	<input checked="" type="checkbox"/>

	m.nsb.5.6	Add/Subtract/Multiply/Divide multi-digit whole numbers and decimals to the thousandths place, and justify the solution	<input checked="" type="checkbox"/>	
Number Sense & Operations in Fractions		<i>Understand the relationship between fractions and decimals (denominators that are of 100)</i>		
	m.nsof.5.1	Understand that parts of a whole can be expressed as fractions and/or decimals	<input checked="" type="checkbox"/>	
	m.nsof.5.2	Convert decimals to fractions and fractions to decimals	<input checked="" type="checkbox"/>	
	m.nsof.5.3	Compare and order fractions and/or decimals to the thousandths place using the symbols $>$ , $=$ , or $<$ and justify the solution		
		<i>Perform operations and solve problems with fractions and decimals</i>		
	m.nsof.5.4	Estimate results of sums, differences, and products with fractions and decimals to the thousandths		
	m.nsof.5.5	Justify the reasonableness of a product when multiplying with fractions	<input checked="" type="checkbox"/>	
	m.nsof.5.6	Solve problems involving addition and subtraction of fractions and mixed numbers with unlike denominators, and justify the solution	<input checked="" type="checkbox"/>	
	m.nsof.5.7	Multiply and divide a fraction or whole number by a fraction using models and equations	<input checked="" type="checkbox"/>	
	m.nsof.5.8	Divide unit fractions and whole numbers by using visual fraction models and equations		
Relationships & Algebraic Thinking		<i>Represent and analyze patterns and relationships</i>		
		m.rat.5.1	Investigate the relationship between two numeric patterns	
		m.rat.5.2	Write a rule to describe or explain a given numeric pattern	
			<i>Write and interpret numerical expressions</i>	
		m.rat.5.3	Write, evaluate, and interpret numeric expressions using the order of operations	<input checked="" type="checkbox"/>
		m.rat.5.4	Translate written expressions into algebraic expressions	<input checked="" type="checkbox"/>
		m.rat.5.5	<i>Use the four operations to represent and solve problems</i>	



	m.rat.5.6	Solve and justify multi-step problems involving variables, whole numbers, fractions, and decimals when given the value of the variable	
Geometry & Measurement		<i>Classify geometric shapes based on their attributes</i>	
	m.gm.5.1	Classify figures in a hierarchy based on properties	
	m.gm.5.2	Analyze and describe the properties of prisms and pyramids	
	m.gm.5.3	Identify a circle and its parts (radius, diameter, chord, central angle)	
		<i>Understand and compute volume</i>	
	m.gm.5.4	Understand the concept of volume and recognize that volume is measured in cubic units	✓
	m.gm.5.5	Apply the formulas $V=l \times w \times h$ and $V = B \times h$ for volume of right rectangular prisms with whole-number edge lengths	✓
		<i>Graph points on the Cartesian coordinate plane within the first quadrant to solve problems</i>	
	m.gm.5.6	Define a first quadrant Cartesian coordinate system	✓
	m.gm.5.7	Plot and interpret points in the first quadrant of the Cartesian coordinate plane	✓
		<i>Solve problems involving measurement and conversions within a measurement system</i>	
	m.gm.5.8	Convert measurements of capacity, length, and weight within a given measurement system	✓
	m.gm.5.9	Solve multi-step problems that require measurement conversions	✓
	m.gm.5.10	Calculate the time lapsed based on beginning and end time	
m.gm.5.11	Determine a given cost based on the price and given tax		
Data & Statistics		<i>Represent and analyze data</i>	
	m.ds.5.1	Create a line graph to represent a set of data	✓
	m.ds.5.2	Analyze the data to answer questions and solve problems	✓
	m.ds.5.3	Create a graph to represent a given or generated set of data	✓

	m.ds.5.4	Analyze the data to answer questions and solve problems, recognizing the outliers and generating the mean, median, mode, and range	<input checked="" type="checkbox"/>
	m.ds.5.5	Interpret circle graphs that involve data in whole-number and fraction form	
		<b>SCIENCE</b>	
<b>DOMAIN</b>	<b>CODE</b>	<b>ARCHDIOCESAN EXPECTATIONS</b>	<b>PRIORITY EXPECTATION</b>
Physical Science	s.ps.5.1	Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion	<input checked="" type="checkbox"/>
	s.ps.5.2	Develop a model that describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed [Clarification Statement: Emphasis is on qualitative molecular level models of solids, liquids, and gases to show that adding or removing thermal energy increases or decreases kinetic energy of the particles until a change of state occurs. Examples of models could include drawings and diagrams. Examples of particles could include molecules or inert atoms. Examples of pure substances could include water, carbon dioxide, and helium.]	<input checked="" type="checkbox"/>
	s.ps.5.3	Predict how changes in either the amount of force applied to an object or the mass of the object affects the motion (speed and direction) of the object	<input checked="" type="checkbox"/>
	s.ps.5.4	Apply scientific ideas to design, test, and refine a device that converts energy from one form to another [Clarification Statement: Examples of devices could include electric circuits that convert electrical energy into motion energy of a vehicle, light, or sound and a passive solar heater that converts light into heat. Examples of constraints could include the materials, cost, or time to design the device. Assessment Boundary: Devices should be limited to those that convert motion energy to electric energy or use stored energy to cause motion or product light and sound.]	<input checked="" type="checkbox"/>

s.ps.5.5	Develop a model to describe that matter is made of particles too small to be seen [Clarification Statement: Examples of evidence supporting a model could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water. Assessment Boundary: Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.]	
s.ps.5.6	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 [Clarification Statement: Examples of reactions or changes could include phase changes, dissolving, and mixing that form new substances. Assessment Boundary: Assessment does not include distinguishing mass and weight.]	
s.ps.5.7	Plan and conduct investigations to separate the components of a mixture/solution by their physical properties (sorting, filtration, magnets, screening) [Clarification Statement: Examples of materials to be identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property. Assessment Boundary: Assessment does not include density or distinguishing mass and weight.]	
s.ps.5.8	Conduct an investigation to determine whether the combining of two or more substances results in new substances	
s.ps.5.9	Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object [Clarification Statement: Examples could include an unbalanced force on one side of a ball can make it start moving and balanced forces pushing on a box from both sides will not produce any motion at all.]	
s.ps.5.10	Plan and conduct a fair test to compare and contrast the forces (measured by a spring scale in Newtons) required to overcome friction when an object moves over different surfaces (i.e. rough/smooth)	

	s.ps.5.11	Ask questions and predict outcomes about the changes in energy that occur when objects collide [Clarification Statement: Emphasis is on the change in the energy due to the change in speed, not on the forces, as objects interact. Assessment Boundary: Assessment does not include quantitative measurements of energy.]	
	s.ps.5.12	Use evidence to construct an explanation relating the speed of an object to the energy of that object [Assessment Boundary: Assessment does not include quantitative measures of changes in the speed of an object or on any precise or quantitative definition of energy.]	
	s.ps.5.13	Use models to explain that simple machines change the amount of effort force and/or direction of force [Clarification Statement: Memorization of a simple machine is not the focus. This concept builds on the application of force and motion.]	
Life Science	s.ls.5.1	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment [Clarification Statement: Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth. Assessment Boundary: Assessment does not include molecular explanations.]	☑
	s.ls.5.2	Use models to describe that energy stored in food (used for body repair, growth, motion, and to maintain warmth) was once energy from the Sun [Clarification Statement: Food chain models could include diagrams and flow charts.]	☑
	s.ls.5.3	Support an argument that plants get the materials they need for growth (i.e. carbon dioxide, water, sunlight) chiefly from air and water [Clarification Statement: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.]	

Earth Science	s.es.5.1	Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, amount of daylight, and the seasonal appearance of some stars in the night sky [Clarification Statement: Examples of patterns could include the position and motion of Earth with respect to the sun and selected stars that are visible only in particular months. Assessment Boundary: Assessment does not include causes of seasons.]	<input checked="" type="checkbox"/>
	s.es.5.2	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact [Clarification Statement: Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, atmosphere, and biosphere are each a system. Assessment Boundary: Assessment is limited to the interactions of two systems at a time.]	<input checked="" type="checkbox"/>
	s.es.5.3	Describe and graph the amounts and percentages of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth [Assessment Boundary: Assessment is limited to oceans, lakes, rivers, glaciers, ground water, and polar ice caps, and does not include the atmosphere.]	<input checked="" type="checkbox"/>
	s.es.5.4	Investigate ways humans protect or damage the Earth's resources and environment [Clarification Statement: Emphasis is on how everything within an ecosystem is connected. Examples could include how pollution flows downstream or how we have conservation programs in place.]	<input checked="" type="checkbox"/>
	s.es.5.5	Support an argument that the gravitational force exerted by Earth on objects is directed toward the planet's center [Clarification Statement: "Down" is a local description of the direction that points toward the center of the spherical Earth. Assessment Boundary: Assessment does not include mathematical representation of gravitational force.]	

	s.es.5.6	Support an argument that relative distances from Earth affect the apparent brightness of the sun compared to other stars [Assessment Boundary: Assessment is limited to relative distances, not sizes, of stars. Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, stage).]	
Engineering Design	s.ed.5.1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	
	s.ed.5.2	Plan and carry out fair tests in which variables are controlled & failure points are considered to identify aspects of a model that can be improved.	
	s.ed.5.3	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"/>
<b>SOCIAL STUDIES</b>			
<b>DOMAIN</b>	<b>CODE</b>	<b>ARCHDIOCESAN EXPECTATIONS</b>	<b>PRIORITY EXPECTATION</b>
Civics	ss.c.5.1	Analyze the principles of the Declaration of Independence to the historical time periods being studied and to current events	<input checked="" type="checkbox"/>
	ss.c.5.2	Apply the principles of the U.S. Constitution to the historical time periods being studied and to current events	
	ss.c.5.3	Apply the principles of the Bill of Rights to the historical time periods being studied and to current events	
	ss.c.5.4	Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present	<input checked="" type="checkbox"/>
	ss.c.5.5	Describe the character traits and civic attitudes of significant individuals in U.S. history from c. 1800 - 2000	
	ss.c.5.6	Recognize and explain the significance of national symbols associated with historical events and time periods being studied	
	ss.c.5.7	Explain how the purpose and roles of government have been debated and changed across historical time periods to current times	<input checked="" type="checkbox"/>

	ss.c.5.8	Analyze peaceful resolution of disputes by the courts or other legitimate authorities in U.S. history from c. 1800 - 2000	
	ss.c.5.9	Analyze how authoritative decisions are made, enforced, and interpreted by the state and federal government	☑
	ss.c.5.10	Compare and contrast the powers and functions of local, state, and national government in the past and present	☑
Economics	ss.e.5.1	Explain how scarcity, supply and demand, opportunity costs, income, labor, wages, and other economic concepts affect our nation's past, present, and future	☑
	ss.e.5.2	Use geographic sources to acquire information to answer questions and solve problems	
	ss.e.5.3	Explain factors, past and present, that influence changes in our nation's economy	☑
	ss.e.5.4	Use an economic lens to describe the impact of migration on the immigrants and on the United States c. 1800 - 2000	
Geography	ss.g.5.1	Analyze geographic sources to acquire information to answer questions and solve problems	
	ss.g.5.2	Construct maps to identify the location of historic sites for relevant social studies topics	☑
	ss.g.5.3	Identify and locate specific regions, states, capitals, river systems, and mountain ranges in the United States	☑
	ss.g.5.4	Locate and describe real places using absolute and relative location	
	ss.g.5.5	Describe and analyze the diverse physical characteristics of the United States	☑
	ss.g.5.6	Compare and contrast the diverse human characteristics of the United States (populations, cultures, language groups)	☑
	ss.g.5.7	Evaluate how people are affected by, depend on, adapt to, and change their physical environments in the past and in the present	
	ss.g.5.8	Evaluate how changes in communication and transportation technologies affect people's lives	☑



	ss.g.5.9	Describe different regions in the United States and analyze how their characteristics affect people who live there	
	ss.g.5.10	Use geography to interpret the past, explain the present, and plan for the future as appropriate to topics or eras discussed	
	ss.g.5.11	Use a geographic lens to describe the impact of migration on the immigrants and on the United States c. 1800 - 2000	
History	ss.h.5.1	Outline and analyze the expansion of the United States	
	ss.h.5.2	Describe the impact of migration on immigrants and the United States c. 1800 - 2000	<input checked="" type="checkbox"/>
	ss.h.5.3	Analyze cultural interactions and conflicts among Native Americans, European Americans, and African Americans from c. 1800 - 2000	
	ss.h.5.4	Identify and describe the contributions of historically significant individuals to the United States from c. 1800 - 2000	
	ss.h.5.5	Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800 - 2000	<input checked="" type="checkbox"/>
	ss.h.5.6	Explain the causes of westward expansion c. 1800 - 2000	<input checked="" type="checkbox"/>
	ss.h.5.7	Classify the political, economic, and social causes and consequences of the Civil War and Reconstruction	<input checked="" type="checkbox"/>
	ss.h.5.8	Identify political, economic, and social causes and consequences of the Great Depression	<input checked="" type="checkbox"/>
	ss.h.5.9	Identify political, economic, and social causes and consequences of WWI and WWII on the United States	<input checked="" type="checkbox"/>
	ss.h.5.10	Identify political, economic, and social causes and consequences of the Cold War on the United States	<input checked="" type="checkbox"/>
	ss.h.5.11	Examine the changing roles among Native Americans, Immigrants, African Americans, women, and others from 1800 - 2000	<input checked="" type="checkbox"/>
	ss.h.5.12	Describe and compare cultural characteristics across the historical time periods in U.S. history post c. 1800	
	ss.h.5.13	Research stories and songs that reflect the cultural history of the early United States prior to 1800	



	ss.h.5.14	Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time	
Social Science Inquiry	ss.ssi.5.1	Identify, select, analyze, and evaluate resources to create a product of social science inquiry	
	ss.ssi.5.2	Evaluate and use artifacts to share information on social studies topics	
	ss.ssi.5.3	Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas	
	ss.ssi.5.4	Create and present products such as maps, graphs, timelines, charts and models, diagrams, etc. to communicate information and understanding on social studies topics	
	ss.ssi.5.5	Explain how facts and opinions affect point of view and/or bias in social studies topics	
	ss.ssi.5.6	Identify, research, and defend a point of view/position on a social studies topic	
	ss.ssi.5.7	Conduct and present social studies research to an audience using appropriate sources	
	ss.ssi.5.8	Generate compelling research questions about a social studies topic	
	ss.ssi.5.9	Create and apply a research process to investigate a compelling social studies question	
	ss.ssi.5.10	Evaluate and use appropriate resources for investigating a compelling social studies question	
	ss.ssi.5.11	Conduct and present research on a social studies question to an audience, using appropriate sources	
	ss.ssi.5.12	Research and defend a point of view/position on a social studies question	
		<b>TECHNOLOGY</b>	
<b>DOMAIN</b>	<b>CODE</b>	<b>ARCHDIOCESAN EXPECTATIONS</b>	<b>PRIORITY EXPECTATION</b>
Computing Systems	t.cs.5.1	Model that information is translated into bits in order to transmit and process between software to accomplish tasks	

	t.cs.5.2	Identify, using accurate terminology, simple hardware and software problems that may occur during everyday use. Discuss problems with peers and adults, apply strategies for solving these problems, and explain why the strategy should work	<input checked="" type="checkbox"/>
Networks & Internet	t.ni.5.1	Model how information is transmitted through multiple computing devices over networks and the internet	
	t.ni.5.2	Analyze the credibility of digital information (i.e. comparing multiple accounts and sources, the author's point of view)	<input checked="" type="checkbox"/>
	t.ni.5.3	Discuss cybersecurity problems caused by information that is published for different reasons (i.e. inform, advertise, persuade, harm)	<input checked="" type="checkbox"/>
Data & Analysis	t.da.5.1	Evaluate trade-offs, including availability and quality, based on the type of file, storage requirements (i.e. file size, availability, available memory) and sharing requirements	
	t.da.5.2	Organize and present collected information to highlight comparisons and support a claim	
	t.da.5.3	Use reliable data to highlight or propose cause and effect relationships, predict outcomes, or communicate an idea	<input checked="" type="checkbox"/>
Algorithms & Programming	t.ap.5.1	Compare and simplify multiple algorithms (sets of step-by-step instructions) for accomplishing the same task verbally and kinesthetically, with robot devices or a programming language, then determine which is the most efficient	<input checked="" type="checkbox"/>
	t.ap.5.2	Create programs that use variables to store and modify grade level appropriate data	
	t.ap.5.3	Create a program using control structures (i.e. sequence, conditionals, interactive-looping), event handlers, and variables to solve a problem or express ideas both independently and collaboratively	<input checked="" type="checkbox"/>
	t.ap.5.4	Decompose (break down) large problems into smaller, manageable sub problems and then into a precise sequence of instructions	<input checked="" type="checkbox"/>
	t.ap.5.5	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	<input checked="" type="checkbox"/>

	t.ap.5.6	Use an iterative and collaborative process to plan the development of a program that includes other perspectives and user preferences while solving simple problems	
	t.ap.5.7	Observe intellectual property rights and give appropriate credit when creating or remixing programs	
	t.ap.5.8	Analyze, examine, create, and debug a program that includes sequencing, repetition, conditionals, and variables in a programming language	
	t.ap.5.9	Communicate and explain your program development using comments, presentations, and interactive demonstrations	
Digital Citizenship	t.dc.5.1	Give examples and explain how computing technologies have changed the world and express how computing technologies influence, and are influenced by, cultural practices	
	t.dc.5.2	Develop, test, and refine digital artifacts to improve accessibility and usability	☑
	t.dc.5.3	Develop a code of conduct, explain and practice grade-level appropriate behavior and responsibilities while participating in an online community (e.g., talking safely online, promoting good digital citizens, privacy settings, cyberbullying). Identify and report inappropriate behavior	
	t.dc.5.4	Observe intellectual property rights and give appropriate credit when using resources	☑
	t.dc.5.5	As a team, collaborate using outside resources, online collaborative spaces, and with students in other grade levels to include diverse perspectives to improve computational products	☑
Innovative designer	t.id.5.1	Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems	☑
	t.id.5.2	Select and use digital tools to plan and manage a design process that considers design constraints and calculated risk	☑
	t.id.5.3	Develop, test, and refine prototypes as part of a cyclical design process	☑

t.id.5.4		Exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems	<input checked="" type="checkbox"/>
		<b>ART</b>	
<b>DOMAIN</b>	<b>CODE</b>	<b>ARCHDIOCESAN EXPECTATIONS</b>	<b>PRIORITY EXPECTATION</b>
Create	a.cr.5.1	Combine ideas to generate an innovative idea for art making	<input checked="" type="checkbox"/>
	a.cr.5.2	Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art	
	a.cr.5.3	Experiment and develop skills in multiple art-making techniques and approaches through practice	<input checked="" type="checkbox"/>
	a.cr.5.4	Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment	<input checked="" type="checkbox"/>
	a.cr.5.5	Identify, describe, and visually document places and/or objects of personal significance	
	a.cr.5.6	Create artist statements using art vocabulary to describe personal choices in artmaking	<input checked="" type="checkbox"/>
Present	a.p.5.1	Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork	
	a.p.5.2	Develop a logical argument for safe and effective use of materials and techniques for preserving and presenting artwork	
	a.p.5.3	Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic	<input checked="" type="checkbox"/>
Respond	a.r.5.1	Compare one's own interpretation of a work of art with the interpretation of others	
	a.r.5.2	Identify and analyze cultural associations suggested by visual imagery	<input checked="" type="checkbox"/>
	a.r.5.3	Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed	

	a.r.5.4	Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts	
Connect	a.co.5.1	Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking	
	a.co.5.2	Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society	<input checked="" type="checkbox"/>

**MUSIC**

DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
Create	mu.cr.5.1	Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical)	<input checked="" type="checkbox"/>
	mu.cr.5.2	Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes	<input checked="" type="checkbox"/>
	mu.cr.5.3	Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context	
	mu.cr.5.4	Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two chord harmonic musical ideas	<input checked="" type="checkbox"/>
	mu.cr.5.5	Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes	<input checked="" type="checkbox"/>
	mu.cr.5.6	Present the final version of personally created music to others that demonstrates craftsmanship, and explain connection to expressive intent	<input checked="" type="checkbox"/>
Perform	mu.p.5.1	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as one's technical skill and that of one's peers	

	mu.p.5.2	Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance	<input checked="" type="checkbox"/>
	mu.p.5.3	When analyzing selected music, read and perform using standard notation	<input checked="" type="checkbox"/>
	mu.p.5.4	Explain how context (such as social, cultural, and historical) informs performances	
	mu.p.5.5	Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style)	
	mu.p.5.6	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances	
	mu.p.5.7	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time	<input checked="" type="checkbox"/>
	mu.p.5.8	Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation	<input checked="" type="checkbox"/>
	mu.p.5.9	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style	<input checked="" type="checkbox"/>
Respond	mu.r.5.1	Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts	
	mu.r.5.2	Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical	
	mu.r.5.3	Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent	<input checked="" type="checkbox"/>
	mu.r.5.4	Evaluate musical works and performances, applying established criteria	

Connect	mu.co.5.1	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music	
	mu.co.5.2	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life	
<b>PE &amp; HEALTH</b>			
<b>DOMAIN</b>	<b>CODE</b>	<b>ARCHDIOCESAN EXPECTATIONS</b>	<b>PRIORITY EXPECTATION</b>
Movement & Manipulative Skills	peh.mms.5.1	Demonstrate mature patterns of locomotor skills in dynamic small-sided lead-up activities, gymnastics, and dance	<input checked="" type="checkbox"/>
	peh.mms.5.2	Analyze movement situations and apply movement concepts (i.e. force, direction, speed, pathways, extensions) in activities	<input checked="" type="checkbox"/>
Strategy & Applying Skills	peh.sas.5.1	Combine locomotor and manipulative skills in a variety of small-sided activities and games environments, including execution to a target	<input checked="" type="checkbox"/>
	peh.sas.5.2	Combine spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance, and games environments	<input checked="" type="checkbox"/>
	peh.sas.5.3	Apply movement concepts to strategy in game situations	<input checked="" type="checkbox"/>
Health & Fitness	peh.hf.5.1	Chart physical activity outside physical education class for fitness benefit	<input checked="" type="checkbox"/>
	peh.hf.5.2	Analyze the impact of physical activity choices relative to the development of each health-related component of fitness	
	peh.hf.5.3	Analyze the impact of food choices relative to physical activity, youth sports, and personal health	<input checked="" type="checkbox"/>
	peh.hf.5.4	Describe the benefits of appropriate warm-up and cool-down activities	
Attitude & Behavior	peh.ab.5.1	Engages in physical activity with responsible interpersonal behavior (i.e. peer to peer, student to teacher, student to referee)	<input checked="" type="checkbox"/>
	peh.ab.5.2	Reflect and analyze the behavior of self in following rules and strategies of various activities	<input checked="" type="checkbox"/>
	peh.ab.5.3	Analyze different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response	<input checked="" type="checkbox"/>



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	☑
	wl.comm.nl.2	Use courtesies, greetings, and salutations in appropriate situations (orally and basic, simple writing)	☑
	wl.comm.nl.3	Ask and respond to basic questions using interrogative words and vocabulary (orally and basic, simple writing)	☑
	wl.comm.nl.4	Recite alphabet letter names and their sounds as a class in consecutive order	☑
	wl.comm.nl.5	Engage in basic conversations in target language.	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nl.1	Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support and by applying prior knowledge	☑
	wl.comp.nl.2	Listen to age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	☑
	wl.comp.nl.3	Respond to basic classroom commands and questions given in the target language	☑
	wl.comp.nl.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<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	☑
	wl.va.nl.2	cardinal numbers 0-30	☑



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

	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	☑
	wl.grc.nm.2	Apply basic rules of word order (adjectives comes after nouns in Spanish)	☑
	wl.grc.nm.3	Recognize subject pronouns in the target language	
	wl.grc.nm.4	Conjugate the verb "to like" for singular subject pronouns to express likes and dislikes	
		<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	☑
	wl.comm.nh.2	Use courtesies, greetings, and salutations in appropriate situations written and orally	☑
	wl.comm.nh.3	Ask and respond to basic questions using interrogative words and vocabulary written and orally	☑
	wl.comm.nh.4	Say alphabet letter names and their sounds in random order (not consecutive order)	
	wl.comm.nh.5	Engage in basic conversations in the target language	☑
	wl.comm.nh.6	Produce target vocabulary with accuracy written and orally	☑
	wl.comm.nh.7	Write simple paragraphs in the target language on various topics using targeted 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	<input checked="" type="checkbox"/>
	wl.comp.nh.3	Respond to classroom commands and questions given in the target language	<input checked="" type="checkbox"/>
	wl.comp.nh.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nh.1	calendar	
	wl.va.nh.2	cardinal numbers 0-1 million	<input checked="" type="checkbox"/>
	wl.va.nh.3	ordinal numbers first-tenth	<input checked="" type="checkbox"/>
	wl.va.nh.4	time (chronology and time-referenced vocabulary; i.e. later, going to do something, in the morning)	<input checked="" type="checkbox"/>
	wl.va.nh.5	sports and leisure activities	
	wl.va.nh.6	food (and how to order a meal in a restaurant)	<input checked="" type="checkbox"/>
	wl.va.nh.7	singular and plural possessive adjectives and agreement	<input checked="" type="checkbox"/>
	wl.va.nh.8	family	<input checked="" type="checkbox"/>
	wl.va.nh.9	body	<input checked="" type="checkbox"/>
	wl.va.nh.10	descriptive adjectives	<input checked="" type="checkbox"/>
	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)	<input checked="" type="checkbox"/>
	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	<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.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	☑
	wl.grc.nh.9	Conjugate the verb "to like" in singular and plural forms to express likes and dislikes	☑