

## EIGHTH GRADE

8TH			
		<b>COMMUNICATION ARTS</b>	
<b>DOMAIN</b>	<b>CODE</b>	<b>ARCHDIOCESAN EXPECTATIONS</b>	<b>PRIORITY EXPECTATION</b>
Reading	ca.r.8.1	Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	<input checked="" type="checkbox"/>
	ca.r.8.2	Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text	<input checked="" type="checkbox"/>
	ca.r.8.3	Analyze how specific word choices and sentence structures contribute to meaning and tone	
	ca.r.8.4	Analyze how literary devices are used to develop setting, reveal character, advance the plot, and contribute to meaning	<input checked="" type="checkbox"/>
	ca.r.8.5	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors	
	ca.r.8.6	Explain how themes reflect historical and/or cultural contexts	<input checked="" type="checkbox"/>
	ca.r.8.7	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently	<input checked="" type="checkbox"/>
	ca.r.8.8	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning in literary and informational texts	<input checked="" type="checkbox"/>
	ca.r.8.9	Read and comprehend informational text independently and proficiently	
	ca.r.8.10	Explain the central/main idea(s) of an informational text and analyze its development over the course of a text	
	ca.r.8.11	Analyze how an author's choice concerning a text's form or overall structure contributes to meaning	

Reading	ca.r.8.12	Identify and explain the author's use of symbols in literature and their effect on the overall meaning of a story or character development	<input checked="" type="checkbox"/>
	ca.r.8.13	Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of the human experience (i.e. moral, philosophical, ethical, aesthetic)	
	ca.r.8.14	Participate as knowledgeable, reflective, and creative members of a variety of literacy communities	
	ca.r.8.15	Establish a personal connection within various forms of literature in regards to personal faith, family, and community	
	ca.r.8.16	Analyze and interpret characters' motivations and roles in connection to real-world situations and people or groups	<input checked="" type="checkbox"/>
	ca.r.8.17	Analyze how differences in the points of view of the characters and the audience or reader create dramatic irony	
	ca.r.8.18	Understand how literature serves as a vehicle through which different perspectives of the human experience can add valuable insight and knowledge	<input checked="" type="checkbox"/>
Writing	ca.w.8.1	Conduct research to answer a question (including self-generated question) a. gather relevant, credible sources, print and digital b. integrate information using a standard citation system c. gather relevant information from multiple print/digital sources, using search terms effectively d. assess the credibility and accuracy of each source e. quote/paraphrase the data and conclusions of others, avoiding plagiarism and following standard format for citation	<input checked="" type="checkbox"/>
	ca.w.8.2	Use the writing process to produce clear/coherent writing in which: a. development/organization/style/voice are appropriate to task/purpose/audience b. topics are introduced and a clear focus throughout the text is evident	<input checked="" type="checkbox"/>

ca.w.8.3	Develop narratives, including poems, about real/imagined experiences that establish/maintain a consistent point of view and include: a. clearly identified characters b. well-structured event sequences c. narrative techniques d. relevant descriptive details	<input checked="" type="checkbox"/>
ca.w.8.4	Develop informative/explanatory writing to: a. examine a topic with relevant facts, examples, and details b. establish relationships between ideas/supporting evidence	<input checked="" type="checkbox"/>
ca.w.8.5	Develop argumentative writing by: a. introducing and supporting a claim with clear reasons and relevant evidence b. acknowledging counterclaims c. establishing relationships among claims, counterclaims, and supporting evidence	a,b
ca.w.8.6	Review, revise, and edit writing with consideration for the task, purpose, and audience a. introduce the topic/maintain focus throughout the text b. choose precise language and make symmetrical choices appropriate for style, task, and audience	<input checked="" type="checkbox"/>
ca.w.8.7	Introduce the topic, maintain a clear focus throughout the text, provide a conclusion that follows from the text; add or delete content and change organization to achieve one's purpose	
ca.w.8.8	Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts	
ca.w.8.9	Use technology, including the Internet, to produce/publish writing, present the relationships between information and ideas efficiently, and interact/collaborate with others	<input checked="" type="checkbox"/>

Language	ca.l.8.1	Demonstrate a command of the conventions of standard English grammar and usage: a. explain the verbs in general and their function in particular sentences b. form and use verbs in the active/passive tense c. form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood d. recognize and correct inappropriate shifts in verb voice and mood e. use punctuation to indicate a pause/break f. use an ellipsis to indicate an omission	a,b,c
Speaking & Listening	ca.sl.8.1	Respond to others' questions and comments with relevant evidence, observations, and ideas	<input checked="" type="checkbox"/>
	ca.sl.8.2	Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented	
	ca.sl.8.3	Speak audibly and to the point using conventions of language as appropriate to task, purpose, and audience when presenting, including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace	<input checked="" type="checkbox"/>
	ca.sl.8.4	Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners	<input checked="" type="checkbox"/>
	ca.sl.8.5	Plan and deliver appropriate presentations based on the task, audience, and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest	<input checked="" type="checkbox"/>
	ca.sl.8.6	Effectively participate in Socratic seminars including reading, note-taking, and question planning	<input checked="" type="checkbox"/>
<b>MATH (PRE-ALGEBRA)</b>			
<b>DOMAIN</b>	<b>CODE</b>	<b>ARCHDIOCESAN EXPECTATIONS</b>	<b>PRIORITY EXPECTATION</b>

Number Sense & Operations		<i>Explore the Real Number System</i>	
	m.nso.8pa.2	Generate equivalent representations of rational numbers, including converting decimals which repeat into fractions and fractions into repeating decimals	
	m.nso.8pa.2	Estimate the value and compare the size of irrational numbers and approximate their locations on a number line	
Expressions, Equations, & Inequalities		<i>Work with radicals and integer exponents</i>	
	m.eei.8pa.1	Know and apply the properties of integer exponents to generate equivalent expressions	<input checked="" type="checkbox"/>
	m.eei.8pa.2	Investigate concepts of square and cube roots a. Solve equations of the form $x^2 = p$ and $x^3 = p$ , where $p$ is a positive rational number b. Evaluate square roots of perfect squares less than or equal to 625 and cube roots of perfect cubes less than or equal to 1000 c. Recognize that square roots of non-perfect squares are irrational	<input checked="" type="checkbox"/>
	m.eei.8pa.3	Express very large and very small quantities in scientific notation and approximate how many times the larger one is than the other	
	m.eei.8pa.4	Use scientific notation to solve problems a. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used b. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities	
		<i>Understand the connections between proportional relationships, lines, and linear equations</i>	
	m.eei.8pa.5	Graph proportional relationships a. Compare two different proportional relationships b. Interpret and draw conclusions of the unit rate as slope	

m.eei.8pa.6	<p>Apply concepts of slope and y-intercept to graphs, equations, and proportional relationships</p> <p>a. Explain why the slope (<math>m</math>) is the same between any two distinct points on a non-vertical line in the Cartesian coordinate plane</p> <p>b. Derive the equation <math>y=mx</math> for a line through the origin and the equation <math>y=mx + b</math> for a line intercepting the vertical axis at <math>b</math></p>	<input checked="" type="checkbox"/>
m.eei.8pa.7	<p>Write linear equations in point-slope form <math>\{ y - y_1 = m(x - x_1) \}</math> and standard form <math>\{ ax + by = c \}</math> using points and slope in the Cartesian coordinate plane</p> <p>a. Find slope using the slope formula as change in <math>y</math> over change in <math>x</math></p>	<input checked="" type="checkbox"/>
m.eei.8pa.8	<p><i>Analyze and solve linear equations and inequalities and pairs of simultaneous linear equations</i></p>	
m.eei.8pa.9	<p>Solve linear equations and inequalities in one variable</p> <p>a. Create and identify linear equations with one solution, infinitely many solutions, or no solutions</p> <p>b. Apply linear equations and inequalities with rational number coefficients, including equations and inequalities whose solutions require expanding expressions using the distributive property and combining like terms</p>	<input checked="" type="checkbox"/>
m.eei.8pa.10	<p>Identify parallel and perpendicular lines in the Cartesian coordinate plane by assessing their slopes</p>	
m.eei.8pa.11	<p>Analyze and solve systems of linear equations</p> <p>a. Graph systems of linear equations and recognize the intersection as the solution of the system</p> <p>b. Explain why solution(s) to a system of two linear equations in two variables correspond to point(s) of intersection of the graphs</p> <p>c. Explain why systems of linear equations can have one solution, no solution, or infinitely many solutions</p> <p>d. Solve systems of two linear equations</p>	<input checked="" type="checkbox"/>
Geometry & Measurement	<p><i>Understand congruence and similarity using physical models, transparencies, or geometry software</i></p>	
m.gm.8pa.1	<p>Verify experimentally the congruence properties of rigid transformations</p> <p>a. Verify that angle measure, betweenness, collinearity, and distance are preserved under rigid transformations</p> <p>b. Investigate if orientation is preserved under rigid transformations</p>	

m.gm.8pa.2	Understand that two-dimensional figures are congruent if a series of rigid transformations can be performed to map the pre-image to the image a. Describe a possible sequence of rigid transformations between two congruent figures	
m.gm.8pa.3	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates	
m.gm.8pa.4	Understand that two-dimensional figures are similar if a series of transformations (rotations, reflections, translations, and dilations) can be performed to map the pre-image to the image a. Describe a possible sequence of transformations between two similar figures	<input checked="" type="checkbox"/>
m.gm.8pa.5	Explore angle relationships and establish informal arguments a. Derive the sum of the interior angles of a triangle b. Explore the relationship between the interior and exterior angles of a triangle c. Construct and explore the angles created when parallel lines are cut by a transversal d. Use the properties of similar figures to solve problems	
	<i>Understand and apply the Pythagorean Theorem</i>	
m.gm.8pa.6	Use models to demonstrate a proof of the Pythagorean Theorem and its converse	
m.gm.8pa.7	Use the Pythagorean Theorem to determine unknown side lengths in right triangles in problems in two- and three-dimensional contexts	<input checked="" type="checkbox"/>
m.gm.8pa.8	Use the Pythagorean Theorem to find the distance between points in a Cartesian coordinate system	
	<i>Solve problems involving volume of cones and spheres</i>	
m.gm.8pa.9	Solve problems involving surface area and volume a. Understand the concept of surface area and find surface area of cones b. Understand the concepts of volume and find the volume of cones and spheres	
Data Analysis, Statistics, & Probability	<i>Investigate patterns of association in bivariate data</i>	
m.dasp.8pa.1	Construct and interpret scatter plots of bivariate measurement data to investigate patterns of association between two quantities	<input checked="" type="checkbox"/>

	m.dasp.8pa.2	Generate and use a trend line for bivariate data, and informally assess the fit of the line	
	m.dasp.8pa.3	Interpret the parameters of a linear model of bivariate measurement data to solve problems	
	m.dasp.8pa.4	Understand the patterns of association in bivariate categorical data displayed in a two-way table a. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects b. Use relative frequencies calculated for rows or columns to describe possible association between the two variables	
Functions		<i>Define, evaluate, and compare functions</i>	
	m.f.8pa.1	Explore the concept of functions (the use of function notation is not required) a. Understand that a function assigns to each input exactly one output b. Determine if a relation is a function c. Graph a function	
	m.f.8pa.2	Compare characteristics of two functions each represented in a different way	
	m.f.8pa.3	Investigate the differences between linear and nonlinear functions a. Interpret the equation $y = mx + b$ as defining a linear function, whose parameters are the slope ( $m$ ) and the $y$ -intercept ( $b$ ) b. Recognize that the graph of a linear function has a constant rate of change c. Give examples of nonlinear functions	☑
		<i>Use functions to model relationships between quantities</i>	
	m.f.8pa.4	Use functions to model linear relationships between quantities a. Explain the parameters of a linear function based on the context of a problem b. Determine the parameters of a linear function c. Determine the $x$ -intercept of a linear function	☑
	m.f.8pa.5	Describe the functional relationship between two quantities from a graph or a verbal description	
		<b>MATH (ALGEBRA)</b>	
Number & Quantity	m.nq.8a.1	Extend and use properties of rational exponents	
	m.nq.8a.2	Explain how the meaning of rational exponents extends from the properties of integer exponents	



	m.nq.8a.3	Rewrite expressions involving radicals and rational exponents using the properties of exponents. Limit to rational exponents with a numerator of 1	
	m.nq.8a.4	Use units to solve problems	
	m.nq.8a.5	Use units of measure as a way to understand and solve problems involving quantities. a) Identity, label, and use appropriate units of measure within a problem. b) Convert units and rates. c) Use units within problems. d) Choose and interpret the scale and the origin in graphs and data displays	
	m.nq.8a.6	Define and use appropriate quantities for representing a given context or problem	
	m.nq.8a.7	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities	
Seeing Structure in Expressions	m.sse.8a.1	Interpret and use structure	
	m.sse.8a.2	Interpret the contextual meaning of individual terms or factors from a given problem that utilizes formulas or expressions	
	m.sse.8a.3	Analyze the structure of polynomials to create equivalent expressions or equations	
	m.sse.8a.4	Choose and produce equivalent forms of a quadratic expression or equations to reveal and explain properties. a) Find the zeros of a quadratic function by rewriting it in factored form. b) Find the maximum or minimum value of a quadratic function by completing the square	
Creating Equations	m.ce.8a.1	Create equations that describe linear, quadratic, and exponential relationships	
	m.ce.8a.2	Create equations and inequalities in one variable and use them to model and/or solve problems	
	m.ce.8a.3	Create and graph linear, quadratic, and exponential equations in two variables	
	m.ce.8a.4	Represent constraints by equations or inequalities and by systems of equations or inequalities, and interpret the data points as a solution or non-solution in a modeling context	
	m.ce.8a.5	Solve literal equations and formulas for a specified variable that highlights a quantity of interest	

Reasoning with Equations & Inequalities	m.rei.8a.1	Understand solving equations as a process, and solve equations and inequalities in one variable	
	m.rei.8a.2	Explain how each step taken when solving an equation or inequality in one variable creates an equivalent equation or inequality that has the same solution(s) as the original	
	m.rei.8a.3	Solve problems involving quadratic equations. a) Use the method of completing the square to create an equivalent quadratic equation. b) Derive the quadratic formula. c) Analyze different methods of solving quadratic equations	
	m.rei.8a.4	Solve systems of equations	
	m.rei.8a.5	Solve a system of linear equations algebraically and/or graphically	
	m.rei.8a.6	Solve a system consisting of a linear equation and a quadratic equation algebraically and/or graphically	
	m.rei.8a.7	Justify that the technique of linear combination produces an equivalent system of equations	
	m.rei.8a.8	Represent and solve linear and exponential equations and inequalities graphically	
	m.rei.8a.9	Explain that the graph of an equation in two variables is the set of all its solutions plotted in the Cartesian coordinate plane	
	m.rei.8a.10	Graph the solution to a linear inequality in two variables	
	m.rei.8a.11	Solve problems involving a system of linear inequalities	
Arithmetic with Polynomials & Rational Expressions	m.apr.8a.1	Perform operations on polynomials	
	m.apr.8a.2	Add, subtract, and multiply polynomials and understand that polynomials follow the same general rules of arithmetic and are closed under these operations	
	m.apr.8a.3	Divide polynomials by monomials	
Interpreting Functions	m.if.8a.1	Understand the concept of a function and use function notation	

	m.if.8a.2	Understand that a function from one set (domain) to another set (range) assigns to each element of the domain exactly one element of the range. a) Represent a function using function notation. b) Understand that the graph of a function labeled $f$ is the set of all ordered pairs $(x, y)$ that satisfy the equation $y=f(x)$	
	m.if.8a.3	Use function notation to evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context	
	m.if.8a.4	Interpret linear, quadratic, and exponential functions in terms of the context	
	m.if.8a.5	Using tables, graphs, and verbal descriptions, interpret key characteristics of a function that models the relationship between two quantities	
	m.if.8a.6	Relate the domain and range of a function to its graph and, where applicable, to the quantitative relationship it describes	
	m.if.8a.7	Determine the average rate of change of a function over a specified interval and interpret the meaning	
	m.if.8a.8	Interpret the parameters of a linear or exponential function in terms of the context	
	m.if.8a.9	Analyze linear, quadratic, and exponential functions using different representations	
	m.if.8a.10	Graph functions expressed symbolically and identify and interpret key features of the graph	
	m.if.8a.11	Translate between different but equivalent forms of a function to reveal and explain properties of the function and interpret these in terms of a context	
	m.if.8a.12	Compare the properties of two functions given different representations	
Building Functions	m.bf.8a.1	Build new functions from existing functions (linear, quadratic, and exponential)	
	m.bf.8a.2	Analyze the effect of translations and scale changes on functions	
Linear, Quadratic, & Exponential Models	m.lqem.8a.1	Construct and compare linear, quadratic, and exponential models and solve problems	
	m.lqem.8a.2	Distinguish between situations that can be modeled with linear or exponential functions. a) Determine that linear functions change by equal differences over equal intervals. b) Recognize exponential situations in which a quantity grows or decays by a constant percent rate per unit interval	

	m.lqem.8a.3	Describe, using graphs and tables, that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically	
	m.lqem.8a.4	Construct linear, quadratic, and exponential equations given graphs, verbal descriptions, or tables	
	m.lqem.8a.5	Use arithmetic and geometric sequences	
	m.lqem.8a.6	Write arithmetic and geometric sequences in recursive and explicit forms, and use them to model situations and translate between the two forms	
	m.lqem.8a.7	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the set of integers	
	m.lqem.8a.8	Find the terms of sequences given an explicit or recursive formula	
Data & Statistics	m.ds.8a.1	Summarize, represent, and interpret data	
	m.ds.8a.2	Analyze and interpret graphical displays of data	
	m.ds.8a.3	Use statistics appropriate to the shape of the data distribution to compare center and spread of two or more different data sets	
	m.ds.8a.4	Interpret differences in shape, center, and spreads in the context of the data sets, accounting for possible effects of outliers	
	m.ds.8a.5	Summarize data in two-way frequency tables	
	m.ds.8a.6	a. Interpret relative frequencies in the context of the data	
	m.ds.8a.7	b. Recognize possible associations and trends in the data	
	m.ds.8a.8	Construct a scatter plot of bivariate quantitative data describing how the variables are related; determine and use a function that models the relationship	
	m.ds.8a.9	a. Construct a linear function to model bivariate data represented on a scatter plot that minimizes residuals	
	m.ds.8a.10	b. Construct an exponential function to model bivariate data represented on a scatter plot that minimizes residuals	
	m.ds.8a.11	Interpret the slope (rate of change) and the y-intercept (constant term) of a linear model in the context of the data	
	m.ds.8a.12	Determine and interpret the correlation coefficient for a linear association	
	m.ds.8a.13	Distinguish between correlation and causation	
		<b>SCIENCE</b>	
<b>DOMAIN</b>	<b>CODE</b>	<b>ARCHDIOCESAN EXPECTATIONS</b>	<b>PRIORITY EXPECTATION</b>

Structure & Properties of Matter (MS PS1-4 moved to 5th gr)	s.spm.8.1	Develop models to describe the atomic composition of simple molecules and extended structures. [Clarification Statement: Emphasis is on developing models of molecules that vary in complexity. Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of molecular-level models could include drawings, 3D ball and stick structures, or computer representations showing different molecules with different types of atoms.]	<input checked="" type="checkbox"/>
	s.spm.8.2	Gather, analyze, and present information to describe that synthetic materials come from natural resources and how they impact society. [Clarification Statement: Emphasis is on natural resources that undergo a chemical process to form the synthetic material. Examples of new materials could include new medicine, foods, and alternative fuels.] (*Should be taught through the elms of Catholicism. As Catholics, we believe that God wishes us to be good stewards of the Earth.)	
Wave Properties	s.wp.8.1	Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave. [Clarification Statement: Emphasis is on describing waves with both qualitative and quantitative thinking.]	<input checked="" type="checkbox"/>
	s.wp.8.2	Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials. [Clarification Statement: Emphasis is on both light and mechanical waves. Examples of models could include drawings, simulations, and written descriptions.]	<input checked="" type="checkbox"/>
Chemical Reactions	s.cr.8.1	Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. [Clarification Statement: Examples of reactions could include burning sugar or steel wool, fat reacting with sodium hydroxide, and mixing zinc with hydrogen chloride.]	<input checked="" type="checkbox"/>

	s.cr.8.2	Develop and use a model to describe how the total number of atoms remains the same during a chemical reaction and thus mass is conserved. [Clarification Statement: Emphasis is on law of conservation of matter and on physical models or drawings, including digital forms that represent atoms.]	<input checked="" type="checkbox"/>
	s.cr.8.3	Construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes. [Clarification Statement: Emphasis is on the design, controlling the transfer of energy to the environment, and modification of a device using factors such as type and concentration of a substance. Examples of designs could involve chemical reactions such as dissolving ammonium chloride or calcium chloride.]	
NGSS Forces & Interactions pg 38 (MO = Forces & Motion)	s.fi.8.1	Apply physics principles to design a solution that minimizes the force of an object during a collision and develop an evaluation of the solution.	
	s.fi.8.2	Plan and conduct an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. [Clarification Statement: Emphasis is on balanced (Newton's First Law) and unbalanced forces in a system, qualitative comparisons of forces, mass and changes in motion (Newton's Second Law), frame of reference, and specification of units.]	<input checked="" type="checkbox"/>
	s.fi.8.3	Analyze diagrams and collect data to determine the factors that affect the strength of electric and magnetic forces. [Clarification Statement: Examples of devices that use electric and magnetic forces could include electromagnets, electric motors, or generators. Examples of data could include the effect of the number of turns of wire on the strength of an electromagnet, or the effect of increasing the number or strength of magnets on the speed of an electric motor.]	<input checked="" type="checkbox"/>

<p>s.fi.8.4</p>	<p>Conduct an investigation and evaluate the experimental design to provide evidence that electric and magnetic fields exist between objects exerting forces on each other even though the objects are not in contact. [Clarification Statement: Examples of this phenomenon could include the interactions of magnets, electrically charged strips of tape, and electrically-charged pith balls. Examples of investigations could include first-hand experiences or simulations.]</p>		
	<p>s.fi.8.5</p>	<p>Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects. [Clarification statement: Examples of evidence for arguments could include data generated from simulations or digital tools and charts displaying mass, strength of interaction, distance from the sun, and orbital periods of objects within the solar system) (assessment boundary: assessment does not include Newton's Law of Gravitation or Kepler's Laws.)</p>	<p><input checked="" type="checkbox"/></p>
	<p>s.fi.8.6</p>	<p>Conduct an investigation and evaluate the experimental design to provide evidence that electric and magnetic fields exist between objects exerting forces on each other even though the objects are not in contact.. [Clarification Statement: Examples of this phenomenon could include the interactions of magnets, electrically charged strips of tape, and electrically-charged pith balls. Examples of investigations could include first-hand experiences or simulations.]</p>	
<p>NGSS Energy pg 40</p>	<p>s.e.8.1</p> <p>Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object. [Clarification Statement: Emphasis is on descriptive relationships between kinetic energy and mass separately from kinetic energy and speed. Examples could include riding a bicycle at different speeds, rolling different sizes of rocks downhill, and getting hit by a whiffle ball versus a tennis ball.]</p>	<p><input checked="" type="checkbox"/></p>	

s.e.8.2	<p>Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system. [Clarification Statement: Emphasis is on relative amounts of potential energy, not on calculations of potential energy. Examples of objects within systems interacting at varying distances could include: the Earth and either a roller coaster cart at varying positions on a hill or objects at varying heights on shelves, changing the direction/orientation of a magnet, and a balloon with static electrical charge being brought closer to a classmate's hair. Examples of models could include representations, diagrams, pictures, and written descriptions of systems.]</p>	<input checked="" type="checkbox"/>
s.e.8.3	<p>Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer. [Clarification Statement: Examples of devices could include an insulated box, a solar cooker, and a Styrofoam cup.]</p>	<input checked="" type="checkbox"/>
s.e.8.4	<p>Plan and conduct an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the temperature of the sample. [Clarification Statement: Examples of experiments could include comparing final water temperatures after different masses of ice melted in the same volume of water with the same initial temperature, the temperature change of samples of different materials with the same mass as they cool or heat in the environment, or the same material with different masses when a specific amount of energy is added.]</p>	<input type="checkbox"/>
s.e.8.5	<p>Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object. [Clarification Statement: Examples of empirical evidence used in arguments could include an inventory or other representation of the energy before and after the transfer in the form of temperature changes or motion of object.]</p>	<input checked="" type="checkbox"/>



Engineering Design 6-8 (Must be taught throughout grades 6-8 units of study)	s.ed.8.1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions	
	s.ed.8.2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem	
	s.ed.8.3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success	
	s.ed.8.4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved	

**SOCIAL STUDIES**

DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
		<b>AMERICAN HISTORY</b>	
		<b>Black text = American History “Part 1” (beginning settlements through the Civil War). Red text = American History “Part 2” (post Civil War through Modern History)</b>	
Civics (Governmental Systems & Principles)		<i>Settlements</i>	
	ss.c.8.1	Compare the governmental systems of European powers to determine their effect on colonization in the Americas/ <i>Analyze the period of reconstruction to determine its effect on separation of powers, checks and balances, and the power of the central government</i>	

ss.c.8.2	Explain how the founding of English colonies influenced their governments and expectations for self- rule/ <b>Evaluate the effectiveness of major legislation, Constitutional amendments, and court decisions relating to freed slaves</b>	
ss.c.8.3	Analyze local and colonial governments to trace the factors influencing their structure and function/ <b>Analyze the expansion of political parties, interest groups and political machines to determine their effect on American government and policy</b>	
	<i>Founding</i>	
ss.c.8.4	Evaluate the impact of the French and Indian Wars on Great Britain's approach to colonial rule/ <b>Analyze how political developments and Constitutional Amendments of the period altered the relationship between government and its people</b>	
ss.c.8.5	Apply the concept of representation to the conflict between the colonies and Great Britain	
ss.c.8.6	Apply the principles of inalienable rights, popular sovereignty, natural rights, and social contract to evaluate the purpose and legacy of the Declaration of Independence/ <b>Analyze the changing social norms and conflicting morals which emerged during the first three decades of the twentieth century</b>	
ss.c.8.7	Evaluate the successes and challenges of the Articles of Confederation to explain the need for a Constitutional Convention	
ss.c.8.8	Apply the principles of rule of law, representation, separation of powers, checks and balances, and federalism to explain the purposes and functions of the Constitution	
ss.c.8.9	Describe the origins and purposes of the Bill of Rights and evaluate the enduring significance of these concepts to the preservation of individual rights and liberties	

ss.c.8.10	Examine elections, issues, laws, and events of this time period to explain how the concepts of judicial review, elastic clause, and an amendment process were established or used to meet challenges	
	<i>Expansion</i>	
ss.c.8.11	Trace the expansion of voting rights and patterns and explain how it impacted elections and political movements/ <b>Analyze the relationships among the branches of government to explain conflicts and the changing power of each</b>	
ss.c.8.12	Analyze landmark Supreme Court cases to determine the effect on the definition and expansion of federal power/ <b>Evaluate how the programs and policies of the New Deal and WWII changed the relationships among the government, groups, and individuals</b>	
ss.c.8.13	Explain how the principles of rule of law, separation of powers, checks and balances, and federalism were impacted by Jacksonian Democracy/ <b>Determine the lasting impact of the New Deal and WWII on principles of government, including separation of powers, checks and balances, judicial review, and limited government</b>	
	<i>Conflict &amp; Crisis</i>	
ss.c.8.14	Compare responses of government systems in the North and South to major legislation, executive orders, and court decisions before, during, and immediately after the Civil War/ <b>Analyze treaty agreements and international organizations to determine their impact on world challenges along with national and international order</b>	
ss.c.8.15	Analyze federalism and popular sovereignty to explain peoples' expectations of the role of government and their place in governance/ <b>Determine the lasting impact of shifting interpretations of governmental and constitutional principles including separation of powers, checks, and balances, rule of law, judicial review, and limited government</b>	

	ss.c.8.16	Analyze the election of 1860 to explain the development of political parties and how they influence the selection of leaders/ <i>Evaluate the extent to which Supreme Court cases and legislation served to expand equal rights during this era</i>	
	ss.c.8.17	Compare and contrast the governmental systems of the U.S. North and South to determine the strengths and weaknesses of federal and confederal systems/ <i>Analyze the motivations for and results of changing concepts of the federal government in post-Civil War America</i>	
Economics		<i>Tools of Social Science Inquiry</i>	
	ss.e.8.1	Using an American history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals prior to c. 1870/ <i>Using a United States historical lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1870</i>	
		<i>Settlements</i>	
	ss.e.8.2	Compare sources of labor, emerging economic production, and availability of land in the New World and their impact on economic development in North and South America/ <i>Evaluate how the goals of Reconstruction impacted the economic recovery and growth of regions</i>	
	ss.e.8.3	Analyze the mercantile system to explain colonial responses to economic control by European nations, including Great Britain/ <i>Explain how the expansion of industrialization, transportation, and technological developments influenced different regions and the relationship between those regions</i>	
		<i>Founding</i>	
	ss.e.8.4	Describe the function and purpose of taxes imposed by Great Britain following the Seven Years War, evaluating colonial responses to them/ <i>Analyze emerging American involvement in world trade to determine its influence on foreign policy and government actions</i>	
ss.e.8.5	Compare the emerging economic characteristics of the nation and colonial regions to make predictions about future expansion and conflict/ <i>Apply the economic concepts of natural resources, markets, supply and demand, labor, and capital to analyze the costs and benefits of imperialism</i>		

ss.e.8.6	Trace the development of the American economic system to explain how taxes, tariffs, and monetary policies were used to establish sustainability and growth/ <i>Trace the changing relationship between government and business through economic regulation and deregulation</i>		
	<i>Expansion</i>		
	ss.e.8.7	Analyze the origins and characteristics of coercive labor systems, including slavery, and their impact on economic and political expansion/ <i>Apply the economic concepts of innovation, supply and demand, barriers to trade, labor, business cycle, credit, and wage gap to explain the causes of the Great Depression</i>	
		ss.e.8.8	Explain how the expansion of industrialization, transportation, and technological developments influenced different regions and the relationship among those regions/ <i>Describe the possible consequences, both intended and unintended, of government policies to improve economic conditions and increased productivity</i>
	ss.e.8.9	Trace the continued development of the American economic system to explain how taxes, tariffs, and monetary policies were used to establish sustainability and growth	
		<i>Conflict &amp; Crisis</i>	
	ss.e.8.10	Explain how the expansion of industrialization, transportation, and technological developments influenced different regions and the relationship among those regions	
ss.e.8.11	Compare the economic strengths and weaknesses of the North and South before, during, and immediately after the Civil War/ <i>Compare the role of governments in various economic systems to explain competing world views</i>		
Geography	<i>Tools of Social Science Inquiry</i>		
ss.g.8.1	Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in American history prior to c.1870/ <i>Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States history c. 1871-2010</i>		

ss.g.8.2	Explain how the physical and human characteristics of regions in the Americas prior to c. 1870 are connected to changing identity and culture/ <i>Analyze how the physical and human characteristics of regions in the United States post c. 1870 are connected to changing identity and culture</i>	
ss.g.8.3	Locate the following: major cities of Missouri, of the United States, and of the world; states of the United States and key world nations; the world's continents and oceans; and major topographical features of the United States	
	<i>Settlements</i>	
ss.g.8.4	Analyze diverse Native American cultures in North, Central, and South America to explain the ways they adapted to their various environment/ <i>Evaluate the causes, patterns, and outcomes of internal migrations and urbanizations</i>	
ss.g.8.5	Analyze the geography of colonial regions to explain their cultural, social, and economic differences/ <i>Evaluate the effects of Westward expansion on the production, distribution, and allocation of resources and on the environment</i>	
ss.g.8.6	Compare major patterns of population distribution, demographics, and migrations in the United States and the impact of those patterns on cultures and community life	
	<i>Founding</i>	
ss.g.8.7	Draw conclusions about regional conflict and cooperation as a consequence of physical geography/ <i>Describe how the expansion of transportation and technological developments influenced acquisition of new territories</i>	
ss.g.8.8	Evaluate the relationships among population, representation, and their effect on power in the new government	
ss.g.8.9	Compare major patterns of population distribution, demographics, and migrations in the United States during this era c. 1763-1812	
	<i>Expansion</i>	
ss.g.8.10	*Trace the changing boundaries of the United States and describe how it represents the changing relationships with its neighbors and Native Americans (*Should be taught through the lens of Catholicism)/ <i>Describe the consequences, both intended and unintended, of environmental decisions through the lens of Catholic Social Teaching</i>	

<p>ss.g.8.11</p>	<p>*Assess Manifest Destiny in relation to push-pull factors, geographic features, and human environmental interactions to determine their influence on the movement of goods, people, and ideas (*Should be taught through the lens of Catholicism) /Analyze the impact of geography in the European and Pacific threats during WWII to compare war efforts and strategies</p>	
<p>ss.g.8.12</p>	<p>Compare major patterns of population distribution, demographics, and migrations in the United States and the impact of those patterns on cultures and community life c. 1812-1848</p>	
	<p><i>Conflict &amp; Crisis</i></p>	
<p>ss.g.8.13</p>	<p>Analyze the United States geography of North, South, and West in order to explain regional, cultural, social, and economic differences/Evaluate the causes and consequences of demographic shifts and internal migrations</p>	
<p>ss.g.8.14</p>	<p>Evaluate the significance of geography on the conduct of the war and strategy of the North and South/Explain how the physical and human characteristics of places determined their influence on or importance to Cold War events</p>	
<p>ss.g.8.15</p>	<p>Compare major patterns of population distribution, demographics, and migrations in the United States and the impact of those patterns on cultures and community life</p>	
<p>History (Continuity &amp; Change)</p>	<p><i>Tools of Social Science Inquiry</i></p>	
<p>ss.h.8.1</p>	<p>Create and use tools to analyze a chronological sequence of related events in American history/Analyze physical geography to understand the availability and movement of resources in this era</p>	
<p>ss.h.8.2</p>	<p>Explain connections between historical context and peoples' perspectives at the time in American history/Evaluate the relationship between technological and scientific advancements and increasing global interaction in this era</p>	
<p>ss.h.8.3</p>	<p>With assistance, develop a research plan, identify appropriate resources for investigating social studies topics, and create a research product which applies an aspect of American history prior to c. 1870 to a contemporary issue</p>	

ss.h.8.4	Using an inquiry lens, develop compelling questions about American history prior to c. 1870, to determine helpful resources and consider multiple viewpoints represented in the resources	
ss.h.8.5	Analyze the causes and consequences of a specific problem in American history prior to c. 1870 as well as the challenges and opportunities faced by those trying to address the problem	
	<i>Settlements</i>	
ss.h.8.6	Trace the causes and consequences of indigenous peoples arriving in the Americas beginning c. 15,000 BCE/Compare and contrast the plans for and results of political reintegration of Southern states after the Civil War	
ss.h.8.7	Compare factors motivating Europeans to explore and settle in the New World to explain colonial diversity and regional differences in North and South America/Describe the purpose, challenges, and economic incentives that impacted expansion and Westward movement	
ss.h.8.8	Trace the causes and consequences of conflict and cooperation between Native Americans and North and South American colonists using multiple viewpoints/Trace the contributions of individuals and institutions on social, political, artistic, and economic development	
ss.h.8.9	Describe the causes and consequences of the Seven Years War as a turning point in American history	
ss.h.8.10	Analyze the concept of Manifest Destiny as a catalyst for change in American history	
	<i>Founding</i>	
ss.h.8.11	Trace the events leading to escalating conflict between Great Britain and the colonies from multiple viewpoints/Describe the causes and consequences of United States Imperialism at home and abroad	
ss.h.8.12	Analyze the Declaration of Independence to determine the historical context and political philosophies that influenced its creation/Evaluate the motivations for the United States' entry into WWI	
ss.h.8.13	Evaluate the strengths and weaknesses of the American colonies and Great Britain to explain the American victory in the Revolution/Evaluate the impact of U.S. participation in WWI and the resulting peace efforts	
ss.h.8.14	Explain the major debates that occurred during the adoption of the Constitution and their ultimate resolution/Evaluate the responses of United States' leaders to the challenges of the period	



People, Groups, & Cultures	ss.h.8.15	Evaluate the responses of early American leaders to the social, political, economic, and religious challenges facing the new nation	
	ss.h.8.16	Infer how events of this period led to the development of philosophies, interest groups, and political parties	
		<i>Expansion</i>	
	ss.h.8.17	Analyze the expansion of the United States in the early nineteenth century to trace U. S. growth and form hypotheses about future conflicts/ <b>Trace the significant events and developments of the Great Depression and WWII</b>	
	ss.h.8.18	Evaluate the responses of North and South American leaders to the social, political, economic, and religious challenges of the period/ <b>Evaluate the responses of United States' leaders to the challenges of the Great Depression and World War II</b>	
	ss.h.8.19	Analyze the forced removal and resettlements of Native Americans to determine its impact on their cultures and civilizations (*Should be taught through the lens of Catholicism)/ <b>Describe critical developments and turning points in WWII including major battles</b>	
		<i>Conflict &amp; Crisis</i>	
	ss.h.8.20	Analyze political compromises over slavery in the territories to explain intensifying sectional conflicts/ <b>Describe the causes and major conflicts, consequences, and enduring legacy of the Cold War</b>	
	ss.h.8.21	Trace the events as well as political, cultural, economic, and social conditions leading to conflict between Northern and Southern states/ <b>Evaluate the responses of United States' leaders to the challenges of global tensions</b>	
	ss.h.8.22	Describe critical developments and turning points in the Civil War, including major battles/ <b>Trace changes in military strategies and technologies as a response to the challenges of the Cold War</b>	
		<i>Tools of Social Science Inquiry</i>	
	ss.pgc.8.1	Using an American history lens, describe how peoples' perspectives shaped the sources/artifacts they created	

ss.pgc.8.2	Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples/ <b>Using a United States historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples</b>	
	<i>Settlements</i>	
ss.pgc.8.3	*Analyze the religious, cultural, political, and intellectual developments of Spanish, Portuguese, British, and French regions to explain the development of diverse cultures throughout the Americas (*Should be taught through the lens of Catholicism)	
ss.pgc.8.4	*Analyze the religious, cultural, and intellectual developments of the European colonies to explain the development of regionalism and an American identity (*Should be taught through the lens of Catholicism)	
ss.pgc.8.5	*Compare and contrast the interaction of European settlers with Native Americans in both North and South America (*Should be taught through the lens of Catholicism)	
	<i>Founding</i>	
ss.pgc.8.6	Analyze the perspectives of diverse individuals and groups to explain the extent of their support for the Revolutionary War	
ss.pgc.8.7	Analyze populations of colonies/states to explain how their cultural, religious, social, and economic characteristics influenced the emergence of regional identity	
ss.pgc.8.8	Compare and contrast the perspectives of individuals and groups regarding the development of the American governmental system to explain emerging divisions and political philosophies	
ss.pgc.8.9	Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals	
ss.pgc.8.10	Analyze the artistic and intellectual achievements of early Americans to provide evidence of an emerging American identity	
	<i>Expansion</i>	
ss.pgc.8.11	Evaluate the effectiveness of various reform movements, laws, and events to determine their impact on the promise of American ideals	

ss.pgc.8.12	Analyze the experiences of enslaved peoples in North and South America to determine their cultural impact and consequences (*Should be taught through the lens of Catholicism)	
ss.pgc.8.13	Analyze artistic, intellectual, and religious movements to show how they reflect the aspirations and beliefs of the developing nation (*Should be taught through the lens of Catholicism)	
ss.pgc.8.14	Describe the culture and accomplishments of Native American cultures to compare the various ways they responded to American expansion/ <b>Analyze the impact of the Great Depression and World War II on the arts and culture</b>	
ss.pgc.8.15	Analyze patterns of immigration to determine their impacts on the cultural, social, political, and economic development	
	<i>Conflict &amp; Crisis</i>	
ss.pgc.8.16	Determine the impact of the ideas contained in major speeches, literature, music, and writings from diverse individuals on the perspectives of American people, groups, and movements/ <b>Evaluate the effect of the internal tensions caused by the Cold War on societal groups, organizations, and government</b>	
ss.pgc.8.17	Describe the impact of scientific and technological advances on the outcome of the war and its effect on people and diverse groups/ <b>Analyze the scientific, technological, artistic, intellectual, economic, political, and cultural changes of the post-WWII</b>	
ss.pgc.8.18	Analyze the evolution of the women's movement to trace its continued development and evaluate its impact/ <b>Evaluate social reforms to determine their impact on the ability of individuals and groups to realize the promise of American ideals</b>	
ss.pgc.8.19	Analyze the evolution of the Abolitionist Movement to trace its continued development and evaluate its impact/ <b>Analyze push-pull factors to explain changing immigration patterns and their continuing effects on the United States</b>	
ss.pgc.8.20	Trace the development of African American culture in non-slave states and in the context of slavery/ <b>Distinguish the powers and responsibilities of citizens and institutions to address and solve United States' problems c. post 1870</b>	
<b>6-8 TECHNOLOGY</b>		

DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
Computing Systems	t.cs.6-8.1	Evaluate the design of computing devices, based on the characteristics of each device and how users interact with it, to improve the overall user experience	
	t.cs.6-8.2	Design projects that combine hardware and software to collect and exchange data	
	t.cs.6-8.3	Develop a systematic troubleshooting routine to identify the problem, research solutions, and fix problems with computing devices, components, and software	☑
Networks & Internet	t.ni.6-8.1	Model the different ways that data is transferred across a network and the protocols used to transmit the data	
	t.ni.6-8.2	Recognize and determine computer threats and be able to identify programs and methods to protect electronic information	☑
	t.ni.6-8.3	Demonstrate how data is transmitted through multiple methods of encryption	
Data & Analysis	t.da.6-8.1	Represent data using multiple encoding schemes	
	t.da.6-8.2	Collect data using computational tools and display it for the end user in an easy to understand way	☑
Algorithms & Programming	t.ap.6-8.1	Analyze methods to refine computational models based on received data	
	t.ap.6-8.2	Design algorithms with flow charts and/or pseudocode to show solutions to complex problems	
	t.ap.6-8.3	Create clearly named variables to store and manipulate information	
	t.ap.6-8.4	Design and develop combinations of control structures, nested loops, and compound conditionals	☑
	t.ap.6-8.5	Decompose problems and sub problems into parts to facilitate the design, implementation, and review of programs	
	t.ap.6-8.6	Create procedures with parameters to organize code and make it easier to reuse	
	t.ap.6-8.7	Use feedback from team members and users to refine solutions to meet user needs	
	t.ap.6-8.8	Use flowcharts and/or pseudocode to solve problems using algorithms	☑
	t.ap.6-8.9	Test and refine programs using a range of test cases	

	t.ap.6-8.10	Manage project tasks and timelines when collaboratively developing computational artifacts	
Digital Citizenship	t.dc.6-8.1	Compare tradeoffs associated with computing technologies that have impacted people's activities, careers, and lives when solving global problems using the power of computing	☑
	t.dc.6-8.2	Give proper attribution to code, media, etc. that are used in projects	☑
	t.dc.6-8.3	Discuss issues of bias and accessibility in the design of existing technologies	
	t.dc.6-8.4	Collaborate through strategies such as crowdsourcing or surveys when creating a computational artifact	
	t.dc.6-8.5	Describe tradeoffs between allowing information to be public and keeping information private and secure	☑
Innovative designer	t.id.6-8.1	Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems	☑
	t.id.6-8.2	Select and use digital tools to plan and manage a design process that considers design constraints and calculated risk	☑
	t.id.6-8.3	Develop, test, and refine prototypes as part of a cyclical design process	☑

**ART**

DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
Create	a.cr.8.1	Document early stages of the creative process visually and/or verbally in traditional or new media	
	a.cr.8.2	Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design	
	a.cr.8.3	Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing	☑
	a.cr.8.4	Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design	☑
	a.cr.8.5	Select, organize, and design images and words to make visually clear and compelling presentations	☑
	a.cr.8.6	Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress	☑

Present	a.p.8.1	Develop and apply criteria for evaluating a collection of artwork for presentation	
	a.p.8.2	Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer	
	a.p.8.3	Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences	☑
Respond	a.r.8.1	Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others	☑
	a.r.8.2	Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions	☑
	a.r.8.3	Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, artmaking approaches, and relevant contextual information all contribute to understanding messages, ideas, and/or mood conveyed	
	a.r.8.4	Create a convincing and logical argument to support an evaluation of art	☑
Connect	a.co.8.1	Make art collaboratively to reflect on and reinforce positive aspects of group identity	☑
	a.co.8.2	Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity	☑

**MUSIC**

DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
Create	mu.cr.8.1	Generate rhythmic, melodic, and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent	☑
	mu.cr.8.2	Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and that convey expressive intent	☑
	mu.cr.8.3	Use standard notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences	
	mu.cr.8.4	Evaluate one's own work by selecting and applying criteria including appropriate application of compositional techniques, style, form and use of sound sources	

	mu.cr.8.5	Describe the rationale for refining work by explaining the choices, based on evaluation criteria	
	mu.cr.8.6	Present the final version of one's documented personal composition, song or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension, and release and balance to convey expressive intent	☑
Perform	mu.p.8.1	Explain how understanding the structure and the elements of music are used in music selected for performance	☑
	mu.p.8.2	When analyzing selected music, sightread in treble or bass clef simple rhythmic, melodic, and/or harmonic notation	☑
	mu.p.8.3	Identify how cultural and historical context inform performances and result in different musical effects	
	mu.p.8.4	Perform contrasting pieces of music demonstrating, as well as explaining, how the music's intent is conveyed by interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style and phrasing)	
	mu.p.8.5	Identify and apply personally developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) and determine when the music is ready to perform	
	mu.p.8.6	Perform music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent	☑
	mu.p.8.7	Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style	☑
Respond	mu.r.8.1	Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose	☑
	mu.r.8.2	Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such and social and cultural)	
	mu.r.8.3	Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods	☑

	mu.r.8.4	Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent	
	mu.r.8.5	Apply appropriate personally developed criteria to evaluate musical works or performances	
Connect	mu.co.8.1	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music	☑
	mu.co.8.2	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life	☑

**PE & HEALTH**

DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
Movement & Manipulative Skills	peh.mms.8.1	Analyze selected skills and identify strategies to improve skill technique	☑
	peh.mms.8.2	Demonstrate an increased level of competence in skill techniques, scoring, and safety practices in a variety of individual, dual, and team sports	☑
Strategy & Applying Skills	peh.sas.8.1	Analyze play of one's opponent and apply effective defensive and offensive techniques	☑
	peh.sas.8.2	Analyze the creative and aesthetic aspects of a dance pattern (e.g., direction, time, flow, level, energy)	
	peh.sas.8.3	Analyze differences and similarities in dances from various cultures	
Health & Fitness	peh.hf.8.1	Apply knowledge of basic first aid for the treatment of injury inside and outside the physical activity setting (e.g., Asthma, CPR, RICE – Rest, Ice, Compression, Elevation)	☑
	peh.hf.8.2	Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total fitness	☑
	peh.hf.8.3	Describe the cause/effect of nutrition and exercise in maintaining a healthy weight (calories in = calories out)	☑
	peh.hf.8.4	Compare/contrast characteristics of healthy versus unhealthy personal/social relationships and analyze their effects on one's health	☑



	peh.hf.8.5	Identify and demonstrate a variety of specific activities designed to reduce and manage stress (e.g., aerobics, Pilates, deep breathing, muscle relaxation)	<input checked="" type="checkbox"/>
	peh.hf.8.6	Identify exercise principles of overload, progression, and specificity and how they relate to exercise	
	peh.hf.8.7	Compare/contrast physical effects from a sedentary versus active lifestyle on the body's curculary, respiratory, muscular, and skeletal systems	<input checked="" type="checkbox"/>
Attitude & Behavior	peh.ab.8.1	Demonstrate the ability to solve problems by analyzing causes and potential solutions in a physical activity setting (e.g., checklist of conflict resolution skills)	<input checked="" type="checkbox"/>
	peh.ab.8.2	Exhibit responsible personal and social behavior that respects self and others	<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	<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	<input checked="" type="checkbox"/>
	wl.comm.nm.2	Use courtesies, greetings, and salutations in appropriate situations written and orally	
	wl.comm.nm.3	Ask and respond to basic questions using interrogative words and vocabulary written and orally	<input checked="" type="checkbox"/>
	wl.comm.nm.4	State the name and sound of each letter of the alphabet and apply in oral and written expression	<input checked="" type="checkbox"/>
	wl.comm.nm.5	Engage in basic conversations in the target language using targeted vocabulary and grammar	<input checked="" type="checkbox"/>
	wl.comm.nm.6	Produce target vocabulary written and orally	
	wl.comm.nm.7	Write simple sentences in the target language on various topics using targeted vocabulary and grammar concepts	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nm.1	Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support by applying prior knowledge	<input checked="" type="checkbox"/>
	wl.comp.nm.2	Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	<input checked="" type="checkbox"/>
	wl.comp.nm.3	Respond to classroom commands and questions given in the target language	<input checked="" type="checkbox"/>
	wl.comp.nm.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nm.1	calendar	<input checked="" type="checkbox"/>
	wl.va.nm.2	cardinal numbers 0-2,000	<input checked="" type="checkbox"/>

	wl.va.nm.3	weather	<input checked="" type="checkbox"/>
	wl.va.nm.4	time (hours + minutes)	<input checked="" type="checkbox"/>
	wl.va.nm.5	animals	
	wl.va.nm.6	school subjects and classroom objects	
	wl.va.nm.7	sports and leisure activities	
	wl.va.nm.8	food	<input checked="" type="checkbox"/>
	wl.va.nm.9	singular and plural possessive adjectives	<input checked="" type="checkbox"/>
	wl.va.nm.10	family	<input checked="" type="checkbox"/>
	wl.va.nm.11	body	<input checked="" type="checkbox"/>
	wl.va.nm.12	descriptive adjectives	
	wl.va.nm.13	clothing	
	wl.va.nm.14	interrogative words	<input checked="" type="checkbox"/>
	wl.va.nm.15	definite and indefinite articles	<input checked="" type="checkbox"/>
	wl.va.nm.16	general prepositions (i.e. of, with)	
	wl.va.nm.17	common infinitives	<input checked="" type="checkbox"/>
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	wl.geoc.nm.1	Identify location of countries/continents where target language is spoken on map (In Spanish: Mexico, Spain, Caribbean Islands, Central America, and South America)	<input checked="" type="checkbox"/>
	wl.geoc.nm.2	Identify major traditional holidays and/or events celebrated in countries where the target language is spoken	
	wl.geoc.nm.3	Compare/contrast aspects of traditions, perspectives, and daily life in countries where the target language is spoken with one's own traditions, perspectives, and daily life	<input checked="" type="checkbox"/>
	wl.geoc.nm.4	Compare/contrast similarities and differences of target language with one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nm.1	Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles	<input checked="" type="checkbox"/>

	wl.grc.nm.2	Apply basic rules of word order (adjectives comes after nouns in Spanish)	<input checked="" type="checkbox"/>
	wl.grc.nm.3	Recognize subject pronouns in the target language	
	wl.grc.nm.4	Conjugate the verb "to like" for singular subject pronouns to express likes and dislikes	
		<b>Novice-High: With little to no teacher support, student can independently and consistently...</b>	
Communication		<i>Engage in conversations, provide and obtain information in the target language</i>	
	wl.comm.nh.1	Recite the Sign of the Cross, Hail Mary, Our Father, and Glory Be from memory	<input checked="" type="checkbox"/>
	wl.comm.nh.2	Use courtesies, greetings, and salutations in appropriate situations written and orally	<input checked="" type="checkbox"/>
	wl.comm.nh.3	Ask and respond to basic questions using interrogative words and vocabulary written and orally	<input checked="" type="checkbox"/>
	wl.comm.nh.4	Say alphabet letter names and their sounds in random order (not consecutive order)	
	wl.comm.nh.5	Engage in basic conversations in the target language	<input checked="" type="checkbox"/>
	wl.comm.nh.6	Produce target vocabulary with accuracy written and orally	<input checked="" type="checkbox"/>
	wl.comm.nh.7	Write simple paragraphs in the target language on various topics using targeted vocabulary and grammar concepts	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nh.1	Recognize familiar words, phrases, and questions written and spoken with visual/contextual support and by applying prior knowledge	<input checked="" type="checkbox"/>
	wl.comp.nh.2	Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	<input checked="" type="checkbox"/>
	wl.comp.nh.3	Respond to classroom commands and questions given in the target language	<input checked="" type="checkbox"/>
	wl.comp.nh.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	

	<i>Vocabulary Topics:</i>	
wl.va.nh.1	calendar	
wl.va.nh.2	cardinal numbers 0-1 million	✓
wl.va.nh.3	ordinal numbers first-tenth	✓
wl.va.nh.4	time (chronology and time-referenced vocabulary; i.e. later, going to do something, in the morning)	✓
wl.va.nh.5	sports and leisure activities	
wl.va.nh.6	food (and how to order a meal in a restaurant)	✓
wl.va.nh.7	singular and plural possessive adjectives and agreement	✓
wl.va.nh.8	family	✓
wl.va.nh.9	body	✓
wl.va.nh.10	descriptive adjectives	✓
wl.va.nh.11	shopping and clothing	
wl.va.nh.12	modes of transportation	
wl.va.nh.13	prepositions of place (i.e. in back of, underneath)	✓
wl.va.nh.14	common idiomatic expressions and phrases using irregular verbs (i.e. "tener que" phrases in Spanish)	
wl.va.nh.15	common prefixes and suffixes	
wl.va.nh.16	common infinitives	✓
Geography & Culture	<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
wl.geoc.nh.1	Identify location of all countries/continents where target language is spoken on a map	
wl.geoc.nh.2	Explain major traditional holidays and/or events celebrated in countries where the target language is spoken	✓
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	<input checked="" type="checkbox"/>
wl.grc.nh.2	Apply basic rules of word order (adjectives comes after nouns in Spanish)	<input checked="" type="checkbox"/>
wl.grc.nh.3	Use all subject pronouns in the target language	<input checked="" type="checkbox"/>
wl.grc.nh.4	Conjugate regular verbs in the present tense (regular AR,ER,IR verbs in Spanish) and use them in writing and speech	<input checked="" type="checkbox"/>
wl.grc.nh.5	Conjugate regular verbs in the present progressive tense	
wl.grc.nh.6	Conjugate the verb "to be" and use in writing and speech	<input checked="" type="checkbox"/>
wl.grc.nh.7	Conjugate the simple/informal future tense ("Ir + a + infinitive" in Spanish) to express what one is "going to do"	<input checked="" type="checkbox"/>
wl.grc.nh.8	Conjugate common irregular verbs in the present tense	<input checked="" type="checkbox"/>
wl.grc.nh.9	Conjugate the verb "to like" in singular and plural forms to express likes and dislikes	<input checked="" type="checkbox"/>