



*Diocese of Venice Curricular Standards  
Grades K-8*

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# *English Language Arts (ELA) Standards*

Diocese of Venice

Standards for English Language Arts Curriculum  
Grades K-8



# *Basic Principles underlying All Standards to be used for the Planning of Curriculum for the Diocese of Venice*

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Basic principles which inform all Catholic education in the Schools of the Diocese of Venice are:

- All knowledge, in some way, reflects God's Truth, Beauty and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school; and respect for the uniqueness and dignity of each person as created in the image of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person in light of his/her ultimate end and the good of the society of which he/she is a member.
- Each subject is to be examined in the context of the Catholic faith and is to be illuminated by Gospel values.
- Learning and formation occur in the Catholic school without separation as does the development of each student on both the natural and supernatural levels.
- Curriculum and instruction seeks to promote a synthesis of faith, life and culture and to form students as disciples of Jesus.



# *Diocese Of Venice Catholic School Standards For English Language Arts (ELA)*



Using writing, speaking, and listening as the communication vehicle for their search for truth, beauty and goodness, students will demonstrate increasing sophistication in all aspects of language usage. Vocabulary, syntax, and the development, organization and presentation of ideas, will reflect the utilization of increasingly arduous content and sources.

The cultural heritage of mankind includes other values apart from the specific ambient of truth. When the Christian teacher helps a pupil to grasp, appreciate and assimilate these values, he is guiding him towards eternal realities. This movement towards the Uncreated Source of all knowledge highlights the importance of teaching for the growth of faith. *The Catholic School*, #42

Reading and literature, as in all truths, are best presented through the perspective of our Catholic faith. These standards are directed toward fostering students' understanding and working knowledge of reading, from the alphabetic principle to comprehension of complex literary and informational text. The aim of these standards "is not merely the attainment of knowledge but the acquisition of values and discovery of truth." - Sacred Congregation for the Catholic Education, (*The Catholic School*, #39)

Literary and artistic works depict the struggles of societies, of families, and of individuals. They spring from the depths of the human heart, revealing its lights and its shadows, its hope and its despair. The Christian perspective goes beyond the merely human, and offers more penetrating criteria for understanding the human struggle and the mysteries of the human spirit. *Religious Dimensions of Education in a Catholic School: Guidelines for Reflection and Renewal*, # 61

The increased attention given to science and technology must not lead to a neglect of the humanities: philosophy, history, literature and art. Since earliest times, each society has developed and handed on its artistic and literary heritage, and our human patrimony is nothing more than the sum total of this cultural wealth... The artistic and literary patrimony of Christianity is vast and gives visible testimony to a faith that has been handed down through centuries. *Religious Dimensions of Education in a Catholic School: Guidelines for Reflection and Renewal*, #60

In a Catholic school, curricular formation....

1. Involves the integral formation of the whole person, body, mind and spirit, in light of his or her ultimate end and the good of society. (1)

2. Promotes human virtues and the dignity of human person, as created in the image and likeness of God and modeled on the person of Jesus Christ.<sup>2</sup>
3. Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.
5. Encourages a synthesis of faith, life, and culture.

## ELA K-8 Catholic Integrated Faith Standards

LA.K8.IF	Integration of Faith: Kindergarten – Grade 8		
	LA.K8.IF	Catholic Curricular Standards and Dispositions in English Language Arts	
		LA.K8.IF.1	Analyze literature that reflects the Catholic culture and worldview.
		LA.K8.IF.2	Share how literature can contribute to strengthening one's moral character.
		LA.K8.IF.3	Demonstrate how literature is used to develop a religious, moral, and social sense.
		LA.K8.IF.4	Articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.
		LA.K8.IF.5	Identify how Christian and Western symbols and symbolism communicate the battle between good and evil.
		LA.K8.IF.6	Identify the causes underlying why people do the things they do.
		LA.K8.IF.7	Summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times.
		LA.K8.IF.8	Use language as a bridge for communication with one's fellow man for the betterment of all involved.
		LA.K8.IF.9	Write in various ways to naturally order thoughts, align them with Truth, and accurately express intent, knowledge, and feelings.
		LA.K8.IF.10	Share how literature cultivates the aesthetic faculties within the human person.
		LA.K8.IF.11	Share how literature ignites the creative imagination.
		LA.K8.IF.12	Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes.
		LA.K8.IF.13	Share how the beauty and cadence of poetry impacts human sensibilities and forms the soul.

## ELA KINDERGARTEN

Language Arts: Kindergarten: Foundational Skills				
	LA.K.FS.1	Print Concepts		
			LA.K.FS.1.1	Demonstrate understanding of the one-to-one correspondence between a spoken word and a printed word or text.
			LA.K.FS.1.2	Recognize that sentences are made of words separated by spaces.
LA.K.FS.2	Phonological Awareness		LA.K.FS.2.1	Identify that a sentence is made up of a group of words.
			LA.K.FS.2.2	Identify syllables in spoken words.
			LA.K.FS.2.3	Orally generate rhymes in response to spoken words.
			LA.K.FS.2.4	Distinguish between orally presented rhyming words and non-rhyming words.
			LA.K.FS.2.5	Recognize spoken alliteration or groups of words that begin with the same onset or initial sounds.
			LA.K.FS.2.6	Blend spoken onsets and rimes to form simple words (e.g., /C/, /A/, /T/ makes cat).
			LA.K.FS.2.7	Blend spoken phonemes to form one syllable words.
			LA.K.FS.2.8	Segment one syllable words into two or three phonemes (e.g., dog into /d/ /o/ /g/)
			LA.K.FS.2.9	Isolate the initial and final sound into one-syllable spoken words.
			LA.K.FS.3.1	Identify the letter names and then letter sounds.
LA.K.FS.3	Phonics and Word Awareness		LA.K.FS.3.2	Identify and read 30 high frequency words from a commonly used list.
			LA.K.FS.3.3	Use letter sound knowledge to decode vowel/consonant (VC), consonant/vowel/consonant (CVC), and consonant/consonant/vowel/consonant words (CCVC).
			LA.K.FS.3.4	Recognize that new words are created when letters are changed, added or deleted.
			LA.K.FS.4.1	Read emergent-reader texts with developmentally appropriate rate and accuracy.
LA.K.FS.4	Fluency		LA.K.FS.5.1	Identify and use words that name actions, directions, positions, sequences, and locations.
			LA.K.FS.5.2	Predict what might happen next based on the cover, title, and illustrations.
			LA.K.FS.5.3	Retell or act out important events in the story.
L.A.K.W	Language Arts: Kindergarten: Writing			
	LA.K.W.1	Writing Conventions		
			LA.K.W.1.1	Use complete simple sentences.

				LA.K.W.1.2	Understand the use of past and future tenses in the context of reading.
				LA.K.W.1.3	Understand and use nouns (singular/plural) in the context of reading, writing, and speaking (with adult assistance).
				LA.K.W.1.4	Understand and use pronouns and descriptive words in the context of reading, writing, and speaking (with adult assistance).
				LA.K.W.1.5	Understand and use prepositions and simple prepositional phrases (e.g., in, on, under, over) in the context of reading, writing, and speaking.
				LA.K.W.1.6	Add drawings or visual displays to descriptions to provide additional details.
				LA.K.W.1.7	Use drawings, dictating, and writing to tell about a single event or several loosely linked events in the order in which they occurred.
				LA.K.W.1.8	Respond to questions and suggestions and add details to strengthen writing.
LA.K.W.2	Writing Process			LA.K.W.2.1	Dictate or write information for lists, captions, or simple sentences.
				LA.K.W.2.2	Use a combination of drawing, dictating, and writing to tell a story (e.g., We went to the zoo) or share an opinion (e.g. My favorite book is...).
				LA.K.W.2.3	Recall information from experiences or gather information from provided sources to answer a question.
				LA.K.W.2.4	Plan a first draft by generating ideas for writing through class discussion.
				LA.K.W.2.5	Develop drafts by sequencing the action or details in the story.
				LA.K.W.2.6	Edit drafts by leaving spaces between letters or words.
				LA.K.W.2.7	Share writing with others through discussion and collaboration.
				LA.K.W.2.8	Dictate or write sentences to tell a story and put the sentences in chronological order.
				LA.K.W.2.9	Participate in shared research and writing projects (i.e. explore a number of books by a favorite author and express opinions about them).
				LA.K.W.2.10	Explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.K.W.3	Handwriting				
				LA.K.W.3.1	Form upper and lower case letters using basic conventions of print (left-to-right and top-to-bottom progression).
				LA.K.W.3.2	Capitalize the first letter in a sentence or name.
				LA.K.W.3.3	Use punctuation at the end of a sentence.

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## 1<sup>ST</sup> Grade ELA

L.A.K.SL	Language Arts: Kindergarten: Speaking and Listening				
	LA.K.SL.1	Comprehension and Collaboration			
			LA.K.SL.1.1	Participate in collaborative conversations with peers and adults in small and larger groups.	
			LA.K.SL.1.2	Ask and answer questions in order to seek help, find information, or clarify something that is not understood.	
	LA.K.SL.2	Presentation of Knowledge and Ideas			
			LA.K.SL.2.1	Describe familiar people, places, events, and common objects.	
			LA.K.SL.2.2	Speak in complete sentences to communicate.	
			LA.K.SL.2.3	Use new words acquired by listening to read-a-loud texts.	
			LA.K.SL.2.4	Predict the meaning of a new word from its context when listening to others speak.	
L.A.K.L	Language Arts: Kindergarten: Literature				
	LA.K.L.1	Comprehension			
			LA.K.L.1.1	Ask and answer questions about key details in a text.	
			LA.K.L.1.2	Retell familiar stories, including key details.	
			LA.K.L.1.3	Identify characters, setting, and major events in a story	
			LA.K.L.1.4	Identify the author and illustrator of a story.	
			LA.K.L.1.5	Ask and answer questions about unknown words in a text.	
			LA.K.L.1.6	Compare and contrast the adventures and experiences of characters in familiar stories.	
			LA.K.L.1.7	Make connections between self, text, and the world around them.	
			LA.K.L.1.8	Engage actively in group reading activities with purpose and understanding.	
			LA.K.L.1.9	Identify examples of formal and informal language.	
			LA.K.L.1.10	Identify examples of noble characteristics in stories of virtuous heroes and heroines.	
			LA.K.L.1.11	Identify the causes underlying why people do the things they do.	
L.A.K.IT	Language Arts: Kindergarten: Informational Texts				
	LA.K.IT.1	Key Ideas and Details			
			LA.K.IT.1.1	Ask/answer questions about key details in a text.	
			LA.K.IT.1.2	Identify the main topic and retell key ideas of the text.	

				LA.K.IT.3	Identify text and graphic features of nonfiction text.
				LA.K.IT.4	Describe the connection between individuals, events, ideas, or pieces of information in a nonfiction text.
	LA.K.IT.2	Craft and Structure		LA.K.IT.2.1	Ask/answer questions about unknown subject or content related words in a text.
				LA.K.IT.2.2	Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
				LA.K.IT.2.3	Name the author and illustrator of a nonfiction text; define the role of each in presenting the ideas or information in a text.
	LA.K.IT.3	Integration of Knowledge and Ideas		LA.K.IT.3.1	Describe the relationship between the illustrations, charts, or maps and the text in which they appear (i.e. what person, place, thing or ideas in the text and illustration depicts).
				LA.K.IT.3.2	Identify the reasons an author gives to support points in a text.
				LA.K.IT.3.3	Engage actively in group reading activities with purpose and understanding.
LA.1.FS	Language Arts: Grade 1: Foundational Skills				
	LA.1.FS.1	Print Awareness		LA.1.FS.1.1	Demonstrate understanding of the organization of print.
				LA.1.FS.1.2	Recognize the distinguishing features of a sentence (first word, capitalization, ending punctuation)
				LA.1.FS.1.3	Read texts by moving from top to bottom of the page and tracking words from left to right with a return sweep.
	LA.1.FS.2	Phonemic Awareness		LA.1.FS.2.1	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
				LA.1.FS.2.2	Distinguish long from short vowel sounds in spoken one syllable words.
				LA.1.FS.2.3	Produce single syllable words by blending sounds (phonemes) including consonant blends.
				LA.1.FS.2.4	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words.
				LA.1.FS.2.5	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
	LA.1.FS.3	Phonics and Word Recognition		LA.1.FS.3.1	Know and apply grade-level phonics and word analysis skills in decoding words.
				LA.1.FS.3.2	Know the spelling-sound correspondence for common consonant digraphs.

				LA.1.FS.3.3	Decode regularly spelled one-syllable words.
				LA.1.FS.3.4	Know final -e and common vowel team conventions for representing long vowel sounds.
				LA.1.FS.3.5	Know that every syllable must have a vowel sound to determine the number of syllables in a printed word.
				LA.1.FS.3.6	Decode two-syllable words following basic patterns by breaking words into syllables.
				LA.1.FS.3.7	Read words with inflectional endings.
				LA.1.FS.3.8	Recognize and read grade-appropriate irregularly spelled words.
				LA.1.FS.3.9	Identify and read at least 100 high-frequency words from a commonly used list.
	LA.1.FS.4	Fluency		LA.1.FS.4.1	Read grade level text with purpose and understanding.
				LA.1.FS.4.2	Read grade level text orally with accuracy, appropriate rate, and expression on successive readings.
				LA.1.FS.4.3	Use context clues to confirm or self-correct word recognition and understanding, rereading as necessary.

LA.1.LA	Language Arts: Grade 1: Language			
	LA.1.LA.1	Conventions of Standard English		
			LA.1.LA.1.1	Demonstrate command of the conventions of standard English grammar when speaking or writing; Print all upper and lower case letters; Use common and proper nouns; Use singular and plural nouns with matching verbs in basic sentences; Use personal, possessive, and indefinite pronouns; Use verbs to convey a sense of past, present, and future; Use frequently occurring adjectives; Use frequently occurring conjunction; Use determiners (articles, demonstratives); Use frequently occurring prepositions (e.g. during, beyond, toward); Produce complete and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
			LA.1.LA.1.2	Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing; Capitalize names and dates; Use punctuation to end sentences; Use commas in dates and to separate single words in a series; Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words; Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
			LA.1.LA.1.3	Determine or clarify the meaning of unknown and multiple meaning words and phrases choosing appropriate strategies; Use sentence-level context as a clue to the meaning of word or a phrase; Use frequently occurring affixes as a clue to the meaning of a word; Identify frequently occurring root words (e.g., look) and their inflectional forms (looks, looked, looking).

				LA.1.LA.1.4	Demonstrate understanding of word relationships and nuances in word meanings with guidance and support; Sort words into categories to gain a sense of concepts the categories represent; Define words by category and by one or more key attributes (e.g., a tiger is a cat with stripes); Identify real life connections between words and their use (e.g., places at home are cozy); Distinguish shades of meaning among verbs differing in mannerism (e.g., look, peek, glance, glare, scowl,) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
				LA.1.LA.1.5	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relations (e.g., because).
LA.1.W	Language Arts: Grade 1: Writing				
	LA.1.W.1	Text Types and Purposes		LA.1.W.1.1	Write in complete sentences with correct subject-verb agreement.
				LA.1.W.1.2	Write two or more sentences on literary, science or social studies topics or texts.
				LA.1.W.1.3	Write to tell a brief story including two or more sequenced events, details regarding what happened, and a sense of closure.
	LA.1.W.2	Production and Distribution of Writing		LA.1.W.2.1	Write brief compositions about a topic of interest.
				LA.1.W.2.2	Use a variety of digital tools to produce and publish writing, including in collaboration from peers with guidance and support from adults.
	LA.1.W.3	Research to Build and Present Knowledge		LA.1.W.3.1	Participate in shared research and writing projects with guidance and support from adults.
				LA.1.W.3.2	Recall information from experiences or gather information from provided sources to answer a question.
				LA.1.W.3.3	Create and present a poem, dramatization, artwork or personal response to a particular author or theme studied.
				LA.1.W.3.4	Ask questions with appropriate subject-verb inversion.
	LA.1.W.4	Handwriting/Grammar		LA.1.W.4.1	Form upper and lower case letters using basic conventions of print (left-to-right and top-to-bottom progression).
				LA.1.W.4.2	Capitalize the first letter in a sentence or name.

				LA.1.W.4.3	Use punctuation at the end of a sentence.
LA.1.SL	Language Arts: Grade 1: Speaking and Listening				
	LA.1.SL.1	Comprehension and Collaboration			
			LA.1.SL.1.1	Participate in collaborative conversations with diverse partners about 1 <sup>st</sup> Grade topics and texts with peers and adults in small and larger groups.	
			LA.1.SL.1.2	Follow agreed upon rules of discussion (listening to others with care, speaking one at a time about the topics and texts under discussion).	
			LA.1.SL.1.3	Build on other's ideas in conversations by responding to comments of others through multiple exchanges.	
			LA.1.SL.1.4	Ask questions to clear up any confusion about the topic and texts under discussion.	
			LA.1.SL.1.5	Seek to understand and communicate with individuals from different cultural backgrounds.	
			LA.1.SL.1.6	Ask and answer questions about what a speaker says in order to gather information or clarify something.	
	LA.1.SL.2	Presentation of Knowledge and Ideas			
			LA.1.SL.2.1	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	
			LA.1.SL.2.2	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	
			LA.1.SL.2.3	Produce complete sentences when appropriate to task and situation.	
LA.1.L	Language Arts: Grade 1: Literature				
	LA.1.L.1	Comprehension – Key Ideas			
			LA.1.L.1.1	Ask and answer questions about key details in a text.	
			LA.1.L.1.2	Retell familiar stories, including key details, and demonstrate understanding of the central message/lesson.	
			LA.1.L.1.3	Describe characters, settings, and major events in a story, using key details.	
	LA.1.L.2	Comprehension Craft and Structure			
			LA.1.L.2.1	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	
			LA.1.L.2.2	Explain major differences between books that tell stories and books that provide information using a wide range of text types.	
			LA.1.L.2.3	Identify the narrator of the story.	

				LA.1.L.2.4	Retell the order of events in a story by referring to the words or pictures.
				LA.1.L.2.5	Restate the main idea.
	LA.1.L.3	Comprehension Integration of Knowledge and Ideas			
			LA.1.L.3.1		Use illustrations and details in a story to describe its characters, setting, or events.
			LA.1.L.3.2		Compare and contrast the adventures and experiences of characters in familiar stories.
			LA.1.L.3.3		Determine whether a story is true or a fantasy (fiction or nonfiction) and explain why.
			LA.1.L.3.4		Describe the plot (problem and solution) and retell a story's beginning, middle, and end.
LA.1.IT	Language Arts: Grade 1: Informational and Non-Fiction Text				
	LA.1.IT.1	Key Ideas and Details			
			LA.1.IT.1.1		Analyze works of non-fiction to uncover authentic Truth.
			LA.1.IT.1.2		Ask and answer questions about key details in a text.
			LA.1.IT.1.3		Identify the main topic and retell key ideas of the text.
			LA.1.IT.1.4		Describe the connection between two individuals, events, ideas, or pieces of information in a text.
	LA.1.IT.2	Craft and Structure			
			LA.1.IT.5		Know and use various text features (e.g., headlines, tables of contents, glossaries, electronic menus, icons) to locate key facts/information in a text.
			LA.1.IT.6		Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
	LA.1.IT.3	Integration of Knowledge and Ideas			
			LA.1.IT.3.1		Use the illustrations and details in a text to describe its key ideas.
			LA.1.IT.3.2		Identify the reasons an author gives to support points in a text.
			LA.1.IT.3.3		Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
	LA.1.IT.4	Range of Reading			
			LA.1.IT.4.1		Read or listen to informational texts at the first grade level or above.
			LA.1.IT.4.2		Make connections between self, text, and the world around them (text, media, and social interaction).

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	LA.K8.IF	Catholic Curricular Standards and Dispositions in English Language Arts	
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		LA.K8.IF.2	Share how literature can contribute to strengthening one's moral character.
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		LA.K8.IF.5	Identify how Christian and Western symbols and symbolism communicate the battle between good and evil.
		LA.K8.IF.6	Identify the causes underlying why people do the things they do.
		LA.K8.IF.7	Summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times.
		LA.K8.IF.8	Use language as a bridge for communication with one's fellow man for the betterment of all involved.
		LA.K8.IF.9	Write in various ways to naturally order thoughts, align them with Truth, and accurately express intent, knowledge, and feelings.
		LA.K8.IF.10	Share how literature cultivates the aesthetic faculties within the human person.
		LA.K8.IF.11	Share how literature ignites the creative imagination.
		LA.K8.IF.12	Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes.
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ELA 2 <sup>nd</sup> Grade					
LA.2.LA	Language Arts: Grade 2: Language				
		LA.2.LA.1	Conventions of Standard English		
				LA.2.LA.1.1	Demonstrate command of the conventions of standard English grammar when writing or speaking, especially; Collective nouns (e.g., group); Frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish); Reflexive pronouns (e.g., myself, ourselves); Past tense of frequently occurring irregular verbs (e.g., sat, hid, told); Adjectives and adverbs; Complete simple and compound sentences
				LA.2.LA.1.2	Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing; Capitalize holidays, product names, and geographic names. Use commas in greeting and closing of letters; Use an apostrophe to form contractions and frequently occurring possessives; Generalize learned spelling patterns when writing words (e.g., cage/badge; boy/boil); Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
	LA.2.LA.2	Knowledge of Language		LA.2.LA.2.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening; compare formal and informal uses of English.
	LA.2.LA.3	Vocabulary		LA.2.LA.3.1	Determine or clarify the meaning of unknown and multiple meaning words and phrases and content, choosing appropriate strategies: Use sentence level context as a clue to the meaning of word or a phrase; Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell); Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional); Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook); Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
				LA.2.LA.3.2	Demonstrate understanding of word relationships and nuances in word meanings; Identify connections between words and their use; Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl).
				LA.2.LA.3.3	Use words and phrases acquired through conversations, reading, and responding to texts, including using adjectives and adverbs to describe.
LA.2.W	Language Arts: Grade 2: Writing				

		LA.2.W.1	Text Types and Purposes		
				LA.2.W.1.1	Write opinion pieces introducing a topic or book, stating an opinion, supplying reasons that support the opinion, using linking words to connect opinion and reasons, and providing a concluding statement or section.
				LA.2.W.1.2	Write informative/explanatory text introducing a topic, using facts and definitions to develop points, and providing a concluding statement or section.
				LA.2.W.1.3	Write narratives recounting 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.
		LA.2.W.2	Production and Distribution of Writing		
				LA.2.W.2.1	Focus on a topic and strengthen writing as needed by revising and editing with guidance and support.
				LA.2.W.2.2	Use a variety of digital tools to produce and publish writing, including in collaboration from peers.
				LA.2.W.2.3	Participate in shared research and writing projects; read a number of books on a single topic to produce a report, record science observations, etc.
				LA.2.W.2.4	Recall information from experiences or gather information from provided sources to answer a question.
		LA.2.W.3	Responding to Literature		
				LA.2.W.3.1	Create and present a poem, narrative, play, artwork or personal response to a particular author or theme studied in class.
LA.2.SL	Language Arts: Grade 2: Speaking and Listening				
		LA.2.SL.1	Comprehension and Collaboration		
				LA.2.SL.1.1	Participate in collaborative conversations with peers and adults in small and larger groups; Follow agreed upon rules of discussion; Build on other's ideas in conversations by responding to comments of others through multiple exchanges; Ask questions to clear up any confusion about the topic and texts under discussion; Seek to understand and communicate with individuals from different cultural backgrounds.
				LA.2.SL.1.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
				LA.2.SL.1.3	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.

		LA.2.SL.2	Presentation of Knowledge and Ideas		
				LA.2.SL.2.1	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
				LA.2.SL.2.2	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.
				LA.2.SL.2.3	Produce complete sentences appropriate to tasks and situations in order to provide requested details or clarification.
LA.2.L	Language Arts: Grade 2: Literature				
	LA.2.L.1	Key Ideas and Details			
			LA.2.L.1.1	Ask and answer such questions to demonstrate understanding of key details in a text.	
			LA.2.L.1.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	
			LA.2.L.1.3	Describe how characters in a story respond to major events and challenges.	
	LA.2.L.2	Craft and Structure			
			LA.2.L.2.1	Describe how words and phrases supply rhythm and meaning in a story, poem, or song (e.g., regular beats, alliteration, rhymes, repeated lines).	
			LA.2.L.2.2	Describe the overall structure of the story, including how the beginning introduces the story and ending concludes the action.	
			LA.2.L.2.3	Acknowledge differences in the points of view of characters.	
			LA.2.L.2.4	Identify the causes underlying the character's actions.	
	LA.2.L.3	Integration of Knowledge and Ideas			
			LA.2.L.3.1	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	
			LA.2.L.3.2	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	
	LA.2.L.4	Range of Reading			
			LA.2.L.4.1	Read and comprehend literature at a 2nd grade level or above, including stories, poetry and plays.	
	LA.2.L.5	Responding to Literature		LA.2.L.5.1	Make connections between self, text, and the world.

LA.2.IT	Language Arts: Grade 2: Informational and Non-Fiction Text			
	LA.2.IT.1	Key Ideas and Details		
			LA.2.IT.1.1	Ask and answer questions such as who, what, where, when, why and how to demonstrate understanding of key details in a text.
			LA.2.IT.1.2	Identify the main topic of the text as well as the focus of specific paragraphs within the text.
			LA.2.IT.1.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
	LA.2.IT.2	Craft and Structure		
			LA.2.IT.2.1	Determine meaning of words/phrases in a text relevant to 2nd grade topics or subjects.
			LA.2.IT.2.2	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
			LA.2.IT.2.3	Describe the overall structure of the story, including how the beginning introduces the story and ending concludes the action.
			LA.2.IT.2.4	Identify the main purpose of a text, including what the author wants to answer, explain or describe.
	LA.2.IT.3	Integration of Knowledge and Ideas		
			LA.2.IT.3.1	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
			LA.2.IT.3.2	Describe how the author supports specific points in a text.
			LA.2.IT.3.3	Compare and contrast the most important points the author makes in a text.
	LA.2.IT.4	Range of Reading		
			LA.2.IT.4.1	Read and comprehend texts at a 2nd grade level, including history/social studies, science, and technical texts.

## ELA K-8 Catholic Integrated Faith Standards

LA.K8.IF	Integration of Faith: Kindergarten – Grade 8			
	LA.K8.IF	Catholic Curricular Standards and Dispositions in English Language Arts		
			LA.K8.IF.1	Analyze literature that reflects the Catholic culture and worldview.
			LA.K8.IF.2	Share how literature can contribute to strengthening one's moral character.
			LA.K8.IF.3	Demonstrate how literature is used to develop a religious, moral, and social sense.
			LA.K8.IF.4	Articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.
			LA.K8.IF.5	Identify how Christian and Western symbols and symbolism communicate the battle between good and evil.
			LA.K8.IF.6	Identify the causes underlying why people do the things they do.
			LA.K8.IF.7	Summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times.
			LA.K8.IF.8	Use language as a bridge for communication with one's fellow man for the betterment of all involved.
			LA.K8.IF.9	Write in various ways to naturally order thoughts, align them with Truth, and accurately express intent, knowledge, and feelings.
			LA.K8.IF.10	Share how literature cultivates the aesthetic faculties within the human person.
			LA.K8.IF.11	Share how literature ignites the creative imagination.
			LA.K8.IF.12	Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes.
			LA.K8.IF.13	Share how the beauty and cadence of poetry impacts human sensibilities and forms the soul.

### ELA 3<sup>rd</sup> Grade

LA.3.FS	Language Arts: Grade 3: Foundational Skills			
	LA.3.FS.1	Phonics and Word Recognition		
		LA.3.FS.1.1	Know and apply grade-level phonics and word analysis skills in decoding words.	
		LA.3.FS.1.2	Identify and know the meaning of the most common prefixes and suffixes.	
		LA.3.FS.1.3	Know spelling-sound correspondence for additional common vowel teams.	
		LA.3.FS.1.4	Decode regularly spelled multi-syllable words.	
		LA.3.FS.1.5	Identify words with inconsistent but common spelling-sound correspondence.	
		LA.3.FS.1.6	Read grade appropriate irregularly spelled words.	
	LA.3.FS.2	Fluency		
		LA.3.FS.2.1	Read with accuracy and fluency to support comprehension.	
		LA.3.FS.2.2	Read 3rd grade level text with purpose and understanding	
		LA.3.FS.2.3	Read 3rd grade level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	
		LA.3.FS.2.4	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
		LA.3.FS.2.5	Demonstrate comprehension of the genres of poetry, drama, myth, legend, and classical literature.	
		LA.3.FS.2.6	Read and spell words that have blends, contractions, compounds, and common spelling patterns.	
		LA.3.FS.2.7	Arrange words in alphabetical order.	
		LA.3.FS.2.8	Write upper and lowercase cursive letters, and use them in words and sentences.	
LA.3.LA	Language Arts: Grade 3: Language			
	LA.3.LA.1	Conventions of Standard English		
		LA.3.LA.1.1	Demonstrate command of the conventions of standard English grammar when writing or speaking; Explain the function of nouns, pronouns, verbs, adjectives, and adverbs, using them appropriately; Use regular and irregular plural nouns; Use abstract nouns (e.g., childhood, friendship, courage); Ensure subject-verb and pronoun-antecedent agreement; Use coordinating and subordinating conjunctions; Produce simple, compound, and complex sentences.	
		LA.3.LA.1.2	Demonstrate command of standard English capitalization, punctuation, and spelling when writing; Capitalize appropriate words in titles; Use commas in addresses; Form and use possessives; Use conventional spelling for high-frequency and other content words, and for adding suffixes to base words (e.g., sitting, smiled, cries); Use spelling patterns and generalizations (e.g., word	

					families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words; Consult reference materials, including online and beginning dictionaries, as needed to check and correct spellings.
	LA.3.LA.2	Knowledge of Language			
			LA.3.LA.2.1		Use knowledge of language and its conventions when writing, speaking, reading, or listening; Choose words and phrases for effect; Recognize and observe differences between the conventions of spoken and written standard English.
	LA.3.LA.3	Vocabulary			
			LA.3.LA.3.1		Determine or clarify the meaning of unknown and multiple meaning 3rd grade words and phrases based on reading content, choosing appropriate strategies; Use sentence-level context as a clue to the meaning of word or a phrase; Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat); Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company/companion); Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of words and phrases.
			LA.3.LA.3.2		Demonstrate understanding of word relationships and nuances in word meanings; Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps); Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful); Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
			LA.3.LA.3.3		Use conversational, academic, and subject specific words and phrases as found in literary and nonfiction texts.
LA.3.W	Language Arts: Grade 3: Writing				
	LA.3.W.1	Text Types and Purposes			
			LA.3.W.1.1		Plan and write opinion pieces on topics or texts, supporting a point of view with supporting detail; Introduce the topic or text, state an opinion, and create an organizational structure; Provide reasons or evidence that supports the opinion; Use transition words, linking words, or phrases (e.g., because, therefore, for example) to connect reasons or opinions; Provide a concluding statement or paragraph
			LA.3.W.1.2		Plan and write informative/expository texts to examine a topic and convey ideas and information clearly; Introduce a topic and group related information together; include illustrations when useful; Develop the topic with details, facts and definitions./Use linking words and phrases (e.g., also, another, and more, but) to connect

					ideas within categories of information./Provide a concluding statement or paragraph.
				LA.3.W.1.3	Plan and write narratives to describe real or imagined experiences or events using effective technique, descriptive details, and event sequences: Establish a situation and introduce a narrator and /or characters; organize an event sequence that unfolds logically./Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations./Use temporal words or phrases to signal event order./Provide a closing or concluding statement.
	LA.3.W.2	Process and Production of Writing		LA.3.W.2.1	Focus on a topic and strengthen writing through planning, revision, and editing with guidance and support.
				LA.3.W.2.2	Write routinely over extended time frames (time for research and observation, reflection and journaling) and shorter timeframes (a single sitting or a day or two) for a range of discipline specific tasks.
				LA.3.W.2.3	Use a variety of digital tools to produce and publish writing, (using keyboarding skills) as well as to collaborate with others.
	LA.3.W.3	Research to Build and Present Knowledge		LA.3.W.3.1	Conduct short research projects that build knowledge about a topic.
				LA.3.W.3.2	Recall information from experiences or gather information from print or digital sources, sorting evidence into provided categories.
	LA.3.W.4	Responding to Literature		LA.3.W.4.1	Create and present a poem, narrative, play, artwork, or personal response to a particular author or theme studied in class.
LA.3.SL	Language Arts: Grade 3: Speaking and Listening				
	LA.3.SL.1	Comprehension and Collaboration			
			LA.3.SL.1.1		Participate in collaborative conversations through one-on-one, groups, and teacher-led groups with diverse partners on 3rd grade topics and texts, building upon the ideas of others while expressing their own ideas clearly; Participate respectfully and thoughtfully in discussions; Listen for understanding; Ask questions to check understanding about information presented or the topics under discussion; Explain ideas and understanding in light of the discussion.

				LA.3.SL.1.2	Recount or describe key ideas or details from a text read aloud or information presented in diverse media or formats, including visually, quantitatively, and orally.
				LA.3.SL.1.3	Ask and answer questions about information from a speaker offering elaboration and detail.
	LA.3.SL.2	Presentation of Knowledge and Ideas			
			LA.3.SL.2.1		Report on a topic or text, tell a story, or share an experience with appropriate facts and relevant descriptive details, while speaking clearly at an appropriate pace.
			LA.3.SL.2.2		Demonstrate fluid reading at an understandable pace, adding visual or digital displays (e.g., PowerPoint, Google Slides, QR Code, etc.) to emphasize or enhance certain facts or details.
			LA.3.SL.2.3		Speak in complete sentences appropriate to the task and situation in order to provide requested detail or clarification.
LA.3.L	Language Arts: Grade 3: Literature				
	LA.3.L.1	Key Ideas and Details			
			LA.3.L.1.1		Show understanding of a text by asking and answering questions based explicitly on the text.
			LA.3.L.1.2		Recount stories, fables, and myths from diverse cultures, and determine their central message, lesson, or moral.
			LA.3.L.1.3		Describe the traits, motivations, feelings, and point-of-view of the characters in a story and explain how their actions contribute to the culminating events.
	LA.3.L.2	Craft and Structure			
			LA.3.L.2.1		Identify and describe the literal and nonliteral words and phrases as they are used in the text.
			LA.3.L.2.2		Refer to the parts of a poem, story, or drama using the correct terms of stanza, chapter, or scene while writing or speaking about a text; describe how each successive part builds on earlier parts.
			LA.3.L.2.3		Distinguish between the narrator's or character's point of view from their personal point of view.
	LA.3.L.3	Integration of Knowledge and Ideas			
			LA.3.L.3.1		Use information gained from a text's illustrations to enhance the mood or understanding of the story.

				LA.3.L.3.2	Compare and contrast the themes, settings and plots of stories written by the same author, or similar characters in a series of books written by the same author.
	LA.3.L.4	Responding to Literature			
			LA.3.L.4.1	Make connections between self, text, and the world around them.	
			LA.3.L.4.2	Analyze works of fiction to uncover authentic Truth.	
LA.3.IT	Language Arts: Grade 3: Informational and Non-Fiction Text				
	LA.3.IT.1	Key Ideas and Details for Informational Texts			
			LA.3.IT.1.1	Show understanding of an informational text by asking and answering questions with explicit details from the text.	
			LA.3.IT.1.2	Identify the main topic of a text; recount key details that support the topic.	
			LA.3.IT.1.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text using specific language pertaining to time, sequence, and cause and effect.	
	LA.3.IT.2	Craft and Structure			
			LA.3.IT.2.1	Determine the meaning of general academic and subject specific vocabulary in a text relevant to other topics or subject areas.	
			LA.3.IT.2.2	Use text features (e.g., captions, bold print, subheadings, glossaries, indexes, and icons) to locate key facts or information in a text efficiently.	
			LA.3.IT.2.3	Identify the main purpose of a text, including the author's point of view, based on textual evidence.	
	LA.3.IT.3	Integration of Knowledge and Ideas			
			LA.3.IT.3.1	Use information from illustrations, diagrams, maps, charts, or photographs to understand a text.	
			LA.3.IT.3.2	Describe how the author uses comparisons, cause and effect, or sequencing to organize sentences or paragraphs.	
			LA.3.IT.3.3	Compare and contrast the important points and key details between two texts on the same topic.	
	LA.3.IT.4	Range of Reading			
			LA.3.IT.4.1	Read and comprehend informational texts at the 3rd grade level or above, including history/social studies, science, and technical texts.	

## ELA K-8 Catholic Integrated Faith Standards

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		LA.K8.IF.1	Analyze literature that reflects the Catholic culture and worldview.
		LA.K8.IF.2	Share how literature can contribute to strengthening one's moral character.
		LA.K8.IF.3	Demonstrate how literature is used to develop a religious, moral, and social sense.
		LA.K8.IF.4	Articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.
		LA.K8.IF.5	Identify how Christian and Western symbols and symbolism communicate the battle between good and evil.
		LA.K8.IF.6	Identify the causes underlying why people do the things they do.
		LA.K8.IF.7	Summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times.
		LA.K8.IF.8	Use language as a bridge for communication with one's fellow man for the betterment of all involved.
		LA.K8.IF.9	Write in various ways to naturally order thoughts, align them with Truth, and accurately express intent, knowledge, and feelings.
		LA.K8.IF.10	Share how literature cultivates the aesthetic faculties within the human person.
		LA.K8.IF.11	Share how literature ignites the creative imagination.
		LA.K8.IF.12	Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes.
		LA.K8.IF.13	Share how the beauty and cadence of poetry impacts human sensibilities and forms the soul.

## ELA 4<sup>th</sup> Grade

LA.4.FS	Language Arts: Grade 4: Foundational Skills				
	LA.4.FS.1	Phonics, Spelling and Word Recognition			
			LA.4.FS.1.1		Know and apply grade-level phonics and word analysis skills in decoding words; Use combined knowledge to read accurately unfamiliar multisyllabic words in context and out of context; Spell base words with roots and affixes (e.g., -ion, -ment, -ly, dis-, pre-); Spell words with orthographic patterns and rules, including plural rules (e.g., words ending in f as in leaf, to leaves); Spell words with orthographic patterns and rules including double consonants in the middle of words; Spell words with orthographic patterns and rules including silent letters (e.g., knee, wring).
	LA.4.FS.2	Fluency		LA.4.FS.2.1	Read with sufficient rate and accuracy; Read aloud grade-level text with fluency (e.g., rate, accuracy, expression, appropriate phrasing) and comprehension; Read grade-level prose and poetry aloud with fluency on successive readings; Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.4.LA	Language Arts: Grade 4: Language				
	LA.4.LA.1	Conventions of Standard English			Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; Use relative pronouns (who, whose, whom, which, that,) and relative adverbs (where, when, why); Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses; Use modal auxiliaries (e.g., can, may, must) to convey various conditions; Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag); Form and use prepositional phrases; Use coordinating and correlative conjunctions (e.g., either/or, neither/nor); Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; Correctly use frequently confused words (e.g., to, too, two, their, there); Use complete and simple compound sentences with correct subject-verb agreement.
			LA.4.LA.1.1	LA.4.LA.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; Use punctuation to separate items in a

					sentence; Use correct capitalization; Use commas and quotations marks to direct speech and quotations from a text; Use a comma before a coordinating conjunction in a compound sentence; Spell grade-appropriate words correctly, consulting references as needed.
	LA.4.LA.2	Knowledge of Language			
			LA.4.LA.2.1		Use knowledge of language and its conventions when writing, speaking, reading, or listening; Choose words and phrases to convey ideas precisely; Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
	LA.4.LA.3	Vocabulary			
			LA.4.LA.3.1		Determine or clarify meaning of unknown and multiple-meaning words and phrases based on 4th grade reading and content, choosing flexibly from a range of strategies:; Use context (e.g., definitions, examples, or restatements) as a clue to the meaning of a word or phrase; Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph); Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.
			LA.4.LA.3.2		Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figurative language, including similes and metaphors in context; Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context; Recognize and explain the meaning of common idioms, adages, and proverbs; Demonstrate understanding of words relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
			LA.4.LA.3.3		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, conservations, and endangered when discussing animal preservations).
LA.4.W	Language Arts: Grade 4: Writing				
	LA.4.W.1	Text Types and Purposes			
			LA.4.W.1.1		Write opinion pieces on topics or texts, supporting a point of view with reasons and information; Introduce a topic or text clearly, state an opinion, and create organizational structure in which related ideas are grouped to support the writer's purpose; Provide reasons that are supported by facts and details; Link opinion

					and reasons using words and phrases (e.g., for instance, in order, in addition.); Provide a concluding statement or section related to the opinion presented.
				LA.4.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly; Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid in comprehension. Ex; Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic ;Link ideas within categories of information using words and phrases (e.g., another, for example, also, because);Use precise language and domain-specific vocabulary to explain a topic. Provide a concluding statement or section related to the information or explanation presented.
				LA.4.W.1.3	Write narratives to develop real/imagined experiences or events using effective technique, descriptive details, and clear event sequences; Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally; Use dialogue and description to develop experiences and events or show the responses of characters to situations; Use a variety of transitional words and phrases and sensory details to convey experiences and events precisely; Provide a conclusion that follows from the narrated experiences or events; Delight and wonder through creating stories of virtuous heroes and heroines.
	LA.4.W.2	Writing Process and Distribution of Writing			
			LA.4.W.2.1		Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, audience, and genre.
			LA.4.W.2.2		Develop and strengthen writing as needed by planning, revising, and editing.
			LA.4.W.2.3		Revise drafts to clarify meaning and enhance style; include simple and compound sentences.
			LA.4.W.2.4		Revise drafts to improve transitions by adding, deleting, combining, and rearranging sentences of larger units of text.
			LA.4.W.2.5		Edit drafts for grammar, mechanics, and spelling.
	LA.4.W.3	Research to Build and Present Writing			
			LA.4.W.3.1		Conduct short research projects that build knowledge through investigation of different aspects of a topic.
			LA.4.W.3.2		Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of resources.

				LA.4.W.3.3	Draw evidence from literary or informational texts to support analysis, reflection and research; Describe a character, setting or event in depth, drawing on specific details in the text (e.g., a character's thoughts, words or action). Explain how an author uses reasons and evidence to support particular points in a text.
				LA.4.W.3.4	Use technology 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.
	LA.4.W.4	Range of Writing		LA.4.W.4.1	Write routinely over extended time frames (time for research, reflection, revision).
				LA.4.W.4.2	Write in shorter time frames (single sitting or a day or two) for a range of discipline specific tasks, purposes, and audience.
	LA.4.W.5	Responding to Literature		LA.4.W.5.1	Create and present a poem, narrative, play, artwork, or literary review in response to a particular author or theme studied in class.
LA.4.SL	Language Arts: Grade 4: Speaking and Listening				
	LA.4.SL.1	Comprehension and Collaboration		LA.4.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on 4th topics and texts, building on and expressing ideas clearly; Come to discussions prepared having read or studied required material; explicitly draw on that preparations and other information known about the topic to explore ideas under discussion; Follow agreed-upon rules for discussions and carry out assigned roles; Pose and respond to specific questions to clarify or follow up on information; Make comments that contribute to the discussion and link to others remarks; Review the key ideas expressed and explain their own ideas and understanding in light of the discussion; Seek to understand and communicate with individuals from different perspectives and cultural backgrounds; State ideas coherently and concisely in group discussion.
				LA.4.SL.1.2	Paraphrase portions of text read aloud or information presented in diverse media and formats, including visually, quantitatively, orally.
				LA.4.SL.1.3	Identify the reasons/evidence a speaker provides to support particular points.
	LA.4.SL.2	Presentation of Knowledge and Ideas		LA.4.SL.2.1	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.

				LA.4.SL.2.2	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
				LA.4.SL.2.3	Differentiate between contexts that call for formal English and situations where informal discourse is appropriate (e.g., small group discussion).
				LA.4.SL.2.4	Use formal English appropriate to tasks and situations.
LA.4.L	Language Arts: Grade 4: Literature				
	LA.4.L.1	Key Ideas and Details			
			LA.4.L.1.1		Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
			LA.4.L.1.2		Determine a theme of a story, poem, or play from details in the text.
	LA.4.L.2	Craft and Structure			
			LA.4.L.2.1		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).
			LA.4.L.2.2		Explain major differences between poems, plays, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., cast of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
			LA.4.L.2.3		Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations.
	LA.4.L.3	Integration of Knowledge and Ideas			
			LA.4.L.3.1		Make connections between the text of a story or play and a visual or oral presentation of the text.
			LA.4.L.3.2		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.
	LA.4.L.4	Range of Reading			
			LA.4.L.4.1		Read fluently and comprehend quality literature, including stories, plays and poetry at the 4th grade level or above.
	LA.4.L.5	Responding to Literature			
			LA.4.L.5.1		Recognize, interpret, and make connections in narratives, poetry, and plays, to other texts, ideas, and cultural perspectives, personal events, and situations.
LA.4.IT	Language Arts: Grade 4: Informational and Non-Fiction Text				
	LA.4.IT.1	Key Ideas and Details			

				LA.4.IT.1.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
				LA.4.IT.1.2	Determine the author's purpose of a text and explain how it is supported by key details; summarize the text.
				LA.4.IT.1.3	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.
	LA.4.IT.2	Craft and Structure			
				LA.4.IT.2.1	Determine the meaning of general academic and domain specific words or phrases in a text relevant to a 4th grade topic or subject area.
				LA.4.IT.2.2	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.
				LA.4.IT.2.3	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
	LA.4.IT.3	Integration of Knowledge and Ideas			
				LA.4.IT.3.1	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
				LA.4.IT.3.2	Explain how an author uses reasons and evidence to support particular points in an article or text.
				LA.4.IT.3.3	Integrate information from two texts on the same topic to write or speak about the subject knowledgeably.
				LA.4.IT.3.4	Read and comprehend informational texts, including history/social studies, science, and technical texts, at the 4th grade level or above; Explain the functions of conjunctions, prepositions, and interjections. Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).

## ELA K-8 Catholic Integrated Faith Standards

LA.K8.IF	Integration of Faith: Kindergarten – Grade 8			
	LA.K8.IF	Catholic Curricular Standards and Dispositions in English Language Arts		
			LA.K8.IF.1	Analyze literature that reflects the Catholic culture and worldview.
			LA.K8.IF.2	Share how literature can contribute to strengthening one's moral character.
			LA.K8.IF.3	Demonstrate how literature is used to develop a religious, moral, and social sense.
			LA.K8.IF.4	Articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.
			LA.K8.IF.5	Identify how Christian and Western symbols and symbolism communicate the battle between good and evil.
			LA.K8.IF.6	Identify the causes underlying why people do the things they do.
			LA.K8.IF.7	Summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times.
			LA.K8.IF.8	Use language as a bridge for communication with one's fellow man for the betterment of all involved.
			LA.K8.IF.9	Write in various ways to naturally order thoughts, align them with Truth, and accurately express intent, knowledge, and feelings.
			LA.K8.IF.10	Share how literature cultivates the aesthetic faculties within the human person.
			LA.K8.IF.11	Share how literature ignites the creative imagination.
			LA.K8.IF.12	Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes.
			LA.K8.IF.13	Share how the beauty and cadence of poetry impacts human sensibilities and forms the soul.

## ELA 5<sup>th</sup> Grade

Language Arts: Grade 5: Foundational Skills					
LA.5.FS		Phonics, Spelling, and Word Recognition			
	LA.5.FS.1		LA.5.FS.1.1	Know and apply grade-level phonics and word analysis skills in decoding words; Use verb tense to convey various times, sequences, states and conditions.	
			LA.5.FS.1.2	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words in and out of context; Use correlative conjunctions (e.g., either/or, neither/nor).	
	LA.5.FS.2	Fluency	LA.5.FS.2.1	Read with sufficient accuracy and fluency to support 5th grade level or above comprehension; Use punctuation to separate items in a series using the Oxford comma.	
			LA.5.FS.2.2	Read text (non-fiction, fiction, drama, myth, legend, narratives, and literature classics) at grade level or above with purpose and understanding; Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag questions from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	
			LA.5.FS.2.3	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression; Use underlining, quotation marks, or italics to indicate titles of works.	
			LA.5.FS.2.4	Use context to confirm or self-correct word recognition and understanding, rereading as necessary; Spell grade appropriate words correctly, consulting references as needed.	
LA.5.LA	Language Arts: Grade 5: Language				
	LA.5.LA.1	Conventions of Standard English	LA.5.LA.1.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking; Interpret figurative language, including similes and metaphors, in context; Recognize and explain the meanings of common idioms, adages, and proverbs; Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	
			LA.5.LA.1.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing; Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose; Provide logically ordered reasons that	

					are supported by facts and details; Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
	LA.5.LA.2	Knowledge of Language			
			LA.5.LA.2.1		Use knowledge of language and its conventions when writing, speaking, reading, or listening: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style./Compare and contrast the varieties of English (e.g., dialects, registers)used in stories, plays, or poems.
	LA.5.LA.3	Vocabulary Acquisition and Use			
			LA.5.LA.3.1		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 5th grade reading and content, choosing appropriate strategies; Provide a concluding statement or section related to the opinion presented; Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
			LA.5.LA.3.2		Demonstrate understanding of figurative language, word relationships, and nuances in word meanings; Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially);Use precise language and domain specific vocabulary to explain a topic. Provide a concluding statement or section related to the information or explanation presented.
			LA.5.LA.3.3		Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally; Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations: Use a variety of transitional words, phrases, and clauses to manage the sequence of events; Provide a conclusion that follows from the narrated experiences or events.
LA.5.W	Language Arts: Grade 5: Writing				
	LA.5.W.1	Text Types and Purposes			
			LA.5.W.1.1		Write opinion pieces on topics or texts, supporting a point of view with reasons and information; Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Provide logically ordered reasons that are supported by facts

					and details. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically); Provide a concluding statement or section related to the opinion presented.
				LA.5.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly; Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially); Use precise language and domain specific vocabulary to explain a topic. Provide a concluding statement or section related to the information or explanation presented.
				LA.5.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.
	LA.5.W.2	Production and Distribution of Writing			
			LA.5.W.2.1		Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
			LA.5.W.2.2		Produce texts (print or non-print) that explores a variety of cultures and perspectives.
			LA.5.W.2.3		Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
			LA.5.W.2.4		Use technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum two pages in a single sitting.
	LA.5.W.3	Research to Build and Present Writing			
			LA.5.W.3.1		Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic; Follow agreed-upon rules for discussions.

				LA.5.W.3.2	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; Pose and respond to specific questions by making comments that contribute to the discussions and elaborate on the remarks of others.
				LA.5.W.3.3	Draw evidence from literary or informational texts to support analysis, reflection, and research; Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
				LA.5.W.3.4	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s].
				LA.5.W.3.5	Compare and contrast two or more characters, settings, or events in a story or play, drawing on specific details in the text (e.g., how characters interact); Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.
	LA.5.W.4	Range of Writing			
				LA.5.W.4.1	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.
	LA.5.W.5	Responding to Literature			
				LA.5.W.5.1	Create and present an original poem, narrative, play, artwork, or literary critique in response to a particular author or theme studied in class.
				LA.5.W.5.2	Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.
LA.5.SL	Language Arts: Grade 5: Speaking and Listening				
	LA.5.SL.1	Comprehension and Collaboration			
				LA.5.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) texts, building on others' ideas and summarizing points made by others; Come to discussions prepared having read or studied required material; Follow agreed-upon rules for discussions; Pose and respond to specific questions by making comments that contribute to the discussions and elaborate on the remarks of others; Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions; Seek to understand and communicate with individuals from different perspectives and cultural backgrounds; Use experiences and knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.

				LA.5.SL.1.2	Summarize written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
				LA.5.SL.1.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
	LA.5.SL.2	Presentation of Knowledge and Ideas			
			LA.5.SL.2.1		Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and descriptive details to support main ideas, speak clearly at an understandable pace.
			LA.5.SL.2.2		Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of the main ideas or themes.
			LA.5.SL.2.3		Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
LA.5.L	Language Arts: Grade 5: Literature				
	LA.5.L.1	Key Ideas and Details			
			LA.5.L.1.1		Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
			LA.5.L.1.2		Determine the theme of a story, play, or poem from details in the text, including how characters in a story or play respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
			LA.5.L.1.3		Compare and contrast two or more characters, settings, or events in a story or play, drawing on specific details in the text (e.g., how characters interact).
	LA.5.L.2	Craft and Structure			
			LA.5.L.2.1		Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
			LA.5.L.2.2		Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.
			LA.5.L.2.3		Describe how a narrator's or speaker's point of view influences how events are described.
			LA.5.L.2.4		Recognize and describe how an author's background and culture affect his or her perspective.
	LA.5.L.3	Integration of Knowledge and Ideas			
			LA.5.L.3.1		Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text (e.g., graphic novel or multimedia presentation).

			LA.5.L.3.2	Compare and contrast stories in the same genre (e.g., mysteries or adventure stories) on their approaches to similar themes and topics.)
	LA.5.L.4	Range of Reading		
			LA.5.L.4.1	Read and comprehend literature, including stories, plays, and poetry at the 4th grade level or above.
	LA.5.L.5	Responding to Literature		
			LA.5.L.5.1	Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations.
			LA.5.L.5.2	Choose texts to develop personal preferences regarding favorite authors.
			LA.5.L.5.3	Use established criteria to categorize, select texts and assess to make informed judgments about the quality of the pieces.
LA.5.IT	Language Arts: Grade 5: Informational and Non-Fiction Text			
	LA.5.IT.1	Key Ideas and Details		
			LA.5.IT.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
			LA.5.IT.1.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
			LA.5.IT.1.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a nonfiction text based on key details.
	LA.5.IT.2	Craft and Structure		
			LA.5.IT.2.1	Determine the meaning of general academic and subject specific words and phrases in a nonfiction text.
			LA.5.IT.2.2	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.
			LA.5.IT.2.3	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
	LA.5.IT.3	Integration of Knowledge and Ideas		
			LA.5.IT.3.1	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or solve a problem efficiently.
			LA.5.IT.3.2	Explain how an author uses reasons/evidence to support points in a text.
			LA.5.IT.3.3	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
			LA.5.IT.3.4	Read and comprehend informational texts at the 5th grade level and above.

## ELA K-8 Catholic Integrated Faith Standards

LA.K8.IF	Integration of Faith: Kindergarten – Grade 8			
	LA.K8.IF	Catholic Curricular Standards and Dispositions in English Language Arts		
			LA.K8.IF.1	Analyze literature that reflects the Catholic culture and worldview.
			LA.K8.IF.2	Share how literature can contribute to strengthening one's moral character.
			LA.K8.IF.3	Demonstrate how literature is used to develop a religious, moral, and social sense.
			LA.K8.IF.4	Articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.
			LA.K8.IF.5	Identify how Christian and Western symbols and symbolism communicate the battle between good and evil.
			LA.K8.IF.6	Identify the causes underlying why people do the things they do.
			LA.K8.IF.7	Summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times.
			LA.K8.IF.8	Use language as a bridge for communication with one's fellow man for the betterment of all involved.
			LA.K8.IF.9	Write in various ways to naturally order thoughts, align them with Truth, and accurately express intent, knowledge, and feelings.
			LA.K8.IF.10	Share how literature cultivates the aesthetic faculties within the human person.
			LA.K8.IF.11	Share how literature ignites the creative imagination.
			LA.K8.IF.12	Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes.
			LA.K8.IF.13	Share how the beauty and cadence of poetry impacts human sensibilities and forms the soul.

**Middle School ELA**  
**ELA 6<sup>th</sup> Grade**

LA.6.LA	Language Arts: Grade 6: Language				
	LA.6.LA.1	Conventions of Standard English			
			LA.6.LA.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, especially; Use of pronouns; Written expression; Subject/verb agreement; Dependent and independent clauses; Prepositional phrases; Use of commas	
			LA.6.LA.1.2	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue.	
			LA.6.LA.1.3	Follow rules for collaborative discussions, set specific goals and deadlines, and define individual roles as needed.	
	LA.6.LA.2	Knowledge of Language			
			LA.6.LA.2.1	Use knowledge of language and its conventions when speaking, reading, or listening.	
			LA.6.LA.2.2	Vary sentence patterns for meaning, reader/listener interest, and style. Maintain consistency in style and tone.	
	LA.6.LA.3	Vocabulary			
			LA.6.LA.3.1	Determine or clarify meaning of unknown and multiple-meaning words and phrases, choosing appropriate strategies.	
			LA.6.LA.3.2	Use context as a clue to the meaning of a word or phrase.	
			LA.6.LA.3.3	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	
			LA.6.LA.3.4	Consult reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	
			LA.6.LA.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
			LA.6.LA.3.6	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	
			LA.6.LA.3.7	Distinguish among the connotations of words with similar denotations (e.g., stingy, scrimping, economical, wasteful, thrifty).	
			LA.6.LA.3.8	Acquire and use accurately grade-appropriate general and domain specific words and phrases.	

LA.6.W	Language Arts: Grade 6: Writing			
	LA.6.W.1	Text Types and Purposes		
			LA.6.W.1.1	Write arguments to support claims with clear reasons and relevant evidence; Introduce claim(s) and organize the reasons and evidence clearly; Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text; Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons; Establish and maintain a formal style; Provide a concluding statement or section that follows from the argument presented.
			LA.6.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content; Introduce a topic; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; Including formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension; Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; Use appropriate transitions to clarify the relationships among ideas and concepts; Use precise language and domain-specific vocabulary to inform or explain a topic; Establish and maintain a formal style; Provide a concluding statement or section that follows from the information or explanation presented.
			LA.6.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences; Engage and orient the reader by establishing a context, and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically; Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters; Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; Use precise words and phrases, relevant descriptive details, and sensory language to convey experience and events; Provide a conclusion that follows from the narrated experiences or events.
	LA.6.W.2	Production and Distribution of Writing		
			LA.6.W.2.1	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience
			LA.6.W.2.2	Produce texts that explore a variety of cultures and perspectives.
			LA.6.W.2.3	Develop and strengthen writing as needed by planning, revising, editing, and rewriting.

				LA.6.W.2.4	Use technology to produce and publish writing as well as to interact and collaborate with others.
	LA.6.W.3	Research to Build and Present Writing		LA.6.W.3.1	Conduct short research projects to answer a question, drawing on several sources, and refocusing the inquiry when appropriate.
				LA.6.W.3.2	Assess the credibility of each source. Quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources (Modern Language Association format).
				LA.6.W.3.3	Draw evidence from literary or informational texts to support analysis, reflection, and research.
				LA.6.W.3.4	Compare and contrast texts in different forms or genres in terms of their approaches to similar topics or themes.
				LA.6.W.3.5	Trace and evaluate the argument and specific claims in a nonfiction text, distinguishing claims that are supported from claims that are not.
	LA.6.W.4	Range of Writing		LA.6.W.4.1	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (single sitting) for a range of tasks, purposes, and audiences.
	LA.6.W.5	Responding to Literature		LA.6.W.5.1	Create and present a text or artwork in response to a literary work.
				LA.6.W.5.2	Develop a perspective or theme supported by relevant details. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.
LA.6.SL	Language Arts: Grade 6: Speaking and Listening				
	LA.6.SL.1	Comprehension and Collaboration		LA.6.SL.1.1	Engage effectively in a range of collaborative discussions building on others' ideas while clearly expressing their own.
				LA.6.SL.1.2	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue.
				LA.6.SL.1.3	Follow rules for congenial discussions, set specific goals and deadlines, and define individual roles as needed.
				LA.6.SL.1.4	Pose and respond to specific questions with elaborations and detail by making comments that contribute to the topic, text, or issue under discussion.
				LA.6.SL.1.5	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection or paraphrasing.

				LA.6.SL.1.6	Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study
				LA.6.SL.1.7	Use experience and knowledge of language and logic, as well as background information, to think analytically, address problems creatively, and advocate persuasively
				LA.6.SL.1.8	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
	LA.6.SL.2	Presentation of Knowledge and Ideas			
			LA.6.SL.2.1		Present claims and findings by 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.
			LA.6.SL.2.2		Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
			LA.6.SL.2.3		Adapt speech in a variety of contexts and tasks, demonstrating command of formal English when appropriate.
LA.6.L	Language Arts: Grade 6: Literature				
	LA.6.L.1	Key Ideas and Details		LA.6.L.1.1	Cite textual evidence to support an analysis of a text.
			LA.6.L.1.2		Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
			LA.6.L.1.3		Describe how a text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward resolution.
	LA.6.L.2	Craft and Structure		LA.6.L.2.1	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.
			LA.6.L.2.2		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.
			LA.6.L.2.3		Explain how an author's geographic location or culture affects his or her perspective.
	LA.6.L.3	Integration of Knowledge and Ideas		LA.6.L.3.1	Compare and contrast the experience of reading a story, play, or poem to listening to or viewing an audio, video, or live version of the text.

			LA.6.L.3.2	Compare and contrast texts in different genres.
	LA.6.L.4	Range of Reading	LA.6.L.4.1	Read 6th grade level texts silently and orally with fluency and accuracy
	LA.6.L.5	Responding to Literature	LA.6.L.5.1	Recognize, interpret, and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, eras, personal events, and situations.
			LA.6.L.5.2	Use established criteria to classify, select, and evaluate texts to make informal judgments about the quality of a text.
LA.6.IT	Language Arts: Grade 6: Informational and Non-Fiction Text			
	LA.6.IT.1	Key Ideas and Details	LA.6.IT.1.1	Cite textual evidence to support an analysis of a text.
			LA.6.IT.1.2	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.
			LA.6.IT.1.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
	LA.6.IT.2	Craft and Structure	LA.6.IT.2.1	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
			LA.6.IT.2.2	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.
			LA.6.IT.2.3	Determine the author's point of view or purpose in a text and explain how it is conveyed in the text.
	LA.6.IT.3	Integration of Knowledge and Ideas	LA.6.IT.3.1	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence and those that are not.
			LA.6.IT.3.2	Compare and contrast one author's presentation of events with that of another.
			LA.6.IT.3.3	Use experience and knowledge of language and logic, to think analytically, address problems creatively, and advocate persuasively.
			LA.6.IT.3.4	Read and comprehend literary nonfiction texts.
<b>ELA 7<sup>th</sup> Grade</b>				
LA.7.LA	Language Arts: Grade 7: Language			
	LA.7.LA.1	Conventions of Standard English		

				LA.7.LA.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, especially; Simple, compound, complex, and compound-complex sentences; Active and passive voice; Prepositional phrases; Dependent and independent clauses
				LA.7.LA.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, especially: comma, ellipses, and dash; Setting off titles
	LA.7.LA.2	Knowledge of Language			
			LA.7.LA.2.1		Select language that conveys meaning precisely and concisely, eliminating wordiness and redundancy
	LA.7.LA.3	Vocabulary		LA.7.LA.3.1	Determine or clarify the meaning of words or phrases, choosing appropriate strategies, such as: context clues, Greek or Latin affixes, and roots; Reference materials
				LA.7.LA.3.2	Demonstrate understanding of figurative language and literary devices, such as: simile, metaphor, symbol, alliteration, personification, etc.
				LA.7.LA.3.3	Acquire and use grade appropriate words and phrases

#### LA.7.W

##### Language Arts: Grade 7: Writing

	LA.7.W.1	Text Types and Purposes			
			LA.7.W.1.1		Write arguments to support claims with clear reasons and relevant evidence; Introduce claim(s), acknowledge alternate claims, and organize evidence logically; Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text; Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence; Establish and maintain a formal style; Provide a concluding statement or section that follows from and supports the argument presented.
			LA.7.W.1.2		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selection, organization, and analysis of relevant content; Introduce a topic clearly, previewing what is to follow and organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful in aiding comprehension; Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; Use precise language and domain specific vocabulary

					to explain the topic; Establish and maintain a formal style; Provide a concluding statement or section that follows from and supports the information or explanation presented.
				LA.7.W.1.3	Write narratives using effective technique, relevant descriptive details, and well structured plot sequences; Engage and orient the reader by establishing a point of view and introducing a narrator and/or characters organize and sequence events to unfold naturally and logically; Use narrative techniques, such as dialogue, pacing, and description, to develop events and/or characters; Use a variety of transition words, phrases, and clauses to convey sequence and show the relationships among events; Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events; Provide a conclusion that follows from and reflects on the narrated experiences or events
	LA.7.W.2	Production and Distribution of Writing			
			LA.7.W.2.1		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
			LA.7.W.2.2		Develop and strengthen writing as needed by planning, revising, editing, and rewriting, focusing on how well purpose and audience have been addressed.
			LA.7.W.2.3		Use technology to produce and publish writing as well as to interact and collaborate with others.
	LA.7.W.3	Research to Build and Present Writing			
			LA.7.W.3.1		Conduct short research projects to answer a question (including a self-generated question); write a thesis statement to guide the structure and development of ideas
			LA.7.W.3.2		Gather relevant information from multiple print and digital sources, using search terms to effectively assess credibility/accuracy of each source, quote or paraphrase ideas from sources, while avoiding plagiarism and following the Modern Language Association (MLA) format for citation.
	LA.7.W.4	Range of Writing			
			LA.7.W.4.1		Write routinely over extended timeframes (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 under timed conditions.
	LA.7.W.5	Responding to Literature			
			LA.7.W.5.1		Create a presentation, artwork, or text in response to a literary work; make well supported personal, cultural, textual, and thematic connections across the genres.

LA.7.SL	Language Arts: Grade 7: Speaking and Listening				
	LA.7.SL.1	Comprehension and Collaboration			
			LA.7.SL.1.1		Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) on 7th grade topics, texts, and issues; Come to discussions prepared, having read/researched material under study; Follow rules for congenial discussion and decision-making, while working in cooperative learning groups; Pose questions that connect ideas and respond to others' questions and comments with relevant evidence and observations; Acknowledge new information expressed by others, and justify views in light of the evidence presented; Seek to understand other perspectives and cultures.
			LA.7.SL.1.2		Analyze the purpose of information and evaluate the motives (e.g., social, commercial, political) behind its presentation; Use experiences and knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.
	LA.7.SL.2	Presentation of Knowledge and Ideas			
			LA.7.SL.2.1		Present spoken presentations in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details use appropriate eye contact, adequate volume, and clear pronunciation.
			LA.7.SL.2.2		Integrate multimedia and visual displays into presentations to clarify information, strengthen evidence, and add interest.
			LA.7.SL.2.3		Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when appropriate.
LA.7.L	Language Arts: Grade 7: Literature				
	LA.7.L.1	Key Ideas and Details			
			LA.7.L.1.1		Cite multiple pieces of evidence from the text to support an analysis of a text.
			LA.7.L.1.2		Summarize a theme of a text and analyze its development over the course of the text.
			LA.7.L.1.3		Identify the elements of plot, setting, and characterization in a given text.
	LA.7.L.2	Craft and Structure			
			LA.7.L.2.1		Determine the meaning of words and phrases, including figurative and connotative meanings, analyze the impact of literary devices on a specific verse or stanza of a poem, or section of a story or play.
			LA.7.L.2.2		Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

				LA.7.L.2.3	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
	LA.7.L.3	Integration of Knowledge and Ideas			
			LA.7.L.3.1		Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version.
			LA.7.L.3.2		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.
	LA.7.L.4	Responding to Literature		LA.7.L.4.1	Read 7th grade level texts silently and orally with fluency and accuracy.
LA.7.IT	Language Arts: Grade 7: Informational and Non-Fiction Text				
	LA.7.IT.1	Key Ideas and Details			
			LA.7.IT.1.1		Cite textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.
			LA.7.IT.1.2		Summarize two or more central ideas in a text and analyze their development.
			LA.7.IT.1.3		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).
	LA.7.IT.2	Craft and Structure			
			LA.7.IT.2.1		Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings to analyze the impact of specific word choice on meaning.
			LA.7.IT.2.2		Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.
			LA.7.IT.2.3		Determine an author's point of view or purpose in a text.
	LA.7.IT.3	Integration of Knowledge and Ideas			
			LA.7.IT.3.1		Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject
			LA.7.IT.3.2		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

				LA.7.IT.3.3	Analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing a different interpretation of facts.
	LA.7.IT.4	Range of Reading		LA.7.IT.4.1	Read non-fiction texts with fluency, accuracy, and comprehension.

### **ELA 8<sup>th</sup> Grade**

LA.8.LA	Language Arts: Grade 8: Language				
	LA.8.LA.1	Conventions of Standard English			
			LA.8.LA.1.1		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, especially ;Active and passive voice ;Indicative, imperative, interrogative, conditional and subjunctive moods; Subject/verb agreement; Appositives; Coordinating and subordinating conjunctions.
			LA.8.LA.1.2		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, especially; Use of commas, ellipses, and dashes; Apostrophe, semicolon, colon, and hyphen; Complex and compound sentences; Fragments and run-ons; Phrases and clauses
	LA.8.LA.2	Knowledge of Language			
			LA.8.LA.2.1		Use knowledge of language and its convention when writing, speaking, reading, or listening.
	LA.8.LA.3	Vocabulary Acquisition and Use			
			LA.8.LA.3.1		Acquire and use grade-appropriate vocabulary; use a range of strategies to determine meaning and enhance vocabulary (including context clues and reference materials).
			LA.8.LA.3.2		Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede).
			LA.8.LA.3.3		Demonstrate understanding of figurative language and literary devices, such as: simile, metaphor, personification, onomatopoeia, hyperbole, alliteration, imagery, and irony
			LA.8.LA.3.4		Distinguish among the connotations of words with similar denotations (e.g., bullheaded, willful, firm, persistent, resolute).
LA.8.W	Language Arts: Grade 8: Writing				
	LA.8.W.1	Text Types and Purposes			

				LA.8.W.1.1	Write arguments to support claims with clear reasons and relevant evidence; Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize reasons and evidence logically to persuade the audience; Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence; Establish and maintain a formal style; Provide a concluding statement or section that follows from and supports the argument presented.
				LA.8.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selection, organization, and analysis of relevant content; Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful in aiding comprehension; Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; Use precise language and domain-specific vocabulary to inform about or explain the topic; Establish and maintain a formal style; Provide a concluding statement or section that follows from and supports the information or explanation presented.
				LA.8.W.1.3	Write narratives to engage readers with elements of harmony and unity; Engage the reader by establishing a point of view, developing characters, organizing a plot sequence that unfolds naturally/logically; Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters; Use a variety of transition words, phrases, and clauses to convey sequence and show the relationships among experiences and events; Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events; Provide a conclusion that follows from and reflects on the narrated experiences or events.
	LA.8.W.2	Production and Distribution of Writing			
			LA.8.W.2.1		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; create a range of writing, such as: poetry, plays, stories, articles, reports, essays, and speeches.
			LA.8.W.2.2		Write a compare/contrast essay or speech.
			LA.8.W.2.3		Produce texts (print or non-print) that explore a variety of cultures and perspectives and are used to develop a religious, moral, and social sense.

				LA.8.W.2.4	Develop/strengthen writing as needed by planning, revising, editing, rewriting, focusing on how well the purpose and audience have been addressed.
				LA.8.W.2.5	Use technology to produce and publish writing and present relationships between information and ideas efficiently as well as to interact and collaborate with others.
	LA.8.W.3	Research to Build and Present Writing		LA.8.W.3.1	Generate a thesis statement to guide the structure and development of ideas.
				LA.8.W.3.2	Gather relevant information from multiple print and digital sources, using search terms effectively; assess credibility/accuracy of each source; quote or paraphrase ideas from sources while avoiding plagiarism and following the Modern Language Association (MLA) format for citation.
	LA.8.W.4	Range of Writing		LA.8.W.4.1	Write routinely over extended timeframes (time for research, reflection, and revision) and shorter time frames (a single sitting) for a range of tasks, purpose and audiences.
	LA.8.W.5	Responding to Literature		LA.8.W.5.1	Create a presentation, artwork, or text in response to a literary work with a commentary that identifies connections and explains divergences from the original.
				LA.8.W.5.2	Make well-supported moral, cultural, textual, and thematic connections across the genres.
LA.8.SL	Language Arts: Grade 8: Speaking and Listening				
	LA.8.SL.1	Comprehension and Collaboration		LA.8.SL.1.1	Engage effectively in range collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners; Come to discussions prepared, having read or researched material under study; Follow rules for congenial discussion and decision-making, while working in cooperative learning groups; Pose questions that connect ideas and respond to others' questions and comments with relevant evidence and observations; Acknowledge new information expressed by others, and qualify views in light of the evidence presented; Seek to understand other perspectives and cultures.
				LA.8.SL.1.2	Adjust use of spoken, written, and visual language to a variety of contexts, audiences, and purposes; use appropriate eye contact, body language, volume, pace, and enunciation.
				LA.8.SL.1.3	Analyze the purpose of information presented in diverse media and formats. Evaluate the motives (e.g., social, commercial, political) behind its presentation.

				LA.8.SL.1.4	Use experiences and knowledge of language and logic to address problems creatively and advocate persuasively.
				LA.8.SL.1.5	Delineate a speaker's argument and specific claims, evaluating the soundness of reasoning and the relevance of evidence.
	LA.8.SL.2	Presentation of Knowledge and Ideas			
				LA.8.SL.2.1	Present claims and findings in a focused, coherent manner with relevant evidence, valid reasoning, and selective details.
				LA.8.SL.2.2	Integrate multimedia and visual displays into presentations to clarify information, strengthen evidence, and add interest.
LA.8.L	Language Arts: Grade 8: Literature				
	LA.8.L.1	Key Ideas and Details			
			LA.8.L.1.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
			LA.8.L.1.2	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.	
			LA.8.L.1.3	Analyze how particular lines of dialogue or incidents in a story or play propel the action, reveal aspects of a character, or provoke a decision.	
	LA.8.L.2	Craft and Structure			
			LA.8.L.2.1	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.	
			LA.8.L.2.2	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	
	LA.8.L.3	Integration of Knowledge and Ideas			
			LA.8.L.3.1	Analyze the extent to which a film or live production of a story or play stays faithful to the text or script, evaluating the choices made by the director or actors.	
			LA.8.L.3.2	Analyze how writers draw upon themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible.	
			LA.8.L.3.3	Interpret, analyze, and evaluate narratives, poetry, and plays by making connections to other texts, ideas, cultural perspectives, eras, personal events, and situations	
			LA.8.L.3.4	Use criteria to classify, select, and evaluate texts to make informal judgments about the quality of the pieces.	

LA.8.IT	Language Arts: Grade 8: Informational and Non-Fiction Text			
	LA.8.IT.1	Key Ideas and Details		
			LA.8.IT.1.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
			LA.8.IT.1.2	Summarize a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
			LA.8.IT.1.3	Analyze how a text makes connections to individuals, ideas, or events.
	LA.8.IT.2	Craft and Structure		
			LA.8.IT.2.1	Determine the meaning of words and phrases as used in a text, including figurative, connotative, and technical meanings; analyze impact of specific word choices on meaning and tone, including analogies and allusions to other text.
			LA.8.IT.2.2	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.
			LA.8.IT.2.3	Determine an author's point of view and/or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
	LA.8.IT.3	Integration of Knowledge and Ideas		
			LA.8.IT.3.1	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
			LA.8.IT.3.2	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient.
			LA.8.IT.3.3	Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact and interpretation.
	LA.8.IT.4	Range of Reading	LA.8.IT.4.1	Read non-fiction texts with accuracy and comprehension.



# *Mathematics Standards*

Diocese of Venice  
Mathematics  
Grades K-8

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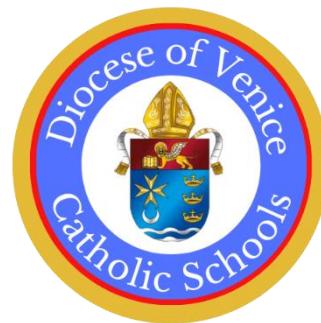


# *Basic Principles underlying All Standards to be used for the Planning of Curriculum for the Diocese of Venice*

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Basic principles which inform all Catholic education in the Schools of the Diocese of Venice are:

- All knowledge, in some way, reflects God's Truth, Beauty and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school; and respect for the uniqueness and dignity of each person as created in the image of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person in light of his/her ultimate end and the good of the society of which he/she is a member.
- Each subject is to be examined in the context of the Catholic faith and is to be illuminated by Gospel values.
- Learning and formation occur in the Catholic school without separation as does the development of each student on both the natural and supernatural levels.
- Curriculum and instruction seeks to promote a synthesis of faith, life and culture and to form students as disciples of Jesus.



# *Diocese Of Venice Catholic School Standards For Mathematics*



Mathematics is the study of quantity, structure, space, and change. Attention should be paid to the needs of today's society in teaching mathematics by fostering real world application, enabling students to undertake responsibilities in society both locally and globally while witnessing to the faith.

Individual subjects must be taught according to their own particular methods. It would be wrong to consider subjects as mere adjuncts to faith or as a useful means of teaching apologetics. They enable the pupil to assimilate skills, knowledge, intellectual methods and moral and social attitudes, all of which help to develop his personality and lead him to take his place as an active member of the community of man. Their aim is not merely the attainment of knowledge but the acquisition of values and the discovery of truth. *The Catholic School*, 39

## **In a Catholic school, curricular formation...**

1. Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society.<sup>i</sup>
2. Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ.<sup>ii</sup>
3. Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.<sup>iii</sup>
5. Encourages a synthesis of faith, life, and culture.<sup>iv</sup>

Mathematics Kindergarten Catholic Integrated Faith Standards			
MA.K.IF	Catholic Curricular Standards and Dispositions in Mathematics		
	MA.K.IF	Kindergarten Math Integration of Faith	
		MA.K.IF.1	Recognize the power of the human mind as both a gift from God and a reflection of Him in whose image and likeness we are made.
		MA.K.IF.2	Display a sense of wonder about mathematical relationships as well as confidence in mathematical certitude.
		MA.K.IF.3	Respond to the beauty, harmony, proportion, radiance, and wholeness present in mathematics.
		MA.K.IF.4	Show interest in the pursuit of understanding for its own sake.
		MA.K.IF.5	Exhibit joy at solving difficult mathematical problems and operations.
		MA.K.IF.6	Show interest in how the mental processes evident within the discipline of mathematics (such as order, perseverance, and logical reasoning) help us with the development of the natural virtues (such as self-discipline and fortitude).
		MA.K.IF.7	Understand why things are true and why they are false

## Kindergarten Mathematics

Kindergarten Counting and Cardinality					
MA.K.CC		MA.K.CC.1	Know number names and the count sequence.		
				MA.K.CC.1.1	Count to 100 by ones and by tens.
				MA.K.CC.1.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
				MA.K.CC.1.3	Read and write numerals from 0 to 20. Represent a number of objects with a written numeral 0, Äì20 (with 0 representing a count of no objects).
		MA.K.CC.2	Count to tell the number of objects.		
				MA.K.CC.2.1	Understand the relationship between numbers and quantities; connect counting to cardinality; When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object; Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted; c. Understand that each successive number name refers to a quantity that is one larger.
				MA.K.CC.2.2	Count to answer ,Äúhow many? ,Äù questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1, Äì20, count out that many objects.

		MA.K.CC.3	Compare numbers.		
				MA.K.CC.3.1	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
				MA.K.CC.3.2	Compare two numbers between 1 and 10 presented as written numerals.
MA.K.G	Kindergarten Geometry				
		MA.K.G.1	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).		
				MA.K.G.1.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
				MA.K.G.1.2	Correctly name shapes regardless of their orientations or overall size.
				MA.K.G.1.3	Identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional (solid).
		MA.K.G.2	Analyze, compare, create, and compose shapes.		
				MA.K.G.2.1	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/Äúcorners,Äù) and other attributes (e.g., having sides of equal length).
				MA.K.G.2.2	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

				MA.K.G.2.3	Compose simple shapes to form larger shapes. For example, ,ÄúCan you join these two triangles with full sides touching to make a rectangle?,Äù
MA.K.MD	Kindergarten Measurement and Data				
		MA.K.MD.1	Describe and compare measurable attributes.		
				MA.K.MD.1.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
				MA.K.MD.1.2	Directly compare two objects with a measurable attribute in common, to see which object has ,Äúmore of,Äù/Äúless of,Äù the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
				MA.K.MD.1.3	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.
		MA.K.MD.2	Classify objects and count the number of objects in each category.		
				MA.K.MD.2.1	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
MA.K.NBT	Kindergarten Number and				

	Operations in Base Ten				
		MA.K.NBT.1	Work with numbers 11-19 to gain foundations for place value.		
				MAFS.K.NBT.1.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
MA.K.OA	Kindergarten Operations and Algebraic Thinking				
		MA.K.OA.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.		
				MA.K.OA.1.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
				MA.K.OA.1.2	Solve addition and subtraction word problems1, and add and subtract within 10, e.g., by using objects or drawings to represent the problem (1Students are not required to independently read the word problems.)
				MA.K.OA.1.3	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
				MA.K.OA.1.4	Fluently add and subtract within 5.

				MA.K.OA.1.5	Use addition and subtraction within 10 to solve word problems involving both addends unknown, e.g., by using objects, drawings, and equations with symbols for the unknown numbers to represent the problem. (Students are not required to independently read the word problems.)
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## Mathematics 1<sup>st</sup> Grade Catholic Integrated Faith Standards

MA.1.IF	Catholic Curricular Standards and Dispositions in Mathematics		
	MA.1.IF	1st Grade Math Integration of Faith	
			MA.1.IF.1 Recognize the power of the human mind as both a gift from God and a reflection of Him in whose image and likeness we are made.
			MA.1.IF.2 Display a sense of wonder about mathematical relationships as well as confidence in mathematical certitude.
			MA.1.IF.3 Respond to the beauty, harmony, proportion, radiance, and wholeness present in mathematics.
			MA.1.IF.4 Show interest in the pursuit of understanding for its own sake.
			MA.1.IF.5 Exhibit joy at solving difficult mathematical problems and operations.
			MA.1.IF.6 Show interest in how the mental processes evident within the discipline of mathematics (such as order, perseverance, and logical reasoning) help us with the development of the natural virtues (such as self-discipline and fortitude).

## 1<sup>st</sup> Grade Mathematics

MA.1.G	Grade 1 Geometry				
		MA.1.G.1	Reason with shapes and their attributes.		
				MA.1.G.1.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
				MA.1.G.1.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
				MA.1.G.1.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
MA.1.MD	Grade 1 Measurement and Data				
		MA.1.MD.1	Measure lengths indirectly and by iterating length units.		
				MA.1.MD.1.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.

				MA.1.MD.1.2	Understand how to use a ruler to measure length to the nearest inch; a. Recognize that the ruler is a tool that can be used to measure the attribute of length; Understand the importance of the zero point and end point and that the length measure is the span between two points; c. Recognize that the units marked on a ruler have equal length intervals and fit together with no gaps or overlaps. These equal interval distances can be counted to determine the overall length of an object.
	MA.1.MD.2	Work with time and money.			
				MA.1.MD.2.1	Tell and write time in hours and half-hours using analog and digital clocks.
				MA.1.MD.2.2	Identify and combine values of money in cents up to one dollar working with a single unit of currency; a. Identify the value of coins (pennies, nickels, dimes, quarters); Compute the value of combinations of coins (pennies and/or dimes); c. Relate the value of pennies, dimes, and quarters to the dollar (e.g., There are 100 pennies or ten dimes or four quarters in one dollar.) (1Students are not expected to understand the decimal notation for combinations of dollars and cents.)
	MA.1.MD.3	Represent and interpret data.		MA.1.MD.3.1	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
MA.1.NBT	Grade 1 Number and Operations in Base Ten				
	MA.1.NBT.1	Extend the counting sequence.			

				MA.1.NBT.1.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
	MA.1.NBT.2	Understand place value.			
				MA.1.NBT.2.1	Understand that the two digits of a two-digit number represent amounts of tens and ones; a. 10 can be thought of as a bundle of ten ones; The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones; c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones); d. Decompose two-digit numbers in multiple ways (e.g., 64 can be decomposed into 6 tens and 4 ones or into 5 tens and 14 ones).
				MA.1.NBT.2.2	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , and $<$ .
	MA.1.NBT.3	Use place value understanding and properties of operations to add and subtract.			
				MA.1.NBT.3.1	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and

					ones; and sometimes it is necessary to compose a ten.
				MA.1.NBT.3.2	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
				MA.1.NBT.3.3	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
MA.1.OA	Grade 1 Operations and Algebraic Thinking				
	MA.1.OA.1	Represent and solve problems involving addition and subtraction.			
				MA.1.OA.1.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem (Students are not required to independently read the word problems.)
				MA.1.OA.1.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
	MA.1.OA.2	Understand and apply properties of operations and the relationship between addition and subtraction.			
				MA.1.OA.2.1	Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known,

					then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$ , the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.)
				MA.1.OA.2.2	Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.
	MA.1.OA.3	Add and subtract within 20.			
				MA.1.OA.3.1	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
				MA.1.OA.3.2	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$ , one knows $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$ ).
	MA.1.OA.4	Work with addition and subtraction equations.			
				MA.1.OA.4.1	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$ , $7 = 8$ and $5 + 2 = 2 + 5$ and $4 + 1 = 5 + 2$ .
				MA.1.OA.4.2	Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in

					each of the equations $8 + ? = 11$ , $5 = [] + 3$ , $6 + 6 = []$ .
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## Mathematics 2<sup>nd</sup> Grade Catholic Integrated Faith Standards

MA.2.IF	Catholic Curricular Standards and Dispositions in Mathematics		
	MA.K.IF	2 <sup>nd</sup> Grade Math Integration of Faith	
			MA.2.IF.1 Recognize the power of the human mind as both a gift from God and a reflection of Him in whose image and likeness we are made.
			MA.2.IF.2 Display a sense of wonder about mathematical relationships as well as confidence in mathematical certitude.
			MA.2.IF.3 Respond to the beauty, harmony, proportion, radiance, and wholeness present in mathematics.
			MA.2.IF.4 Show interest in the pursuit of understanding for its own sake.
			MA.2.IF.5 Exhibit joy at solving difficult mathematical problems and operations.
			MA.2.IF.6 Show interest in how the mental processes evident within the discipline of mathematics (such as order, perseverance, and logical reasoning) help us with the development of the natural virtues (such as self-discipline and fortitude).

## 2<sup>nd</sup> Grade Mathematics

MA.2.G	Grade 2 Geometry				
		MA.2.G.1	Reason with shapes and their attributes.		
				MA.2.G.1.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
				MA.2.G.1.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
				MA.2.G.1.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
MA.2.MD	Grade 2 Measurement and Data				
		MA.2.MD.1	Measure and estimate lengths in standard units.		
				MA.2.MD.1.1	Measure the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
				MA.2.MD.1.2	Describe the inverse relationship between the size of a unit and number of units needed to measure a given object. Example: Suppose the perimeter of a room is lined with one-foot rulers. Now, suppose

					we want to line it with yardsticks instead of rulers. Will we need more or fewer yardsticks than rulers to do the job? Explain your answer.
				MA.2.MD.1.3	Estimate lengths using units of inches, feet, yards, centimeters, and meters.
				MA.2.MD.1.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
	MA.2.MD.2	Relate addition and subtraction to length.			
				MA.2.MD.2.1	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
				MA.2.MD.2.2	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
	MA.2.MD.3	Work with time and money.			
				MA.2.MD.3.1	Tell and write time from analog and digital clocks to the nearest five minutes.
				MA.2.MD.3.2	Solve one- and two-step word problems involving dollar bills (singles, fives, tens, twenties, and hundreds) or coins (quarters, dimes, nickels, and pennies) using \$ and ¢ symbols appropriately. Word problems may involve addition, subtraction, and equal groups situations1. Example: The cash register shows that the total for your purchase is 59¢. You gave the cashier three quarters. How much change should you receive from the cashier?; a. Identify the value of coins and paper currency;

				Compute the value of any combination of coins within one dollar; c. Compute the value of any combinations of dollars (e.g., If you have three ten-dollar bills, one five-dollar bill, and two one-dollar bills, how much money do you have?); d. Relate the value of pennies, nickels, dimes, and quarters to other coins and to the dollar (e.g., There are five nickels in one quarter. There are two nickels in one dime. There are two and a half dimes in one quarter. There are twenty nickels in one dollar).
	MA.2.MD.4	Represent and interpret data.		
			MA.2.MD.4.1	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
			MA.2.MD.4.2	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
MA.2.NBT	Grade 2 Number and Operations in Base Ten			
	MA.2.NBT.1	Understand place value.		
			MA.2.NBT.1.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases; a. 100 can be thought of as a bundle of ten tens ‘s called a hundred; b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

				MA.2.NBT.1.2	Count within 1000; skip-count by 5s, 10s, and 100s.
				MA.2.NBT.1.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
				MA.2.NBT.1.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.
		MA.2.NBT.2	Use place value understanding and properties of operations to add and subtract.		
				MA.2.NBT.2.1	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
				MA.2.NBT.2.2	Add up to four two-digit numbers using strategies based on place value and properties of operations.
				MA.2.NBT.2.3	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
				MA.2.NBT.2.4	Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
				MA.2.NBT.2.5	Explain why addition and subtraction strategies work, using place value and the properties of operations.

MA.2.OA Grade 2 Operations and Algebraic Thinking					
	MA.2.OA.1	Represent and solve problems involving addition and subtraction.			
			MA.2.OA.1.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	
			MA.2.OA.1.2	Determine the unknown whole number in an equation relating four or more whole numbers. For example, determine the unknown number that makes the equation true in the equations $37 + 10 + 10 = \underline{\hspace{2cm}} + 18$ , $? - 6 = 13 - 4$ , and $15 - 9 = 6 + \underline{\hspace{2cm}}$ .	
	MA.2.OA.2	Add and subtract within 20.			
			MA.2.OA.2.1	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	
	MA.2.OA.3	Work with equal groups of objects to gain foundations for multiplication.			
			MA.2.OA.3.1	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	
			MA.2.OA.3.2	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	



Mathematics 3 <sup>rd</sup> Grade Catholic Integrated Faith Standards				
MA.3.IF	Catholic Curricular Standards and Dispositions in Mathematics			
	MA.3.IF	3rd Grade Math Integration of Faith		
			MA.3.IF.1	Recognize the power of the human mind as both a gift from God and a reflection of Him in whose image and likeness we are made.
			MA.3.IF.2	Display a sense of wonder about mathematical relationships as well as confidence in mathematical certitude.
			MA.3.IF.3	Respond to the beauty, harmony, proportion, radiance, and wholeness present in mathematics.
			MA.3.IF.4	Show interest in the pursuit of understanding for its own sake.
			MA.3.IF.5	Exhibit joy at solving difficult mathematical problems and operations.
			MA.3.IF.6	Show interest in how the mental processes evident within the discipline of mathematics (such as order, perseverance, and logical reasoning) help us with the development of the natural virtues (such as self-discipline and fortitude).

### 3<sup>rd</sup> Grade Mathematics

MA.3.G	Grade 3 Geometry				
		MA.3.G.1	Reason with shapes and their attributes.		
				MA.3.G.1.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
				MA.3.G.1.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.
MA.3.MD	Grade 3 Measurement and Data				
		MA.3.MD.1	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.		
				MA.3.MD.1.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
				MA.3.MD.1.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g),

					kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.
	MA.3.MD.2	Represent and interpret data.			
				MA.3.MD.2.1	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step, how many more, and how many less; problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.
				MA.3.MD.2.2	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units-whole numbers, halves, or quarters.
	MA.3.MD.3	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.			
				MA.3.MD.3.1	Recognize area as an attribute of plane figures and understand concepts of area measurement, a. A square with side length 1 unit, called unit square, is said to have one square unit of area, and can be used to measure area; A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
				MA.3.MD.3.2	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
				MA.3.MD.3.3	Relate area to the operations of multiplication and addition; a. Find the area of a rectangle with

					whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths; Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning; c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths $a$ and $b + c$ is the sum of $a \times b$ and $a \times c$ . Use area models to represent the distributive property in mathematical reasoning; d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
		MA.3.MD.4	Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.		
				MA.3.MD.4.1	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
MA.3.NF	Number and Operations - Fractions				
		MA.3.NF.1	Develop understanding of fractions as numbers.		
				MA.3.NF.1.1	Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal

					parts; understand a fraction $a/b$ as the quantity formed by $a$ parts of size $1/b$ .
				MA.3.NF.1.2	<p>Understand a fraction as a number on the number line; represent fractions on a number line diagram;</p> <p>a. Represent a fraction <math>1/b</math> on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into <math>b</math> equal parts.</p> <p>Recognize that each part has size <math>1/b</math> and that the endpoint of the part based at 0 locates the number <math>1/b</math> on the number line; Represent a fraction <math>a/b</math> on a number line diagram by marking off a lengths <math>1/b</math> from 0. Recognize that the resulting interval has size <math>a/b</math> and that its endpoint locates the number <math>a/b</math> on the number line.</p>
				MA.3.NF.1.3	<p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size; a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line; Recognize and generate simple equivalent fractions, e.g., <math>1/2 = 2/4</math>, <math>4/6 = 2/3</math>.</p> <p>Explain why the fractions are equivalent, e.g., by using a visual fraction model; c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form <math>3 = 3/1</math>; recognize that <math>6/1 = 6</math>; locate <math>4/4</math> and 1 at the same point of a number line diagram; d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and</p>

					justify the conclusions, e.g., by using a visual fraction model.
MA.3.NBT	Grade 3 Number and Operations in Base Ten				
	MA.3.NBT.1	Use place value understanding and properties of operations to perform multi-digit arithmetic.			
			MA.3.NBT.1.1	Use place value understanding to round whole numbers to the nearest 10 or 100.	
			MA.3.NBT.1.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	
			MA.3.NBT.1.3	Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 x80, 5 x60) using strategies based on place value and properties of operations.	
MA.3.OA	Grade 3 Operations and Algebraic Thinking				
	MA.3.OA.1	Represent and solve problems involving multiplication and division.		÷	
			MA.3.OA.1.1	Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as $5 \times 7$ .	
			MA.3.OA.1.2	Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal	

					shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$ .
				MA.3.OA.1.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
				MA.3.OA.1.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$ , $5 = [] \div 3$ , $6 \times 6 = ?$ .
	MA.3.OA.2	Understand properties of multiplication and the relationship between multiplication and division.			
				MA.3.OA.2.1	Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$ , then $15 \times 2 = 30$ , or by $5 \times 2 = 10$ , then $3 \times 10 = 30$ . (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$ , one can find $8 \times 7$ as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ . (Distributive property.)
				MA.3.OA.2.2	Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.
	MA.3.OA.3	Multiply and divide within 100.			
				MA.3.OA.3.1	Fluently multiply and divide within 100, using strategies such as the relationship between

					multiplication and division (e.g., knowing that $8 \times 5 = 40$ , one knows $40 \div 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
		MA.3.OA.4	Solve problems involving the four operations, and identify and explain patterns in arithmetic.		
				MA.3.OA.4.1	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
				MA.3.OA.4.2	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

### Mathematics 4<sup>th</sup> Grade Catholic Integrated Faith Standards

MA.4.IF	Catholic Curricular Standards and Dispositions in Mathematics		
	MA.4.IF	4th Grade Math Integration of Faith	
			MA.4.IF.1 Recognize the power of the human mind as both a gift from God and a reflection of Him in whose image and likeness we are made.
			MA.4.IF.2 Display a sense of wonder about mathematical relationships as well as confidence in mathematical certitude.
			MA.4.IF.3 Respond to the beauty, harmony, proportion, radiance, and wholeness present in mathematics.
			MA.4.IF.4 Show interest in the pursuit of understanding for its own sake.
			MA.4.IF.5 Exhibit joy at solving difficult mathematical problems and operations.
			MA.4.IF.6 Show interest in how the mental processes evident within the discipline of mathematics (such as order, perseverance, and logical reasoning) help us with the development of the natural virtues (such as self-discipline and fortitude).

## 4<sup>th</sup> Grade Mathematics

MA.4.G	Grade 4 Geometry				
		MA.4.G.1	Draw and identify lines and angles, and classify shapes by properties of their lines and angles.		
				MA.4.G.1.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
				MA.4.G.1.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
				MA.4.G.1.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
MA.4.MD	Grade 4 Measurement and Data				
		MA.4.MD.1	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.		
				MA.4.MD.1.1	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record

					measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...
				MA.4.MD.1.2	Use the four operations to solve word problems1 involving distances, intervals of time, and money, including problems involving simple fractions or decimals2. Represent fractional quantities of distance and intervals of time using linear models. (1See glossary Table 1 and Table 2) (2Computational fluency with fractions and decimals is not the goal for students at this grade level.)
				MA.4.MD.1.3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.
	MA.4.MD.2	Represent and interpret data.			
				MA.4.MD.2.1	Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.
	MA.4.MD.3	Geometric measurement: understand concepts of angle and measure angles.			
				MA.4.MD.3.1	Recognize angles as geometric shapes that are formed wherever two rays share a common

					endpoint, and understand concepts of angle measurement; a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $1/360$ of a circle is called a “one-degree angle” and can be used to measure angles; An angle that turns through a one-degree angles is said to have an angle measure of $n$ degrees.
				MA.4.MD.3.2	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
				MA.4.MD.3.3	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.
MA.4.NF	Grade 4 Number and Operations - Fractions				
	MA.4.NF.1	Extend understanding of fraction equivalence and ordering.			
				MA.4.NF.1.1	Explain why a fraction $a/b$ is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
				MA.4.NF.1.2	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$ .

					Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model.
		MA.4.NF.2	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.		
				MA.4.NF.2.1	Understand a fraction $a/b$ with $a > 1$ as a sum of fractions $1/b$ ; a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole; Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$ ; $3/8 = 1/8 + 2/8$ ; $2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$ ; c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction; d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
				MA.4.NF.2.2	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number; a. Understand a fraction $a/b$ as a multiple of $1/b$ . For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$ , recording the

					conclusion by the equation $5/4 = 5 \times (1/4)$ ; Understand a multiple of $a/b$ as a multiple of $1/b$ , and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$ , recognizing this product as $6/5$ . (In general, $n \times (a/b) = (n \times a)/b$ ); c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?
		MA.4.NF.3	Understand decimal notation for fractions, and compare decimal fractions.		
				MA.4.NF.3.1	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express $3/10$ as $30/100$ , and add $3/10 + 4/100 = 34/100$ .
				MA.4.NF.3.2	Use decimal notation for fractions with denominators 10 or 100. For example, rewrite $0.62$ as $62/100$ ; describe a length as $0.62$ meters; locate $0.62$ on a number line diagram.
				MA.4.NF.3.3	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual model.

MA.4.NBT Grade 4 Number and Operations in Base Ten					
		MA.4.NBT.1	Generalize place value understanding for multi-digit whole numbers.		
				MA.4.NBT.1.1	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.
				MA.4.NBT.1.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.
				MA.4.NBT.1.3	Use place value understanding to round multi-digit whole numbers to any place.
		MA.4.NBT.2	Use place value understanding and properties of operations to perform multi-digit arithmetic.		
				MA.4.NBT.2.1	Fluently add and subtract multi-digit whole numbers using the standard algorithm.
				MA.4.NBT.2.2	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
				MA.4.NBT.2.3	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and

					explain the calculation by using equations, rectangular arrays, and/or area models.
MA.4.OA	Grade 4 Operations and Algebraic Thinking				
	MA.4.OA.1	Use the four operations with whole numbers to solve problems.			
				MA.4.OA.1.1	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
				MA.4.OA.1.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
				MA.4.OA.1.3	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
				MA.4.OA.1.4	Determine whether an equation is true or false by using comparative relational thinking. For example, without adding 60 and 24, determine whether the equation $60 + 24 = 57 + 27$ is true or false.
				MA.4.OA.1.5	Determine the unknown whole number in an equation relating four whole numbers using comparative relational thinking. For example,

					solve $76 + 9 = n + 5$ for $n$ by arguing that nine is four more than five, so the unknown number must be four greater than 76.
		MA.4.OA.2	Gain familiarity with factors and multiples.		
				MA.4.OA.2.1	Investigate factors and multiples; a. Find all factor pairs for a whole number in the range 1-100; Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number; c. Determine whether a given whole number in the range 1-100 is prime or composite.
		MA.4.OA.3	Generate and analyze patterns.		
				MA.4.OA.3.1	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule: add 3 and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

## Mathematics 5<sup>th</sup> Grade Catholic Integrated Faith Standards

MA.5.IF	Catholic Curricular Standards and Dispositions in Mathematics		
	MA.5.IF	5th Grade Math Integration of Faith	
			MA.5.IF.1 Recognize the power of the human mind as both a gift from God and a reflection of Him in whose image and likeness we are made.
			MA.5.IF.2 Display a sense of wonder about mathematical relationships as well as confidence in mathematical certitude.
			MA.5.IF.3 Respond to the beauty, harmony, proportion, radiance, and wholeness present in mathematics.
			MA.5.IF.4 Show interest in the pursuit of understanding for its own sake.
			MA.5.IF.5 Exhibit joy at solving difficult mathematical problems and operations.
			MA.5.IF.6 Show interest in how the mental processes evident within the discipline of mathematics (such as order, perseverance, and logical reasoning) help us with the development of the natural virtues (such as self-discipline and fortitude).

## 5<sup>th</sup> Grade Mathematics

MA.5.G	Grade 5 Geometry				
		MA.5.G.1	Graph points on the coordinate plane to solve real-world and mathematical problems.		
				MA.5.G.1.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
				MA.5.G.1.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
		MA.5.G.2	Classify two-dimensional figures into categories based on their properties.		
				MA.5.G.2.1	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.

				MA.5.G.2.2	Classify and organize two-dimensional figures into Venn diagrams based on the attributes of the figures.
MA.5.MD	Grade 5 Measurement and Data				
	MA.5.MD.1	Convert like measurement units within a given measurement system.		MA.5.MD.1.1	Convert among different-sized standard measurement units (i.e., km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec) within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
	MA.5.MD.2	Represent and interpret data.		MA.5.MD.2.1	Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.
	MA.5.MD.3	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.		MA.5.MD.3.1	Recognize volume as an attribute of solid figures and understand concepts of volume measurement; a. A cube with side length 1 unit, called a unit cube, is said to have one cubic unit of volume, and can be used to measure volume; A solid figure which can be packed without gaps or overlaps

					using $n$ unit cubes is said to have a volume of $n$ cubic units.
				MA.5.MD.3.2	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
				MA.5.MD.3.3	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume; a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication; Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems; c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.
MA.5.NF	Grade 5 Number and Operations - Fractions				
	MA.5.NF.1	Use equivalent fractions as a strategy to add and subtract fractions.			
				MA.5.NF.1.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For

					example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$ . (In general, $\frac{a}{b} + \frac{c}{d} = \frac{(ad+bc)}{bd}$ .)
				MA.5.NF.1.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$ , by observing that $\frac{3}{7} < \frac{1}{2}$ .
	MA.5.NF.2	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.			
				MA.5.NF.2.1	Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$ . If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?
				MA.5.NF.2.2	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction; a. Interpret the product $(a/b) \times q$ as a parts of a partition of $q$ into $b$ equal parts;

					equivalently, as the result of a sequence of operations $a \times q \div b$ . For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$ , and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$ . (In general, $(a/b) \times (c/d) = ac/bd$ .) b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. b. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
				MA.5.NF.2.3	Interpret multiplication as scaling (resizing), by; a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication; Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying $a/b$ by 1.
				MA.5.NF.2.4	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
				MA.5.NF.2.5	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions; a. Interpret

				division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$ ; Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$ ; c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$ -cup servings are in 2 cups of raisins?
MA.5.NBT	Grade 5 Number and Operations in Base Ten			
	MA.5.NBT.1	Understand the place value system.		
			MA.5.NBT.1.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left.
			MA.5.NBT.1.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

				MA.5.NBT.1.3	Read, write, and compare decimals to thousandths; a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ ; Compare two decimals to thousandths based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.
				MA.5.NBT.1.4	Use place value understanding to round decimals to any place.
	MA.5.NBT.2	Perform operations with multi-digit whole numbers and with decimals to hundredths.			
				MAFS.5.NBT.2.1	Fluently multiply multi-digit whole numbers using the standard algorithm.
				MAFS.5.NBT.2.2	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
				MAFS.5.NBT.2.3	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
MA.5.OA	Grade 5 Operations and Algebraic Thinking				
		MA.5.OA.1	Write and interpret numerical expressions.		

				MA.5.OA.1.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
				MA.5.OA.1.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation ,add 8 and 7, then multiply by 2, as $2 \times (8 + 7)$ . Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$ , without having to calculate the indicated sum or product.
	MA.5.OA.2	Analyze patterns and relationships.			
				MA.5.OA.2.1	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule Add 3, and the starting number 0, and given the rule Add 6, and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.

Mathematics 6 <sup>th</sup> Grade Catholic Integrated Faith Standards				
MA.6.IF	Catholic Curricular Standards and Dispositions in Mathematics			
	MA.6.IF	6th Grade Math Integration of Faith		
			MA.6.IF.1	Recognize the power of the human mind as both a gift from God and a reflection of Him in whose image and likeness we are made.
			MA.6.IF.2	Demonstrate the mental habits of precise, determined, careful, and accurate questioning, inquiry, and reasoning.
			MA.6.IF.3	Develop lines of inquiry (as developmentally appropriate) to understand why things are true and why they are false.
			MA.6.IF.4	Display a sense of wonder about mathematical relationships as well as confidence in mathematical certitude.
			MA.6.IF.5	Survey the truths about mathematical objects that are interesting in their own right and independent of human opinions.

## 6<sup>th</sup> Grade Mathematics

MA.6.EE	Grade 6 Expressions & Equations			
	MA.6.EE.1	Apply and extend previous understandings of arithmetic to algebraic expressions.		
			MA.6.EE.1.1	Write and evaluate numerical expressions involving whole-number exponents.
			MA.6.EE.1.2	Write, read, and evaluate expressions in which letters stand for numbers; a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation ,Subtract y from 5, as 5-y; Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms; c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$ .
			MAFS.6.EE.1.3	Apply the properties of operations to generate equivalent expressions. For example, apply the

					distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$ ; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$ ; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$ .
				MAFS.6.EE.1.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number $y$ stands for.
	MA.6.EE.2	Reason about and solve one-variable equations and inequalities.			
				MA.6.EE.2.1	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
				MA.6.EE.2.2	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
				MA.6.EE.2.3	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which $p$ , $q$ and $x$ are all non-negative rational numbers.
				MA.6.EE.2.4	Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that

					inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.
		MA.6.EE.3	Represent and analyze quantitative relationships between dependent and independent variables.		
				MA.6.EE.3.1	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.
MA.6.G	Grade 6 Geometry				
		MA.6.G.1	Solve real-world and mathematical problems involving area, surface area, and volume.		
				MA.6.G.1.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
				MA.6.G.1.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be

					found by multiplying the edge lengths of the prism. Apply the formulas $V = l w h$ and $V = B h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
				MA.6.G.1.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
				MA.6.G.1.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
MA.6.RP	Grade 6 Ratios & Proportional Relationships				
	MA.6.RP.1	Understand ratio concepts and use ratio reasoning to solve problems.			
				MA.6.RP.1.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak, for every vote candidate A received, candidate C received nearly three votes
				MA.6.RP.1.2	Understand the concept of a unit rate $a/b$ associated with a ratio $a:b$ with $b \neq 0$ , and use rate language in the context of a ratio relationship. For example, ,this recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar. We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.

					<p>Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations; a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios; Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?; c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means <math>30/100</math> times the quantity); solve problems involving finding the whole, given a part and the percent; d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities; e. Understand the concept of Pi as the ratio of the circumference of a circle to its diameter.</p>
MA.6.SP	Grade 6 Statistics & Probability				
		MA.6.SP.1	Develop understanding of statistical variability.		
				MA.6.SP.1.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but, how old are the students in my school? Is a statistical question because one anticipates variability in student ages.

				MA.6.SP.1.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
				MA.6.SP.1.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.
	MA.6.SP.2 Summarize and describe distributions.				
				MA.6.SP.2.1	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
				MA.6.SP.2.2	Summarize numerical data sets in relation to their context, such as by; a. Reporting the number of observations; Describing the nature of the attribute under investigation, including how it was measured and its units of measurement; c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered; d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.
MA.6.NS	Grade 6 The Number System				
		MA.6.NS.1	Apply and extend previous understandings of multiplication and division to divide fractions by fractions.		
				MA.6.NS.1.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(2/3) \div (3/4)$

					and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$ . (In general, $(a/b) \div (c/d) = ad/bc$ .) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$ -cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?
		MA.6.NS.2	Compute fluently with multi-digit numbers and find common factors and multiples.		
				MA.6.NS.2.1	Fluently divide multi-digit numbers using the standard algorithm.
				MA.6.NS.2.2	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
				MA.6.NS.2.3	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$ .
		MA.6.NS.3	Apply and extend previous understandings of numbers to the system of rational numbers.		
				MA.6.NS.3.1	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level,

					credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
				MA.6.NS.3.2	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates; a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $(-3) = 3$ , and that 0 is its own opposite; Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes; c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
				MA.6.NS.3.3	Understand ordering and absolute value of rational numbers; a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that $-3$ is located to the right of $-7$ on a number line oriented from left to right; Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that $-3^{\circ}\text{C}$ is warmer than $-7^{\circ}\text{C}$ ; c. Understand

					the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $ -30  = 30$ to describe the size of the debt in dollars; d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.
				MA.6.NS.3.4	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

## Mathematics 7<sup>th</sup> Grade Catholic Integrated Faith Standards

MA.7.IF	Catholic Curricular Standards and Dispositions in Mathematics		
	MA.7.IF	7th Grade Math Integration of Faith	
			MA.7.IF.1 Recognize the power of the human mind as both a gift from God and a reflection of Him in whose image and likeness we are made.
			MA.7.IF.2 Demonstrate the mental habits of precise, determined, careful, and accurate questioning, inquiry, and reasoning.
			MA.7.IF.3 Develop lines of inquiry (as developmentally appropriate) to understand why things are true and why they are false.
			MA.7.IF.4 Display a sense of wonder about mathematical relationships as well as confidence in mathematical certitude.
			MA.7.IF.5 Survey the truths about mathematical objects that are interesting in their own right and independent of human opinions.

## 7<sup>th</sup> Grade Mathematics

MA.7.EE	Grade 7 Expressions & Equations				
		MA.7.EE.1	Use properties of operations to generate equivalent expressions.		
				MA.7.EE.1.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
				MA.7.EE.1.2	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that increase by 5%, is the same as “multiply by 1.05.”
		MA.7.EE.2	Solve real-life and mathematical problems using numerical and algebraic expressions and equations.		
				MA.7.EE.2.1	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9

					inches from each edge; this estimate can be used as a check on the exact computation.
					Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities; a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$ , where $p$ , $q$ , and $r$ are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?; b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$ , where $p$ , $q$ , and $r$ are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.
MA.7.G	Grade 7 Geometry			MA.7.EE.2.2	
		MA.7.G.1	Draw, construct, and describe geometrical figures and describe the relationships between them.		
				MA.7.G.1.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

				MA.7.G.1.2	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
				MA.7.G.1.3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.
		MA.7.G.2	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.		
				MA.7.G.2.1	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
				MA.7.G.2.2	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
				MA.7.G.2.3	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
MAFS.7.RP	Grade 7 Ratios & Proportional Relationships				
		MAFS.7.RP.1	Analyze proportional relationships and use them to solve real-world and mathematical problems.		
				MAFS.7.RP.1.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.

					For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction $1/2/1/4$ miles per hour, equivalently 2 miles per hour.
				MAFS.7.RP.1.2	Recognize and represent proportional relationships between quantities; a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin; Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships; c. Represent proportional relationships by equations. For example, if total cost $t$ is proportional to the number $n$ of items purchased at a constant price $p$ , the relationship between the total cost and the number of items can be expressed as $t = pn$ ; d. Explain what a point $(x, y)$ on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where $r$ is the unit rate.
				MAFS.7.RP.1.3	Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.
MA.7.SP	Grade 7 Statistics & Probability				
	MA.7.SP.1		Use random sampling to draw inferences about a population.		
				MA.7.SP.1.1	Understand that statistics can be used to gain information about a population by examining a

					sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
				MA.7.SP.1.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.
	MA.7.SP.2	Draw informal comparative inferences about two populations.			
				MA.7.SP.2.1	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.
				MA.7.SP.2.2	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the

					words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.
		MA.7.SP.3	Investigate chance processes and develop, use, and evaluate probability models.		
				MA.7.SP.3.1	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
				MA.7.SP.3.2	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.
				MA.7.SP.3.3	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy; a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected; Develop a

					probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?
				MA.7.SP.3.4	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation; a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs; Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., rolling double sixes) identify the outcomes in the sample space which compose the event; c. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?
MA.7.NS	Grade 7 The Number System				
		MA.7.NS.1	Apply and extend previous understandings of operations with fractions to add, subtract, , multiply, and divide rational numbers.		
				MA.7.NS.1.1	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and

					<p>subtraction on a horizontal or vertical number line diagram; a. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged; Understand <math>p + q</math> as the number located a distance <math> q </math> from <math>p</math>, in the positive or negative direction depending on whether <math>q</math> is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts; c. Understand subtraction of rational numbers as adding the additive inverse, <math>p - q = p + (-q)</math> Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts; d. Apply properties of operations as strategies to add and subtract rational numbers.</p>
				MA.7.NS.1.2	<p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers; a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as <math>(-1)(-1) = 1</math> and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts; Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. Interpret quotients of rational numbers by describing real-world contexts; c.</p>

					Apply properties of operations as strategies to multiply and divide rational numbers; d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
				MA.7.NS.1.3	Solve real-world and mathematical problems involving the four operations with rational numbers.

## Mathematics 8<sup>th</sup> Grade Catholic Integrated Faith Standards

Catholic Curricular Standards and Dispositions in Mathematics				
MA.8.IF	MA.8.IF	3rd Grade Math Integration of Faith		
			MA.8.IF.1	Recognize the power of the human mind as both a gift from God and a reflection of Him in whose image and likeness we are made.
			MA.8.IF.2	Demonstrate the mental habits of precise, determined, careful, and accurate questioning, inquiry, and reasoning.
			MA.8.IF.3	Connecting the discipline within mathematics to the development of natural virtues
			MA.8.IF.4	Develop lines of inquiry (as developmentally appropriate) to understand why things are true and why they are false.
			MA.8.IF.6	Survey the truths about mathematical objects that are interesting in their own right and independent of human opinions.
			MA.8.IF.5	Display a sense of wonder about mathematical relationships as well as confidence in mathematical certitude.

## 8<sup>th</sup> Grade Mathematics

MA.8.EE	Grade 8 Expressions & Equations				
		MA.8.EE.1	Work with radicals and integer exponents.		
				MA.8.EE.1.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$ .
				MA.8.EE.1.2	Use square root and cube root symbols to represent solutions to equations of the form $x^{-\leq} = p$ and $x^{-\geq} = p$ , where $p$ is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
				MA.8.EE.1.3	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as $3 \times 10^9$ and the population of the world as $7 \times 10^9$ , and determine that the world population is more than 20 times larger.
				MA.8.EE.1.4	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

		MA.8.EE.2	Understand the connections between proportional relationships, lines, and linear equations.		
				MA.8.EE.2.1	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.
				MA.8.EE.2.2	Use similar triangles to explain why the slope $m$ is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at $b$ .
		MA.8.EE.3	Analyze and solve linear equations and pairs of simultaneous linear equations.		
				MA.8.EE.3.1	Solve linear equations in one variable; a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$ , $a = a$ , or $a = b$ results (where $a$ and $b$ are different numbers); Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
				MA.8.EE.3.2	Analyze and solve pairs of simultaneous linear equations; a. Understand that solutions to a system of two linear equations in two variables correspond

					to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously; Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6; c. Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.
MA.8.F	Grade 8 Functions				
		MA.8.F.1	Define, evaluate, and compare functions.		
				MA.8.F.1.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
				MA.8.F.1.2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.
				MA.8.F.1.3	Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a

					square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.
		MA.8.F.2	Use functions to model relationships between quantities.		
				MA.8.F.2.1	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
				MA.8.F.2.2	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
MA.8.G	Grade 8 Geometry				
		MA.8.G.1	Understand congruence and similarity using physical models, transparencies, or geometry software.		
				MA.8.G.1.1	Verify experimentally the properties of rotations, reflections, and translations; a. Lines are taken to lines, and line segments to line segments of the same length; Angles are taken to angles of the same measure; c. Parallel lines are taken to parallel lines.
				MA.8.G.1.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained

					from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
				MA.8.G.1.3	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
				MA.8.G.1.4	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.
				MA.8.G.1.5	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.
	MA.8.G.2	Understand and apply the Pythagorean Theorem.			
				MA.8.G.2.1	Explain a proof of the Pythagorean Theorem and its converse.
				MA.8.G.2.2	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
				MA.8.G.2.3	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

		MA.8.G.3	Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.		
				MA.8.G.3.1	Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.
MA.8.SP	Grade 8 Statistics & Probability				
		MA.8.SP.1	Investigate patterns of association in bivariate data.		
				MA.8.SP.1.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
				MA.8.SP.1.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
				MA.8.SP.1.3	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.
				MA.8.SP.1.4	Understand that patterns of association can also be seen in bivariate categorical data by displaying

					frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?
MA.8.NS	Grade 8 The Number System				
		MA.8.NS.1	Know that there are numbers that are not rational, and approximate them by rational numbers.		
				MA.8.NS.1.1	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
				MA.8.NS.1.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., $\sqrt{2}$ ). For example, by truncating the decimal expansion of $\sqrt{2}$ , show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.



# *Science Standards*

Diocese of Venice  
Science  
Grades K-8

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# *Basic Principles underlying All Standards to be used for the Planning of Curriculum for the Diocese of Venice*

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Basic principles which inform all Catholic education in the Schools of the Diocese of Venice are:

- All knowledge, in some way, reflects God's Truth, Beauty and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school; and respect for the uniqueness and dignity of each person as created in the image of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person in light of his/her ultimate end and the good of the society of which he/she is a member.
- Each subject is to be examined in the context of the Catholic faith and is to be illuminated by Gospel values.
- Learning and formation occur in the Catholic school without separation as does the development of each student on both the natural and supernatural levels.
- Curriculum and instruction seeks to promote a synthesis of faith, life and culture and to form students as disciples of Jesus.



# *Diocese Of Venice Catholic School Standards For Science*



By the very nature of creation, material being is endowed with its own stability, truth and excellence, its own order and laws. We must respect these truths as we recognize the methods proper to every science and technique.

*Gaudium et Spes, #36*

Science is a gift of human intellect, which is given to us by God to help us understand His Creation. Science is the study of interdependent relations in our earth's systems and structures that reflect God's truth, beauty, and goodness. These standards are directed toward life, earth, and physical aspects that enable deeper incorporation of children into the Church, the formation of community within the school, and respect for the uniqueness and dignity of each person as created in the image of God recognizing that scientific knowledge is a call to serve.

Life, Earth, and Physical Science foster growth in Christian virtue and develop an appreciation for God's creation and the good of society. Science is developing our stewardship and relationship in all aspects of our faith and Gospel values.

## **In a Catholic school, curricular formation....**

1. Involves the integral formation of the whole person, body, mind and spirit, in light of his or her ultimate end and the good of society. <sup>(1)</sup>
2. Promotes human virtues and the dignity of human person, as created in the image and likeness of God and modeled on the person of Jesus Christ. <sup>2</sup>
3. Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.
5. Encourages a synthesis of faith, life, and culture.

Science K-6 Catholic Integrated Faith Standards				
SC.K6.IF	K-6 Integration of Faith - Catholic Curricular Standards and Dispositions in Scientific Topics			
	SC.K6.IF.1	Scientific Topics - General Standards		
			SC.K6.IF.1.1	Exhibit care and concern at all stages of life for each human person as an image and likeness of God.
			SC.K6.IF.1.2	Describe the unity of faith and reason with confidence that there exists no contradiction between the God of nature and the God of faith.
			SC.K6.IF.1.3	Value the human body as the temple of the Holy Spirit.
	SC.K6.IF.2	Scientific Topics - Intellectual Standards		
			IS1SC.K6.IF.2.1	Explain what it means to say that God created the world and all matter out of nothing at a certain point in time; how it manifests His wisdom, glory, and purpose; and how He holds everything in existence according to His plan.
			IS1SC.K6.IF.2.2	Describe the relationships, elements, underlying order, harmony, and meaning in God's creation.
			IS1SC.K6.IF.2.3	Explain how creation is an outward sign of God's love and goodness and, therefore, is , "sacramental" in nature.
			IS1SC.K6.IF.2.4	Give examples of the beauty evident in God's creation.
			IS1SC.K6.IF.2.5	Explain the processes of conservation, preservation, overconsumption, and stewardship in relation to caring for that which God has given to sustain and delight us.
			IS1SC.K6.IF.2.6	Describe God's relationship with man and nature.
			IS1SC.K6.IF.2.7	Describe how science and technology should always be at the service of humanity and, ultimately, to God, in harmony with His purposes.
			IS1SC.K6.IF.2.8	Explain how science properly limits its focus to how things physically exist and is not designed to answer issues of meaning, the value of things, or the mysteries of the human person.

			IS1SC.K6.IF.2.9	Describe how the use of the scientific method to explore and understand nature differs, yet complements, the theological and philosophical questions one asks in order to understand God and His works.
			IS1SC.K6.IF.2.10	Analyze the false assumption that science can replace faith.
			IS1SC.K6.IF.2.11	List the basic contributions of significant Catholics to science such as Galileo, Copernicus, Mendel, and others.
SC.K6.IF.3	Scientific Topics - Dispositional Standards			
			DS1SC.K6.IF.3.1	Display a sense of wonder and delight about the natural universe and its beauty.
			DS1SC.K6.IF.3.2	Share concern and care for the environment as a part of God's creation.
			DS1SC.K6.IF.3.3	Accept the premise that nature should not be manipulated simply at man's will or only viewed as a thing to be used, but that man must cooperate with God's plan for himself and for nature.
			DS1SC.K6.IF.3.4	Accept that scientific knowledge is a call to serve and not simply a means to gain power, material prosperity, or success.

Kindergarten Science					
SC.K.E	Kindergarten Earth and Space Science				
	SC.K.E.5 Earth in Space and Time				
			SC.K.E.5.1	Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up.	
			SC.K.E.5.2	Recognize the repeating pattern of day and night.	
			SC.K.E.5.3	Recognize that the Sun can only be seen in the daytime.	
			SC.K.E.5.4	Observe that sometimes the Moon can be seen at night and sometimes during the day.	
			SC.K.E.5.5	Observe that things can be big and things can be small as seen from Earth.	
			SC.K.E.5.6	Observe that some objects are far away and some are nearby as seen from Earth.	
SC.K.L	Kindergarten Life Science				
	SC.K.L.14 Organization and Development of Living Organisms				
			SC.K.L.14.1	Recognize the five senses and related body parts.	
			SC.K.L.14.2	Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.	
			SC.K.L.14.3	Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.	
SC.K.N	Kindergarten Nature of Science				
	SC.K.N.1 The Practice of Science				
			SC.K.N.1.1	Collaborate with a partner to collect information.	
			SC.K.N.1.2	Make observations of the natural world and know that they are descriptors collected using the five senses.	

				SC.K.N.1.3	Keep records as appropriate -- such as pictorial records -- of investigations conducted.
				SC.K.N.1.4	Observe and create a visual representation of an object which includes its major features.
				SC.K.N.1.5	Recognize that learning can come from careful observation.
SC.K.P	Kindergarten Physical Science				
	SC.K.P.8	Properties of Matter			
			SC.K.P.8.1		Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.
	SC.K.P.9	Changes in Matter		SC.K.P.9.1	Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.
	SC.K.P.10	Forms of Energy		SC.K.P.10.1	Observe that things that make sound vibrate.
	SC.K.P.12	Motion of Objects		SC.K.P.12.1	Investigate that things move in different ways, such as fast, slow, etc.
	SC.K.P.13	Forces and Changes in Motion		SC.K.P.13.1	Observe that a push or a pull can change the way an object is moving.

Science K-6 Catholic Integrated Faith Standards				
SC.K6.IF	K-6 Integration of Faith - Catholic Curricular Standards and Dispositions in Scientific Topics			
	SC.K6.IF.1	Scientific Topics - General Standards		
	SC.K6.IF.1		SC.K6.IF.1.1	Exhibit care and concern at all stages of life for each human person as an image and likeness of God.
			SC.K6.IF.1.2	Describe the unity of faith and reason with confidence that there exists no contradiction between the God of nature and the God of faith.
			SC.K6.IF.1.3	Value the human body as the temple of the Holy Spirit.
	SC.K6.IF.2	Scientific Topics - Intellectual Standards		
			IS1SC.K6.IF.2.1	Explain what it means to say that God created the world and all matter out of nothing at a certain point in time; how it manifests His wisdom, glory, and purpose; and how He holds everything in existence according to His plan.
			IS1SC.K6.IF.2.2	Describe the relationships, elements, underlying order, harmony, and meaning in God's creation.
			IS1SC.K6.IF.2.3	Explain how creation is an outward sign of God's love and goodness and, therefore, is , "sacramental" in nature.
			IS1SC.K6.IF.2.4	Give examples of the beauty evident in God's creation.
			IS1SC.K6.IF.2.5	Explain the processes of conservation, preservation, overconsumption, and stewardship in relation to caring for that which God has given to sustain and delight us.
			IS1SC.K6.IF.2.6	Describe God's relationship with man and nature.
			IS1SC.K6.IF.2.7	Describe how science and technology should always be at the service of humanity and, ultimately, to God, in harmony with His purposes.
			IS1SC.K6.IF.2.8	Explain how science properly limits its focus to how things physically exist and is not designed to answer issues of meaning, the value of things, or the mysteries of the human person.

			IS1SC.K6.IF.2.9	Describe how the use of the scientific method to explore and understand nature differs, yet complements, the theological and philosophical questions one asks in order to understand God and His works.
			IS1SC.K6.IF.2.10	Analyze the false assumption that science can replace faith.
			IS1SC.K6.IF.2.11	List the basic contributions of significant Catholics to science such as Galileo, Copernicus, Mendel, and others.
SC.K6.IF.3	Scientific Topics - Dispositional Standards			
			DS1SC.K6.IF.3.1	Display a sense of wonder and delight about the natural universe and its beauty.
			DS1SC.K6.IF.3.2	Share concern and care for the environment as a part of God's creation.
			DS1SC.K6.IF.3.3	Accept the premise that nature should not be manipulated simply at man's will or only viewed as a thing to be used, but that man must cooperate with God's plan for himself and for nature.
			DS1SC.K6.IF.3.4	Accept that scientific knowledge is a call to serve and not simply a means to gain power, material prosperity, or success.

## 1<sup>st</sup> Grade Science

SC.1.E	Grade 1 Earth and Space Science			
	SC.1.E.5	Earth in Space and Time		
			SC.1.E.5.1	Observe and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky.
			SC.1.E.5.2	Explore the Law of Gravity by demonstrating that Earth's gravity pulls any object on or near Earth toward it even though nothing is touching the object.
			SC.1.E.5.3	Investigate how magnifiers make things appear bigger and help people see things they could not see without them.
			SC.1.E.5.4	Identify the beneficial and harmful properties of the Sun.
	SC.1.E.6	Earth Structures		
			SC.1.E.6.1	Recognize that water, rocks, soil, and living organisms are found on Earth's surface.
			SC.1.E.6.2	Describe the need for water and how to be safe around water.
			SC.1.E.6.3	Recognize that some things in the world around us happen fast and some happen slowly.
SC.1.L	Grade 1 Life Science			
	SC.1.L.14	Organization and Development of Living Organisms		
			SC.1.L.14.1	Make observations of living things and their environment using the five senses.
			SC.1.L.14.2	Identify the major parts of plants, including stem, roots, leaves, and flowers.
			SC.1.L.14.3	Differentiate between living and nonliving things.
	SC1.L.16	Heredity and Reproduction		

				SC.1.L.16.1	Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.
	SC.1.L.17	Interdependence		SC.1.L.17.1	Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
SC.1.N	Grade 1 Nature of Science				
	SC.1.N.1	The Practice of Science			
			SC.1.N.1.1		Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.
			SC.1.N.1.2		Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.
			SC.1.N.1.3		Keep records as appropriate - such as pictorial and written records - of investigations conducted.
			SC.1.N.1.4		Ask "how do you know?" in appropriate situations.
SC.1.P	Grade 1 Physical Science				
	SC.1.P.8	Properties of Matter			
			SC.1.P.8.1		Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float.
	SC.1.P.12	Motion of Objects			
			SC.1.P.12.1		Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.
	SC.1.P.13	Forces and Changes in Motion			
			SC.1.P.13.1		Demonstrate that the way to change the motion of an object is by applying a push or a pull.

Science K-6 Catholic Integrated Faith Standards			
SC.K6.IF	K-6 Integration of Faith - Catholic Curricular Standards and Dispositions in Scientific Topics		
	SC.K6.IF.1	Scientific Topics - General Standards	
			SC.K6.IF.1.1 Exhibit care and concern at all stages of life for each human person as an image and likeness of God.
			SC.K6.IF.1.2 Describe the unity of faith and reason with confidence that there exists no contradiction between the God of nature and the God of faith.
			SC.K6.IF.1.3 Value the human body as the temple of the Holy Spirit.
		Scientific Topics - Intellectual Standards	
			IS1SC.K6.IF.2.1 Explain what it means to say that God created the world and all matter out of nothing at a certain point in time; how it manifests His wisdom, glory, and purpose; and how He holds everything in existence according to His plan.
			IS1SC.K6.IF.2.2 Describe the relationships, elements, underlying order, harmony, and meaning in God's creation.
			IS1SC.K6.IF.2.3 Explain how creation is an outward sign of God's love and goodness and, therefore, is , "sacramental" in nature.
			IS1SC.K6.IF.2.4 Give examples of the beauty evident in God's creation.
			IS1SC.K6.IF.2.5 Explain the processes of conservation, preservation, overconsumption, and stewardship in relation to caring for that which God has given to sustain and delight us.
			IS1SC.K6.IF.2.6 Describe God's relationship with man and nature.
			IS1SC.K6.IF.2.7 Describe how science and technology should always be at the service of humanity and, ultimately, to God, in harmony with His purposes.
			IS1SC.K6.IF.2.8 Explain how science properly limits its focus to how things physically exist and is not designed to answer issues of meaning, the value of things, or the mysteries of the human person.

			IS1SC.K6.IF.2.9	Describe how the use of the scientific method to explore and understand nature differs, yet complements, the theological and philosophical questions one asks in order to understand God and His works.
			IS1SC.K6.IF.2.10	Analyze the false assumption that science can replace faith.
			IS1SC.K6.IF.2.11	List the basic contributions of significant Catholics to science such as Galileo, Copernicus, Mendel, and others.
SC.K6.IF.3	Scientific Topics - Dispositional Standards			
			DS1SC.K6.IF.3.1	Display a sense of wonder and delight about the natural universe and its beauty.
			DS1SC.K6.IF.3.2	Share concern and care for the environment as a part of God's creation.
			DS1SC.K6.IF.3.3	Accept the premise that nature should not be manipulated simply at man's will or only viewed as a thing to be used, but that man must cooperate with God's plan for himself and for nature.
			DS1SC.K6.IF.3.4	Accept that scientific knowledge is a call to serve and not simply a means to gain power, material prosperity, or success.

2 <sup>nd</sup> Grade Science				
SC.2.E	Grade 2 Earth and Space Science			
	SC.2.E.6	Earth Structures		
			SC.2.E.6.1	Recognize that Earth is made up of rocks. Rocks come in many sizes and shapes.
			SC.2.E.6.2	Describe how small pieces of rock and dead plant and animal parts can be the basis of soil and explain the process by which soil is formed.
			SC.2.E.6.3	Classify soil types based on color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants.
	SC.2.E.7	Earth Systems and Patterns		
			SC.2.E.7.1	Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season.
			SC.2.E.7.2	Investigate by observing and measuring, that the Sun's energy directly and indirectly warms the water, land, and air.
			SC.2.E.7.3	Investigate, observe and describe how water left in an open container disappears (evaporates), but water in a closed container does not disappear (evaporate).
			SC.2.E.7.4	Investigate that air is all around us and that moving air is wind.
			SC.2.E.7.5	State the importance of preparing for severe weather, lightning, and other weather related events.
SC.2.L	Grade 2 Life Science			
		Organization and Development of Living Organisms		
	SC.2.L.14		SC.2.L.14.1	Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions.

		SC.2.L.16	Heredity and Reproduction		
				SC.2.L.16.1	Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.
		SC.2.L.17	Interdependence		
				SC.2.L.17.1	Compare and contrast the basic needs that all living things, including humans, have for survival.
				SC.2.L.17.2	Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.
SC.2.N	Grade 2 Nature of Science				
	SC.2.N.1	The Practice of Science			
				SC.2.N.1.1	Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.
				SC.2.N.1.2	Compare the observations made by different groups using the same tools.
				SC.2.N.1.3	Ask “how do you know?” in appropriate situations and attempt reasonable answers when asked the same question by others.
				SC.2.N.1.4	Explain how particular scientific investigations should yield similar conclusions when repeated.
				SC.2.N.1.5	Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).
				SC.2.N.1.6	Explain how scientists alone or in groups are always investigating new ways to solve problems.
SC.2.P	Grade 2 Physical Science				
	SC.2.P.8	Properties of Matter			
				SC.2.P.8.1	Observe and measure objects in terms of their properties, including size, shape, color, temperature, weight, texture, sinking or floating in water, and attraction and repulsion of magnets.
				SC.2.P.8.2	Identify objects and materials as solid, liquid, or gas.
				SC.2.P.8.3	Recognize that solids have a definite shape and that liquids and gases take the shape of their container.

			SC.2.P.8.4	Observe and describe water in its solid, liquid, and gaseous states.
			SC.2.P.8.5	Measure and compare temperatures taken every day at the same time.
			SC.2.P.8.6	Measure and compare the volume of liquids using containers of various shapes and sizes.
	SC.2.P.9	Changes in Matter		
			SC.2.P.9.1	Investigate that materials can be altered to change some of their properties, but not all materials respond the same way to any one alteration.
	SC.2.P.10	Forms of Energy		
			SC.2.P.10.1	Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.
	SC.2.P.13	Forces and Changes in Motion		
			SC.2.P.13.1	Investigate the effect of applying various pushes and pulls on different objects.
			SC.2.P.13.2	Demonstrate that magnets can be used to make some things move without touching them.
			SC.2.P.13.3	Recognize that objects are pulled toward the ground unless something holds them up.
			SC.2.P.13.4	Demonstrate that the greater the force (push or pull) applied to an object, the greater the change in motion of the object.

Science K-6 Catholic Integrated Faith Standards				
SC.K6.IF	K-6 Integration of Faith - Catholic Curricular Standards and Dispositions in Scientific Topics			
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	SC.K6.IF.1		SC.K6.IF.1.1	Exhibit care and concern at all stages of life for each human person as an image and likeness of God.
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			DS1SC.K6.IF.3.1	Display a sense of wonder and delight about the natural universe and its beauty.
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			DS1SC.K6.IF.3.3	Accept the premise that nature should not be manipulated simply at man's will or only viewed as a thing to be used, but that man must cooperate with God's plan for himself and for nature.
			DS1SC.K6.IF.3.4	Accept that scientific knowledge is a call to serve and not simply a means to gain power, material prosperity, or success.

### 3<sup>rd</sup> Grade Science

SC.3.E	Grade 3 Earth and Space Science			
	SC.3.E.5	Earth in Space and Time		
			SC.3.E.5.1	Explain that stars can be different; some are smaller, some are larger, and some appear brighter than others; all except the Sun are so far away that they look like points of light.
			SC.3.E.5.2	Identify the Sun as a star that emits energy; some of it in the form of light.
			SC.3.E.5.3	Recognize that the Sun appears large and bright because it is the closest star to Earth.
			SC.3.E.5.4	Explore the Law of Gravity by demonstrating that gravity is a force that can be overcome.
			SC.3.E.5.5	Investigate that the number of stars that can be seen through telescopes is dramatically greater than those seen by the unaided eye.
	SC.3.E.6	Earth Structures		
			SC.3.E.6.1	Demonstrate that radiant energy from the Sun can heat objects and when the Sun is not present, heat may be lost.
SC.3.L	Grade 3 Life Science			
	SC.3.L.14	Organization and Development of Living Organisms		
			SC.3.L.14.1	Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.
			SC.3.L.14.2	Investigate and describe how plants respond to stimuli (heat, light, gravity), such as the way plant stems grow toward light and their roots grow downward in response to gravity.
	SC.3.L.15	Diversity and Evolution of Living Organisms		
			SC.3.L.15.1	Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and

					those which lay eggs) according to their physical characteristics and behaviors.
				SC.3.L.15.2	Classify flowering and nonflowering plants into major groups such as those that produce seeds, or those like ferns and mosses that produce spores, according to their physical characteristics.
	SC.3.L.17	Interdependence		SC.3.L.17.1	Describe how animals and plants respond to changing seasons.
				SC.3.L.17.2	Recognize that plants use energy from the Sun, air, and water to make their own food.

#### SC.3.N Grade 3 Nature of Science

	SC.3.N.1	The Practice of Science			
			SC.3.N.1.1		Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.
			SC.3.N.1.2		Compare the observations made by different groups using the same tools and seek reasons to explain the differences across groups.
			SC.3.N.1.3		Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.
			SC.3.N.1.4		Recognize the importance of communication among scientists.
			SC.3.N.1.5		Recognize that scientists question, discuss, and check each other's evidence and explanations.
			SC.3.N.1.6		Infer based on observation.
			SC.3.N.1.7		Explain that empirical evidence is information, such as observations or measurements, that is used to help validate explanations of natural phenomena.
	SC.3.N.3	The Role of Theories, Laws, Hypotheses, and Models			
			SC.3.N.3.1		Recognize that words in science can have different or more specific meanings than their use in everyday language; for example, energy, cell, heat/cold, and evidence.

				SC.3.N.3.2	Recognize that scientists use models to help understand and explain how things work.
				SC.3.N.3.3	Recognize that all models are approximations of natural phenomena; as such, they do not perfectly account for all observations.
SC.3.P	Grade 3 Physical Science				
	SC.3.P.8	Properties of Matter		SC.3.P.8.1	Measure and compare temperatures of various samples of solids and liquids.
				SC.3.P.8.2	Measure and compare the mass and volume of solids and liquids.
				SC.3.P.8.3	Compare materials and objects according to properties such as size, shape, color, texture, and hardness.
	SC.3.P.9	Changes in Matter		SC.3.P.9.1	Describe the changes water undergoes when it changes state through heating and cooling by using familiar scientific terms such as melting, freezing, boiling, evaporation, and condensation.
	SC.3.P.10	Forms of Energy		SC.3.P.10.1	Identify some basic forms of energy such as light, heat, sound, electrical, and mechanical.
				SC.3.P.10.2	Recognize that energy has the ability to cause motion or create change.
				SC.3.P.10.3	Demonstrate that light travels in a straight line until it strikes an object or travels from one medium to another.
				SC.3.P.10.4	Demonstrate that light can be reflected, refracted, and absorbed.
	SC.3.P.11	Energy Transfer and Transformations		SC.3.P.11.1	Investigate, observe, and explain that things that give off light often also give off heat.
				SC.3.P.11.2	Investigate, observe, and explain that heat is produced when one object rubs against another, such as rubbing one's hands together.

Science K-6 Catholic Integrated Faith Standards				
SC.K6.IF	K-6 Integration of Faith - Catholic Curricular Standards and Dispositions in Scientific Topics			
	SC.K6.IF.1	Scientific Topics - General Standards		
			SC.K6.IF.1.1	Exhibit care and concern at all stages of life for each human person as an image and likeness of God.
			SC.K6.IF.1.2	Describe the unity of faith and reason with confidence that there exists no contradiction between the God of nature and the God of faith.
			SC.K6.IF.1.3	Value the human body as the temple of the Holy Spirit.
	SC.K6.IF.2	Scientific Topics - Intellectual Standards		
			IS1SC.K6.IF.2.1	Explain what it means to say that God created the world and all matter out of nothing at a certain point in time; how it manifests His wisdom, glory, and purpose; and how He holds everything in existence according to His plan.
			IS1SC.K6.IF.2.2	Describe the relationships, elements, underlying order, harmony, and meaning in God's creation.
			IS1SC.K6.IF.2.3	Explain how creation is an outward sign of God's love and goodness and, therefore, is , "sacramental" in nature.
			IS1SC.K6.IF.2.4	Give examples of the beauty evident in God's creation.
			IS1SC.K6.IF.2.5	Explain the processes of conservation, preservation, overconsumption, and stewardship in relation to caring for that which God has given to sustain and delight us.
			IS1SC.K6.IF.2.6	Describe God's relationship with man and nature.
			IS1SC.K6.IF.2.7	Describe how science and technology should always be at the service of humanity and, ultimately, to God, in harmony with His purposes.
			IS1SC.K6.IF.2.8	Explain how science properly limits its focus to how things physically exist and is not designed to answer issues of meaning, the value of things, or the mysteries of the human person.

			IS1SC.K6.IF.2.9	Describe how the use of the scientific method to explore and understand nature differs, yet complements, the theological and philosophical questions one asks in order to understand God and His works.
			IS1SC.K6.IF.2.10	Analyze the false assumption that science can replace faith.
			IS1SC.K6.IF.2.11	List the basic contributions of significant Catholics to science such as Galileo, Copernicus, Mendel, and others.
SC.K6.IF.3	Scientific Topics - Dispositional Standards			
			DS1SC.K6.IF.3.1	Display a sense of wonder and delight about the natural universe and its beauty.
			DS1SC.K6.IF.3.2	Share concern and care for the environment as a part of God's creation.
			DS1SC.K6.IF.3.3	Accept the premise that nature should not be manipulated simply at man's will or only viewed as a thing to be used, but that man must cooperate with God's plan for himself and for nature.
			DS1SC.K6.IF.3.4	Accept that scientific knowledge is a call to serve and not simply a means to gain power, material prosperity, or success.

## 4<sup>th</sup> Grade Science

SC.4.E	Grade 4 Earth and Space Science			
	SC.4.E.5	Earth in Space and Time		
			SC.4.E.5.1	Observe that the patterns of stars in the sky stay the same although they appear to shift across the sky nightly, and different stars can be seen in different seasons.
			SC.4.E.5.2	Describe the changes in the observable shape of the moon over the course of about a month.
			SC.4.E.5.3	Recognize that Earth revolves around the Sun in a year and rotates on its axis in a 24-hour day.
			SC.4.E.5.4	Relate that the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and stars are connected.
			SC.4.E.5.5	Investigate and report the effects of space research and exploration on the economy and culture of Florida.
SC.4.E.6	Earth Structures			
			SC.4.E.6.1	Identify the three categories of rocks: igneous, (formed from molten rock); sedimentary (pieces of other rocks and fossilized organisms); and metamorphic (formed from heat and pressure).
			SC.4.E.6.2	Identify the physical properties of common earth-forming minerals, including hardness, color, luster, cleavage, and streak color, and recognize the role of minerals in the formation of rocks.
			SC.4.E.6.3	Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.
			SC.4.E.6.4	Describe the basic differences between physical weathering (breaking down of rock by wind, water, ice, temperature change, and plants) and erosion (movement of rock by gravity, wind, water, and ice).
			SC.4.E.6.5	Investigate how technology and tools help to extend the ability of humans to observe very small things and very large things.
			SC.4.E.6.6	Identify resources available in Florida (water, phosphate, oil, limestone, silicon, wind, and solar energy).

SC.4.L	Grade 4 Life Science				
		SC.4.L.16	Heredity and Reproduction		
				SC.4.L.16.1	Identify processes of sexual reproduction in flowering plants, including pollination, fertilization (seed production), seed dispersal, and germination.
				SC.4.L.16.2	Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.
				SC.4.L.16.3	Recognize that animal behaviors may be shaped by heredity and learning.
				SC.4.L.16.4	Compare and contrast the major stages in the life cycles of Florida plants and animals, such as those that undergo incomplete and complete metamorphosis, and flowering and nonflowering seed-bearing plants.
	SC.4.L.17	Interdependence			
				SC.4.L.17.1	Compare the seasonal changes in Florida plants and animals to those in other regions of the country.
				SC.4.L.17.2	Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them.
				SC.4.L.17.3	Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers.
				SC.4.L.17.4	Recognize ways plants and animals, including humans, can impact the environment.
SC.4.N	Grade 4 Nature of Science				
	SC.4.N.1	The Practice of Science			
				SC.4.N.1.1	Raise questions about the natural world, use appropriate reference materials that support understanding to obtain information (identifying the source), conduct both individual and team investigations through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.
				SC.4.N.1.2	Compare the observations made by different groups using multiple tools and seek reasons to explain the differences across groups.

				SC.4.N.1.3	Explain that science does not always follow a rigidly defined method ("the scientific method") but that science does involve the use of observations and empirical evidence.
				SC.4.N.1.4	Attempt reasonable answers to scientific questions and cite evidence in support.
				SC.4.N.1.5	Compare the methods and results of investigations done by other classmates.
				SC.4.N.1.6	Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations.
				SC.4.N.1.7	Recognize and explain that scientists base their explanations on evidence.
				SC.4.N.1.8	Recognize that science involves creativity in designing experiments.
	SC.4.N.2	The Characteristics of Scientific Knowledge			
	SC.4.N.3	The Role of Theories, Laws, Hypotheses, and Models	SC.4.N.2.1		Explain that science focuses solely on the natural world.
			SC.4.N.3.1		Explain that models can be three dimensional, two dimensional, an explanation in your mind, or a computer model.

#### SC.4.P Grade 4 Physical Science

	SC.4.P.8	Properties of Matter		
			SC.4.P.8.1	Measure and compare objects and materials based on their physical properties including: mass, shape, volume, color, hardness, texture, odor, taste, attraction to magnets.
			SC.4.P.8.2	Identify properties and common uses of water in each of its states.
			SC.4.P.8.3	Explore the Law of Conservation of Mass by demonstrating that the mass of a whole object is always the same as the sum of the masses of its parts.
			SC.4.P.8.4	Investigate and describe that magnets can attract magnetic materials and attract and repel other magnets.
	SC.4.P.9	Changes in Matter		

				SC.4.P.9.1	Identify some familiar changes in materials that result in other materials with different characteristics, such as decaying animal or plant matter, burning, rusting, and cooking.
	SC.4.P.10	Forms of Energy		SC.4.P.10.1	Observe and describe some basic forms of energy, including light, heat, sound, electrical, and the energy of motion.
				SC.4.P.10.2	Investigate and describe that energy has the ability to cause motion or create change.
				SC.4.P.10.3	Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates.
				SC.4.P.10.4	Describe how moving water and air are sources of energy and can be used to move things.
	SC.4.P.11	Energy Transfer and Transformations			
				SC.4.P.11.1	Recognize that heat flows from a hot object to a cold object and that heat flow may cause materials to change temperature.
				SC.4.P.11.2	Identify common materials that conduct heat well or poorly.
	SC.4.P.12	Motion of Objects			
				SC.4.P.12.1	Recognize that an object in motion always changes its position and may change its direction.
				SC.4.P.12.2	Investigate and describe that the speed of an object is determined by the distance it travels in a unit of time and that objects can move at different speeds.

Science K-6 Catholic Integrated Faith Standards				
SC.K6.IF	K-6 Integration of Faith - Catholic Curricular Standards and Dispositions in Scientific Topics			
	SC.K6.IF.1	Scientific Topics - General Standards		
			SC.K6.IF.1.1	Exhibit care and concern at all stages of life for each human person as an image and likeness of God.
			SC.K6.IF.1.2	Describe the unity of faith and reason with confidence that there exists no contradiction between the God of nature and the God of faith.
			SC.K6.IF.1.3	Value the human body as the temple of the Holy Spirit.
		Scientific Topics - Intellectual Standards		
			IS1SC.K6.IF.2.1	Explain what it means to say that God created the world and all matter out of nothing at a certain point in time; how it manifests His wisdom, glory, and purpose; and how He holds everything in existence according to His plan.
			IS1SC.K6.IF.2.2	Describe the relationships, elements, underlying order, harmony, and meaning in God's creation.
			IS1SC.K6.IF.2.3	Explain how creation is an outward sign of God's love and goodness and, therefore, is , "sacramental" in nature.
			IS1SC.K6.IF.2.4	Give examples of the beauty evident in God's creation.
			IS1SC.K6.IF.2.5	Explain the processes of conservation, preservation, overconsumption, and stewardship in relation to caring for that which God has given to sustain and delight us.
			IS1SC.K6.IF.2.6	Describe God's relationship with man and nature.
			IS1SC.K6.IF.2.7	Describe how science and technology should always be at the service of humanity and, ultimately, to God, in harmony with His purposes.
			IS1SC.K6.IF.2.8	Explain how science properly limits its focus to how things physically exist and is not designed to answer issues of meaning, the value of things, or the mysteries of the human person.

			IS1SC.K6.IF.2.9	Describe how the use of the scientific method to explore and understand nature differs, yet complements, the theological and philosophical questions one asks in order to understand God and His works.
			IS1SC.K6.IF.2.10	Analyze the false assumption that science can replace faith.
			IS1SC.K6.IF.2.11	List the basic contributions of significant Catholics to science such as Galileo, Copernicus, Mendel, and others.
SC.K6.IF.3	Scientific Topics - Dispositional Standards			
			DS1SC.K6.IF.3.1	Display a sense of wonder and delight about the natural universe and its beauty.
			DS1SC.K6.IF.3.2	Share concern and care for the environment as a part of God's creation.
			DS1SC.K6.IF.3.3	Accept the premise that nature should not be manipulated simply at man's will or only viewed as a thing to be used, but that man must cooperate with God's plan for himself and for nature.
			DS1SC.K6.IF.3.4	Accept that scientific knowledge is a call to serve and not simply a means to gain power, material prosperity, or success.

## 5<sup>th</sup> Grade Science

SC.5.E	Grade 5 Earth and Science			
	SC.5.E.5	Earth in Space and Time		
			SC.5.E.5.1	Recognize that a galaxy consists of gas, dust, and many stars, including any objects orbiting the stars. Identify our home galaxy as the Milky Way.
			SC.5.E.5.2	Recognize the major common characteristics of all planets and compare/contrast the properties of inner and outer planets.
			SC.5.E.5.3	Distinguish among the following objects of the Solar System -- Sun, planets, moons, asteroids, comets -- and identify Earth's position in it.
	SC.5.E.7	Earth Systems and Patterns		
			SC.5.E.7.1	Create a model to explain the parts of the water cycle. Water can be a gas, a liquid, or a solid and can go back and forth from one state to another.
			SC.5.E.7.2	Recognize that the ocean is an integral part of the water cycle and is connected to all of Earth's water reservoirs via evaporation and precipitation processes.
			SC.5.E.7.3	Recognize how air temperature, barometric pressure, humidity, wind speed and direction, and precipitation determine the weather in a particular place and time.
			SC.5.E.7.4	Distinguish among the various forms of precipitation (rain, snow, sleet, and hail), making connections to the weather in a particular place and time.
			SC.5.E.7.5	Recognize that some of the weather-related differences, such as temperature and humidity, are found among different environments, such as swamps, deserts, and mountains.
			SC.5.E.7.6	Describe characteristics (temperature and precipitation) of different climate zones as they relate to latitude, elevation, and proximity to bodies of water.
			SC.5.E.7.7	Design a family preparedness plan for natural disasters and identify the reasons for having such a plan.
SC.5.L	Grade 5 Life Science			

		SC.5.L.14	Organization and Development of Living Organisms		
				SC.5.L.14.1	Identify the organs in the human body and describe their functions, including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs.
				SC.5.L.14.2	Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.
		SC.5.L.15	Diversity and Evolution of Living Organisms		
				SC.5.L.15.1	Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.
		SC.5.L.17	Interdependence		
				SC.5.L.17.1	Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.
SC.5.N	Grade 5 Nature of Science				
		SC.5.N.1	The Practice of Science		
				SC.5.N.1.1	Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.
				SC.5.N.1.2	Explain the difference between an experiment and other types of scientific investigation.
				SC.5.N.1.3	Recognize and explain the need for repeated experimental trials.
				SC.5.N.1.4	Identify a control group and explain its importance in an experiment.

				SC.5.N.1.5	Recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method."
				SC.5.N.1.6	Recognize and explain the difference between personal opinion/interpretation and verified observation.
	SC.5.N.2	The Characteristics of Scientific Knowledge			
				SC.5.N.2.1	Recognize and explain that science is grounded in empirical observations that are testable; explanation must always be linked with evidence.
				SC.5.N.2.2	Recognize and explain that when scientific investigations are carried out, the evidence produced by those investigations should be replicable by others.
SC.5.P	Grade 5 Physical Science				
	SC.5.P.8	Properties of Matter			
				SC.5.P.8.1	Compare and contrast the basic properties of solids, liquids, and gases, such as mass, volume, color, texture, and temperature.
				SC.5.P.8.2	Investigate and identify materials that will dissolve in water and those that will not and identify the conditions that will speed up or slow down the dissolving process.
				SC.5.P.8.3	Demonstrate and explain that mixtures of solids can be separated based on observable properties of their parts such as particle size, shape, color, and magnetic attraction.
				SC.5.P.8.4	Explore the scientific theory of atoms (also called atomic theory) by recognizing that all matter is composed of parts that are too small to be seen without magnification.
	SC.5.P.9	Changes in Matter			
				SC.5.P.9.1	Investigate and describe that many physical and chemical changes are affected by temperature.
	SC.5.P.10	Forms of Energy			
				SC.5.P.10.1	Investigate and describe some basic forms of energy, including light, heat, sound, electrical, chemical, and mechanical.
				SC.5.P.10.2	Investigate and explain that energy has the ability to cause motion or create change.

				SC.5.P.10.3	Investigate and explain that an electrically-charged object can attract an uncharged object and can either attract or repel another charged object without any contact between the objects.
				SC.5.P.10.4	Investigate and explain that electrical energy can be transformed into heat, light, and sound energy, as well as the energy of motion.
SC.5.P.11	Energy Transfer and Transformations				
				SC.5.P.11.1	Investigate and illustrate the fact that the flow of electricity requires a closed circuit (a complete loop).
SC.5.P.13	Forces and Changes in Motion			SC.5.P.11.2	Identify and classify materials that conduct electricity and materials that do not.
				SC.5.P.13.1	Identify familiar forces that cause objects to move, such as pushes or pulls, including gravity acting on falling objects.
				SC.5.P.13.2	Investigate and describe that the greater the force applied to it, the greater the change in motion of a given object.
				SC.5.P.13.3	Investigate and describe that the more mass an object has, the less effect a given force will have on the object's motion.
				SC.5.P.13.4	Investigate and explain that when a force is applied to an object but it does not move, it is because another opposing force is being applied by something in the environment so that the forces are balanced.

Science K-6 Catholic Integrated Faith Standards				
SC.K6.IF	K-6 Integration of Faith - Catholic Curricular Standards and Dispositions in Scientific Topics			
	SC.K6.IF.1	Scientific Topics - General Standards		
			SC.K6.IF.1.1	Exhibit care and concern at all stages of life for each human person as an image and likeness of God.
			SC.K6.IF.1.2	Describe the unity of faith and reason with confidence that there exists no contradiction between the God of nature and the God of faith.
			SC.K6.IF.1.3	Value the human body as the temple of the Holy Spirit.
	SC.K6.IF.2	Scientific Topics - Intellectual Standards		
			IS1SC.K6.IF.2.1	Explain what it means to say that God created the world and all matter out of nothing at a certain point in time; how it manifests His wisdom, glory, and purpose; and how He holds everything in existence according to His plan.
			IS1SC.K6.IF.2.2	Describe the relationships, elements, underlying order, harmony, and meaning in God's creation.
			IS1SC.K6.IF.2.3	Explain how creation is an outward sign of God's love and goodness and, therefore, is , "sacramental" in nature.
			IS1SC.K6.IF.2.4	Give examples of the beauty evident in God's creation.
			IS1SC.K6.IF.2.5	Explain the processes of conservation, preservation, overconsumption, and stewardship in relation to caring for that which God has given to sustain and delight us.
			IS1SC.K6.IF.2.6	Describe God's relationship with man and nature.
			IS1SC.K6.IF.2.7	Describe how science and technology should always be at the service of humanity and, ultimately, to God, in harmony with His purposes.
			IS1SC.K6.IF.2.8	Explain how science properly limits its focus to how things physically exist and is not designed to answer issues of meaning, the value of things, or the mysteries of the human person.

			IS1SC.K6.IF.2.9	Describe how the use of the scientific method to explore and understand nature differs, yet complements, the theological and philosophical questions one asks in order to understand God and His works.
			IS1SC.K6.IF.2.10	Analyze the false assumption that science can replace faith.
			IS1SC.K6.IF.2.11	List the basic contributions of significant Catholics to science such as Galileo, Copernicus, Mendel, and others.
SC.K6.IF.3	Scientific Topics - Dispositional Standards		DS1SC.K6.IF.3.1	Display a sense of wonder and delight about the natural universe and its beauty.
			DS1SC.K6.IF.3.2	Share concern and care for the environment as a part of God's creation.
			DS1SC.K6.IF.3.3	Accept the premise that nature should not be manipulated simply at man's will or only viewed as a thing to be used, but that man must cooperate with God's plan for himself and for nature.
			DS1SC.K6.IF.3.4	Accept that scientific knowledge is a call to serve and not simply a means to gain power, material prosperity, or success.

## 6<sup>th</sup> Grade Science

SC.6.E	Grade 6 Earth and Space Science			
	SC.6.E.6	Earth Structures		
			SC.6.E.6.1	Describe and give examples of ways in which Earth's surface is built up and torn down by physical and chemical weathering, erosion, and deposition.
			SC.6.E.6.2	Recognize that there are a variety of different landforms on Earth's surface such as coastlines, dunes, rivers, mountains, glaciers, deltas, and lakes and relate these landforms as they apply to Florida.
	SC.6.E.7	Earth Systems and Patterns		
			SC.6.E.7.1	Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred through Earth's system.
			SC.6.E.7.2	Investigate and apply how the cycling of water between the atmosphere and hydrosphere has an effect on weather patterns and climate.
			SC.6.E.7.3	Describe how global patterns such as the jet stream and ocean currents influence local weather in measurable terms such as temperature, air pressure, wind direction and speed, and humidity and precipitation.
			SC.6.E.7.4	Differentiate and show interactions among the geosphere, hydrosphere, cryosphere, atmosphere, and biosphere.
			SC.6.E.7.5	Explain how energy provided by the sun influences global patterns of atmospheric movement and the temperature differences between air, water, and land.
			SC.6.E.7.6	Differentiate between weather and climate.
			SC.6.E.7.7	Investigate how natural disasters have affected human life in Florida.
			SC.6.E.7.8	Describe ways human beings protect themselves from hazardous weather and sun exposure.
			SC.6.E.7.9	Describe how the composition and structure of the atmosphere protects life and insulates the planet.
SC.6.L	Grade 6 Life Science			

		SC.6.L.14	Organization and Development of Living Organisms		
				SC.6.L.14.1	Describe and identify patterns in the hierarchical organization of organisms from atoms to molecules and cells to tissues to organs to organ systems to organisms.
				SC.6.L.14.2	Investigate and explain the components of the scientific theory of cells (cell theory): all organisms are composed of cells (single-celled or multi-cellular), all cells come from pre-existing cells, and cells are the basic unit of life.
				SC.6.L.14.3	Recognize and explore how cells of all organisms undergo similar processes to maintain homeostasis, including extracting energy from food, getting rid of waste, and reproducing.
				SC.6.L.14.4	Compare and contrast the structure and function of major organelles of plant and animal cells, including cell wall, cell membrane, nucleus, cytoplasm, chloroplasts, mitochondria, and vacuoles.
				SC.6.L.14.5	Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis.
				SC.6.L.14.6	Compare and contrast types of infectious agents that may infect the human body, including viruses, bacteria, fungi, and parasites.
	SC.6.L.15	Diversity and Evolution of Living Organisms			
SC.6.N	Grade 6 Nature of Science				
	SC.6.N.1	The Practice of Science		SC.6.N.1.1	Analyze and describe how and why organisms are classified according to shared characteristics with emphasis on the Linnaean system combined with the concept of Domains.
					Define a problem from the sixth grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments,

					identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.
			SC.6.N.1.2		Explain why scientific investigations should be replicable.
			SC.6.N.1.3		Explain the difference between an experiment and other types of scientific investigation, and explain the relative benefits and limitations of each.
			SC.6.N.1.4		Discuss, compare, and negotiate methods used, results obtained, and explanations among groups of students conducting the same investigation.
			SC.6.N.1.5		Recognize that science involves creativity, not just in designing experiments, but also in creating explanations that fit evidence.
SC.6.N.2	The Characteristics of Scientific Knowledge				
		SC.6.N.2.1			Distinguish science from other activities involving thought.
		SC.6.N.2.2			Explain that scientific knowledge is durable because it is open to change as new evidence or interpretations are encountered.
		SC.6.N.2.3			Recognize that scientists who make contributions to scientific knowledge come from all kinds of backgrounds and possess varied talents, interests, and goals.
SC.6.N.3	The Role of Theories, Laws, Hypotheses, and Models				
		SC.6.N.3.1			Recognize and explain that a scientific theory is a well-supported and widely accepted explanation of nature and is not simply a claim posed by an individual. Thus, the use of the term theory in science is very different than how it is used in everyday life.
		SC.6.N.3.2			Recognize and explain that a scientific law is a description of a specific relationship under given conditions in the natural world. Thus, scientific laws are different from societal laws.
		SC.6.N.3.3			Give several examples of scientific laws.
		SC.6.N.3.4			Identify the role of models in the context of the sixth grade science benchmarks.
SC.6.P	Grade 6 Physical Science				
		SC.6.P.11	Energy Transfer and Transformations		

				SC.6.P.11.1	Explore the Law of Conservation of Energy by differentiating between potential and kinetic energy. Identify situations where kinetic energy is transformed into potential energy and vice versa.
	SC.6.P.12	Motion of Objects			
			SC.6.P.12.1		Measure and graph distance versus time for an object moving at a constant speed. Interpret this relationship.
	SC.6.P.13	Forces and Changes in Motion		SC.6.P.13.1	Investigate and describe types of forces including contact forces and forces acting at a distance, such as electrical, magnetic, and gravitational.
			SC.6.P.13.2		Explore the Law of Gravity by recognizing that every object exerts gravitational force on every other object and that the force depends on how much mass the objects have and how far apart they are.
			SC.6.P.13.3		Investigate and describe that an unbalanced force acting on an object changes its speed, or direction of motion, or both.

Science 7 <sup>th</sup> -12 <sup>th</sup> Grade Catholic Integrated Faith Standards				
SC.712.IF	7th-12th Grade Integration of Faith - Catholic Curricular Standards and Dispositions in Scientific Topics			
	SC.712.IF.1	Scientific Topics - General Standards		
			SC.712.IF.1.1	Exhibit a primacy of care and concern at all stages of life for each human person as an image and likeness of God.
			SC.712.IF.1.2	Explain and promote the unity of faith and reason with confidence that there exists no contradiction between the God of nature and the God of the faith.
			SC.712.IF.1.3	Value the human body as the temple of the Holy Spirit.
			SC.712.IF.1.4	Share how the beauty and goodness of God is reflected in nature and the study of the natural sciences.
			SC.712.IF.2	
			SC.712.IF.2.1	Articulate how science properly situates itself within other academic disciplines (e.g., history, theology) for correction and completion in order to recognize the limited material explanation of reality to which it is properly attuned.
			SC.712.IF.2.2	Demonstrate confidence in human reason and in one's ability to know the truth about God's creation and the fundamental intelligibility of the world.
			SC.712.IF.2.3	Analyze how the pursuit of scientific knowledge, for utilitarian purposes alone or for the misguided manipulation of nature, thwarts the pursuit of authentic Truth and the greater glory of God.
			SC.712.IF.2.4	Relate how the search for truth, even when it concerns a finite reality of the natural world or of man, is never-ending and always points beyond to something higher than the immediate object of study.
			SC.712.IF.2.5	Explain the processes of conservation, preservation, overconsumption, and stewardship as it relates to creation and to caring for that which God has given to sustain and delight us.
			SC.712.IF.2.6	Evaluate the relationship between God, man, and nature, and the proper role in the totality of being and creation.

			SC.712.IF.2.7	Describe humanity's natural situation in, and dependence upon, physical reality and how man carries out his role as a cooperator with God in the work of creation.
			SC.712.IF.2.8	Evaluate the errors present in the belief system of scientific naturalism or scientism [2] (which includes materialism [3] and reductionism [4]), which posits that scientific exploration and explanation is the only valid source of meaning.
			SC.712.IF.2.9	Distinguish the difference between the use of the scientific method and the use of theological inquiry to know and understand God's creation and universal truths.
			SC.712.IF.2.10	Articulate the limitations of science (the scientific method and constraints of the physical world) to know and understand God and transcendent reality.
			SC.712.IF.2.11	Identify key Catholic scientists such as Copernicus, Mendel, DaVinci, Bacon, Pasteur, Volta, St. Albert the Great, and others and the witness and evidence they supply against the false claim that Catholicism is not compatible with science.
			SC.712.IF.2.12	Analyze and articulate the Church's approach to the theory of evolution.
			SC.712.IF.2.13	Relate how the human soul is specifically created by God for each human being, does not evolve from lesser matter, and is not inherited from our parents.
			SC.712.IF.2.14	Explain how understanding the physiological properties of a human being does not address the existence of the transcendent spirit of the human person (see Appendix E).
			SC.712.IF.2.15	Explain the supernatural design hypothesis in terms of the Borde-Vilenkin-Guth Proof, the Second Law of Thermodynamics, entropy, and anthropic coincidences (fine tuning of initial conditions and universal constants) (see Appendix E).
			SC.712.IF.2.16	Articulate the details of the Galileo affair to counter the assumption that the Church is anti-science.
			SC.712.IF.2.17	Demonstrate an understanding of the moral issues involving in vitro fertilization, human cloning, human genetic manipulation, and human experimentation and what the Church teaches regarding work in these areas.
	SC.712.IF.3	Scientific Topics - Dispositional Standards		
			SC.712.IF.3.1	Display a deep sense of wonder and delight about the natural universe.

			SC.712.IF.3.2	Share how natural phenomena have more than a utilitarian meaning and purpose and exemplify the handiwork of the Creator.
			SC.712.IF.3.3	Subscribe to the premise that nature should not be manipulated at will, but should be respected for its natural purpose and end as destined by the creator God.
			SC.712.IF.3.4	Share concern and care for the environment as part of God's creation.
			SC.712.IF.3.5	Adhere to the idea of the simultaneous complexity and simplicity of physical reality.

## 7<sup>th</sup> Grade Science

SC.7.E	Grade 7 Earth and Space Science				
	SC.7.E.6	Earth Structures			
			SC.7.E.6.1	Describe the layers of the solid Earth, including the lithosphere, the hot convection mantle, and the dense metallic liquid and solid cores.	
			SC.7.E.6.2	Identify the patterns within the rock cycle and relate them to surface events (weathering and erosion) and sub-surface events (plate tectonics and mountain building).	
			SC.7.E.6.3	Identify current methods for measuring the age of Earth and its parts, including the law of superposition and radioactive dating.	
			SC.7.E.6.4	Explain and give examples of how physical evidence supports scientific theories that Earth has evolved over geologic time due to natural processes.	
			SC.7.E.6.5	Explore the scientific theory of plate tectonics by describing how the movement of Earth's crustal plates causes both slow and rapid changes in Earth's surface, including volcanic eruptions, earthquakes, and mountain building.	
			SC.7.E.6.6	Identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water.	
			SC.7.E.6.7	Recognize that heat flow and movement of material within Earth causes earthquakes and volcanic eruptions, and creates mountains and ocean basins.	
SC.7.L	Grade 7 Life Science				
	SC.7.L.15	Diversity and Evolution of Living Organisms			
			SC.7.L.15.1	Recognize that fossil evidence is consistent with the scientific theory of evolution that living things evolved from earlier species.	
			SC.7.L.15.2	Explore the scientific theory of evolution by recognizing and explaining ways in which genetic variation and environmental factors contribute to evolution by natural selection and diversity of organisms.	

				SC.7.L.15.3	Explore the scientific theory of evolution by relating how the inability of a species to adapt within a changing environment may contribute to the extinction of that species.
		SC.7.L.16	Heredity and Reproduction		
				SC.7.L.16.1	Understand and explain that every organism requires a set of instructions that specifies its traits, that this hereditary information (DNA) contains genes located in the chromosomes of each cell, and that heredity is the passage of these instructions from one generation to another.
				SC.7.L.16.2	Determine the probabilities for genotype and phenotype combinations using Punnett Squares and pedigrees.
				SC.7.L.16.3	Compare and contrast the general processes of sexual reproduction requiring meiosis and asexual reproduction requiring mitosis.
				SC.7.L.16.4	Recognize and explore the impact of biotechnology (cloning, genetic engineering, artificial selection) on the individual, society and the environment.
	SC.7.L.17	Interdependence			
				SC.7.L.17.1	Explain and illustrate the roles of and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.
				SC.7.L.17.2	Compare and contrast the relationships among organisms such as mutualism, predation, parasitism, competition, and commensalism.
				SC.7.L.17.3	Describe and investigate various limiting factors in the local ecosystem and their impact on native populations, including food, shelter, water, space, disease, parasitism, predation, and nesting sites.
SC.7.N	Grade 7 Nature of Science				
	SC.7.N.1	The Practice of Science			
				SC.7.N.1.1	Define a problem from the seventh grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.
				SC.7.N.1.2	Differentiate replication (by others) from repetition (multiple trials).

				SC.7.N.1.3	Distinguish between an experiment (which must involve the identification and control of variables) and other forms of scientific investigation and explain that not all scientific knowledge is derived from experimentation.
				SC.7.N.1.4	Identify test variables (independent variables) and outcome variables (dependent variables) in an experiment.
				SC.7.N.1.5	Describe the methods used in the pursuit of a scientific explanation as seen in different fields of science such as biology, geology, and physics.
				SC.7.N.1.6	Explain that empirical evidence is the cumulative body of observations of a natural phenomenon on which scientific explanations are based.
				SC.7.N.1.7	Explain that scientific knowledge is the result of a great deal of debate and confirmation within the science community.
	SC.7.N.2	The Characteristics of Scientific Knowledge			
			SC.7.N.2.1	Identify an instance from the history of science in which scientific knowledge has changed when new evidence or new interpretations are encountered.	
	SC.7.N.3	The Role of Theories, Laws, Hypotheses, and Models			
			SC.7.N.3.1	Recognize and explain the difference between theories and laws and give several examples of scientific theories and the evidence that supports them.	
			SC.7.N.3.2	Identify the benefits and limitations of the use of scientific models.	
SC.7.P	Grade 7 Physical Science				
	SC.7.P.10	Forms of Energy			
			SC.7.P.10.1	Illustrate that the sun's energy arrives as radiation with a wide range of wavelengths, including infrared, visible, and ultraviolet, and that white light is made up of a spectrum of many different colors.	
			SC.7.P.10.2	Observe and explain that light can be reflected, refracted, and/or absorbed.	
			SC.7.P.10.3	Recognize that light waves, sound waves, and other waves move at different speeds in different materials.\\\\\\\\\\\\	
	SC.7.P.11	Energy Transfer and Transformations			

				SC.7.P.11.1	Recognize that adding heat to or removing heat from a system may result in a temperature change and possibly a change of state.
				SC.7.P.11.2	Investigate and describe the transformation of energy from one form to another.
				SC.7.P.11.3	Cite evidence to explain that energy cannot be created nor destroyed, only changed from one form to another.
				SC.7.P.11.4	Observe and describe that heat flows in predictable ways, moving from warmer objects to cooler ones until they reach the same temperature.

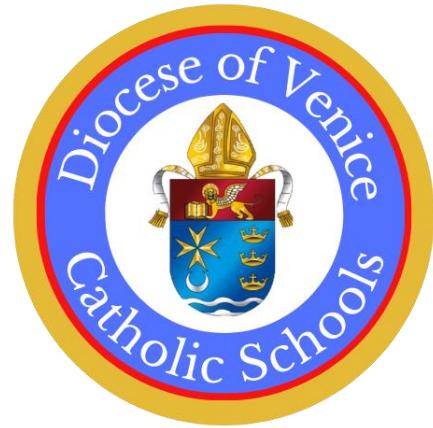
## 8<sup>th</sup> Grade Science

SC.8.E	Grade 8 Earth and Space Science			
		SC.8.E.5	Earth in Space and Time	
			SC.8.E.5.1	Recognize that there are enormous distances between objects in space and apply our knowledge of light and space travel to understand this distance.
			SC.8.E.5.2	Recognize that the universe contains many billions of galaxies and that each galaxy contains many billions of stars.
			SC.8.E.5.3	Distinguish the hierarchical relationships between planets and other astronomical bodies relative to solar system, galaxy, and universe, including distance, size, and composition.
			SC.8.E.5.4	Explore the Law of Universal Gravitation by explaining the role that gravity plays in the formation of planets, stars, and solar systems and in determining their motions.
			SC.8.E.5.5	Describe and classify specific physical properties of stars: apparent magnitude (brightness), temperature (color), size, and luminosity (absolute brightness).
			SC.8.E.5.6	Create models of solar properties including: rotation, structure of the Sun, convection, sunspots, solar flares, and prominences.
			SC.8.E.5.7	Compare and contrast the properties of objects in the Solar System including the Sun, planets, and moons to those of Earth, such as gravitational force, distance from the Sun, speed, movement, temperature, and atmospheric conditions.
			SC.8.E.5.8	Compare various historical models of the Solar System, including geocentric and heliocentric.
			SC.8.E.5.9	Explain the impact of objects in space on each other including:
			SC.8.E.5.10	Assess how technology is essential to science for such purposes as access to outer space and other remote locations, sample collection, measurement, data collection and storage, computation, and communication of information.
			SC.8.E.5.11	Identify and compare characteristics of the electromagnetic spectrum such as wavelength, frequency, use, and hazards and recognize its application to an understanding of planetary images and satellite photographs.

				SC.8.E.5.12	Summarize the effects of space exploration on the economy and culture of Florida.
SC.8.L	Grade 8 Life Science				
	SC.8.L.18	Matter and Energy Transformations			
			SC.8.L.18.1		Describe and investigate the process of photosynthesis, such as the roles of light, carbon dioxide, water and chlorophyll; production of food; release of oxygen.
			SC.8.L.18.2		Describe and investigate how cellular respiration breaks down food to provide energy and releases carbon dioxide.
			SC.8.L.18.3		Construct a scientific model of the carbon cycle to show how matter and energy are continuously transferred within and between organisms and their physical environment.
			SC.8.L.18.4		Cite evidence that living systems follow the Laws of Conservation of Mass and Energy.
SC.8.N	Grade 8 Nature of Science				
	SC.8.N.1	The Practice of Science			
			SC.8.N.1.1		Define a problem from the eighth grade curriculum using appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.
			SC.8.N.1.2		Design and conduct a study using repeated trials and replication.
			SC.8.N.1.3		Use phrases such as "results support" or "fail to support" in science, understanding that science does not offer conclusive 'proof' of a knowledge claim.
			SC.8.N.1.4		Explain how hypotheses are valuable if they lead to further investigations, even if they turn out not to be supported by the data.
			SC.8.N.1.5		Analyze the methods used to develop a scientific explanation as seen in different fields of science.

				SC.8.N.1.6	Understand that scientific investigations involve the collection of relevant empirical evidence, the use of logical reasoning, and the application of imagination in devising hypotheses, predictions, explanations and models to make sense of the collected evidence.
	SC.8.N.2	The Characteristics of Scientific Knowledge		SC.8.N.2.1	Distinguish between scientific and pseudoscientific ideas.
				SC.8.N.2.2	Discuss what characterizes science and its methods.
	SC.8.N.3	The Role of Theories, Laws, Hypotheses, and Models		SC.8.N.3.1	Select models useful in relating the results of their own investigations.
				SC.8.N.3.2	Explain why theories may be modified but are rarely discarded.
	SC.8.N.4	Science and Society		SC.8.N.4.1	Explain that science is one of the processes that can be used to inform decision making at the community, state, national, and international levels.
				SC.8.N.4.2	Explain how political, social, and economic concerns can affect science, and vice versa.
SC.8.P	Grade 8 Physical Science				
	SC.8.P.8	Properties of Matter		SC.8.P.8.1	Explore the scientific theory of atoms (also known as atomic theory) by using models to explain the motion of particles in solids, liquids, and gases.
				SC.8.P.8.2	Differentiate between weight and mass recognizing that weight is the amount of gravitational pull on an object and is distinct from, though proportional to, mass.
				SC.8.P.8.3	Explore and describe the densities of various materials through measurement of their masses and volumes.
				SC.8.P.8.4	Classify and compare substances on the basis of characteristic physical properties that can be demonstrated or measured; for example, density, thermal or electrical conductivity, solubility, magnetic properties, melting and boiling points, and know that these properties are independent of the amount of the sample.

				SC.8.P.8.5	Recognize that there are a finite number of elements and that their atoms combine in a multitude of ways to produce compounds that make up all of the living and nonliving things that we encounter.
				SC.8.P.8.6	Recognize that elements are grouped in the periodic table according to similarities of their properties.
				SC.8.P.8.7	Explore the scientific theory of atoms (also known as atomic theory) by recognizing that atoms are the smallest unit of an element and are composed of sub-atomic particles (electrons surrounding a nucleus containing protons and neutrons).
				SC.8.P.8.8	Identify basic examples of and compare and classify the properties of compounds, including acids, bases, and salts.
				SC.8.P.8.9	Distinguish among mixtures (including solutions) and pure substances.
SC.8.P.9	Changes in Matter				
				SC.8.P.9.1	Explore the Law of Conservation of Mass by demonstrating and concluding that mass is conserved when substances undergo physical and chemical changes.
				SC.8.P.9.2	Differentiate between physical changes and chemical changes.
				SC.8.P.9.3	Investigate and describe how temperature influences chemical changes.



# *Social Studies/History Standards*

Diocese of Venice  
Social Studies and History Curriculum  
Grades K-8

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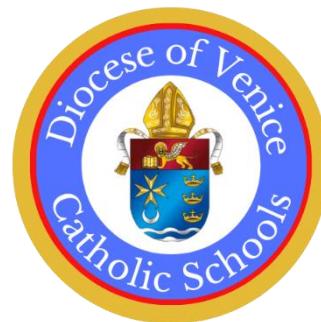


# *Basic Principles underlying All Standards to be used for the Planning of Curriculum for the Diocese of Venice*

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Basic principles which inform all Catholic education in the Schools of the Diocese of Venice are:

- All knowledge, in some way, reflects God's Truth, Beauty and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school; and respect for the uniqueness and dignity of each person as created in the image of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person in light of his/her ultimate end and the good of the society of which he/she is a member.
- Each subject is to be examined in the context of the Catholic faith and is to be illuminated by Gospel values.
- Learning and formation occur in the Catholic school without separation as does the development of each student on both the natural and supernatural levels.
- Curriculum and instruction seeks to promote a synthesis of faith, life and culture and to form students as disciples of Jesus.



# *Diocese Of Venice Catholic School Standards For Social Studies and History*



Social Science is the study of society and the relationship of individual members within society which we use to uncover the truth of our connection with one another through time and across geographic barriers. This study also helps to discover the deeper truth of each one's relationship with God.

A curriculum that is open to the intercultural perspective presents the students with a study of civilizations that were previously unknown to them, or were remote from them, but which now are brought to their attention, as well as being brought much "closer" thanks to globalization and modern means of communication, crossing barriers of space and ideological defenses. Teaching that aims to help students understand the reality in which they live cannot ignore the aspect of encounter. On the contrary, teaching has the duty to favor dialogue, as well as cultural and spiritual exchanges.

*Educating to Intercultural Dialogue in Catholic Schools: Living in Harmony for a Civilization of Love, #68*

*Teachers should guide the students' work in such a way that they will be able to discover a religious dimension in the world of human history. As a preliminary, they should be encouraged to develop a taste for historical truth, and therefore to realize the need to look critically at texts and curricula which, at times, are imposed by a government or distorted by the ideology of the author...they will see the development of civilizations, and learn about progress...When they are ready to appreciate it, students can be invited to reflect on the fact that this human struggle takes place within the divine history [of universal salvation. At this moment, the religious dimension of history begins to shine forth in all its luminous grandeur.*

*The Religious Dimension of a Catholic School, 1988, # 58-59*

## **In a Catholic school, curricular formation...**

1. Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society.<sup>i</sup>
2. Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ.<sup>ii</sup>

3. Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.<sup>iii</sup>
5. Encourages a synthesis of faith, life, and culture.<sup>iv</sup>

### **Catholic Standards for Social Science**

Students will use Social Science to nurture respect for all human life, develop an appreciation for multicultural diversity, and understand our responsibilities as Christian citizens of our communities and the world.

- A. To understand Catholic Tradition and its positive moral actions as students identify the importance of promoting human dignity, protecting human rights, and building the common good within the political systems of the United States government, not just with those around us, but for those who have gone before us and those who will come after us. CSAD2
- B. To delineate between the rights, duties, and responsibilities to one another, to our country, and to the global society as it is defined by Catholic social justice teaching.
- C. To use Catholic doctrine in order to directly promote human dignity and the responsibility of individuals to participate in civic discourse at the local, federal, and global level: value the diversity among students in the classroom and school community as children of God. CSAD3
- D. To respond to Catholic values that directly affect human dignity and the responsibility of individuals for the betterment of society.
- E. To promote Catholic identity while working to resolve conflict and acknowledging the role of the United States government, as evidenced by its citizens, by actively participating in the promotion of peace and solidarity.
- F. To display Catholic teachings and values while understanding the role of government in protecting human rights, discerning what is positive in the world, what needs to be transformed, and what injustice must be overcome. CSAD4
- G. Strive for a habitual vision of excellence. CSAD6

Social Studies and History K-6 Catholic Integrated Faith Standards			
SS.K6.IF	K-6 Integration of Faith - Catholic Curricular Standards and Dispositions in History		
	SS.K6.IF.1	History - General Standards	
			Demonstrate a general understanding of the story of humanity from creation to present through a Catholic concept of the world and man.
			Demonstrate an understanding about great figures of history by examining their lives for examples of virtue or vice.
			Demonstrate an understanding of the cultural inheritance provided by the Church.
	SS.K6.IF.2	History - Intellectual Property	
			Describe how history begins and ends in God and how history has a religious dimension.
			Describe how Jesus, as God incarnate, existed in history just like we do.
			Describe how reading history is a way to learn about what God does for humanity.
			Explain the history of the Catholic Church and its impact in human events.
			Exhibit mastery of essential dates, persons, places, and facts relevant to the Western tradition and the Catholic Church.
			Explain how the central themes within the stories of important Catholic figures and saints repeat over time.
			Explain how beliefs about God, humanity, and material things affect behavior.
			Explain the human condition and the role and dignity of man in God's plan.
			Demonstrate how history helps us predict and plan for future events using prudence and wisdom gleaned from recognizing previous patterns of change, knowledge of past events, and a richer, more significant, view of personal experiences.

			SS.K6.IF.2.10	Explain how historical events involving critical human experiences, especially those dealing with good and evil, help enlarge perspective and understanding of self and others.
			SS.K6.IF.2.11	Identify the motivating values that have informed particular societies and how they correlate with Catholic teaching.
			SS.K6.IF.2.12	Examine how history can assist in the acquisition of values and virtues.
SS.K6.IF.3	History - Dispositional Standards			
			SS.K6.IF.3.1	Select and describe beautiful artifacts from different times and cultures
			SS.K6.IF.3.2	Exhibit an affinity for the common good and shared humanity, not just with those nearby, but also for those who have gone before and those who will come after.
			SS.K6.IF.3.3	Demonstrate respect and solicitude to individual differences among students in the classroom and school community.
			SS.K6.IF.3.4	Discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome.
			SS.K6.IF.3.5	Justify the significance and impact of the Catholic Church throughout history.
			SS.K6.IF.3.6	Develop a habitual vision of greatness.

## Kindergarten Social Studies

SS.K.A	Kindergarten American History		
	SS.K.A.1	Historical Inquiry and Analysis	
		SS.K.A.1.1	Develop an understanding of how to use and create a timeline.
		SS.K.A.1.2	Develop an awareness of a primary source.
SS.K.A.2	Historical Knowledge		
		SS.K.A.2.1	Compare children and families of today with those in the past.
		SS.K.A.2.2	Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.
		SS.K.A.2.3	Compare our nation's holidays with holidays of other cultures.
		SS.K.A.2.4	Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.
		SS.K.A.2.5	Recognize the importance of U.S. symbols.
SS.K.A.3	Chronological Thinking		
		SS.K.A.3.1	Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.
		SS.K.A.3.2	Explain that calendars represent days of the week and months of the year.
SS.K.C	Kindergarten Civics and Government		
	SS.K.C.1	Foundations of Government, Law, and the American Political System	
		SS.K.C.1.1	Define and give examples of rules and laws, and why they are important.

			SS.K.C.1.2	Explain the purpose and necessity of rules and laws at home, school, and community.
	SS.K.C.2	Civic and Political Participation	SS.K.C.2.1	Demonstrate the characteristics of being a good citizen.
			SS.K.C.2.2	Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.
			SS.K.C.2.3	Describe fair ways for groups to make decisions.
SS.K.E	Kindergarten Economics			
	SS.K.E.1	Beginning Economics	SS.K.E.1.1	Describe different kinds of jobs that people do and the tools or equipment used.
			SS.K.E.1.2	Recognize that United States currency comes in different forms.
			SS.K.E.1.3	Recognize that people work to earn money to buy things they need or want.
			SS.K.E.1.4	Identify the difference between basic needs and wants.
SS.K.G	Kindergarten Geography			
	SS.K.G.1	The World in Spatial Terms	SS.K.G.1.1	Describe the relative location of people, places, and things by using positional words.
			SS.K.G.1.2	Explain that maps and globes help to locate different places and that globes are a model of the Earth.
			SS.K.G.1.3	Identify cardinal directions (north, south, east, west).
			SS.K.G.1.4	Differentiate land and water features on simple maps and globes.
	SS.K.G.2	Places and Regions	SS.K.G.2.1	Locate and describe places in the school and community.
			SS.K.G.2.2	Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.
	SS.K.G.3	Physical System	SS.K.G.3.1	Identify basic landforms.

			SS.K.G.3.2	Identify basic bodies of water.
			SS.K.G.3.3	Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.

Social Studies and History K-6 Catholic Integrated Faith Standards			
SS.K6.IF	K-6 Integration of Faith - Catholic Curricular Standards and Dispositions in History		
	SS.K6.IF.1	History - General Standards	
			Demonstrate a general understanding of the story of humanity from creation to present through a Catholic concept of the world and man.
			Demonstrate an understanding about great figures of history by examining their lives for examples of virtue or vice.
			Demonstrate an understanding of the cultural inheritance provided by the Church.
	SS.K6.IF.2	History - Intellectual Property	
			Describe how history begins and ends in God and how history has a religious dimension.
			Describe how Jesus, as God incarnate, existed in history just like we do.
			Describe how reading history is a way to learn about what God does for humanity.
			Explain the history of the Catholic Church and its impact in human events.
			Exhibit mastery of essential dates, persons, places, and facts relevant to the Western tradition and the Catholic Church.
			Explain how the central themes within the stories of important Catholic figures and saints repeat over time.
			Explain how beliefs about God, humanity, and material things affect behavior.
			Explain the human condition and the role and dignity of man in God's plan.
			Demonstrate how history helps us predict and plan for future events using prudence and wisdom gleaned from recognizing previous patterns of change, knowledge of past events, and a richer, more significant, view of personal experiences.

			SS.K6.IF.2.10	Explain how historical events involving critical human experiences, especially those dealing with good and evil, help enlarge perspective and understanding of self and others.
			SS.K6.IF.2.11	Identify the motivating values that have informed particular societies and how they correlate with Catholic teaching.
			SS.K6.IF.2.12	Examine how history can assist in the acquisition of values and virtues.
SS.K6.IF.3	History - Dispositional Standards			
			SS.K6.IF.3.1	Select and describe beautiful artifacts from different times and cultures
			SS.K6.IF.3.2	Exhibit an affinity for the common good and shared humanity, not just with those nearby, but also for those who have gone before and those who will come after.
			SS.K6.IF.3.3	Demonstrate respect and solicitude to individual differences among students in the classroom and school community.
			SS.K6.IF.3.4	Discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome.
			SS.K6.IF.3.5	Justify the significance and impact of the Catholic Church throughout history.
			SS.K6.IF.3.6	Develop a habitual vision of greatness.

## 1<sup>st</sup> Grade Social Studies

SS.1.A	Grade 1 American History		
	SS.1.A.1 Historical Inquiry and Analysis		
		SS.1.A.1.1	Develop an understanding of a primary source.
		SS.1.A.1.2	Understand how to use the media center/other sources to find answers to questions about a historical topic.
	SS.1.A.2 Historical Knowledge		
		SS.1.A.2.1	Understand history tells the story of people and events of other times and places.
		SS.1.A.2.2	Compare life now with life in the past.
		SS.1.A.2.3	Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage.
		SS.1.A.2.4	Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.
		SS.1.A.2.5	Distinguish between historical fact and fiction using various materials.
	SS.1.A.3 Chronological Thinking		
		SS.1.A.3.1	Use terms related to time to sequentially order events that have occurred in school, home, or community.
		SS.1.A.3.2	Create a timeline based on the student's life or school events, using primary sources.
SS.1.C	Grade 1 Civics and Government		
	SS.1.C.1 Foundations of Government, Law, and the American Political System		
		SS.1.C.1.1	Explain the purpose of rules and laws in the school and community.
		SS.1.C.1.2	Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.

			SS.1.C.1.3	Give examples of the use of power without authority in the school and community.
	SS.1.C.2	Civic and Political Participation		
			SS.1.C.2.1	Explain the rights and responsibilities students have in the school community.
			SS.1.C.2.2	Describe the characteristics of responsible citizenship in the school community.
			SS.1.C.2.3	Identify ways students can participate in the betterment of their school and community.
			SS.1.C.2.4	Show respect and kindness to people and animals.
	SS.1.C.3	Structure and Functions of Government		
			SS.1.C.3.1	Explain how decisions can be made or how conflicts might be resolved in fair and just ways.
			SS.1.C.3.2	Recognize symbols and individuals that represent American constitutional democracy.
SS.1.E	Grade 1 Economics			
	SS.1.E.1	Beginning Economics		
			SS.1.E.1.1	Recognize that money is a method of exchanging goods and services.
			SS.1.E.1.2	Define opportunity costs as giving up one thing for another.
			SS.1.E.1.3	Distinguish between examples of goods and services.
			SS.1.E.1.4	Distinguish people as buyers, sellers, and producers of goods and services.
			SS.1.E.1.5	Recognize the importance of saving money for future purchases.
			SS.1.E.1.6	Identify that people need to make choices because of scarce resources.
SS.1.G	Grade 1 Geography			
	SS.1.G.1	The World in Spatial Terms		
			SS.1.G.1.1	Use physical and political/cultural maps to locate places in Florida.
			SS.1.G.1.2	Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes .

			SS.1.G.1.3	Construct a basic map using key elements including cardinal directions and map symbols.
			SS.1.G.1.4	Identify a variety of physical features using a map and globe.
			SS.1.G.1.5	Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.
			SS.1.G.1.6	Describe how location, weather, and physical environment affect the way people live in our community.

Social Studies and History K-6 Catholic Integrated Faith Standards			
SS.K6.IF	K-6 Integration of Faith - Catholic Curricular Standards and Dispositions in History		
	SS.K6.IF.1	History - General Standards	
			Demonstrate a general understanding of the story of humanity from creation to present through a Catholic concept of the world and man.
			Demonstrate an understanding about great figures of history by examining their lives for examples of virtue or vice.
			Demonstrate an understanding of the cultural inheritance provided by the Church.
	SS.K6.IF.2	History - Intellectual Property	
			Describe how history begins and ends in God and how history has a religious dimension.
			Describe how Jesus, as God incarnate, existed in history just like we do.
			Describe how reading history is a way to learn about what God does for humanity.
			Explain the history of the Catholic Church and its impact in human events.
			Exhibit mastery of essential dates, persons, places, and facts relevant to the Western tradition and the Catholic Church.
			Explain how the central themes within the stories of important Catholic figures and saints repeat over time.
			Explain how beliefs about God, humanity, and material things affect behavior.
			Explain the human condition and the role and dignity of man in God's plan.
			Demonstrate how history helps us predict and plan for future events using prudence and wisdom gleaned from recognizing previous patterns of change, knowledge of past events, and a richer, more significant, view of personal experiences.

			SS.K6.IF.2.10	Explain how historical events involving critical human experiences, especially those dealing with good and evil, help enlarge perspective and understanding of self and others.
			SS.K6.IF.2.11	Identify the motivating values that have informed particular societies and how they correlate with Catholic teaching.
			SS.K6.IF.2.12	Examine how history can assist in the acquisition of values and virtues.
SS.K6.IF.3	History - Dispositional Standards			
			SS.K6.IF.3.1	Select and describe beautiful artifacts from different times and cultures
			SS.K6.IF.3.2	Exhibit an affinity for the common good and shared humanity, not just with those nearby, but also for those who have gone before and those who will come after.
			SS.K6.IF.3.3	Demonstrate respect and solicitude to individual differences among students in the classroom and school community.
			SS.K6.IF.3.4	Discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome.
			SS.K6.IF.3.5	Justify the significance and impact of the Catholic Church throughout history.
			SS.K6.IF.3.6	Develop a habitual vision of greatness.

## 2<sup>nd</sup> Grade Social Studies

SS.2.A	Grade 2 American History		
	SS.2.A.1 Historical Inquiry and Analysis		
		SS.2.A.1.1	Examine primary and secondary sources. Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.
		SS.2.A.1.2	
	SS.2.A.2 Historical Knowledge		
		SS.2.A.2.1	Recognize that Native Americans were the first inhabitants in North America.
		SS.2.A.2.2	Compare the cultures of Native American tribes from various geographic regions of the United States.
		SS.2.A.2.3	Describe the impact of immigrants on the Native Americans.
		SS.2.A.2.4	Explore ways the daily life of people living in Colonial America changed over time.
		SS.2.A.2.5	Identify reasons people came to the United States throughout history.
		SS.2.A.2.6	Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954.
		SS.2.A.2.7	Discuss why immigration continues today.
		SS.2.A.2.8	Explain the cultural influences and contributions of immigrants today.
	SS.2.A.3 Chronological Thinking		
		SS.2.A.3.1	Identify terms and designations of time sequence.
SS.2.C	Grade 2 Civics and Government		
	SS.2.C.1 Foundations of Government, Law, and the American Political System		
		SS.2.C.1.1	Explain why people form governments.
		SS.2.C.1.2	Explain the consequences of an absence of rules and laws.

	SS.2.C.2	Civic and Political Participation		
			SS.2.C.2.1	Identify what it means to be a United States citizen either by birth or by naturalization.
			SS.2.C.2.2	Define and apply the characteristics of responsible citizenship.
			SS.2.C.2.3	Explain why United States citizens have guaranteed rights and identify rights.
			SS.2.C.2.4	Identify ways citizens can make a positive contribution in their community.
			SS.2.C.2.5	Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.
	SS.2.C.3	Structure and Functions of Government		
			SS.2.C.3.1	Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.
			SS.2.C.3.2	Recognize symbols, individuals, events, and documents that represent the United States.
SS.2.E	Grade 2 Economics			
	SS.2.E.1	Beginning Economics		
			SS.2.E.1.1	Recognize that people make choices because of limited resources.
			SS.2.E.1.2	Recognize that people supply goods and services based on consumer demands.
			SS.2.E.1.3	Recognize that the United States trades with other nations to exchange goods and services.
			SS.2.E.1.4	Explain the personal benefits and costs involved in saving and spending.
SS.2.G	Grade 2 Geography			
	SS.2.G.1	The World in Spatial Terms		
			SS.2.G.1.1	Use different types of maps (political, physical, and thematic) to identify map elements.
			SS.2.G.1.2	Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.

		SS.2.G.1.3	Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.
		SS.2.G.1.4	Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).

Social Studies and History K-6 Catholic Integrated Faith Standards			
SS.K6.IF	K-6 Integration of Faith - Catholic Curricular Standards and Dispositions in History		
	SS.K6.IF.1	History - General Standards	
		SS.K6.IF.1.1	Demonstrate a general understanding of the story of humanity from creation to present through a Catholic concept of the world and man.
		SS.K6.IF.1.2	Demonstrate an understanding about great figures of history by examining their lives for examples of virtue or vice.
		SS.K6.IF.1.3	Demonstrate an understanding of the cultural inheritance provided by the Church.
SS.K6.IF.2	History - Intellectual Property		
		SS.K6.IF.2.1	Describe how history begins and ends in God and how history has a religious dimension.
		SS.K6.IF.2.2	Describe how Jesus, as God incarnate, existed in history just like we do.
		SS.K6.IF.2.3	Describe how reading history is a way to learn about what God does for humanity.
		SS.K6.IF.2.4	Explain the history of the Catholic Church and its impact in human events.
		SS.K6.IF.2.5	Exhibit mastery of essential dates, persons, places, and facts relevant to the Western tradition and the Catholic Church.
		SS.K6.IF.2.6	Explain how the central themes within the stories of important Catholic figures and saints repeat over time.
		SS.K6.IF.2.7	Explain how beliefs about God, humanity, and material things affect behavior.
		SS.K6.IF.2.8	Explain the human condition and the role and dignity of man in God's plan.
		SS.K6.IF.2.9	Demonstrate how history helps us predict and plan for future events using prudence and wisdom gleaned from recognizing previous patterns of change, knowledge of past events, and a richer, more significant, view of personal experiences.

			SS.K6.IF.2.10	Explain how historical events involving critical human experiences, especially those dealing with good and evil, help enlarge perspective and understanding of self and others.
			SS.K6.IF.2.11	Identify the motivating values that have informed particular societies and how they correlate with Catholic teaching.
			SS.K6.IF.2.12	Examine how history can assist in the acquisition of values and virtues.
SS.K6.IF.3	History - Dispositional Standards			
			SS.K6.IF.3.1	Select and describe beautiful artifacts from different times and cultures
			SS.K6.IF.3.2	Exhibit an affinity for the common good and shared humanity, not just with those nearby, but also for those who have gone before and those who will come after.
			SS.K6.IF.3.3	Demonstrate respect and solicitude to individual differences among students in the classroom and school community.
			SS.K6.IF.3.4	Discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome.
			SS.K6.IF.3.5	Justify the significance and impact of the Catholic Church throughout history.
			SS.K6.IF.3.6	Develop a habitual vision of greatness.

### 3<sup>rd</sup> Grade Social Studies

SS.3.A	Grade 3 American History		
	SS.3.A.1	Historical Inquiry and Analysis	
		SS.3.A.1.1	Analyze primary and secondary sources.
		SS.3.A.1.2	Utilize technology resources to gather information from primary and secondary sources.
		SS.3.A.1.3	Define terms related to the social sciences.
SS.3.C	Grade 3 Civics and Government		
	SS.3.C.1	Foundations of Government, Law, and the American Political System	
		SS.3.C.1.1	Explain the purpose and need for government.
		SS.3.C.1.2	Describe how government gains its power from the people.
		SS.3.C.1.3	Explain how government was established through a written Constitution.
	SS.3.C.2	Civic and Political Participation	
		SS.3.C.2.1	Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.
	SS.3.C.3	Structure and Functions of Government	
		SS.3.C.3.1	Identify the levels of government (local, state, federal).
		SS.3.C.3.2	Describe how government is organized at the local level.
		SS.3.C.3.3	Recognize that every state has a state constitution.
		SS.3.C.3.4	Recognize that the Constitution of the United States is the supreme law of the land.
SS.3.E	Grade 3 Economics		
	SS.3.E.1	Beginning Economics	
		SS.3.E.1.1	Give examples of how scarcity results in trade.

			SS.3.E.1.2	List the characteristics of money.	
			SS.3.E.1.3	Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.	
			SS.3.E.1.4	Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.	
SS.3.G	Grade 3 Geography				
	SS.3.G.1	The World in Spatial Terms			
			SS.3.G.1.1	Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.	
			SS.3.G.1.2	Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols).	
			SS.3.G.1.3	Label the continents and oceans on a world map.	
			SS.3.G.1.4	Name and identify the purpose of maps (physical, political, elevation, population).	
			SS.3.G.1.5	Compare maps and globes to develop an understanding of the concept of distortion.	
			SS.3.G.1.6	Use maps to identify different types of scale to measure distances between two places.	
	SS.3.G.2	Places and Regions			
			SS.3.G.2.1	Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).	
			SS.3.G.2.2	Identify the five regions of the United States.	
			SS.3.G.2.3	Label the states in each of the five regions of the United States.	
			SS.3.G.2.4	Describe the physical features of the United States, Canada, Mexico, and the Caribbean.	
			SS.3.G.2.5	Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.	
			SS.3.G.2.6	Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.	

	SS.3.G.3	Physical System		
			SS.3.G.3.1	Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.
			SS.3.G.3.2	Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.
	SS.3.G.4	Human Systems		
			SS.3.G.4.1	Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.
			SS.3.G.4.2	Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.
			SS.3.G.4.3	Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.
			SS.3.G.4.4	Identify contributions from various ethnic groups to the United States.

## Social Studies and History K-6 Catholic Integrated Faith Standards

SS.K6.IF	K-6 Integration of Faith - Catholic Curricular Standards and Dispositions in History		
SS.K6.IF.1	History - General Standards		
		SS.K6.IF.1.1	Demonstrate a general understanding of the story of humanity from creation to present through a Catholic concept of the world and man.
		SS.K6.IF.1.2	Demonstrate an understanding about great figures of history by examining their lives for examples of virtue or vice.
SS.K6.IF.2	History - Intellectual Property	SS.K6.IF.1.3	Demonstrate an understanding of the cultural inheritance provided by the Church.
		SS.K6.IF.2.1	Describe how history begins and ends in God and how history has a religious dimension.
		SS.K6.IF.2.2	Describe how Jesus, as God incarnate, existed in history just like we do.
		SS.K6.IF.2.3	Describe how reading history is a way to learn about what God does for humanity.
		SS.K6.IF.2.4	Explain the history of the Catholic Church and its impact in human events.
		SS.K6.IF.2.5	Exhibit mastery of essential dates, persons, places, and facts relevant to the Western tradition and the Catholic Church.
		SS.K6.IF.2.6	Explain how the central themes within the stories of important Catholic figures and saints repeat over time.
		SS.K6.IF.2.7	Explain how beliefs about God, humanity, and material things affect behavior.
		SS.K6.IF.2.8	Explain the human condition and the role and dignity of man in God's plan.
		SS.K6.IF.2.9	Demonstrate how history helps us predict and plan for future events using prudence and wisdom gleaned from recognizing previous patterns of change, knowledge of past events, and a richer, more significant, view of personal experiences.

		SS.K6.IF.2.10	Explain how historical events involving critical human experiences, especially those dealing with good and evil, help enlarge perspective and understanding of self and others.
		SS.K6.IF.2.11	Identify the motivating values that have informed particular societies and how they correlate with Catholic teaching.
		SS.K6.IF.2.12	Examine how history can assist in the acquisition of values and virtues.
SS.K6.IF.3	History - Dispositional Standards		
		SS.K6.IF.3.1	Select and describe beautiful artifacts from different times and cultures
		SS.K6.IF.3.2	Exhibit an affinity for the common good and shared humanity, not just with those nearby, but also for those who have gone before and those who will come after.
		SS.K6.IF.3.3	Demonstrate respect and solicitude to individual differences among students in the classroom and school community.
		SS.K6.IF.3.4	Discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome.
		SS.K6.IF.3.5	Justify the significance and impact of the Catholic Church throughout history.
		SS.K6.IF.3.6	Develop a habitual vision of greatness.

## 4<sup>th</sup> Grade Social Studies

SS.4.A	Grade 4 American History		
	SS.4.A.1	Historical Inquiry and Analysis	
		SS.4.A.1.1	Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
		SS.4.A.1.2	Synthesize information related to Florida history through print and electronic media.
SS.4.A.2	Pre-Columbian Florida		
		SS.4.A.2.1	Compare Native American tribes in Florida.
SS.4.A.3	Exploration and Settlement of Florida		
		SS.4.A.3.1	Identify explorers who came to Florida and the motivations for their expeditions.
		SS.4.A.3.2	Describe causes and effects of European colonization on the Native American tribes of Florida.
		SS.4.A.3.3	Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.
		SS.4.A.3.4	Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).
		SS.4.A.3.5	Identify the significance of Fort Mose as the first free African community in the United States.
		SS.4.A.3.6	Identify the effects of Spanish rule in Florida.
		SS.4.A.3.7	Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.
		SS.4.A.3.8	Explain how the Seminole tribe formed and the purpose for their migration.
		SS.4.A.3.9	Explain how Florida (Adams-Onis Treaty) became a U.S. territory.
		SS.4.A.3.10	Identify the causes and effects of the Seminole Wars.

	SS.4.A.4	Growth of Florida		
			SS.4.A.4.1	Explain the effects of technological advances on Florida.
			SS.4.A.4.2	Describe pioneer life in Florida.
	SS.4.A.5	Crisis of the Union: Civil War and Reconstruction in Florida		
			SS.4.A.5.1	Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.
			SS.4.A.5.2	Summarize challenges Floridians faced during Reconstruction.
	SS.4.A.6	Industrialization and Emergence of Modern Florida		
			SS.4.A.6.1	Describe the economic development of Florida's major industries.
			SS.4.A.6.2	Summarize contributions immigrant groups made to Florida.
			SS.4.A.6.3	Describe the contributions of significant individuals to Florida.
			SS.4.A.6.4	Describe effects of the Spanish American War on Florida.
	SS.4.A.7	Roaring 20's, the Great Depression, and WWII in Florida		
			SS.4.A.7.1	Describe the causes and effects of the 1920's Florida land boom and bust.
			SS.4.A.7.2	Summarize challenges Floridians faced during the Great Depression.
			SS.4.A.7.3	Identify Florida's role in World War II.
	SS.4.A.8	Contemporary Florida into the 21st Century		
			SS.4.A.8.1	Identify Florida's role in the Civil Rights Movement.
			SS.4.A.8.2	Describe how and why immigration impacts Florida today.
			SS.4.A.8.3	Describe the effect of the United States space program on Florida's economy and growth.

			SS.4.A.8.4	Explain how tourism affects Florida's economy and growth.
	SS.4.A.9	Chronological Thinking		
			SS.4.A.9.1	Utilize timelines to sequence key events in Florida history.
SS.4.C	Grade 4 Civics and Government			
	SS.4.C.1	Foundations of Government, Law, and the American Political System		
			SS.4.C.1.1	Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.
	SS.4.C.2	Civic and Political Participation		
			SS.4.C.2.1	Discuss public issues in Florida that impact the daily lives of its citizens.
			SS.4.C.2.2	Identify ways citizens work together to influence government and help solve community and state problems.
			SS.4.C.2.3	Explain the importance of public service, voting, and volunteerism.
	SS.4.C.3	Structure and Functions of Government		
			SS.4.C.3.1	Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.
			SS.4.C.3.2	Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner).
SS.4.E	Grade 4 Economics			
	SS.4.E.1	Beginning Economics		
			SS.4.E.1.1	Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.
			SS.4.E.1.2	Explain Florida's role in the national and international economy and conditions that attract businesses to the state.
SS.4.FL	Grade 4 Financial Literacy			
	SS.4.FL.1	Earning Income		

			SS.4.FL.1.1	People have many different types of jobs from which to choose. Identify different jobs requiring people to have different skills.
			SS.4.FL.1.2	People earn an income when they are hired by an employer to work at a job. Explain why employers are willing to pay people to do their work. Workers are paid for their labor in different ways such as wages, salaries, or commissions. Explain the ways in which workers are paid.
			SS.4.FL.1.3	People can earn interest income from letting other people borrow their money. Explain why banks and financial institutions pay people interest when they deposit their money at those institutions.
			SS.4.FL.1.4	People can earn income by renting their property to other people. Identify different types of property (such as apartments, automobiles, or tools) that people own and on which rent is paid.
			SS.4.FL.1.5	Describe ways that people who own a business can earn a profit, which is a source of income.
			SS.4.FL.1.6	Entrepreneurs are people who start new businesses. Entrepreneurs do not know if their new businesses will be successful and earn a profit. Identify ways in which starting a business is risky for entrepreneurs.
			SS.4.FL.1.7	Income earned from working and most other sources of income are taxed. Describe ways that the revenue from these taxes is used to pay for government provided goods and services.
	SS.4.FL.2	Buying Goods and Services		
			SS.4.FL.2.1	Explain that economic wants are desires that can be satisfied by consuming a good, a service, or a leisure activity.
			SS.4.FL.2.2	Explain that people make choices about what goods and services they buy because they can't have everything they want. This requires individuals to prioritize their wants.
			SS.4.FL.2.3	Identify some of the ways that people spend a portion of their income on goods and services in order to increase their personal satisfaction or happiness.
			SS.4.FL.2.4	Discuss that whenever people buy something, they incur an opportunity cost. Opportunity cost is the value of the next best alternative that is given up when a person makes a choice.

			SS.4.FL.2.5	Explain that costs are things that a decision maker gives up; benefits are things that a decision maker gains. Make an informed decision by comparing the costs and benefits of spending alternatives.
			SS.4.FL.2.6	Predict how people's spending choices are influenced by prices as well as many other factors, including advertising, the spending choices of others, and peer pressure.
			SS.4.FL.2.7	Planning for spending can help people make informed choices. Develop a budget plan for spending, saving, and managing income.
SS.4.FL.3	Saving			
		SS.4.FL.3.1		Identify ways that income is saved, spent on goods and services, or used to pay taxes.
		SS.4.FL.3.2		Explain that when people save money, they give up the opportunity to buy things now in order to buy things later.
		SS.4.FL.3.3		Identify ways that people can choose to save money in many places, for example, at home in a piggy bank or at a commercial bank, credit union, or savings and loan.
		SS.4.FL.3.4		Identify savings goals people set as incentives to save. One savings goal might be to buy goods and services in the future.
		SS.4.FL.3.5		Explain that when people deposit money into a bank (or other financial institution), the bank may pay them interest. Banks attract savings by paying interest. People also deposit money into banks because banks are safe places to keep their savings.
SS.4.FL.4	Using Credit			
		SS.4.FL.4.1		Discuss that interest is the price the borrower pays for using someone else's money.
		SS.4.FL.4.2		Identify instances when people use credit, that they receive something of value now and agree to repay the lender over time, or at some date in the future, with interest.
SS.4.FL.5	Financial Investing			
		SS.4.FL.5.1		Explain that after people have saved some of their income, they must decide how to invest their savings so that it can grow over time.

			SS.4.FL.5.2	Explain that a financial investment is the purchase of a financial asset such as a stock with the expectation of an increase in the value of the asset and/or increase in future income.
	SS.4.FL.6 Protecting and Insuring		SS.4.FL.6.1	Explain that risk is the chance of loss or harm.
			SS.4.FL.6.2	Explain that risk from accidents and unexpected events is an unavoidable part of daily life.
			SS.4.FL.6.3	Describe ways that individuals can either choose to accept risk or take steps to protect themselves by avoiding or reducing risk.
			SS.4.FL.6.4	Discuss that one method to cope with unexpected losses is to save for emergencies.
SS.4.G	Grade 4 Geography			
	SS.4.G.1 The World in Spatial Terms		SS.4.G.1.1	Identify physical features of Florida.
			SS.4.G.1.2	Locate and label cultural features on a Florida map.
			SS.4.G.1.3	Explain how weather impacts Florida.
			SS.4.G.1.4	Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).

Social Studies and History K-6 Catholic Integrated Faith Standards			
SS.K6.IF	K-6 Integration of Faith - Catholic Curricular Standards and Dispositions in History		
	SS.K6.IF.1	History - General Standards	
			Demonstrate a general understanding of the story of humanity from creation to present through a Catholic concept of the world and man.
			Demonstrate an understanding about great figures of history by examining their lives for examples of virtue or vice.
			Demonstrate an understanding of the cultural inheritance provided by the Church.
	SS.K6.IF.2	History - Intellectual Property	
			Describe how history begins and ends in God and how history has a religious dimension.
			Describe how Jesus, as God incarnate, existed in history just like we do.
			Describe how reading history is a way to learn about what God does for humanity.
			Explain the history of the Catholic Church and its impact in human events.
			Exhibit mastery of essential dates, persons, places, and facts relevant to the Western tradition and the Catholic Church.
			Explain how the central themes within the stories of important Catholic figures and saints repeat over time.
			Explain how beliefs about God, humanity, and material things affect behavior.
			Explain the human condition and the role and dignity of man in God's plan.
			Demonstrate how history helps us predict and plan for future events using prudence and wisdom gleaned from recognizing previous patterns of change, knowledge of past events, and a richer, more significant, view of personal experiences.

			SS.K6.IF.2.10	Explain how historical events involving critical human experiences, especially those dealing with good and evil, help enlarge perspective and understanding of self and others.
			SS.K6.IF.2.11	Identify the motivating values that have informed particular societies and how they correlate with Catholic teaching.
			SS.K6.IF.2.12	Examine how history can assist in the acquisition of values and virtues.
SS.K6.IF.3	History - Dispositional Standards			
			SS.K6.IF.3.1	Select and describe beautiful artifacts from different times and cultures
			SS.K6.IF.3.2	Exhibit an affinity for the common good and shared humanity, not just with those nearby, but also for those who have gone before and those who will come after.
			SS.K6.IF.3.3	Demonstrate respect and solicitude to individual differences among students in the classroom and school community.
			SS.K6.IF.3.4	Discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome.
			SS.K6.IF.3.5	Justify the significance and impact of the Catholic Church throughout history.
			SS.K6.IF.3.6	Develop a habitual vision of greatness.

## 5<sup>th</sup> Grade Social Studies

SS.5.A	Grade 5 American History		
	SS.5.A.1 Historical Inquiry and Analysis		
		SS.5.A.1.1	Use primary and secondary sources to understand history.
		SS.5.A.1.2	Utilize timelines to identify and discuss American History time periods.
SS.5.A.2	Pre-Columbian North America		
		SS.5.A.2.1	Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).
		SS.5.A.2.2	Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River).
		SS.5.A.2.3	Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.
SS.5.A.3	Exploration and Settlement of North America		
		SS.5.A.3.1	Describe technological developments that shaped European exploration.
		SS.5.A.3.2	Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.
		SS.5.A.3.3	Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.
SS.5.A.4	Colonization of North America		
		SS.5.A.4.1	Identify the economic, political and socio-cultural motivation for colonial settlement.
		SS.5.A.4.2	Compare characteristics of New England, Middle, and Southern colonies.

			SS.5.A.4.3	Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.
			SS.5.A.4.4	Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.
			SS.5.A.4.5	Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.
			SS.5.A.4.6	Describe the introduction, impact, and role of slavery in the colonies.
SS.5.A.5	American Revolution & Birth of a New Nation			
			SS.5.A.5.1	Identify and explain significant events leading up to the American Revolution.
			SS.5.A.5.2	Identify significant individuals and groups who played a role in the American Revolution.
			SS.5.A.5.3	Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.
			SS.5.A.5.4	Examine and explain the changing roles and impact of significant women during the American Revolution.
			SS.5.A.5.5	Examine and compare major battles and military campaigns of the American Revolution.
			SS.5.A.5.6	Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.
			SS.5.A.5.7	Explain economic, military, and political factors which led to the end of the Revolutionary War.
			SS.5.A.5.8	Evaluate the personal and political hardships resulting from the American Revolution.
			SS.5.A.5.9	Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).
			SS.5.A.5.10	Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.

		Growth and Westward Expansion		
		SS.5.A.6	SS.5.A.6.1	Describe the causes and effects of the Louisiana Purchase.
			SS.5.A.6.2	Identify roles and contributions of significant people during the period of westward expansion.
			SS.5.A.6.3	Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.
			SS.5.A.6.4	Explain the importance of the explorations west of the Mississippi River.
			SS.5.A.6.5	Identify the causes and effects of the War of 1812.
			SS.5.A.6.6	Explain how westward expansion affected Native Americans.
			SS.5.A.6.7	Discuss the concept of Manifest Destiny.
			SS.5.A.6.8	Describe the causes and effects of the Missouri Compromise.
			SS.5.A.6.9	Describe the hardships of settlers along the overland trails to the west.
SS.5.C	Grade 5 Civics and Government			
	SS.5.C.1	Foundations of Government, Law, and the American Political System		
		SS.5.C.1.1		Explain how and why the United States government was created.
		SS.5.C.1.2		Define a constitution, and discuss its purposes.
		SS.5.C.1.3		Explain the definition and origin of rights.
		SS.5.C.1.4		Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses.
		SS.5.C.1.5		Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.
		SS.5.C.1.6		Compare Federalist and Anti-Federalist views of government.
	SS.5.C.2	Civic and Political Participation		
		SS.5.C.2.1		Differentiate political ideas of Patriots, Loyalists, and "undecideds" during the American Revolution.

			SS.5.C.2.2	Compare forms of political participation in the colonial period to today.
			SS.5.C.2.3	Analyze how the Constitution has expanded voting rights from our nation's early history to today.
			SS.5.C.2.4	Evaluate the importance of civic responsibilities in American democracy.
			SS.5.C.2.5	Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.
SS.5.C.3	Structure and Functions of Government			
		SS.5.C.3.1		Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution.
		SS.5.C.3.2		Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.
		SS.5.C.3.3		Give examples of powers granted to the federal government and those reserved for the states.
		SS.5.C.3.4		Describe the amendment process as defined in Article V of the Constitution and give examples.
		SS.5.C.3.5		Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.
		SS.5.C.3.6		Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts.
SS.5.E	Grade 5 Economics			
	SS.5.E.1	Market Economy		
		SS.5.E.1.1		Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.
		SS.5.E.1.2		Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.
		SS.5.E.1.3		Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.

	SS.5.E.2	The International Economy		
			SS.5.E.2.1	Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.
SS.5.G	Grade 5 Geography			
	SS.5.G.1	The World in Spatial Terms		
			SS.5.G.1.1	Interpret current and historical information using a variety of geographic tools.
			SS.5.G.1.2	Use latitude and longitude to locate places.
			SS.5.G.1.3	Identify major United States physical features on a map of North America.
			SS.5.G.1.4	Construct maps, charts, and graphs to display geographic information.
			SS.5.G.1.5	Identify and locate the original thirteen colonies on a map of North America.
			SS.5.G.1.6	Locate and identify states, capitals, and United States Territories on a map.
SS.5.G.2	Places and Regions			
			SS.5.G.2.1	Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.
SS.5.G.3	Environment and Society			
			SS.5.G.3.1	Describe the impact that past natural events have had on human and physical environments in the United States through 1850.
SS.5.G.4	Uses of Geography			
			SS.5.G.4.1	Use geographic knowledge and skills when discussing current events.
			SS.5.G.4.2	Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems.

Social Studies and History K-6 Catholic Integrated Faith Standards			
SS.K6.IF	K-6 Integration of Faith - Catholic Curricular Standards and Dispositions in History		
	SS.K6.IF.1	History - General Standards	
		SS.K6.IF.1.1	Demonstrate a general understanding of the story of humanity from creation to present through a Catholic concept of the world and man.
		SS.K6.IF.1.2	Demonstrate an understanding about great figures of history by examining their lives for examples of virtue or vice.
		SS.K6.IF.1.3	Demonstrate an understanding of the cultural inheritance provided by the Church.
SS.K6.IF.2	History - Intellectual Property		
		SS.K6.IF.2.1	Describe how history begins and ends in God and how history has a religious dimension.
		SS.K6.IF.2.2	Describe how Jesus, as God incarnate, existed in history just like we do.
		SS.K6.IF.2.3	Describe how reading history is a way to learn about what God does for humanity.
		SS.K6.IF.2.4	Explain the history of the Catholic Church and its impact in human events.
		SS.K6.IF.2.5	Exhibit mastery of essential dates, persons, places, and facts relevant to the Western tradition and the Catholic Church.
		SS.K6.IF.2.6	Explain how the central themes within the stories of important Catholic figures and saints repeat over time.
		SS.K6.IF.2.7	Explain how beliefs about God, humanity, and material things affect behavior.
		SS.K6.IF.2.8	Explain the human condition and the role and dignity of man in God's plan.
		SS.K6.IF.2.9	Demonstrate how history helps us predict and plan for future events using prudence and wisdom gleaned from recognizing previous patterns of change, knowledge of past events, and a richer, more significant, view of personal experiences.

			SS.K6.IF.2.10	Explain how historical events involving critical human experiences, especially those dealing with good and evil, help enlarge perspective and understanding of self and others.
			SS.K6.IF.2.11	Identify the motivating values that have informed particular societies and how they correlate with Catholic teaching.
			SS.K6.IF.2.12	Examine how history can assist in the acquisition of values and virtues.
SS.K6.IF.3	History - Dispositional Standards			
			SS.K6.IF.3.1	Select and describe beautiful artifacts from different times and cultures
			SS.K6.IF.3.2	Exhibit an affinity for the common good and shared humanity, not just with those nearby, but also for those who have gone before and those who will come after.
			SS.K6.IF.3.3	Demonstrate respect and solicitude to individual differences among students in the classroom and school community.
			SS.K6.IF.3.4	Discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome.
			SS.K6.IF.3.5	Justify the significance and impact of the Catholic Church throughout history.
			SS.K6.IF.3.6	Develop a habitual vision of greatness.

## 6<sup>th</sup> Grade Social Studies

SS.6.C Grade 6 Civics and Government				
	SS.6.C.1	Demonstrate an understanding of the origins and purposes of government, law, and the American political system.		
			SS.6.C.1.1	Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.
			SS.6.C.1.2	Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
	SS.6.C.2	Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.		
			SS.6.C.2.1	Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.
SS.6.E	Grade 6 Economics			
	SS.6.E.1	Understand the fundamental concepts relevant to the development of a market economy.		
			SS.6.E.1.1	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.

			SS.6.E.1.2	Describe and identify traditional and command economies as they appear in different civilizations.
			SS.6.E.1.3	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
	SS.6.E.2	Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.		
			SS.6.E.2.1	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
	S.6.E.3	Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.		
			SS.6.E.3.1	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
			SS.6.E.3.2	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
			SS.6.E.3.3	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
			SS.6.E.3.4	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G	Grade 6 Geography			
	SS.6.G.1	Understand how to use maps and other geographic representations, tools and		

		technology to report information.		
		SS.6.G.1.1	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.	
		SS.6.G.1.2	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.	
		SS.6.G.1.3	Identify natural wonders of the ancient world.	
		SS.6.G.1.4	Utilize tools geographers use to study the world.	
		SS.6.G.1.5	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.	
		SS.6.G.1.6	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.	
		SS.6.G.1.7	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.	
SS.6.G.2	Understand physical and cultural characteristics of places.			
		SS.6.G.2.1	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.	
		SS.6.G.2.2	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.	
		SS.6.G.2.3	Analyze the relationship of physical geography to the development of ancient river valley civilizations.	
		SS.6.G.2.4	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.	
		SS.6.G.2.5	Interpret how geographic boundaries invite or limit interaction with other regions and cultures.	
		SS.6.G.2.6	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.	
		SS.6.G.2.7	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.	

		Understand the relationships between the Earth's ecosystems and the populations that dwell within them.		
	SS.6.G.3		SS.6.G.3.1	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
			SS.6.G.3.2	Analyze the impact of human populations on the ancient world's ecosystems.
	SS.6.G.4	Understand the characteristics, distribution, and migration of human populations.	SS.6.G.4.1	Explain how family and ethnic relationships influenced ancient cultures.
			SS.6.G.4.2	Use maps to trace significant migrations, and analyze their results.
			SS.6.G.4.3	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
			SS.6.G.4.4	Map and analyze the impact of the spread of various belief systems in the ancient world.
	SS.6.G.5	Understand how human actions can impact the environment.		
			SS.6.G.5.1	Identify the methods used to compensate for the scarcity of resources in the ancient world.
			SS.6.G.5.2	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
			SS.6.G.5.3	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
	SS.6.G.6	Understand how to apply geography to interpret the		

		<p>past and present and plan for the future.</p>		
			SS.6.G.6.1	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
			SS.6.G.6.2	Compare maps of the world in ancient times with current political maps.
SS.6.W	Grade 6 World History			
	SS.6.W.1	Utilize historical inquiry skills and analytical processes.		
			SS.6.W.1.1	Use timelines to identify chronological order of historical events.
			SS.6.W.1.2	Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.
			SS.6.W.1.3	Interpret primary and secondary sources.
			SS.6.W.1.4	Describe the methods of historical inquiry and how history relates to the other social sciences.
			SS.6.W.1.5	Describe the roles of historians and recognize varying historical interpretations (historiography).
			SS.6.W.1.6	Describe how history transmits culture and heritage and provides models of human character.
	SS.6.W.2	Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).		
			SS.6.W.2.1	Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.
			SS.6.W.2.2	Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.
			SS.6.W.2.3	Identify the characteristics of civilization.

			SS.6.W.2.4	Compare the economic, political, social, and religious institutions of ancient river civilizations.
			SS.6.W.2.5	Summarize important achievements of Egyptian civilization.
			SS.6.W.2.6	Determine the contributions of key figures from ancient Egypt.
			SS.6.W.2.7	Summarize the important achievements of Mesopotamian civilization.
			SS.6.W.2.8	Determine the impact of key figures from ancient Mesopotamian civilizations.
			SS.6.W.2.9	Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.
			SS.6.W.2.10	Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.
SS.6.W.3	Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).			
		SS.6.W.3.1		Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).
		SS.6.W.3.2		Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.
		SS.6.W.3.3		Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).
		SS.6.W.3.4		Explain the causes and effects of the Persian and Peloponnesian Wars.
		SS.6.W.3.5		Summarize the important achievements and contributions of ancient Greek civilization.
		SS.6.W.3.6		Determine the impact of key figures from ancient Greece.
		SS.6.W.3.7		Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.

			SS.6.W.3.8	Determine the impact of significant figures associated with ancient Rome.
			SS.6.W.3.9	Explain the impact of the Punic Wars on the development of the Roman Empire.
			SS.6.W.3.10	Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
			SS.6.W.3.11	Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.
			SS.6.W.3.12	Explain the causes for the growth and longevity of the Roman Empire.
			SS.6.W.3.13	Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.
			SS.6.W.3.14	Describe the key achievements and contributions of Roman civilization.
			SS.6.W.3.15	Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.
			SS.6.W.3.16	Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.
			SS.6.W.3.17	Explain the spread and influence of the Latin language on Western Civilization.
			SS.6.W.3.18	Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.
SS.6.W.4	Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).			
			SS.6.W.1.1	Discuss the significance of Aryan and other tribal migrations on Indian civilization.
			SS.6.W.1.2	Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.
			SS.6.W.1.3	Recognize the political and cultural achievements of the Mauryan and Gupta empires.

			SS.6.W.1.4	Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.
			SS.6.W.1.5	Summarize the important achievements and contributions of ancient Indian civilization.
			SS.6.W.1.6	Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.
			SS.6.W.1.7	Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.
			SS.6.W.1.8	Describe the contributions of classical and post classical China.
			SS.6.W.1.9	Identify key figures from classical and post classical China.
			SS.6.W.1.10	Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.
			SS.6.W.1.11	Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.
			SS.6.W.1.12	Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.

Social Studies/History 7 <sup>th</sup> -12 <sup>th</sup> Grade Catholic Integrated Faith Standards			
SS.712.IF	7th-12th Grade Integration of Faith- Catholic Curricular Standards and Dispositions in History		
	SS.712.IF.1	History - General Standards	
		SS.712.IF.1.1	Describe how history begins and ends in God and how history has a religious dimension.
		SS.712.IF.1.2	Analyze stories of important Catholic figures and saints who through their actions and examples develop or re-awaken that period's moral sense.
		SS.712.IF.1.3	Describe the historical impact of the Catholic Church on human events.
		SS.712.IF.1.4	Explain how religious and moral knowledge are a requisite for understanding human grandeur and the drama of human activity throughout history.
		SS.712.IF.1.5	Display personal self-worth and dignity as a human being and as part of God's ultimate plan of creation.
SS.712.IF.2	History - Intellectual Property		
		SS.712.IF.2.1	Describe how God, Himself, through the incarnation, has sacramentalized time and humanity.
		SS.712.IF.2.2	Analyze how God has revealed Himself throughout time and history, including the things we know best and can easily verify.
		SS.712.IF.2.3	Analyze how life experiences and life choices create a personal history with eternal consequences.
		SS.712.IF.2.4	Evaluate how history is not a mere chronicle of human events, but rather a moral and meta-physical drama having supreme worth in the eyes of God.
		SS.712.IF.2.5	Analyze cultures to show how they give expression to the transcendental aspects of life, including reflection on the mystery of the world and the mystery of humanity.
		SS.712.IF.2.6	Develop an historical perspective and intellectual framework to properly situate each academic discipline, not only in its own

				developmental timeline, but also within the larger story of historical, cultural, and intellectual development.
			SS.712.IF.2.7	Identify, from the Catholic perspective, the motivating values, philosophies, and theologies that have informed particular societies (e.g., Mexico, Canada, early colonies in the U.S.).
			SS.712.IF.2.8	Demonstrate the ways men and societies change and/or persist over time to better understand the human condition.
			SS.712.IF.2.9	Evaluate how societies provide a sense of coherence and meaning to human life, shaping and forming human culture and events.
			SS.712.IF.2.10	Analyze great figures and events in history using the systematic frameworks of Western philosophical tradition and Catholic moral norms and virtue to better understand both those people and events.
			SS.712.IF.2.11	Compare the actions of peoples according to their historical and cultural norms to the expectations of current Catholic moral norms and virtues.
			SS.712.IF.2.12	Demonstrate how historical events and patterns of change help predict and plan for future events.
			SS.712.IF.2.13	Describe how the moral qualities of a citizenry naturally give rise to the nature of the government and influence societal outcomes and destinies.
			SS.712.IF.2.14	Relate how the development of a broader viewpoint of history and events affects individual experiences and deepens a sense of being and the world.
			SS.712.IF.2.15	Analyze the thoughts and deeds of great men and women of the past.
			SS.712.IF.2.16	Analyze and exhibit mastery of essential dates, persons, places, and facts, relevant to the Western tradition and the Catholic Church.
			SS.712.IF.2.17	Examine texts for historical truths, recognizing bias or distortion by the author and overcoming a relativistic viewpoint.
			SS.712.IF.2.18	Analyze historical events, especially those involving critical human experiences of good and evil, so as to enlarge understanding of self and others.

			SS.712.IF.2.19	Distinguish the basic elements of Christian social ethics within historical events.
			SS.712.IF.2.20	Evaluate how Christian social ethics extend to questions of politics, economy, and social institutions and not just personal moral decision-making.
			SS.712.IF.2.21	Evaluate the concept of subsidiarity and its role in Catholic social doctrine.
			SS.712.IF.2.22	Analyze the concept of solidarity and describe its effect on a local, regional, and global level.
			SS.712.IF.2.23	Compare the right to own private property with the universal distribution of goods and the distribution of goods in a socialist society.
			SS.712.IF.2.24	Summarize the case for the dignity of work and the rights of workers.
			SS.712.IF.2.25	Examine the Church's position on freedom and man's right to participate in the building up of society and contributing to the common good.
			SS.712.IF.2.26	Articulate the tension and distinction between religious freedom and social cohesion.
			SS.712.IF.2.27	Identify the dangers of relativism present in the notion that one culture cannot critique another, and that truth is simply culturally created.
SS.712.IF.3	History - Dispositional Standards			
			SS.712.IF.3.1	Select and describe beautiful artifacts from different times and cultures.
			SS.712.IF.3.2	Exhibit love for the common good and a shared humanity with those present, those who have gone before, and those who will come after.
			SS.712.IF.3.3	Evaluate the aesthetics (idea of beauty) of different cultures and times to better appreciate the purpose and power of both cultural and transcendent notions of the beautiful.
			SS.712.IF.3.4	Share Catholic virtues and values (i.e., prudence and wisdom) gleaned from the study of human history to better evaluate personal

				behaviors, trends of contemporary society, and prevalent social pressures and norms.
			SS.712.IF.3.5	Justify how history, as a medium, can assist in recognizing and rejecting contemporary cultural values that threaten human dignity and are contrary to the Gospel message.
			SS.712.IF.3.6	Demonstrate respect and appreciation for the qualities and characteristics of different cultures in order to pursue peace and understanding, knowledge and truth.

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## 7<sup>th</sup> Grade Social Studies

SS.7.C	Grade 7 Civics and Government		
	SS.7.C.1	Demonstrate an understanding of the origins of purposes of government, law, and the American political system.	
	SS.7.C.1.1		Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.
	SS.7.C.1.2		Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.
	SS.7.C.1.3		Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.
	SS.7.C.1.4		Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.
	SS.7.C.1.5		Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
	SS.7.C.1.6		Interpret the intentions of the Preamble of the Constitution.
	SS.7.C.1.7		Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
	SS.7.C.1.8		Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.
	SS.7.C.1.9		Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.
	SS.7.C.2	Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society,	

		government, and the political system.		
			SS.7.C.2.1	Define the term "citizen," and identify legal means of becoming a United States citizen.
			SS.7.C.2.2	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
			SS.7.C.2.3	Experience the responsibilities of citizens at the local, state, or federal levels.
			SS.7.C.2.4	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
			SS.7.C.2.5	Distinguish how the Constitution safeguards and limits individual rights.
			SS.7.C.2.6	Simulate the trial process and the role of juries in the administration of justice.
			SS.7.C.2.7	Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
			SS.7.C.2.8	Identify America's current political parties, and illustrate their ideas about government.
			SS.7.C.2.9	Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.
			SS.7.C.2.10	Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
			SS.7.C.2.11	Analyze media and political communications (bias, symbolism, propaganda).
			SS.7.C.2.12	Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
			SS.7.C.2.13	Examine multiple perspectives on public and current issues.
			SS.7.C.2.14	Conduct a service project to further the public good.
	SS.7.C.3	Demonstrate an understanding of the principles, functions, and organization of government.		

			SS.7.C.3.1	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
			SS.7.C.3.2	Compare parliamentary, federal, confederal, and unitary systems of government.
			SS.7.C.3.3	Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.
			SS.7.C.3.4	Identify the relationship and division of powers between the federal government and state governments.
			SS.7.C.3.5	Explain the Constitutional amendment process.
			SS.7.C.3.6	Evaluate Constitutional rights and their impact on individuals and society.
			SS.7.C.3.7	Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.
			SS.7.C.3.8	Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
			SS.7.C.3.9	Illustrate the law making process at the local, state, and federal levels.
			SS.7.C.3.10	Identify sources and types (civil, criminal, constitutional, military) of law.
			SS.7.C.3.11	Diagram the levels, functions, and powers of courts at the state and federal levels.
			SS.7.C.3.12	Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, <i>in re Gault</i> , Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.
			SS.7.C.3.13	Compare the constitutions of the United States and Florida.
			SS.7.C.3.14	Differentiate between local, state, and federal governments' obligations and services.
	SS.7.C.4	Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role		

		and impact of United States foreign policy.		
			SS.7.C.4.1	Differentiate concepts related to United States domestic and foreign policy.
			SS.7.C.4.2	Recognize government and citizen participation in international organizations.
			SS.7.C.4.3	Describe examples of how the United States has dealt with international conflicts.
SS.7.E	Grade 7 Economics			
	SS.7.E.1	Understand the fundamental concepts relevant to the development of a market economy.		
			SS.7.E.1.1	Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
			SS.7.E.1.2	Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.
			SS.7.E.1.3	Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.
			SS.7.E.1.4	Discuss the function of financial institutions in the development of a market economy.
			SS.7.E.1.5	Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
			SS.7.E.1.6	Compare the national budget process to the personal budget process.
	SS.7.E.2	Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.		

			SS.7.E.2.1	Explain how federal, state, and local taxes support the economy as a function of the United States government.
			SS.7.E.2.2	Describe the banking system in the United States and its impact on the money supply.
			SS.7.E.2.3	Identify and describe United States laws and regulations adopted to promote economic competition.
			SS.7.E.2.4	Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
			SS.7.E.2.5	Explain how economic institutions impact the national economy.
SS.7.E.3	Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.			
		SS.7.E.3.1		Explain how international trade requires a system for exchanging currency between and among nations.
		SS.7.E.3.2		Assess how the changing value of currency affects trade of goods and services between nations.
		SS.7.E.3.3		Compare and contrast a single resource economy with a diversified economy.
		SS.7.E.3.4		Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.
SS.7.G	Grade 7 Geography			
SS.7.G.1	Understand how to use maps and other geographic representations, tools, and technology to report information.			
		SS.7.G.1.1		Locate the fifty states and their capital cities in addition to the nation's capital on a map.

			SS.7.G.1.2	Locate on a world map the territories and protectorates of the United States of America.
			SS.7.G.1.3	Interpret maps to identify geopolitical divisions and boundaries of places in North America.
SS.7.G.2	Understand physical and cultural characteristics of places.			
			SS.7.G.2.1	Locate major cultural landmarks that are emblematic of the United States.
			SS.7.G.2.2	Locate major physical landmarks that are emblematic of the United States.
			SS.7.G.2.3	Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
			SS.7.G.2.4	Describe current major cultural regions of North America.
SS.7.G.3	Understand the relationships between the Earth's ecosystems and the populations that dwell within them.			
			SS.7.G.3.1	Use maps to describe the location, abundance, and variety of natural resources in North America.
SS.7.G.4	Understand the characteristics, distribution, and migration of human populations.			
			SS.7.G.4.1	Use geographic terms and tools to explain cultural diffusion throughout North America.
			SS.7.G.4.2	Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
SS.7.G.5	Understand how human actions can impact the environment.			

			SS.7.G.5.1	Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.
	SS.7.G.6	Understand how to apply geography to interpret the past and present and plan for the future.		
			SS.7.G.6.1	Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.

Social Studies/History 7 <sup>th</sup> -12 <sup>th</sup> Grade Catholic Integrated Faith Standards			
SS.712.IF	7th-12th Grade Integration of Faith- Catholic Curricular Standards and Dispositions in History		
	SS.712.IF.1	History - General Standards	
		SS.712.IF.1.1	Describe how history begins and ends in God and how history has a religious dimension.
		SS.712.IF.1.2	Analyze stories of important Catholic figures and saints who through their actions and examples develop or re-awaken that period's moral sense.
		SS.712.IF.1.3	Describe the historical impact of the Catholic Church on human events.
		SS.712.IF.1.4	Explain how religious and moral knowledge are a requisite for understanding human grandeur and the drama of human activity throughout history.
		SS.712.IF.1.5	Display personal self-worth and dignity as a human being and as part of God's ultimate plan of creation.
SS.712.IF.2	History - Intellectual Property		
		SS.712.IF.2.1	Describe how God, Himself, through the incarnation, has sacramentalized time and humanity.
		SS.712.IF.2.2	Analyze how God has revealed Himself throughout time and history, including the things we know best and can easily verify.
		SS.712.IF.2.3	Analyze how life experiences and life choices create a personal history with eternal consequences.
		SS.712.IF.2.4	Evaluate how history is not a mere chronicle of human events, but rather a moral and meta-physical drama having supreme worth in the eyes of God.
		SS.712.IF.2.5	Analyze cultures to show how they give expression to the transcendental aspects of life, including reflection on the mystery of the world and the mystery of humanity.
		SS.712.IF.2.6	Develop an historical perspective and intellectual framework to properly situate each academic discipline, not only in its own

				developmental timeline, but also within the larger story of historical, cultural, and intellectual development.
			SS.712.IF.2.7	Identify, from the Catholic perspective, the motivating values, philosophies, and theologies that have informed particular societies (e.g., Mexico, Canada, early colonies in the U.S.).
			SS.712.IF.2.8	Demonstrate the ways men and societies change and/or persist over time to better understand the human condition.
			SS.712.IF.2.9	Evaluate how societies provide a sense of coherence and meaning to human life, shaping and forming human culture and events.
			SS.712.IF.2.10	Analyze great figures and events in history using the systematic frameworks of Western philosophical tradition and Catholic moral norms and virtue to better understand both those people and events.
			SS.712.IF.2.11	Compare the actions of peoples according to their historical and cultural norms to the expectations of current Catholic moral norms and virtues.
			SS.712.IF.2.12	Demonstrate how historical events and patterns of change help predict and plan for future events.
			SS.712.IF.2.13	Describe how the moral qualities of a citizenry naturally give rise to the nature of the government and influence societal outcomes and destinies.
			SS.712.IF.2.14	Relate how the development of a broader viewpoint of history and events affects individual experiences and deepens a sense of being and the world.
			SS.712.IF.2.15	Analyze the thoughts and deeds of great men and women of the past.
			SS.712.IF.2.16	Analyze and exhibit mastery of essential dates, persons, places, and facts, relevant to the Western tradition and the Catholic Church.
			SS.712.IF.2.17	Examine texts for historical truths, recognizing bias or distortion by the author and overcoming a relativistic viewpoint.
			SS.712.IF.2.18	Analyze historical events, especially those involving critical human experiences of good and evil, so as to enlarge understanding of self and others.

			SS.712.IF.2.19	Distinguish the basic elements of Christian social ethics within historical events.
			SS.712.IF.2.20	Evaluate how Christian social ethics extend to questions of politics, economy, and social institutions and not just personal moral decision-making.
			SS.712.IF.2.21	Evaluate the concept of subsidiarity and its role in Catholic social doctrine.
			SS.712.IF.2.22	Analyze the concept of solidarity and describe its effect on a local, regional, and global level.
			SS.712.IF.2.23	Compare the right to own private property with the universal distribution of goods and the distribution of goods in a socialist society.
			SS.712.IF.2.24	Summarize the case for the dignity of work and the rights of workers.
			SS.712.IF.2.25	Examine the Church's position on freedom and man's right to participate in the building up of society and contributing to the common good.
			SS.712.IF.2.26	Articulate the tension and distinction between religious freedom and social cohesion.
			SS.712.IF.2.27	Identify the dangers of relativism present in the notion that one culture cannot critique another, and that truth is simply culturally created.
SS.712.IF.3	History - Dispositional Standards			
			SS.712.IF.3.1	Select and describe beautiful artifacts from different times and cultures.
			SS.712.IF.3.2	Exhibit love for the common good and a shared humanity with those present, those who have gone before, and those who will come after.
			SS.712.IF.3.3	Evaluate the aesthetics (idea of beauty) of different cultures and times to better appreciate the purpose and power of both cultural and transcendent notions of the beautiful.
			SS.712.IF.3.4	Share Catholic virtues and values (i.e., prudence and wisdom) gleaned from the study of human history to better evaluate personal

				behaviors, trends of contemporary society, and prevalent social pressures and norms.
			SS.712.IF.3.5	Justify how history, as a medium, can assist in recognizing and rejecting contemporary cultural values that threaten human dignity and are contrary to the Gospel message.
			SS.712.IF.3.6	Demonstrate respect and appreciation for the qualities and characteristics of different cultures in order to pursue peace and understanding, knowledge and truth.

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## 8<sup>th</sup> Grade Social Studies

SS.8.A	Grade 8 American History		
	SS.8.A.1	Use research and inquiry skills to analyze American History using primary and secondary sources.	
		SS.8.A.1.1	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.
		SS.8.A.1.2	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
		SS.8.A.1.3	Analyze current events relevant to American History topics through a variety of electronic and print media resources.
		SS.8.A.1.4	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
		SS.8.A.1.5	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
		SS.8.A.1.6	Compare interpretations of key events and issues throughout American History.
		SS.8.A.1.7	View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
	SS.8.A.2	Examine the causes, course, and consequences of British settlement in the American colonies.	
		SS.8.A.2.1	Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.
		SS.8.A.2.2	Compare the characteristics of the New England, Middle, and Southern colonies.
		SS.8.A.2.3	Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.

			SS.8.A.2.4	Identify the impact of key colonial figures on the economic, political, and social development of the colonies.
			SS.8.A.2.5	Discuss the impact of colonial settlement on Native American populations.
			SS.8.A.2.6	Examine the causes, course, and consequences of the French and Indian War.
			SS.8.A.2.7	Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
	SS.8.A.3	Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.		
			SS.8.A.3.1	Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.
			SS.8.A.3.2	Explain American colonial reaction to British policy from 1763 - 1774.
			SS.8.A.3.3	Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.
			SS.8.A.3.4	Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.
			SS.8.A.3.5	Describe the influence of individuals on social and political developments during the Revolutionary era.
			SS.8.A.3.6	Examine the causes, course, and consequences of the American Revolution.
			SS.8.A.3.7	Examine the structure, content, and consequences of the Declaration of Independence.
			SS.8.A.3.8	Examine individuals and groups that affected political and social motivations during the American Revolution.

			SS.8.A.3.9	Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.
			SS.8.A.3.10	Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).
			SS.8.A.3.11	Analyze support and opposition (Federalists, Federalist Papers, Anti Federalists, Bill of Rights) to ratification of the U.S. Constitution.
			SS.8.A.3.12	Examine the influences of George Washington's presidency in the formation of the new nation.
			SS.8.A.3.13	Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.
			SS.8.A.3.14	Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.
			SS.8.A.3.15	Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).
			SS.8.A.3.16	Examine key events in Florida history as each impacts this era of American history.
SS.8.A.4	Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.			
			SS.8.A.4.1	Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).

			SS.8.A.4.2	Describe the debate surrounding the spread of slavery into western territories and Florida.
			SS.8.A.4.3	Examine the experiences and perspectives of significant individuals and groups during this era of American History.
			SS.8.A.4.4	Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
			SS.8.A.4.5	Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.
			SS.8.A.4.6	Identify technological improvements (inventions/inventors) that contributed to industrial growth.
			SS.8.A.4.7	Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.
			SS.8.A.4.8	Describe the influence of individuals on social and political developments of this era in American History.
			SS.8.A.4.9	Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.
			SS.8.A.4.10	Analyze the impact of technological advancements on the agricultural economy and slave labor.
			SS.8.A.4.11	Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
			SS.8.A.4.12	Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.
			SS.8.A.4.13	Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.
			SS.8.A.4.14	Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).
			SS.8.A.4.15	Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.
			SS.8.A.4.16	Identify key ideas and influences of Jacksonian democracy.

			SS.8.A.17	Examine key events and peoples in Florida history as each impacts this era of American history.
			SS.8.A.18	Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.
	SS.8.A.5	Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.		
			SS.8.A.5.1	Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).
			SS.8.A.5.2	Analyze the role of slavery in the development of sectional conflict.
			SS.8.A.5.3	Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.
			SS.8.A.5.4	Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.
			SS.8.A.5.5	Compare Union and Confederate strengths and weaknesses.
			SS.8.A.5.6	Compare significant Civil War battles and events and their effects on civilian populations.
			SS.8.A.5.7	Examine key events and peoples in Florida history as each impacts this era of American history.
			SS.8.A.5.8	Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).
SS.8.C	Grade 8 Civics and Government			

	SS.8.C.1	The student will evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.		
		SS.8.C.1.1	Identify the constitutional provisions for establishing citizenship.	
		SS.8.C.1.2	Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.	
		SS.8.C.1.3	Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.	
		SS.8.C.1.4	Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.	
		SS.8.C.1.5	Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.	
		SS.8.C.1.6	Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.	
	SS.8.C.2	The student will demonstrate an understanding of the principles, functions, and organization of government.		
		SS.8.C.2.1	Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.	
SS.8.E	Grade 8 Economics			
	SS.8.E.1	Understand the fundamental concepts relevant to the development of a market economy.		

			SS.8.E.1.1	Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.
	SS.8.E.2	Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.		
		SS.8.E.2.1		Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
		SS.8.E.2.2		Explain the economic impact of government policies.
		SS.8.E.2.3		Assess the role of Africans and other minority groups in the economic development of the United States.
	SS.8.E.3	Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.		
		SS.8.E.3.1		Evaluate domestic and international interdependence.
SS.8.FL	Grade 8 Financial Literacy			
	SS.8.FL.1	Earning Income		
		SS.8.FL.1.1		Explain that careers are based on working at jobs in the same occupation or profession for many years. Describe the different types of education and training required by various careers.
		SS.8.FL.1.2		Identify the many decisions people must make over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.
		SS.8.FL.1.3		Explain that getting more education and learning new job skills can increase a persons human capital and productivity.

			SS.8.FL.1.4	Examine the fact that people with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.
			SS.8.FL.1.5	Examine the fact that investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime, with some education or training having a higher rate of return than others.
			SS.8.FL.1.6	Identify the opportunity costs that education, training, and development of job skills have in the terms of time, effort, and money.
			SS.8.FL.1.7	Identify that interest, dividends, and capital appreciation (gains) are forms of income earned from financial investments.
			SS.8.FL.1.8	Discuss the fact that some people receive income support from government because they have low incomes or qualify in other ways for government assistance.
SS.8.FL.2	Buying Goods and Services			
			SS.8.FL.2.1	Explain why when deciding what to buy, consumers may choose to gather information from a variety of sources. Describe how the quality and usefulness of information provided by sources can vary greatly from source to source. Explain that, while many sources provide valuable information, other sources provide information that is deliberately misleading.
			SS.8.FL.2.2	Analyze a source's incentives in providing information about a good or service, and how a consumer can better assess the quality and usefulness of the information.
			SS.8.FL.2.3	Describe the variety of payment methods people can use in order to buy goods and services.
			SS.8.FL.2.4	Examine choosing a payment method, by weighing the costs and benefits of the different payment options.
			SS.8.FL.2.5	Discuss the fact that people may revise their budget based on unplanned expenses and changes in income.
SS.8.FL.3	Saving			

			SS.8.FL.3.1	Explain that banks and other financial institutions loan funds received from depositors to borrowers and that part of the interest received from these loans is used to pay interest to depositors for the use of their money.
			SS.8.FL.3.2	Explain that, for the saver, an interest rate is the price a financial institution pays for using a saver's money and is normally expressed as an annual percentage of the amount saved.
			SS.8.FL.3.3	Discuss that interest rates paid on savings and charged on loans, like all prices, are determined in a market.
			SS.8.FL.3.4	Explain that, when interest rates increase, people earn more on their savings and their savings grow more quickly.
			SS.8.FL.3.5	Identify principal as the initial amount of money upon which interest is paid.
			SS.8.FL.3.6	Identify the value of a person's savings in the future as determined by the amount saved and the interest rate. Explain why the earlier people begin to save, the more savings they will be able to accumulate, all other things equal, as a result of the power of compound interest.
			SS.8.FL.3.7	Discuss the different reasons that people save money, including large purchases (such as higher education, autos, and homes), retirement, and unexpected events. Discuss how people's tastes and preferences influence their choice of how much to save and for what to save.
			SS.8.FL.3.8	Explain that, to assure savers that their deposits are safe from bank failures, federal agencies guarantee depositor savings in most commercial banks, savings banks, and savings associations up to a set limit.
SS.8.FL.4	Financial Literacy			
			SS.8.FL.4.1	Explain that people who apply for loans are told what the interest rate on the loan will be. An interest rate is the price of using someone else's money expressed as an annual percentage of the loan principal.
			SS.8.FL.4.2	Identify a credit card purchase as a loan from the financial institution that issued the card. Explain that credit card interest rates tend to be higher than rates for other loans. In addition, financial institutions may charge significant fees related to a credit card and its use.

			SS.8.FL.4.3	Examine the fact that borrowers who use credit cards for purchases and who do not pay the full balance when it is due pay much higher costs for their purchases because interest is charged monthly. Explain how a credit card user can avoid interest charges by paying the entire balance within the grace period specified by the financial institution.
			SS.8.FL.4.4	Explain that lenders charge different interest rates based on the risk of nonpayment by borrowers. Describe why the higher the risk of nonpayment, the higher the interest rate charged by financial institutions, and the lower the risk of nonpayment, the lower the interest rate charged.
SS.8.FL.5	Financial Investing			
			SS.8.FL.5.1	Describe the differences among the different types of financial assets, including a wide variety of financial instruments such as bank deposits, stocks, bonds, and mutual funds. Explain that real estate and commodities are also often viewed as financial assets.
			SS.8.FL.5.2	Calculate the amount of interest income received from depositing a certain amount of money in a bank account paying 1 percent per year and from owning a bond paying 5 percent per year in order to analyze that interest is received from money deposited in bank accounts as well as by owning a corporate or government bond or making a loan.
			SS.8.FL.5.3	Discuss that when people buy corporate stock, they are purchasing ownership shares in a business that if the business is profitable, they will expect to receive income in the form of dividends and/or from the increase in the stock's value, that the increase in the value of an asset (like a stock) is called a capital gain, and if the business is not profitable, investors could lose the money they have invested.
			SS.8.FL.5.4	Explain that the price of a financial asset is determined by the interaction of buyers and sellers in a financial market.
			SS.8.FL.5.5	Explain that the rate of return earned from investments will vary according to the amount of risk and, in general, a trade-off exists between the security of an investment and its expected rate of return.
SS.8.FL.6	Protecting and Insuring			

			SS.8.FL.6.1	Analyze the fact that personal financial risk exists when unexpected events can damage health, income, property, wealth, or future opportunities.
			SS.8.FL.6.2	Identify insurance as a product that allows people to pay a fee (called a premium) now to transfer the costs of a potential loss to a third party.
			SS.8.FL.6.3	Describe how a person may self-insure by accepting a risk and saving money on a regular basis to cover a potential loss.
			SS.8.FL.6.4	Discuss why insurance policies that guarantee higher levels of payment in the event of a loss (coverage) have higher prices.
			SS.8.FL.6.5	Discuss that insurance companies charge higher premiums to cover higher-risk individuals and events because the risk of monetary loss is greater for these individuals and events.
			SS.8.FL.6.6	Explain that individuals can choose to accept some risk, to take steps to avoid or reduce risk, or to transfer risk to others through the purchase of insurance and that each option has different costs and benefits.
			SS.8.FL.6.7	Evaluate social networking sites and other online activity from the perspective of making individuals vulnerable to harm caused by identity theft or misuse of their personal information.

SS.8.G	Grade 8 Geography			
	SS.8.G.1	Understand how to use maps and other geographic representations, tools, and technology to report information.		
			SS.8.G.1.1	Use maps to explain physical and cultural attributes of major regions throughout American history.
			SS.8.G.1.2	Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
	SS.8.G.2	Understand physical and cultural characteristics of places.		
			SS.8.G.2.1	Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.

			SS.8.G.2.2	Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.
			SS.8.G.2.3	Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.
	SS.8.G.3	Understand the relationships between the Earth's ecosystems and the populations that dwell within them.		
			SS.8.G.3.1	Locate and describe in geographic terms the major ecosystems of the United States.
			SS.8.G.3.2	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.
	SS.8.G.4	Understand the characteristics, distribution, and migration of human populations.		
			SS.8.G.4.1	Interpret population growth and other demographic data for any given place in the United States throughout its history.
			SS.8.G.4.2	Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.
			SS.8.G.4.3	Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
			SS.8.G.4.4	Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.
			SS.8.G.4.5	Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.

			SS.8.G.4.6	Use political maps to describe changes in boundaries and governance throughout American history.
	SS.8.G.5	Understand how human actions can impact the environment.		
			SS.8.G.5.1	Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
			SS.8.G.5.2	Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.
	SS.8.G.6	Understand how to apply geography to interpret the past and present and plan for the future.		
			SS.8.G.6.1	Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
			SS.8.G.6.2	Illustrate places and events in U.S. history through the use of narratives and graphic representations.