

<b>PK4</b>			
		<b>COMMUNICATION ARTS</b>	
<b>DOMAIN</b>		<b>ARCHDIOCESAN EXPECTATIONS</b>	<b>PRIORITY EXPECTATION</b>
Social Emotional	ca.se.pk4.1	Respect and respond to others in an appropriate manner	☑
	ca.se.pk4.2	Participate in small and large group activities	☑
	ca.se.pk4.3	Help take care of environment and school (i.e. care for toys, supplies, classroom, etc.)	☑
	ca.se.pk4.4	Develop friendships with peers in class	☑
	ca.se.pk4.5	Gain understanding and is respectful of others' personal space and group spaces	☑
	ca.se.pk4.6	Express feelings and disappointments appropriately	☑
	ca.se.pk4.7	Maintain interest in activity with distractions present	☑
	ca.se.pk4.8	Finish work that was started	☑
	ca.se.pk4.9	Have a "can do" attitude	☑
	ca.se.pk4.10	Stay focused in a small group setting	☑
	ca.se.pk4.11	Share feelings of pride	☑
	ca.se.pk4.12	Respond well to enthusiasm	☑
	ca.se.pk4.13	Help clean up after activities	☑
	ca.se.pk4.14	Maintain activity or project until complete	☑
	ca.se.pk4.15	Follow directions	☑
Fine & Gross Motor		<i>Increasingly develop and refine fine motor skills</i>	
	ca.fm.pk4.1	Copy and reproduce horizontal, vertical, and diagonal lines	☑
	ca.fm.pk4.2	Copy and reproduce rectangle, square, cross, X, and triangle	☑
	ca.fm.pk4.3	Color within the lines	☑
	ca.fm.pk4.4	Develop scissor skills	☑
	ca.fm.pk4.5	Assemble simple, age-appropriate puzzles (without assistance)	☑

	ca.fm.pk4.6	Build a tower with 6, 7, 8, 9, and 10 blocks	<input checked="" type="checkbox"/>
	ca.fm.pk4.7	Manipulate small pieces: zippers, buttons, and snaps	<input checked="" type="checkbox"/>
	ca.fm.pk4.8	Draw a recognizable figure with body parts and demonstrating accuracy	<input checked="" type="checkbox"/>
	ca.fm.pk4.9	Paint, paste, glue, and play with play dough and clay (without assistance)	<input checked="" type="checkbox"/>
		<i>Increasingly develop and refine gross motor skills</i>	
	ca.gm.pk4.1	Increase strength and dexterity for upper extremities	<input checked="" type="checkbox"/>
Reading	ca.r.pk4.1	Apply early reading skills by: showing interest in reading and books, exhibiting book-handling skills, pretending to read easy or predictable	<input checked="" type="checkbox"/>
	ca.r.pk4.2	Use concepts of print: recognize their name and find their name in a group, read environmental print and symbols, identify most uppercase and some lowercase alphabet letters, and recognize that print represents spoken words	<input checked="" type="checkbox"/>
	ca.r.pk4.3	Attend to sounds in language/phonological awareness: repeat rhymes, simple songs, poems and fingerplays, participate in word games, and discriminate some sounds in words	<input checked="" type="checkbox"/>
	ca.r.pk4.4	With guidance and discussion, develop an understanding of how a text can influence a reader's moral character	
Writing		<i>Use writing as a means of expression and communication</i>	
	ca.w.pk4.1	Use scribbles, shapes, pictures, letter-like forms, and letters to write	<input checked="" type="checkbox"/>
	ca.w.pk4.2	Experiment with writing tools and materials	<input checked="" type="checkbox"/>
	ca.w.pk4.3	Tell others about marks and intended meaning of drawing or writing	<input checked="" type="checkbox"/>
	ca.w.pk4.4	Use a variety of resources to facilitate writing	<input checked="" type="checkbox"/>
	ca.w.pk4.5	Convert speech to writing	<input checked="" type="checkbox"/>
		<i>Writing skills</i>	
	ca.w.pk4.6	Copy and write some uppercase and some lowercase letters	
	ca.w.pk4.7	Write first name in uppercase and lowercase letters	
	ca.w.pk4.8	Draw/write with increasing control (watch for dexterity, precision & control, coordination, and grasp of instrument)	
	ca.w.pk4.9	Develop pencil grasp	

Speaking & Listening	ca.sl.pk4.1	Represent feelings and ideas in a variety of ways through pretend play, movement, music and art, and construction	<input checked="" type="checkbox"/>
	ca.sl.pk4.2	Listen for different purposes such as: listen to others and to sounds in the environment, understand more complex sentences, follow simple directions, listen responsively to books and stories, respond to questions, and listen to and engage in conversations and communication with others	<input checked="" type="checkbox"/>
	ca.sl.pk4.3	Use language to communicate through the use of the body, verbally or with gestures in the home language, and initiate and respond appropriately in conversation and discussions with adults and children	<input checked="" type="checkbox"/>
	ca.sl.pk4.4	Develop and expand vocabulary by: learning new words, communicating verbally or with signs in home language, communicating in home language and is understood by others, using language to pretend create, and using complete sentences in varying lengths	<input checked="" type="checkbox"/>

## MATH

DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
Number Sense		<i>Use numbers to show quantity</i>	
	m.ns.pk4.1	Show interest in counting and quantity	
	m.ns.pk4.2	Participate in experiences that involve counting	<input checked="" type="checkbox"/>
	m.ns.pk4.3	Develop an increasing ability to rote count in sequence to 25	<input checked="" type="checkbox"/>
	m.ns.pk4.4	Develop an increasing ability to count by tens to 50	<input checked="" type="checkbox"/>
	m.ns.pk4.5	Count up to 10 objects with understanding	<input checked="" type="checkbox"/>
		<i>Use language to represent number of objects</i>	
	m.ns.pk4.6	Combine, separate, and name number of objects	<input checked="" type="checkbox"/>
	m.ns.pk4.7	Use language to compare numbers (i.e. more/less, greater/fewer, equal to)	<input checked="" type="checkbox"/>
		<i>Solve problem using numbers</i>	
	m.ns.pk4.8	Name how many there are in a group (up to ten objects)	
	m.ns.pk4.9	Use one-to-one correspondence when counting objects	

	m.ns.pk4.10	Use one-to-one correspondence to compare the size of a group of objects	
Relationships & Algebraic Thinking		<i>Use language to represent number of objects</i>	
	m.rat.pk4.1	Combine and separate groups and name how many	✓
		<i>Use numerical representations</i>	
	m.rat.pk4.2	Use drawings to represent number	✓
Geometry, Measurement, & Data		<i>Make comparisons using measurement</i>	
	m.gmd.pk4.1	Explore, compare, and describe objects using measurable features	
	m.gmd.pk4.2	Order three or more objects according to length or size and differences	✓
		<i>Investigate positions and locations</i>	
	m.gmd.pk4.3	Take objects apart and put them together	
	m.gmd.pk4.4	Use actions and words to indicate position, location, movement, and orientation	
		<i>Explore shapes in the environment</i>	
	m.gmd.pk4.5	Investigate and talk about the characteristics of shapes	
	m.gmd.pk4.6	Identify and trace shapes and symbols (line, x, circle, square, triangle, rectangle, diamond, and rhombus)	✓
		<i>Demonstrate an understanding of time through classroom routine</i>	
	m.gmd.pk4.7	Verbally name the days of the week by cueing from a calendar or song	✓
		<i>Work with money</i>	
	m.gmd.pk4.8	Recognize that certain objects are coins and that dollars and coins represent money	
		<b>SCIENCE</b>	
<b>DOMAIN</b>	<b>CODE</b>	<b>ARCHDIOCESAN EXPECTATIONS</b>	<b>PRIORITY EXPECTATION</b>
Physical Science	s.ps.pk4.1	Explore physical properties of objects and materials using senses and simple tools	✓

	s.ps.pk4.2	Investigate properties of objects and materials through questions and experiments	<input checked="" type="checkbox"/>
	s.ps.pk4.3	Solve problems involving physical properties of objects and materials	<input checked="" type="checkbox"/>
	s.ps.pk4.4	Represent observations of the physical world in a variety of ways: pretend play, music and movement, art and construction, and conversation	<input checked="" type="checkbox"/>
Life Science	s.ls.pk4.1	Explores characteristics of living things through senses	<input checked="" type="checkbox"/>
	s.ls.pk4.2	Investigate characteristics of living things through questions and collecting information	<input checked="" type="checkbox"/>
	s.ls.pk4.3	Solve problems related to living things	<input checked="" type="checkbox"/>
	s.ls.pk4.4	Represent observations about living things in a variety of ways: pretend play, music and movement, art and construction, and conversation	<input checked="" type="checkbox"/>
Earth & Space Science	s.ess.pk4.1	Explore properties of earth and sky using senses and simple tools	<input checked="" type="checkbox"/>
	s.ess.pk4.2	Investigate properties of earth and sky through questions and experiments	<input checked="" type="checkbox"/>
	s.ess.pk4.3	Solve problems involving earth and sky	<input checked="" type="checkbox"/>
	s.ess.pk4.4	Represent observations about earth and sky in a variety of ways: pretend play, music and movement, art and construction, and conversation	<input checked="" type="checkbox"/>
<b>SOCIAL STUDIES</b>			
<b>DOMAIN</b>	<b>CODE</b>	<b>ARCHDIOCESAN EXPECTATIONS</b>	<b>PRIORITY EXPECTATION</b>
Civics	ss.c.pk4.1	Identify reasons for rules in the home/school/classroom	
	ss.c.pk4.2	Articulate questions about the classroom and school communities	
	ss.c.pk4.3	Retell and explain personal history	
	ss.c.pk4.4	Participate in a classroom vote and accept outcome of vote	<input checked="" type="checkbox"/>
	ss.c.pk4.5	Articulate ways to peacefully resolve conflicts	<input checked="" type="checkbox"/>
	ss.c.pk4.6	Demonstrate fairness when sharing classroom and playground equipment	<input checked="" type="checkbox"/>
	ss.c.pk4.7	Name family members, including grandparents, and their roles and responsibilities	

	ss.c.pk4.8	Show interest in community and culture	✓
	ss.c.pk4.9	Listen to the various ways classmates celebrate holidays with their families	✓
	ss.c.pk4.10	Listen to classmates as they share their ideas	✓
	ss.c.pk4.11	Name community workers, their jobs, and tools of their trade	✓
	ss.c.pk4.12	Identify our country's flag and its characteristics (colors, stars, stripes)	
	ss.c.pk4.13	Recite the Pledge of Allegiance as a class	
Economics	ss.e.pk4.1	Identify the difference between wants and needs	✓
	ss.e.pk4.2	Identify the physical differences between a penny, nickel, dime, and quarter	
	ss.e.pk4.3	Name objects one buys at a store in exchange for money	
Geography	ss.g.pk4.1	Explore the concept of a neighborhood and community where one lives	✓
History	ss.h.pk4.1	Describe the contributions of people associated with holidays	✓
	ss.h.pk4.2	Use words to show time order such as before, now, later	✓
		<b>ART</b>	
<b>DOMAIN</b>	<b>CODE</b>	<b>ARCHDIOCESAN EXPECTATIONS</b>	<b>PRIORITY EXPECTATION</b>
Create	a.cr.pk4.1	Engage in self-directed play with materials	✓
	a.cr.pk4.2	Engage in self-directed creative making	✓
	a.cr.pk4.3	Use a variety of art-making tools	✓
	a.cr.pk4.4	Share materials with others	✓
	a.cr.pk4.5	Create and tell about art that communicates a story about a familiar place or object	✓
	a.c.pk4.6	Share and talk about personal artwork	✓
Present	a.p.pk4.1	Identify reasons for saving and displaying objects, artifacts, and artwork	✓
	a.p.pk4.2	Identify places where art may be displayed or saved	
	a.p.pk4.3	Identify where art is displayed both inside and outside of school	
Respond	a.r.pk4.1	Recognize art in one's environment	
	a.r.pk4.2	Distinguish between images and real objects	✓

	a.r.pk4.3	Interpret art by identifying and describing subject matter	<input checked="" type="checkbox"/>
	a.r.pk4.4	Select a preferred artwork	
Connect	a.co.pk4.1	Explore the world using descriptive and expressive words and art-making	<input checked="" type="checkbox"/>
	a.co.pk4.2	Recognize that people make art	

<b>MUSIC</b>			
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DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
Create	mu.cr.pk3-4.1	Explore and experience a variety of music, especially Catholic Christian songs	<input checked="" type="checkbox"/>
	mu.cr.pk3-4.2	Explore musical ideas (such as movements, vocalizations, or instrumental accompaniments)	
Perform	mu.p.pk3-4.1	Sing and dance to a variety of songs	<input checked="" type="checkbox"/>
	mu.p.pk3-4.2	Perform music with expression	
	mu.p.pk3-4.3	Apply teacher feedback to refine performances	<input checked="" type="checkbox"/>
	mu.p.pk3-4.4	Repeat patterns using instruments (i.e. rhythmic sticks)	<input checked="" type="checkbox"/>
Respond	mu.r.pk3-4.1	State personal interests and communicate why they prefer some music selections over others	
	mu.r.pk3-4.2	Respond to musical contrasts in songs (i.e. changes in harmony and rhythm)	<input checked="" type="checkbox"/>
Connect	mu.co.pk3-4.1	Explore how music brings joy to daily life	<input checked="" type="checkbox"/>
	mu.co.pk3-4.2	Begin to understand that music is a gift from God	<input checked="" type="checkbox"/>

<b>PE &amp; HEALTH</b>			
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DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
Movement & Manipulative Skills	peh.mms.pk3-4.1	Demonstrate gross motor skills with purpose	<input checked="" type="checkbox"/>
	peh.mms.pk3-4.2	Demonstrate fine motor skills with purpose	<input checked="" type="checkbox"/>
Strategy & Applying Skills	peh.sas.pk3-4.1	Respond to sensory input to function in the environment (i.e. body awareness, spatial awareness)	<input checked="" type="checkbox"/>

Health & Fitness	peh.hf.pk3-4.1	Practice healthy behaviors (i.e. finish healthy food before eating treats, demonstrate self-care and independence in restroom, use kleenex, etc.)	✓
Attitude & Behavior	peh.ab.pk3-4.1	Practice safe behaviors while playing with peers (i.e. follow playground rules, be gentle, stay with class when moving through the building/campus, etc.)	✓
	peh.ab.pk3-4.2	Follow classroom rules and procedures	✓
<b>WORLD LANGUAGES</b>			
<b>DOMAIN</b>	<b>CODE</b>	<b>ARCHDIOCESAN EXPECTATIONS</b>	<b>PRIORITY EXPECTATION</b>
		<b>Novice-Low: With significant teacher support, student can...</b>	
Communication		<i>Engage in conversations, providing and obtaining information in the target language</i>	
	wl.comm.nl.1	Recite the Sign of the Cross and Hail Mary	✓
	wl.comm.nl.2	Use courtesies, greetings, and salutations in appropriate situations (orally and basic, simple writing)	✓
	wl.comm.nl.3	Ask and respond to basic questions using interrogative words and vocabulary (orally and basic, simple writing)	✓
	wl.comm.nl.4	Recite alphabet letter names and their sounds as a class in consecutive order	✓
	wl.comm.nl.5	Engage in basic conversations in target language.	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nl.1	Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nl.2	Listen to age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nl.3	Respond to basic classroom commands and questions given in the target language	✓
	wl.comp.nl.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	



Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nl.1	calendar	✓
	wl.va.nl.2	cardinal numbers 0-30	✓
	wl.va.nl.3	weather	
	wl.va.nl.4	animals	
	wl.va.nl.5	classroom objects	
	wl.va.nl.6	basic affirmative, familiar commands (interpret and apply them)	✓
	wl.va.nl.7	food	
	wl.va.nl.8	singular possessive adjectives	✓
	wl.va.nl.9	family	✓
	wl.va.nl.10	body	
	wl.va.nl.11	descriptive adjectives	
	wl.va.nl.12	interrogative words	✓
	wl.va.nl.13	definite and indefinite articles	
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	wl.geoc.nl.1	Identify major traditional holidays and/or events celebrated in countries where the target language is spoken	
	wl.geoc.nl.2	Discuss aspects of traditions, perspectives, and daily life in countries where the target language is spoken	
	wl.geoc.nl.3	Discuss similarities and differences of target language and one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nl.1	Identify gender of nouns and adjectives	
	wl.grc.nl.2	Use the verbs "I am" and "I have" in simple sentences orally	✓

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

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

Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nm.1	Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles	☑
	wl.grc.nm.2	Apply basic rules of word order (adjectives comes after nouns in Spanish)	☑
	wl.grc.nm.3	Recognize subject pronouns in the target language	
	wl.grc.nm.4	Conjugate the verb "to like" for singular subject pronouns to express likes and dislikes	
		<b>Novice-High: With little to no teacher support, student can independently and consistently...</b>	
Communication		<i>Engage in conversations, provide and obtain information in the target language</i>	
	wl.comm.nh.1	Recite the Sign of the Cross, Hail Mary, Our Father, and Glory Be from memory	☑
	wl.comm.nh.2	Use courtesies, greetings, and salutations in appropriate situations written and orally	☑
	wl.comm.nh.3	Ask and respond to basic questions using interrogative words and vocabulary written and orally	☑
	wl.comm.nh.4	Say alphabet letter names and their sounds in random order (not consecutive order)	
	wl.comm.nh.5	Engage in basic conversations in the target language	☑
	wl.comm.nh.6	Produce target vocabulary with accuracy written and orally	☑
	wl.comm.nh.7	Write simple paragraphs in the target language on various topics using targeted vocabulary and grammar concepts	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nh.1	Recognize familiar words, phrases, and questions written and spoken with visual/contextual support and by applying prior knowledge	☑
	wl.comp.nh.2	Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	☑

	wl.comp.nh.3	Respond to classroom commands and questions given in the target language	<input checked="" type="checkbox"/>
	wl.comp.nh.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nh.1	calendar	
	wl.va.nh.2	cardinal numbers 0-1 million	<input checked="" type="checkbox"/>
	wl.va.nh.3	ordinal numbers first-tenth	<input checked="" type="checkbox"/>
	wl.va.nh.4	time (chronology and time-referenced vocabulary; i.e. later, going to do something, in the morning)	<input checked="" type="checkbox"/>
	wl.va.nh.5	sports and leisure activities	
	wl.va.nh.6	food (and how to order a meal in a restaurant)	<input checked="" type="checkbox"/>
	wl.va.nh.7	singular and plural possessive adjectives and agreement	<input checked="" type="checkbox"/>
	wl.va.nh.8	family	<input checked="" type="checkbox"/>
	wl.va.nh.9	body	<input checked="" type="checkbox"/>
	wl.va.nh.10	descriptive adjectives	<input checked="" type="checkbox"/>
	wl.va.nh.11	shopping and clothing	
	wl.va.nh.12	modes of transportation	
	wl.va.nh.13	prepositions of place (i.e. in back of, underneath)	<input checked="" type="checkbox"/>
	wl.va.nh.14	common idiomatic expressions and phrases using irregular verbs (i.e. "tener que" phrases in Spanish)	
	wl.va.nh.15	common prefixes and suffixes	
	wl.va.nh.16	common infinitives	<input checked="" type="checkbox"/>
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	wl.geoc.nh.1	Identify location of all countries/continents where target language is spoken on a map	

	wl.geoc.nh.2	Explain major traditional holidays and/or events celebrated in countries where the target language is spoken	<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"/>
	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"/>