

| 4TH | | | |
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| COMMUNICATION ARTS | | | |
| DOMAIN | CODE | ARCHDIOCESAN EXPECTATIONS | PRIORITY EXPECTATION |
| Reading | ca.r.4.1 | Develop and demonstrate reading skills in response to text by: a. drawing conclusions and inferring by referencing textual evidence b. drawing conclusions by providing textual evidence c. monitoring comprehension and making corrections and adjustments when understanding breaks down | <input checked="" type="checkbox"/> |
| | ca.r.4.2 | Develop an understanding of vocabulary by: a. determining meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes b. using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words c. completing analogies d. identifying the meaning of common idioms and figurative language e. using a dictionary or glossary to determine meanings, syllabication, and pronunciation of unknown words f. using conversational, general academic, and domain-specific words and phrases | <input checked="" type="checkbox"/> |
| | ca.r.4.3 | Explain relevant connections between: a. text to text b. text to world | |
| | ca.r.4.4 | Read independently for multiple purposes over sustained periods of time by: a. reading text that is developmentally appropriate b. producing evidence of reading | <input checked="" type="checkbox"/> |

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| | ca.r.4.5 | <p>Read, infer, analyze, and draw conclusions to:</p> <ul style="list-style-type: none"> a. summarize and sequence the events/plots and explain how past events impact future events, and identify the theme b. describe the personality traits of characters from their thoughts, words, and actions c. describe the interaction of characters, including relationships and how they change d. compare and contrast the adventures or exploits of characters and their roles e. compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of a story is first or third person | <input checked="" type="checkbox"/> |
| | ca.r.4.6 | <p>Read, infer, and draw conclusions to explain structural elements of</p> | |
| | ca.r.4.7 | <p>Read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> a. analyze how characters change from the beginning to the end of a play or film b. explain structural elements of dramatic literature | |
| | ca.r.4.8 | <p>Read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> a. use multiple text features to locate information and gain an overview of the contents of text b. describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure c. interpret and explain factual information presented graphically | <input checked="" type="checkbox"/> |

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| | ca.r.4.9 | <p>Read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> a. explain similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography b. analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose; and support the analysis c. explain how an author uses language to present information to influence what the reader thinks or does | <input checked="" type="checkbox"/> |
| | ca.r.4.10 | <p>Read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> a. distinguish fact from opinion in a text and explain how to verify what is a fact b. explain explicit and implicit relationships among ideas in texts c. explain author's purpose d. compare and contrast a firsthand and secondhand account of the same event or topic | <input checked="" type="checkbox"/> |
| | ca.r.4.11 | <p>Read to develop an understanding of media and its components by:</p> <ul style="list-style-type: none"> a. explaining the positive and negative impacts of advertisement techniques use in various genres of media to impact consumer behavior b. explaining how various design techniques used in media influence the message c. comparing various written conventions used for digital media d. explaining text structures and graphics features of a web page and how they help readers to comprehend text | <input checked="" type="checkbox"/> |
| | ca.r.4.12 | <p>Develop phonics in the reading process by:</p> <ul style="list-style-type: none"> a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context b. reading root words, prefixes, and suffixes and important words from specific content curricula | |

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| | ca.r.4.13 | Read appropriate texts with fluency, with purpose, and for comprehension a. use context to confirm or self-correct word recognition and understanding, rereading as necessary | <input checked="" type="checkbox"/> |
| Writing | ca.w.4.1 | Follow a writing process to: a. select appropriate genre for an audience b. formulate questions related to the topic c. access prior knowledge related to the topic d. use a prewriting strategy | <input checked="" type="checkbox"/> |
| | ca.w.4.2 | Develop a multiple-paragraph draft that: a. includes a thesis b. is organized with topic sentences, supporting details, and conclusion sentences c. addresses an appropriate audience | <input checked="" type="checkbox"/> |
| | ca.w.4.3 | Revise a draft to strengthen: a. main idea b. sequence of ideas c. focus d. organizational structure e. word choice f. sentence structure g. transitions h. audience and purpose i. language conventions | <input checked="" type="checkbox"/> |
| | ca.w.4.4 | Utilize technology to publish writing | |
| | ca.w.4.5 | Write opinion texts that: a. include an introductory paragraph b. state an opinion supported by reasons c. use specific words d. reference the name of the author of a source e. use transitions f. are organized into introductory, supporting, and concluding paragraphs | <input checked="" type="checkbox"/> |

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| | ca.w.4.6 | Write informative texts that: a. include an introductory paragraph b. develop the main idea in supporting paragraphs with facts, details, and quotations c. use specific words d. contain transitions e. utilize text structures f. include a concluding paragraph | <input checked="" type="checkbox"/> |
| | ca.w.4.7 | Write narratives that: a. establish a setting and introduce characters b. use narrative techniques c. sequences events d. use a variety of transitions e. use specific words | <input checked="" type="checkbox"/> |
| | ca.w.4.8 | Apply a research process to: a. generate a list of subject-appropriate topics b. create relevant research questions c. identify a variety of relevant sources d. use text features to locate information e. convert data into written notes f. determine the accuracy of the information g. differentiate between paraphrasing and plagiarism h. record bibliographic information to a standard format | |
| Language | ca.l.4.1 | Apply standard English grammar to: a. use verbs, adjectives, adverbs, and prepositions fluently b. create compound and complex sentences c. capitalize appropriately d. Alphabetize e. punctuate dialogue f. correct sentence fragments and run-on sentences | <input checked="" type="checkbox"/> |
| | ca.l.4.2 | Apply morphology and phonetic rules to spell accurately | <input checked="" type="checkbox"/> |

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| Speaking & Listening | ca.sl.4.1 | <p>Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <ul style="list-style-type: none"> a. following, generating, and justifying classroom listening rules b. posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others c. following and restating multi-step instructions that involve a short related sequence of actions, according to classroom expectations | ✓ |
| | ca.sl.4.2 | <p>Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <ul style="list-style-type: none"> a. generating and following active listening rules, according to classroom expectations | |
| | ca.sl.4.3 | <p>Speak clearly and to the point, using conventions of language when presenting individually or with a group by:</p> <ul style="list-style-type: none"> a. contributing to discussion after listening to others' ideas, according to classroom expectations b. expressing opinions of read-alouds and independent reading and relating opinion to others | ✓ |
| | ca.sl.4.4 | <p>Speak clearly, audibly, and to the point using conventions of language when presenting individually or with a group by:</p> <ul style="list-style-type: none"> a. paraphrasing portions of a text read aloud or information presented in diverse media and formats b. using efficient presentation skills with available resources c. incorporating descriptive and sequential details in a student-designed or teacher-assigned topic d. giving a formal presentation to classmates, using a variety of media e. speaking with expression and fluency f. adjusting formal/informal language according to context and topic | ✓ |
| | | MATH | |

| DOMAIN | CODE | ARCHDIOCESAN EXPECTATIONS | PRIORITY EXPECTATION |
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| Number Sense & Operations in Base Ten | | <i>Use place value understanding and properties of operations to perform multi-digit arithmetic with numbers up to hundred million</i> | |
| | m.nsbt.4.1 | Round multi-digit whole numbers to 10,000,000 | ☑ |
| | m.nsbt.4.2 | Read, write, and identify multi-digit whole numbers up to hundred million using number names, base ten numerals, and expanded form | |
| | m.nsbt.4.3 | Compare two multi-digit numbers up to 100,000,000 using the symbols $>$, $=$, $<$, and justify the solution | ☑ |
| | m.nsbt.4.4 | Understand that in a multi-digit whole number, a digit represents 10 times what it would represent in the place to its right | |
| | m.nsbt.4.5 | Demonstrate fluency with addition and subtraction of whole numbers within the millions | ☑ |
| | m.nsbt.4.6 | Multiply a whole number of up to 4 digits by a one-digit whole number, and multiply two two-digit numbers, and justify the solution | ☑ |
| | m.nsbt.4.7 | Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, and justify the solution | ☑ |
| Number Sense & Operations in Fractions | | <i>Extend understanding of fraction equivalence and ordering</i> | |
| | m.nsof.4.1 | Recognize, generate, explain, and illustrate why two fractions are equivalent | |
| | m.nsof.4.2 | Compare two fractions with like and unlike denominators using the symbols $>$, $<$, or $=$ and justify the solution | ☑ |
| | | <i>Extend understanding of operations on whole numbers to fraction operations</i> | |
| | m.nsof.4.3 | Understand addition and subtraction of fractions by decomposing a fraction into a sum of fractions with the same denominator | |
| | m.nsof.4.4 | Solve problems involving multiplication of a fraction by a whole number | ☑ |

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| | | <i>Understand decimal notation for fractions, and compare decimal fractions (denominators of 10 or 100)</i> | |
| | m.nsof.4.5 | Use decimal notation for fractions with denominators of 10 or 100 | |
| | m.nsof.4.6 | Understand that fractions and decimals are equivalent representations of the same quantity | <input checked="" type="checkbox"/> |
| | m.nsof.4.7 | Read, write, and identify decimals to the hundredths place using number names, base ten numerals, and expanded form | |
| | m.nsof.4.8 | Compare two decimals to the hundredths place using the symbols $>$, $<$, or $=$ and justify the solution | <input checked="" type="checkbox"/> |
| Relationships & Algebraic Thinking | | <i>Use the four operations with whole numbers to solve problems</i> | |
| | m.rat.4.1 | Multiply or divide to solve problems involving a multiplicative comparison | |
| | m.rat.4.2 | Solve multi-step whole number problems involving the four operations and variables and using estimation to interpret the reasonableness of the answer | <input checked="" type="checkbox"/> |
| | m.rat.4.3 | Solve whole number division problems involving variables in which remainders need to be interpreted and justify the solution | |
| | | <i>Work with factors and multiples</i> | |
| | m.rat.4.4 | Recognize that a whole number is a multiple of each of its factors and find the multiples for a given whole number | |
| | m.rat.4.5 | Determine if a whole number within 100 is composite or prime, and find all factor pairs for whole numbers within 100 | |
| | | <i>Generate and analyze patterns</i> | |
| | m.rat.4.6 | Generate a number pattern that follows a given rule | |
| | m.rat.4.7 | Use words or mathematical symbols to express a rule for a given pattern | |
| Geometry & Measurement | | <i>Classify 2-dimensional shapes by properties of their lines and angles</i> | |
| | m.gm.4.1 | Draw and identify points, lines, line segments, rays, angles, perpendicular lines, and parallel lines | <input checked="" type="checkbox"/> |

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| | m.gm.4.2 | Classify two-dimensional shapes by their sides and/or angles | |
| | m.gm.4.3 | Construct lines of symmetry for a two-dimensional figure | |
| | | <i>Understand the concepts of angle and measure angles</i> | |
| | m.gm.4.4 | Identify and estimate angles and their measure | |
| | m.gm.4.5 | Draw and measure angles in whole-number degrees using a protractor | |
| | | <i>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit</i> | |
| | m.gm.4.6 | Know relative sizes of measurement units within one system of units; convert measurements in a larger unit in terms of a smaller unit | ☑ |
| | m.gm.4.7 | Use the four operations to solve problems involving distances, intervals of time, capacity, weight of objects, and money | ☑ |
| | m.gm.4.8 | Apply the area and perimeter formulas for rectangles to solve problems | |
| Data & Statistics | | <i>Represent and analyze data</i> | |
| | m.ds.4.1 | Create a line plot, bar graph, double bar graph, or line graph to display measurement data | ☑ |
| | m.ds.4.2 | Solve problems involving addition and subtraction by using information presented in a data display | ☑ |
| | m.ds.4.3 | Analyze data in a frequency table, line plot, bar graph, double bar graph, or picture graph | ☑ |
| | m.ds.4.4 | Analyze data from graphs to find the mean, median, mode, and range | |
| | | SCIENCE | |
| DOMAIN | CODE | ARCHDIOCESAN EXPECTATIONS | PRIORITY EXPECTATION |
| Physical Science | s.ps.4.1 | Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents | |
| | s.ps.4.2 | Provide evidence to construct an explanation of an energy transformation (i.e. temperature change, light, sound, motion, and magnetic effects) | ☑ |

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| | s.ps.4.3 | Apply scientific ideas to design, test, and refine a device that converts energy from one form to another [Clarification Statement: Examples of devices could include electric circuits that convert electrical energy into motion energy of a vehicle, light, or sound and a passive solar heater that converts light into heat. Examples of constraints could include the materials, cost, or time to design the device. Assessment Boundary: Devices should be limited to those that convert motion energy to electric energy or use stored energy to cause motion or product light and sound.] | <input checked="" type="checkbox"/> |
| | s.ps.4.4 | Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen [Assessment Boundary: Assessment does not include knowledge of specific colors reflected and seen, the cellular mechanisms of vision, or how the retina works.] | |
| | s.ps.4.5 | Develop a model to describe that objects can be seen only when light is reflected off them or when they produce their own light | |
| | s.ps.4.6 | Generate and compare multiple solutions that use patterns to transfer information [Clarification Statement: Examples of solutions could include drums sending coded information through sound waves, using a grid of 1's and 0's representing black and white to send information about a picture, and using Morse code to send text.] | <input checked="" type="checkbox"/> |
| | s.ps.4.7 | Develop a model of waves to describe patterns in terms of amplitude or wavelength and that waves can cause objects to move [Clarification Statement: Examples of models could include diagrams, analogies, and physical models using wire to illustrate wavelength and amplitude of waves. Assessment Boundary: Assessment does not include interference effects, electromagnetic waves, non-periodic waves, or quantitative models of amplitude and wavelength.] | <input checked="" type="checkbox"/> |
| Life Science | s.ls.4.1 | Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior and plant reproduction [Clarification Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin.] | <input checked="" type="checkbox"/> |

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| | s.ls.4.2 | Compare and contrast the major organs/organ systems (i.e. support system, digestive, transport/circulatory, excretory, response) that perform similar functions for animals belonging to different vertebrate classes. Also include Kingdoms, Phylums, Classes) | <input checked="" type="checkbox"/> |
| | s.ls.4.3 | 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 [Clarification Statement: Emphasis is on systems of information transfer.] | |
| Earth & Space Science | s.ess.4.1 | Obtain and combine information to describe that energy and fuels are derived from natural resources and that their uses affect the environment [Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.] | <input checked="" type="checkbox"/> |
| | s.ess.4.2 | Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time [Clarification Statement: Examples of evidence from patterns could include rock layers with marine shell fossils above rock layers with plant fossils and no shells, indicating a change from land to water over time, and a canyon with different rock layers in the walls and a river in the bottom, indicating that over time a river cut through the rock. Assessment Boundary: Assessment does not include specific knowledge of the mechanism of rock formation or memorization of specific rock formations and layers. Assessment is limited to relative time.] | <input checked="" type="checkbox"/> |

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| | s.ess.4.3 | Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation [Clarification Statement: Examples of variables to test could include angle of slope in the downhill movement of water, amount of vegetation, speed of wind, relative rate of deposition, cycles of freezing and thawing water, cycles of heating and cooling, and volume of water flow.] | <input checked="" type="checkbox"/> |
| | s.ess.4.4 | Plan and conduct scientific investigations or simulations to provide evidence of how natural processes (i.e. weathering and erosion) shape Earth's surfaces | <input checked="" type="checkbox"/> |
| | s.ess.4.5 | Analyze and interpret data from maps to describe patterns of Earth's features [Clarification Statement: Maps can include topographic maps of Earth's land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.] | |
| | s.ess.4.6 | Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans [Clarification Statement: Examples of solutions could include designing an earthquake-resistant building and improving monitoring of volcanic activity.] | <input checked="" type="checkbox"/> |
| Engineering Design | s.et.4.1 | Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost | <input checked="" type="checkbox"/> |
| | s.et.4.2 | Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem | <input checked="" type="checkbox"/> |
| | s.et.4.3 | Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved | <input checked="" type="checkbox"/> |
| | | SOCIAL STUDIES | |
| DOMAIN | CODE | ARCHDIOCESAN EXPECTATIONS | PRIORITY EXPECTATION |

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| Civics | ss.c.4.1 | With assistance, read and analyze the text of the Declaration of Independence to determine important principles that it contains including inalienable rights, government by the consent of the governed and the redress of grievances | |
| | ss.c.4.2 | Explain the major purposes of the U.S. Constitution | ✓ |
| | ss.c.4.3 | With assistance, research and analyze the text of the U.S. Constitution to determine important principles such as limited government, rule of law, majority rules, minority rights, separation of powers, checks and balances, and popular sovereignty | |
| | ss.c.4.4 | Explain the purpose and identify important principles of the Bill of Rights | ✓ |
| | ss.c.4.5 | Examine ways by which citizens have effectively voiced opinions, monitored government, and brought about change, both past and present | ✓ |
| | ss.c.4.6 | Describe the character traits and civic attitudes of historically significant individuals in American history prior to 1800 | |
| | ss.c.4.7 | Recognize and explain the significance of national symbols associated with historical events and time periods being studied | |
| | ss.c.4.8 | Explain how the purpose and roles of government have been debated and have changed across historical time periods around the early settlements to 1800's | ✓ |
| | ss.c.4.9 | Analyze peaceful resolution of disputes by the courts or other legitimate authorities in U.S. history from early settlement to c. 1800 | |
| | ss.c.4.10 | Explain how authoritative decisions are made, enforced ,and interpreted by the state and federal government | |
| | ss.c.4.11 | Identify and explain the functions of the three branches of government in the federal government | ✓ |
| Economics | ss.e.4.1 | Compare and contrast saving and financial investment | |
| | ss.e.4.2 | Explain the relationship between profit and loss in economic decisions | ✓ |
| | ss.e.4.3 | Distinguish among natural, capital, and human resources | |
| | ss.e.4.4 | Conduct a public cost-benefit analysis | |

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| | ss.e.4.5 | Explain how the government utilizes taxes to provide goods and services | <input checked="" type="checkbox"/> |
| | ss.e.4.6 | Explain past and present factors that have influenced changes in state and regional economies | <input checked="" type="checkbox"/> |
| Geography | ss.g.4.1 | Construct and interpret historical and current maps | <input checked="" type="checkbox"/> |
| | ss.g.4.2 | Identify and locate specific regions, states, capitals, river systems, and mountain ranges in the United States | <input checked="" type="checkbox"/> |
| | ss.g.4.3 | Identify and compare the diverse human geographic characteristics of the United States (cultures, languages, groups, populations) | <input checked="" type="checkbox"/> |
| | ss.g.4.4 | Compare and contrast the different geographical regions of the United States | <input checked="" type="checkbox"/> |
| | ss.g.4.5 | Analyze how people are affected by, depend on, adapt to, and change their physical environments in the past and in the present | |
| | ss.g.4.6 | Analyze how changes in communication and transportation technologies affect people's lives | |
| | ss.g.4.7 | Identify different regions in the United States and analyze how their characteristics affect people who live there | |
| | ss.g.4.8 | Use geography to interpret the past and predict future consequences as appropriate to topics or eras discussed | |
| History | ss.h.4.1 | Describe the migrations of Native Americans prior to 1800. Describe the discovery, exploration, and early settlement of America by Europeans | <input checked="" type="checkbox"/> |
| | ss.h.4.2 | *Examine cultural interactions and conflicts among Native Americans, Immigrants from Europe, and enslaved and free Africans and African Americans prior to 1800 (Should be taught through the lens of Catholicism) | <input checked="" type="checkbox"/> |
| | ss.h.4.3 | Identify and describe the contributions of historically significant individuals to America and the United States prior to c. 1800 | |
| | ss.h.4.4 | Explain the causes of the American Revolution, including the perspectives of patriots, loyalists, Native Americans, African Americans, and European allies | <input checked="" type="checkbox"/> |
| | ss.h.4.5 | Explain the factors that contributed to the colonists' success | <input checked="" type="checkbox"/> |

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| | ss.h.4.6 | Describe the historical context for the drafting of the Declaration of Independence, the Constitution, and the Bill of Rights | |
| | ss.h.4.7 | Explain how the Declaration of Independence, the Constitution, and the Bill of Rights affected people in the U.S. prior to c. 1800 | |
| | ss.h.4.8 | Explain the causes and consequences of westward expansion prior to 1800 | <input checked="" type="checkbox"/> |
| | ss.h.4.9 | Describe and compare cultural characteristics across the historical time periods in U.S. history prior to 1800 | <input checked="" type="checkbox"/> |
| | ss.h.4.10 | Research stories and songs that reflect the cultural history of the early United States prior to 1800 | |
| | ss.h.4.11 | Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time | |
| | ss.h.4.12 | Identify the roles among Native Americans, Immigrants, African Americans, women, and others from early migration to 1800 | <input checked="" type="checkbox"/> |
| Social Science Inquiry | ss.ssi.4.1 | With guidance and support, select, analyze, and evaluate primary and secondary social studies sources | |
| | ss.ssi.4.2 | Analyze and use artifacts to share information on social studies topics | |
| | ss.ssi.4.3 | Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed | |
| | ss.ssi.4.4 | Create products such as maps, graphs, timelines, charts and models, diagrams, etc. to communicate information and understanding | |
| | ss.ssi.4.5 | Distinguish between fact and opinion and recognize bias and point of view in social studies topics | |
| | ss.ssi.4.6 | With assistance, conduct and present social studies research to an audience using appropriate sources | |
| | ss.ssi.4.7 | Generate compelling research questions about a social studies topic | |
| | ss.ssi.4.8 | Apply a research process to a compelling social studies question | |
| | ss.ssi.4.9 | Identify and use appropriate resources for investigating a compelling social studies question | |

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| | ss.ssi.4.10 | Research an appropriate social studies question and share results with an audience | |
| | | TECHNOLOGY | |
| DOMAIN | CODE | ARCHDIOCESAN EXPECTATIONS | PRIORITY EXPECTATION |
| Computing Systems | t.cs.4.1 | Model that information is translated, transmitted, and processed in order to flow through hardware and software | |
| | t.cs.4.2 | Identify, using accurate terminology, simple hardware and software problems that may occur during everyday use, discuss problems with peers and adults, and apply strategies for solving these problems (i.e. rebooting the computing device, checking the power, force shut down of an application) | |
| Networks & Internet | t.ni.4.1 | Model how information is transmitted through multiple computing devices over networks and the internet | |
| | t.ni.4.2 | Discuss real-world cybersecurity problems and identify strategies for how personal information can be protected | ☑ |
| Data & Analysis | t.da.4.1 | Choose different storage locations (i.e. physical, shared, cloud) based on the type of file, storage requirements (i.e. file size, availability, available memory), and sharing requirements | ☑ |
| | t.da.4.2 | Organize and present collected information visually to highlight comparisons | ☑ |
| | t.da.4.3 | Determine how the accuracy of conclusions are influenced by the amount of useful and reliable data collected | ☑ |
| Algorithms & Programming | t.ap.4.1 | Compare and refine multiple algorithms for the same task | ☑ |
| | t.ap.4.2 | Create programs that use variables to store and modify grade level appropriate data | ☑ |

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| | t.ap.4.3 | Create programs, using a programming language, that utilize sequencing, repetition, conditionals, and variables. Using math operations, manipulate values to solve a problem or express ideas both independently and collaboratively | <input checked="" type="checkbox"/> |
| | t.ap.4.4 | Decompose (break down) large problems into smaller, manageable sub problems to facilitate the program development process | <input checked="" type="checkbox"/> |
| | t.ap.4.5 | With grade appropriate complexity, modify, remix or incorporate portions of an existing program into one's own work to develop something new or add more advanced features | <input checked="" type="checkbox"/> |
| | t.ap.4.6 | Use an iterative and collaborative process to plan the development of a program that includes user preferences while solving simple problems | |
| | t.ap.4.7 | Observe intellectual property rights and give appropriate credit when creating or remixing programs | <input checked="" type="checkbox"/> |
| | t.ap.4.8 | Analyze, create, and debug a program that includes sequencing, repetition, conditionals and variables in a programming language (i.e. Java, java Script, Python, Blockly, etc.) | |
| | t.ap.4.9 | Communicate and explain your program development using comments, presentations, and interactive demonstrations | |
| Digital Citizenship | t.dc.4.1 | Give examples of computing technologies that have changed the world and express how those technologies influence, and are influenced by, cultural practices | |
| | t.dc.4.2 | Brainstorm problems and ways to improve computing devices to increase accessibility to all users | |
| | t.dc.4.3 | Develop a code of conduct, explain and practice grade-level appropriate behavior and responsibilities while participating in an online community (i.e. using strong passwords, creating a positive online community, recognizing spam and what to do about it, citing online sources). Identify and report inappropriate behavior and know how to report cyberbullying | |
| | t.dc.4.4 | As a team, consider each others' perspectives on improving a computational product | <input checked="" type="checkbox"/> |
| | t.dc.4.5 | Discuss the social impact of violating intellectual property rights | <input checked="" type="checkbox"/> |

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| Innovative designer | t.id.4.1 | Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems | <input checked="" type="checkbox"/> |
| | t.id.4.2 | Select and use digital tools to plan and manage a design process that considers design constraints and calculated risk | <input checked="" type="checkbox"/> |
| | t.id.4.3 | Develop, test, and refine prototypes as part of a cyclical design process | <input checked="" type="checkbox"/> |
| | t.id.4.4 | Exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems | <input checked="" type="checkbox"/> |
| | | ART | |
| DOMAIN | CODE | ARCHDIOCESAN EXPECTATIONS | PRIORITY EXPECTATION |
| Create | a.cr.4.1 | Brainstorm multiple approaches to a creative art or design problem | <input checked="" type="checkbox"/> |
| | a.cr.4.2 | Collaboratively set goals and create artwork that is meaningful and has purpose to the makers | |
| | a.cr.4.3 | Explore and invent artmaking techniques and approaches | <input checked="" type="checkbox"/> |
| | a.cr.4.4 | When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others | <input checked="" type="checkbox"/> |
| | a.cr.4.5 | Document, describe, and represent regional constructed environments | |
| | a.cr.4.6 | Revise artwork in progress on the basis of insights gained through peer discussion | |
| Present | a.p.4.1 | Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork | |
| | a.p.4.2 | Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats | |
| | a.p.4.3 | Compare and contrast purposes of art museums, art galleries, and their venues, as well as the types of personal experiences they provide | <input checked="" type="checkbox"/> |
| Respond | a.r.4.1 | Compare responses to a work of art before and after working in similar media | <input checked="" type="checkbox"/> |
| | a.r.4.2 | Analyze and discuss visual imagery that convey messages | |

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| | a.r.4.3 | Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media | <input checked="" type="checkbox"/> |
| | a.r.4.4 | Apply one set of criteria to evaluate more than one work of art | <input checked="" type="checkbox"/> |
| Connect | a.co.4.1 | Create works of art that reflect community cultural traditions | |
| | a.co.4.2 | Through observation, infer information about time, place, and culture in which a work of art was created | <input checked="" type="checkbox"/> |
| MUSIC | | | |
| DOMAIN | CODE | ARCHDIOCESAN EXPECTATIONS | PRIORITY EXPECTATION |
| Create | mu.cr.4.1 | Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural) | |
| | mu.cr.4.2 | Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters | <input checked="" type="checkbox"/> |
| | mu.cr.4.3 | Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context | <input checked="" type="checkbox"/> |
| | mu.cr.4.4 | Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas | <input checked="" type="checkbox"/> |
| | mu.cr.4.5 | Evaluate, refine, and document revisions to personal music, applying teacher provided and collaboratively developed criteria and feedback to show improvement over time | <input checked="" type="checkbox"/> |
| | mu.cr.4.6 | Present the final version of personally created music to others, and explain connection to expressive intent | |
| Perform | mu.p.4.1 | Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill | |
| | mu.p.4.2 | Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance. | |

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| | mu.p.4.3 | When analyzing selected music, read and perform using iconic and/or standard notation | |
| | mu.p.4.4 | Explain how context (such as social and cultural) informs a performance | |
| | mu.p.4.5 | Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre) | |
| | mu.p.4.6 | Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances | |
| | mu.p.4.7 | Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges | |
| | mu.p.4.8 | Perform music, alone or with others, with expression and technical accuracy and appropriate interpretation | ✓ |
| | mu.p.4.9 | Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre | ✓ |
| Respond | mu.r.4.1 | Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts | ✓ |
| | mu.r.4.2 | Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural) | |
| | mu.r.4.3 | Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent | ✓ |
| | mu.r.4.4 | Evaluate musical works and performances, applying established criteria and explain appropriateness to the context | ✓ |
| Connect | mu.co.4.1 | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music | |
| | mu.co.4.2 | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life | ✓ |
| | | PE & HEALTH | |

| DOMAIN | CODE | ARCHDIOCESAN EXPECTATIONS | PRIORITY EXPECTATION |
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| Movement & Manipulative Skills | peh.mms.4.1 | Use various locomotor skills in a variety of lead-up activities | <input checked="" type="checkbox"/> |
| | peh.mms.4.2 | Run for distance with appropriate control and balance | <input checked="" type="checkbox"/> |
| | peh.mms.4.3 | Combine traveling with manipulative skills in teacher or student-designed practice activities (i.e. dribbling, throwing, catching, and striking) | <input checked="" type="checkbox"/> |
| | peh.mms.4.4 | Demonstrate balance on different bases of support on apparatus, demonstrating levels and shapes | <input checked="" type="checkbox"/> |
| | peh.mms.4.5 | Move into and out of balances on apparatus with curling, twisting, & stretching actions | <input checked="" type="checkbox"/> |
| | peh.mms.4.6 | Demonstrate underhand throwing using proper technique with different sizes and types of objects | |
| | peh.mms.4.7 | Demonstrate overhand throw with accuracy to a partner (or at a target) at a reasonable distance | |
| | peh.mms.4.8 | Catch a thrown ball at all levels in a non-dynamic environment | |
| | peh.mms.4.9 | Dribble in self-space with both the preferred and nonpreferred hands or feet using proper technique | |
| | peh.mms.4.10 | Dribble safely in general space with control of ball and body while increasing and decreasing speed | |
| | peh.mms.4.11 | Dribble with hands or feet in combination with other skills (i.e. passing, receiving, shooting) | |
| | peh.mms.4.12 | Kick a ground ball, a lofted ball, and punt using proper technique | |
| | peh.mms.4.13 | Strike/volley underhand using a mature pattern in a dynamic environment (i.e. 2 square, 4 square, handball) | |
| | peh.mms.4.14 | Strike an object with a long-handled implement (i.e. hockey stick, bat, racket), while demonstrating three of the five critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, and follow-through). | |

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| Strategy & Applying Skills | peh.sas.4.1 | Create jump rope routine with either a long or short rope | |
| | peh.sas.4.2 | Apply simple offensive and defensive strategies and analyze which would work best based on opponent's strategies | ✓ |
| Health & Fitness | peh.hf.4.1 | Identify opportunities for participating in physical activity outside physical education class | |
| | peh.hf.4.2 | Identify the basic benefits of physical activity | ✓ |
| | peh.hf.4.3 | Identify the components of health-related fitness and activities that contribute to the development of each component | ✓ |
| Attitude & Behavior | peh.ab.4.1 | Exhibit responsible behavior in independent and group activities | ✓ |
| | peh.ab.4.2 | Listen respectfully to corrective feedback from others (i.e. peers, adults) | ✓ |
| | peh.ab.4.3 | Accept players of all skill levels into the physical activity | |
| WORLD LANGUAGES | | | |
| DOMAIN | CODE | ARCHDIOCESAN EXPECTATIONS | PRIORITY EXPECTATION |
| | | Novice-Low: With significant teacher support, student can... | |
| Communication | | <i>Engage in conversations, providing and obtaining information in the target language</i> | |
| | wl.comm.nl.1 | Recite the Sign of the Cross and Hail Mary | ✓ |
| | wl.comm.nl.2 | Use courtesies, greetings, and salutations in appropriate situations (orally and basic, simple writing) | ✓ |
| | wl.comm.nl.3 | Ask and respond to basic questions using interrogative words and vocabulary (orally and basic, simple writing) | ✓ |
| | wl.comm.nl.4 | Recite alphabet letter names and their sounds as a class in consecutive order | ✓ |
| | wl.comm.nl.5 | Engage in basic conversations in target language. | |

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| Comprehension | | <i>Understand written and spoken text in the target language on a variety of topics</i> | |
| | wl.comp.nl.1 | Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support and by applying prior knowledge | <input checked="" type="checkbox"/> |
| | wl.comp.nl.2 | Listen to age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge | <input checked="" type="checkbox"/> |
| | wl.comp.nl.3 | Respond to basic classroom commands and questions given in the target language | <input checked="" type="checkbox"/> |
| | wl.comp.nl.4 | Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text | |
| Vocabulary Acquisition | | <i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i> | |
| | | <i>Vocabulary Topics:</i> | |
| | wl.va.nl.1 | calendar | <input checked="" type="checkbox"/> |
| | wl.va.nl.2 | cardinal numbers 0-30 | <input checked="" type="checkbox"/> |
| | wl.va.nl.3 | weather | |
| | wl.va.nl.4 | animals | |
| | wl.va.nl.5 | classroom objects | |
| | wl.va.nl.6 | basic affirmative, familiar commands (interpret and apply them) | <input checked="" type="checkbox"/> |
| | wl.va.nl.7 | food | |
| | wl.va.nl.8 | singular possessive adjectives | <input checked="" type="checkbox"/> |
| | wl.va.nl.9 | family | <input checked="" type="checkbox"/> |
| | wl.va.nl.10 | body | |
| | wl.va.nl.11 | descriptive adjectives | |
| | wl.va.nl.12 | interrogative words | <input checked="" type="checkbox"/> |
| | wl.va.nl.13 | definite and indefinite articles | |

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| Geography & Culture | | <i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i> | |
| | wl.geoc.nl.1 | Identify major traditional holidays and/or events celebrated in countries where the target language is spoken | |
| | wl.geoc.nl.2 | Discuss aspects of traditions, perspectives, and daily life in countries where the target language is spoken | |
| | wl.geoc.nl.3 | Discuss similarities and differences of target language and one's own native language | |
| Grammar Concepts | | <i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i> | |
| | wl.grc.nl.1 | Identify gender of nouns and adjectives | |
| | wl.grc.nl.2 | Use the verbs "I am" and "I have" in simple sentences orally | ✓ |
| | wl.grc.nl.3 | Conjugate the verb "to like" in present tense 1st and 2nd person to express likes and dislikes | ✓ |
| | | Novice-Mid: With moderate teacher support, student can consistently... | |
| Communication | | <i>Engage in conversations, providing and obtaining information in the target language</i> | |
| | wl.comm.nm.1 | Recite the Sign of the Cross, Hail Mary, and Our Father from memory | ✓ |
| | wl.comm.nm.2 | Use courtesies, greetings, and salutations in appropriate situations written and orally | |
| | wl.comm.nm.3 | Ask and respond to basic questions using interrogative words and vocabulary written and orally | ✓ |
| | wl.comm.nm.4 | State the name and sound of each letter of the alphabet and apply in oral and written expression | ✓ |
| | wl.comm.nm.5 | Engage in basic conversations in the target language using targeted vocabulary and grammar | ✓ |
| | wl.comm.nm.6 | Produce target vocabulary written and orally | |

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| | wl.comm.nm.7 | Write simple sentences in the target language on various topics using targeted vocabulary and grammar concepts | |
| Comprehension | | <i>Understand written and spoken text in the target language on a variety of topics</i> | |
| | wl.comp.nm.1 | Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support by applying prior knowledge | ✓ |
| | wl.comp.nm.2 | Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge | ✓ |
| | wl.comp.nm.3 | Respond to classroom commands and questions given in the target language | ✓ |
| | wl.comp.nm.4 | Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text | |
| Vocabulary Acquisition | | <i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i> | |
| | | <i>Vocabulary Topics:</i> | |
| | wl.va.nm.1 | calendar | ✓ |
| | wl.va.nm.2 | cardinal numbers 0-2,000 | ✓ |
| | wl.va.nm.3 | weather | ✓ |
| | wl.va.nm.4 | time (hours + minutes) | ✓ |
| | wl.va.nm.5 | animals | |
| | wl.va.nm.6 | school subjects and classroom objects | |
| | wl.va.nm.7 | sports and leisure activities | |
| | wl.va.nm.8 | food | ✓ |
| | wl.va.nm.9 | singular and plural possessive adjectives | ✓ |
| | wl.va.nm.10 | family | ✓ |
| | wl.va.nm.11 | body | ✓ |
| | wl.va.nm.12 | descriptive adjectives | |

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| | wl.va.nm.13 | clothing | |
| | wl.va.nm.14 | interrogative words | ✓ |
| | wl.va.nm.15 | definite and indefinite articles | ✓ |
| | wl.va.nm.16 | general prepositions (i.e. of, with) | |
| | wl.va.nm.17 | common infinitives | ✓ |
| Geography & Culture | | <i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i> | |
| | wl.geoc.nm.1 | Identify location of countries/continents where target language is spoken on map (In Spanish: Mexico, Spain, Caribbean Islands, Central America, and South America) | ✓ |
| | wl.geoc.nm.2 | Identify major traditional holidays and/or events celebrated in countries where the target language is spoken | |
| | wl.geoc.nm.3 | Compare/contrast aspects of traditions, perspectives, and daily life in countries where the target language is spoken with one's own traditions, perspectives, and daily life | ✓ |
| | wl.geoc.nm.4 | Compare/contrast similarities and differences of target language with one's own native language | |
| Grammar Concepts | | <i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i> | |
| | wl.grc.nm.1 | Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles | ✓ |
| | wl.grc.nm.2 | Apply basic rules of word order (adjectives comes after nouns in Spanish) | ✓ |
| | wl.grc.nm.3 | Recognize subject pronouns in the target language | |
| | wl.grc.nm.4 | Conjugate the verb "to like" for singular subject pronouns to express likes and dislikes | |
| | | Novice-High: With little to no teacher support, student can independently and consistently... | |

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| Communication | | <i>Engage in conversations, provide and obtain information in the target language</i> | |
| | wl.comm.nh.1 | Recite the Sign of the Cross, Hail Mary, Our Father, and Glory Be from memory | ☑ |
| | wl.comm.nh.2 | Use courtesies, greetings, and salutations in appropriate situations written and orally | ☑ |
| | wl.comm.nh.3 | Ask and respond to basic questions using interrogative words and vocabulary written and orally | ☑ |
| | wl.comm.nh.4 | Say alphabet letter names and their sounds in random order (not consecutive order) | |
| | wl.comm.nh.5 | Engage in basic conversations in the target language | ☑ |
| | wl.comm.nh.6 | Produce target vocabulary with accuracy written and orally | ☑ |
| | wl.comm.nh.7 | Write simple paragraphs in the target language on various topics using targeted vocabulary and grammar concepts | |
| Comprehension | | <i>Understand written and spoken text in the target language on a variety of topics</i> | |
| | wl.comp.nh.1 | Recognize familiar words, phrases, and questions written and spoken with visual/contextual support and by applying prior knowledge | ☑ |
| | wl.comp.nh.2 | Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge | ☑ |
| | wl.comp.nh.3 | Respond to classroom commands and questions given in the target language | ☑ |
| | wl.comp.nh.4 | Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text | |
| Vocabulary Acquisition | | <i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i> | |
| | | <i>Vocabulary Topics:</i> | |
| | wl.va.nh.1 | calendar | |

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| | wl.va.nh.2 | cardinal numbers 0-1 million | <input checked="" type="checkbox"/> |
| | wl.va.nh.3 | ordinal numbers first-tenth | <input checked="" type="checkbox"/> |
| | wl.va.nh.4 | time (chronology and time-referenced vocabulary; i.e. later, going to do something, in the morning) | <input checked="" type="checkbox"/> |
| | wl.va.nh.5 | sports and leisure activities | |
| | wl.va.nh.6 | food (and how to order a meal in a restaurant) | <input checked="" type="checkbox"/> |
| | wl.va.nh.7 | singular and plural possessive adjectives and agreement | <input checked="" type="checkbox"/> |
| | wl.va.nh.8 | family | <input checked="" type="checkbox"/> |
| | wl.va.nh.9 | body | <input checked="" type="checkbox"/> |
| | wl.va.nh.10 | descriptive adjectives | <input checked="" type="checkbox"/> |
| | wl.va.nh.11 | shopping and clothing | |
| | wl.va.nh.12 | modes of transportation | |
| | wl.va.nh.13 | prepositions of place (i.e. in back of, underneath) | <input checked="" type="checkbox"/> |
| | wl.va.nh.14 | common idiomatic expressions and phrases using irregular verbs (i.e. "tener que" phrases in Spanish) | |
| | wl.va.nh.15 | common prefixes and suffixes | |
| | wl.va.nh.16 | common infinitives | <input checked="" type="checkbox"/> |
| Geography & Culture | | <i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i> | |
| | wl.geoc.nh.1 | Identify location of all countries/continents where target language is spoken on a map | |
| | wl.geoc.nh.2 | Explain major traditional holidays and/or events celebrated in countries where the target language is spoken | <input checked="" type="checkbox"/> |
| | wl.geoc.nh.3 | Compare/contrast aspects of traditions, perspectives, and daily life in countries where the target language is spoken with one's own traditions, perspectives, and daily life | <input checked="" type="checkbox"/> |

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| | wl.geoc.nh.4 | Compare/contrast similarities and differences of target language with one's own native language | |
| Grammar Concepts | | <i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i> | |
| | wl.grc.nh.1 | Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles | <input checked="" type="checkbox"/> |
| | wl.grc.nh.2 | Apply basic rules of word order (adjectives comes after nouns in Spanish) | <input checked="" type="checkbox"/> |
| | wl.grc.nh.3 | Use all subject pronouns in the target language | <input checked="" type="checkbox"/> |
| | wl.grc.nh.4 | Conjugate regular verbs in the present tense (regular AR,ER,IR verbs in Spanish) and use them in writing and speech | <input checked="" type="checkbox"/> |
| | wl.grc.nh.5 | Conjugate regular verbs in the present progressive tense | |
| | wl.grc.nh.6 | Conjugate the verb "to be" and use in writing and speech | <input checked="" type="checkbox"/> |
| | wl.grc.nh.7 | Conjugate the simple/informal future tense ("Ir + a + infinitive" in Spanish) to express what one is "going to do" | <input checked="" type="checkbox"/> |
| | wl.grc.nh.8 | Conjugate common irregular verbs in the present tense | <input checked="" type="checkbox"/> |
| | wl.grc.nh.9 | Conjugate the verb "to like" in singular and plural forms to express likes and dislikes | <input checked="" type="checkbox"/> |