



# **CURRICULUM GUIDE**

Revised 2015

# CURRICULUM

## Process of Curriculum Development

The first foundation document of the school is the **Mission Statement**. The school's Mission Statement is a statement of purpose. It states why a school was founded. It states who we are as a school. It is published on the school's marketing materials and should be prominently posted in the school building as well. In other words, it is a visible, public document. Cardinal Joseph Bernardin School Mission Statement, along with the school's Constitution and the Pastor's agreements, were written by the Steering Committee and approved by Cardinal George in June, 1999.

From the Mission Statement flows the **Philosophy of Education**, the second foundation document of a school. The Philosophy states what we believe about Catholic Education as a school. It contains the following elements:

- Purpose of Education/Role of the School
- Role of the Parent
- Religious Dimensions of the School
- How Children Learn
- Role of the Curriculum
- Role of the Teacher
- Role of the Student

The Faculty Curriculum Committee developed the Philosophy of Cardinal Joseph Bernardin Catholic School over a period of meetings during January through March, 2000. Comments, input, and approval were sought and received from the Pastors and from the School Council. The Philosophy was adapted in March, 2000, by the Curriculum Committee and was approved by the Principal.

The **Subject Area Goals** flow from the Philosophy of Education. The goals of each subject are reviewed and revised by the Curriculum Committee and approved by the Principal on a cyclical basis. They meet or exceed the Illinois State Goals and the Archdiocesan Curriculum Goals.

## Mission Statement

Cardinal Joseph Bernardin Catholic School is a regional elementary school, located in the Archdiocese of Chicago and is jointly sponsored by four parishes: St. Elizabeth Seton, St. Francis of Assisi, St. Julie Billiart, and St. Stephen Deacon and Martyr.

Under the collaborative leadership of the sponsoring parishes, and through the efforts of our pastors, teachers, staff, and parents, Cardinal Joseph Bernardin School supports parish ministries through faith formation and social service outreach. Cardinal Joseph Bernardin School inspires and encourages its students to live according to the Gospel of Jesus Christ.

Within our Catholic School, Jesus illumines all of life, including academics. Cardinal Joseph Bernardin School is committed to the highest standards of academic excellence, providing a Christ-centered quality Catholic education by developing the knowledge, values, attitudes, and skills essential for the unique challenges of the 21<sup>st</sup> century and beyond.

## The Philosophy of Education

**We believe that the focus of the Cardinal Joseph Bernardin Catholic School** experience is to motivate students to learn, which in turn, will enhance their self-esteem. Our goal is to prepare students to be life-long learners as well as responsible members of their community, able to interact with people of all races and nationalities as they go out into the world.

**Parents** play a critical role in the support and enhancement of the educational and faith development of their child. Organized parental involvement is encouraged.

Cardinal Bernardin School supports the Mission of each of the **four sponsoring parishes** while building a school community of believers. Modeling after the life our Cardinal Joseph Bernardin, all members of the school community will work together to build a faith community where peace is pervasive and respect for all of God's people is expected.

The Cardinal Bernardin School will incorporate multidisciplinary approaches to meet the **learning needs of each student**. By fostering a non-competitive environment, the children will develop a positive attitude toward their individual learning abilities, while being challenged to meet the highest academic standards.

**The curriculum** will be a balanced guide to meet the needs of the whole child. All areas of the curriculum will teach children how to think critically and express themselves clearly. The use of and training in technology will support the ongoing trends in education. The curriculum will build upon community resources to teach life-coping skills.

**The role of the teacher** is to share and support the school's philosophy, mission, and goals. The teacher will facilitate learning by utilizing multiple resources with a team approach to teaching. The teacher will be a part of the school's religious dimension by attitude and example.

**Cardinal Bernardin students** will strive to develop their own personal identities while maximizing their God-given talents. They will be respectful, accepting, and cooperative with each other and with their teachers. Our hope is that the Cardinal Bernardin student will approach learning with openness and eagerness, while remaining joyful in their endeavors, appreciative of their opportunities, and willing to share with others as they grow in faith and wisdom.

## ***LANGUAGE ARTS GOALS***

### **READING GOALS**

*Revised 2015*

#### **Grade PRE- K 3**

*By the end of Pre-K 3, students will have been introduced to the following:*

Demonstrate interest in stories and books.

- Engage in book-sharing experiences with purpose and understanding.
- Look at books independently, pretending to read.

Recognize key ideas and details in stories.

- With teacher assistance, ask and answer questions about books read aloud.

Recognize concepts of books.

- Interact with a variety of types of texts (e.g., storybooks, poems, rhymes, songs).
- Identify the front and back covers of books and display the correct orientation of books and page-turning skills.

Establish personal connections with books.

- With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story.

Recognize key ideas and details in nonfiction text.

- With teacher assistance, ask and answer questions about details in a nonfiction book.

Demonstrate increasing awareness of and competence in emergent reading skills and abilities.

- Recognize the differences between print and pictures.
- Begin to follow words from left to right, top to bottom, and page by page.
- Recognize the one-to-one relationship between spoken and written words.
- Differentiate letters from numerals.

Demonstrate an emerging knowledge and understanding of the alphabet.

- With teacher assistance, recite the alphabet.
- Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.

- With teacher assistance, match some upper/lowercase letters of the alphabet.
- With teacher assistance, begin to form some letters of the alphabet, especially those in own name.

Demonstrate an emerging understanding of spoken words and sounds.

- With teacher assistance, recognize and match words that rhyme.
- With teacher assistance, isolate and pronounce the initial sounds in words.

Demonstrate emergent phonics and word-analysis skills.

- Recognize own name and common signs and labels in the environment.
- With teacher assistance, demonstrate understanding of the one-to-one correspondence of letters and sounds.

## **Grade Pre-K 4**

*By the end of Pre-K 4, students will have developed the following skills:*

Demonstrate interest in stories and books.

- Engage in book-sharing experiences with purpose and understanding.
- Look at books independently, pretending to read.

Recognize key ideas and details in stories.

- With teacher assistance, ask and answer questions about books read aloud.
- With teacher assistance, retell familiar stories with three or more key events.
- With teacher assistance, identify main character(s) of the story.

Recognize concepts of books.

- Interact with a variety of types of texts (e.g., storybooks, poems, rhymes, songs).
- Identify the front and back covers of books and display the correct orientation of books and page-turning skills.
- With teacher assistance, describe the role of an author and illustrator.

Establish personal connections with books.

- With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story.

Recognize key ideas and details in nonfiction text.

- With teacher assistance, ask and answer questions about details in a nonfiction book.
- With teacher assistance, retell detail(s) about main topic in a nonfiction book.

Demonstrate increasing awareness of and competence in emergent reading skills and abilities.

- Begin to follow words from left to right, top to bottom, and page by page.
- Recognize the one-to-one relationship between spoken and written words.
- Understand that words are separated by spaces in print.
- Recognize that letters are grouped to form words.
- Differentiate letters from numerals.

Demonstrate an emerging knowledge and understanding of the alphabet.

- Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.
- With teacher assistance, match some upper/lowercase letters of the alphabet.
- With teacher assistance, begin to form some letters of the alphabet, especially those in own name.

Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes).

- Recognize that sentences are made up of separate words.
- With teacher assistance, recognize and match words that rhyme.
- Demonstrate ability to segment and blend syllables in words.
- With teacher assistance, isolate and pronounce the initial sounds in words.
- With teacher assistance, blend, segment, and manipulate sounds (phonemes) in one-syllable words.

Demonstrate emergent phonics and word-analysis skills.

- Recognize own name and common signs and labels in the environment.
- With teacher assistance, demonstrate understanding of the one-to-one correspondence of letters and sounds.

## **Grade Kindergarten**

### **DOMAIN: Reading Standards for Literature**

*By the end of the year, actively engage in group reading activities with purpose and understanding.*

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, retell familiar stories, including key details.
- With prompting and support, identify characters, settings, and major events in a story
- Ask and answer questions about unknown words in a text.
- Recognize common types of texts (e.g., storybooks, poems).
- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

### **DOMAIN: Reading Standards: Foundational Skills**

*By the end of the year, actively engage in group reading activities with purpose and understanding.*

- Demonstrate understanding of the organization and basic features of print.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read emergent-reader texts with purpose and understanding.

### **DOMAIN: Reading Standards for Informational Text**

*By the end of the year, actively engage in group reading activities with purpose and understanding.*

- With prompting and support, ask and answer questions about key details in a text.

- With prompting and support, identify the main topic and retell key details of a text.
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- With prompting and support, ask and answer questions about unknown words in a text.
- Identify the front cover, back cover, and title page of a book.
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- With prompting and support, identify the reasons an author gives to support points in a text.
- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

## **Grade 1**

### **DOMAIN: Reading Standards for Literature**

*By the end of the year, with prompting and support, read prose and poetry of appropriate complexity for grade 1.*

- Ask and answer questions about key details in a text.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Describe characters, settings, and major events in a story, using key details.
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- Identify who is telling the story at various points in a text.
- Use illustrations and details in a story to describe its characters, setting, or events.
- Compare and contrast the adventures and experiences of characters in stories.

### **DOMAIN: Reading Standards: Foundational Skills**

*By the end of the year, with prompting and support, read text of appropriate complexity for grade 1.*

- Demonstrate understanding of the organization and basic features of print.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read with sufficient accuracy and fluency to support comprehension.

## **DOMAIN: Reading Standards for Informational Text**

*By the end of the year, with prompting and support, read informational texts of appropriate complexity for grade 1.*

- Ask and answer questions about key details in a text.
- Identify the main topic and retell key details of a text.
- Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- Use the illustrations and details in a text to describe its key ideas.
- Identify the reasons an author gives to support points in a text.
- Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

## **Grade 2**

### **DOMAIN: Reading Standards for Literature**

*By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.*

- Ask and answer questions such as who, what, where, when, why and how to demonstrate understanding of key details in literature and informational text.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Describe how characters in a story respond to major events and challenges.
- Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

### **DOMAIN: Reading Standards: Foundational Skills**

*By the end of the year, read and comprehend text in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.*

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read with sufficient accuracy and fluency to support comprehension.

**DOMAIN: Reading Standards for Informational Text**

*By the end of the year, read and comprehend informational texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.*

- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- Know and use various text features to locate key facts or information in a text efficiently.
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- Explain how specific images contribute to and clarify a text.
- Describe how reasons support specific points the author makes in a text.
- Compare and contrast the most important points presented by two texts on the same topic.

**Grade 3**

**DOMAIN: Reading Standards for Literature**

*By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.*

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- Distinguish their own point of view from that of the narrator or those of the characters.

- Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

**DOMAIN: Reading Standards: Foundational Skills**

*By the end of the year, read and comprehend text at the high end of the grades 2–3 text complexity band independently and proficiently.*

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read with sufficient accuracy and fluency to support comprehension.

**DOMAIN: Reading Standards for Informational Text**

*By the end of the year, read and comprehend informational texts, in the high end of the grades 2-3 text complexity band independently and proficiently.*

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Distinguish their own point of view from that of the author of a text.
- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- Compare and contrast the most important points and key details presented in two texts on the same topic.

**Grade 4**

**DOMAIN: Reading Standards for Literature**

*By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.*

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

**DOMAIN: Reading Standards: Foundational Skills**

*By the end of the year, read and comprehend text in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.*

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read with sufficient accuracy and fluency to support comprehension.

**DOMAIN: Reading Standards for Informational Text**

*By the end of the year, read and comprehend informational texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.*

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

- Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- Explain how an author uses reasons and evidence to support particular points in a text.
- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

## **Grade 5**

### **DOMAIN: Reading Standards for Literature**

*By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of grade 4-5 text complexity band independently and proficiently.*

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize a text.
- Compare and contrast two or more characters, setting, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, poem.
- Describe how a narrator's or speaker's point of view influences how events are described.
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

### **DOMAIN: Reading Standards: Foundational Skills**

*By the end of the year, read and comprehend text at the high end of the grades 4–5 text complexity band independently and proficiently.*

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read with sufficient accuracy and fluency to support comprehension.

### **DOMAIN: Reading Standards for Informational Text**

*By the end of the year, read and comprehend informational texts, at the high end of the grades 4–5 text complexity band independently and proficiently.*

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize a text.
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- Analyze multiple accounts of the same events or topic, noting important similarities and differences in the point of view they represent.
- Draw on information from multiple print or digital sources, demonstrating the ability to locate and answer to a question quickly or to solve a problem efficiently.
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

### **Grade 6**

#### **DOMAIN: Reading Standards for Literature**

*By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.*

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- Explain how an author develops the point of view of the narrator or speaker in a text.
- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
- Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

**DOMAIN: Reading Standards for Informational Text**

*By the end of the year, read and comprehend literary nonfiction, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.*

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

**Grade 7**

**DOMAIN: Reading Standards for Literature**

*By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.*

- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

**DOMAIN: Reading Standards for Informational Text**

*By the end of the year, read and comprehend literary nonfiction, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.*

- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

- Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

## **Grade 8**

### **DOMAIN: Reading Standards for Literature**

*By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.*

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- 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.
- Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

### **DOMAIN: Reading Standards for Informational Text**

*By the end of the year, read and comprehend literary nonfiction at the high end of grades 6–8 text complexity band independently and proficiently.*

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

## **ENGLISH GOALS**

*Revised 2015*

### **Grade PRE- K 3**

*By the end of Pre-K 3, students will have been introduced to the following:*

Demonstrate increasing competence in listening and speaking.

- Follow simple one-step directions.
- Respond appropriately to questions from others.
- Provide comments relevant to the context.
- Identify emotions from facial expressions and body language.
- Use language for a variety of purposes.
- Use language to convey information and ideas.
- With teacher assistance, use complete sentences in speaking with peers and adults in individual and group situations.
- Speak using age-appropriate grammar and usage.
- Use increasingly complex phrases, sentences, and vocabulary.

Demonstrate increasing awareness of and competence in emergent writing skills and abilities.

- Experiment with writing tools and materials.
- Use scribbles and letterlike forms to represent written language.
- With teacher assistance, write own first name.

- With teacher assistance, use a combination of drawing, dictating, or writing to represent ideas and information.
- Participate in group projects or units of study designed to learn about a topic of interest.

#### **Grade Pre-K 4**

*By the end of Pre-K 4, students will have developed the following skills:*

Demonstrate increasing competence in listening and speaking.

- Follow simple one-, two-, and three-step directions.
- Respond appropriately to questions from others.
- Provide comments relevant to the context.
- Identify emotions from facial expressions and body language.
- Communicate effectively using language appropriate to the situation and audience.
- Use language to convey information and ideas.
- Speak using age-appropriate grammar and usage.
- Understand and use question words in speaking.
- Use increasingly complex phrases, sentences, and vocabulary.

Demonstrate increasing awareness of and competence in emergent writing skills and abilities.

- Use writing tools and materials for intended purposes.
- Use letters/words to represent written language.
- With teacher assistance, write own first name using appropriate upper/lowercase letters.
- With teacher assistance, use a combination of drawing, dictating, or writing to represent ideas and information.
- With teacher assistance, recall factual information and share that information through drawing, dictation, or writing.

#### **Grade Kindergarten**

##### **DOMAIN: English Language Arts Standards for Writing**

*By the end of Kindergarten, the students will be able to write routinely over extended time frames, and shorter time frames for a range of tasks, purposes, and audiences.*

- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**DOMAIN: English Language Arts Standards for Speaking and Listening**

*By the end of Kindergarten, the students will be able to actively engage in individual and group speaking and listening activities.*

- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- Add drawings or other visual displays to descriptions as desired to provide additional detail.
- Speak audibly and express thoughts, feelings, and ideas clearly.

**DOMAIN: Language Standards**

*By the end of Kindergarten, the students will be able to actively engage in individual and group language activities.*

- Demonstrate command of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- With guidance and support from adults, explore word relationships and nuances in word meanings.

- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## **Grade 1**

### **DOMAIN: Writing Standards**

*By the end of the year, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### **DOMAIN: Speaking and Listening Standards**

*By the end of the year, with prompting and support, use oral language skills with appropriate complexity for grade 1.*

- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation.

**DOMAIN: Language Standards**

*By the end of the year, with prompting and support, use language with appropriate complexity for grade 1.*

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

**Grade 2****DOMAIN: Writing Standards**

*By the end of the year, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- Recall information from experiences or gather information from provided sources to answer a question.

**DOMAIN: Speaking and Listening Standards**

*By the end of the year, use oral language skills with appropriate complexity for grade 2.*

- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**DOMAIN: Language Standards**

*By the end of the year, use language with appropriate complexity for grade 2.*

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- Demonstrate understanding of word relationships and nuances in word meanings.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

**Grade 3**

**DOMAIN: Writing Standards**

*Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

- Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, and rewriting.
- With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- Conduct short research projects that build knowledge about a topic.
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**DOMAIN: Speaking and Listening Standards**

*By the end of the year, use oral language skills with appropriate complexity for grade 3.*

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**DOMAIN: Language Standards**

*By the end of the year, use language with appropriate complexity for grade 3.*

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- Demonstrate understanding of word relationships and nuances in word meanings.
- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

#### **Grade 4**

##### **DOMAIN: Writing Standards**

*By the end of the year, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, and rewriting.
- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

##### **DOMAIN: Speaking and Listening Standards**

*By the end of the year, use oral language skills with appropriate complexity for grade 4.*

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Identify the reasons and evidence a speaker provides to support particular points.
- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**DOMAIN: Language Standards**

*By the end of the year, use language with appropriate complexity for grade 4.*

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately grade-appropriate general academic and domain-specific words, and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

**Grade 5**

**DOMAIN: Writing Standards**

*Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

**DOMAIN: Speaking and Listening Standards**

*By the end of the year, use oral language skills with appropriate complexity for grade 5.*

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

## **DOMAIN: Language Standards**

*By the end of the year, use language with appropriate complexity for grade 5.*

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## **Grade 6**

### **DOMAIN: Writing Standards**

*By the end of the year, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

- Write arguments to support claims with clear reasons and relevant evidence.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

- Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- Draw evidence from literary or information texts to support analysis, reflection, and research.

**DOMAIN: Speaking and Listening Standards**

*By the end of the year, use oral language skills with appropriate complexity for grade 6.*

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**DOMAIN: Language Standards**

*By the end of the year, use language with appropriate complexity for grade 6.*

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibility from a range of strategies.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

## **Grade 7**

### **DOMAIN: Writing**

*By the end of the year, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

- Write arguments to support claims with clear reasons and relevant evidence.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Write narratives to develop real or imagined experiences of events using effective technique, relevant descriptive details, and well-structured event sequences.
- Produce clear, and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **DOMAIN: Speaking and Listening**

*By the end of the year, use oral language skills with appropriate complexity for grade 7.*

- Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues building on others' ideas and expressing their own clearly.
- Analyze the main ideas and supporting details presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- Present claims and findings, emphasizing salient points in a focused, coherent

- manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- Integrate multimedia and visual displays in presentations to clarify information, strengthen claims and evidence, and findings and add interest.
  - Adapt speech to a variety of contexts and tasks, demonstrating command of formal.

### **DOMAIN: Language**

*By the end of the year, use language with appropriate complexity for grade 7.*

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 7 reading and content, choosing flexibility from a range of strategies.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### **Grade 8**

#### **DOMAIN: Writing**

*By the end of the year, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

- Write arguments to support claims with clear reasons and relevant evidence.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Write narratives to develop real or imagined experiences of events using effective technique, relevant descriptive details, and well-structured event sequences.
- Produce clear, and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- Conduct short research projects to answer a question (including a self-generated

- question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
  - Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **DOMAIN: Speaking and Listening**

*By the end of the year, use oral language skills with appropriate complexity for grade 8.*

- Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues building on others' ideas and expressing their own clearly.
- Analyze the purpose of information presented in diverse media and formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation.
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- Integrate multimedia and visual displays in presentations to clarify information, strengthen claims and evidence, and findings and add interest.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **DOMAIN: Language**

*By the end of the year, use language with appropriate complexity for grade 8.*

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibility from a range of strategies.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Cross-curricular Writing Standards Checklist Grades 3 - 6

Read each question below. Then check your paper. Correct any mistakes you find. After you have corrected them, put a check on the line next to the question.

- \_\_\_\_\_ 1. Did I head my paper properly?
- \_\_\_\_\_ 2. Did I begin writing on the front side of the paper?
- \_\_\_\_\_ 3. Is my writing readable?
- \_\_\_\_\_ 4. Did I indent each paragraph?
- \_\_\_\_\_ 5. Did I use capital letters correctly?
- \_\_\_\_\_ 6. Are my sentences telling a complete thought? (No fragments or run-ons.)
- \_\_\_\_\_ 7. Have I spelled all high frequency words correctly?
- \_\_\_\_\_ 8. Are my thoughts organized and developed (details, examples, support)?

## Mathematics Goals

*Revised 2015*

### **Grade Pre-K3**

*By the end of Pre-K3, students will have been introduced to the following:*

- Count with understanding and recognize how many in sets up to 5.
- Understand the concept of zero.
- Begin to make reasonable sense of numbers.
- Compare quantities using appropriate vocabulary.
- Explore measurement of objects.
- Sort objects.
- Explore, recognize, and duplicate simple patterns.
- Recognize, name, and match common shapes.
- Demonstrate an understanding of location and ordinal position.

### **Grade Pre-K4**

*By the end of Pre-K4, students will have developed the following skills:*

- Count with understanding and recognize how many in sets up to 10.
- Use subitizing to identify sets of objects four or less.
- Connect numbers to quantities they represent.
- Compare quantities using appropriate vocabulary.
- Measure objects and quantities using comparison and nonstandard units.
- Sort and classify objects.
- Describe, extend, and create simple patterns in various formats.
- Name, describe, and compare common shapes.
- Demonstrate an understanding of location and ordinal position.
- Organize and describe data and information in graphs.

## **Grade Kindergarten**

### **DOMAIN: Standards for Mathematical Content**

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.
- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
- Work with numbers 11-19 to gain foundations for place value.
- Describe and compare measurable attributes.
- Classify objects and count the number of objects in each category.
- Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
- Analyze, compare, create, and compose shapes.

### **DOMAIN: Standards for Mathematical Practices**

*By the end of the year, with prompting and support, develop mathematical practices with appropriate complexity for Kindergarten.*

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

## **Grade 1**

### **DOMAIN: Standard for Mathematical Content**

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.
- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.
- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.
- Reason with shapes and their attributes.

**DOMAIN: Standards for Mathematical Practices**

*By the end of the year, with prompting and support, develop mathematical practices with appropriate complexity for Grade 1.*

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

**Grade 2****DOMAIN: Standards for Mathematical Content**

- Represent and solve problems involving addition and subtraction.
- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.
- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Reason with shapes and their attributes.

**DOMAIN: Standards for Mathematical Practices**

*By the end of the year, with prompting and support, develop mathematical practices with appropriate complexity for Grade 2.*

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

**Grade 3****DOMAIN: Standards for Mathematical Content**

- Represent and solve problems involving multiplication and division.

- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Develop understanding of fractions as numbers.
- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
- Reason with shapes and their attributes.

**DOMAIN: Standards for Mathematical Practices**

*By the end of the year, with prompting and support, develop mathematical practices with appropriate complexity for Grade 3.*

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

**Grade 4**

**DOMAIN: Standards for Mathematical Content**

- Use the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.
- Generalize place value understanding for multi-digit whole numbers.
- Use place value understanding and properties of operation to perform multi-digit arithmetic.
- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

- Understand decimal notation for fractions, and compare decimal fractions.
- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.
- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

**DOMAIN: Standards for Mathematical Practices**

*By the end of the year, with prompting and support, develop mathematical practices with appropriate complexity for Grade 4.*

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

**Grade 5**

**DOMAIN: Standards for Mathematical Content**

- Write and interpret numerical expressions.
- Analyze patterns and relationships.
- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.
- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
- Convert like measurement units within a given measurement system.
- Represent and interpret data.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.
- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

**DOMAIN: Standards for Mathematical Practices**

*By the end of the year, with prompting and support, develop mathematical practices with appropriate complexity for Grade 5.*

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

**Grade 6****DOMAIN: Standards for Mathematical Content**

- Understand ratio concepts and use ratio reasoning to solve problems.
- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Compute fluently with multi-digit numbers and find common factors and multiples.
- Apply and extend previous understandings of numbers to the system of rational numbers.
- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.
- Solve real-world and mathematical problems involving area, surface areas, and volume.
- Develop understanding of statistical variability.
- Summarize and describe distributions.

**DOMAIN: Standards for Mathematical Practices**

*By the end of the year, with prompting and support, develop mathematical practices with appropriate complexity for Grade 6.*

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.

- Look for and express regularity in repeated reasoning.

## **Grade 7**

### **DOMAIN: Standards for Mathematical Content**

- Analyze proportional relationships and use them to solve real-world and mathematical problems.
- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- Use properties of operations to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
- Use random sampling to draw inferences about a population.
- Draw informal comparative inferences about two populations.
- Investigate chance processes and develop, use, and evaluate probability models.

### **DOMAIN: Standards for Mathematical Practices**

*By the end of the year, with prompting and support, develop mathematical practices with appropriate complexity for Grade 7.*

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

## **Grade 8**

### **DOMAIN: Standards for Mathematical Content**

- Know that there are numbers that are not rational, and approximate them by rational numbers.
- Work with radicals and integer exponents.
- Understand the connections between proportional relationships, lines, and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.
- Define, evaluate, and compare functions.
- Use functions to model relationships between quantities.

- Understand congruence and similarity using physical models, transparencies, or geometry software.
- Understand and apply the Pythagorean Theorem.
- Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.
- Investigate patterns of association in bivariate data.

**DOMAIN: Standards for Mathematical Practices**

*By the end of the year, with prompting and support, develop mathematical practices with appropriate complexity for Grade 8.*

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning

**SCIENCE GOALS**

*Revised 2015*

**Grade Pre-K 3**

**Demonstrate curiosity about the world and begin to use the practices of science and engineering to answer questions and solve problems.**

*By the end of Pre-K 3, students will have been introduced to the following with appropriate complexity for their age:*

- Develop beginning skills of scientific inquiry (observing, asking questions, solving problems, and drawing conclusions).

**Explore concepts and information about the life, physical, and earth sciences.**

*By the end of Pre-K 3, students will have been introduced to the following with appropriate complexity for their age:*

- Understand that living things grow and change.
- Understand that living things rely on the environment and/or others to live and grow.
- Explore the physical properties of objects.
- Explore concepts of force and motion.
- Explore concepts and information related to the Earth, including ways to take care of our planet.
- Explore changes related to the weather and seasons.

## **Grade Pre-K 4**

### **Demonstrate curiosity about the world and begin to use the practices of science and engineering to answer questions and solve problems.**

*By the end of Pre-K 4, students will have further developed the following with appropriate complexity for their age:*

- Use skills of scientific inquiry (observing, asking questions, solving problems, and drawing conclusions) during investigations.

### **Explore concepts and information about the life, physical, and earth sciences.**

*By the end of Pre-K 4, students will have further developed the following with appropriate complexity for their age:*

- Understand that living things grow and change.
- Understand that living things rely on the environment and/or others to live and grow.
- Explore the physical properties of objects.
- Explore concepts of force and motion.
- Explore concepts and information related to the Earth, including ways to take care of our planet.
- Explore changes related to the weather and seasons.

## **Grade Kindergarten**

### **Physical Sciences – Motion and Stability: Forces and Interactions**

*By the end of the year, students who demonstrate understanding can:*

- Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull.

### **Physical Sciences – Energy**

*By the end of the year, students who demonstrate understanding can:*

- Make observations to determine the effect of sunlight on Earth's surface.
- Use tools and materials provided to design and build a structure that will reduce the warming effect of sunlight on an area.

### **Life Science – From Molecules to Organisms: Structures and Processes**

*By the end of the year, students who demonstrate understanding can:*

- Use observations to describe patterns of what plants and animals (including humans) need to survive.

### **Earth and Space Science – Earth's Systems**

*By the end of the year, students who demonstrate understanding can:*

- Use and share observations of local weather conditions to describe patterns over time.
- Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

### Earth and Space Science – **Earth and Human Activity**

*By the end of the year, students who demonstrate understanding can:*

- Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.
- Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
- Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

### Engineering, Technology, and Applications of Science – **Engineering Design**

*By the end of the year, students who demonstrate understanding with appropriate complexity for kindergarten can:*

- Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

### **Grade 1**

#### **Physical Sciences – Waves and Their Applications in Technologies for Information Transfer**

*By the end of the year, students who demonstrate understanding can:*

- Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
- Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.
- Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.
- Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.

#### **Life Science – From Molecules to Organisms: Structures and Processes**

*By the end of the year, students who demonstrate understanding can:*

- Use materials to design a solution to a human mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

### **Life Science – Heredity: Inheritance and Variation of Traits**

*By the end of the year, students who demonstrate understanding can:*

- Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

### **Earth and Space Science – Earth's Place in the Universe**

*By the end of the year, students who demonstrate understanding can:*

- Use observations of the sun, moon, and stars to describe patterns that can be predicted.
- Make observations at different times of year to relate the amount of daylight to the time of year.

### **Engineering, Technology, and Applications of Science – Engineering Design**

*By the end of the year, students who demonstrate understanding with appropriate complexity for grade 1 can:*

- Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

## **Grade 2**

### **Physical Sciences – Matter and Its Interactions**

*By the end of the year, students who demonstrate understanding can:*

- Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
- Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
- Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.
- Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

### **Life Science – Ecosystems: Interactions, Energy, and Dynamics**

*By the end of the year, students who demonstrate understanding can:*

- Plan and conduct an investigation if plants need sunlight and water to grow.
- Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

### **Life Science – Biological Evolution: Unity and Diversity**

*By the end of the year, students who demonstrate understanding can:*

- Make observations of plants and animals to compare the diversity of life in different habitats.

### **Earth and Space Science – Earth’s Place in the Universe**

*By the end of the year, students who demonstrate understanding can:*

- Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

### **Earth and Space Science – Earth’s Systems**

*By the end of the year, students who demonstrate understanding can:*

- Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
- Develop a model to represent the shapes and kinds of land and bodies of water in the area.
- Obtain information to identify where water is found on Earth and that it can be a solid or liquid.

### **Engineering, Technology, and Applications of Science – Engineering Design**

*By the end of the year, students who demonstrate understanding with appropriate complexity for grade 2 can:*

- Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

## **Grade 3**

### **Physical Sciences – Motion and Stability: Forces and Interactions**

*By the end of the year, students who demonstrate understanding can:*

- Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
- Make observations and /or measurements of an object’s motion to provide evidence that a pattern can be used to predict future motion.

- Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.
- Define a simple design problem that can be solved by applying scientific ideas about magnets.

### **Life Science – Form Molecules to Organisms: Structures and Processes**

*By the end of the year, students who demonstrate understanding can:*

- Develop models to describe that organisms have unique and diverse life cycles but all have common birth, growth, reproduction, and death.

### **Life Science – Ecosystems: Interactions, Energy, and Dynamics**

*By the end of the year, students who demonstrate understanding can:*

- Construct an argument that some animals form groups that help members survive.

### **Life Science – Heredity: Inheritance and Variation of Traits**

*By the end of the year, students who demonstrate understanding can:*

- Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
- Use evidence to support the explanation that traits can be influenced by the environment.

### **Life Science – Biological Evolution: Unity and Diversity**

*By the end of the year, students who demonstrate understanding can:*

- Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
- Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
- Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

### **Earth and Space Science – Earth’s Systems**

*By the end of the year, students who demonstrate understanding can:*

- Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
- Obtain and combine information to describe climates in different regions of the world.

## **Earth and Space Science – Earth and Human Activity**

*By the end of the year, students who demonstrate understanding can:*

- Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

## **Engineering, Technology, and Applications of Science – Engineering Design**

*By the end of the year, students who demonstrate understanding with appropriate complexity for grade 3 can:*

- Define a simple design problem reflecting a need or a want that includes specific criteria for success and constraints on materials, time, or cost.
- 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.
- Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

## **Grade 4**

### **Physical Sciences – Energy**

*By the end of the year, students who demonstrate understanding can:*

- Use evidence to construct an explanation relating the speed of an object to the energy of that object.
- Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- Ask questions and predict outcomes about the changes in energy that occur when objects collide.
- Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

### **Physical Sciences – Waves and Their Applications in Technologies for Information Transfer**

*By the end of the year, students who demonstrate understanding can:*

- Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
- Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
- Generate and compare multiple solutions that use patterns to transfer information.

### **Life Science – From Molecules to Organisms: Structures and Processes**

*By the end of the year, students who demonstrate understanding can:*

- Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

- Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

### **Earth and Space Science – Earth's Place in the Universe**

*By the end of the year, students who demonstrate understanding can:*

- Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.

### **Earth and Space Science – Earth's Systems**

*By the end of the year, students who demonstrate understanding can:*

- Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
- Analyze and interpret data from maps to describe patterns of Earth's features.

### **Earth and Space Science – Earth and Human Activity**

*By the end of the year, students who demonstrate understanding can:*

- Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
- Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

### **Engineering, Technology, and Applications of Science – Engineering Design**

*By the end of the year, students who demonstrate understanding with appropriate complexity for grade 4 can:*

- Define a simple design problem reflecting a need or a want that includes specific criteria for success and constraints on materials, time, or cost.
- 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.
- Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

## **Grade 5**

### **Physical Sciences – Matter and Its Interactions**

*By the end of the year, students who demonstrate understanding can:*

- Develop a model to describe that matter is made of particles too small to be seen.
- 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.
- Make observations and measurements to identify materials based on their properties.

- Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

### **Physical Sciences – Motion and Stability: Forces and Interactions**

*By the end of the year, students who demonstrate understanding can:*

- Support an argument that the gravitational force exerted by Earth on objects is directed down.

### **Physical Sciences – Energy**

*By the end of the year, students who demonstrate understanding can:*

- Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

### **Life Science – From Molecules to Organisms: Structures and Processes**

*By the end of the year, students who demonstrate understanding can:*

- Support an argument that plants get the materials they need for growth chiefly from air and water.

### **Life Science – Ecosystems: Interactions, Energy, and Dynamics**

*By the end of the year, students who demonstrate understanding can:*

- Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

### **Earth and Space Science – Earth's Place in the Universe**

*By the end of the year, students who demonstrate understanding can:*

- Support an argument that the apparent brightness of the sun and stars is due to their relative distances from the Earth.
- Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

### **Earth and Space Science – Earth's Systems**

*By the end of the year, students who demonstrate understanding can:*

- Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
- Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

### **Earth and Space Science – Earth and Human Activity**

*By the end of the year, students who demonstrate understanding can:*

- Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

### **Engineering, Technology, and Applications of Science – Engineering Design**

*By the end of the year, students who demonstrate understanding with appropriate complexity for grade 5 can:*

- Define a simple design problem reflecting a need or a want that includes specific criteria for success and constraints on materials, time, or cost.
- 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.
- Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

## **Grade 6**

### **Physical Sciences – Motion and Stability: Forces and Interactions**

*By the end of the year, students who demonstrate understanding can:*

- Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.
- Plan 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.
- Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.

### **Physical Sciences – Energy**

*By the end of the year, students who demonstrate understanding can:*

- 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.
- 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.
- 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.

### **Physical Sciences – Waves and Their Applications in Technologies for Information Transfer**

*By the end of the year, students who demonstrate understanding can:*

- 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.
- Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

- Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.

### **Life Science – From Molecules to Organisms: Structures and Processes**

*By the end of the year, students who demonstrate understanding can:*

- Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.

### **Life Science – Ecosystems: Interactions, Energy, and Dynamics**

*By the end of the year, students who demonstrate understanding can:*

- Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
- Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
- Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
- Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
- Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

### **Life Science – Biological Evolution: Unity and Diversity**

*By the end of the year, students who demonstrate understanding can:*

- Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.
- Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.
- Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.
- Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.

### **Earth and Space Science – Earth's Place in the Universe**

*By the end of the year, students who demonstrate understanding can:*

- Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
- Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.
- Analyze and interpret data to determine scale properties of objects in the solar system.
- Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.

### **Earth and Space Science – Earth's Systems**

*By the end of the year, students who demonstrate understanding can:*

- Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
- Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
- Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.
- Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.
- Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.
- Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.

### **Earth and Space Science – Earth and Human Activity**

*By the end of the year, students who demonstrate understanding can:*

- Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
- Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
- Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
- Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
- Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

### **Engineering, Technology, and Applications of Science – Engineering Design**

*By the end of the year, students who demonstrate understanding with appropriate complexity for grade 6 can:*

- 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.
- Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
- 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.
- 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.

## **Grade 7**

### **Life Science – From Molecules to Organisms: Structures and Processes**

*By the end of the year, students who demonstrate understanding can:*

- Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.
- Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.
- Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
- Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
- Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.
- Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.
- Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

### **Life Science – Heredity: Inheritance and Variation of Traits**

*By the end of the year, students who demonstrate understanding can:*

- Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.
- Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.

### **Life Science – Biological Evolution: Unity and Diversity**

*By the end of the year, students who demonstrate understanding can:*

- Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.
- Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.

### **Engineering, Technology, and Applications of Science – Engineering Design**

*By the end of the year, students who demonstrate understanding with appropriate complexity for grade 7 can:*

- 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.
- Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
- 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.
- 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.

### **Grade 8**

#### **Physical Sciences – Matter and Its Interactions**

*By the end of the year, students who demonstrate understanding can:*

- Develop models to describe the atomic composition of simple molecules and extended structures.
- Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.
- Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.
- Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
- Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.
- Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.

#### **Physical Sciences – Motion and Stability: Forces and Interactions**

*By the end of the year, students who demonstrate understanding can:*

- Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.

- Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

### **Physical Sciences – Energy**

*By the end of the year, students who demonstrate understanding can:*

- Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.
- Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.

### **Engineering, Technology, and Applications of Science – Engineering Design**

*By the end of the year, students who demonstrate understanding with appropriate complexity for grade 8 can:*

- 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.
- Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
- 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.
- 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.

### **Health Goals**

*Revised 2006*

**By the end of Preschool, students will be able to...**

- identify locations and names of body parts.
- identify basic ways in which to maintain health and safety of one's self.
- identify physical activities that are needed to maintain good health.
- identify healthy foods to eat.
- identify members of the community who are health professionals and explain their jobs.
- engage in situations that require communication of feelings, wants, and needs.
- explain why rules are needed at home, school, and in the community.

**By the end of Kindergarten, students will be able to...**

- recognize major external body parts, major organs, and general functions.
- comprehend that exercise, a good diet, and adequate sleep and rest are needed for good health.
- understand that some diseases are spread by germs.
- explain how to keep teeth healthy.
- identify that certain substances, objects and situations are dangerous and how to avoid them.
- know that medicine can be helpful.
- know health care providers.
- comprehend that all health advertising is not helpful or accurate.
- identify and use healthy behaviors.
- explain how to get help in an emergency.
- describe healthy ways to express feelings.
- understand that friends and classmates can have similar and different cultural customs.
- know that classmates and families enjoy many different kinds of foods.
- know that talking to a friend or a trusted adult can be helpful to understand feelings and problems and what to do about them.
- understand refusal skills and how to use them.
- comprehend that people have many diffe

**By the end of first grade, students will be able to...**

- recognize that the body and mind grow and develop during childhood.
- know that information can come in various ways (media, technology, etc.).
- demonstrate healthy behaviors (diet, sleep, exercise, cleanliness, safety).
- demonstrate ways to prevent the spread of germs and illness.
- identify safe behaviors and how to get help in an emergency.
- explain safety rules regarding medications and dangerous substances.
- identify environmental safety rules (home, school, playground, etc.).
- recognize sources of conflict and know skills needed to resolve conflict.
- compare different feelings and responses to different feelings.

**By the end of second grade, students will be able to...**

- take precautions to stay healthy.
- identify the basic function of the heart and lungs.
- identify how health providers help us to stay healthy.
- protect themselves by practicing safety behaviors.
- promote positive relationships.
- cope with stress in appropriate ways.
- ensure that their environments are safe.
- make good health decisions and encourage others to do so.
- identify foods and other products that promote health.

**By the end of third grade, students will be able to...**

- identify behaviors that foster good health, including basic first aid precautions.
- demonstrate knowledge of ways to ensure personal health safety, including ways to promote personal safety.
- illustrate ways to gather health information.
- identify how to contact health professionals.
- distinguish the positive and negative effects of advertising on health.
- describe conflict resolution skills and show knowledge of how to deal with peer pressure.
- investigate ways to improve the environment to benefit health.
- demonstrate the functions of the five senses through experimentation and technology.
- illustrate the structures and processes of the digestive system.
- know how nutrients and balanced diets affect the digestive system.
- identify different types of exercise.

**By the end of fourth grade, students will be able to...**

- explain the workings of the digestive, circulatory, respiratory, skeletal, nervous, and muscular system.
- describe the effects of diet on health.
- explore ways nutrition information is communicated.
- identify and practice specific behaviors that protect health and safety.
- communicate health concepts to other students.
- understand the implications of peer pressure.
- discuss the importance of daily exercise.

**By the end of fifth grade, students will be able to...**

- understand the value of exercise, proper hygiene, and respect for others to maintain a healthy lifestyle.
- understand the physical changes in puberty.
- explore the health implications of various risk-taking behaviors, such as smoking, junk food, and drug use.
- analyze and compare nutrition information found on food labels.
- describe where to find health information.
- discuss and apply ways to maintain health.
- explain practical personal responses to illness and injury.
- understand when to seek help to maintain health and/or safety.
- discuss how media and technology affect health.
- develop and practice ways to handle negative peer pressure.
- describe how personal health is affected by changing information, priorities, and responsibilities.
- identify actions that protect the environment such as recycling and proper waste disposal.

**By the end of sixth grade, students will be able to...**

- relate the physical changes that occur during puberty to the preparation of the human body for the childbirth process.
- explain that internal and external factors can have a life-long impact on health.
- explore the effects of social and cultural factors on health.
- evaluate the influence of media and technology on health.
- identify ways to locate health services and information.
- analyze own health risks and practice healthy choices.
- describe the effects and implications of alcohol, tobacco, and other drug use.
- discuss strategies for avoiding risk behaviors.
- develop ways to positively influence the health of others.
- demonstrate a variety of effective communication skills.

**By the end of seventh grade students will be able to...**

- describe the Body Systems and their interrelationships.
- identify risk factors and characteristics of various diseases, including heart disease, arthritis and osteoporosis.
- differentiate between communicable and non-communicable diseases.
- relate exercise to a healthy lifestyle: (prevent heart disease, increased bone mass, positive self-esteem).
- explore resources for health research.
- identify personal health risks and how to offset them.
- appreciate the advantages of sexual abstinence and discuss the consequences of sexual activity.
- discuss advertising and how the media affects our purchases and actions related to health.
- use effective communication skills related to the three aspects of health: mental/emotional, physical and social.
- compare and contrast positive and negative peer pressure as related to health and safety.
- know the need for consistency in maintaining personal health.
- understand that staying physically fit is a lifelong pursuit.

**By the end of eighth grade students will be able to...**

- identify the positive effects of health care and healthy habits and the implications of unhealthy choices.
- understand the effects of drug and alcohol on the nervous system.
- predict changes that occur as a person grows older.
- access, evaluate and use health information.
- describe the appropriate use of health information obtained from TV, periodicals, and/or Internet.
- recognize ways to assure the health and safety of self and others.

- demonstrate CPR and use of the AED, Heimlich maneuver on a mannequin.
- appreciate the advantage of preventive health measures.
- understand the implications of diverse factors on health.
- recognize the impact of communication and social influences on health.
- demonstrate how to maintain personal health practices.
- identify their own roles in family health issues.
- understand implications of environmental factors on health.

## **SOCIAL STUDIES GOALS**

*Revised 2010*

**By the end of Kindergarten students will be able to...**

- describe, demonstrate, and explain the importance rules and consequences have on their lives both at home and in the community.
- recite the Pledge of Allegiance, name the current president and his/her residence, name our country, and recognize national symbols and icons.
- discuss how leaders in their families, school, government and community all work together to make and enforce laws.
- recognize that because of our basic freedom, they are American citizens that can participate in voting and decision-making in their community.
- identify and describe the importance of the occupations of people at home, school, and in the community.
- define trade and the ways people trade money for goods and services.
- recognize the relationship between work and money, and understand why people have to make choices when buying.
- identify United States currency.
- describe how people use and conserve resources and recognize how we depend on workers to get our goods to us.
- distinguish between producers and consumers.
- participate in a project that depicts a part of their community by creating a pretend community and telling about its importance.
- identify the 7 days of the week and the 12 months of the year, and sequence events using first, next, last, yesterday, today, tomorrow.
- distinguish between past, present, and the future by comparing and contrasting present and past times.
- recognize that everyone has a family heritage and passes down traditions from generation to generation.
- recognize national and patriotic holidays along with the people who are honored by American holidays.
- identify different kinds of land, environments, weather, and bodies of water.
- understand how people use the environment for food and the changes in vegetation during the four seasons.
- understand that people learn through groups such as families, peers, schools, communities, and cultures.

- recognize the difference between globes, models, and maps.
- name the four cardinal directions.
- discuss current events.

**By the end of first grade students will be able to...**

- recognize the need for rules and how rules provide security and protect rights.
- name a job, duty, or responsibility of our government (e.g., protection of the people, make laws).
- recognize and identify national symbols and landmarks and the people and events associated with them.
- understand the importance of honoring our country and its symbols.
- distinguish between goods and services, needs and wants.
- explain the significance and importance of the types of work found in our community.
- understand ways people trade money for goods and services.
- apply terms related to time, including past, present, and future.
- recognize people, places, and events that were significant during the formation of the United States.
- compare and contrast rural and urban areas.
- understand and recognize that families around the world share the same needs but meet their needs in different ways.
- locate places on a map using the four cardinal directions.
- identify the seven continents and four oceans.
- discuss current events.

**By the end of second grade students will be able to...**

- tell why there are rules and laws, why we have to follow them, and what the consequences are for breaking them.
- recognize what people have to do to get along in a group and community.
- understand that freedom is a right of the people to make their own choices.
- identify the current President of the United States.
- recognize and explain important services provided to people by local governments.
- understand the concept of trade and why we trade with other countries.
- learn how goods and services are related to business.
- understand people have many occupations and be able to identify jobs students can do for money.
- identify producers and consumers as well as their roles.
- recognize how consumers need to make choices in spending money.
- understand what natural resources and raw materials are and how we can use and conserve them.
- understand the concept of time in terms of past, present, and future.
- use a timeline and calendar.
- identify national heroes, legends, and holidays.

- understand events in early American history as well as identify the people who helped with our country's independence.
- recognize that Native Americans were on the continent of North America first and describe their lifestyle in a Native American community.
- recognize forms of diversity in our school and community as well as how cultures can bring diversity to our country.
- recognize each culture is unique and be able to identify the different features of different cultures around the world.
- identify the countries, landforms, and bodies of water of North America.
- compare and contrast the climate and weather of various parts of the world.
- describe and recognize that the geography of a place affects how and where people live.
- compare and contrast urban, suburban, and rural areas.
- identify and use a map legend and a grid.
- locate the school, community, state and country on a map and globe.
- identify the cardinal and intermediate directions.
- discuss current events

**By the end of third grade, students will be able to...**

- understand the purpose of government and recognize that the Constitution is a set of laws that informs how government should operate.
- identify the structure of each level of government and describe the responsibilities of the three branches of the national government.
- identify some basic rights and responsibilities of United States citizens and explain the election process.
- describe characteristics of good citizens and identify people in history that have demonstrated good citizenship and created change.
- identify goods and services the government provides and explain how taxes support these services.
- understand past and present forms of currency as a means of exchange and recognize this exchange as an economic decision.
- identify consumers and producers and understand their dependence on one another.
- identify and classify various types of resources.
- explain how supply and demand affects pricing and the importance of importing and exporting in relation to the global market.
- arrange historical events in a sequence and distinguish between historical facts and folklore.
- compare and contrast different communities, cultures, and customs.
- identify reasons for exploration, immigration, and migration.
- interpret and differentiate between a variety of maps and the globe.
- recognize and locate United States landform regions, United States bodies of water, the continents, and oceans.
- discuss current events.

**By the end of fourth grade the student will be able to...**

- analyze the history of the Declaration of Independence, United States Constitution, constitutional amendments, and the Bill of Rights and explain the role they play today.
- understand and describe rights and responsibilities of United States citizenship.
- understand the purpose and importance of the Illinois Constitution, describe the three branches of the state government, and identify state government leaders in Illinois.
- compare the functions of national, state, and local governments in the United States.
- describe the significance of the Civil Rights movement to the rights of United States citizens today.
- explain how the United States and Illinois economies have changed over time, and how they compete in the global market.
- understand basic economic concepts of scarcity, supply and demand, goods and services.
- explain economic choice, trade-offs, opportunity costs, and the importance of saving.
- understand how and why Americans protect and preserve their history and culture.
- analyze the influence of various inventors on the American economy.
- describe the Census Regions of the United States: Northeast, South, Midwest, and West.
- explain the climate, landforms, vegetation, and demographics for each of the four Census Regions.
- understand who settled the Illinois Territory and the Midwest, where they came from, how they lived, and how roads and towns developed in the area.
- describe how the location of Chicago played a role in its becoming a major, national transportation center.
- analyze the role of Illinois in technology, manufacturing, and agricultural markets.
- read and interpret various types of maps, and locate hemispheres, continents, countries, and oceans.
- describe the impact of natural disasters, erosion, and the use of natural resources and how it affects the environment.
- discuss current events.

**By the end of fifth grade the student will be able to...**

- compare and contrast how the different Native American groups used the resources available to them and how they adapted to their environment.
- understand the goals and accomplishments of early explorers.
- explain why European countries competed to control North America and locate the lands they claimed.
- describe how the environment, physical features, and resources in North America influenced the settlement of the 13 colonies.

- explore the economy of the New England, Middle, and Southern Colonies, describe the reasons settlers came, and discuss their daily lives.
- discuss the development of slavery in the Americas and its impact on the colonies, its role in the Declaration of Independence, and its impact on the Great Compromise of the Constitution.
- recognize laws that caused the colonies to have conflicts with England.
- identify the major battles, campaigns, and turning points of the Revolutionary War.
- understand the people and events associated with the Declaration of Independence and tell why it is important.
- describe the adoption of the United States Constitution as the basic law of the United States and how it divides the responsibilities of the federal government into three branches.
- explain the importance of events in the early nation including the Louisiana Purchase, the Lewis and Clark Expedition, and the War of 1812.
- examine the ways that various ethnic groups contributed to the development of the United States.
- analyze the differences between primary and secondary sources.
- collect, analyze, and compare information given on historical maps, elevation maps, and population maps using geographic tools.
- discuss current events.

**By the end of sixth grade, students will be able to...**

- compare and contrast the political systems and customs of the United States to political systems of other countries.
- summarize conflicts over the rights and freedom of individuals and groups throughout the world.
- discuss the features of the ancient civilizations of Mesopotamia, Egypt, Greece, and the Roman Empire and their achievements.
- describe the exchange of economics, culture, and ideas among Europe, Africa, Asia, and the Americas throughout history.
- understand how feudalism and the Crusades contributed to the European economy of the Middle Ages.
- explain the social impact of the Renaissance, Reformation, the Industrial Revolution, and the Age of Exploration.
- trace the farming innovations and importance of rivers in the civilizations of Mesopotamia, Egypt, China, and India.
- examine how geographic factors, human factors, and social forces affect settlement patterns, population, and migration.
- summarize the advances of civilizations and countries and how they influenced their culture and the arts.
- list the important events that led to the spread of Hinduism, Buddhism, Islam, Judaism, and Christianity.
- analyze primary and secondary sources.
- locate places on Earth using latitude and longitude.

- use maps, graphs, and charts that show geographic representations to provide spatial information.
- relate current events to past events.

**By the end of seventh grade, students will be able to...**

- Identify the economic interests that contributed to the American Revolution.
- Analyze early efforts to realize the ideals of the Declaration of Independence and describe how the colonists came to support it.
- Examine the Articles of Confederation and explain inadequacies of the document.
- Evaluate the importance of the United States Constitution as the basis of our federal system of government.
- Compare and contrast the views of the framers of the United States Constitution.
- Summarize the westward expansion of the United States.
- Investigate the Jacksonian Era.
- Describe the types of taxes levied by different levels of government.
- Infer the effect of tariffs and excise taxes on the nation's economy.
- Explore the political, economic, and social ramifications of the Civil War on our country, including the emancipation of slaves by Abraham Lincoln.
- Examine the economic challenges the South faced during and after Reconstruction.
- Interpret primary and secondary sources to illustrate a significant historical event.
- Understand how to read and interpret several types of maps, charts, and graphs.
- Analyze current events.

**By the end of eighth grade, students will be able to...**

- Compare and contrast the Illinois Constitution with the United States Constitution.
- Investigate how the Illinois Constitution protects our individual rights and at the same time promotes the common good of all citizens.
- Identify and describe the various functions of government in Illinois.
- Describe how voting barriers have been removed to allow greater participation in elections, such as women suffrage and minority voting status.
- Explain why nations impose trade barriers, such as tariffs, import quotas, and embargoes.
- Examine how the Industrial Revolution affected the American economy.
- Describe the emergence of the United States from isolationism into a world power.
- Examine the events and consequences of World War I.
- Analyze the causes and effects of the Great Depression.
- Identify how the New Deal brought about government programs.
- Explore the global ramifications of World War II that led to the Cold War.

- Analyze the political, social, and economic developments that shaped the decades leading up to the end of the 20<sup>th</sup> century and the beginning of the 21<sup>st</sup> century.
- Summarize the gains made by individuals and groups who worked for equal rights.
- Abstract information from maps, graphs, diagrams, and charts.
- Discuss current events and compare these events to the past while at the same time making predictions about our nation's future.

### **RELIGION GOALS:**

*Revised 2009*

#### **By the end of Pre-K, the students will be able to...**

- recognize that God is the creator of all things including them, and that God loves and cares for all his creations.
- discover Baptism is a sacrament of incorporation into the Church (family).
- distinguish between good choices and bad choices and strive to make good choices to show our love for God and others.
- understand that Jesus taught us how to love one another as revealed to us through stories of Jesus found in the Bible.
- recognize how religious signs, symbols, and special celebrations of the life of Jesus tell us about God.
- recite simple prayers including the Sign of the Cross/Hail Mary/Our Father, and understand prayer is a way to talk to God.
- recognize Church as God's house and identify signs of God's presence.
- identify their parish church and the pastor as leader of the parish community.
- state that parents/guardians love and care for us and help us know God's love.
- realize God made each of us different and we need to respect others and their differences.

#### **By the end of the Kindergarten year, the students will be able to...**

- understand God's gifts of the senses, the earth, plants, animals, and all people.
- identify the sacrament of Baptism as being welcomed into the Catholic Church and blessed as a child of God.
- understand that they are gifts from God and they use their conscience to make appropriate choices according to the teachings of the church.
- illustrate the teachings of the scriptures after listening to and re-enacting Bible stories
- experience and participate in school masses and/or grade level prayer services on a weekly basis.
- memorize formal prayers including; The Sign of the Cross, The Our Father, The Hail Mary, The Morning Offering, The Guardian Angel, and The Mealtime Prayer.
- recall that the Church is a special community of faith that comes together to worship God.

- understand that the parish is their home in the Church, and that the pastor is the leader of the parish.
- recognize that their lives are special gifts from God to share with others, and that God calls them to love and serve Him.
- recall that God loves all people and that we love and respect people who are different from us.

**By the end of first grade, students will be able to...**

- identify that God is the Father and Creator of all things in the universe, Jesus is his son who came to teach us how to love one another and God sends the Holy Spirit as his Helper.
- describe the effects of the Sacrament of Baptism and how we became followers of Jesus Christ.
- recognize times for forgiving and being forgiven and that God gave us the ability to choose.
- identify the Bible as a sacred book and relate stories that identify one as a follower of Jesus.
- identify the church as a sacred place where we meet God and join together as the family of God.
- exhibit understanding that prayer is listening and speaking to God and to recite prayers by memory.
- understand that Church is God's special family and we gather to praise, thank and worship God.
- identify the parish they belong to and comprehend what it means to be an active member of the Church.
- identify the ministers of the Church and their roles.
- recognize that God loves and cares for all people and that our neighbors may know God in different ways.

**By the end of second grade, the students will be able to...**

- understand the Trinity as the Father as Creator, Jesus the Son of God as Savior, and the Holy Spirit as Helper.
- exhibit understanding of the real presence of Jesus in the sacrament of Holy Eucharist and the forgiveness of sins in the sacrament of Reconciliation.
- demonstrate understanding of the Ten Commandments as respecting God and others by making good choices.
- recognize the Gospels and parables are the teachings of Jesus to show us how to live as children of God.
- identify the parts of the Mass and actively participate in the Mass and the Holy Eucharist.
- show an understanding of the essential purpose of praying to God alone, with others, or at Mass.
- exhibit understanding that at Baptism we belong to the Catholic Church started by Jesus as a sign of God's love.

- describe parish as a faith community with each member serving a special purpose.
- understand that through the help of parents and the church community we follow Jesus as a way of serving God.
- express that all people are loved by God.

**By the end of third grade, students will be able to...**

- demonstrate knowledge of the Holy Trinity and the ways that God the Creator cares for his people.
- identify the seven sacraments and their differentiation into the categories of service, healing, initiation and the sacrament of the Eucharist.
- apply their knowledge of the commandments to model a Christian lifestyle as members of their community.
- relate the Old and New Testament scripture stories taught in class to their Catholic religion and their own lives.
- differentiate Liturgy of the Word and Liturgy of the Eucharist and understand their components.
- relate to an active prayer life with grade focus on the Rosary and the Nicene Creed.
- illustrate knowledge of the lives of the Saints through reports and dramatization at the All Saints' Day mass.
- compare and contrast each of the four founding parishes and describe what makes each one unique.
- identify the value and descriptions of the Christian vocations of both lay and religious people.
- recognize God's love and care for all people through scriptural references.

**By the end of fourth grade students will be able to...**

- name God as Trinity, distinguish roles of the Holy Trinity, and show how the Trinity is described in the Nicene Creed. Memorize the Nicene Creed.
- identify the sacraments of initiation, healing, and service of communion while naming the essential components of the Sacrament of Reconciliation.
- discover how the Ten Commandments teach us to love God and live as Jesus taught.
- recognize that the writings in the Bible are "holy writings" because they are the Word of God, inspired by the Holy Spirit.
- identify the parts of the liturgical calendar and demonstrate how the life of Jesus is remembered in the liturgical year.
- recognize how the Catholic Church prays and identify prayers of praise, thanksgiving, petition, and forgiveness.
- recognize the Church as holy, catholic, and hierarchical.
- demonstrate the responsibilities the members of a parish share with their stewardship.
- explain the vocations of both lay and religious people.
- recognize that Jesus lived his life as a Jew descended from Abraham.

**By the end of fifth grade, students will be able to...**

- recognize that the Church teaches that Jesus Christ is truly God and truly man and Mary is the Immaculate Conception.
- compare and contrast the sacraments of initiation, sacraments of healing, and sacraments at the service of communion and mission.
- recognize Christian morality as an invitation to respond freely to God's love through following the Ten Commandments.
- explore the power of Jesus to heal, forgive, and teach as stated through the Gospels in the New Testament.
- show understanding that all forms of liturgy are the actions of the Holy Spirit intending to make us holy and that in receiving Holy Communion one receives the Body and Blood of Christ.
- exhibit awareness that God is in a relationship with us at all times and forgives us no matter the seriousness of the sin when sacramentally confessed.
- recall Peter as the first of the apostles and head of the early Christian community and the current Pope as the official head of the Catholic Church.
- explore that the parish is where Catholics ordinarily live the Christian way of life.
- compare different vocations as particular calls in the Church to live the Christian life.
- realize that there are many religions, but only one God.

**By the end of sixth grade, students will be able to...**

- understand God as the creator of the universe and humanity and Mary as the Mother of Jesus and the Mother of God.
- differentiate between the seven sacraments and the role of the Holy Spirit.
- describe Christian living as a gift of active discipleship in Jesus Christ and respect for human sexuality as a gift from God used in marriage.
- relate the unfolding of God's revelation through the history of the Chosen People in the accounts of the Old and New Testament.
- analyze the rites in the liturgical celebrations of the Church to see their origin in Jewish rituals.
- demonstrate an understanding of the meaning of the Our Father and how psalms help them pray.
- identify the Catholic Church as one, holy, and universal with an unbroken line of apostolic succession beginning with Peter.
- compare ways members participate in parish life.
- distinguish between the types of vocations in the Church.
- recall the Passover as the celebration of liberation when God delivered the Jews from slavery.

**By the end of seventh grade, students will be able to...**

- explain how the stories of the Old and New Testaments show how God reveals himself over time throughout human history.
- identify the sacramental nature of the Church and relate the meaning of sacrament in one's life.
- recognize that every baptized person is to lead a chaste life.
- describe major themes of the Gospels of Matthew, Mark, Luke, and John.
- actively participate in the liturgy through taking appropriate roles.
- recognize meditation as an important form of prayer.
- describe how the Rites of the Catholic Church derive from one profession of faith, celebration of the seven sacraments, and one hierarchy.
- relate how stewardship is important to the spiritual life of a person.
- identify vocation as a calling.
- explain how the church respects all faith traditions.

**By the end of eighth grade, students will be able to...**

- interpret how God reveals Himself through creation.
- commit themselves to the mission of Jesus and the Church through the sacrament of Confirmation.
- understand that reflecting in faith on the diversity within creation helps us come to know who God is.
- differentiate the types of writings in the Bible that help communicate God's Word to us.
- relate how devotional and artistic symbols are used to enhance the liturgy, specifically within the sacrament of Confirmation.
- discover and use the elements of good communication in the life of faith.
- relate how the rituals of the early Church influence the Church today.
- recognize our role as confirmed Catholics in our parishes by giving of our time, talent, and treasure in gratitude to the blessings God has given us.
- compare the role of those who choose the single, married, or religious life to serve in the ministry of the Church
- learn to be a living sign of Christ by respecting and accepting differences of all religions.

**FOREIGN LANGUAGE GOALS: Spanish**

**Early Elementary**

**By the end of third grade, students will be able to...**

- identify and communicate vocabulary which will include greetings, numbers, colors, family members and classroom objects.
- greet another person and introduce him/herself.
- discuss Spanish-speaking cultures and compare them to his/her own.

## **Intermediate**

**By the end of fifth grade, students will be able to...**

- identify vocabulary and verbs involving everyday happenings.
- identify and communicate vocabulary which will include food, body parts, adjectives, comparative words and vocabulary which shows possession.
- carry on a simple conversation in target language.
- demonstrate a working knowledge of AR verbs.
- identify ER and IR verbs.
- investigate the issues and happenings in Spanish-speaking countries and report to the class.
- compare and contrast cultures in Spanish-speaking countries.

## **Junior High**

**By the end of eighth grade, students will be able to...**

- identify and communicate vocabulary which will include, everyday places, travel, reflexive verbs and community happenings.
- conjugate and use AR, ER and IR verbs in a short conversation.
- identify irregular verbs and reflexive verbs.
- demonstrate a working knowledge of the verbs SER and ESTAR.
- write a weekly journal in target language.
- create, design and construct a short children's book in target language.
- create, design and construct a game in target language.
- investigate the issues and happenings in Spanish-speaking countries and report to the class.
- compare and contrast cultures in Spanish-speaking countries.
- write and perform a five minute play in target language.

## **COMPUTER GOALS**

### **Early Elementary**

**By the end of third grade, students will be able to...**

- use proper typing posture and type at least 12 wpm.
- identify and use the letters, shift, enter, backspace, delete, spacebar, and caps lock keys.
- identify the parts of the computer hardware.
- point, click, and drag using a mouse.
- identify the desktop and icons on the desktop.
- create a picture using clipart and graphic tools.
- implement a word processing program to create letters, poems, and book reports.
- utilize the alignment, font editing tools (font, size, style, and color), and spell check when creating word processing documents.
- import graphic pictures and clipart into word processing documents.

- design a several slide multimedia presentation composed of a title slide, text and graphic slides, and chart slides.
- implement proper Internet safety rules to avoid inappropriate web sites.

### **Intermediate**

**By the end of fifth grade, students will be able to...**

- type at least 20 wpm.
- merge text.
- create tables.
- incorporate word art into word processing documents.
- collect information from the Internet and apply the information to word processing, spreadsheet documents, and multimedia presentations.
- create spreadsheet documents illustrating properly formatted data and charts.
- incorporate transitions and animation into multimedia presentations.
- import music into a multimedia presentation.
- properly document Internet sources.
- demonstrate e-mail etiquette.
- write e-mail letters.

### **Junior High**

**By the end of eighth grade, students will be able to...**

- type at least 25 wpm.
- write a research paper by navigating the Internet for information, create a title page, outline page, bibliography page, and import pictures to illustrate topic.
- photograph images using a digital camera.
- incorporate standard and digital photographs into multimedia presentations and word processing documents.
- create web pages from FrontPage utilizing graphics, clipart, tables, and properly linking pages.
- attach documents to an email.
- navigate the Internet to enhance the classroom curriculum and complete word processing, spreadsheet, and multimedia presentations

## **MUSIC GOALS**

### **Early Elementary**

**By the end of third grade, students will be able to...**

- identify differences in elements and expressive qualities of music such as fast and slow tempo.
- identify and demonstrate loud and soft dynamics.
- recognize high and low melodic pitch and melodic direction.
- identify and demonstrate long and short duration of note values.

- identify same and different forms in a variety of musical styles.
- recognize different tone color or timbre of instruments and voices.
- identify a variety of sounds and sound sources such as voices, instruments, and environmental sounds.
- sing or play on classroom instruments, a variety of simple musical styles representing diverse cultures and styles.

### **Intermediate**

**By the end of fifth grade, students will be able to...**

- understand the sensory elements, organizational principles and expressive qualities of the arts.
- identify and demonstrate eighth, quarter, half, and whole notes and rests.
- identify elements and expressive qualities such as tone color.
- recognize the differences between harmony and melody.
- demonstrate understanding of different simple rhythm/meter and dynamics in a variety of musical styles.
- relate symbol systems (icons, syllables, numbers, and letters) to musical sounds.
- read and interpret the traditional music notation of note values and letter names.
- classify musical sound sources into groups (instrumental families, vocal ranges, solo/ensemble).
- apply skills and knowledge necessary to create and perform in one or more of the arts.
- sing or play on classroom instruments a variety of intermediate level music representing diverse cultures and styles.
- sing or play acoustic or electronic instruments demonstrating understanding and technical skills.

### **Junior High**

**By the end of eighth grade, students will be able to...**

- identify differences in elements and expressive qualities of musical tempo such as Largo, Adagio, Andante, Moderato, Allegro, Presto.
- identify and demonstrate varying levels of loud and soft dynamics.
- recognize aurally, high and low melodic pitch, melodic direction, and intervals.
- identify and demonstrate sixteenth, eighth, quarter, half, whole, and dotted notes and rests.
- recognize different tone color or timbre of instruments and voices.
- identify and describe different forms (rondo, theme and variations, etc.)
- demonstrate understanding of different complex rhythm/meter and dynamics in a variety of musical styles.
- identify and describe changes in elements and expressive qualities (crescendo, ritardando, fermata, meter, sforzando).
- understand processes, traditional tools, and modern technologies used in the arts.

- read and interpret the traditional music notation of note values and letter names on both treble and bass clefs.
- describe the processes involved in composing, conducting, and performing.
- read and interpret traditional music notation in a varied repertoire.
- sing or play on classroom instruments a variety of complex music representing diverse cultures and styles.
- sing or play with expression and accuracy, a variety of music representing diverse cultures and styles.
- understand and aurally identify different musical styles from historic periods such as Renaissance, Baroque, Classic, Romantic, Modern, etc.

## ART GOALS

### **Early Elementary**

**By the end of third grade, students will be able to...**

- demonstrate knowledge and skills to create visual works of art by using manipulation, eye-hand coordination, building and imagination.
- demonstrate knowledge of safety rules when using various media and tools during painting, drawing and building activities.
- analyze the contributions made by the Arts to communication, recreation, and occupations.
- identify the elements of line, shape, color, and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion and pictorial representation.
- identify specific artists and their works.
- differentiate between geometric and free-form shapes.
- identify primary and secondary colors; warm and cool; bright and dull; light and dark.
- experiment with real textures and tactile materials in two and three dimensional forms.

### **Intermediate**

**By the end of fifth grade, students will be able to ...**

- analyze the aesthetic qualities in a variety of artworks.
- explain the elements of two and three dimensional space; figure and ground; value and form; the principles of rhythm, size, proportion and composition; and the expressive qualities of symbol and story.
- describe how an art form expresses ideas through the combination of elements and principles.
- create works of art using a problem solving approach.

### **Junior High**

**By the end of eighth grade, students will be able to...**

- analyze the organization of elements and principles to convey meaning through a variety of media.
- identify and describe the elements of value, perspective, and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence.
- create two and three dimensional works that are realistic or abstract, functional and/or decorative.
- identify tools, technologies and processes used to create specific effects in the arts
- describe how artists and their works shape culture and increase understanding of societies both past and present.

## **PHYSICAL EDUCATION GOALS**

### **Early Elementary**

**By the end of third grade, students will be able to...**

- demonstrate an appropriate development of strength, endurance, flexibility, and cardio-vascular endurance in physical fitness activities.
- identify the physiological changes that occur in the body during and after physical fitness activities.
- travel, changing speed and direction, in response to rhythms and activity.
- identify major body parts such as head, eyes, etc. in movement activities.
- demonstrate body awareness and the body's relationship to space.
- demonstrate ability in the fundamentals of throwing, catching, striking, kicking, and bouncing.
- recognize that Physical Education is a component of healthy living.
- show safety and performance skills in locomotion, balance, manipulative, and coordination activities.
- perform activities individually, with a partner, in small groups, and as a whole class that promote all levels of participation in sport skills and games.
- accept and acknowledge the emotions resulting from challenges, successes, and failures of physical activity.
- appreciate the benefits that accompany cooperation and sharing in physical activities.
- promote fair play and safe conduct in a positive sportsmanship manner.

### **Intermediate**

**By the end of fifth grade, students will be able to...**

- demonstrate mature motor patterns for kicking, striking, throwing, and catching.
- recognize the benefits of warm-up exercises prior to and after physical activity.
- jump and land for height and distance using mature motor patterns.
- develop patterns and combinations of movements into repeatable sequences.
- demonstrate motor skills for lead-up sports games.

- learn rules of basic offensive and defensive skills of lead-up sports games and actual sport games.
- use good sportsmanship and identify situations where the need for fair play in games and activities is warranted.
- exercise continually an awareness of the importance of effective teamwork.

### **Junior High**

**By the end of eighth grade, students will be able to...**

- demonstrate body strength in major muscle groups.
- demonstrate knowledge of cardio-vascular fitness to enable them to lead a healthy life style.
- demonstrate various movements put to music.
- develop knowledge and performance skills in a variety of team sports, individual, and lifetime activities.
- acquire social skills that will contribute to a well-rounded lifestyle participating in movement skill activities.
- achieve an enhancement of self-image, self-concept, self-understanding and acceptance through the acquisition of skills to increase individual awareness of potential abilities.
- demonstrate attitudes of cooperation, honesty, self-control, and responsibility.
- apply the knowledge, skill, and attitude essential to safety while participating in physical education activities.

### **Library Goals**

*Revised 2010*

### **Early Elementary**

**By the end of third grade, students will be able to...**

- understand the proper use and care of books.
- locate a fiction book independently.
- understand the difference between fiction and non-fiction books.
- acquire vocabulary terms: cover, spine, title, author, illustrator, character, setting, guide words.
- use the table of contents, glossary and index of a book.
- understand that there are many types of characters in books.
- develop appreciation of authors.

### **Intermediate**

**By the end of fifth grade, students will be able to....**

- understand the different types of genres in fiction.
- locate a non-fiction book independently.
- differentiate between fact and opinion.
- use reference materials to do simple research.
- acquire vocabulary terms: publisher, copyright date, appendix, bibliography, forward, preface, Dewey Decimal System.

## **Junior High**

**By the end of eighth grade, students will be able to...**

- access and evaluate information efficiently and effectively.
- understand the difference between biography, autobiography and collective biography.
- understand the value of books and other media as sources of information and recreation.
- develop effective research skills that facilitate locating and synthesizing information.

### **Individual Academic Needs of Students**

#### **Academic Enrichment Program (ACE)**

Students who excel in their abilities in the academic subjects will be eligible for the Academic Enrichment Program as a supplement to their regular subject class work. The ACE program is open to students in Grades 4-8 who meet the criteria. The following criteria indicates an invitation into the ACE Program:

- Terra Nova scores of 98 percentile in reading and/or math; with a score of at least 90 percentile in reading, math, and/or language.
- High quality daily work indicating a mastery of grade level curriculum.
- Recommendation of the classroom teacher.

**As a result of the Academic Enrichment Program, students will be able to:**

- Develop a deeper understanding of skills, concepts, knowledge, and themselves, in the world around them by engaging in activities designed individually to meet their needs.
- Demonstrate their skills, concepts, knowledge, and understanding of self through various challenges provided by the facilitator.
- Utilize technology by incorporating skills, concepts, and knowledge into an integrated program across the curriculum through engaged learning.

Other Enrichment Programs are offered, such as:

1. Book Adventure (grades 1-8)
2. Junior Great Books (grades 1-3)
3. Library Book Club (grades 1-8)
4. Chess Club (grades 1-8)

### **Special Education Services**

Cardinal Bernardin School endeavors to educate all students within the limits of the school's educational program. While the school does not have a self-contained Special Education class, a Learning Resource teacher is on the staff of Cardinal Bernardin School.

The Learning Resource teacher will:

- Consult with the classroom teacher to provide effective classroom strategies and/or modifications for the student.
- Arrange for additional tutoring for the student as needed or requested.
- Meet with the student to assist the student in reaching his/her academic goals specific to the Curriculum of Cardinal Joseph Bernardin School.
- Coordinate student evaluation and/or special services with the Public School Districts.

Questions regarding services for students with special education needs should be discussed with the Principal.