



# *Diocese of Venice Curricular Standards*

*PK-8th Grade*

*Early Childhood Education (ECE), Exceptional Student Education (ESE),  
Art, Engineering, Music, Technology/ Computer Science , Library,  
Health and Physical Education, & World Languages*

# Diocese of Venice Standards for Early Childhood Education

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*Preschool 2, Preschool 3, Preschool 4 (VPK)*



# *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.



# Gifts of CHRIST<sup>©</sup> at the Diocese of Venice Catholic Schools

The *Gifts of C.H.R.I.S.T.*<sup>©</sup> are dispositions made up of 4 Catholic virtues (humility, prudence, fortitude, and affability) and the three transcendentals (truth, beauty, and goodness) of the Catholic faith. CHRIST in the *Gifts of C.H.R.I.S.T.*<sup>©</sup> stands for Catholic **H**abits and **R**esponses **i**n **S**chool and on **T**eams. Through curricular and extracurricular learning experiences at a Diocese of Venice Catholic school, PK-12<sup>th</sup> grade students will learn about the 7 *Gifts of C.H.R.I.S.T.*<sup>©</sup> and how to consciously think, behave, and respond to challenging situations using the moral and ethical values and virtues of the Catholic faith.

<b>GOC.T</b>	<b>Truth</b>		
	GOC.T.1	I will seek to understand the truth in all situations.	
	GOC.T.2	I will be truthful in the way I act, and respond, and accept truth around me.	
<b>GOC.B</b>	<b>Beauty</b>		
	GOC.B.1	I will seek beauty in all things and in all situations.	
	GOC.B.2	I will find the beauty of God's creation and wonders around me.	
<b>GOC.G</b>	<b>Goodness</b>		
	GOC.G.1	I will exhibit goodness as God's example during my daily life.	
	GOC.G.2	I will seek goodness in learning situations and remember to see God's likeness and goodness even in my opponents.	
<b>GOC.A</b>	<b>Affability</b>		
	GOC.A.1	I can be kind and treat others the way I would want to be treated.	
	GOC.A.2	I can treat others with respect, and I can be approachable and friendly.	
<b>GOC.H</b>	<b>Humility</b>		
	GOC.H.1	I embrace the wisdom and knowledge that my mentors and teachers have to offer, and I understand that I can learn from their knowledge and experiences.	
	GOC.H.2	I am humbled with the knowledge and talents I have, and I understand that I can always learn more.	
<b>GOC.P</b>	<b>Prudence</b>		
	GOC.P.1	I embrace learning from others, and I understand the importance of sharing my knowledge and talents by teaching others as well.	
	GOC.P.2	I can be prudent in making ethical decisions by using my Catholic faith and values as a moral compass.	
<b>COG.F</b>	<b>Fortitude</b>		
	COG.F.1	I can do all things through Christ who strengthens me.	
	COG.F.2	I will seek courage in difficult situations in pursuit of what is true, beautiful, and good.	

## 2-3 Year-Old-Children

### I.2-3.A: Standard 1 Physical Development: 2-3 Years: Health and Wellbeing

	I.2-3.A.a1: Active Physical Play: Engages in physical activities with increasing balance, coordination, endurance and intensity
I.2-3.A.a1.a	Engages in active physical play for short periods of time
	I.2-3.A.b1: Safety: Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities
I.2-3.A.b1.a	Demonstrates difference between safe and unsafe play behaviors (e.g., chairs are for sitting, keeps inappropriate items out of nose/mouth)
	I.2-3.A.c1: Personal Care Routines: Responds to and initiates care routines that support personal hygiene
I.2-3.A.c1.a	Carries out some steps of own personal hygiene routines with specific adult guidance or demonstration
	I.2-3.A.d1: Feeding and Nutrition: Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices
I.2-3.A.d1.a	Feeds self a wide variety of foods using developmentally appropriate basic utensils
I.2-3.A.d1.b	Expresses preferences about foods, specifically likes or dislikes
I.2-3.A.d1.c	Communicates to adults when hungry, thirsty or has had enough to eat

### I.2-3.B: Standard 1 Physical Development: 2-3 Years: Motor Development

	I.2-3.B.a1: Gross Motor Development: Demonstrates use of large muscles for movement, position, strength and coordination
I.2-3.B.a1.a	Gains control of a variety of postures and movements including stooping, going from sitting to standing, running and jumping
	I.2-3.B.a2: Gross Motor Development: Demonstrates use of large muscles to move in the environment
I.2-3.B.a2.a	Uses a variety of increasingly complex movements, body positions and postures to participate in active and quiet, indoor and outdoor play
	I.2-3.B.b1: Gross Motor Perception (Sensorimotor): Uses perceptual information to guide motions and interactions with objects and other people
I.2-3.B.b1.a	Develops independence through coordinated and purposeful movements and activities
I.2-3.B.b1.b	Demonstrates awareness of own body in space
I.2-3.B.b1.c	Coordinates perceptual information and motor actions to participate in play and activities (e.g., singing songs with hand motions or rolling/catching ball)

	I.2-3.B.c1: Fine Motor Development: Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks
I.2-3.B.c1.a	Coordinates the use of hands and fingers
II.2-3.A: Standard 2 Approaches to Learning: 2-3 Years: Eagerness and Curiosity	
	II.2-3.A.1: Shows increased eagerness and curiosity as a learner
II.2-3.A.1.a	Shows increased eagerness and curiosity as a learner
	II.2-3.B.1: Spends more time engaging in child-initiated activities and seeks and accepts help when encountering a problem
II.2-3.B.1.a	Spends more time engaging in child-initiated activities and seeks and accepts help when encountering a problem
	II.2-3.C.1: Explores the environment with purpose and flexibility
II.2-3.C.1.a	Explores the environment with purpose and flexibility
	II.2-3.D.1: Not yet typically observed
II.2-3.D.1.a	Not yet typically observed
III.2-3.A: Standard 3 Social and Emotional Development: 2-3 Years: Emotional Functioning	
	III.2-3.A.1: Expresses, identifies and responds to a range of emotions
III.2-3.A.1.a	Labels simple emotions in self and others (e.g., happy, sad)
	III.2-3.A.2: Demonstrates appropriate affect (emotional response) between behavior and facial expression
III.2-3.A.2.a	Continues to expand the use of emotion words using them in appropriate settings
III.2-3.B: Standard 3 Social and Emotional Development: 2-3 Years: Managing Emotions	
	III.2-3.B.1: Demonstrates ability to self-regulate
III.2-3.B.1.a	Takes cues from preferred adult and others to expand their strategies and tools to self-regulate
	III.2-3.B.2: Attends to sights, sounds, objects, people and activities
III.2-3.B.2.a	Spends more time in child-initiated activities
III.2-3.C: Standard 3 Social and Emotional Development: 2-3 Years: Building and Maintaining Relationships with Adults and Peers	
	III.2-3.C.1: Develops positive relationships with adults
III.2-3.C.1.a	Enjoys sharing new experiences with familiar adults
	III.2-3.C.2: Develops positive relationships with peers
III.2-3.C.2.a	Seeks out other children and plays alongside and on occasion with other children

	III.2-3.C.3: Develops increasing ability to engage in social problem solving
III.2-3.C.3.a	Identifies the problem and requests adult support to address the problem for their desired solution
	III.2-3.C.4: Exhibits empathy by demonstrating care and concern for others
III.2-3.C.4.a	Recognizes that others have feelings different than their own and often responds with comforting actions
III.2-3.D: Standard 3 Social and Emotional Development: 2-3 Years: Sense of Identity and Belonging	
	III.2-3.D.1: Develops sense of identity and belonging through play
III.2-3.D.1.a	Continues to engage in parallel play but also begins to play with other preferred playmates
	III.2-3.D.2: Develops sense of identity and belonging through exploration and persistence
III.2-3.D.2.a	Continues sustained independent play while participating in more complex activities
	III.2-3.D.3: Develops sense of identity and belonging through routines, rituals and interactions
III.2-3.D.3.a	Initiates and participates in the rituals and routines of the day
	III.2-3.D.4: Develops sense of self-awareness and independence
III.2-3.D.4.a	Verbally or nonverbally communicates more clearly on needs and wants
III.2-3.D.4.b	Communicates verbally or nonverbally own preferences
III.2-3.D.4.c	Identifies differences and similarities between self and others; uses pronouns such as I, me, mine
IV.2-3.A: Standard 4 Language and Literacy: 2-3 Years: Listening and Understanding	
	IV.2-3.A.1: Demonstrates understanding when listening
IV.2-3.A.1.a	Engages in multiple back-and-forth communicative interactions with adults and peers during creative play and in purposeful and novel situations
IV.2-3.A.1.b	Listens to and attends to spoken language and read-aloud texts and responds in ways that signal understanding using simple verbal responses and nonverbal gestures
	IV.2-3.A.2: Increases knowledge through listening
IV.2-3.A.2.a	Responds to an adult's simple questions about what is being learned
IV.2-3.A.2.b	Participates in simple conversations
IV.2-3.A.2.c	Identifies specific sounds, such as animal sounds and environmental sounds
	IV.2-3.A.3: Follows directions
IV.2-3.A.3.a	Follows multi-step directions with reminders

IV.2-3.B: Standard 4 Language and Literacy: 2-3 Years: Speaking	
	IV.2-3.B.1: Speaks and is understood when speaking
IV.2-3.B.1.a	Speaks and is understood by familiar peer or adult most of the time
IV.2-3.C: Standard 4 Language and Literacy: 2-3 Years: Vocabulary	
	IV.2-3.C.1: Shows an understanding of words and their meanings (receptive)
IV.2-3.C.1.a	Responds appropriately to almost all adult speech including requests involving multiple steps
IV.2-3.C.1.b	Demonstrates understanding of words across varied topics, including words or lines from books, songs and stories, as well as body parts (typically understands between 500-900 words)
	IV.2-3.C.2: Uses increased vocabulary to describe objects, actions and events (expressive)
IV.2-3.C.2.a	Increases vocabulary rapidly, including descriptive words, pronouns and/or plurals (e.g., big, happy, you, me, shoes) (typically has a speaking vocabulary of approximately 500 words)
IV.2-3.C.2.b	Combines words into three-word sentences to describe the world around them although unfamiliar adults may have difficulty understanding the child
IV.2-3.D: Standard 4 Language and Literacy: 2-3 Years: Sentences and Structure	
	IV.2-3.D.1: Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
IV.2-3.D.1.a	Produces utterances of three to four units of meaning in length
IV.2-3.D.1.b	Produces words and phrases using the present progressive “ing” suffix (e.g., “going,” “playing”), the possessive “s” (e.g., “Ben’s book”) and pronouns (e.g., “She is jumping.”)
	IV.2-3.D.2: Connects words, phrases and sentences to build ideas
IV.2-3.D.2.a	Produces sentences or phrases of two to three words, including subject/verb/object (e.g., “Juan fell down.” “I did it.”)
IV.2-3.D.2.b	Asks basic questions (e.g., “Mommy gone?”)
IV.2-3.E: Standard 4 Language and Literacy: 2-3 Years: Conversation	
	IV.2-3.E.1: Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems
IV.2-3.E.1.a	Engages in conversations using words, signs, two- or three-word phrases, or simple sentences to initiate, continue or extend conversations with others
	IV.2-3.E.2: Asks questions, and responds to adults and peers in a variety of settings
IV.2-3.E.2.a	Asks and responds to simple questions (e.g., “Who?” “What?” “Where?” “Why?”) using gestures and two- or three-word phrases in back-and-forth exchanges
	IV.2-3.E.3: Demonstrates understanding of the social conventions of communication and language use

	IV.2-3.E.3.a	Begins to demonstrate awareness of nonverbal conversational rules
	IV.2-3.E.3.b	Begins to demonstrate knowledge of verbal conversational rules (e.g., responding to adult speech with two- or three-word phrases)
IV.2-3.F: Standard 4 Language and Literacy: 2-3 Years: Emergent Reading		
	IV.2-3.F.1: Shows motivation for and appreciation of reading	
	IV.2-3.F.1.a	Shows increased interest in print and books
	IV.2-3.F.1.b	Demonstrates that pictures represent real objects, events and ideas (stories)
	IV.2-3.F.1.c	Pretends to read print or books
	IV.2-3.F.2: Shows age-appropriate phonological awareness	
	IV.2-3.F.2.a	Begins to demonstrate appreciation for sounds and patterns in language (e.g., wordplay, listening to nursery rhymes, singing songs with repetitive phrases and sounds)
	IV.2-3.F.3: Shows alphabetic and print knowledge	
	IV.2-3.F.3.a	Begins to recognize that print and other symbols convey meaning (e.g., common signs, lists, nametags, labels)
	IV.2-3.F.4: Demonstrates comprehension of books read aloud	
	IV.2-3.F.4.a	Demonstrates comprehension of meaning of text via pointing to pictures, responding to conversations
IV.2-3.G: Standard 4 Language and Literacy: 2-3 Years: Emergent Writing		
	IV.2-3.G.1: Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition	
	IV.2-3.G.1.a	Begins to use scribbles, marks and drawings to represent thoughts and ideas
V.2-3.A: Standard 5: Mathematics: 2-3 Years: Number Sense		
	V.2-3.A.1: Subitizes (immediately recognizes without counting) up to two objects	
	V.2-3.A.1.a	Subitizes (immediately recognizes without counting) up to two objects
	V.2-3.A.2: Begins to count groups of one to five objects in daily routine	
	V.2-3.A.2.a	Begins to count groups of one to five objects in daily routine
V.2-3.B: Standard 5: Mathematics: 2-3 Years: Number and Operations		
	V.2-3.B.1: Changes size of a set of objects (up to three) by adding and subtracting with adult assistance	
	V.2-3.B.1.a	Changes size of a set of objects (up to three) by adding and subtracting with adult assistance
V.2-3.C: Standard 5: Mathematics: 2-3 Years: Patterns		

	V.2-3.C.1: Recognizes patterns in the environment
V.2-3.C.1.a	Recognizes patterns in the environment
	V.2-3.C.2: Recognizes a simple AB pattern (e.g., clap/snap, clap/snap, clap/snap)
V.2-3.C.2.a	Recognizes a simple AB pattern (e.g., clap/snap, clap/snap, clap/snap)
V.2-3.D: Standard 5: Mathematics: 2-3 Years: Geometry	
	V.2-3.D.1: Matches basic shapes (circle, square) non-verbally
V.2-3.D.1.a	Matches basic shapes (circle, square) non-verbally
V.2-3.E: Standard 5: Mathematics: 2-3 Years: Spatial Relations	
	V.2-3.E.1: Begins to demonstrate an understanding of basic spatial directions through songs, finger plays and games
V.2-3.E.1.a	Begins to demonstrate an understanding of basic spatial directions through songs, finger plays and games
	V.2-3.E.2: Manipulates objects by flipping, sliding and rotating to make them fit
V.2-3.E.2.a	Manipulates objects by flipping, sliding and rotating to make them fit
V.2-3.F: Standard 5: Mathematics: 2-3 Years: Measurement and Data	
	V.2-3.F.1: Uses increasingly complex size words to accurately describe objects
V.2-3.F.1.a	Uses increasingly complex size words to accurately describe objects
	V.2-3.F.2: Compares sets of objects by one attribute (e.g., sort by size)
V.2-3.F.2.a	Compares sets of objects by one attribute (e.g., sort by size)
VI.2-3.A: Standard 6 Scientific Inquiry: 2-3 Years: Scientific Inquiry Through Exploration and Discovery	
	VI.2-3.A.1: Uses senses to explore and understand their social and physical environment
VI.2-3.A.1.a	Identifies sense organs (e.g., nose, mouth, eyes, ears and hands)
VI.2-3.A.1.b	Begins to use senses to observe and experience the environment
VI.2-3.A.1.c	Begins to identify objects and features of the world (e.g., bird call, thunder, wind and fire truck)
	VI.2-3.A.2: Uses tools in scientific inquiry
VI.2-3.A.2.a	Begins to use simple tools to explore and observe (e.g., magnifiers, spoons)
	VI.2-3.A.3: Uses understanding of causal relationships to act on social and physical environments
VI.2-3.A.3.a	Combines simple actions to cause things to happen or change how they interact with objects and people

	VI.2-3.A.3.b	Recognizes and begins to respond to results of own actions
VI.2-3.B: Standard 6 Scientific Inquiry: 2-3 Years: Life Science		
	VI.2-3.B.1: Demonstrates knowledge related to living things and their environments	
	VI.2-3.B.1.a	Explores, interacts with and identifies a growing number and variety of plants and animals
	VI.2-3.B.1.b	Begins to explore how plants and animals grow and change (e.g., baby chicks grow to be chickens and puppies grow to be dogs)
VI.2-3.C: Standard 6 Scientific Inquiry: 2-3 Years: Physical Science		
	VI.2-3.C.1: Demonstrates knowledge related to physical science	
	VI.2-3.C.1.a	Begins to explore a greater variety of motions with objects (e.g., rotate, spin, twist)
	VI.2-3.C.1.b	Uses basic words for speed of motion (e.g., fast and slow)
	VI.2-3.C.1.c	Begins to describe, compare, sort and classify objects based on observable physical characteristics (e.g., color, sound, weight)
	VI.2-3.C.1.d	Begins to use words to describe basic physical properties and states of matter of objects (e.g., wet/dry, hard/soft, warm/cold, firm/squishy)
VI.2-3.D: Standard 6 Scientific Inquiry: 2-3 Years: Earth and Space Science		
	VI.2-3.D.1: Demonstrates knowledge related to the dynamic properties of earth and sky	
	VI.2-3.D.1.a	Begins to explore and investigate the properties of water
	VI.2-3.D.1.b	Begins to explore and investigate the properties of sand, soil and mud
	VI.2-3.D.1.c	Describes the objects in the sky (e.g., clouds, sun, moon and stars)
	VI.2-3.D.1.d	Describes daytime and nighttime through drawing, naming or pretend play
	VI.2-3.D.1.e	Observes and discusses weather
VI.2-3.E: Standard 6 Scientific Inquiry: 2-3 Years: Environment		
	VI.2-3.E.1: Demonstrates awareness of relationship to people, objects and living/non-living things in their environment	
	VI.2-3.E.1.a	Begins to describe familiar people and objects in the environment
	VI.2-3.E.1.b	Begins to participate in activities to protect the environment
VI.2-3.F: Standard 6 Scientific Inquiry: 2-3 Years: Engineering and Technology		
	VI.2-3.F.1: Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures	
	VI.2-3.F.1.a	Uses props to represent simple tools through play

	VI.2-3.F.1.b	Uses simple machines in play (e.g., riding toys, push mower or tricycle)
	VI.2-3.F.1.c	Begins to explore materials and construct simple objects and structures and begins to explore motion and stability (e.g., block building, ramps, pathways, sand, playdough and knocking over a block tower)
VII.2-3.A: Standard 7: Social Studies: 2-3 Years: Culture		
	VII.2-3.A.1: Identifies family practices (traditions, celebrations, songs, food or language)	
	VII.2-3.A.1.a	Identifies family practices (traditions, celebrations, songs, food or language)
VII.2-3.B: Standard 7: Social Studies: 2-3 Years: Individual Development and Identity		
	VII.2-3.B.1: Begins to recognize characteristics of self as an individual	
	VII.2-3.B.1.a	Begins to recognize characteristics of self as an individual
	VII.2-3.B.2: Begins to recognize the ways self is similar to and different from peers and others	
	VII.2-3.B.2.a	Begins to recognize the ways self is similar to and different from peers and others
VII.2-3.C: Standard 7: Social Studies: 2-3 Years: Individuals and Groups		
	VII.2-3.C.1: Recognizes self as separate from others	
	VII.2-3.C.1.a	Recognizes self as separate from others
	VII.2-3.C.2: Responds to the needs of others (e.g., peers and family members)	
	VII.2-3.C.2.a	Responds to the needs of others (e.g., peers and family members)
	VII.2-3.C.3: Begins to follow routines (e.g., family, classroom, school and community)	
	VII.2-3.C.3.a	Begins to follow routines (e.g., family, classroom, school and community)
VII.2-3.D: Standard 7: Social Studies: 2-3 Years: Spaces, Places and Environments		
	VII.2-3.D.1: Begins to identify own personal space	
	VII.2-3.D.1.a	Begins to identify own personal space
	VII.2-3.D.2: Explores own environment	
	VII.2-3.D.2.a	Explores own environment
	VII.2-3.D.3: Recognizes basic physical characteristics (e.g., landmarks or land features)	
	VII.2-3.D.3.a	Recognizes basic physical characteristics (e.g., landmarks or land features)
	VII.2-3.D.4: Uses words to describe objects in a familiar space	
	VII.2-3.D.4.a	Uses words to describe objects in a familiar space

VII.2-3.E: Standard 7: Social Studies: 2-3 Years: Time, Continuity and Change	
	VII.2-3.E.1: Begins to sequence events
VII.2-3.E.1.a	Begins to sequence events
VII.2-3.E.2: Begins to recognize time events and routines	
VII.2-3.E.2.a	Begins to recognize time events and routines
VII.2-3.F: Standard 7: Social Studies: 2-3 Years: Governance, Civic Ideals and Practices	
VII.2-3.F.1: Begins to recognize expectations in varying settings	
VII.2-3.F.1.a	Begins to recognize expectations in varying settings
VII.2-3.F.2: Demonstrates emerging problem-solving and decision-making skills	
VII.2-3.F.2.a	Demonstrates emerging problem-solving and decision-making skills
VII.2-3.F.3: Begins to recognize common symbols in the environment	
VII.2-3.F.3.a	Begins to recognize common symbols in the environment
VII.2-3.G: Standard 7: Social Studies: 2-3 Years: Economics and Resources	
VII.2-3.G.1: Initiates more complex interactions to get wants and needs met	
VII.2-3.G.1.a	Initiates more complex interactions to get wants and needs met
VII.2-3.G.2: Shows awareness of occupations	
VII.2-3.G.2.a	Shows awareness of occupations
VII.2-3.H: Standard 7: Social Studies: 2-3 Years: Technology and Our World	
VII.2-3.H.1: Explores technology tools and interactive media (e.g., writing utensils, electronic toys, DVD and music players)	
VII.2-3.H.1.a	Explores technology tools and interactive media (e.g., writing utensils, electronic toys, DVD and music players)
VIII.2-3.A: Standard 8: Creative Expression Through the Arts: 2-3 Years: Sensory Art Experience	
VIII.2-3.A.1: Uses imagination and creativity to express self through open-ended, diverse and process-oriented art experiences with intention	
VIII.2-3.A.1.a	Uses imagination and creativity to express self through open-ended, diverse and process-oriented art experiences with intention
VIII.2-3.B: Standard 8: Creative Expression Through the Arts: 2-3 Years: Music	
VIII.2-3.B.1: Begins to engage in a variety of individual and group musical activities	
VIII.2-3.B.1.a	Begins to engage in a variety of individual and group musical activities

VIII.2-3.C: Standard 8: Creative Expression Through the Arts: 2-3 Years: Creative Movement	
	VIII.2-3.C.1: Begins to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge
VIII.2-3.C.1.a	Begins to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge
VIII.2-3.D: Standard 8: Creative Expression Through the Arts: 2-3 Years: Imaginative and Creative Play	
	VIII.2-3.D.1: Purposefully explores, engages and persists in ongoing real and or imaginative experiences through creative play
VIII.2-3.D.1.a	Purposefully explores, engages and persists in ongoing real and or imaginative experiences through creative play
VIII.2-3.E: Standard 8: Creative Expression Through the Arts: 2-3 Years: Appreciation of the Arts	
	VIII.2-3.E.1: Responds to own art and to a variety of artistic expressions of others
VIII.2-3.E.1.a	Responds to own art and to a variety of artistic expressions of others
	VIII.2-3.E.2: Shows preferences for various art forms
VIII.2-3.E.2.a	Shows preferences for various art forms
I.I.3-4.A: Standard 1 Physical Development: 3-4 Years: Health and Wellbeing	
	I.3-4.A.a1: Active Physical Play: Engages in physical activities with increasing balance, coordination, endurance and intensity
I.3-4.A.a1.a	Engages in active games or outdoor play and other forms of physical activity for sustained periods of time (e.g., dancing in circle time)
	I.3-4.A.b1: Safety: Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities
I.3-4.A.b1.a	Follows basic safety practices with close adult supervision (e.g., tries to buckle own seatbelt; seeks adult assistance to use step stool)
	I.3-4.A.c1: Personal Care Routines: Responds to and initiates care routines that support personal hygiene
I.3-4.A.c1.a	Carries out familiar hygiene routines with occasional reminders of how to do them
	I.3-4.A.d1: Feeding and Nutrition: Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices
I.3-4.A.d1.a	Serves self or others by scooping or pouring from containers
I.3-4.A.d1.b	Begins to recognize nutritious food choices and healthy eating habits

### 3-4 Year-Old-Children

#### I.I.3-4.B: Standard 1 Physical Development: 3-4 Years: Motor Development

	I.3-4.B.a1: Gross Motor Development: Demonstrates use of large muscles for movement, position, strength and coordination
I.3-4.B.a1.a	Begins to balance, such as on one leg or a beam, for short periods
I.3-4.B.a1.b	Begins to perform some skills, such as jumping for height and hopping
I.3-4.B.a1.c	Engages in physical activity that requires strength and stamina for brief periods
	I.3-4.B.a2: Gross Motor Development: Demonstrates use of large muscles to move in the environment
I.3-4.B.a2.a	Begins to combine and coordinate two or more motor movements (e.g., runs with long strides showing arm and leg opposition; uses wheelchair to move in classroom)
	I.3-4.B.b1: Gross Motor Perception (Sensorimotor): Uses perceptual information to guide motions and interactions with objects and other people
I.3-4.B.b1.a	Begins to act and move with purpose and recognizes differences in direction, distance and location

I.3-4.B.b1.b	Demonstrates awareness of own body in relation to others
I.3-4.B.c1: Fine Motor Development: Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks	
I.3-4.B.c1.a	Uses various drawing and art tools with developing coordination
I.3-4.B.c2: Fine Motor Development: Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision	
I.3-4.B.c2.a	Uses hand-eye coordination to manipulate objects and materials (e.g., completing large-piece puzzles or threading beads with large holes, begins to use scissors)
I.3-4.B.c2.b	Uses hand-eye coordination in handling books (e.g., turning pages, pointing to a picture or looking for favorite page)
<b>II.3-4.A: Standard 2 Approaches to Learning: 3-4 Years: Eagerness and Curoosity</b>	
II.3-4.A.1: Shows curiosity and is eager to learn new things and have new experiences	
II.3-4.A.1.a	Shows curiosity and is eager to learn new things and have new experiences
II.3-4.B.1: Sustains attention for brief periods and finds help when needed	
II.3-4.B.1.a	Sustains attention for brief periods and finds help when needed
II.3-4.C.1: Approaches daily activities with creativity	
II.3-4.C.1.a	Approaches daily activities with creativity
II.3-4.D.1: Shows initial signs of planning and learning from their experiences	
II.3-4.D.1.a	Shows initial signs of planning and learning from their experiences
<b>III.3-4.A: Standard 3 Social and Emotional Development: 3-4 Years: Emotional Functioning</b>	
III.3-4.A.1: Expresses, identifies and responds to a range of emotions	
III.3-4.A.1.a	Identifies complex emotions in a book, picture or on a person's face (e.g., frustrated, confused)
III.3-4.A.2: Demonstrates appropriate affect (emotional response) between behavior and facial expression	
III.3-4.A.2.a	Verbalizes own feelings and those of others
<b>III.3-4.B: Standard 3 Social and Emotional Development: 3-4 Years: Managing Emotions</b>	
III.3-4.B.1: Demonstrates ability to self-regulate	
III.3-4.B.1.a	Begins to verbalize their emotions
III.3-4.B.2: Attends to sights, sounds, objects, people and activities	

	III.3-4.B.2.a	Begins to sustain attention for brief period of time in group activities
III.3-4.C: Standard 3 Social and Emotional Development: 3-4 Years: Building and Maintaining Relationships with Adults and Peers		
	III.3-4.C.1: Develops positive relationships with adults	
	III.3-4.C.1.a	Develops positive relationships and interacts comfortably with familiar adults
	III.3-4.C.2: Develops positive relationships with peers	
	III.3-4.C.2.a	Builds social relationships and becomes more connected to other children
	III.3-4.C.2.b	Demonstrates strategies for entry into social play with peers
	III.3-4.C.2.c	Develops an initial understanding of bullying
	III.3-4.C.3: Develops increasing ability to engage in social problem solving	
	III.3-4.C.3.a	Able to suggest a potential solution to social problems and with adult support is able to follow through
	III.3-4.C.4: Exhibits empathy by demonstrating care and concern for others	
	III.3-4.C.4.a	Responds to the emotions of others with comforting words or actions
III.3-4.D: Standard 3 Social and Emotional Development: 3-4 Years: Sense of Identity and Belonging		
	III.3-4.D.1: Develops sense of identity and belonging through play	
	III.3-4.D.1.a	Continues to play with preferred playmates
	III.3-4.D.2: Develops sense of identity and belonging through exploration and persistence	
	III.3-4.D.2.a	Continues sustained independent play and participates in more planned group activities
	III.3-4.D.3: Develops sense of identity and belonging through routines, rituals and interactions	
	III.3-4.D.3.a	Begins to show a willingness to be flexible if routines must change in minor ways
	III.3-4.D.4: Develops sense of self-awareness and independence	
	III.3-4.D.4.a	Increasingly uses words to communicate needs and wants
	III.3-4.D.4.b	Begins to recognize preferences of others
	III.3-4.D.4.c	Begins to use words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)
	III.3-4.D.4.d	Begins to identify self as part of a group (e.g., class or family)
IV.3-4.A: Standard 4 Language and Literacy: 3-4 Years: Listening and Understanding		
	IV.3-4.A.1: Demonstrates understanding when listening	

	IV.3-4.A.1.a	Engages in multiple back-and-forth communicative interactions with adults and peers in purposeful and novel situations to reach a goal
	IV.3-4.A.1.b	Shows understanding by answering factual questions and responding appropriately to what is said
IV.3-4.A.2: Increases knowledge through listening		
	IV.3-4.A.2.a	Tells the main idea or topic of a conversation, story, informational text or creative play, and makes a connection
	IV.3-4.A.2.b	Observes simple aspects of child’s world and responds and reacts
IV.3-4.A.3: Follows directions		
	IV.3-4.A.3.a	Achieves mastery of one-step directions and usually follows two-step directions
IV.3-4.B: Standard 4 Language and Literacy: 3-4 Years: Speaking		
IV.3-4.B.1: Speaks and is understood when speaking		
	IV.3-4.B.1.a	Begins to speak and is usually understood by both a familiar and an unfamiliar adult but may make some pronunciation errors
IV.3-4.C: Standard 4 Language and Literacy: 3-4 Years: Vocabulary		
IV.3-4.C.1: Shows an understanding of words and their meanings (receptive)		
	IV.3-4.C.1.a	Begins to demonstrate understanding of age-appropriate vocabulary across multiple topic areas and demonstrates a variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)
	IV.3-4.C.1.b	Begins to understand the use of words in different context (including plurals and past tense in speech)
IV.3-4.C.2: Uses increased vocabulary to describe objects, actions and events (expressive)		
	IV.3-4.C.2.a	Adds new words to vocabulary weekly (e.g., repeats words and integrates new words in play scenarios) (typically has a speaking vocabulary of approximately 1,000 words)
	IV.3-4.C.2.b	Describes what objects are used for and is able to express ideas (e.g., names some colors, shapes, and says full name)
IV.3-4.D: Standard 4 Language and Literacy: 3-4 Years: Sentences and Structure		
IV.3-4.D.1: Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences		
	IV.3-4.D.1.a	Produces utterances of four to five units of meaning in length
	IV.3-4.D.1.b	Produces words and phrases using the regular past tense and the regular third person (e.g., “Daddy jumped.” “We’re building.”)
IV.3-4.D.2: Connects words, phrases and sentences to build ideas		
	IV.3-4.D.2.a	Produces sentences or phrases of two to five words including subject/verb/object (e.g., “Suzy has cookies.” “My shirt’s got blue flowers.”)

	IV.3-4.D.2.b	Asks more complex questions beginning with “is” (e.g., “Is David here?” “What was for lunch?”)
	IV.3-4.D.2.c	Uses conjunctions “and” and sometimes “because” in sentences and uses other complex sentence structures (e.g., elaborated phrases with adjectives and adverbs)
IV.3-4.E: Standard 4 Language and Literacy: 3-4 Years: Conversation		
	IV.3-4.E.1: Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems	
	IV.3-4.E.1.a	Engages in conversations using sentences with four or more words, participates in simple, back-and-forth conversations to exchange ideas or information
	IV.3-4.E.2: Asks questions, and responds to adults and peers in a variety of settings	
	IV.3-4.E.2.a	Asks and responds to increasingly longer and more complex sentences and simple questions
	IV.3-4.E.3: Demonstrates understanding of the social conventions of communication and language use	
	IV.3-4.E.3.a	Demonstrates awareness of nonverbal conversational rules
	IV.3-4.E.3.b	Begins to demonstrate knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)
	IV.3-4.E.3.c	Begins to match language to social and academic contexts (e.g., uses volume appropriate to context)
IV.3-4.F: Standard 4 Language and Literacy: 3-4 Years: Emergent Reading		
	IV.3-4.F.1: Shows motivation for and appreciation of reading	
	IV.3-4.F.1.a	Begins to select books for reading enjoyment and reading related activities including pretending to read to self or others
	IV.3-4.F.1.b	Begins to make real-world connections between stories and real-life experiences
	IV.3-4.F.1.c	Interacts appropriately with books; pretends to read, holds book appropriately or picture reads
	IV.3-4.F.1.d	Asks to be read to or asks the meaning of written text
	IV.3-4.F.1.e	Participates in conversations that demonstrate appreciation of printed materials
	IV.3-4.F.2: Shows age-appropriate phonological awareness	
	IV.3-4.F.2.a	Listens and matches rhythm, volume and pitch of rhymes, songs and chants
	IV.3-4.F.3: Shows alphabetic and print knowledge	
	IV.3-4.F.3.a	Recognizes that print conveys meaning
	IV.3-4.F.3.b	Recognizes some letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)
	IV.3-4.F.3.c	Names some letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)

	IV.3-4.F.4: Demonstrates comprehension of books read aloud
IV.3-4.F.4.a	Retells or reenacts parts of a story after it is read aloud
IV.3-4.G: Standard 4 Language and Literacy: 3-4 Years: Emergent Writing	
	IV.3-4.G.1: Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition
IV.3-4.G.1.a	Uses scribbling, letter-like shapes and drawings to represent thoughts and ideas
V.3-4.A: Standard 5: Mathematics: 3-4 Years: Number Sense	
	V.3-4.A.1: Subitizes (immediately recognizes without counting) the number of objects in a set of four objects
V.3-4.A.1.a	Subitizes (immediately recognizes without counting) the number of objects in a set of four objects
	V.3-4.A.2: Counts and identifies the number sequence “1 to 10”
V.3-4.A.2.a	Counts and identifies the number sequence “1 to 10”
	V.3-4.A.3: Begins to demonstrate one-to-one correspondence up to 10 during daily routines
V.3-4.A.3.a	Begins to demonstrate one-to-one correspondence up to 10 during daily routines
	V.3-4.A.4: Identifies the last number spoken tells “how many” up to five (cardinality)
V.3-4.A.4.a	Identifies the last number spoken tells “how many” up to five (cardinality)
	V.3-4.A.5: Counts sets constructed by the teacher to five and beyond
V.3-4.A.4.a	Counts sets constructed by the teacher to five and beyond
	V.3-4.A.6: Constructs and counts sets of one to five and beyond
V.3-4.A.6.a	Constructs and counts sets of one to five and beyond
V.3-4.B: Standard 5: Mathematics: 3-4 Years: Number and Operations	
	V.3-4.B.1: Explores quantities up to five using objects, fingers and dramatic play to solve real-world joining and separating problems
V.3-4.B.1.a	Explores quantities up to five using objects, fingers and dramatic play to solve real-world joining and separating problems
	V.3-4.B.2: Changes size of a set of up to five objects by combining and taking away
V.3-4.B.2.a	Changes size of a set of up to five objects by combining and taking away
V.3-4.C: Standard 5: Mathematics: 3-4 Years: Patterns	
	V.3-4.C.1: Notices a pattern with a missing object and completes the pattern by filling in the missing object

	V.3-4.C.1.a	Notices a pattern with a missing object and completes the pattern by filling in the missing object
	V.3-4.C.2: Begins to duplicate a pattern from a model	
	V.3-4.C.2.a	Begins to duplicate a pattern from a model
V.3-4.D: Standard 5: Mathematics: 3-4 Years: Geometry		
	V.3-4.D.1: Recognizes and names typical shapes (circle, square, triangle)	
	V.3-4.D.1.a	Recognizes and names typical shapes (circle, square, triangle)
	V.3-4.D.2: Matches a wider variety of shapes and orientations	
	V.3-4.D.2.a	Matches a wider variety of shapes and orientations
	V.3-4.D.3: Explores three-dimensional shapes in the environment through play	
	V.3-4.D.3.a	Explores three-dimensional shapes in the environment through play
V.3-4.E: Standard 5: Mathematics: 3-4 Years: Spatial Relations		
	V.3-4.E.1: Demonstrates an understanding of basic spatial directions through songs, finger plays and games	
	V.3-4.E.1.a	Demonstrates an understanding of basic spatial directions through songs, finger plays and games
	V.3-4.E.2: Demonstrates directionality, order and position of objects by following simple directions	
	V.3-4.E.2.a	Demonstrates directionality, order and position of objects by following simple directions
V.3-4.F: Standard 5: Mathematics: 3-4 Years: Measurement and Data		
	V.3-4.F.1: Uses size words to label objects	
	V.3-4.F.1.a	Uses size words to label objects
	V.3-4.F.2: Explores two objects by making direct comparisons in length, weight and size using a single attribute	
	V.3-4.F.2.a	Explores two objects by making direct comparisons in length, weight and size using a single attribute
	V.3-4.F.3: Measures object attributes using a variety of standard and nonstandard tools with adult guidance	
	V.3-4.F.3.a	Measures object attributes using a variety of standard and nonstandard tools with adult guidance
	V.3-4.F.4: Participates in group sorting and data collection	
	V.3-4.F.4.a	Participates in group sorting and data collection
VI.3-4.A: Standard 6 Scientific Inquiry: 3-4 Years: Scientific Inquiry Through Exploration and Discovery		
	VI.3-4.A.1: Uses senses to explore and understand their social and physical environment	

	VI.3-4.A.1.a	Begins to identify each of the five senses and how they relate to the sense organs
	VI.3-4.A.1.b	Uses senses to observe and experience objects and environment
VI.3-4.A.2: Uses tools in scientific inquiry		
	VI.3-4.A.2.a	Demonstrates the use of simple tools and equipment for observing and investigating (e.g., droppers, blocks, bug catchers)
VI.3-4.A.3: Uses understanding of causal relationships to act on social and physical environments		
	VI.3-4.A.3.a	Makes simple predictions and reflects on what caused something to happen
	VI.3-4.A.3.b	Participates in and discusses simple experiments
	VI.3-4.A.3.c	Represents ideas and observations through drawings or using other forms of representation (e.g., manipulatives or different objects)
VI.3-4.B: Standard 6 Scientific Inquiry: 3-4 Years: Life Science		
VI.3-4.B.1: Demonstrates knowledge related to living things and their environments		
	VI.3-4.B.1.a	Observes and explores a variety of plants and animals and their environments (e.g., rabbits, birds, ladybugs, hermit crabs, eggs, butterflies and bugs in the garden)
	VI.3-4.B.1.b	Begins to notice the similarities and differences among various living things
	VI.3-4.B.1.c	Explores basic life cycles (e.g., plants grow from seeds and hatching eggs)
	VI.3-4.B.1.d	Explores the differences between living and non-living things
	VI.3-4.B.1.e	Explores the needs of living things (e.g., plants need water to grow and kids need food to grow)
VI.3-4.C: Standard 6 Scientific Inquiry: 3-4 Years: Physical Science		
VI.3-4.C.1: Demonstrates knowledge related to physical science		
	VI.3-4.C.1.a	Explores and investigates objects that require positioning and movement through play (e.g., gears, marble chutes, screws in a toy workbench)
	VI.3-4.C.1.b	Explores and investigates how to change the speed with which an object will move (e.g., pedaling a tricycle, rolling a ball)
	VI.3-4.C.1.c	Explores and investigates the properties of toys and objects (e.g., relationship between size and weight of blocks, what makes balls bounce)
	VI.3-4.C.1.d	Explores and begins to identify physical properties and state of matter of objects or materials (e.g., playing with sand and water, mixing paints, freezing and cooking, sinking/floating objects)
VI.3-4.D: Standard 6 Scientific Inquiry: 3-4 Years: Earth and Space Science		
VI.3-4.D.1: Demonstrates knowledge related to the dynamic properties of earth and sky		

	VI.3-4.D.1.a	Investigates and asks questions about the properties of water using adult- and child-directed activities
	VI.3-4.D.1.b	Investigates and asks questions about the properties of rocks, soil, sand and mud using adult- and child-directed activities
	VI.3-4.D.1.c	Asks questions and shows curiosity about objects in the sky (e.g., clouds, sun, moon and stars)
	VI.3-4.D.1.d	Describes typical daytime and nighttime activities for people and other animals through drawing, naming or pretend play
	VI.3-4.D.1.e	Observes and discusses weather changes day to day
VI.3-4.E: Standard 6 Scientific Inquiry: 3-4 Years: Environment		
	VI.3-4.E.1: Demonstrates awareness of relationship to people, objects and living/non-living things in their environment	
	VI.3-4.E.1.a	Describes familiar people and objects in the environment
	VI.3-4.E.1.b	Participates in activities to protect the environment
VI.3-4.F: Standard 6 Scientific Inquiry: 3-4 Years: Engineering and Technology		
	VI.3-4.F.1: Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures	
	VI.3-4.F.1.a	Begins to identify problems and tries to solve them by designing or using tools (e.g., uses a stick or bat to reach and pull a ball back inside the fence)
	VI.3-4.F.1.b	Explores and identifies simple machines through play (e.g., ramps, gears, wheels, pulleys and levers)
	VI.3-4.F.1.c	Explores and constructs simple objects and structures with appropriate materials and explores concept of stability of structures (e.g., block building, ramps, pathways, sand, playdough and knocking over a block tower)
VII.3-4.A: Standard 7: Social Studies: 3-4 Years: Culture		
	VII.3-4.A.1: Begins to identify self as a member of a culture	
	VII.3-4.A.1.a	Begins to identify self as a member of a culture
	VII.3-4.A.2: Begins to understand everyone belongs to a culture	
	VII.3-4.A.2.a	Begins to understand everyone belongs to a culture
	VII.3-4.A.1: Explores culture of peers and families (classroom)	
	VII.3-4.A.1	Explores culture of peers and families (classroom)
VII.3-4.B: Standard 7: Social Studies: 3-4 Years: Individual Development and Identity		
	VII.3-4.B.1: Recognizes characteristics of self as an individual	
	VII.3-4.B.1.a	Recognizes characteristics of self as an individual

	VII.3-4.B.2: Recognizes the ways self is similar to and different from peers and others
VII.3-4.B.2.a	Recognizes the ways self is similar to and different from peers and others
VII.3-4.C: Standard 7: Social Studies: 3-4 Years: Individuals and Groups	
	VII.3-4.C.1: Identifies self and others as part of a group
VII.3-4.C.1.a	Identifies self and others as part of a group
	VII.3-4.C.2: Identifies groups within a community
VII.3-4.C.2.a	Identifies groups within a community
	VII.3-4.C.3: Begins to demonstrate awareness of group rules (e.g., family, classroom, school and community)
VII.3-4.C.3.a	Begins to demonstrate awareness of group rules (e.g., family, classroom, school and community)
	VII.3-4.C.4: Exhibits emerging leadership skills and roles (e.g., line leader and door holder)
VII.3-4.C.4.a	Exhibits emerging leadership skills and roles (e.g., line leader and door holder)
VII.3-4.D: Standard 7: Social Studies: 3-4 Years: Spaces, Places and Environments	
	VII.3-4.D.1: Recognizes the relationship of personal space to surroundings
VII.3-4.D.1.a	Recognizes the relationship of personal space to surroundings
	VII.3-4.D.2: Identifies own environment and other locations
VII.3-4.D.2.a	Identifies own environment and other locations
	VII.3-4.D.3: Identifies basic physical characteristics (e.g., landmarks or land features)
VII.3-4.D.3.a	Identifies basic physical characteristics (e.g., landmarks or land features)
	VII.3-4.D.4: Begins to use spatial words (e.g., far/close, over/under and up/down)
VII.3-4.D.4.a	Begins to use spatial words (e.g., far/close, over/under and up/down)
	VII.3-4.D.5: Begins to recognize some geographic tools and resources (e.g., maps, globes or GPS)
VII.3-4.D.5.a	Begins to recognize some geographic tools and resources (e.g., maps, globes or GPS)
VII.3-4.E: Standard 7: Social Studies: 3-4 Years: Time, Continuity and Change	
	VII.3-4.E.1: Recognizes sequence of events to establish a sense of order and time
VII.3-4.E.1.a	Recognizes sequence of events to establish a sense of order and time
	VII.3-4.E.2: Explores changes that take place over time in the immediate environment

	VII.3-4.E.2.a	Explores changes that take place over time in the immediate environment
VII.3-4.F: Standard 7: Social Studies: 3-4 Years: Governance, Civic Ideals and Practices		
	VII.3-4.F.1: Begins to recognize and follow rules and expectations in varying settings	
	VII.3-4.F.1.a	Begins to recognize and follow rules and expectations in varying settings
	VII.3-4.F.2: Begins to participate in problem solving and decision making	
	VII.3-4.F.2.a	Begins to participate in problem solving and decision making
	VII.3-4.F.3: Begins to recognize national patriotic symbols (e.g., flag and eagle)	
	VII.3-4.F.3.a	Begins to recognize national patriotic symbols (e.g., flag and eagle)
VII.3-4.G: Standard 7: Social Studies: 3-4 Years: Economics and Resources		
	VII.3-4.G.1: Begins to recognize the difference between wants and needs	
	VII.3-4.G.1.a	Begins to recognize the difference between wants and needs
	VII.3-4.G.2: Recognizes familiar people who perform different occupations	
	VII.3-4.G.2.a	Recognizes familiar people who perform different occupations
VII.3-4.H: Standard 7: Social Studies: 3-4 Years: Technology and Our World		
	VII.3-4.H.1: Uses technology as a tool when appropriate (e.g., writing utensils, electronic toys, DVD, music players, digital cameras, computers or tablets)	
	VII.3-4.H.1.a	Consistently follows basic safety rules independently across different situations
VIII.3-4.A: Standard 8: Creative Expression Through the Arts: 3-4 Years: Sensory Art Experience		
	VIII.3-4.A.1: Uses imagination and creativity to express self with intention using a variety of open-ended, process-oriented and diverse art materials	
	VIII.3-4.A.1.a	Uses imagination and creativity to express self with intention using a variety of open-ended, process-oriented and diverse art materials
VIII.3-4.B: Standard 8: Creative Expression Through the Arts: 3-4 Years: Music		
	VIII.3-4.B.1: Engages in a variety of individual and group musical activities with more coordinated intention	
	VIII.3-4.B.1.a	Engages in a variety of individual and group musical activities with more coordinated intention
	VIII.3-4.B.2: Begins to express and represent thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities (e.g., singing, trying musical instruments or marching)	
	VIII.3-4.B.2.a	Begins to express and represent thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities (e.g., singing, trying musical instruments or marching)

VIII.3-4.C: Standard 8: Creative Expression Through the Arts: 3-4 Years: Creative Movement		
	VIII.3-4.C.1: Engages in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge	
	VIII.3-4.C.1.a	Engages in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge
VIII.3-4.D: Standard 8: Creative Expression Through the Arts: 3-4 Years: Imaginative and Creative Play		
	VIII.3-4.D.1: Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or non-verbally, using a variety of objects in own environment	
	VIII.3-4.D.1.a	Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or non-verbally, using a variety of objects in own environment
VIII.3-4.E: Standard 8: Creative Expression Through the Arts: 3-4 Years: Appreciation of the Arts		
	VIII.3-4.E.1: Responds to and expresses opinions and feelings about own art form as well as a variety of artistic expressions of others	
	VIII.3-4.E.1.a	Responds to and expresses opinions and feelings about own art form as well as a variety of artistic expressions of others

## 4-Year-Old to Kindergarten Children

### I.4-K.A: Standard 1 Physical Development: 4-K Years: Health and Wellbeing

	I.4-K.A.a1: Active Physical Play: Engages in physical activities with increasing balance, coordination, endurance and intensity
I.4-K.A.a1.a	Engages in active games or outdoor play and other forms of physical activity for sustained periods of time (e.g., dancing in circle time)
	I.4-K.A.b1: Safety: Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities
I.4-K.A.b1.a	Follows basic safety practices with close adult supervision (e.g., tries to buckle own seatbelt; seeks adult assistance to use step stool)
I.4-K.A.b1.b	Identifies consequences of not following safety rules
	I.4-K.A.c1: Personal Care Routines: Responds to and initiates care routines that support personal hygiene
I.4-K.A.c1.a	Initiates and completes familiar hygiene routines independently
	I.4-K.A.d1: Feeding and Nutrition: Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices
I.4-K.A.d1.a	Assists adults in preparing simple foods to serve to self or others
I.4-K.A.d1.b	Recognizes nutritious food choices and healthy eating habits

### I.4-K.B: Standard 1 Physical Development: 4-K Years: Motor Development

	I.4-K.B.a1: Gross Motor Development: Demonstrates use of large muscles for movement, position, strength and coordination
I.4-K.B.a1.a	Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another
I.4-K.B.a1.b	Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping and running
I.4-K.B.a1.c	Engages in more complex movements (e.g., riding a tricycle with ease)
I.4-K.B.a1.d	Engages in physical activities of increasing levels of intensity for sustained periods of time
	I.4-K.B.a2: Gross Motor Development: Demonstrates use of large muscles to move in the environment
I.4-K.B.a2.a	Combines and coordinates more than two motor movements (e.g., moves a wheelchair through an obstacle course)
	I.4-K.B.b1: Gross Motor Perception (Sensorimotor): Uses perceptual information to guide motions and interactions with objects and other people
I.4-K.B.b1.a	Acts and moves with purpose and independently recognizes differences in direction, distance and location

	I.4-K.B.b1.b	Demonstrates spatial awareness through play activities
I.4-K.B.c1: Fine Motor Development: Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks		
	I.4-K.B.c1.a	Shows hand control using various drawing and art tools with increasing coordination
I.4-K.B.c2: Fine Motor Development: Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision		
	I.4-K.B.c2.a	Easily coordinates hand and eye movements to carry out tasks (e.g., working on puzzles or stringing beads together)
	I.4-K.B.c2.b	Uses developmentally appropriate grasp to hold and manipulate tools for writing, drawing and painting
	I.4-K.B.c2.c	Uses coordinated movements to complete complex tasks (e.g., cuts along a line, pours or buttons, buckles/unbuckles, zips, snaps, laces shoes, fastens tabs)
II.4-K.A: Standard 2 Approaches to Learning: 4-K Years: Eagerness and Curocity		
	II.4-K.A.1: Shows increased curiosity and is eager to learn new things and have new experiences	
	II.4-K.A.1.a	Shows increased curiosity and is eager to learn new things and have new experiences
	II.4-K.B.1: Attends to tasks for a brief period of time	
	II.4-K.B.1.a	Attends to tasks for a brief period of time
	II.4-K.C.1: Approaches daily activities with creativity and inventiveness	
	II.4-K.C.1.a	Approaches daily activities with creativity and inventiveness
	II.4-K.D.1: Demonstrates some planning and learning from experiences	
	II.4-K.D.1.a	Demonstrates some planning and learning from experiences
III.4-K.A: Standard 3 Social and Emotional Development: 4-K Years: Emotional Functioning		
	III.4-K.A.1: Expresses, identifies and responds to a range of emotions	
	III.4-K.A.1.a	Recognizes the emotions of peers and responds with empathy and compassion
	III.4-K.A.2: Demonstrates appropriate affect (emotional response) between behavior and facial expression	
	III.4-K.A.2.a	Demonstrates cognitive empathy (recognizing or inferring other's mental states) and the use of words, gestures and facial expressions to respond appropriately
III.4-K.B: Standard 3 Social and Emotional Development: 4-K Years: Managing Emotions		
	III.4-K.B.1: Demonstrates ability to self-regulate	
	III.4-K.B.1.a	Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support

	III.4-K.B.2: Attends to sights, sounds, objects, people and activities
III.4-K.B.2.a	Increases attention to preferred activities and begins to attend to non-preferred activities
III.4-K.C: Standard 3 Social and Emotional Development: 4-K Years: Building and Maintaining Relationships with Adults and Peers	
	III.4-K.C.1: Develops positive relationships with adults
III.4-K.C.1.a	Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults
	III.4-K.C.2: Develops positive relationships with peers
III.4-K.C.2.a	Plays with peers in a coordinated manner including assigning roles, materials and actions
III.4-K.C.2.b	Maintains friendships and is able to engage in prosocial behavior such as cooperating, compromising and turn-taking
III.4-K.C.2.c	Responds appropriately to bullying behavior
	III.4-K.C.3: Develops increasing ability to engage in social problem solving
III.4-K.C.3.a	Able to independently engage in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution
	III.4-K.C.4: Exhibits empathy by demonstrating care and concern for others
III.4-K.C.4.a	Able to take the perspective of others and actively respond in a manner that is consistent and supportive
III.4-K.D: Standard 3 Social and Emotional Development: 4-K Years: Sense of Identity and Belonging	
	III.4-K.D.1: Develops sense of identity and belonging through play
III.4-K.D.1.a	Engages in associative play and begins to play cooperatively with friends
	III.4-K.D.2: Develops sense of identity and belonging through exploration and persistence
III.4-K.D.2.a	Persists at individual planned experiences, caregiver-directed experiences and planned group activities
	III.4-K.D.3: Develops sense of identity and belonging through routines, rituals and interactions
III.4-K.D.3.a	Demonstrates willingness to be flexible if routines must change
	III.4-K.D.4: Develops sense of self-awareness and independence
III.4-K.D.4.a	Uses words to communicate personal characteristics, preferences, thoughts and feelings
III.4-K.D.4.b	Recognizes preferences of others
III.4-K.D.4.c	Uses words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)
III.4-K.D.4.d	Identifies self as a unique member of a group (e.g., class, school, family or larger community)

IV.4-K.A: Standard 4 Language and Literacy: 4-K Years: Listening and Understanding		
IV.4-K.A.1: Demonstrates understanding when listening		
IV.4-K.A.1.a	Engages in multiple back-and-forth communicative interactions with adults (e. g., teacher-shared information, read-aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others	
IV.4-K.A.1.b	Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic and reacting appropriately to what is said	
IV.4-K.A.2: Increases knowledge through listening		
IV.4-K.A.2.a	Identifies the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge	
IV.4-K.A.2.b	Demonstrates increased ability to focus and sustain attention, set goals and solve dilemmas presented in conversation, story, informational text or creative play	
IV.4-K.A.3: Follows directions		
IV.4-K.A.3.a	Achieves mastery of two-step directions and usually follows three-step directions	
IV.4-K.B: Standard 4 Language and Literacy: 4-K Years: Speaking		
IV.4-K.B.1: Speaks and is understood when speaking		
IV.4-K.B.1.a	Speaks and is understood by both a familiar and an unfamiliar adult but may make some pronunciation errors	
IV.4-K.C: Standard 4 Language and Literacy: 4-K Years: Vocabulary		
IV.4-K.C.1: Shows an understanding of words and their meanings (receptive)		
IV.4-K.C.1.a	Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)	
IV.4-K.C.1.b	Demonstrates understanding of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) in multiple environments	
IV.4-K.C.1.c	Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)	
IV.4-K.C.2: Uses increased vocabulary to describe objects, actions and events (expressive)		
IV.4-K.C.2.a	Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words)	
IV.4-K.C.2.b	Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)	
IV.4-K.C.2.c	Identifies unfamiliar words asking for clarification	
IV.4-K.C.2.d	Uses words in multiple contexts, with the understanding that some words have multiple meanings	

IV.4-K.D: Standard 4 Language and Literacy: 4-K Years: Sentences and Structure	
	IV.4-K.D.1: Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
IV.4-K.D.1.a	Typically uses complete sentences of five or more words, usually with subject, verb and object order
IV.4-K.D.1.b	Uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject-verb agreement
IV.4-K.D.2: Connects words, phrases and sentences to build ideas	
IV.4-K.D.2.a	Uses sentences with more than one phrase
IV.4-K.D.2.b	Combines more than one idea using complex sentences (e.g., sequences and cause/effect relationships)
IV.4-K.D.2.c	Combines sentences that give lots of detail, stick to the topic and clearly communicate intended meaning
IV.4-K.E: Standard 4 Language and Literacy: 4-K Years: Conversation	
	IV.4-K.E.1: Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems
IV.4-K.E.1.a	Engages in conversations with two to three back-and-forth turns using language, gestures, and expressions (e.g., words related to social conventions like “please” and “thank you”)
IV.4-K.E.2: Asks questions, and responds to adults and peers in a variety of settings	
IV.4-K.E.2.a	Asks and responds to more complex statements and questions, follows another’s conversational lead, maintains multi-turn conversations, appropriately introduces new content and appropriately initiates or ends conversations
IV.4-K.E.3: Demonstrates understanding of the social conventions of communication and language use	
IV.4-K.E.3.a	Demonstrates increased awareness of nonverbal conversational rules
IV.4-K.E.3.b	Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)
IV.4-K.E.3.c	Matches language to social and academic contexts (e.g., uses volume appropriate to context)
IV.4-K.F: Standard 4 Language and Literacy: 4-K Years: Emergent Reading	
	IV.4-K.F.1: Shows motivation for and appreciation of reading
IV.4-K.F.1.a	Selects books for reading enjoyment and reading related activities including pretending to read to self or others
IV.4-K.F.1.b	Makes real-world connections between stories and real-life experiences
IV.4-K.F.1.c	Interacts appropriately with books and other materials in a print-rich environment
IV.4-K.F.1.d	Asks to be read to, asks the meaning of written text or compares books/stories
IV.4-K.F.1.e	Initiates and participates in conversations that demonstrate appreciation of printed materials
IV.4-K.F.2: Shows age-appropriate phonological awareness	

IV.4-K.F.2.a	Distinguishes individual words within spoken phrases or sentences
IV.4-K.F.2.b	Combines words to make a compound word (e.g., “foot” + “ball” = “football”)
IV.4-K.F.2.c	Deletes a word from a compound word (e.g., “starfish” – “star” = “fish”)
IV.4-K.F.2.d	Combines syllables into words (e.g., “sis” + “ter” = “sister”)
IV.4-K.F.2.e	Deletes a syllable from a word (e.g., “trumpet” – “trum” = “pet” or “candy” – “dy” = “can”)
IV.4-K.F.2.f	Combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures and adult says “/c/” + “at,” child can select the picture of the cat)
IV.4-K.F.3: Shows alphabetic and print knowledge	
IV.4-K.F.3.a	Recognizes that print conveys meaning
IV.4-K.F.3.b	Recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)
IV.4-K.F.3.c	Names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)
IV.4-K.F.3.d	Recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter of the sound given)
IV.4-K.F.4: Demonstrates comprehension of books read aloud	
IV.4-K.F.4.a	Retells or reenacts story with increasing accuracy and complexity after it is read aloud
IV.4-K.F.4.b	Asks and answers appropriate questions about the story (e.g., “What just happened?” “What might happen next?” “What would happen if...?” “What was so silly about...?” “How would you feel if you...?”)
IV.4-K.G: Standard 4 Language and Literacy: 4-K Years: Emergent Writing	
IV.4-K.G.1: Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition	
IV.4-K.G.1.a	Intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes)
IV.4-K.G.1.b	Uses letter-like shapes or letters to write words or parts of words
IV.4-K.G.1.c	Writes own name (e.g., first name, last name, or nickname), not necessarily with full correct spelling or well-formed letters
V.4-K.A: Standard 5: Mathematics: 4-K Years: Number Sense	
V.4-K.A.1: Subitizes (immediately recognizes without counting) up to five objects	
V.4-K.A.1.a	Subitizes (immediately recognizes without counting) up to five objects
V.4-K.A.2: Counts and identifies the number sequence “1 to 31”	

V.4-K.A.2.a	Counts and identifies the number sequence “1 to 31”
V.4-K.A.3: Demonstrates one-to-one correspondence when counting objects placed in a row (one to 15 and beyond)	
V.4-K.A.3.a	Demonstrates one-to-one correspondence when counting objects placed in a row (one to 15 and beyond)
V.4-K.A.4: Constructs and counts sets of objects (one to 10 and beyond)	
V.4-K.A.4.a	Constructs and counts sets of objects (one to 10 and beyond)
V.4-K.A.5: Counts sets constructed by the teacher to five and beyond	
V.4-K.A.4.a	
V.4-K.A.6: Uses counting and matching strategies to find which is more, less than or equal to 10	
V.4-K.A.6.a	Uses counting and matching strategies to find which is more, less than or equal to 10
V.4-K.A.7: Reads and writes some numerals one to 10 using appropriate activities	
V.4-K.A.7.a	Reads and writes some numerals one to 10 using appropriate activities
V.4-K.B: Standard 5: Mathematics: 4-K Years: Number and Operations	
V.4-K.B.1: Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems	
V.4-K.B.1.a	Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems
V.4-K.B.2: Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out	
V.4-K.B.2.a	Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out
V.4-K.C: Standard 5: Mathematics: 4-K Years: Patterns	
V.4-K.C.1: Identifies and extends a simple AB repeating pattern	
V.4-K.C.1.a	Identifies and extends a simple AB repeating pattern
V.4-K.C.2: Duplicates a simple AB pattern using different objects	
V.4-K.C.2.a	Duplicates a simple AB pattern using different objects
V.4-K.C.3: Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g., ABB or ABC)	
V.4-K.C.3.a	Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g., ABB or ABC)
V.4-K.D: Standard 5: Mathematics: 4-K Years: Geometry	
V.4-K.D.1: Recognizes and names two-dimensional shapes (circle, square, triangle and rectangle) of different size and orientation	

V.4-K.D.1.a	Recognizes and names two-dimensional shapes (circle, square, triangle and rectangle) of different size and orientation
V.4-K.D.2: Describes, sorts and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices)	
V.4-K.D.2.a	Describes, sorts and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices)
V.4-K.D.3: Creates two-dimensional shapes using other shapes (e.g., putting two squares together to make a rectangle)	
V.4-K.D.3.a	Creates two-dimensional shapes using other shapes (e.g., putting two squares together to make a rectangle)
V.4-K.D.4: Constructs with three-dimensional shapes in the environment through play (e.g., building castles in the construction area)	
V.4-K.D.4.a	Constructs with three-dimensional shapes in the environment through play (e.g., building castles in the construction area)
<b>V.4-K.E: Standard 5: Mathematics: 4-K Years: Spatial Relations</b>	
V.4-K.E.1: Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (beside, next to, between, below, over and under)	
V.4-K.E.1.a	Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (beside, next to, between, below, over and under)
V.4-K.E.2: Uses directions to move through space and find places in space	
V.4-K.E.2.a	Uses directions to move through space and find places in space
<b>V.4-K.F: Standard 5: Mathematics: 4-K Years: Measurement and Data</b>	
V.4-K.F.1: Measures object attributes using a variety of standard and nonstandard tools	
V.4-K.F.1.a	Measures object attributes using a variety of standard and nonstandard tools
V.4-K.F.2: Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects	
V.4-K.F.2.a	Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects
V.4-K.F.3: Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks)	
V.4-K.F.3.a	Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks)
V.4-K.F.4: Represents, analyzes and discusses data (e.g. charts, graphs and tallies)	
V.4-K.F.4.a	Represents, analyzes and discusses data (e.g. charts, graphs and tallies)
V.4-K.F.5: Begins to predict the results of data collection	
V.4-K.F.5.a	Begins to predict the results of data collection

VI.4-K.A: Standard 6 Scientific Inquiry: 4-K Years: Scientific Inquiry Through Exploration and Discovery	
	VI.4-K.A.1: Uses senses to explore and understand their social and physical environment
VI.4-K.A.1.a	Identifies each of the five senses and their relationship to each of the sense organs
VI.4-K.A.1.b	Begins to identify and make observations about what can be learned about the world using each of the five senses
VI.4-K.A.1.c	Begins to understand that individuals may experience sensory events differently from each other (e.g., may like sound of loud noises or feel of fuzzy fabric)
VI.4-K.A.2: Uses tools in scientific inquiry	
VI.4-K.A.2.a	Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales)
VI.4-K.A.3: Uses understanding of causal relationships to act on social and physical environments	
VI.4-K.A.3.a	Makes predictions and tests their predictions through experimentation and investigation
VI.4-K.A.3.b	Collects and records data through drawing, writing, dictation and taking photographs (e.g., using tables, charts, drawings, tallies and graphs)
VI.4-K.A.3.c	Begins to form conclusions and construct explanations (e.g., What do the results mean?)
VI.4-K.A.3.d	Shares findings and outcomes of experiments
VI.4-K.B: Standard 6 Scientific Inquiry: 4-K Years: Life Science	
	VI.4-K.B.1: Demonstrates knowledge related to living things and their environments
VI.4-K.B.1.a	Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g., camouflage, body covering, eye color, other adaptations, types of trees and where they grow)
VI.4-K.B.1.b	Notices the similarities and differences among various living things
VI.4-K.B.1.c	Understands that all living things grow, change and go through life cycles
VI.4-K.B.1.d	Begins to distinguish between living and non-living things
VI.4-K.B.1.e	Observes that living things differ with regard to their needs and habitats
VI.4-K.C: Standard 6 Scientific Inquiry: 4-K Years: Physical Science	
	VI.4-K.C.1: Demonstrates knowledge related to physical science
VI.4-K.C.1.a	Discusses what makes objects move the way they do and how the movement can be controlled
VI.4-K.C.1.b	Makes predictions about how to change the speed of an object, tests predictions through experiments and describes what happens
VI.4-K.C.1.c	Distinguishes between the properties of an object and the properties of which the material is made (e.g., water and ice)

	VI.4-K.C.1.d	Investigates and describes changing states of matter —liquid, solid and gas
	VI.4-K.C.1.e	Explores the relationship of objects to light (e.g., light and shadows)
VI.4-K.D: Standard 6 Scientific Inquiry: 4-K Years: Earth and Space Science		
	VI.4-K.D.1: Demonstrates knowledge related to the dynamic properties of earth and sky	
	VI.4-K.D.1.a	Describes properties of water including changes in the states of water – liquid, solid and gas (e.g., buoyancy, movement, displacement and flow)
	VI.4-K.D.1.b	Discovers, explores, sorts, compares, and contrasts objects that are naturally found in the environment, including rocks, soil, sand and mud, and recognizes relationships among the objects (e.g., nature walks with hand lenses, collection bag) (e.g., rocks, twigs, leaves and sea shells)
	VI.4-K.D.1.c	Begins to explore and discuss simple observations of characteristics and movements of the clouds, sun, moon and stars
	VI.4-K.D.1.d	Compares the daytime and nighttime cycle
	VI.4-K.D.1.e	Uses appropriate vocabulary to discuss climate and changes in the weather and the impact it has on their daily lives (e.g., types of clothing for different environments)
VI.4-K.E: Standard 6 Scientific Inquiry: 4-K Years: Environment		
	VI.4-K.E.1: Demonstrates awareness of relationship to people, objects and living/non-living things in their environment	
	VI.4-K.E.1.a	Demonstrates how people use objects and natural resources in the environment
	VI.4-K.E.1.b	Participates in daily routines demonstrating basic conservation strategies (e.g., conserving water when washing hands or brushing teeth)
	VI.4-K.E.1.c	Identifies examples of organized efforts to protect the environment (e.g., recycling materials in the classroom)
VI.4-K.F: Standard 6 Scientific Inquiry: 4-K Years: Engineering and Technology		
	VI.4-K.F.1: Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures	
	VI.4-K.F.1.a	Identifies problems and tries to solve them by designing or using tools (e.g., makes a simple tent with a chair and cloth for protection from the sun)
	VI.4-K.F.1.b	Explains why a simple machine is appropriate for a particular task (e.g., moving something heavy, moving water from one location to another)
	VI.4-K.F.1.c	Uses appropriate tools and materials with greater flexibility to create or solve problems
	VI.4-K.F.1.d	Invents and constructs simple objects or more complex structures and investigates concepts of motion and stability of structures (e.g., ramps, pathways, structure, Legos, block building and play)
VII.4-K.A: Standard 7: Social Studies: 4-K Years: Culture		
	VII.4-K.A.1: Identifies self as a member of a culture	

VII.4-K.A.1.a	Identifies self as a member of a culture
VII.4-K.A.2: Understands everyone belongs to a culture	
VII.4-K.A.2.a	Understands everyone belongs to a culture
VII.4-K.A.3: Explores culture of peers and families in the classroom and community	
VII.4-K.A.3.a	Explores culture of peers and families in the classroom and community
VII.4-K.A.4: Explores cultural attributes by comparing and contrasting different characteristics (e.g., language, literature, music, arts, artifacts, foods, architecture and celebrations)	
VII.4-K.A.4.a	Explores cultural attributes by comparing and contrasting different characteristics (e.g., language, literature, music, arts, artifacts, foods, architecture and celebrations)
VII.4-K.B: Standard 7: Social Studies: 4-K Years: Individual Development and Identity	
VII.4-K.B.1: Identifies characteristics of self as an individual	
VII.4-K.B.1.a	Identifies characteristics of self as an individual
VII.4-K.B.2: Identifies the ways self is similar to and different from peers and others	
VII.4-K.B.2.a	Identifies the ways self is similar to and different from peers and others
VII.4-K.B.3: Recognizes individual responsibility as a member of a group (e.g., classroom or family)	
VII.4-K.B.3.a	Recognizes individual responsibility as a member of a group (e.g., classroom or family)
VII.4-K.C: Standard 7: Social Studies: 4-K Years: Individuals and Groups	
VII.4-K.C.1: Identifies differences and similarities of self and others as part of a group	
VII.4-K.C.1.a	Identifies differences and similarities of self and others as part of a group
VII.4-K.C.2: Explains the role of groups within a community	
VII.4-K.C.2.a	Explains the role of groups within a community
VII.4-K.C.3: Demonstrates awareness of group rules (e.g., family, classroom, school or community)	
VII.4-K.C.3.a	Demonstrates awareness of group rules (e.g., family, classroom, school or community)
VII.4-K.C.4: Exhibits leadership skills and roles (e.g., line leader and door holder)	
VII.4-K.C.4.a	Exhibits leadership skills and roles (e.g., line leader and door holder)
VII.4-K.D: Standard 7: Social Studies: 4-K Years: Spaces, Places and Environments	
VII.4-K.D.1: Identifies the relationship of personal space to surroundings	

VII.4-K.D.1.a	Identifies the relationship of personal space to surroundings
VII.4-K.D.2: Identifies differences and similarities between own environment and other locations	
VII.4-K.D.2.a	Identifies differences and similarities between own environment and other locations
VII.4-K.D.3: Identifies differences and similarities of basic physical characteristics (e.g., landmarks or land features)	
VII.4-K.D.3.a	Identifies differences and similarities of basic physical characteristics (e.g., landmarks or land features)
VII.4-K.D.4: Uses spatial words (e.g., far/close, over/under and up/down)	
VII.4-K.D.4.a	Uses spatial words (e.g., far/close, over/under and up/down)
VII.4-K.D.5: Recognizes some geographic tools and resources (e.g., maps, globes or GPS)	
VII.4-K.D.5.a	Recognizes some geographic tools and resources (e.g., maps, globes or GPS)
VII.4-K.D.6: Begins to identify the relationship between human decisions and the impact on the environment (e.g., recycling and water conservation)	
VII.4-K.D.6.a	Begins to identify the relationship between human decisions and the impact on the environment (e.g., recycling and water conservation)
VII.4-K.E: Standard 7: Social Studies: 4-K Years: Time, Continuity and Change	
VII.4-K.E.1: Identifies changes within a sequence of events to establish a sense of order and time	
VII.4-K.E.1.a	Identifies changes within a sequence of events to establish a sense of order and time
VII.4-K.E.2: Observes and recognizes changes that take place over time in the immediate environment	
VII.4-K.E.2.a	Observes and recognizes changes that take place over time in the immediate environment
VII.4-K.F: Standard 7: Social Studies: 4-K Years: Governance, Civic Ideals and Practices	
VII.4-K.F.1: Recognizes and follows rules and expectations in varying settings	
VII.4-K.F.1.a	Recognizes and follows rules and expectations in varying settings
VII.4-K.F.2: Participates in problem solving and decision making	
VII.4-K.F.2.a	Participates in problem solving and decision making
VII.4-K.F.3: Begins to explore basic principles of democracy (e.g., deciding rules in a classroom, respecting opinions of others, voting on classroom activities or civic responsibilities)	
VII.4-K.F.3.a	Begins to explore basic principles of democracy (e.g., deciding rules in a classroom, respecting opinions of others, voting on classroom activities or civic responsibilities)
VII.4-K.G: Standard 7: Social Studies: 4-K Years: Economics and Resources	

	VII.4-K.G.1: Recognizes the difference between wants and needs
VII.4-K.G.1.a	Recognizes the difference between wants and needs
	VII.4-K.G.2: Begins to recognize that people work to earn money to buy things they need or want
VII.4-K.G.2.a	Begins to recognize that people work to earn money to buy things they need or want
VII.4-K.H: Standard 7: Social Studies: 4-K Years: Technology and Our World	
	VII.4-K.H.1: Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras or music players)
VII.4-K.H.1.a	Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras or music players)
VIII.4-K.A: Standard 8: Creative Expression Through the Arts: 4-K Years: Sensory Art Experience	
	VIII.4-K.A.1: Combines with intention a variety of open-ended, process-oriented and diverse art materials
VIII.4-K.A.1.a	Combines with intention a variety of open-ended, process-oriented and diverse art materials
VIII.4-K.B: Standard 8: Creative Expression Through the Arts: 4-K Years: Music	
	VIII.4-K.B.1: Actively participates in a variety of individual and group musical activities
VIII.4-K.B.1.a	Actively participates in a variety of individual and group musical activities
	VIII.4-K.B.2: Expresses and represents thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities
VIII.4-K.B.2.a	Expresses and represents thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities
VIII.4-K.C: Standard 8: Creative Expression Through the Arts: 4-K Years: Creative Movement	
	VIII.4-K.C.1: Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge
VIII.4-K.C.1.a	Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge
VIII.4-K.D: Standard 8: Creative Expression Through the Arts: 4-K Years: Imaginative and Creative Play	
	VIII.4-K.D.1: Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or non-verbally, with others using a variety of objects in own environment
VIII.4-K.D.1.a	Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or non-verbally, with others using a variety of objects in own environment
VIII.4-K.E: Standard 8: Creative Expression Through the Arts: 4-K Years: Appreciation of the Arts	

	VIII.4-K.E.1: Uses appropriate art vocabulary to describe own art creations and those of others
VIII.4-K.E.1.a	Uses appropriate art vocabulary to describe own art creations and those of others
	VIII.4-K.E.2: Compares own art to similar art forms
VIII.4-K.E.2.a	Compares own art to similar art forms
	VIII.4-K.E.3: Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community, now and in the past
VIII.4-K.E.3.a	Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community, now and in the past

# Diocese of Venice Standards for Exceptional Student Education (ESE)

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## *K-12 Various Disabilities and Exceptionalities*



# *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.



# *Gifts of CHRIST<sup>©</sup> at the Diocese of Venice Catholic Schools*

The *Gifts of C.H.R.I.S.T.*<sup>©</sup> are dispositions made up of 4 Catholic virtues (humility, prudence, fortitude, and affability) and the three transcendentals (truth, beauty, and goodness) of the Catholic faith. CHRIST in the *Gifts of C.H.R.I.S.T.*<sup>©</sup> stands for **C**atholic **H**abits and **R**esponses in **S**chool and on **T**eams. Through curricular and extracurricular learning experiences at a Diocese of Venice Catholic school, PK-12<sup>th</sup> grade students will learn about the 7 *Gifts of C.H.R.I.S.T.*<sup>©</sup> and how to consciously think, behave, and respond to challenging situations using the moral and ethical values and virtues of the Catholic faith.

<b>GOC.T</b>	<b>Truth</b>		
	GOC.T.1	I will seek to understand the truth in all situations.	
	GOC.T.2	I will be truthful in the way I act, and respond, and accept truth around me.	
<b>GOC.B</b>	<b>Beauty</b>		
	GOC.B.1	I will seek beauty in all things and in all situations.	
	GOC.B.2	I will find the beauty of God's creation and wonders around me.	
<b>GOC.G</b>	<b>Goodness</b>		
	GOC.G.1	I will exhibit goodness as God's example during my daily life.	
	GOC.G.2	I will seek goodness in learning situations and remember to see God's likeness and goodness even in my opponents.	
<b>GOC.A</b>	<b>Affability</b>		
	GOC.A.1	I can be kind and treat others the way I would want to be treated.	
	GOC.A.2	I can treat others with respect, and I can be approachable and friendly.	
<b>GOC.H</b>	<b>Humility</b>		
	GOC.H.1	I embrace the wisdom and knowledge that my mentors and teachers have to offer, and I understand that I can learn from their knowledge and experiences.	
	GOC.H.2	I am humbled with the knowledge and talents I have, and I understand that I can always learn more.	
<b>GOC.P</b>	<b>Prudence</b>		
	GOC.P.1	I embrace learning from others, and I understand the importance of sharing my knowledge and talents by teaching others as well.	
	GOC.P.2	I can be prudent in making ethical decisions by using my Catholic faith and values as a moral compass.	
<b>COG.F</b>	<b>Fortitude</b>		
	COG.F.1	I can do all things through Christ who strengthens me.	
	COG.F.2	I will seek courage in difficult situations in pursuit of what is true, beautiful, and good.	

<b>D1: Domain: Visual Impairment</b>		
Standard 1: <i>Compensatory or Functional Skills Including Communication Modes</i>		
	SP.PK12.VI.1.1	Apply tactile discrimination skills, such as identifying differences in characteristics of three-dimensional objects—size, shape, texture, and weight.
	SP.PK12.VI.1.2	Apply listening and auditory skills, such as discriminating sounds and associating concepts, actions, and ideas with expressive language.
	SP.PK12.VI.1.3	Maintain a personal time management and organizational system for academic studies.
	SP.PK12.VI.1.4	Perform fine motor tasks, such as handwriting/signature writing.
	SP.PK12.VI.1.5	Use tactile discrimination skills to interpret objects, symbols, and graphics.
	SP.PK12.VI.1.6	Apply braille skills, including pre-braille; use of braille writing tools; braille book skills; uncontracted, contracted, and tactile graphics; and Nemeth and music code.
	SP.PK12.VI.1.7	Apply tactile and/or visual skills for math calculation and manipulation tools, such as an abacus and three-dimensional representational objects.
Standard 2: <i>Social Supports</i>		

	SP.PK12.VI.2.1	Maintain appropriate eye contact, body space, posture, facial expression, gestures, and socially acceptable mannerisms using nonvisual and/or low-vision strategies.
	SP.PK12.VI.2.2	Apply interpersonal skills, such as engaging in appropriate social interactions and conversations; demonstrating respect, empathy, or sympathy; and managing criticism.
	SP.PK12.VI.2.3	Participate effectively in group activities, such as cooperative learning and extracurricular activities.
	SP.PK12.VI.2.4	Identify social, emotional, and physiological aspects of human sexuality appropriate for the student's developmental level.
	SP.PK12.VI.2.5	Engage in cognitive (intentional) social behavior, such as interpreting social cues, identifying opportunities for social interactions, and generalizing social skills to a variety of situations.
Standard 3: <i>Transisiton</i>		
	SP.PK12.VI.3.1	Maintain a personal time management and organizational system for academic studies.
	SP.PK12.VI.3.2	Identify a variety of jobs and careers and possible accommodations for workers who are blind or visually impaired.
	SP.PK12.VI.3.3	Describe opportunities in selected career clusters, including the outlook for employment, qualifications, and training requirements.
	SP.PK12.VI.3.4	Identify elements of planning for transition, such as establishing postsecondary goals for education/training, employment, and independent living, if needed; course of study; and identifying transition service needs.

	SP.PK12.VI.3.5	Identify the unique characteristics of training, tools, and accommodations needed for a person who is blind or visually impaired to function in a given job.
	SP.PK12.VI.3.6	Identify local, state, and federal resources available for transition support for the general population, including students with vision impairments.
	SP.PK12.VI.3.7	Demonstrate knowledge and skills students who are blind or visually impaired need to enter postsecondary education or training.
	SP.PK12.VI.3.8	Participate actively in the development of the IEP with parents and school and/or agency representatives for planning for transition to adult living based on individual interests, abilities, and values.
Standard 4: <i>Recreation and Leisure</i>		
	SP.PK12.VI.4.1	Perform fine motor tasks, such as handwriting/signature writing.
	SP.PK12.VI.4.2	Locate school and community resources for recreation and leisure that facilitate participation by individuals who are blind or visually impaired.
	SP.PK12.VI.4.3	Identify and implement adaptive strategies for recreational and leisure activities to ensure active participation.
Standard 5: <i>Foundational Orientation and Mobility Skills</i>		
	SP.PK12.VI.5.1	Identify personal body parts and analyze their location relative to self and the environment.
	SP.PK12.VI.5.2	Perform basic locomotor and nonlocomotor movements, such as those needed to mobilize and/or hold and control mobility tools.
	SP.PK12.VI.5.3	Use sighted guide techniques, trailing, and protective techniques, as appropriate for setting and the student's developmental level.

	SP.PK12.VI.5.4	Recognize and locate geometric shapes in varying formats and settings, such as recognizing an octagon and placing it within the environment (stop sign).
	SP.PK12.VI.5.5	Distinguish between permanent and transitory items in the environment.
	SP.PK12.VI.5.6	Identify common auditory environmental stimuli and locations, such as the sound of a water fountain in the hallway and traffic sounds in the roads.
	SP.PK12.VI.5.7	Identify olfactory environmental information and cues, such as scents of food (restaurant), gasoline (gas station), and animals (pet store).
Standard 6: <i>Assistive Technology</i>		
	SP.PK12.VI.6.1	Apply listening and auditory skills, such as discriminating sounds and associating concepts, actions, and ideas with expressive language.
	SP.PK12.VI.6.1	Demonstrate interactive, meaningful, and functional use of augmentative or assistive technology, as needed, to initiate and maintain communication across educational settings.
	SP.PK12.VI.6.2	Navigate and manipulate the presentation format of auditory resources as needed.
Standard 7: <i>Self-Determination</i>		
	SP.PK12.VI.7.1a	Explain own visual impairment.
	SP.PK12.VI.7.1b	Explain own visual impairment, and its functional implications, and support resources within the medical and rehabilitation fields.
	SP.PK12.VI.7.2a	Identify personal likes and dislikes.
	SP.PK12.VI.7.2b	Identify own interests, strengths, preferences, and needs.
	SP.PK12.VI.7.3a	Identify personal strengths, competencies, and challenges.
	SP.PK12.VI.7.3b	Explain how personal strengths and disability impact learning and other areas of life.

	SP.PK12.VI.7.4	Explain possible coping strategies for managing stressors.
	SP.PK12.VI.7.5	Describe goals in self-advocating using appropriate communication and assertiveness.
Standard 8: <i>Sensory Efficiency Skills</i>		
	SP.PK12.VI.8.1	Identify strategies for using residual vision with greater efficiency, such as using low-vision devices and adaptive technologies and techniques.
	SP.PK12.VI.8.2	Respond to and summarize instructional level information presented in an auditory format.
Standard 9: <i>Independent Living Skills</i>		
	SP.PK12.VI.9.1	Manage personal hygiene and grooming using nonvisual and/or low-vision strategies.
	SP.PK12.VI.9.10	Demonstrate the ability to acquire materials and services providing support for independent-living activities, such as audiobooks and playback devices and household utensils.
	SP.PK12.VI.9.11	Identify personal/household safety and manage procedures for maintaining a safe environment, such as fire safety, storm preparedness, and obtaining available agency support.
	SP.PK12.VI.9.2	Identify strategies for managing personal wellness using nonvisual and/or low-vision strategies.
	SP.PK12.VI.9.3	Demonstrate appropriate personal eating/table skills using nonvisual and/or low-vision strategies.
	SP.PK12.VI.9.4	Manipulate garments to dress self independently using nonvisual and/or low-vision strategies.
	SP.PK12.VI.9.5a	Identify steps and demonstrate ability to care for clothing using nonvisual and/or low-vision strategies.
	SP.PK12.VI.9.5b	Demonstrate the ability to maintain clothing, including cleaning and laundering using nonvisual and/or low-vision strategies.

	SP.PK12.VI.9.6	Identify steps and demonstrate the ability to store and prepare food safely using nonvisual and/or low-vision strategies.
	SP.PK12.VI.9.7a	Identify steps to purchase an item from a store using nonvisual and/or low-vision strategies.
	SP.PK12.VI.9.7b	Demonstrate steps to purchase items from different vendors and stores using nonvisual and/or low-vision strategies.
	SP.PK12.VI.9.8a	Demonstrate simple household skills including cleaning own area using nonvisual and/or low-vision strategies.
	SP.PK12.VI.9.8b	Demonstrate basic household management skills, including cleaning, simple repairs, and budgeting, using nonvisual and/or low-vision strategies.
	SP.PK12.VI.9.8c	Demonstrate household management skills, including cleaning, repairs, and financial management (insurance, utilities, etc.), using nonvisual and/or low-vision strategies.
	SP.PK12.VI.9.9	Create and maintain a schedule/calendar for personal management using nonvisual and/or low-vision strategies.
<b>D2: Domain: Deaf and Heard of Hearing</b>		
	<b>Standard 1: Deaf Culture and Heritage</b>	
	SP.PK12.DH.1.1a	Identify historical and current attitudes of the Deaf community and the impact on themselves and others.
	SP.PK12.DH.1.1b	Explain historical and current attitudes of the Deaf community and the impact on themselves and others.
	SP.PK12.DH.1.2a	Identify contributions of past and present figures of the Deaf community.
	SP.PK12.DH.1.2b	Compare and contrast contributions of past and present figures of the Deaf community.
	SP.PK12.DH.1.3a	Identify ways that individuals who are deaf and hard-of-hearing provide support for each other in their community.
	SP.PK12.DH.1.3b	Evaluate ways that individuals who are deaf or hard-of-hearing provide support for each other in their community.

	SP.PK12.DH.1.4a	Identify ways that Deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard-of-hearing.
	SP.PK12.DH.1.4b	Analyze ways that Deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard-of-hearing.
	SP.PK12.DH.1.5	Develop a list of local and national resources with a description of their purposes and contact information for individuals who are deaf and hard-of-hearing.
Standard 2: <i>Learning Supports</i>		
	SP.PK12.DH.2.1	Identify steps to complete school assignments and tasks according to directions.
	SP.PK12.DH.2.2	Maintain a time management and organizational system for academic studies.
	SP.PK12.DH.2.3a	Identify previously learned academic vocabulary, skill, or content in new skills and concepts.
	SP.PK12.DH.2.3b	Explain how previously learned academic vocabulary, skill, or content is used in new skills and concepts.
	SP.PK12.DH.2.4a	Produce written communication, including identifying parts of sentences, combining words to make sentences, and combining sentences to make paragraphs with the support of sign and/or voice.
	SP.PK12.DH.2.4b	Construct paragraphs and essays following English semantic and syntactic rules with the support of own preferred mode of communication.
	SP.PK12.DH.2.5	Request clarification of school assignments from teachers, family, and peers, when needed.
Standard 3: <i>Knowledge of Own Hearing Loss</i>		

	SP.PK12.DH.3.1a	Recognize that he/she has a hearing loss, including referring to self as deaf or hard-of-hearing; stating cause of the hearing loss; and explaining that the hearing loss is stable, progressive, or irreversible.
	SP.PK12.DH.3.1b	Describe own hearing loss, including identifying self as deaf or hard-of-hearing; stating cause of the hearing loss and age of onset; explaining that the hearing loss is stable, progressive, or irreversible; and describing accommodations, preferred learning strategies, and interpreting needs to teachers, peers, and community members.
	SP.PK12.DH.3.2	Label and describe the functions of the parts of the ear (pinna, ear canal, eardrum, bones, cochlea, hearing nerve, brain, outer, middle, inner) using pictures.
	SP.PK12.DH.3.3a	Identify the basic information on an audiogram.
	SP.PK12.DH.3.3b	Explain the meaning of information on own audiogram to parents, teachers, and peers.
	SP.PK12.DH.3.3c	Explain the role of the audiologist in supporting one's hearing (set up appointment for audiogram, interpret the information on the audiogram, and discuss amplification needs).
	SP.PK12.DH.3.4	Maintain (clean, care for, and troubleshoot) own hearing aids, cochlear implants, and/or FM equipment with assistance.
	SP.PK12.DH.3.5a	State and apply listening and learning rules, including recognizing that hearing does not mean understanding, attending to the person who is speaking and/or signing, talking only about what he/she is learning, and requesting repetition or clarification when needed.
	SP.PK12.DH.3.5b	Request repetition or clarification appropriately from peers, teachers, and community members when needed.

	SP.PK12.DH.3.6a	Identify people who can provide assistance in the school regarding a hearing loss, such as interpreters, audiologist, and the itinerant teacher.
	SP.PK12.DH.3.6b	Describe the type of assistance that can be provided in the school from an interpreter, audiologist, and the itinerant teacher.
	SP.PK12.DH.3.6c	Seek appropriate assistance from a professional regarding hearing loss needs, such as the interpreter, audiologist, itinerant teacher, and community and employment personnel.
	SP.PK12.DH.3.7a	Identify and use a variety of specialized telecommunication technology, including etiquette and procedures appropriate for his/her needs, with some assistance.
	SP.PK12.DH.3.7b	Use a variety of specialized telecommunication technology, including etiquette and procedures appropriate for his/her needs, with minimal assistance.
	SP.PK12.DH.3.7c	Use a variety of specialized telecommunication technology, including etiquette and procedures appropriate for his/her needs, independently.
<i>Standard 4: Acquisition, Comprehension, and Use of Language</i>		
	SP.PK12.DH.4.1	Consistently and appropriately use preferred communication modality, such as American Sign Language (ASL), Conceptually Accurate Signed Exact English (CASE), Signed Exact English (SEE), or Spoken Language (Aural-Oral Communication), and recognize that communication modality may change according to individual needs and preferences.
	SP.PK12.DH.4.2	Participate in direct interactions with peers and adults using an appropriate mode of communication in a variety of settings independently.
	SP.PK12.DH.4.3	Demonstrate communication through motor movements, facial expressions, vocalizations, and social interactions.

	SP.PK12.DH.4.4	Demonstrate nonverbal elements of communication, including proximity, turn taking, body shifting, facial expressions, and eye gaze.
	SP.PK12.DH.4.5	Express the meaning of complex vocabulary, concepts, and figurative language through explicit strategies, such as drawing, role play, fingerspelling, and recognizing visual markers.
	SP.PK12.DH.4.6	Apply auditory discrimination and phonological skills to enhance understanding of spoken and written language, when appropriate.
Standard 5: <i>Personal and Interpersonal Communication Skills</i>		
	SP.PK12.DH.5.1	Explain the elements of the communication process—speaker, listener, message, feedback—and identify situations when communication breakdowns occur.
	SP.PK12.DH.5.2a	Describe positive and negative ways the physical environment can affect communication and describe situations when it would be difficult.
	SP.PK12.DH.5.2b	Request adaptation of the physical environment or accommodations when communication is perceived to be difficult.
	SP.PK12.DH.5.3	Use appropriate behavior in response to situational demands and modify behavior as needed.
	SP.PK12.DH.5.4a	Communicate with others in ways appropriate for the relationship, such as friends and family.
	SP.PK12.DH.5.4b	Communicate with others in ways appropriate for the relationship, such as peers, authority figures in the school and community, and employers.
	SP.PK12.DH.5.5	Anticipate and use repair strategies to ensure communication occurs during difficult listening situations or when communication breakdowns occur.
Standard 6: <i>Self-Determination and Self-Advocacy</i>		

	SP.PK12.DH.6.10	Describe options available for postsecondary education or training, employment, and independent living that will meet personal goals and needs.
	SP.PK12.DH.6.11	Explain considerations related to obtaining reasonable accommodations in the community, workplace, and/or postsecondary education or training, including eligibility, necessary documentation, procedures for making a request, and the appeals process.
	SP.PK12.DH.6.1a	Demonstrate understanding of the role and responsibility of an interpreter, including attending to the interpreter for directions and information as long as the teacher/speaker is talking and signaling the interpreter for clarification or repetition.
	SP.PK12.DH.6.1b	Articulate interpreting needs, including describing how to work effectively with an interpreter for school and community activities, stating when services are needed/not needed, and describing the preferred mode of communication.
	SP.PK12.DH.6.1c	Articulate the need for specialized or a preferred mode of communication with peers, adults, community members, and employers.
	SP.PK12.DH.6.2a	Select and use assistive technology—low-tech, high-tech, closed captioning, alerting systems—that is personally appropriate with the assistance of an adult.
	SP.PK12.DH.6.2b	Select and use assistive technology—low-tech, high-tech, closed captioning, alerting systems—that is personally appropriate.
	SP.PK12.DH.6.3a	Locate and respond appropriately to alerting devices, such as fire or smoke alarm, doorbell, phone, and monitors in the home and school.
	SP.PK12.DH.6.3b	Locate and respond appropriately to alerting devices, such as fire or smoke alarm, doorbell, phone, and monitors in the school, community, and job site.

	SP.PK12.DH.6.4a	Summarize knowledge of own individual educational plan (IEP), including assessment data, strengths, weaknesses, annual goals, objectives, special education and related services, and accommodations.
	SP.PK12.DH.6.4b	Participate effectively in the development and presentation of own IEP, including assessment data, strengths, weaknesses, annual goals, objectives, special education and related services, accommodations, course of study, transition services, and postsecondary goals.
	SP.PK12.DH.6.5	Explain support services available in the school, home, and community, such as Florida Relay Service, interpreters, and travel assistance.
	SP.PK12.DH.6.6	Request written reinforcement of instruction, including transcripts or closed captions for film/videos, when needed.
	SP.PK12.DH.6.7	Develop an emergency contingency plan to gather information regarding man-made or natural disasters or personal emergencies.
	SP.PK12.DH.6.8	Identify agencies that provide postsecondary transition services, such as Vocational Rehabilitation, and Postsecondary Education Programs Network (PEPNet).
	SP.PK12.DH.6.9	Participate effectively in the development of own Summary of Performance, maintaining a portfolio of materials and resources to prepare for and succeed in postsecondary settings.
<b>D3: Domain: Speech and Auditory Training</b>		
Standard 1: <i>Suprasegmental Level</i>		
	SP.PK12.SA.1.1	Discriminate, identify, and produce suprasegmental elements of speech, including pitch, loudness, and duration.
Standard 2: <i>Phonetic Level</i>		

	SP.PK12.SA.2.1	Discriminate, identify, and produce vowel, diphthong, and consonant sounds by manner and place of articulation and voicing.
Standard 3: <i>Phonologic Level</i>		
	SP.PK12.SA.3.1	Discriminate, identify, and produce sounds correctly in words and connected speech in a meaningful way.
Standard 4: <i>Use of Listening Devices</i>		
	SP.PK12.SA.4.1	Maintain (clean, care for, and troubleshoot) personal listening device.
Standard 5: <i>Self-Advocacy</i>		
	SP.PK12.SA.5.1	Maintain (clean, care for, and troubleshoot) personal listening device.
	SP.PK12.SA.5.2	Advocate for appropriate accommodations to compensate for deafness or hearing loss.
Standard 6: <i>Detection Skills</i>		
	SP.PK12.SA.6.1	Demonstrate awareness of speech and nonspeech sounds.
Standard 7: <i>Perception/Production Loop</i>		
	SP.PK12.SA.7.1	Listen to, retrieve, and imitate speech and spoken language.
Standard 8: <i>Auditory Discrimination Skills</i>		
	SP.PK12.SA.8.1 Indicate similarities and differences	
Standard 9: <i>Auditory Identification Skills</i>		
	SP.PK12.SA.9.1	When given a set of choices, identify words, phrases, and sentences that differ by manner, voicing, and place of articulation.
Standard 10: <i>Auditory Comprehension Skills</i>		
	SP.PK12.SA.10.1	Demonstrate understanding of spoken language by responding in a meaningful way (listening to learn).
D4: <i>Domain: Therapies</i>		
Standard 1: <i>Phonology</i>		

	SP.PK12.TP.1.1	Demonstrate comprehension and use of the sound systems of language and linguistic conventions to convey meaning in spoken and written language.
Standard 2: <i>Morphology</i>		
	SP.PK12.TP.2.1	Demonstrate comprehension and use of the internal structure of words and construction of word forms in reading, writing, and spelling.
Standard 3: <i>Syntax</i>		
	SP.PK12.TP.3.1	Demonstrate comprehension and use of the system governing the order and combination of words to form sentences in spoken and written language.
Standard 4: <i>Semantics</i>		
	SP.PK12.TP.4.1	Demonstrate comprehension and use of the system that governs vocabulary acquisition and meaning of words and sentences in spoken and written language.
Standard 5: <i>Pragmatics</i>		
	SP.PK12.TP.5.1	Use language for a variety of purposes, including greeting, informing, demanding, promising, and requesting.
	SP.PK12.TP.5.1	Demonstrate comprehension and use of the system that combines language components in functional and socially appropriate communication across educational settings.
	SP.PK12.TP.5.2	Use language based on the needs of the situation or listener, such as talking differently to peers and adults, providing background information, and adjusting voice and volume according to setting demands.
	SP.PK12.TP.5.3a	Initiate and participate in conversations with adults and peers.
	SP.PK12.TP.5.3b	Follow rules for conversations, including staying on topic, taking turns, and initiating and ending conversations appropriately.
Standard 7: <i>Physical and Occupational Therapy</i>		

	SP.PK12.TP.7.1	Demonstrate the ability to achieve functional outcomes as specified in the student’s plan of treatment or care.
Standard 8: <i>Phonology and Articulation</i>		
	SP.PK12.TP.8.1	Produce individual speech sounds and/or patterns of speech sounds necessary to be understood and communicate functionally across educational settings.
Standard 9: <i>Fluency</i>		
	SP.PK12.TP.9.1	Produce speech with the natural flow, rate, and rhythm necessary to be understood and communicate functionally across educational settings.
Standard 10: <i>Voice</i>		
	SP.PK12.TP.10.1	Produce the vocal quality, pitch, loudness, resonance, and/or duration of phonation necessary to be understood and communicate functionally across educational settings.
<b>D5: Domain: Unique Skills</b>		
Standard 1: <i>Learning Skills and Strategies</i>		
	SP.PK12.US.1.1a	Apply fundamental skills and strategies (associating objects, pictures, and symbols with words and concepts, recognizing and decoding words, and paraphrasing and summarizing text) to recall and understand information from visual, print, and/or digital text or audio presentations for real-world application, such as completing assignments in school, listening to stories, and following instructions.
	SP.PK12.US.1.1b	Apply skills and strategies, such as decoding multisyllabic words; analyzing vocabulary, including roots and affixes; making associations; and using visual imagery and mnemonics, to recall and understand information from a variety of media sources.

	SP.PK12.US.1.1c	Apply fundamental skills and strategies (associating objects, pictures, and symbols with words and concepts, recognizing and decoding words, and paraphrasing and summarizing text) to recall and understand information from visual, print, and/or digital text or audio presentations for real-world application, such as completing assignments in school, recognizing signs and environmental print, reading schedules and maps, and using a menu.
	SP.PK12.US.1.1d	Apply skills and strategies (associating icons and symbols with words and concepts, identifying sight words and decoding phonetically regular words, and paraphrasing and summarizing text) to recall and understand information from visual, print, and/or digital text or audio presentations for real-world application, such as completing work-related tasks, reading the newspaper, and locating information about possible careers.
	SP.PK12.US.1.2a	Use fundamental skills and strategies (dramatization, mental pictures, mnemonics, and links to prior knowledge) to connect information with cues to increase recall and comprehension.
	SP.PK12.US.1.2b	Use skills and strategies to link information with other cues, such as mnemonics, visual imagery, and links to prior knowledge, to increase recall and comprehension.
	SP.PK12.US.1.2c	Apply skills and strategies (scanning, predicting, paraphrasing/ summarizing, rereading, inferencing, retelling, self-questioning, note taking, outlining, and interpreting text structure) to gain information from a variety of media sources and instructional presentations.

	SP.PK12.US.1.3a	Apply fundamental skills and strategies in written communication, such as identifying and using personal information, making basic lists and completing forms, and forming simple and complex sentences.
	SP.PK12.US.1.3b	Apply fundamental skills and strategies in written communication, such as using personal information, making lists and completing forms, forming sentences and organizing ideas into paragraphs, letters, or stories.
	SP.PK12.US.1.3c	Apply skills and strategies in written communication, including setting a purpose for writing, creating complete simple and complex sentences, and organizing information into different types of paragraphs and essays.
	SP.PK12.US.1.3d	Apply skills and strategies to produce clear and coherent oral and written communication, such as planning, creating drafts, editing and proofing, elaborating, rehearsing, revising, and publishing or presenting.
	SP.PK12.US.1.4a	Develop mathematical skills and/or computational fluency for everyday living, such as money skills, estimation skills, time and measurement skills, and comprehension of graphs, tables, schedules, and charts.
	SP.PK12.US.1.4b	Apply skills and strategies in mathematical concepts and processes and/or computational fluency, such as financial literacy skills, algebraic problem solving, estimation skills, measurement and geometry skills, and comprehension of graphs, tables, and charts.
	SP.PK12.US.1.4c	Develop mathematical skills and/or computational fluency for everyday living, such as accessing a bank account online, money-management skills, estimation skills, time and measurement skills, and interpretation of graphs, tables, schedules, and charts.

	SP.PK12.US.1.5	Use effective test-taking skills and strategies, such as previewing, allocating time, outlining response to essays and short and extended responses, and reviewing answers.
	SP.PK12.US.1.6	Select and apply effective problem-solving skills and strategies to solve personal, academic, and community-based problems.
Standard 2: <i>Task Management</i>		
	SP.PK12.US.2.1a	Use effective task completion strategies, such as following directions, staying on task, and monitoring accuracy.
	SP.PK12.US.2.1b	Use effecting task-completion strategies, such as identifying needed resources, planning steps for completion, and self-monitoring.
	SP.PK12.US.2.2a	Use effective time management, and organization skills, including using a visual schedule or calendar and locating and sorting information.
	SP.PK12.US.2.2b	Use effective time-management, planning, and organization skills and strategies, including using a visual schedule or daily planner, setting goals and priorities, and locating, organizing, and sorting information.
	SP.PK12.US.2.3	Use effective test-taking skills and strategies, such as previewing, planning a response to open-ended questions, and reviewing answers.
Standard 3: <i>Self-Determination and Self-Management</i>		
	SP.PK12.US.3.1a	Apply skills and strategies to solve personal and school problems.
	SP.PK12.US.3.1b	Apply skills and strategies to solve personal, school, community, and work problems.
	SP.PK12.US.3.2a	Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning, participating in small and large groups, accepting feedback, and resolving conflicts.

	SP.PK12.US.3.2b	Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning, participating in small and large groups, giving and accepting appropriate feedback, assuming a leadership role, and resolving conflicts.
	SP.PK12.US.3.3a	Participate effectively in educational planning, including but not limited to, the Individual Educational Plan (IEP).
	SP.PK12.US.3.3b	Participate effectively in academic and career planning, including, but not limited to, the IEP, course selection, course of study, post secondary goals, and the transition process.
	SP.PK12.US.3.4	Apply skills that promote self-awareness and goal setting to meet educational and personal needs to increase self-determination, including use of accommodations and assistive tools, as appropriate.
	SP.PK12.US.3.5	Use instructional and assistive technology to locate and access information, participate in computer-based instruction or testing, solve mathematical problems, create documents or images, and communicate with others.
	SP.PK12.US.3.6	Use effective time management and organization skills and strategies to complete class and work assignments.
	SP.PK12.US.3.7	Apply skills and strategies to use technology effectively to locate reliable information and services, participate in instruction and testing programs, communicate with others, and protect confidential information.
	<b>Standard 4: <i>Listening</i></b>	
	SP.PK12.US.4.1	Use technology and assistive devices as needed to communicate or enhance messages in a meaningful and functional manner.

	SP.PK12.US.4.2	Use own communication system, such as alternative/augmentative communication, assistive device, or sign language, to communicate and acquire information.
	SP.PK12.US.4.3	Demonstrate understanding and recall of information presented orally for specific purposes, such as identifying the main idea, drawing conclusions, and forming opinions.
	SP.PK12.US.4.4	Demonstrate understanding of information presented orally by using listening skills, including paying attention to cues, linking to prior knowledge, and considering speaker's perspective and nonverbal messages.
Standard 5: <i>Speaking</i>		
	SP.PK12.US.5.1	Use speech that can be understood by adults and peers.
	SP.PK12.US.5.10	Use appropriate verbal and nonverbal communication when giving an individual or group presentation.
	SP.PK12.US.5.2	Communicate messages and ideas clearly and effectively in a variety of situations.
	SP.PK12.US.5.3	Answer different types of questions, such as yes/no, open ended, and “wh” questions.
	SP.PK12.US.5.4	Express ideas in complete sentences using correct parts of speech.
	SP.PK12.US.5.5	Retell and summarize a story or event.
	SP.PK12.US.5.6	Effectively use nonverbal language, such as proximity, eye contact, gestures, and posture.
	SP.PK12.US.5.7	Clarify and explain words and ideas.
	SP.PK12.US.5.8	Participate effectively in small and large group discussions.
	SP.PK12.US.5.9	Recognize and repair communication breakdowns.
Standard 7: <i>Communication Systems</i>		

	SP.PK12.US.7.1	Use technology and assistive devices as needed to communicate or enhance messages in a meaningful and functional manner.
	SP.PK12.US.7.2	Use own communication system, such as alternative/augmentative communication, assistive device, or sign language, to communicate and acquire information.
	SP.PK12.US.7.3	Identify and use basic maintenance procedures needed by own communication system.
	SP.PK12.US.7.4	Identify needs and request assistance with own communication system.
Standard 8: <i>Self-care skills</i>		
	SP.PK12.US.8.1	Carry out personal care and hygiene routines, such as keeping clean, grooming and toileting.
	SP.PK12.US.8.10	Recognize and convey personal information, including determining when to keep such information confidential.
	SP.PK12.US.8.11a	Apply skills of self-advocacy and self-determination in a variety of situations, such as communicating wants and needs.
	SP.PK12.US.8.11b	Apply skills of self-advocacy and self-determination in a variety of situations, such as communicating interests and preferences in planning for the future.
	SP.PK12.US.8.2	Manage own clothing, such as dressing and selecting clothing items.
	SP.PK12.US.8.3	Perform positive health practices, including preventative health care and fitness.
	SP.PK12.US.8.4	Communicate need for medical assistance, such as indicating an illness or injury.
	SP.PK12.US.8.5	Identify and perform approved medical procedures, as appropriate, such as using an inhaler.
	SP.PK12.US.8.6	Demonstrate skills required for eating, such as using common utensils and opening packages.

	SP.PK12.US.8.7	Select food based on available options, preference, and nutritional value.
	SP.PK12.US.8.8	Follow safety procedures and routines for preparing food.
	SP.PK12.US.8.9	Use knowledge and skills to maintain and enhance personal safety, such as handling dangerous situations and emergencies, and preventing abuse.
Standard 9: <i>Community Participation</i>		
	SP.PK12.US.9.1	Participate in individual and group recreation/leisure activities.
	SP.PK12.US.9.2a	Select and engage in volunteer activities in school or community, such as recycling, litter patrol, or collecting money for a charity.
	SP.PK12.US.9.2b	Choose and engage in volunteer activities, such as coastal cleanup, visiting elderly persons, or sorting recyclable products.
	SP.PK12.US.9.3a	Use specific knowledge and skills when completing activities involving managing money, such as shopping and purchasing.
	SP.PK12.US.9.3b	Use specific knowledge and skills when completing activities involving managing money, such as budgeting, shopping, and purchasing.
	SP.PK12.US.9.4	Apply acceptable eating and social skills when dining in a variety of establishments or settings.
	SP.PK12.US.9.5a	Identify and follow rules when using transportation in the community.
	SP.PK12.US.9.5b	Identify and follow rules when using various modes of transportation to access the community.
	SP.PK12.US.9.6	Demonstrate how to use technological tools to access services and commodities in the community.
Standard 10: <i>Task Completion</i>		
	SP.PK12.US.10.1a	Complete routines and tasks according to instructions and expectations.
	SP.PK12.US.10.1b	Complete routines and tasks according to expectations, including the speed and accuracy of performance.

	SP.PK12.US.10.2a	Sequence two or more tasks to complete activities.
	SP.PK12.US.10.2b	Sequence multiple tasks to complete activities by establishing routines, following a schedule, prioritizing tasks, and managing resources.
	SP.PK12.US.10.3	Use organizational strategies related to planning, scheduling, time management, self-monitoring, and managing materials.
Standard 11: <i>Functioning with Settings</i>		
	SP.PK12.US.11.1	Use tools and/or assistive technology to complete daily routines and tasks.
	SP.PK12.US.11.2	Follow rules and procedures across a variety of settings.
	SP.PK12.US.11.3	Use materials for their intended purposes.
	SP.PK12.US.11.4	Demonstrate the ability to adjust to new routines and changes in tasks, settings, and locations.
Standard 12: <i>Foundational Skills for Orientation and Mobility</i>		
	SP.PK12.US.12.1	Identify personal body parts and analyze location relative to self and the environment.
	SP.PK12.US.12.2	Perform basic locomotor and nonlocomotor movements, such as those needed to mobilize and/or hold and control mobility tools.
	SP.PK12.US.12.3	Use sighted guide techniques, trailing, and protective techniques as appropriate for setting and student's developmental level.
Standard 13: <i>Environmental Orientation Techniques</i>		
	SP.PK12.US.13.1	Recognize and locate geometric shapes in varying formats and settings, such as recognizing an octagon and placing it within the environment (stop sign).
	SP.PK12.US.13.2	Distinguish between permanent and transitory items in the environment.
	SP.PK12.US.13.3	Identify common auditory environmental stimuli and locations, such as the sound of a water fountain in the hallway and traffic sounds in the roads.

	SP.PK12.US.13.4	Identify olfactory environmental information and cues, such as scents of food (restaurant), gasoline (gas station), and animals (pet store).
	SP.PK12.US.13.5	Use environmental orienting techniques, such as using landmarks and tactual markers, for familiarizing areas in urban and rural settings.
Standard 14: <i>Personal Orienting Techniques</i>		
	SP.PK12.US.14.1	Use personal orienting techniques, such as squaring off, parallel alignment, and locating dropped objects.
Standard 15: <i>Independent Travel Skills</i>		
	SP.PK12.US.15.1	Perform independent travel skills using landmarks and cues.
	SP.PK12.US.15.2	Use mobility tools, such as a pre-cane, cane, low-vision device, or electronic device, to travel independently.
	SP.PK12.US.15.3	Use environment-specific skills, such as crossing streets, riding in escalators and elevators, and adapting to variations in lighting.
Standard 16: <i>Spatial Awareness and Directions</i>		
	SP.PK12.US.16.1	Use spatial awareness skills and cardinal directions to orient oneself in the environment.
Standard 17: <i>Route Travel</i>		
	SP.PK12.US.17.1	Plan and implement safe decision making when traveling in familiar and unfamiliar environments.
Standard 18: <i>Soliciting and Declining Assistance</i>		
	SP.PK12.US.18.1	Respond appropriately to offers of assistance when traveling.
	SP.PK12.US.18.2	Solicit necessary assistance when traveling.
	SP.PK12.US.18.3	Use nontraditional devices and adaptive mobility devices, such as wheelchair, walkers, or support canes, as required by the situation.

	SP.PK12.US.18.4	Plan, use, and manage private, public, and para-transit transportation for safe and efficient travel.
Standard 19: <i>Self-Regulation</i>		
	SP.PK12.US.19.1a	Identify personal emotions and feelings.
	SP.PK12.US.19.1b	Identify personal emotions and feelings and their impact on physical and mental well-being.
	SP.PK12.US.19.2a	Identify personal strengths and areas of need.
	SP.PK12.US.19.2b	Identify ways that personal strengths can compensate for areas of need.
	SP.PK12.US.19.3	Express a range of personal emotions and feelings in a socially acceptable manner.
	SP.PK12.US.19.4	Demonstrate acceptable ways to express strong personal feelings, such as excitement, joy, frustration, fear, and anger.
	SP.PK12.US.19.5a	Use a systematic approach for making decisions about personal needs, including identifying need, choosing the best option, and accepting consequences.
	SP.PK12.US.19.5b	Use a systematic approach for making decisions about personal needs, including identifying need or problem, determining possible solutions, selecting the best option, accepting consequences and responsibility, and evaluating the effectiveness of the decision.
	SP.PK12.US.19.6	Self-advocate for personal needs in a socially appropriate manner.
	SP.PK12.US.19.7a	Demonstrate self-esteem, self-confidence and pride, such as through self-affirmations and persistence.
	SP.PK12.US.19.7b	Demonstrate self-esteem, self-confidence, and pride, such as through self-affirmations, persistence, and self-monitoring.
Standard 20: <i>Interpersonal Relationships</i>		
	SP.PK12.US.20.1a	Identify a range of emotions and feelings of others.

	SP.PK12.US.20.2	Respond in a socially appropriate manner to emotions and feelings of others.
	SP.PK12.US.20.3	Identify and maintain behaviors that build positive relationships with peers and adults, including friendships, family relations, and cooperating with peers.
	SP.PK12.US.20.4	Use basic social communication skills to build positive relationships with peers and adults, such as eye contact, facial expressions, gestures, posture, proximity, touch, appearance, and listening.
	SP.PK12.US.20.5	Maintain positive relationships with peers and adults using basic social skills, such as greetings, turn-taking, sharing materials, and giving and accepting assistance.
	SP.PK12.US.20.6	Work cooperatively in small groups to achieve common outcomes.
	SP.PK12.US.20.7a	Use conflict resolution strategies to resolve differences, such as communicate and negotiate.
	SP.PK12.US.20.7b	Use conflict resolution strategies to resolve differences, such as communicate, negotiate, or mediate.
Standard 21: <i>Relationships Across Settings</i>		
	SP.PK12.US.21.1	Maintain appropriate behavior by following rules in classroom and school settings.
	SP.PK12.US.21.2a	Use behaviors and skills, such as accepting feedback and adjusting own actions, to maintain appropriate conduct in the classroom and school.
	SP.PK12.US.21.2b	Identify explicit and implicit behaviors that are based on setting demands and social norms, such as acceptable tone of voice and volume, use of turn-taking behaviors, and movement.
	SP.PK12.US.21.3	Use behaviors and social skills based on setting demands and rules when accessing and using resources in the school and community.

	SP.PK12.US.21.4	Use a systematic approach for problem solving and decision making to resolve problems in school, community, and work settings.
	SP.PK12.US.21.5	Use behaviors and skills, such as self-monitoring, accepting feedback, adjusting own actions, and self-reflection to maintain appropriate conduct in school, community, and employment settings.
<i>Standard 22: Social Skills and Strategies</i>		
	SP.PK12.US.22.1	Use appropriate social and interpersonal skills and strategies to interact with peers and adults for various purposes across settings.

# Diocese of Venice Standards for Art and Design

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*Kindergarten - 8th Grade*



# *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.



# Gifts of CHRIST<sup>©</sup> at the Diocese of Venice Catholic Schools

The *Gifts of C.H.R.I.S.T.*<sup>©</sup> are dispositions made up of 4 Catholic virtues (humility, prudence, fortitude, and affability) and the three transcendentals (truth, beauty, and goodness) of the Catholic faith. CHRIST in the *Gifts of C.H.R.I.S.T.*<sup>©</sup> stands for Catholic **H**abits and **R**esponses **i**n **S**chool and on **T**eams. Through curricular and extracurricular learning experiences at a Diocese of Venice Catholic school, PK-12<sup>th</sup> grade students will learn about the 7 *Gifts of C.H.R.I.S.T.*<sup>©</sup> and how to consciously think, behave, and respond to challenging situations using the moral and ethical values and virtues of the Catholic faith.

<b>GOC.T</b>	<b>Truth</b>		
	GOC.T.1	I will seek to understand the truth in all situations.	
	GOC.T.2	I will be truthful in the way I act, and respond, and accept truth around me.	
<b>GOC.B</b>	<b>Beauty</b>		
	GOC.B.1	I will seek beauty in all things and in all situations.	
	GOC.B.2	I will find the beauty of God's creation and wonders around me.	
<b>GOC.G</b>	<b>Goodness</b>		
	GOC.G.1	I will exhibit goodness as God's example during my daily life.	
	GOC.G.2	I will seek goodness in learning situations and remember to see God's likeness and goodness even in my opponents.	
<b>GOC.A</b>	<b>Affability</b>		
	GOC.A.1	I can be kind and treat others the way I would want to be treated.	
	GOC.A.2	I can treat others with respect, and I can be approachable and friendly.	
<b>GOC.H</b>	<b>Humility</b>		
	GOC.H.1	I embrace the wisdom and knowledge that my mentors and teachers have to offer, and I understand that I can learn from their knowledge and experiences.	
	GOC.H.2	I am humbled with the knowledge and talents I have, and I understand that I can always learn more.	
<b>GOC.P</b>	<b>Prudence</b>		
	GOC.P.1	I embrace learning from others, and I understand the importance of sharing my knowledge and talents by teaching others as well.	
	GOC.P.2	I can be prudent in making ethical decisions by using my Catholic faith and values as a moral compass.	
<b>COG.F</b>	<b>Fortitude</b>		
	COG.F.1	I can do all things through Christ who strengthens me.	
	COG.F.2	I will seek courage in difficult situations in pursuit of what is true, beautiful, and good.	

## Kindergarten

### VA.K.C: *Critical Thinking and Reflection*

VA.K.C.1: *Cognition and reflection are required to appreciate, interpret, and create with artistic intent.*

VA.K.C.1.1 Create and share personal works of art with others.

VA.K.C.2: *Assessing our own and other's artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.*

VA.K.C.2.1 Describe person choices made in the creation of artwork.

VA.K.C.2.2 Identify media used by self or peers.

### VA.K.H: *Historical and Global Connections*

VA.K.H.1: *Through study in the arts, we learn about and honor others and the worlds in which they live(d).*

VA.K.H.1.1 Describe art from selected cultures and places.

VA.K.H.1.2 Follow directions for suitable behavior in an art audience.

VA.K.H.1.3 Explain how art-making can help people express ideas and feelings.

VA.K.H.2: *The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.*

VA.K.H.2.1 Compare selected artworks from various cultures to find differences and similarities.

VA.K.H.2.2 Explore everyday objects that have been designed and created by artists.

VA.K.H.2.3 Describe where artwork is displayed in school or other places.

VA.K.H.3: *Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.*

VA.K.H.3.1 Express ideas related to non-art content areas through personal artworks.

### VA.K.F: *Innovation, Technology, and the Future*

VA.K.F.1: *Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.*

VA.K.F.1.1 Experiment with art media for personal satisfaction and perceptual awareness.

	VA.K.F.1.2	Identify real and imaginary subject matter in works of art.
	VA.K.F.2: <i>Careers in and related to the arts significantly and positively impact local and global economies.</i>	
	VA.K.F.2.1	Describe where art ideas or products can be found in stores.
	VA.K.F.3: <i>The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</i>	
	VA.K.F.3.1	Create artwork that communicates an awareness of self as part of the community.
VA.K.O: <i>Organizational Structure</i>		
	VA.K.O.1: <i>Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</i>	
	VA.K.O.1.1	Explore the placement of the structural elements of art in personal works of art
	VA.K.O.2: <i>The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</i>	
	VA.K.O.2.1	Generate ideas and images for artworks based on memory, imagination, and experience
	VA.K.O.3: <i>Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</i>	
	VA.K.O.3.1	Create works of art to document experiences of self and community.
VA.K.S: <i>Skills, Techniques, and Processes</i>		
	VA.K.S.1: <i>The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</i>	
	VA.K.S.1.1	Explore art processes and media to produce artworks.

	VA.K.S.1.2	Produce artwork influenced by personal decisions and ideas.
	<i>VA.K.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</i>	
	VA.K.S.2.1	Develop artistic skills through the repeated use of tools, processes, and media. e.g., media-specific techniques, eye-hand coordination, fine-motor skills
	<i>VA.K.S.3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</i>	
	VA.K.S.3.1	Develop skills and techniques to create with two- and/or three- dimensional media.
	VA.K.S.3.2	Practice skills to develop craftsmanship.
	VA.K.S.3.3	Handle art tools and media safely in the art room.
	VA.K.S.3.4	Identify artwork that belongs to others and represents their ideas.
<b>1<sup>st</sup> Grade</b>		
<i>VA.1.C: Critical Thinking and Reflection</i>		
	<i>VA.1.C.1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</i>	
	VA.1.C.1.1	Create and discuss works of art that convey personal interests.
	VA.1.C.1.2	Gather clues to help interpret and reflect on works of art.
	<i>VA.1.C.2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</i>	
	VA.1.C.2.1	Describe visual imagery used to complete artwork.
	VA.1.C.2.2	Use various media or techniques to learn how changes affect the completed artwork.
	<i>VA.1.C.3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</i>	
	VA.1.C.3.1	Identify vocabulary that is used in both visual art and other contexts.

	VA.1.C.3.2	Distinguish between artwork, utilitarian objects, and objects from nature.
<i>VA.1.H: Historical and Global Connections</i>		
	<i>VA.1.H.1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</i>	
	VA.1.H.1.1	Discuss how different works of art communicate information about a particular culture.
	VA.1.H.1.2	Discuss suitable behavior expected of audience members.
	VA.1.H.1.3	Describe ways in which artists use their work to share knowledge and life experiences.
	<i>VA.1.H.2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</i>	
	VA.1.H.2.1	Compare artworks from different cultures, created over time, to identify differences in style and media.
	VA.1.H.2.2	Identify objects of art that are used every day for utilitarian purposes.
	VA.1.H.2.3	Identify places in which artworks may be viewed by others.
	<i>VA.1.H.3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</i>	
	VA.1.H.3.1	Identify connections between visual art and other content areas.
<i>VA.1.F: Innovation, Technology, and the Future</i>		
	<i>VA.1.F.1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</i>	
	VA.1.F.1.1	Use various art media and real or imaginary choices to create artwork.

	VA.1.F.1.2	Identify how classmates solve artistic problems.
	VA.1.F.2: <i>Careers in and related to the arts significantly and positively impact local and global economies.</i>	
	VA.1.F.2.1	Explain how artists impact the appearance of items for sale in stores.
	VA.1.F.3: <i>The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</i>	
	VA.1.F.3.1	Describe the use of art to share community information.
	VA.1.F.3.2	Follow directions for completing classroom tasks in a specified timeframe to show early development of 21st-century skills.
VA.1.O: <i>Organizational Structure</i>		
	VA.1.O.1: <i>Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</i>	
	VA.1.O.1.1	Identify and use the structural elements of art and organizational principles of design to support artistic development.
	VA.1.O.2: <i>The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</i>	
	VA.1.O.2.1	Create imagery and symbols to express thoughts and feelings.
	VA.1.O.3: <i>Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</i>	
	VA.1.O.3.1	Use personal symbols in artwork to document surroundings and community.
VA.1.S: <i>Skills, Techniques, and Processes</i>		
	VA.1.S.1: <i>The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</i>	
	VA.1.S.1.1	Experiment with art processes and media to express ideas.
	VA.1.S.1.2	Use varied processes to develop artistic skills when expressing personal thoughts, feelings, and experiences.

	VA.1.S.1.3	Create works of art to tell a personal story.
	VA.1.S.1.4	Use accurate art vocabulary to communicate ideas about art.
	<i>VA.1.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</i>	
	VA.1.S.2.1	Practice correct use of tools with various art media, techniques, and processes.
	VA.1.S.2.2	Describe the steps used in art production.
	<i>VA.1.S.3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</i>	
	VA.1.S.3.1	Practice skills and techniques to create with two- and/or three-dimensional media.
	VA.1.S.3.2	Discuss the qualities of good craftsmanship.
	VA.1.S.3.3	Demonstrate safety procedures for using art tools and materials.
	VA.1.S.3.4	Identify and be respectful of artwork that belongs to others and represents their ideas.
<b>2<sup>nd</sup> Grade</b>		
<i>VA.2.C: Critical Thinking and Reflection</i>		
	<i>VA.2.C.1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</i>	
	VA.2.C.1.1	Use the art-making process to communicate personal interests and self-expression.
	VA.2.C.1.2	Reflect on and discuss various possible meanings in works of art.
	<i>VA.2.C.2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</i>	
	VA.2.C.2.1	Use appropriate decision-making skills to meet intended artistic objectives.

	VA.2.C.2.2	Identify skillful techniques used in works by peers and others.
	VA.2.C.2.3	Use suggestions from others to modify the structural elements of art.
	<i>VA.2.C.3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</i>	
	VA.2.C.3.1	Use accurate art vocabulary to identify connections among visual art and other contexts.
	VA.2.C.3.2	Compare artworks with utilitarian objects and use accurate art vocabulary to describe how they are the same and how they are different.
<b>VA.2.H: Historical and Global Connections</b>		
	<i>VA.2.H.1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</i>	
	VA.2.H.1.1	Identify examples in which artists have created works based on cultural and life experiences.
	VA.2.H.1.2	Distinguish between appropriate and inappropriate audience behavior.
	<i>VA.2.H.2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</i>	
	VA.2.H.2.1	Identify differences or similarities in artworks across time and culture.
	VA.2.H.2.2	Identify objects from everyday life that have been designed and created using artistic skills.
	VA.2.H.2.3	Identify the physical features or characteristics of artworks displayed in the community.
	<i>VA.2.H.3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</i>	
	VA.2.H.3.1	Describe connections made between creating with art ideas and creating with information from other content areas.

<i>VA.2.F: Innovation, Technology, and the Future</i>		
	<i>VA.2.F.1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</i>	
	VA.2.F.1.1	Use imagination to create unique artwork incorporating personal ideas and selected media.
	VA.2.F.1.2	Explore the advantages of having multiple solutions to solve an artistic problem.
	<i>VA.2.F.2: Careers in and related to the arts significantly and positively impact local and global economies.</i>	
	VA.2.F.2.1	Identify work created by artists and designers.
	<i>VA.2.F.3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</i>	
	VA.2.F.3.1	Describe the use of art to promote events within the school or community.
	VA.2.F.3.2	Work with peers to complete a task in art.
	VA.2.F.3.3	Use time effectively while focused on art production to show early development of 21st-century skills.
<i>VA.2.O: Organizational Structure</i>		
	<i>VA.2.O.1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</i>	
	VA.2.O.1.1	Employ structural elements of art and organizational principles of design in personal work to develop awareness of the creative process.
	<i>VA.2.O.2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</i>	
	VA.2.O.2.1	Use personal experience to convey meaning or purpose in creating artworks.
	<i>VA.2.O.3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</i>	
	VA.2.O.3.1	Create personally meaningful works of art to document and explain ideas about local and global communities.

<i>VA.2.S: Skills, Techniques, and Processes</i>		
	<i>VA.2.S.1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</i>	
	VA.2.S.1.1	Experiment with tools and techniques as part of art-making processes.
	VA.2.S.1.2	Use diverse resources to inspire expression of personal ideas and experiences in works of art.
	VA.2.S.1.3	Explore art from different time periods and cultures as sources for inspiration.
	VA.2.S.1.4	Use accurate art vocabulary to discuss art.
	<i>VA.2.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</i>	
	VA.2.S.2.1	Develop artistic skills through repeated experiences with art media, techniques, processes, and tools.
	VA.2.S.2.2	Follow sequential procedures focused on art production.
	<i>VA.2.S.3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</i>	
	VA.2.S.3.1	Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works.
	VA.2.S.3.2	Demonstrate growth in craftsmanship through purposeful practice.
	VA.2.S.3.3	Follow directions for safety procedures and explain their importance in the art room.
	VA.2.S.3.4	Describe the differences between using one's own ideas, using someone else's ideas as one's own, and drawing inspiration from the works of others.
<b>3<sup>rd</sup> Grade</b>		
<i>VA.3.C: Critical Thinking and Reflection</i>		
	<i>VA.3.C.1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</i>	

	VA.3.C.1.1	Use the art-making process to develop ideas for self-expression.
	VA.3.C.1.2	Reflect on and interpret works of art, using observation skills, prior knowledge, and experience.
	<i>VA.3.C.2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</i>	
	VA.3.C.2.1	Assess personal artworks for completeness and success in meeting intended objectives.
	VA.3.C.2.2	Compare techniques used by peers and established artists as a basis for improving one's own work.
	VA.3.C.2.3	Use constructive criticism to improve artwork.
	<i>VA.3.C.3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</i>	
	VA.3.C.3.1	Critique one's own and others' artworks, and identify the use of structural elements of art and organizational principles of design.
	VA.3.C.3.2	Describe the connections between visual art and other contexts through observation and art criticism.
	VA.3.C.3.3	Explain the similarities and differences between artworks and utilitarian objects.
<i>VA.3.H: Historical and Global Connections</i>		
	<i>VA.3.H.1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</i>	
	VA.3.H.1.1	Describe cultural similarities and differences in works of art.
	VA.3.H.1.2	Describe the importance of displaying suitable behavior as part of an art audience.
	VA.3.H.1.3	Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.
	VA.3.H.1.4	Identify ways that respect is shown to personal works of art.
	<i>VA.3.H.2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</i>	
	VA.3.H.2.1	Compare differences or similarities in artworks across time and culture.
	VA.3.H.2.2	Examine artworks and utilitarian objects, and describe their significance in the school and/or community.
	VA.3.H.2.3	Describe various venues in which artwork is on display for public viewing.
	<i>VA.3.H.3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</i>	

	VA.3.H.3.1	Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms.
<i>VA.3.F: Innovation, Technology, and the Future</i>		
	<i>VA.3.F.1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</i>	
	VA.3.F.1.1	Manipulate art media and incorporate a variety of subject matter to create imaginative artwork.
	VA.3.F.1.2	Explore the effects and merits of different solutions to solve an artistic problem.
	<i>VA.3.F.2: Careers in and related to the arts significantly and positively impact local and global economies.</i>	
	VA.3.F.2.1	Identify places where artists or designers have made an impact on the community.
	<i>VA.3.F.3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</i>	
	VA.3.F.3.1	Create artwork that communicates an awareness of events within the community.
	VA.3.F.3.2	Collaborate to complete a task in art.
	VA.3.F.3.3	Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st-century skills.
<i>VA.3.O: Organizational Structure</i>		
	<i>VA.3.O.1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</i>	
	VA.3.O.1.1	Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.
	<i>VA.3.O.2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</i>	
	VA.3.O.2.1	Use creative and innovative ideas to complete personal artworks.
	<i>VA.3.O.3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</i>	
	VA.3.O.3.1	Use symbols, visual language, and/or written language to document self or others.
<i>VA.3.S: Skills, Techniques, and Processes</i>		
	<i>VA.3.S.1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</i>	
	VA.3.S.1.1	Manipulate tools and media to enhance communication in personal artworks.
	VA.3.S.1.2	Use diverse resources to inspire artistic expression and achieve varied results.

	VA.3.S.1.3	Incorporate ideas from art exemplars for specified time periods and cultures.
	VA.3.S.1.4	Choose accurate art vocabulary to describe works of art and art processes.
	<i>VA.3.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</i>	
	VA.3.S.2.1	Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.
	VA.3.S.2.2	Follow procedures, focusing on the art-making process.
	<i>VA.3.S.3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</i>	
	VA.3.S.3.1	Use materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks.
	VA.3.S.3.2	Develop craftsmanship skills through repeated practice.
	VA.3.S.3.3	Work within safety guidelines while using tools, media, techniques, and processes.
	VA.3.S.3.4	Demonstrate awareness of copyright laws to show respect for the ideas of others when creating art.
<b>4<sup>th</sup> Grade</b>		
<i>VA.4.C: Critical Thinking and Reflection</i>		
	<i>VA.4.C.1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</i>	
	VA.4.C.1.1	Integrate ideas during the art-making process to convey meaning in personal works of art.
	VA.4.C.1.2	Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.
	<i>VA.4.C.2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</i>	
	VA.4.C.2.1	Revise artworks to meet established criteria.
	VA.4.C.2.2	Use various resources to generate ideas for growth in personal works.
	VA.4.C.2.3	Develop and support ideas from various resources to create unique artworks.
	<i>VA.4.C.3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</i>	

	VA.4.C.3.1	Use accurate art vocabulary when analyzing works of art.
	VA.4.C.3.2	Compare purposes for the structural elements of art and organizational principles of design in artworks and utilitarian objects.
	VA.4.C.3.3	Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines.
<i>VA.4.H: Historical and Global Connections</i>		
	<i>VA.4.H.1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</i>	
	VA.4.H.1.1	Identify historical and cultural influences that have inspired artists to produce works of art.
	VA.4.H.1.2	Identify suitable behavior for various art venues and events.
	VA.4.H.1.3	Describe artworks that honor and are reflective of particular individuals, groups, events, and/or cultures.
	VA.4.H.1.4	Identify and practice ways of showing respect for one’s own and others’ personal works of art.
	<i>VA.4.H.2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</i>	
	VA.4.H.2.1	Explore works of art, created over time, to identify the use of the structural elements of art in an historical event or art style.
	VA.4.H.2.2	Identify differences between artworks and utilitarian objects.
	VA.4.H.2.3	Identify reasons to display artwork in public places.
	<i>VA.4.H.3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</i>	
	VA.4.H.3.1	Discuss how analytical skills and thinking strategies are applied to both art production and problem-solving in other content areas.
<i>VA.4.F: Innovation, Technology, and the Future</i>		
	<i>VA.4.F.1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</i>	
	VA.4.F.1.1	Combine art media with innovative ideas and techniques to create two- and/or three-dimensional works of art.
	VA.4.F.1.2	Examine and apply creative solutions to solve an artistic problem.
	<i>VA.4.F.2: Careers in and related to the arts significantly and positively impact local and global economies.</i>	

	VA.4.F.2.1	Discuss how artists and designers have made an impact on the community.
	VA.4.F.2.2	Identify the work of local artists to become familiar with art-making careers.
	<i>VA.4.F.3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</i>	
	VA.4.F.3.1	Create art to promote awareness of school and/or community concerns.
	VA.4.F.3.2	Collaborate with peers in the art room to achieve a common art goal.
	VA.4.F.3.3	Work purposefully to complete personal works of art in a timely manner, demonstrating development of 21st-century skills.
<i>VA.4.O: Organizational Structure</i>		
	<i>VA.4.O.1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</i>	
	VA.4.O.1.1	Use the structural elements of art and organizational principles of design to understand the art-making process.
	VA.4.O.1.2	Identify the structural elements of art used to unite an artistic composition.
	<i>VA.4.O.2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</i>	
	VA.4.O.2.1	Use a variety of resources and art skills to overcome visual challenges in personal artworks.
	<i>VA.4.O.3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</i>	
	VA.4.O.3.1	Apply meaning and relevance to document self or others visually in artwork.
<i>VA.4.S: Skills, Techniques, and Processes</i>		
	<i>VA.4.S.1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</i>	
	VA.4.S.1.1	Manipulate tools and materials to achieve diverse effects in personal works of art.
	VA.4.S.1.2	Explore and use media, technology, and other art resources to express ideas visually.
	VA.4.S.1.3	Create artworks that integrate ideas from culture or history.

	VA.4.S.1.4	Use accurate art vocabulary to discuss works of art and the creative process.
	<i>VA.4.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</i>	
	VA.4.S.2.1	Organize the structural elements of art to achieve an artistic objective.
	VA.4.S.2.2	Demonstrate the ability to recall art procedures and focus on art processes through to the end of production.
	<i>VA.4.S.3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</i>	
	VA.4.S.3.1	Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.
	VA.4.S.3.2	Plan and produce art through ongoing practice of skills and techniques.
	VA.4.S.3.3	Follow procedures for using tools, media, techniques, and processes safely and responsibly.
	VA.4.S.3.4	Discuss the importance of copyright law in regard to the creation and production of art.
<b>5<sup>th</sup> Grade</b>		
<i>VA.5.C: Critical Thinking and Reflection</i>		
	<i>VA.5.C.1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</i>	
	VA.5.C.1.1	Develop a range of interests in the art-making process to influence personal decision-making.
	VA.5.C.1.2	Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art.
	VA.5.C.1.3	Examine and discuss exemplary works of art to distinguish which qualities may be used to evaluate personal works.
	<i>VA.5.C.2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</i>	
	VA.5.C.2.1	Revise artwork as a necessary part of the creative process to achieve an artistic goal.
	VA.5.C.2.2	Analyze personal artworks to articulate the motivations and intentions in creating personal works of art.
	VA.5.C.2.3	Apply established criteria to the art-making process to measure artistic growth.

	VA.5.C.2.4	Identify examples of constructive criticism and use them to improve artworks and enhance artistic growth.
	<i>VA.5.C.3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</i>	
	VA.5.C.3.1	Use the structural elements of art and organizational principles of design when engaged in art criticism.
	VA.5.C.3.2	Use art-criticism processes to form a hypothesis about an artist's or designer's intent when creating artworks and/or utilitarian objects.
	VA.5.C.3.3	Critique works of art to understand the content and make connections with other content areas.
<i>VA.5.H: Historical and Global Connections</i>		
	<i>VA.5.H.1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</i>	
	VA.5.H.1.1	Examine historical and cultural influences that inspire artists and their work
	VA.5.H.1.2	Use suitable behavior as a member of an art audience.
	VA.5.H.1.3	Identify and describe the importance a selected group or culture places on specific works of art.
	VA.5.H.1.4	Explain the importance of artwork to show why respect is or should be given to the work of peer or specified professional artists.
	<i>VA.5.H.2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</i>	
	VA.5.H.2.1	Compare works of art on the basis of style, culture, or artist across time to identify visual differences.
	VA.5.H.2.2	Describe the ways in which artworks and utilitarian objects impact everyday life.
	VA.5.H.2.3	Discuss artworks found in public venues to identify the significance of the work within the community.
	<i>VA.5.H.3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</i>	
	VA.5.H.3.1	Discuss how skills learned through the analysis and art-making process are used to solve problems in non-art areas.
<i>VA.5.F: Innovation, Technology, and the Future</i>		

	<i>VA.5.F.1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</i>	
	VA.5.F.1.1	Examine and experiment with traditional or non-traditional uses of media to apply imaginative techniques in two- and/or three-dimensional artworks.
	VA.5.F.1.2	Develop multiple solutions to solve artistic problems and justify personal artistic or aesthetic choices.
	<i>VA.5.F.2: Careers in and related to the arts significantly and positively impact local and global economies.</i>	
	VA.5.F.2.1	Describe the knowledge and skills necessary for art-making and art-related careers.
	VA.5.F.2.2	Explore careers in which artworks and utilitarian designs are created.
	VA.5.F.2.3	Discuss contributions that artists make to society.
	<i>VA.5.F.3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</i>	
	VA.5.F.3.1	Create artwork to promote public awareness of community and/or global concerns.
	VA.5.F.3.2	Create artwork that shows procedural and analytical thinking to communicate ideas.
	VA.5.F.3.3	Work collaboratively with others to complete a task in art and show leadership skills.
	VA.5.F.3.4	Follow directions and complete artwork in the timeframe allotted to show development of 21st-century skills.
<i>VA.5.O: Organizational Structure</i>		
	<i>VA.5.O.1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</i>	
	VA.5.O.1.1	Use structural elements of art and organizational principles of design to develop content in artwork.
	VA.5.O.1.2	Organize the structural elements of art to achieve visual unity.
	VA.5.O.1.3	Explain how creative and technical ability is used to produce a work of art.
	<i>VA.5.O.2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</i>	
	VA.5.O.2.1	Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork.
	VA.5.O.2.2	Use a variety of sources for ideas to resolve challenges in creating original works.

	<i>VA.5.O.3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</i>	
	VA.5.O.3.1	Create meaningful and unique works of art to effectively communicate and document a personal voice.
<i>VA.5.S: Skills, Techniques, and Processes</i>		
	<i>VA.5.S.1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</i>	
	VA.5.S.1.1	Use various art tools, media, and techniques to discover how different choices change the effect on the meaning of an artwork.
	VA.5.S.1.2	Use media, technology, and other resources to inspire personal art-making decisions.
	VA.5.S.1.3	Create artworks to depict personal, cultural, and/or historical themes.
	VA.5.S.1.4	Use accurate art vocabulary to communicate about works of art and artistic and creative processes.
	<i>VA.5.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</i>	
	VA.5.S.2.1	Organize the structural elements of art to support planning, strengthen focus, and implement artistic vision.
	VA.5.S.2.2	Identify sequential procedures to engage in art production.
	VA.5.S.2.3	Visualize the end product to justify artistic choices of tools, techniques, and processes.
	<i>VA.5.S.3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</i>	
	VA.5.S.3.1	Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks.
	VA.5.S.3.2	Use craftsmanship and technical ability in personal works to show refinement of skills over time.
	VA.5.S.3.3	Use tools, media, techniques, and processes in a safe and responsible manner.
	VA.5.S.3.4	Use ethical standards, including copyright laws, when producing works of art.
<b>Middle School</b>		
<i>VA.68.C: Critical Thinking and Reflection</i>		
	<i>VA.68.C.1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</i>	
	VA.68.C.1.1	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
	VA.68.C.1.2	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
	VA.68.C.1.3	Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.

	<i>VA.68.C.2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</i>	
	VA.68.C.2.1	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
	VA.68.C.2.2	Evaluate artwork objectively during group assessment to determine areas for refinement.
	VA.68.C.2.3	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
	VA.68.C.2.4	Use constructive criticism as a purposeful tool for artistic growth.
	<i>VA.68.C.3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</i>	
	VA.68.C.3.1	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
	VA.68.C.3.2	Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance.
	VA.68.C.3.3	Use analytical skills to understand meaning and explain connections with other contexts.
	VA.68.C.3.4	Compare the uses for artwork and utilitarian objects to determine their significance in society.
<i>VA.68.H: Historical and Global Connections</i>		
	<i>VA.68.H.1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</i>	
	VA.68.H.1.1	Describe social, ecological, economic, religious, and/or political conditions reflected in works of art.
	VA.68.H.1.2	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
	VA.68.H.1.3	Analyze and describe the significance of artwork from a selected group or culture to explain its importance to the population.
	VA.68.H.1.4	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
	<i>VA.68.H.2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</i>	

	VA.68.H.2.1	Describe how previous cultural trends have led to the development of new art styles.
	VA.68.H.2.2	Explain the impact artwork and utilitarian objects have on the human experience.
	VA.68.H.2.3	Describe the rationale for creating, collecting, exhibiting, and owning works of art.
	VA.68.H.2.4	Explain the purpose of public art in the community.
VA.68.H.3: <i>Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</i>		
	VA.68.H.3.1	Discuss how knowledge and skills learned through the art-making and analysis processes are used to solve problems in non-art contexts.
	VA.68.H.3.2	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.
	VA.68.H.3.3	Create imaginative works to include background knowledge or information from other subjects.
VA.68.F: <i>Innovation, Technology, and the Future</i>		
VA.68.F.1: <i>Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</i>		
	VA.68.F.1.1	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.
	VA.68.F.1.2	Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.
	VA.68.F.1.3	Investigate and describe how technology inspires and affects new applications and adaptations in art.
	VA.68.F.1.4	Use technology skills to create an imaginative and unique work of art.
VA.68.F.2: <i>Careers in and related to the arts significantly and positively impact local and global economies.</i>		
	VA.68.F.2.1	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.

	VA.68.F.2.2	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design.
	VA.68.F.2.3	Identify art careers that have a financial impact on local communities.
	VA.68.F.2.4	Present research on the works of local artists and designers to understand the significance of art in the community
	VA.68.F.2.5	Create an artist statement to reflect on personal artwork for a portfolio or exhibition.
	<i>VA.68.F.3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</i>	
	VA.68.F.3.1	Use technology applications through the art-making process to express community or global concerns.
	VA.68.F.3.2	Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.
	VA.68.F.3.3	Collaborate with peers to complete an art task and develop leadership skills.
	VA.68.F.3.4	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
<i>VA.68.O: Organizational Structure</i>		
	<i>VA.68.O.1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</i>	
	VA.68.O.1.1	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
	VA.68.O.1.2	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
	VA.68.O.1.3	Combine creative and technical knowledge to produce visually strong works of art.
	VA.68.O.1.4	Create artworks that demonstrate skilled use of media to convey personal vision.
	<i>VA.68.O.2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</i>	

	VA.68.O.2.1	Create new meaning in artworks through shared language, expressive content, and ideation.
	VA.68.O.2.2	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
	VA.68.O.2.3	Create a work of personal art using various media to solve an open-ended artistic problem.
	VA.68.O.2.4	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
VA.68.O.3: <i>Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</i>		
	VA.68.O.3.1	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.
	VA.68.O.3.2	Discuss the communicative differences between specific two- and three-dimensional works of art.
VA.68.S: <i>Skills, Techniques, and Processes</i>		
VA.68.S.1: <i>The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</i>		
	VA.68.S.1.1	manipulate content, media, techniques, and processes to achieve communication with artistic intent.
	VA.68.S.1.2	Use media, technology, and other resources to derive ideas for personal art-making.
	VA.68.S.1.3	Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork.
	VA.68.S.1.4	Use accurate art vocabulary to explain the creative and art-making processes.
	VA.68.S.1.5	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
VA.68.S.2: <i>Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</i>		

	VA.68.S.2.1	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
	VA.68.S.2.2	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
	VA.68.S.2.3	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
	<i>VA.68.S.3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</i>	
	VA.68.S.3.1	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
	VA.68.S.3.2	Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship.
	VA.68.S.3.3	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
	VA.68.S.3.4	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
	VA.68.S.3.5	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.

# Diocese of Venice Standards for Engineering Design

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*Kindergarten - 8th Grade*



# *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.



# Gifts of CHRIST<sup>©</sup> at the Diocese of Venice Catholic Schools

The *Gifts of C.H.R.I.S.T.*<sup>©</sup> are dispositions made up of 4 Catholic virtues (humility, prudence, fortitude, and affability) and the three transcendentals (truth, beauty, and goodness) of the Catholic faith. CHRIST in the *Gifts of C.H.R.I.S.T.*<sup>©</sup> stands for Catholic **H**abits and **R**esponses **i**n **S**chool and on **T**eams. Through curricular and extracurricular learning experiences at a Diocese of Venice Catholic school, PK-12<sup>th</sup> grade students will learn about the 7 *Gifts of C.H.R.I.S.T.*<sup>©</sup> and how to consciously think, behave, and respond to challenging situations using the moral and ethical values and virtues of the Catholic faith.

<b>GOC.T</b>	<b>Truth</b>		
	GOC.T.1	I will seek to understand the truth in all situations.	
	GOC.T.2	I will be truthful in the way I act, and respond, and accept truth around me.	
<b>GOC.B</b>	<b>Beauty</b>		
	GOC.B.1	I will seek beauty in all things and in all situations.	
	GOC.B.2	I will find the beauty of God's creation and wonders around me.	
<b>GOC.G</b>	<b>Goodness</b>		
	GOC.G.1	I will exhibit goodness as God's example during my daily life.	
	GOC.G.2	I will seek goodness in learning situations and remember to see God's likeness and goodness even in my opponents.	
<b>GOC.A</b>	<b>Affability</b>		
	GOC.A.1	I can be kind and treat others the way I would want to be treated.	
	GOC.A.2	I can treat others with respect, and I can be approachable and friendly.	
<b>GOC.H</b>	<b>Humility</b>		
	GOC.H.1	I embrace the wisdom and knowledge that my mentors and teachers have to offer, and I understand that I can learn from their knowledge and experiences.	
	GOC.H.2	I am humbled with the knowledge and talents I have, and I understand that I can always learn more.	
<b>GOC.P</b>	<b>Prudence</b>		
	GOC.P.1	I embrace learning from others, and I understand the importance of sharing my knowledge and talents by teaching others as well.	
	GOC.P.2	I can be prudent in making ethical decisions by using my Catholic faith and values as a moral compass.	
<b>COG.F</b>	<b>Fortitude</b>		
	COG.F.1	I can do all things through Christ who strengthens me.	
	COG.F.2	I will seek courage in difficult situations in pursuit of what is true, beautiful, and good.	

<i>EDS.K2: K-2 Engineering Design Standards</i>		
	<i>EDS.K2.ED: Engineering Design</i>	
	EDS.K2.ED.1	Explore the differences and similarities and interactions among engineers, scientists and mathematicians
	EDS.K2.ED.2	Discuss the history and importance of engineering innovation on the United States economy and quality of life
	EDS.K2.ED.3	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new object or tool.
	EDS.K2.ED.4	Understand the engineering design cycle as: ask, imagine, plan, create, test, and improve.
	EDS.K2.ED.5	Identify and define an engineering problem
	EDS.K2.ED.6	Apply prior knowledge to develop new ideas, products, and processes
	EDS.K2.ED.7	Apply knowledge of science and mathematics and the technology used as tools to help solve engineering problems
	EDS.K2.ED.8	Identify and create alternative solutions to a problem
	<i>EDS.K2.CC: Communication and Collaboration</i>	
	EDS.K2.CC.1	Develop a plan and timeline for completion of a project
	EDS.K2.CC.2	Student applies critical thinking skills to solve a problem, guide research, and evaluate projects using digital tools and resources
	EDS.K2.CC.3	Communicate design and solutions by visually by sketching and creating technical drawings and models
	EDS.K2.CC.4	Evaluate and modify steps to accomplish a task

	EDS.K2.CC.5	Work in teams and share responsibilities, acknowledging, encouraging, and valuing contributions of all team members
<i>EDS.K2.IC: Innovation and Creation</i>		
	EDS.K2.IC.1	Create and execute steps to accomplish a task
	EDS.K2.IC.2	Maintain an engineering notebook that chronicles work such as ideas, concepts, inventions, sketches and experiments
	EDS.K2.IC.3	Test and evaluate proposed and planned designs and compare and contrast the outcomes
	EDS.K2.IC.4	Student uses creative thinking and innovative processes to construct knowledge and develop digital products
	EDS.K2.IC.5	Create original products using a variety of resources
	EDS.K2.IC.6	Explore virtual environments, simulations, models and programming languages to enhance learning
	EDS.K2.IC.7	Students exhibit traits of a good digital citizen by practicing safe, responsible, legal and ethical behavior while using digital tools and resources
<i>EDS.35: 3-5 Engineering Design Standards</i>		
<i>EDS.35.ED: Engineering Design</i>		
	EDS.35.ED.1	Students explore the differences and similarities and interactions among engineers, scientists and mathematicians
	EDS.35.ED.2	Discuss the history and importance of engineering innovation on the United States economy and quality of life
	EDS.35.ED.3	Describe how technology has evolved in the field of engineering and consider how it will continue to be a useful tool in solving engineering problems

	EDS.35.ED.4	Demonstrate safe practices during engineering and laboratory activities
	EDS.35.ED.5	Students understand the engineering design cycle as: ask, imagine, plan, create, test, and improve.
	EDS.35.ED.6	Identify and define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost
	EDS.35.ED.7	Establish and evaluate constraints pertaining to a problem
	EDS.35.ED.8	Determine the design parameters associated with an engineering problem
	EDS.35.ED.9	Identify, generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem
EDS.35.CC: <i>Communication and Collaboration</i>		
	EDS.35.CC.1	Communicate design and solutions by visually by sketching and creating technical drawings and models
	EDS.35.CC.2	Formulate goals, objectives, and requirements to solve an engineering problem
	EDS.35.CC.3	Develop a plan and timeline for completion of a project
	EDS.35.CC.4	Work in teams and share responsibilities, acknowledging, encouraging, and value contributions of all team members
	EDS.35.CC.5	Make informed choices in the use and conservation of resources, recycling materials, and the safe and legal disposal of materials
	EDS.35.CC.6	Integrate advanced mathematics and science skills as necessary to develop solutions to an engineering design problem

	EDS.35.CC.7	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
	EDS.35.CC.8	Analyze trends and forecast possibilities, developing steps for the creation of an innovative process or product
	EDS.35.CC.9	Predict performance, failure modes, and reliability of a design solution
<i>EDS.35.IC: Innovation and Creation</i>		
	EDS.35.IC.1	Student uses creative thinking and innovative processes to construct knowledge and develop digital products
	EDS.35.IC.2	Create original products using a variety of resources
	EDS.35.IC.3	Use virtual environments to explore systems and issues
	EDS.35.IC.4	Student conducts research and evaluates projects using digital tools and resources
	EDS.35.IC.5	Evaluate technology tools applicable for problem solving
	EDS.35.IC.6	Evaluate student-centered products through self and peer review for relevance to the assignment or task
	EDS.35.IC.7	Maintain an engineering notebook that chronicles work such as ideas, concepts, inventions, sketches and experiments
	EDS.35.IC.8	Prepare a project report that clearly documents the design, decisions and activities during each phase of the engineering design process
	EDS.35.IC.9	Students exhibit traits of a good digital citizen by practicing safe, responsible, legal and ethical behavior while using digital tools and resources
<i>EDS.MS: Middle School Engineering Design Standards</i>		
<i>EDS.MS.ED:</i>		

	Engineering Design	
	EDS.MS.ED.1	Demonstrate safe practices during engineering and laboratory activities
	EDS.MS.ED.2	Students understand the engineering design cycle as: ask, imagine, plan, create, test, and improve.
	EDS.MS.ED.3	Discuss the history and importance of engineering innovation on the United States economy and quality of life
	EDS.MS.ED.4	Describe how technology has evolved in the field of engineering and consider how it will continue to be a useful tool in solving engineering problems
	EDS.MS.ED.5	Demonstrate safe practices during engineering and laboratory activities
	EDS.MS.ED.6	Students understand the engineering design cycle as: ask, imagine, plan, create, test, and improve.
	EDS.MS.ED.7	Identify and define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost
	EDS.MS.ED.8	Establish and evaluate constraints pertaining to a problem
	EDS.MS.ED.9	Define the criteria and constraints of an engineering design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment
	EDS.MS.ED.10	Identify, generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem
	EDS.MS.ED.11	Identify and define relevant problems and significant questions for investigation

	EDS.MS.ED.12	Plan and manage activities to develop a solution, design a computer program or complete a project
	EDS.MS.CC: <i>Communication and Collaboration</i>	
	EDS.MS.CC.1	Communicate design and solutions by visually by sketching and creating technical drawings and models
	EDS.MS.CC.2	Develop a plan and timeline for completion of a project
	EDS.MS.CC.3	Work in teams and share responsibilities, acknowledging, encouraging, and value contributions of all team members
	EDS.MS.CC.4	Create a risk assessment for an engineering design project
	EDS.MS.CC.5	Use a budget to determine effective strategies to meet cost constraints
	EDS.MS.CC.6	Transfer current knowledge to the learning of newly encountered technologies
	EDS.MS.CC.7	Identify the inputs, processes, outputs, control and feedback associated with open and closed systems
	EDS.MS.CC.8	Select appropriate mathematical models to develop solutions to engineering design problems
	EDS.MS.CC.9	Integrate advanced mathematics and science skills as necessary to develop solutions to an engineering design problem
	EDS.MS.CC.10	Use conversions between measurement systems to solve real-world problems
	EDS.MS.CC.11	Student makes informed decisions by applying critical-thinking and problem-solving skills
	EDS.MS.CC.12	Make informed choices in the use and conservation of resources, recycling materials, and the safe and legal disposal of materials

	EDS.MS.CC.13	Explore complex systems or issues using models, simulations and new technologies to make predictions, modify input, and review results
	EDS.MS.CC.14	Predict performance, failure modes, and reliability of a design solution
	EDS.MS.CC.15	Test and evaluate proposed and planned designs and compare and contrast the outcomes
	EDS.MS.CC.16	Discuss trends and possible outcomes of prototypes
	EDS.MS.CC.17	Collect and analyze data to identify solutions and make informed decisions
	EDS.MS.CC.18	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success
	EDS.MS.CC.19	Make informed decisions and support reasoning
	EDS.MS.CC.20	Use multiple processes and diverse perspectives to explore alternative solutions
	EDS.MS.CC.21	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem
<i>EDS.MS.IC: Innovation and Creation</i>		
	EDS.MS.IC.1	Student uses creative thinking and innovative processes to construct knowledge, generate new ideas, and create products
	EDS.MS.IC.2	Identify, create, and use files in various formats such as text, raster and vector graphics, video and audio files
	EDS.MS.IC.3	Create original works as a means of personal or group expression

	EDS.MS.IC.4	Maintain an engineering notebook that chronicles work such as ideas, concepts, inventions, sketches and experiments
	EDS.MS.IC.5	Prepare a project report that clearly documents the design, decisions and activities during each phase of the engineering design process
	EDS.MS.IC.6	Organize information for visual display and analysis using appropriate formats for various audiences (graphs, tables, models etc.)
	EDS.MS.IC.7	Discuss the important of patents to protect intellectual property rights
	EDS.MS.IC.8	Students exhibit traits of a good digital citizen by practicing safe, responsible, legal and ethical behavior while using digital tools and resources
	EDS.MS.IC.9	Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation

# Diocese of Venice Standards for Health and Physical Education (PE)

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*Kindergarten - 8<sup>th</sup> Grade*



# *Basic Principles Underlying All Standards to be Used for the Planning of Curriculum for the Diocese of Venice*

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- 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.



# Gifts of CHRIST<sup>©</sup> at the Diocese of Venice Catholic Schools

The *Gifts of C.H.R.I.S.T.*<sup>©</sup> are dispositions made up of 4 Catholic virtues (humility, prudence, fortitude, and affability) and the three transcendentals (truth, beauty, and goodness) of the Catholic faith. CHRIST in the *Gifts of C.H.R.I.S.T.*<sup>©</sup> stands for Catholic **H**abits and **R**esponses **i**n **S**chool and on **T**eams. Through curricular and extracurricular learning experiences at a Diocese of Venice Catholic school, PK-12<sup>th</sup> grade students will learn about the 7 *Gifts of C.H.R.I.S.T.*<sup>©</sup> and how to consciously think, behave, and respond to challenging situations using the moral and ethical values and virtues of the Catholic faith.

<b>GOC.T</b>	<b>Truth</b>		
	GOC.T.1	I will seek to understand the truth in all situations.	
	GOC.T.2	I will be truthful in the way I act, and respond, and accept truth around me.	
<b>GOC.B</b>	<b>Beauty</b>		
	GOC.B.1	I will seek beauty in all things and in all situations.	
	GOC.B.2	I will find the beauty of God's creation and wonders around me.	
<b>GOC.G</b>	<b>Goodness</b>		
	GOC.G.1	I will exhibit goodness as God's example during my daily life.	
	GOC.G.2	I will seek goodness in learning situations and remember to see God's likeness and goodness even in my opponents.	
<b>GOC.A</b>	<b>Affability</b>		
	GOC.A.1	I can be kind and treat others the way I would want to be treated.	
	GOC.A.2	I can treat others with respect, and I can be approachable and friendly.	
<b>GOC.H</b>	<b>Humility</b>		
	GOC.H.1	I embrace the wisdom and knowledge that my mentors and teachers have to offer, and I understand that I can learn from their knowledge and experiences.	
	GOC.H.2	I am humbled with the knowledge and talents I have, and I understand that I can always learn more.	
<b>GOC.P</b>	<b>Prudence</b>		
	GOC.P.1	I embrace learning from others, and I understand the importance of sharing my knowledge and talents by teaching others as well.	
	GOC.P.2	I can be prudent in making ethical decisions by using my Catholic faith and values as a moral compass.	
<b>COG.F</b>	<b>Fortitude</b>		
	COG.F.1	I can do all things through Christ who strengthens me.	
	COG.F.2	I will seek courage in difficult situations in pursuit of what is true, beautiful, and good.	

**HEALTH K-12****Kindergarten***HE.K.C: Kindergarten Health Literacy Concepts**HE.K.C.1: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.*

HE.K.C.1.1 Recognize healthy behaviors.

HE.K.C.1.2 Recognize the physical dimensions of health.

HE.K.C.1.3 Recognize ways to prevent common communicable diseases.

HE.K.C.1.4 Recognize ways to prevent childhood injuries in the home, school, and community settings.

HE.K.C.1.5 Recognize there are body parts inside and outside of the body.

*HE.K.C.2: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors*

HE.K.C.2.1 Name healthy behaviors that family members should practice.

HE.K.C.2.2 Recognize the characteristics of a friend.

HE.K.C.2.3 Identify members of the school and community who support personal-health practices and behaviors.

HE.K.C.2.4 Explain the importance of rules to maintain health.

*HE.K.P: Kindergarten Health Literacy Promotion**HE.K.P.7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.*

HE.K.P.7.1 Identify healthy practices and behaviors to maintain or improve personal health.

	HE.K.P.8: <i>Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</i>	
	HE.K.P.8.1	Help others to make positive health choices.
HE.K.B: <i>Kindergarten Health Literacy Responsible Behavior</i>		
	HE.K.B.3: <i>Accessing information - Demonstrate the ability to access valid health information, products, and services to enhance health.</i>	
	HE.K.B.3.1	Recognize warning labels and signs on hazardous products and places.
	HE.K.B.3.2	Recognize school and community health helpers.
	HE.K.B.4: <i>Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</i>	
	HE.K.B.4.1	Recognize healthy ways to express needs, wants, and feelings.
	HE.K.B.4.2	Demonstrate listening skills to enhance health.
	HE.K.B.4.3	Identify the appropriate responses to unwanted and threatening situations.
	HE.K.B.5: <i>Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</i>	
	HE.K.B.5.1	Name situations when a health-related decision can be made individually or when assistance is needed.
	HE.K.B.5.2	Recognize healthy options to health-related issues or problems.
	HE.K.B.5.3	Recognize the consequences of not following rules/practices when making healthy and safe decisions.
<b>1<sup>st</sup> Grade</b>		
HE.1.C: <i>First Grade Health Literacy Concepts</i>		

	<i>HE.1.C.1: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</i>	
	HE.1.C.1.1	Identify healthy behaviors.
	HE.1.C.1.2	Recognize the physical and social dimensions of health.
	HE.1.C.1.3	Describe ways to prevent common communicable diseases.
	HE.1.C.1.4	Identify ways to prevent childhood injuries in the home, school, and community settings.
	HE.1.C.1.5	Identify the correct names of human body parts.
	HE.1.C.1.6	Identify health-care providers.
	<i>HE.1.C.2: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors</i>	
	HE.1.C.2.1	Identify how children learn health behaviors from family and friends.
	HE.1.C.2.2	Explore the ways that a friend would act in a variety of situations.
	HE.1.C.2.3	Identify what the school and community do to support personal-health practices and behaviors.
	HE.1.C.2.4	Recognize health consequences for not following rules.
<i>HE.1.P: First Grade Health Literacy Promotion</i>		
	<i>HE.1.P.7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</i>	
	HE.1.P.7.1	Tell about behaviors that avoid or reduce health risks.
	<i>HE.1.P.8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</i>	
	HE.1.P.8.1	Encourage others to make positive health choices.
<i>HE.1.B: First Grade Health Literacy Responsible Behavior</i>		

	<i>HE.1.B.3: Accessing information - Demonstrate the ability to access valid health information, products, and services to enhance health.</i>	
	HE.1.B.3.1	Determine the meaning of warning labels and signs on hazardous products and places
	HE.1.B.3.2	Identify trusted adults and professionals who can help promote health.
	<i>HE.1.B.4: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</i>	
	HE.1.B.4.1	Identify healthy ways to express needs, wants, and feelings.
	HE.1.B.4.2	Describe good listening skills to enhance health.
	HE.1.B.4.3	Describe ways to respond when in an unwanted, threatening, or dangerous situation.
	<i>HE.1.B.5: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</i>	
	HE.1.B.5.1	Describe situations when a health-related decision can be made individually or when assistance is needed.
	HE.1.B.5.2	Identify healthy options to health-related issues or problems.
	HE.1.B.5.3	Explain the consequences of not following rules/practices when making healthy and safe decisions.
<b>2<sup>nd</sup> Grade</b>		
<i>HE.2.C: Second Grade Health Literacy Concepts</i>		
	<i>HE.2.C.1: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</i>	
	HE.2.C.1.1	Identify that healthy behaviors affect personal health.
	HE.2.C.1.2	Recognize the physical, mental/emotional and social dimensions of health.

	HE.2.C.1.3	Describe ways a safe, healthy home environment can promote personal health.
	HE.2.C.1.4	Describe ways to prevent childhood injuries in the home, school, and community settings.
	HE.2.C.1.5	Recognize the locations and functions of major human organs.
	HE.2.C.1.6	Determine when it is important to seek health care.
	<i>HE.2.C.2: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors</i>	
	HE.2.C.2.1	Describe how family rules and practices influence health behaviors.
	HE.2.C.2.2	Describe how friends' health practices influence health behaviors of others.
	HE.2.C.2.3	Describe how the school and community influence health behaviors of children.
	HE.2.C.2.4	Explain the ways that rules make the classroom, school, and community safer.
<i>HE.2.P: Second Grade Health Literacy Promotion</i>		
	<i>HE.2.P.7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</i>	
	HE.2.P.7.1	Demonstrate health behaviors to maintain or improve personal health.
	<i>HE.2.P.8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</i>	
	HE.2.P.8.1	Support peers when making positive health choices.
<i>HE.2.B: Second Grade Health Literacy Responsible Behavior</i>		
	<i>HE.2.B.3: Accessing information - Demonstrate the ability to access valid health information, products, and services to enhance health.</i>	
	HE.2.B.3.1	Understand the meaning of warning labels and signs on hazardous products.

	HE.2.B.3.2	Select trusted adults and professionals who can help promote health.
	<i>HE.2.B.4: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</i>	
	HE.2.B.4.1	Demonstrate healthy ways to express needs, wants, feelings, and listening skills to enhance health.
	HE.2.B.4.3	Demonstrate ways to respond to unwanted, threatening, or dangerous situations.
	<i>HE.2.B.5: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</i>	
	HE.2.B.5.1	Differentiate between situations when a health-related decision can be made individually or when assistance is needed.
	HE.2.B.5.2	Name healthy options to health-related issues or problems.
	HE.2.B.5.3	Compare the consequences of not following rules/practices when making healthy and safe decisions.
	<i>HE.2.B.6: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</i>	
	HE.2.B.6.1	Establish a short-term personal health goal as a class and take action toward achieving the goal.
<b>3<sup>rd</sup> Grade</b>		
<i>HE.3.C: Third Grade Health Literacy Concepts</i>		
	<i>HE.3.C.1: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</i>	
	HE.3.C.1.1	Describe healthy behaviors that affect personal health.
	HE.3.C.1.3	Describe ways a safe, healthy classroom can promote personal health.
	HE.3.C.1.4	Recognize common childhood health conditions.
	HE.3.C.1.5	Recognize that body parts and organs work together to form human body systems.
	HE.3.C.1.6	Describe why it is important to seek health care.

	<i>HE.3.C.2: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors</i>	
	HE.3.C.2.1	Explore how family and friend's traditions and customs may influence health behaviors.
	HE.3.C.2.3	Explore how the traditions and customs of the school and community influence health behavior of children.
	HE.3.C.2.4	Identify classroom and school rules that promote health and disease prevention.
	HE.3.C.2.5	Discuss the positive and negative impacts media may have on health.
	HE.3.C.2.6	Discuss the positive and negative impacts technology may have on health.
<i>HE.3.P: Third Grade Health Literacy Promotion</i>		
	<i>HE.3.P.7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</i>	
	HE.3.P.7.1	Practice responsible personal health behaviors.
	HE.3.P.7.2	Investigate a variety of behaviors that avoid or reduce health risks.
	<i>HE.3.P.8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</i>	
	HE.3.P.8.1	Promote positive behaviors to others.
<i>HE.3.B: Third Grade Health Literacy Responsible Behavior</i>		
	<i>HE.3.B.3: Accessing information - Demonstrate the ability to access valid health information, products, and services to enhance health.</i>	
	HE.3.B.3.1	Locate resources from home, school, and community that provide valid health information.
	HE.3.B.3.2	Describe criteria for selecting health information, resources, products, and services.

	HE.3.B.3.3	Describe how the media influences the selection of health information, products, and services.
	<i>HE.3.B.4: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</i>	
	HE.3.B.4.1	Identify effective verbal and nonverbal communication skills to enhance health.
	HE.3.B.4.2	Demonstrate refusal skills that avoid or reduce health risks.
	HE.3.B.4.3	Demonstrate nonviolent strategies to manage or resolve conflict.
	HE.3.B.4.4	Explain ways to ask for assistance to enhance personal health.
	<i>HE.3.B.5: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</i>	
	HE.3.B.5.1	Recognize circumstances that can help or hinder healthy decision making.
	HE.3.B.5.2	List healthy options to health-related issues or problems.
	HE.3.B.5.3	Discuss the potential short-term personal impact of each option when making a health-related decision.
	HE.3.B.5.4	Find a healthy option when making a decision for yourself.
	HE.3.B.5.5	Explain when assistance is needed when making a health-related decision.
	<i>HE.3.B.6: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</i>	
	HE.3.B.6.1	Select a personal health goal and track progress toward achievement.
	HE.3.B.6.2	Examine resources that could assist in achieving a small group personal health goal.
<b>4<sup>th</sup> Grade</b>		
<i>HE.4.C: Fourth Grade Health Literacy Concepts</i>		
	<i>HE.4.C.1: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</i>	

	HE.4.C.1.1	Identify the relationship between healthy behaviors and personal health.
	HE.4.C.1.2	Identify examples of mental/emotional, physical, and social health.
	HE.4.C.1.3	Describe ways a safe, healthy school environment can promote personal health.
	HE.4.C.1.4	Describe ways to prevent common childhood injuries and health problems.
	HE.4.C.1.5	Identify the human body parts and organs that work together to form healthy body systems.
	HE.4.C.1.6	Distinguish differences among various healthcare providers, products, and services.
	<i>HE.4.C.2: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors</i>	
	HE.4.C.2.1	Explain the importance of family on health practices and behaviors.
	HE.4.C.2.2	Explain the important role that friends/peers may play in health practices and behaviors.
	HE.4.C.2.3	Explain the important roles that school and community play in health practices and behaviors.
	HE.4.C.2.4	Recognize types of school rules and community laws that promote health and disease prevention.
	HE.4.C.2.5	Explain how media influences personal thoughts, feelings, and health behaviors.
	HE.4.C.2.6	Explain how technology influences personal thoughts, feelings, and health behaviors.
<i>HE.4.P: Fourth Grade Health Literacy Promotion</i>		
	<i>HE.4.P.7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</i>	

	HE.4.P.7.2	Discuss a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.
	HE.4.P.8: <i>Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</i>	
	HE.4.P.8.1	Assist others to make positive health choices.
HE.4.B: <i>Fourth Grade Health Literacy Responsible Behavior</i>		
	HE.4.B.3: <i>Accessing information - Demonstrate the ability to access valid health information, products, and services to enhance health.</i>	
	HE.4.B.3.1	Describe characteristics of valid health information, products, and services.
	HE.4.B.3.2	Construct criteria for selecting health resources, products, services, and reputable technologies.
	HE.4.B.3.3	Examine resources from home, school and community that provide valid health information.
	HE.4.B.4: <i>Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</i>	
	HE.4.B.4.1	Explain effective verbal and nonverbal communication skills to enhance health.
	HE.4.B.4.2	Identify refusal skills and negotiation skills that avoid or reduce health risks.
	HE.4.B.4.3	Discuss nonviolent strategies to manage or resolve conflict.
	HE.4.B.4.4	Demonstrate ways to ask for assistance to enhance personal health.
	HE.4.B.5: <i>Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</i>	
	HE.4.B.5.1	Identify circumstances that can help or hinder healthy decision making.

	HE.4.B.5.2	Itemize healthy options to health-related issues or problems.
	HE.4.B.5.3	Predict the potential short-term impact of each option on self and others when making a health-related decision.
	HE.4.B.5.4	Choose a healthy option when making decisions for yourself and/or others.
	HE.4.B.5.5	Examine when assistance is needed to make a health-related decision.
	<i>HE.4.B.6: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</i>	
	HE.4.B.6.1	Create a personal health goal and track progress toward achievement.
	HE.4.B.6.2	Categorize resources that could assist in achieving a small group personal health goal.
<b>5<sup>th</sup> Grade</b>		
<i>HE.5.C: Fifth Grade Health Literacy Concepts</i>		
	<i>HE.5.C.1: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</i>	
	HE.5.C.1.1	Describe the relationship between healthy behaviors and personal health.
	HE.5.C.1.2	Explain the physical, mental/emotional, social, and intellectual dimensions of health.
	HE.5.C.1.3	Explain ways a safe, healthy home and school environment promote personal health.
	HE.5.C.1.4	Compare ways to prevent common childhood injuries and health problems.
	HE.5.C.1.5	Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems.
	HE.5.C.1.6	Recognize how appropriate health care can promote personal health.
	<i>HE.5.C.2: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors</i>	

	HE.5.C.2.1	Predict how families may influence various health practices of children.
	HE.5.C.2.2	Predict how friends/peers may influence various health practices of children.
	HE.5.C.2.3	Predict how the school and community influence various health practices of children.
	HE.5.C.2.4	Give examples of school and public health policies that influence health promotion and disease prevention.
	HE.5.C.2.5	Determine how media influences family health behaviors and the selection of health information, products, and services.
	HE.5.C.2.6	Describe ways that technology can influence family health behaviors.
	HE.5.C.2.7	Discuss how various cultures can influence personal health beliefs.
	HE.5.C.2.8	Investigate influences that change health beliefs and behaviors.
<b>HE.5.P: Fifth Grade Health Literacy Promotion</b>		
	<b>HE.5.P.7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</b>	
	HE.5.P.7.1	Model responsible personal health behaviors.
	HE.5.P.7.2	Illustrate a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.
	<b>HE.5.P.8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</b>	
	HE.5.P.8.1	Persuade others to make positive health choices.
<b>HE.5.B: Fifth Grade Health Literacy Responsible Behavior</b>		
	<b>HE.5.B.3: Accessing information - Demonstrate the ability to access valid health information, products, and services to enhance health.</b>	
	HE.5.B.3.1	Discuss characteristics of valid health information, products, and services.

	HE.5.B.3.2	Evaluate criteria for selecting health resources, products, and services.
	HE.5.B.3.3	Compile resources from home, school, and community, technologies that provide valid health information.
	<i>HE.5.B.4: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</i>	
	HE.5.B.4.1	Illustrate techniques of effective verbal and nonverbal communication skills to enhance health.
	HE.5.B.4.2	Discuss refusal skills and negotiation skills that avoid or reduce health risks.
	HE.5.B.4.3	Illustrate effective conflict resolution strategies.
	HE.5.B.4.4	Determine ways to ask for assistance to enhance the health of self and others.
	<i>HE.5.B.5: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</i>	
	HE.5.B.5.1	Describe circumstances that can help or hinder healthy decision making.
	HE.5.B.5.2	Summarize healthy options to health-related issues or problems.
	HE.5.B.5.3	Compare the potential short-term impact of each option on self and others when making a health-related decision.
	HE.5.B.5.4	Select a healthy option when making decisions for yourself and/or others.
	HE.5.B.5.5	Analyze when assistance is needed when making a health-related decision.
	<i>HE.5.B.6: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</i>	
	HE.5.B.6.1	Specify a personal health goal and track progress toward achievement.
	HE.5.B.6.2	Select reliable resources that would assist in achieving a small group personal health goal.

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

### HE.6.C: *Sixth Grade Health Literacy Concepts*

#### HE.6.C.1: *Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.*

	HE.6.C.1.2	Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated.
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	HE.6.C.1.3	Identify environmental factors that affect personal health.
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	HE.6.C.1.4	Identify health problems and concerns common to adolescents including reproductive development.
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	HE.6.C.1.5	Explain how body systems are impacted by hereditary factors and infectious agents.
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	HE.6.C.1.6	Examine how appropriate health care can promote personal health.
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	HE.6.C.1.7	Recognize how heredity can affect personal health.
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	HE.6.C.1.8	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
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#### HE.6.C.2: *Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors*

	HE.6.C.2.1	Examine how family influences the health of adolescents.
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	HE.6.C.2.2	Examine how peers influence the health of adolescents.
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	HE.6.C.2.3	Identify the impact of health information conveyed to students by the school and community.
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	HE.6.C.2.4	Investigate school and public health policies that influence health promotion and disease prevention.
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	HE.6.C.2.5	Examine how media influences peer and community health behaviors.
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	HE.6.C.2.6	Propose ways that technology can influence peer and community health behaviors.
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	HE.6.C.2.7	Investigate cultural changes related to health beliefs and behaviors.
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	HE.6.C.2.8	Determine how social norms may impact healthy and unhealthy behavior.
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	HE.6.C.2.9	Identify the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
<i>HE.6.P: Sixth Grade Health Literacy Promotion</i>		
	<i>HE.6.P.7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</i>	
	HE.6.P.7.1	Explain the importance of assuming responsibility for personal-health behaviors.
	HE.6.P.7.2	Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
	<i>HE.6.P.8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</i>	
	HE.6.P.8.1	Practice how to influence and support others when making positive health choices.
	HE.6.P.8.2	State a health-enhancing position on a topic and support it with accurate information.
	HE.6.P.8.3	Work cooperatively to advocate for healthy individuals, families, and schools.
	HE.6.P.8.4	Identify ways health messages and communication techniques can be targeted for different audiences.
<i>HE.6.B: Sixth Grade Health Literacy Responsible Behavior</i>		
	<i>HE.6.B.3: Accessing information - Demonstrate the ability to access valid health information, products, and services to enhance health.</i>	
	HE.6.B.3.1	Examine the validity of health information, and determine the cost of health products, and services.
	HE.6.B.3.3	Investigate a variety of technologies to gather health information.
	HE.6.B.3.4	Describe situations when professional health services may be required.
	<i>HE.6.B.4: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</i>	
	HE.6.B.4.1	Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health.

	HE.6.B.4.2	Practice refusal skills and negotiation skills to reduce health risks.
	HE.6.B.4.3	Demonstrate effective conflict-management and/or resolution strategies.
	HE.6.B.4.4	Compile ways to ask for assistance to enhance the health of self and others.
	<i>HE.6.B.5: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</i>	
	HE.6.B.5.1	Investigate health-related situations that require the application of a thoughtful decision-making process.
	HE.6.B.5.2	Choose healthy alternatives over unhealthy alternatives when making a decision.
	HE.6.B.5.3	Specify the potential outcomes of each option when making a health-related decision.
	HE.6.B.5.4	Distinguish between the need for individual or collaborative decision-making.
	HE.6.B.5.5	Predict the potential outcomes of a health-related decision.
	<i>HE.6.B.6: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</i>	
	HE.6.B.6.1	Use various methods to measure personal health status.
	HE.6.B.6.2	Develop an individual goal to adopt, maintain, or improve a personal health practice.
	HE.6.B.6.3	Determine strategies and skills needed to attain a personal health goal.
	HE.6.B.6.4	Monitor progress toward attaining a personal health goal.
<b>7<sup>th</sup> Grade</b>		
<i>HE.7.C: Seventh Grade Health Literacy Concepts</i>		
	<i>HE.7.C.1: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</i>	

	HE.7.C.1.1	Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health.
	HE.7.C.1.2	Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated.
	HE.7.C.1.3	Analyze how environmental factors affect personal health.
	HE.7.C.1.4	Describe ways to reduce or prevent injuries and adolescent health problems.
	HE.7.C.1.5	Classify infectious agents and their modes of transmission to the human body.
	HE.7.C.1.6	Explain how appropriate health care can promote personal health.
	HE.7.C.1.7	Describe how heredity can affect personal health.
	HE.7.C.1.8	Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
	<i>HE.7.C.2: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors</i>	
	HE.7.C.2.1	Examine how family health behaviors influence health of adolescents.
	HE.7.C.2.2	Examine how peers may influence the health behaviors of adolescents.
	HE.7.C.2.3	Examine how the school and community may influence the health behaviors of adolescents.
	HE.7.C.2.5	Analyze how messages from media influence health behaviors.
	HE.7.C.2.6	Evaluate the influence of technology in locating valid health information.
	HE.7.C.2.7	Determine how cultural changes related to health beliefs and behaviors impact personal health.
	HE.7.C.2.8	Evaluate how changes in social norms impact healthy and unhealthy behavior.
	HE.7.C.2.9	Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
<i>HE.7.P: Seventh Grade Health Literacy Promotion</i>		

	<i>HE.7.P.7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</i>	
	HE.7.P.7.1	Examine the importance of assuming responsibility for personal-health behaviors.
	HE.7.P.7.2	Experiment with behaviors that will maintain or improve personal health and reduce health risks.
	<i>HE.7.P.8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</i>	
	HE.7.P.8.1	Utilize the influence of others to promote positive health choices.
	HE.7.P.8.2	Articulate a position on a health-related issue and support it with accurate health information.
	HE.7.P.8.3	Work cooperatively to advocate for healthy individuals, peers, and families.
	HE.7.P.8.4	Analyze ways health messages can target different audiences.
<i>HE.7.B: Seventh Grade Health Literacy Responsible Behavior</i>		
	<i>HE.7.B.3: Accessing information - Demonstrate the ability to access valid health information, products, and services to enhance health.</i>	
	HE.7.B.3.1	Analyze the validity of health information, products, and services.
	HE.7.B.3.3	Compare a variety of technologies to gather health information.
	HE.7.B.3.4	Differentiate among professional health services that may be required.
	<i>HE.7.B.4: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</i>	
	HE.7.B.4.1	Apply effective communication skills when interacting with others to enhance health.
	HE.7.B.4.2	Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.
	HE.7.B.4.3	Articulate the possible causes of conflict among youth in schools and communities.

	HE.7.B.4.4	Demonstrate how to ask for assistance to enhance the health of self and others.
	<i>HE.7.B.5: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</i>	
	HE.7.B.5.1	Predict when health-related situations require the application of a thoughtful decision-making process.
	HE.7.B.5.2	Select healthy alternatives over unhealthy alternatives when making a decision.
	HE.7.B.5.4	Determine when individual or collaborative decision-making is appropriate.
	HE.7.B.5.5	Predict the short and long-term consequences of engaging in health-risk behaviors.
	<i>HE.7.B.6: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</i>	
	HE.7.B.6.1	Analyze personal beliefs as they relate to health practices.
	HE.7.B.6.2	Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice.
	HE.7.B.6.3	Explain strategies and skills needed to assess progress and maintenance of a personal health goal.
<b>8<sup>th</sup> Grade</b>		
<i>HE.8.C: Eighth Grade Health Literacy Concepts</i>		
	<i>HE.8.C.1: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</i>	
	HE.8.C.1.2	Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.
	HE.8.C.1.3	Predict how environmental factors affect personal health.
	HE.8.C.1.4	Investigate strategies to reduce or prevent injuries and other adolescent health problems.
	HE.8.C.1.5	Identify major chronic diseases that impact human body systems.
	HE.8.C.1.6	Analyze how appropriate health care can promote personal health.

	HE.8.C.1.7	Explore how heredity and family history can affect personal health.
	HE.8.C.1.8	Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
	<i>HE.8.C.2: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors</i>	
	HE.8.C.2.1	Assess the role of family health beliefs on the health of adolescents.
	HE.8.C.2.2	Assess how the health beliefs of peers may influence adolescent health.
	HE.8.C.2.3	Analyze how the school and community may influence adolescent health.
	HE.8.C.2.4	Critique school and public health policies that influence health promotion and disease prevention.
	HE.8.C.2.5	Research marketing strategies behind health-related media messages.
	HE.8.C.2.6	Analyze the influence of technology on personal and family health.
	HE.8.C.2.7	Describe the influence of culture on health beliefs, practices, and behaviors.
	HE.8.C.2.8	Explain how the perceptions of norms influence healthy and unhealthy behaviors.
	HE.8.C.2.9	Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
<i>HE.8.P: Eighth Grade Health Literacy Promotion</i>		
	<i>HE.8.P.7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</i>	
	HE.8.P.7.1	Assess the importance of assuming responsibility for personal-health behaviors, including sexual behavior.
	HE.8.P.7.2	Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
	<i>HE.8.P.8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</i>	

	HE.8.P.8.1	Promote positive health choices with the influence and support of others.
	HE.8.P.8.2	Justify a health-enhancing position on a topic and support it with accurate information.
	HE.8.P.8.3	Work cooperatively to advocate for healthy individuals, peers, families, and schools.
	HE.8.P.8.4	Evaluate ways health messages and communication techniques can be targeted for different audiences.
<b>HE.8.B: Eighth Grade Health Literacy Responsible Behavior</b>		
	<i>HE.8.B.3: Accessing information - Demonstrate the ability to access valid health information, products, and services to enhance health.</i>	
	HE.8.B.3.1	Analyze valid and reliable health services and the cost of products.
	HE.8.B.3.2	Analyze the accessibility, validity, and reliability of products and services that enhance home, school, and community health.
	HE.8.B.3.3	Recommend a variety of technologies to gather health information.
	HE.8.B.3.4	Determine situations when specific professional health services or providers may be required.
	<i>HE.8.B.4: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</i>	
	HE.8.B.4.1	Illustrate skills necessary for effective communication with family, peers, and others to enhance health.
	HE.8.B.4.3	Examine the possible causes of conflict among youth in schools and communities.
	HE.8.B.4.4	Compare and contrast ways to ask for and offer assistance to enhance the health of self and others.
	<i>HE.8.B.5: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</i>	
	HE.8.B.5.1	Determine when health-related situations require the application of a thoughtful prepared plan of action.
	HE.8.B.5.2	Categorize healthy and unhealthy alternatives to health-related issues or problems.
	HE.8.B.5.3	Compile the potential outcomes of each option when making a health-related decision.

	HE.8.B.5.4	Distinguish when individual or collaborative decision-making is appropriate.
	HE.8.B.5.5	Evaluate the outcomes of a health-related decision.
	<i>HE.8.B.6: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</i>	
	HE.8.B.6.1	Assess personal health practices.
	HE.8.B.6.2	Design an individual goal to adopt, maintain, or improve a personal health practice.
	HE.8.B.6.3	Apply strategies and skills needed to attain a personal health goal.
	HE.8.B.6.4	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.
<b>High School</b>		
<i>HE.912.C: Grades 9-12 Health Literacy Concepts</i>		
	<i>HE.912.C.1: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</i>	
	HE.912.C.1.1	Predict how healthy behaviors can affect health status.
	HE.912.C.1.2	Interpret the significance of interrelationships in mental/emotional, physical, and social health.
	HE.912.C.1.3	Evaluate how environment and personal health are interrelated.
	HE.912.C.1.4	Propose strategies to reduce or prevent injuries and health problems.
	HE.912.C.1.5	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
	HE.912.C.1.6	Evaluate the relationship between access to health care and health status.
	HE.912.C.1.7	Analyze how heredity and family history can impact personal health.
	HE.912.C.1.8	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.

**PHYSICAL EDUCATION (PE) K-12****Kindergarten***PE.K.C: Kindergarten Cognitive Abilities*

*PE.K.C.2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.*

PE.K.C.2.1 Recognize locomotor skills.

PE.K.C.2.2 Recognize physical activities have safety rules and procedures.

PE.K.C.2.3 Recognize technology can be utilized during physical activity.

PE.K.C.2.4 Recognize there are deep and shallow areas of a pool, and identify the dangers of entering a body of water without supervision.

PE.K.C.2.5 Recognize the concept of a dominant hand/foot for throwing/striking/kicking patterns.

PE.K.C.2.6 Recite cues for a variety of movement patterns and skills.

PE.K.C.2.7 Identify personal and general space.

PE.K.C.2.8 Recognize movement concepts.

*PE.K.L: Kindergarten Lifetime Fitness*

*PE.K.L.3: Participate regularly in physical activity.*

PE.K.L.3.1 Identify a moderate physical activity.

PE.K.L.3.2 Identify a vigorous physical activity.

PE.K.L.3.3 Identify opportunities for involvement in physical activities during the school day.

PE.K.L.3.4 Identify opportunities for involvement in physical activities after the school day.

	PE.K.L.3.5	Describe physical-activity goal-setting.
	PE.K.L.3.6	Identify the benefits of participating in physical activity.
	PE.K.L.3.7	Verbally state the search used before crossing a roadway.
	PE.K.L.4: <i>Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</i>	
	PE.K.L.4.1	Identify the location of muscles that help the body perform specific physical activities.
	PE.K.L.4.2	Identify that the heart beats faster during more intense physical activity.
	PE.K.L.4.3	Identify activities that increase breathing and heart rate.
	PE.K.L.4.4	Identify a physiological sign of participating in physical activity.
	PE.K.L.4.5	Identify a benefit of flexibility.
	PE.K.L.4.6	Differentiate between healthy and unhealthy food choices.
PE.K.M: <i>Kindergarten Movement Competency</i>		
	PE.K.M.1: <i>Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</i>	
	PE.K.M.1.1	Use a variety of locomotor skills to travel in personal and general space.
	PE.K.M.1.2	Strike objects using body parts forcefully.
	PE.K.M.1.3	Balance a lightweight object on a paddle/racket while moving.
	PE.K.M.1.4	Strike an object forcefully using a modified, long-handled implement of various sizes, weights and compositions.
	PE.K.M.1.5	Use two hands to bounce and catch a large playground ball.
	PE.K.M.1.6	Participate in a variety of introductory water skills.
	PE.K.M.1.7	Catch a variety of self-tossed objects.
	PE.K.M.1.8	Roll and throw a variety of objects using an underhand motion.
	PE.K.M.1.9	Throw a variety of objects forcefully using an overhand motion.
	PE.K.M.1.10	Perform a creative-movement sequence with a clear beginning balance, at least one movement and a clear ending shape.
	PE.K.M.1.11	Balance on a variety of body parts.

	PE.K.M.1.12	Perform a variety of rolling actions.
	PE.K.M.1.13	Move in a variety of ways in relation to others.
<b>PE.K.R: Kindergarten Responsible Behaviors and Values</b>		
	<b>PE.K.R.5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</b>	
	PE.K.R.5.1	Identify ways to cooperate with a partner during physical activity.
	PE.K.R.5.2	Use equipment safely and properly.
	PE.K.R.5.3	Identify ways to treat others with respect during physical activity.
	<b>PE.K.R.6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</b>	
	PE.K.R.6.1	Identify physical activities that are enjoyable.
	PE.K.R.6.2	Identify a benefit of willingly trying new movements and motor skills.
	PE.K.R.6.3	Identify the benefits of continuing to participate when not successful on the first try.
<b>1<sup>st</sup> Grade</b>		
<b>PE.1.C: First Grade Cognitive Abilities</b>		
	<b>PE.1.C.2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</b>	
	PE.1.C.2.1	Identify the critical elements of locomotor skills.
	PE.1.C.2.2	Identify safety rules and procedures for teacher-selected physical activities.
	PE.1.C.2.3	Identify technology that can be utilized to enhance physical activity.

	PE.1.C.2.4	Identify the rules for safe water activities, and recognize the importance of having a lifeguard near water or in a swimming facility.
	PE.1.C.2.5	Recognize the importance of practicing to improve performance.
	PE.1.C.2.6	Use skill cues to improve performance.
	PE.1.C.2.7	Identify dominant hand/foot for use with throwing/dribbling/striking/kicking skills.
	PE.1.C.2.8	Identify movement concepts.
	PE.1.C.2.9	Name examples of warm-up and cool-down exercises.
<i>PE.1.L: First Grade Lifetime Fitness</i>		
	<i>PE.1.L.3: Participate regularly in physical activity.</i>	
	PE.1.L.3.1	Identify a moderate physical activity.
	PE.1.L.3.2	Identify a vigorous physical activity.
	PE.1.L.3.3	Identify opportunities for involvement in physical activities during the school day.
	PE.1.L.3.4	Identify opportunities for involvement in physical activities after the school day.
	PE.1.L.3.5	Set physical-activity goals.
	PE.1.L.3.6	Identify the health benefits of physical activity.
	PE.1.L.3.7	Identify edges, pedestrians, vehicles and traffic.
	<i>PE.1.L.4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</i>	
	PE.1.L.4.1	Identify a benefit of strengthening muscles.
	PE.1.L.4.2	Identify the components of health-related physical fitness.
	PE.1.L.4.3	Identify the changes in heart rate before, during and after physical activity.
	PE.1.L.4.4	Identify the difference in the activity of the heart during rest and while physically active.
	PE.1.L.4.5	Discuss the physiological signs of physical activity.
	PE.1.L.4.6	Identify how to properly flex and extend body parts to promote flexibility.
	PE.1.L.4.7	Identify the food groups.
<i>PE.1.M: First Grade Movement Competency</i>		

	<i>PE.1.M.1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</i>	
	PE.1.M.1.1	Travel using various locomotor skills while changing directions, pathways and speeds.
	PE.1.M.1.2	Strike an object upward using body parts.
	PE.1.M.1.3	Strike a lightweight object upward continuously using a paddle/racket.
	PE.1.M.1.4	Strike a stationary object a short distance using a modified, long-handled implement so that the object travels in the intended direction.
	PE.1.M.1.5	Dribble an object with hands or feet while demonstrating control in general space.
	PE.1.M.1.6	Demonstrate a variety of basic water skills.
	PE.1.M.1.7	Move in different directions to catch a variety of self-tossed objects.
	PE.1.M.1.8	Demonstrate an underhand-throwing motion for accuracy using correct technique.
	PE.1.M.1.9	Demonstrate an overhand-throwing motion for distance using correct technique.
	PE.1.M.1.10	Perform a self-designed creative movement/dance sequence with a clear beginning balance, use of one movement and a different and clear ending shape.
	PE.1.M.1.11	Demonstrate a sequence of a balance, a roll and a different balance.
	PE.1.M.1.12	Demonstrate the ability to take weight onto hands.
	PE.1.M.1.13	Chase, flee and dodge to avoid or catch others.
	PE.1.M.1.14	Use a variety of takeoff and landing patterns to jump, hop and leap safely in relation to various types of equipment
<i>PE.1.R: First Grade Responsible Behaviors and Values</i>		
	<i>PE.1.R.5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</i>	

	PE.1.R.5.1	List a benefit resulting from cooperation and sharing during physical activity.
	PE.1.R.5.2	Use physical-activity space safely and properly.
	PE.1.R.5.3	Demonstrate consideration of others while participating in physical activity.
	<i>PE.1.R.6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i>	
	PE.1.R.6.1	Identify physical-activity preferences.
	PE.1.R.6.2	Identify feelings resulting from participation in physical activity.
	PE.1.R.6.3	Identify the benefits of learning new movement skills.
<b>2<sup>nd</sup> Grade</b>		
<i>PE.2.C: Second Grade Cognitive Abilities</i>		
	<i>PE.2.C.2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</i>	
	PE.1.C.2.1	Describe the critical elements of locomotor skills.
	PE.1.C.2.2	Identify safety rules and procedures for selected physical activities.
	PE.1.C.2.3	Utilize technology to enhance experiences in physical education.
	PE.1.C.2.4	Explain the importance of wearing a life jacket (personal flotation device) when on a boat or near water.
	PE.1.C.2.5	Explain how appropriate practice improves the performance of movement skills.
	PE.1.C.2.6	Apply teacher feedback to effect change in performance.

	PE.1.C.2.7	Describe movement concepts.
	PE.1.C.2.8	Explain the importance of warm-up and cool-down activities.
	PE.1.C.2.9	Define offense and defense.
<i>PE.2.L: Second Grade Lifetime Fitness</i>		
	<i>PE.2.L.3: Participate regularly in physical activity.</i>	
	PE.2.L.3.1	Identify a moderate physical activity.
	PE.2.L.3.2	Identify a vigorous physical activity.
	PE.2.L.3.3	Identify opportunities for involvement in physical activities during the school day.
	PE.2.L.3.4	Identify opportunities for involvement in physical activities after the school day.
	PE.2.L.3.5	Set and meet physical-activity goals.
	PE.2.L.3.6	Identify how opportunities for participation in physical activities change during the seasons.
	PE.2.L.3.7	Identify healthful benefits that result from regular participation in physical activity.
	PE.2.L.3.8	Identify the proper crossing sequence.
	<i>PE.2.L.4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness</i>	
	PE.2.L.4.1	Identify how muscular strength and endurance enhances performance in physical activities.
	PE.2.L.4.2	Discuss the components of health-related physical fitness.
	PE.2.L.4.3	Identify that a stronger heart muscle can pump more blood with each beat.
	PE.2.L.4.4	Identify why sustained physical activity causes an increased heart rate and heavy breathing
	PE.2.L.4.5	Identify the physiological signs of moderate to vigorous physical activity.

	PE.2.L.4.6	Identify benefits of participation in informal physical fitness assessment.
	PE.2.L.4.7	Identify appropriate stretching exercises.
	PE.2.L.4.8	Categorize food into food groups.
<i>PE.2.M: Second Grade Movement Competency</i>		
	<i>PE.2.M.1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</i>	
	PE.2.M.1.1	Perform locomotor skills with proficiency in a variety of activity settings to include rhythms/dance.
	PE.2.M.1.2	Strike an object continuously using body parts both upward and downward.
	PE.2.M.1.3	Strike an object continuously using a paddle/racket both upward and downward.
	PE.2.M.1.4	Strike a stationary object a short distance using a long-handled implement so that the object travels in the intended direction.
	PE.2.M.1.5	Dribble with hands and feet in various pathways, directions and speeds around stationary objects.
	PE.2.M.1.6	Perform a variety of fundamental aquatics skills.
	PE.2.M.1.7	Move in different directions to catch a variety of objects softly tossed by a stationary partner.
	PE.2.M.1.8	Demonstrate an overhand-throwing motion for distance demonstrating correct technique and accuracy.
	PE.2.M.1.9	Perform one folk or line dance accurately.
	PE.2.M.1.10	Demonstrate a sequence of a balance, a roll and a different balance with correct technique and smooth transitions.
	PE.2.M.1.11	Perform at least one skill that requires the transfer of weight to hands.
	PE.2.M.1.12	Chase, flee and dodge to avoid or catch others while maneuvering around obstacles.

<i>PE.2.R: Second Grade Responsible Behaviors and Values</i>		
	<i>PE.2.R.5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</i>	
	PE.2.R.5.1	Identify ways to cooperate with others regardless of personal differences during physical activity.
	PE.2.R.5.2	List ways to safely handle physical-activity equipment.
	PE.2.R.5.3	Describe the personal feelings resulting from challenges, successes and failures in physical activity.
	PE.2.R.5.4	Identify ways to successfully resolve conflicts with others.
	<i>PE.2.R.6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i>	
	PE.2.R.6.1	Identify ways to use physical activity to express feeling.
	PE.2.R.6.2	Discuss the relationship between skill competence and enjoyment.
	PE.2.R.6.3	Identify ways to contribute as a member of a cooperative group.
<b>3<sup>rd</sup> Grade</b>		
<i>PE.3.C: Third Grade Cognitive Abilities</i>		
	<i>PE.3.C.2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</i>	
	PE.3.C.2.1	Identify the importance of purposeful movement and its impact on quality of performance.
	PE.3.C.2.2	Understand the importance of safety rules and procedures in all physical activities.
	PE.3.C.2.3	Understand that technology can be utilized to gather information about performance.
	PE.3.C.2.4	Identify and explain different items that can be used for assisting in a water-related emergency.
	PE.3.C.2.5	Explain how appropriate practice improves performance of movement skills.
	PE.3.C.2.6	Analyze peer performance and provide feedback.
	PE.3.C.2.7	Identify the reasons for warm-up and cool-down activities.
	PE.3.C.2.8	Describe basic offensive and defensive tactics.
<i>PE.3.L: Third Grade Lifetime Fitness</i>		

	<i>PE.3.L.3: Participate regularly in physical activity</i>	
	PE.3.L.3.1	Identify a moderate physical activity.
	PE.3.L.3.2	Identify a vigorous physical activity.
	PE.3.L.3.3	Identify opportunities for involvement in physical activities during the school day.
	PE.3.L.3.4	Identify opportunities for involvement in physical activities after the school day.
	PE.3.L.3.5	Use an activity log to maintain a personal record of participation in physical activity during a period of time.
	PE.3.L.3.6	Identify lifestyle changes that can be made to increase the level of physical activity.
	PE.3.L.3.7	Differentiate between the correct and incorrect way to fit a bicycle helmet.
	<i>PE.3.L.4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</i>	
	PE.3.L.4.1	Describe how muscular strength and endurance enhances performance in physical activities.
	PE.3.L.4.2	Describe the relationship between the heart and lungs during physical activity.
	PE.3.L.4.3	Identify appropriate physical activities that result in the development of cardiorespiratory endurance.
	PE.3.L.4.4	Match physical fitness assessment events to the associated fitness component.
	PE.3.L.4.5	Identify formal and informal physical fitness assessments.
	PE.3.L.4.6	Identify ways to safely stretch major muscle groups.
	PE.3.L.4.7	Read food labels for specific nutrition facts.
	PE.3.L.4.8	Identify the principles of physical fitness.
	PE.3.L.4.9	Identify individual strengths and weaknesses based upon results of a formal fitness assessment.
	PE.3.L.4.10	Identify ways that technology can assist in the pursuit of physical fitness.
<i>PE.3.M: Third Grade Movement Competency</i>		
	<i>PE.3.M.1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</i>	
	PE.3.M.1.1	Apply locomotor skills in a variety of movement settings.

	PE.3.M.1.2	Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction at the desired height.
	PE.3.M.1.3	Strike an object using a paddle/racquet demonstrating correct technique of a forehand pattern.
	PE.3.M.1.4	Strike both moving and stationary objects using a long-handled implement.
	PE.3.M.1.5	Maintain control while dribbling with hands or feet against a defender.
	PE.3.M.1.6	Demonstrate a combination of basic swim skills.
	PE.3.M.1.7	Move in different directions to catch objects of different sizes and weights thrown by a stationary partner.
	PE.3.M.1.8	Throw balls of various sizes and weights to a stationary partner using a correct overhand motion.
	PE.3.M.1.9	Perform a teacher-designed sequence using manipulatives.
	PE.3.M.1.10	Perform one dance accurately.
	PE.3.M.1.11	Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and two different movement elements with correct technique and smooth transitions.
	PE.3.M.1.12	Continuously jump a self-turned rope.
<i>PE.3.R: Third Grade Responsible Behaviors and Values</i>		
	<i>PE.3.R.5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</i>	
	PE.3.R.5.1	List ways to work cooperatively with peers of differing skill levels.
	PE.3.R.5.2	List ways to show respect for the views of a peer from a different cultural background.
	PE.3.R.5.3	Identify ways to take responsibility for his/her own behavior.
	<i>PE.3.R.6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i>	
	PE.3.R.6.1	List personally challenging physical-activity experiences.
	PE.3.R.6.2	Describe ways to appreciate the good physical performance of others.
	PE.3.R.6.3	Identify ways to celebrate one's own physical accomplishments while displaying sportsmanship.

**4<sup>th</sup> Grade**

*PE.4.C: Fourth Grade Cognitive Abilities*

*PE.4.C.2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.*

PE.4.C.2.1 Understand the importance of purposeful movement in a variety of movement settings.

PE.4.C.2.2 Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk.

PE.4.C.2.3 Use technology to gather information about performance.

PE.4.C.2.4 Understand the importance of protecting parts of the body from the harmful rays of the sun.

PE.4.C.2.5 Detect errors in personal movement patterns.

PE.4.C.2.6 Compare and discuss skills/sports that use similar movement patterns.

PE.4.C.2.7 Identify proper warm-up and cool-down techniques and the reasons for using them.

PE.4.C.2.8 Identify the importance of hydration before, during and after physical activity.

PE.4.C.2.9 Identify basic offensive and defensive tactics for modified invasion and net activities.

*PE.4.L: Fourth Grade Lifetime Fitness*

*PE.4.C.3: Participate regularly in physical activity*

PE.4.L.3.1 Identify a moderate physical activity.

PE.4.L.3.2 Identify a vigorous physical activity.

PE.4.L.3.3 Identify opportunities for involvement in physical activities during the school day.

PE.4.L.3.4 Identify opportunities for involvement in physical activities after the school day.

PE.4.L.3.5 Implement at least one lifestyle behavior to increase physical activity.

PE.4.L.3.6 Discuss the importance of wearing a bicycle helmet.

*PE.4.L.4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.*

	PE.4.L.4.1	Identify the muscles being strengthened during the performance of specific activities.
	PE.4.L.4.2	Identify several activities related to each component of physical fitness.
	PE.4.L.4.3	Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity.
	PE.4.L.4.4	Identify ways to participate in selected physical activities for the purpose of improving physical fitness.
	PE.4.L.4.5	Identify ways to participate in formal and informal physical fitness assessment.
	PE.4.L.4.6	Identify how specific stretches increase flexibility and reduce the chance of injury.
	PE.4.L.4.7	Understand appropriate serving size.
	PE.4.L.4.8	Explain the principles of physical fitness.
	PE.4.L.4.9	Develop short- and long-term fitness goals.
	PE.4.L.4.10	Describe ways that technology can assist in the pursuit of physical fitness.
<i>PE.4.M: Fourth Grade Movement Competency</i>		
	<i>PE.4.M.1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</i>	
	PE.4.M.1.1	Apply movement concepts to the performance of locomotor skills in a variety of movement settings.
	PE.4.M.1.2	Strike a moving object using body parts so that the object travels in the intended direction at the desired height.
	PE.4.M.1.3	Strike an object continuously using a paddle/racquet demonstrating correct technique of a forehand pattern.
	PE.4.M.1.4	Strike moving and/or stationary objects with long-handled implements using correct technique so the objects travel in the intended direction.
	PE.4.M.1.5	Dribble and pass to a moving partner.
	PE.4.M.1.6	Perform a variety of swim strokes.

	PE.4.M.1.7	Move in different directions to catch objects of different sizes and weights thrown by a stationary partner from varying distances.
	PE.4.M.1.8	Throw balls of various sizes and weights to a stationary partner from varying distances using a correct overhand motion.
	PE.4.M.1.9	Perform a teacher-designed sequence, with or without manipulatives, while demonstrating balance, coordination, clear shapes, purposeful movements and smooth transitions.
	PE.4.M.1.10	Perform two or more dances accurately.
	PE.4.M.1.11	Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and three different movement elements with correct technique and smooth transitions.
	PE.4.M.1.12	Run and hurdle a succession of low- to medium-level obstacles.
<b>PE.4.R: Fourth Grade Responsible Behaviors and Values</b>		
	<b>PE.4.R.5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</b>	
	PE.4.R.5.1	Discuss the influence of individual differences on participation in physical activities.
	PE.4.R.5.2	List ways to encourage others while refraining from insulting/negative statements.
	PE.4.R.5.3	Demonstrate respect and caring for students with disabilities through verbal and non-verbal encouragement and assistance.
	<b>PE.4.R.6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</b>	
	PE.4.R.6.1	Discuss how physical activity can be a positive opportunity for social and group interaction.
	PE.4.R.6.2	Describe the connection between skill competence and enjoyment of physical activity.
	PE.4.R.6.3	Discuss ways to celebrate one's own physical accomplishments while displaying sportsmanship.
<b>5<sup>th</sup> Grade</b>		
<b>PE.5.C: Fifth Grade Cognitive Abilities</b>		

	<i>PE.5.C.2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</i>	
	PE.5.C.2.1	Apply purposeful movement to a variety of movement settings to include designing and performing movement routines.
	PE.5.C.2.2	Design or modify a game incorporating skills, rules and strategies.
	PE.5.C.2.3	Apply feedback gathered from the use of technology to assess and enhance performance.
	PE.5.C.2.4	Identify the different types of basic water- rescue techniques, using various types of items.
	PE.5.C.2.5	Detect, analyze and correct errors in personal movement patterns.
	PE.5.C.2.6	Compare and contrast skills/sports that use similar movement patterns and concepts.
	PE.5.C.2.7	Identify basic practice and conditioning principles that enhance performance.
	PE.5.C.2.8	Categorize basic offensive and defensive tactics for modified invasion and net activities.
<i>PE.5.L: Fifth Grade Lifetime Fitness</i>		
	<i>PE.5.L.3: Participate regularly in physical activity</i>	
	PE.5.L.3.1	Identify a moderate physical activity.
	PE.5.L.3.2	Identify a vigorous physical activity.
	PE.5.L.3.3	Identify opportunities for involvement in physical activities during the school day.
	PE.5.L.3.4	Identify opportunities for involvement in physical activities after the school day.
	PE.5.L.3.5	Formulate a plan to increase the amount of time spent in physical activity.
	PE.5.L.3.6	Discuss lifestyle behaviors that can be made to increase physical activity.
	PE.5.L.3.7	Use technology to enhance regular participation in physical activities.

	PE.5.L.3.8	Discuss the importance of being visible, being predictable and communicating when cycling.
	<i>PE.5.L.4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</i>	
	PE.5.L.4.1	Differentiate between muscular strength and muscular endurance.
	PE.5.L.4.2	Identify activities that develop and maintain each component of physical fitness.
	PE.5.L.4.3	Identify that an increase in heart rate intensity is necessary to enhance cardiorespiratory endurance.
	PE.5.L.4.4	Analyze one's own physical fitness assessment results and develop strategies to enhance performance.
	PE.5.L.4.5	Select proper stretching exercises to increase flexibility and reduce the chance of injury.
	PE.5.L.4.6	Plan a menu for a balanced meal.
	PE.5.L.4.7	Apply the principles of physical fitness to exercise.
	PE.5.L.4.8	Evaluate progress toward short- and long-term fitness goals.
	PE.5.L.4.9	Explain how technology can assist in the pursuit of physical fitness.
<i>PE.5.M: Fifth Grade Movement Competency</i>		
	<i>PE.5.M.1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</i>	
	PE.5.M.1.1	Apply locomotor skills in a variety of movement settings, while applying the appropriate movement concepts as the situation demands.
	PE.5.M.1.2	Approach and strike a moving object with body parts so that the object travels in the intended direction at the desired height using correct technique.
	PE.5.M.1.3	Strike an object continuously with a partner using a paddle/racquet demonstrating correct technique of a forehand pattern.
	PE.5.M.1.4	Strike moving and/or stationary objects with long-handled implements so the objects travel in the intended direction at the desired height using correct technique.
	PE.5.M.1.5	Apply dribbling skills in modified games, focusing on offensive strategies.
	PE.5.M.1.6	Demonstrate proficiency in one or more swim strokes.

	PE.5.M.1.7	Catch a variety of objects while traveling and being defended.
	PE.5.M.1.8	Throw a leading pass overhand to a moving partner using a variety of objects.
	PE.5.M.1.9	Perform a self-designed sequence, with or without manipulatives, while demonstrating balance, coordination, clear shapes, purposeful movements and smooth transitions.
	PE.5.M.1.10	Perform a variety of dances accurately.
	PE.5.M.1.11	Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and four different movement elements with correct technique and smooth transitions.
<b>PE.5.R: Fifth Grade Responsible Behaviors and Values</b>		
	<i>PE.5.R.5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</i>	
	PE.5.R.5.1	Describe a benefit of working productively with a partner to improve performance.
	PE.5.R.5.2	Describe ways to utilize equipment safely during physical activities.
	PE.5.R.5.3	Describe the influence of individual differences on participation in physical activities.
	<i>PE.5.R.6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i>	
	PE.5.R.6.1	Describe how participation in physical activity is a source of self-expression and meaning.
	PE.5.R.6.2	Explain the benefits of physical activity.
	PE.5.R.6.3	Explain ways to celebrate one's own physical accomplishments while displaying sportsmanship.
<b>6<sup>th</sup> Grade</b>		
<b>PE.6.C: Sixth Grade Cognitive Abilities</b>		
	<i>PE.6.C.2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</i>	
	PE.6.C.2.1	Identify at least two movements or activities which will lead to improvement in each of the health-related components of fitness.

	PE.6.C.2.2	List safety procedures that should be followed when engaging in activities to improve the health-related components of fitness.
	PE.6.C.2.3	Describe how each of the health-related components of fitness are improved through the application of training principles.
	PE.6.C.2.4	Describe the long-term benefits of regular physical activity.
	PE.6.C.2.5	Describe the training principles of overload, progression and specificity.
	PE.6.C.2.6	Classify activities as aerobic or anaerobic.
	PE.6.C.2.7	Determine personal target heart-rate zone and explain how to adjust intensity level to stay within the desired range.
	PE.6.C.2.8	List methods of monitoring intensity level during aerobic activity.
	PE.6.C.2.9	Explain the effects of physical activity on heart rate during exercise, recovery phase and while the body is at rest.
	PE.6.C.2.10	Recognize the difference between fact and fallacy as it relates to consumer physical fitness products and programs.
	PE.6.C.2.11	Prepare a log noting the food intake, calories consumed and energy expended through physical activity and describe results.
	PE.6.C.2.12	List the components of skill-related fitness
	PE.6.C.2.13	List appropriate warm-up and cool-down techniques and the reasons for using them.
	PE.6.C.2.14	List terminology and etiquette in educational gymnastics or dance.
	PE.6.C.2.15	Choreograph basic dance or gymnastic sequences alone, with a partner or in a small group.
	PE.6.C.2.16	Evaluate the movement performance of others.
	PE.6.C.2.17	Describe the mechanical principles of balance, force and leverage and how they relate to the performance of skills in gymnastics or dance.

	PE.6.C.2.18	List and describe the risks and safety procedures in gymnastics and dance.
	PE.6.C.2.19	Recognize the relationship between music and dance or gymnastics skills.
	PE.6.C.2.20	Know how improvisation is used to create movements for choreography.
	PE.6.C.2.21	Identify the precautions to be taken when exercising in extreme weather and/or environmental conditions.
	PE.6.C.2.22	List the three different types of heat illnesses associated with fluid loss.
<i>PE.6.L: Sixth Grade Lifetime Fitness</i>		
	<i>PE.6.L.3: Participate regularly in physical activity</i>	
	PE.6.L.3.1	Participate in moderate physical activity on a daily basis.
	PE.6.L.3.2	Participate in vigorous physical activity on a daily basis.
	PE.6.L.3.3	Participate in a variety of fitness, wellness, gymnastics and dance activities that promote the components of health-related fitness.
	PE.6.L.3.4	Identify the in-school opportunities for physical activity that promote fitness, wellness, gymnastics and dance.
	PE.6.L.3.5	Identify the community opportunities for physical activity that promote fitness, wellness, gymnastics and dance.
	PE.6.L.3.6	Identify a variety of fitness, wellness, gymnastics and dance activities that promote stress management.
	<i>PE.6.L.4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</i>	
	PE.6.L.4.1	Create, implement and assess a personal fitness program in collaboration with a teacher.
	PE.4.L.4.2	Develop goals and strategies for a personal physical fitness program.
	PE.4.L.4.3	Use available technology to assess, design and evaluate a personal physical-activity plan.

	PE.4.L.4.4	Develop a personal fitness program including a variety of physical activities.
	PE.4.L.4.5	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
<i>PE.6.M: Sixth Grade Movement Competency</i>		
	<i>PE.6.M.1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</i>	
	PE.6.M.1.1	Demonstrate movements designed to improve and maintain cardiorespiratory endurance, muscular strength and endurance, flexibility and proper body composition.
	PE.6.M.1.2	Perform at least three different activities that achieve target heart rate.
	PE.6.M.1.3	Demonstrate the principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) for specific physical activities.
	PE.6.M.1.4	Perform at least three activities having value for cardiorespiratory fitness.
	PE.6.M.1.5	Perform movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
	PE.6.M.1.6	Design and perform smooth, flowing sequences of stunts, tumbling and rhythmic patterns that combine traveling, rolling, balancing and transfer of weight.
	PE.6.M.1.7	Design and perform a routine to rhythm, with a partner or a group, while incorporating gymnastic actions and various forms of locomotion on small and/or large apparatus.
	PE.6.M.1.8	Perform complex dance sequences from a variety of dances accurately and with correct technique.
	PE.6.M.1.9	Create and perform a rhythmic movement sequence while working with a partner or group.
	PE.6.M.1.10	Design and perform different group dance and rhythm sequences that incorporate equipment.
	PE.6.M.1.11	Apply proper warm-up and cool-down techniques.
	PE.6.M.1.12	Use proper safety practices.

	PE.6.M.1.13	Use technology to assess, enhance and maintain motor skill performance.
<i>PE.6.R: Sixth Grade Responsible Behaviors and Values</i>		
	<i>PE.6.R.5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</i>	
	PE.6.R.5.1	List ways that peer pressure can be positive and negative.
	PE.6.R.5.2	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
	PE.6.R.5.3	Demonstrate responsible behaviors during physical activities.
	PE.6.R.5.4	Describe the personal, social and ethical behaviors that apply to specific physical activities.
	PE.6.R.5.5	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
	<i>PE.6.R.6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i>	
	PE.6.R.6.1	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
	PE.6.R.6.2	Identify the potential benefits of participation in a variety of physical activities.
	PE.6.R.6.3	Participate in games, sports and/or physical activities from other cultures.
<b>7<sup>th</sup> Grade</b>		
<i>PE.7.C: Seventh Grade Cognitive Abilities</i>		
	<i>PE.7.C.2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</i>	
	PE.7.C.2.1	Identify the basic rules for team sports.
	PE.7.C.2.2	Identify the basic rules for outdoor pursuits/aquatics.

	PE.7.C.2.3	Explain basic offensive and defensive strategies in modified games or activities and team sports.
	PE.7.C.2.4	Explain basic offensive and defensive strategies in modified games or activities and outdoor pursuits/aquatics.
	PE.7.C.2.5	Identify and explain different types of safety equipment and practices relating to water activities.
	PE.7.C.2.6	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
	PE.7.C.2.7	Identify the critical elements for successful performance of a variety of sport skills.
	PE.7.C.2.8	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.
	PE.7.C.2.9	Describe how movement skills learned in one physical activity can be transferred and used in other physical activities.
<i>PE.7.L: Seventh Grade Lifetime Fitness</i>		
	<i>PE.7.C.3: Participate regularly in physical activity.</i>	
	PE.7.L.3.1	Participate in moderate physical activity on a daily basis.
	PE.7.L.3.2	Participate in vigorous physical activity on a daily basis.
	PE.7.L.3.3	Participate in a variety of team sports, outdoor pursuits and aquatics activities that promote health-related physical fitness.
	PE.7.L.3.4	Identify the in-school opportunities for participation in team sports, outdoor pursuits and aquatics activities.
	PE.7.L.3.5	Identify the community opportunities that promote team sports, outdoor pursuits and aquatics activities.
	PE.7.L.3.6	Identify a variety of team sports, outdoor pursuits and aquatics activities that promote stress management.
	<i>PE.7.C.4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</i>	
	PE.7.C.4.1	Create, implement and assess a personal fitness program in collaboration with a teacher.
	PE.7.C.4.2	Develop goals and strategies for a personal physical fitness program.

	PE.7.C.4.3	Use available technology to assess, design and evaluate a personal physical-activity plan.
	PE.7.C.4.4	Develop a personal fitness program including a variety of physical activities.
	PE.7.C.4.5	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
<i>PE.7.M: Seventh Grade Movement Competency</i>		
	<i>PE.7.M.1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</i>	
	PE.7.M.1.1	Participate in modified versions of team sports demonstrating mature patterns while using a variety of manipulative skills.
	PE.7.M.1.2	Use basic offensive and defensive strategies while playing modified versions of a variety of sports and activities.
	PE.7.M.1.3	Demonstrate appropriate relationships between the body and an opponent in dynamic game situations.
	PE.7.M.1.4	Demonstrate introductory outdoor pursuits skills.
	PE.7.M.1.5	Perform aquatics activities to improve or maintain health-related fitness.
	PE.7.M.1.6	Demonstrate the critical elements in specialized skills related to a variety of team sports or outdoor pursuits activities.
	PE.7.M.1.7	Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities.
	PE.7.M.1.8	Apply technology to evaluate, monitor and improve individual skill performance.
	PE.7.M.1.9	Demonstrate principles of biomechanics necessary for safe and successful performance.
<i>PE.7.R: Seventh Grade Responsible Behaviors and Values</i>		
	<i>PE.7.R.5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</i>	
	PE.7.R.5.1	Identify situations in which peer pressure could negatively impact one's own behavior choices.
	PE.7.R.5.2	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
	PE.7.R.5.3	Demonstrate responsible behaviors during physical activities.

	PE.7.R.5.4	List examples of appropriate personal, social and ethical behaviors that apply to specific physical activities.
	PE.7.R.5.5	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
	<i>PE.7.R.6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i>	
	PE.7.R.6.1	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
	PE.7.R.6.2	Discuss the potential benefits of participation in a variety of physical activities.
	PE.7.R.6.3	Participate in games, sports and/or physical activities from other cultures.
<b>8<sup>th</sup> Grade</b>		
<i>PE.8.C: Eighth Grade Cognitive Abilities</i>		
	<i>PE.8.C.2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</i>	
	PE.8.C.2.1	Identify basic rules for individual/dual sports.
	PE.8.C.2.2	Identify basic rules for alternative/extreme sports activities.
	PE.8.C.2.3	Explain basic offensive and defensive strategies in individual/dual sports.
	PE.8.C.2.4	Explain basic offensive and defensive strategies in alternative/extreme sports activities.
	PE.8.C.2.5	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
	PE.8.C.2.6	Identify the critical elements for successful performance in a variety of sport skills or physical activities.
	PE.8.C.2.7	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.
	PE.8.C.2.8	Describe how movement skills and strategies learned in one physical activity can be transferred and used in other physical activities.
<i>PE.8.L: Eighth Grade Lifetime Fitness</i>		
	<i>PE.8.L.3: Participate regularly in physical activity.</i>	
	PE.8.L.3.1	Participate in moderate physical activity on a daily basis.
	PE.8.L.3.2	Participate in vigorous physical activity on a daily basis.

	PE.8.L.3.3	Participate in a variety of individual/dual and alternative/extreme sport activities that promote health-related components of fitness.
	PE.8.L.3.4	Identify the in-school opportunities for participation in individual/dual and alternative/extreme sports.
	PE.8.L.3.5	Identify the community opportunities for participation in individual/dual and alternative/extreme sports.
	PE.8.L.3.6	Identify a variety of individual/dual and alternative/extreme sport activities that promote stress management.
	<i>PE.8.L.4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</i>	
	PE.8.L.4.1	Create, implement and assess a personal fitness program in collaboration with a teacher.
	PE.8.L.4.2	Develop goals and strategies for a personal physical fitness program.
	PE.8.L.4.3	Use available technology to assess, design and evaluate a personal physical fitness program.
	PE.8.L.4.4	Develop a personal fitness program including a variety of physical activities.
	PE.8.L.4.5	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
	PE.8.L.4.6	Define training principles appropriate for enhancing cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
<i>PE.8.M: Eight Grade Movement Competency</i>		
	<i>PE.8.M.1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</i>	
	PE.8.M.1.1	Demonstrate competency in motor skills for a variety of individual/dual and extreme/alternative sports.
	PE.8.M.1.2	Demonstrate critical elements when striking with an object or implement.
	PE.8.M.1.3	Demonstrate body management for successful participation in a variety of modified games and activities.
	PE.8.M.1.4	Apply principles of biomechanics necessary for safe and successful performance.
	PE.8.M.1.5	Demonstrate appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.

	PE.8.M.1.6	Demonstrate offensive, defensive and transition strategies and tactics.
	PE.8.M.1.7	Apply skill-related components of balance, reaction time, agility, coordination, power and speed to enhance performance levels.
	PE.8.M.1.8	Apply technology to evaluate, monitor and improve individual motor skills.
	PE.8.M.1.9	Select and utilize appropriate safety equipment.
<i>PE.8.R: Eighth Grade Responsible Behaviors and Values</i>		
	<i>PE.8.R.5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</i>	
	PE.8.R.5.1	List ways to act independently of peer pressure during physical activities.
	PE.8.R.5.2	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
	PE.8.R.5.3	Demonstrate sportsmanship during game situations.
	PE.8.R.5.4	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
	PE.8.R.5.5	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
	<i>PE.8.R.6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i>	
	PE.8.R.6.1	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
	PE.8.R.6.2	Describe the potential benefits of participation in a variety of physical activities.
	PE.8.R.6.3	Compare and contrast games, sports and/or physical activities from other cultures.

# Diocese of Venice Standards for Library/Media Center

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*Kindergarten-8<sup>th</sup> Grade*



# *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.



# Gifts of CHRIST<sup>©</sup> at the Diocese of Venice Catholic Schools

The *Gifts of C.H.R.I.S.T.*<sup>©</sup> are dispositions made up of 4 Catholic virtues (humility, prudence, fortitude, and affability) and the three transcendentals (truth, beauty, and goodness) of the Catholic faith. CHRIST in the *Gifts of C.H.R.I.S.T.*<sup>©</sup> stands for Catholic **H**abits and **R**esponses **i**n **S**chool and on **T**eams. Through curricular and extracurricular learning experiences at a Diocese of Venice Catholic school, PK-12<sup>th</sup> grade students will learn about the 7 *Gifts of C.H.R.I.S.T.*<sup>©</sup> and how to consciously think, behave, and respond to challenging situations using the moral and ethical values and virtues of the Catholic faith.

<b>GOC.T</b>	<b>Truth</b>		
	GOC.T.1	I will seek to understand the truth in all situations.	
	GOC.T.2	I will be truthful in the way I act, and respond, and accept truth around me.	
<b>GOC.B</b>	<b>Beauty</b>		
	GOC.B.1	I will seek beauty in all things and in all situations.	
	GOC.B.2	I will find the beauty of God's creation and wonders around me.	
<b>GOC.G</b>	<b>Goodness</b>		
	GOC.G.1	I will exhibit goodness as God's example during my daily life.	
	GOC.G.2	I will seek goodness in learning situations and remember to see God's likeness and goodness even in my opponents.	
<b>GOC.A</b>	<b>Affability</b>		
	GOC.A.1	I can be kind and treat others the way I would want to be treated.	
	GOC.A.2	I can treat others with respect, and I can be approachable and friendly.	
<b>GOC.H</b>	<b>Humility</b>		
	GOC.H.1	I embrace the wisdom and knowledge that my mentors and teachers have to offer, and I understand that I can learn from their knowledge and experiences.	
	GOC.H.2	I am humbled with the knowledge and talents I have, and I understand that I can always learn more.	
<b>GOC.P</b>	<b>Prudence</b>		
	GOC.P.1	I embrace learning from others, and I understand the importance of sharing my knowledge and talents by teaching others as well.	
	GOC.P.2	I can be prudent in making ethical decisions by using my Catholic faith and values as a moral compass.	
<b>COG.F</b>	<b>Fortitude</b>		
	COG.F.1	I can do all things through Christ who strengthens me.	
	COG.F.2	I will seek courage in difficult situations in pursuit of what is true, beautiful, and good.	

<i>READS.K.1: Kindergarten: Read as a personal activity</i>		
	<i>READS.K.1.1: Select and read literary and informational texts at an appropriate reading level.</i>	
	READS.K.1.1.1	Choose easy literature to read.
	READS.K.1.1.2	Choose easy informational texts to read.
	<i>READS.K.1.2: Select listening and viewing resources for enjoyment and information</i>	
	READS.K.1.2.1	Participate in listening and viewing activities (e.g., story times, songs).
	<i>READS.K.1.3: Use community resources for recreational and informational needs.</i>	
	READS.K.1.3.1	Visit the school or other libraries virtually or in person to access resources.
	READS.K.1.3.2	Visit museums, galleries, science centers, and parks virtually or in person (e.g., Exploratorium After School).
<i>READS.K.2: Kindergarten: Explore characteristics, history, and awards of creative works.</i>		
	<i>READS.K.2.1: Identify and critically analyze literary and media genres and themes</i>	
	READS.K.2.1.1	Identify basic characteristics of literary and media genres (e.g., nursery rhymes, fairy tales).
	READS.K.2.1.2	Identify literary themes in text, visual, and digital resources (e.g., happiness, friendship).
	<i>READS.K.2.2: Recognize that social, cultural, political and historical events influence ideas and information.</i>	
	READS.K.2.2.3	Identify historically and culturally significant works in various formats (e.g., Mother Goose rhymes, cumulative tales).
	READS.K.2.2.2	Explore cultures through literature and other creative works.
	<i>READS.K.2.3: Appreciate literary and artistic excellence.</i>	
	READS.K.2.3.1	Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Caldecott Medal winners).
<i>READS.K.3: Kindergarten: Analyze structure and aesthetic features of creative works.</i>		
	<i>READS.K.3.1: Identify and analyze key ideas and details of a work.</i>	
	READS.K.3.1.1	Use prior and background knowledge to interpret textual and visual clues to understand a literary work.
	READS.K.3.1.2	Discuss purpose and point of view in a creative work.
	READS.K.3.1.3	Identify central ideas and supporting details of a work.
	<i>READS.K.3.2: Understand the literary techniques and complexities of a work.</i>	

	READS.K.3.2.1	Identify an author’s or illustrator’s style (e.g., use of rhymes, figurative language).
	READS.K.3.2.2	Describe the characters, setting, and plot of a worl (e.g., who, what, where, when, how) and arrange events in sequence.
<i>READS.K.4: Kindergarten: Develop a literary-based product.</i>		
	<i>READS.K.4.1: Develop an original work or a response to a creative work, working in groups or individually.</i>	
	READS.K.4.1.1	Use a teacher or librarian selected method to present an original worl or a response to a creative worl.
	READS.K.4.1.2	Connect thoughts and oral language to generate a response to a worl read aloud or viewed with teacher or librarian guidance.
	READS.K.4.1.3	Create an original worl or a response to a creative worl, adding details and chec ling for correct sequence with teacher or librarian guidance.
	<i>READS.K.4.2: Communicate and evaluate an original work or a response to creative work, working in a group or individually.</i>	
	READS.K.4.2.1	Convey ideas and experiences based on creative worls (e.g., retell main events in a story, recite nursery rhymes, draw picture).
	READS.K.4.2.2	Evaluate product and production process with guidance from teacher or librarian.
<i>READS.K.5: Kindergarten: Score reading progress.</i>		
	<i>READS.K.5.1: Engage in literacy-based motivational program and activities.</i>	
	READS.K.5.1.1	Participate in school library activities and reading celebrations (e.g., storytimes, puppet plays).
	READS.K.5.1.2	Participate in structured independent reading programs (e.g., Florida Reading Association Children’s Bool Award).
	READS.K.5.1.3	Monitor own reading progress using a variety of methods.
<i>READS.1.1: First Grade: Read as a personal activity</i>		
	<i>READS.1.1.1: Select and read literary and informational texts at an appropriate reading level.</i>	
	READS.1.1.1.1	Choose easy literature to read based on interest or curriculum need.
	READS.1.1.1.2	Choose easy informational texts to read based on interest or curriculum need.
	<i>READS.1.1.2: Select listening and viewing resources for enjoyment and information</i>	
	READS.1.1.2.1	Participate in listening and viewing activities (e.g., story times, songs).
	<i>READS.1.1.3: Use community resources for recreational and informational needs.</i>	
	READS.1.1.3.1	Visit the school or other libraries virtually or in person to access resources.

	READS.1.1.3.2	Visit museums, galleries, science centers, and parks virtually or in person (e.g., local county park).
READS.1.2: <i>First Grade: Explore characteristics, history, and awards of creative works.</i>		
	READS.1.2.1: <i>Identify and critically analyze literary and media genres and themes</i>	
	READS.1.2.1.1	Identify basic characteristics of literary and media genres (e.g., nursery rhymes, fairy tales).
	READS.1.2.1.2	Identify literary themes in text, visual, and digital resources (e.g., happiness, friendship).
	READS.1.2.2: <i>Recognize that social, cultural, political and historical events influence ideas and information.</i>	
	READS.1.2.2.1	Identify and select historically and culturally significant works in various formats (e.g., Mother Goose rhymes, talling animal tales).
	READS.1.2.2.2	Explore cultures through literature and other creative works.
	READS.1.2.3: <i>Appreciate literary and artistic excellence.</i>	
	READS.1.2.3.1	Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Caldecott Medal winners).
READS.1.3: <i>First Grade: Analyze structure and aesthetic features of creative works.</i>		
	READS.1.3.1: <i>Identify and analyze key ideas and details of a work.</i>	
	READS.1.3.1.1	Use prior and background knowledge to interpret textual and visual clues to understand a literary work.
	READS.1.3.1.2	Discuss purpose and point of view in a creative work.
	READS.1.3.1.3	Identify central ideas and supporting details of a work.
	READS.1.3.2: <i>Understand the literary techniques and complexities of a work.</i>	
	READS.1.3.2.1	Identify an author's or illustrator's style (e.g., use of rhymes, figurative language).
	READS.1.3.2.2	Describe the characters, setting, and plot of a work (e.g., who, what, where, when, how) and arrange events in sequence.
READS.1.4: <i>First Grade: Develop a literary-based product.</i>		
	READS.1.4.1: <i>Develop an original work or a response to a creative work, working in groups or individually.</i>	
	READS.1.4.1.1	Use a teacher or librarian selected method to present an original work or a response to a creative work.

	READS.1.4.1.2	Generate and organize ideas for an original story or response to a work read aloud or viewed (e.g., webbing or brainstorming) with teacher or librarian guidance.
	READS.1.4.1.3	Create an original work or a response to a creative work, adding details and checking for correct sequence with teacher or librarian guidance.
	READS.1.4.2: <i>Communicate and evaluate an original work or a response to creative work, working in a group or individually.</i>	
	READS.1.4.2.1	Communicate orally, visually or in writing ideas and experiences based on creative works with teacher and/or librarian assistance.
	READS.1.4.2.2	Evaluate product and production process with guidance from teacher or librarian.
READS.1.5: <i>First Grade: Score reading progress.</i>		
	READS.1.5.1: <i>Engage in literacy-based motivational program and activities.</i>	
	READS.1.5.1.1	Participate in school library activities and reading celebrations (e.g., character parades, puppet plays).
	READS.1.5.1.2	Participate in structured independent reading programs (e.g., Florida Reading Association Children's Book Award).
	READS.1.5.1.3	Monitor own reading progress using a variety of methods.
	READS.1.5.2: <i>Develop habits for lifelong learning.</i>	
	READS.1.5.2.1	Identify lifelong learning literacy skills and relate to reading/ listening/viewing activities to real world situations (e.g., online magazines and books).
READS.2.1: <i>Second Grade: Read as a personal activity</i>		
	READS.2.1.1: <i>Select and read literary and informational texts at an appropriate reading level.</i>	
	READS.2.1.1.1	Choose age and ability appropriate literature to read based on interest or curriculum need.
	READS.2.1.1.2	Choose age and ability appropriate informational texts to read based on interest or curriculum need.
	READS.2.1.2: <i>Select listening and viewing resources for enjoyment and information</i>	
	READS.2.1.2.1	Participate in listening and viewing activities (e.g., story times, read alouds, songs).
	READS.2.1.3: <i>Use community resources for recreational and informational needs.</i>	
	READS.2.1.3.1	Visit the school or other libraries virtually or in person to access resources
	READS.2.1.3.2	Visit museums, galleries, science centers, and parks virtually or in person (e.g., local county park)
READS.2.2: <i>Second Grade: Explore characteristics, history, and awards of creative works.</i>		
	READS.2.2.1: <i>Identify and critically analyze literary and media genres and themes</i>	

	READS.2.2.1.1	Identify basic characteristics of literary and media genres (e.g., folktales, pourquoi stories, fables).
	READS.2.2.1.2	Identify literary themes in text, visual, and digital resources (e.g., honesty, love).
	<i>READS.2.2: Recognize that social, cultural, political and historical events influence ideas and information.</i>	
	READS.2.2.2.3	Identify and select historically and culturally significant works in various formats (e.g., trickster stories, African American tales).
	READS.2.2.2.4	Explore cultures through literature and other creative works.
	<i>READS.2.3: Appreciate literary and artistic excellence.</i>	
	READS.2.2.3.1	Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Florida Reading Association Awards).
	READS.2.2.3.2	Begin to identify the concept of intellectual freedom.
	<i>READS.2.3: Second Grade: Analyze structure and aesthetic features of creative works.</i>	
	<i>READS.2.3.1: Identify and analyze key ideas and details of a work.</i>	
	READS.2.3.1.1	Use prior and background knowledge to interpret textual and visual clues to understand a literary work.
	READS.2.3.1.2	Identify purpose and point of view in a creative work.
	READS.2.3.1.3	Identify central ideas and supporting details of a work.
	<i>READS.2.3.2: Understand the literary techniques and complexities of a work.</i>	
	READS.2.3.2.1	Identify an author's or illustrator's style (e.g., use of rhymes, figurative language, medium).
	READS.2.3.2.2	Describe the characters, setting, and plot of a work (e.g., who, what, where, when, how) and arrange events in sequence.
	<i>READS.2.4: Second Grade: Develop a literary-based product.</i>	
	<i>READS.2.4.1: Develop an original work or a response to a creative work, working in groups or individually.</i>	
	READS.2.4.1.1	Use a teacher or librarian selected method to present an original work or a response to a creative work.
	READS.2.4.1.2	Generate and organize ideas for an original story or response to a work read aloud or viewed (e.g., webbing or brainstorming) with teacher or librarian guidance.
	READS.2.4.1.3	Create an original work or a response to a creative work, checking work against a teacher or librarian produced rubric.

	READS.2.4.1.4	Identify legal and ethical usage guidelines for copyrighted resources.
	READS.2.4.2: <i>Communicate and evaluate an original work or a response to creative work, working in a group or individually.</i>	
	READS.2.4.2.1	Communicate orally, visually or in writing ideas and experiences based on creative works with teacher and/or librarian assistance.
	READS.2.4.2.2	Evaluate product and production process with guidance from teacher or librarian.
READS.2.5: <i>Second Grade: Score reading progress.</i>		
	READS.2.5.1: <i>Engage in literacy-based motivational program and activities.</i>	
	READS.2.5.1.1	Participate in school library activities and reading celebrations (e.g., character parades, author visits).
	READS.2.5.1.2	Participate in structured independent reading programs (e.g., Florida Reading Association Children’s Book Award).
	READS.2.5.1.3	Participate in reading motivation programs with management components (e.g., Accelerated Reader or Reading Counts). (optional)
	READS.2.5.2: <i>Develop habits for lifelong learning.</i>	
	READS.2.5.2.1	Identify lifelong learning literacy skills and relate to reading/ listening/viewing activities to real world situations (e.g., online magazines and books).
READS.3.1: <i>Third Grade: Read as a personal activity</i>		
	READS.3.1.1: <i>Select and read literary and informational texts at an appropriate reading level.</i>	
	READS.3.1.1.1	Choose age and ability appropriate literature to read based on interest or curriculum need
	READS.3.1.1.2	Choose age and ability appropriate informational texts to read based on interest or curriculum need.
	READS.3.1.2: <i>Select listening and viewing resources for enjoyment and information</i>	
	READS.3.1.3.1	Participate in listening and viewing activities (e.g., read alouds, podcasts).
	READS.3.1.3: <i>Use community resources for recreational and informational needs.</i>	
	READS.3.1.3.1	Visit the school or other libraries virtually or in person to access resources.
	READS.3.1.3.2	Visit museums, galleries, science centers, and parks virtually or in person (e.g., Florida Department of Environmental Protection – Kids’ Page).
READS.3.2: <i>Third Grade: Explore characteristics, history, and awards of creative works.</i>		
	READS.3.2.1: <i>Identify and critically analyze literary and media genres and themes</i>	
	READS.3.2.1.1	Identify basic characteristics of literary and media genres (e.g., folktales, fables, poetry).

	READS.3.2.1.2	Identify literary themes in text, visual, and digital resources (e.g., beauty, truth)
	READS.3.2.2: <i>Recognize that social, cultural, political and historical events influence ideas and information.</i>	
	READS.3.2.2.3	Identify historically and culturally significant works in various formats (e.g., Haiku poetry, Aesop’s fables, Andersen’s fairy tales).
	READS.3.2.2.2	Expand knowledge of other cultures through creative and literary works.
	READS.3.2.3: <i>Appreciate literary and artistic excellence.</i>	
	READS.3.2.3.1	Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Jane Addams Book Award winners).
	READS.3.2.3.2	Begin to identify the concept of intellectual freedom.
READS.3.3: <i>Third Grade: Analyze structure and aesthetic features of creative works.</i>		
	READS.3.3.1: <i>Identify and analyze key ideas and details of a work.</i>	
	READS.3.3.1.1	Use prior and background knowledge to interpret textual and visual clues to understand a literary work.
	READS.3.3.1.2	Identify purpose and point of view in a creative work.
	READS.3.3.1.3	Identify central ideas and supporting details of a work (e.g., paraphrasing, summarizing).
	READS.3.3.2: <i>Understand the literary techniques and complexities of a work.</i>	
	READS.3.3.2.1	Identify an author’s or illustrator’s style (e.g., use of rhymes, figurative language, medium).
	READS.3.3.2.2	Compare story elements (e.g., characters, setting, or plot) in two works.
READS.3.4: <i>Third Grade: Develop a literary-based product.</i>		
	READS.3.4.1: <i>Develop an original work or a response to a creative work, working in groups or individually.</i>	
	READS.3.4.1.1	Choose a method to present an original work or a response to a creative work from teacher or librarian choices.
	READS.3.4.1.2	Generate and organize ideas for an original story or response to a work read, heard, or viewed (e.g., webbing or brainstorming).
	READS.3.4.1.3	Create an original work or a response to a creative work, checking work against a teacher or librarian produced rubric.
	READS.3.4.1.4	Practice respect for copyright laws and intellectual property rights (e.g., use standard bibliographic format to credit sources).
	READS.3.4.2: <i>Communicate and evaluate an original work or a response to creative work, working in a group or individually.</i>	

	READS.3.4.2.1	Use appropriate presentation tools and techniques to share product.
	READS.3.4.2.2	Evaluate product and production process.
<i>READS.3.5: Third Grade: Score reading progress.</i>		
	<i>READS.3.5.1: Engage in literacy-based motivational program and activities.</i>	
	READS.3.5.1.1	Participate in school library activities and reading celebrations (e.g., character parades, author visits).
	READS.3.5.1.2	Participate in structured independent reading programs (e.g., Sunshine State Young Reader’s Award).
	READS.3.5.1.3	Participate in reading motivation programs with management components (e.g., Accelerated Reader or Reading Counts). (optional)
	<i>READS.3.5.2: Develop habits for lifelong learning.</i>	
	READS.3.5.2.1	Identify lifelong learning literacy skills and relate to reading/ listening/viewing activities to real world situations (e.g., hobby magazines, online newscasts).
<i>READS.4.1: Fourth Grade: Read as a personal activity</i>		
	<i>READS.4.1.1: Select and read literary and informational texts at an appropriate reading level.</i>	
	READS.4.1.1.1	Choose age and ability appropriate literature to read based on interest or curriculum need.
	READS.4.1.1.2	Choose age and ability appropriate informational texts to read based on interest or curriculum need.
	<i>READS.4.1.2: Select listening and viewing resources for enjoyment and information</i>	
	READS.4.1.2.1	Participate in listening and viewing activities (e.g., read alouds, podcasts).
	<i>READS.4.1.3: Use community resources for recreational and informational needs.</i>	
	READS.4.1.3.1	Visit the school or other libraries virtually or in person to access resources.
	READS.4.1.3.2	Visit museums, galleries, science centers, and parks virtually or in person (e.g., Florida Memory Project).
<i>READS.4.2: Fourth Grade: Explore characteristics, history, and awards of creative works.</i>		
	<i>READS.4.2.1: Identify and critically analyze literary and media genres and themes</i>	
	READS.4.2.1.1	Identify distinguishing characteristics of literary and media genres (e.g., historical fiction, adventure).
	READS.4.2.1.2	Identify literary themes in text, visual, and digital resources (e.g., friendship, courage, loyalty).
	<i>READS.4.2.2: Recognize that social, cultural, political and historical events influence ideas and information.</i>	

	READS.4.2.2.1	Identify historically and culturally significant works in various formats (e.g., Haiku poetry, American tall tales).
	READS.4.2.2.2	Recognize cultural and ethnic diversity through creative and literary works
	READS.4.2.3: <i>Appreciate literary and artistic excellence.</i>	
	READS.4.2.3.1	Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Hans Christian Andersen Award winners).
	READS.4.2.3.2	Begin to identify the concept of intellectual freedom.
	READS.4.3: <i>Fourth Grade: Analyze structure and aesthetic features of creative works.</i>	
	READS.4.3.1: <i>Identify and analyze key ideas and details of a work.</i>	
	READS.4.3.1.1	Use prior and background knowledge to interpret textual and visual clues to understand a literary work (e.g., inferring, predicting).
	READS.4.3.1.2	Identify purpose and point of view in a creative work.
	READS.4.3.1.3	Identify central ideas and supporting details of a work (e.g., paraphrasing, summarizing)
	READS.4.3.2: <i>Understand the literary techniques and complexities of a work.</i>	
	READS.4.3.2.1	Identify an author's or illustrator's style (e.g., use of figurative language, medium).
	READS.4.3.2.2	Compare story elements (e.g., characters, setting, or plot) in multiple works
	READS.4.4: <i>Fourth Grade: Develop a literary-based product.</i>	
	READS.4.4.1: <i>Develop an original work or a response to a creative work, working in groups or individually.</i>	
	READS.4.4.1.1	Choose a method to present an original work or a response to a creative work from teacher or librarian choices.
	READS.4.4.1.2	Generate and organize ideas for an original work or a response to a creative work read, heard, or viewed (e.g., graphic organizer, group discussion, or brainstorming).
	READS.4.4.1.3	Create an original work or a response to a creative work, checking work against a teacher or librarian produced rubric or peer review
	READS.4.4.1.4	Practice respect for copyright laws and intellectual property rights (e.g., use standard bibliographic format to credit sources).
	READS.4.4.2: <i>Communicate and evaluate an original work or a response to creative work, working in a group or individually.</i>	
	READS.4.4.2.1	Use appropriate presentation tools and techniques to share product.
	READS.4.4.2.2	Evaluate product and production process.
	READS.4.5: <i>Fourth Grade: Score reading progress.</i>	

	<i>READS.4.5.1: Engage in literacy-based motivational program and activities.</i>	
	READS.4.5.1.1	Participate in school library activities and reading celebrations (e.g., family literacy night, author visits).
	READS.4.5.1.2	Participate in structured independent reading programs (e.g., Sunshine State Young Reader’s Award)
	READS.4.5.1.3	Participate in reading motivation programs with management components (e.g., Accelerated Reader or Reading Counts). (optional)
	<i>READS.4.5.2: Develop habits for lifelong learning.</i>	
	READS.4.5.2.1	Identify lifelong learning literacy skills and relate to reading/ listening/viewing activities to real world situations (e.g., hobby magazines, online newscasts).
<i>READS.5.1: Fifth Grade: Read as a personal activity</i>		
	<i>READS.5.1.1: Select and read literary and informational texts at an appropriate reading level.</i>	
	READS.5.1.1.1	Choose age and ability appropriate literature to read based on interest or curriculum need.
	READS.5.1.1.2	Choose age and ability appropriate informational texts to read based on interest or curriculum need.
	<i>READS.5.1.2: Select listening and viewing resources for enjoyment and information</i>	
	READS.5.1.2.1	Participate in listening and viewing activities (e.g., audiobooks, podcasts).
	<i>READS.5.1.3: Use community resources for recreational and informational needs.</i>	
	READS.5.1.3.1	Visit the school or other libraries virtually or in person to access resources.
	READS.5.1.3.2	Visit museums, galleries, science centers, and parks virtually or in person (e.g., National Museum of Natural History, Challenger Center).
<i>READS.5.2: Fifth Grade: Explore characteristics, history, and awards of creative works.</i>		
	<i>READS.5.2.1: Identify and critically analyze literary and media genres and themes</i>	
	READS.5.2.1.1	Compare and contrast literary and media genres (e.g., historical fiction, fantasy, short stories).
	READS.5.2.1.2	Identify and explain literary themes in text, visual, and digital resources (e.g., friendship, courage, loyalty).
	<i>READS.5.2.2: Recognize that social, cultural, political and historical events influence ideas and information.</i>	
	READS.5.2.2.1	Identify historically and culturally significant works in various formats (e.g., limericks, Native American tales)
	READS.5.2.2.2	Recognize cultural and ethnic diversity through creative and literary works.
	<i>READS.5.2.3: Appreciate literary and artistic excellence.</i>	
	READS.5.2.3.1	Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Newbery Medal winners).

	READS.5.2.3.2	Identify the concept of intellectual freedom.
<i>READS.5.3: Fifth Grade: Analyze structure and aesthetic features of creative works.</i>		
	<i>READS.5.3.1: Identify and analyze key ideas and details of a work.</i>	
	READS.5.3.1.1	Use prior and background knowledge to interpret textual and visual clues to understand a literary work (e.g., inferring, predicting).
	READS.5.3.1.2	Identify purpose and point of view in a creative work.
	READS.5.3.1.3	Identify central ideas and supporting details of a work (e.g., paraphrasing, summarizing)
	<i>READS.5.3.2: Understand the literary techniques and complexities of a work.</i>	
	READS.5.3.2.1	Identify an author's or illustrator's style (e.g., use of figurative language, medium).
	READS.5.3.2.2	Compare and contrast story elements (e.g., characters, setting, or plot) in multiple works.
<i>READS.5.4: Fifth Grade: Develop a literary-based product.</i>		
	<i>READS.5.4.1: Develop an original work or a response to a creative work, working in groups or individually.</i>	
	READS.5.4.1.1	Choose a method to present an original work or a response to a creative work based on appropriateness and personal preference.
	READS.5.4.1.2	Generate and organize ideas for an original work or a response to a creative work read, heard, or viewed (e.g., graphic organizer, group discussion, or brainstorming)
	READS.5.4.1.3	Create an original work or a response to a creative work, reflecting on progress and editing as needed (e.g., rubric, peer review, checklist).
	READS.5.4.1.4	Practice respect for copyright laws and intellectual property rights (e.g., use standard bibliographic format to credit sources).
	<i>READS.5.4.2: Communicate and evaluate an original work or a response to creative work, working in a group or individually.</i>	
	READS.5.4.2.1	Use appropriate presentation tools and techniques to share product.
	READS.5.4.2.2	Evaluate product and production process.
<i>READS.5.5: Fifth Grade: Score reading progress.</i>		
	<i>READS.5.5.1: Engage in literacy-based motivational program and activities.</i>	
	READS.5.5.1.1	Participate in school library activities and reading celebrations (e.g., family literacy night, author visits).
	READS.5.5.1.2	Participate in structured independent reading programs (e.g., Sunshine State Young Reader's Award).

	READS.5.5.1.3	Participate in reading motivation programs with management components (e.g., Accelerated Reader or Reading Counts). (optional)
	READS.5.5.2: <i>Develop habits for lifelong learning.</i>	
	READS.5.5.2.1	Identify lifelong learning literacy skills and relate to reading/ listening/viewing activities to real world situations (e.g., hobby magazines, online newscasts).
READS.6.1: <i>Sixth Grade: Read as a personal activity</i>		
	READS.6.1.1: <i>Select and read literary and informational texts at an appropriate reading level.</i>	
	READS.6.1.1.1	Choose age and ability appropriate literature to read based on interest or curriculum need.
	READS.6.1.1.2	Choose age and ability appropriate informational texts to read based on interest or curriculum need.
	READS.6.1.2: <i>Select listening and viewing resources for enjoyment and information</i>	
	READS.6.1.2.1	Participate in listening and viewing activities (e.g., audiobooks, podcasts).
	READS.6.1.3: <i>Use community resources for recreational and informational needs.</i>	
	READS.6.1.3.1	Visit the school or other libraries virtually or in person to access resources.
	READS.6.1.3.2	Visit museums, galleries, science centers, and parks virtually or in person (e.g., Library of Congress Memory Project).
READS.6.2: <i>Sixth Grade: Explore characteristics, history, and awards of creative works.</i>		
	READS.6.2.1: <i>Identify and critically analyze literary and media genres and themes</i>	
	READS.6.2.1.1	Compare and contrast literary and media genres (e.g., historical fiction, fantasy, short stories).
	READS.6.2.1.2	Explain and compare literary themes in text, visual, and digital resources (e.g., good v. evil, man v. nature).
	READS.6.2.2: <i>Recognize that social, cultural, political and historical events influence ideas and information.</i>	
	READS.6.2.2.1	Identify and compare historically and culturally significant works in various formats (e.g., Greek or Roman mythology).
	READS.6.2.2.2	Recognize cultural and ethnic diversity through creative and literary works.
	READS.6.2.3: <i>Appreciate literary and artistic excellence.</i>	
	READS.6.2.3.1	Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Sunshine State Young Reader’s Award winners).
	READS.6.2.3.2	Identify the concept of intellectual freedom.
READS.6.3: <i>Sixth Grade: Analyze structure and aesthetic features of creative works.</i>		
	READS.6.3.1: <i>Identify and analyze key ideas and details of a work.</i>	

	READS.6.3.1.1	Connect prior and background knowledge to textual or visual clues to understand a literary work (e.g., inferring, predicting).
	READS.6.3.1.2	Determine purpose and point of view in a creative work
	READS.6.3.1.3	Determine central ideas and supporting details of a work (e.g., paraphrasing, summarizing).
	READS.6.3.2: <i>Understand the literary techniques and complexities of a work.</i>	
	READS.6.3.2.1	Identify an author’s or illustrator’s style (e.g., use of figurative language, medium).
	READS.6.3.2.2	Compare and contrast story elements (e.g., characters, setting, or plot) in multiple works.
	READS.6.4: <i>Sixth Grade: Develop a literary-based product.</i>	
	READS.6.4.1: <i>Develop an original work or a response to a creative work, working in groups or individually.</i>	
	READS.6.4.1.1	Choose a method to present an original work or a response to a creative work based on appropriateness and personal preference.
	READS.6.4.1.2	Generate and organize ideas for an original work or a response to a creative work read, heard, or viewed (e.g., graphic organizer, group discussion, or brainstorming)
	READS.6.4.1.3	Create an original work or a response to a creative work, reflecting on progress and editing as needed (e.g., rubric, peer review, checklist).
	READS.6.4.1.4	Practice respect for copyright laws and intellectual property rights (e.g., use standard bibliographic format to credit sources).
	READS.6.4.2: <i>Communicate and evaluate an original work or a response to creative work, working in a group or individually.</i>	
	READS.6.4.2.1	Use appropriate presentation tools and techniques to share product.
	READS.6.4.2.2	Evaluate product and production process.
	READS.6.5: <i>Sixth Grade: Score reading progress.</i>	
	READS.6.5.1: <i>Engage in literacy-based motivational program and activities.</i>	
	READS.6.5.1.1	Participate in school library activities and reading celebrations (e.g., School Library Media Month celebrations).
	READS.6.5.1.2	Participate in structured independent reading programs (e.g., Sunshine State Young Reader’s Award).
	READS.6.5.1.3	Participate in reading motivation programs with management components (e.g., Accelerated Reader or Reading Counts). (optional)
	READS.6.5.2: <i>Develop habits for lifelong learning.</i>	
	READS.6.5.2.1	Practice lifelong learning literacy skills and relate to reading/ listening/viewing activities to real world situations (e.g., career and technical journals, online newscasts).

<i>READS.7.1: Seventh Grade: Read as a personal activity</i>		
	<i>READS.7.1.1: Select and read literary and informational texts at an appropriate reading level.</i>	
	READS.7.1.1.1	Choose age and ability appropriate literature to read based on interest or curriculum need.
	READS.7.1.1.2	Choose age and ability appropriate informational texts to read based on interest or curriculum need.
	<i>READS.7.1.2: Select listening and viewing resources for enjoyment and information</i>	
	READS.7.1.2.1	Participate in listening and viewing activities (e.g., audiobooks, podcasts).
	<i>READS.7.1.3: Use community resources for recreational and informational needs.</i>	
	READS.7.1.3.1	Visit the school or other libraries virtually or in person to access resources.
	READS.7.1.3.2	Visit museums, galleries, science centers, and parks virtually or in person (e.g., National Museum of African Art, National Zoological Park).
<i>READS.7.2: Seventh Grade: Explore characteristics, history, and awards of creative works.</i>		
	<i>READS.7.2.1: Identify and critically analyze literary and media genres and themes</i>	
	READS.7.2.1.1	Compare and contrast literary and media genres (e.g., adventure, mystery, documentary).
	READS.7.2.1.2	Explain and compare literary themes in text, visual, and digital resources (e.g., good v. evil, man v. nature)
	<i>READS.7.2.2: Recognize that social, cultural, political and historical events influence ideas and information.</i>	
	READS.7.2.2.1	Identify and compare historically and culturally significant works in various formats (e.g., political cartoons, African American handmade quilts).
	READS.7.2.2.2	Recognize cultural and ethnic diversity through creative and literary works.
	<i>READS.7.2.3: Appreciate literary and artistic excellence.</i>	
	READS.7.2.3.1	Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Sunshine State Young Reader’s Award winners).
	READS.7.2.3.2	Acknowledge the importance of intellectual freedom.
<i>READS.7.3: Seventh Grade: Analyze structure and aesthetic features of creative works.</i>		
	<i>READS.7.3.1: Identify and analyze key ideas and details of a work.</i>	
	READS.7.3.1.1	Connect prior and background knowledge to textual or visual clues to understand a literary work (e.g., inferring, predicting).
	READS.7.3.1.2	Determine purpose and point of view in a creative work.
	READS.7.3.1.3	Determine central ideas and supporting details of a work (e.g., paraphrasing, summarizing).

	<i>READS.7.3.2: Understand the literary techniques and complexities of a work.</i>	
	READS.7.3.2.1	Identify an author’s or illustrator’s style (e.g., use of figurative language, medium).
	READS.7.3.2.2	Compare and contrast story elements (e.g., characters, setting, or plot) in multiple works.
<i>READS.7.4: Seventh Grade: Develop a literary-based product.</i>		
	<i>READS.7.4.1: Develop an original work or a response to a creative work, working in groups or individually.</i>	
	READS.7.4.1.1	Choose a method to present an original work or a response to a creative work based on appropriateness and personal preference.
	READS.7.4.1.2	Generate and organize ideas for an original work or a response to a creative work read, heard, or viewed (e.g., graphic organizer, group discussion, or brainstorming).
	READS.7.4.1.3	Create an original work or a response to a creative work, reflecting on progress and editing as needed (e.g., rubric, peer review, checklist).
	READS.7.4.1.4	Demonstrate understanding of and respect for copyright laws and intellectual property rights (e.g., use standard bibliographic format to credit sources).
	<i>READS.7.4.2: Communicate and evaluate an original work or a response to creative work, working in a group or individually.</i>	
	READS.7.4.2.1	Use appropriate presentation tools and techniques to share product.
	READS.7.4.2.2	Evaluate product and production process.
<i>READS.7.5: Seventh Grade: Score reading progress.</i>		
	<i>READS.7.5.1: Engage in literacy-based motivational program and activities.</i>	
	READS.7.5.1.1	Participate in school library activities and reading celebrations (e.g., School Library Media Month celebrations).
	READS.7.5.1.2	Participate in structured independent reading programs (e.g., Sunshine State Young Reader’s Award).
	READS.7.5.1.3	Participate in reading motivation programs with management components (e.g., Accelerated Reader or Reading Counts). (optional)
	<i>READS.7.5.2: Develop habits for lifelong learning.</i>	
	READS.7.5.2.1	Practice lifelong learning literacy skills and relate to reading/ listening/viewing activities to real world situations (e.g., career and technical journals, online newscasts).
<i>READS.8.1: Eighth Grade: Read as a personal activity</i>		
	<i>READS.8.1.1: Select and read literary and informational texts at an appropriate reading level.</i>	
	READS.8.1.1.1	Choose age and ability appropriate literature to read based on interest or curriculum need.

	READS.8.1.1.2	Choose age and ability appropriate informational texts to read based on interest or curriculum need.
	READS.8.1.2: <i>Select listening and viewing resources for enjoyment and information</i>	
	READS.8.1.2.1	Participate in listening and viewing activities (e.g., audiobooks, podcasts).
	READS.8.1.3: <i>Use community resources for recreational and informational needs.</i>	
	READS.8.1.3.1	Visit the school or other libraries virtually or in person to access resources.
	READS.8.1.3.2	Visit museums, galleries, science centers, and parks virtually or in person (e.g., Louvre, National Gallery of Art).
	READS.8.2: <i>Eighth Grade: Explore characteristics, history, and awards of creative works.</i>	
	READS.8.2.1: <i>Identify and critically analyze literary and media genres and themes</i>	
	READS.8.2.1.1	Analyze literary and media genres (e.g., poetry, drama, biography, documentary).
	READS.8.2.1.2	Explain and compare literary themes in text, visual, and digital resources (e.g., ability of human spirit to rise above grief and loss).
	READS.8.2.2: <i>Recognize that social, cultural, political and historical events influence ideas and information.</i>	
	READS.8.2.2.1	Identify and compare historically and culturally significant works in various formats (e.g., Hispanic poetry, situation comedies).
	READS.8.2.2.2	Recognize cultural and ethnic diversity through creative and literary works.
	READS.8.2.3: <i>Appreciate literary and artistic excellence.</i>	
	READS.8.2.3.1	Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Laura Ingalls Wilder Award winners).
	READS.8.2.3.2	Acknowledge the importance of intellectual freedom.
	READS.8.3: <i>Eighth Grade: Analyze structure and aesthetic features of creative works.</i>	
	READS.8.3.1: <i>Identify and analyze key ideas and details of a work.</i>	
	READS.8.3.1.1	Connect prior and background knowledge to textual or visual clues to understand a literary work (e.g., inferring, predicting).
	READS.8.3.1.2	Determine purpose and point of view in a creative work.
	READS.8.3.1.3	Determine central ideas and supporting details of a work (e.g., paraphrasing, summarizing).
	READS.8.3.2: <i>Understand the literary techniques and complexities of a work.</i>	
	READS.8.3.2.1	Identify an author's or illustrator's style (e.g., use of figurative language, medium).
	READS.8.3.2.2	Compare and contrast story elements (e.g., characters, setting, or plot) in multiple works.

<i>READS.8.4: Eighth Grade: Develop a literary-based product.</i>		
	<i>READS.8.4.1: Develop an original work or a response to a creative work, working in groups or individually.</i>	
	READS.8.4.1.1	Choose a method to present an original work or a response to a creative work based on appropriateness and personal preference.
	READS.8.4.1.2	Generate and organize ideas for an original work or a response to a creative work read, heard, or viewed (e.g., graphic organizer, group discussion, or brainstorming).
	READS.8.4.1.3	Create an original work or a response to a creative work, reflecting on progress and editing as needed (e.g., rubric, peer review, checklist).
	READS.8.4.1.4	Demonstrate understanding of and respect for copyright laws and intellectual property rights (e.g., use standard bibliographic format to credit sources).
	<i>READS.8.4.2: Communicate and evaluate an original work or a response to creative work, working in a group or individually.</i>	
	READS.8.4.2.1	Use appropriate presentation tools and techniques to share product.
	READS.8.4.2.2	Evaluate product and production process.
<i>READS.8.5: Eighth Grade: Score reading progress.</i>		
	<i>READS.8.5.1: Engage in literacy-based motivational program and activities.</i>	
	READS.8.5.1.1	Participate in school library activities and reading celebrations (e.g., televised book talks or reviews).
	READS.8.5.1.2	Participate in structured independent reading programs (e.g., Sunshine State Young Reader's Award).
	READS.8.5.1.3	Participate in reading motivation programs with management components (e.g., Accelerated Reader or Reading Counts). (optional)
	<i>READS.8.5.2: Develop habits for lifelong learning.</i>	
	READS.8.5.2.1	Practice lifelong learning literacy skills and relate to reading/ listening/viewing activities to real world situations (e.g., career and technical journals, online newscasts).
<i>READS.910.1: Ninth and Tenth Grade: Read as a personal activity</i>		
	<i>READS.910.1.1: Select and read literary and informational texts at an appropriate reading level.</i>	
	READS.910.1.1.1	Choose age and ability appropriate literature to read based on interest or curriculum need.
	READS.910.1.1.2	Choose age and ability appropriate informational texts to read based on interest or curriculum need.
	<i>READS.910.1.2: Select listening and viewing resources for enjoyment and information</i>	
	READS.910.1.2.1	Participate in listening and viewing activities (e.g., audiobooks, podcasts).

	READS.910.1.3: <i>Use community resources for recreational and informational needs.</i>	
	READS.910.1.3.1	Visit the school or other libraries virtually or in person to access resources
	READS.910.1.3.2	Visit museums, galleries, science centers, and parks virtually or in person (e.g., National Portrait Gallery, Museum of Modern Art).
	READS.910.2: <i>Ninth and Tenth Grade: Explore characteristics, history, and awards of creative works.</i>	
	READS.910.2.1: <i>Identify and critically analyze literary and media genres and themes</i>	
	READS.910.2.1.1	Demonstrate knowledge of the distinguishing characteristics of literary and media genres (e.g., historical fiction, biography, documentary).
	READS.910.2.1.2	Analyze universal themes in text, visual, and digital resources (e.g., transforming quality of culture).
	READS.910.2.2: <i>Recognize that social, cultural, political and historical events influence ideas and information.</i>	
	READS.910.2.2.1	Analyze and compare a variety of historically and culturally significant works in various formats (e.g., Impressionistic paintings, Shakespeare’s plays and sonnets).
	READS.910.2.2.2	Demonstrate an appreciation for cultural and ethnic diversity by selecting appropriate creative and literary works.
	READS.910.2.3: <i>Appreciate literary and artistic excellence.</i>	
	READS.910.2.3.1	Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Pura Belpré Award winners)
	READS.910.2.3.2	Demonstrate a knowledge of and respect for the concept of intellectual freedom.
	READS.910.3: <i>Ninth and Tenth Grade: Analyze structure and aesthetic features of creative works.</i>	
	READS.910.3.1: <i>Identify and analyze key ideas and details of a work.</i>	
	READS.910.3.1.1	Connect prior and background knowledge to textual or visual clues to understand a literary work (e.g., inferring, predicting).
	READS.910.3.1.2	Determine purpose and point of view in multiple creative works.
	READS.910.3.1.3	Determine central ideas and supporting details of a work (e.g., paraphrasing, summarizing).
	READS.910.3.2: <i>Understand the literary techniques and complexities of a work.</i>	
	READS.910.3.2.1	Identify an author’s or illustrator’s style (e.g., use of figurative language, medium).
	READS.910.3.2.2	Compare and contrast story elements (e.g., characters, setting, or plot in multiple works).
	READS.910.4: <i>Ninth and Tenth Grade: Develop a literary-based product.</i>	
	READS.910.4.1: <i>Develop an original work or a response to a creative work, working in groups or individually.</i>	

	READS.910.4.1.1	Choose a method to present an original work or a response to a creative work based on appropriateness and personal preference.
	READS.910.4.1.2	Generate and organize ideas for an original work or a response to a creative work read, heard, or viewed (e.g., graphic organizer, group discussion, or brainstorming)
	READS.910.4.1.3	Create an original work or a response to a creative work, reflecting on progress and editing as needed (e.g., rubric, peer review, checklist)
	READS.910.4.1.4	Demonstrate understanding of and respect for copyright laws and intellectual property rights (e.g., use standard bibliographic format to credit sources).
	READS.910.4.2: <i>Communicate and evaluate an original work or a response to creative work, working in a group or individually.</i>	
	READS.910.4.2.1	Use appropriate presentation tools and techniques to share product.
	READS.910.4.2.2	Evaluate product and production process.
READS.910.5: <i>Ninth and Tenth Grade: Score reading progress.</i>		
	READS.910.5.1: <i>Engage in literacy-based motivational program and activities.</i>	
	READS.910.5.1.1	Participate in school library activities and reading celebrations (e.g., Banned Book Week activities).
	READS.910.5.1.2	Participate in structured independent reading programs (e.g., Florida Teens Read).
	READS.910.5.1.3	Participate in reading motivation programs with management components (e.g., Accelerated Reader or Reading Counts). (optional)
	READS.910.5.2: <i>Develop habits for lifelong learning.</i>	
	READS.910.5.2.1	Maintain lifelong learning literacy skills by relating reading/ listening/viewing activities to real world situations (e.g., career and technical journals, online newscasts).
READS.1112.1: <i>Eleventh and Twelfth Grade: Read as a personal activity</i>		
	READS.1112.1.1: <i>Select and read literary and informational texts at an appropriate reading level.</i>	
	READS.1112.1.1.1	Choose age and ability appropriate literature to read based on interest or curriculum need.
	READS.1112.1.1.2	Choose age and ability appropriate informational texts to read based on interest or curriculum need.
	READS.1112.1.2: <i>Select listening and viewing resources for enjoyment and information</i>	
	READS.1112.1.2.1	Choose age and ability appropriate resources for listening and viewing activities (e.g., audiobooks, podcasts).
	READS.1112.1.3: <i>Use community resources for recreational and informational needs.</i>	
	READS.1112.1.3.1	Visit the school or other libraries virtually or in person to access resources

	READS.1112.1.3.2	Visit museums, galleries, science centers, and parks virtually or in person (e.g., Smithsonian museums, Museum of Science and Industry).
READS.1112.2: <i>Eleventh and Twelfth Grade: Explore characteristics, history, and awards of creative works.</i>		
	READS.1112.2.1: <i>Identify and critically analyze literary and media genres and themes</i>	
	READS.1112.2.1.1	Demonstrate knowledge of the distinguishing characteristics of literary and media genres (e.g., historical fiction, biography, documentary).
	READS.1112.2.1.2	Analyze universal themes in text, visual, and digital resources (e.g., alienation from society).
	READS.1112.2.2: <i>Recognize that social, cultural, political and historical events influence ideas and information.</i>	
	READS.1112.2.2.1	Analyze and compare a variety of historically and culturally significant works in various formats (e.g., film noir, Greek plays)
	READS.1112.2.2.2	Demonstrate an appreciation for cultural and ethnic diversity by selecting appropriate creative and literary works
	READS.1112.2.3: <i>Appreciate literary and artistic excellence.</i>	
	READS.1112.2.3.1	Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Pulitzer Prize winners).
	READS.1112.2.3.2	Demonstrate a knowledge of and respect for the concept of intellectual freedom.
READS.1112.3: <i>Eleventh and Twelfth Grade: Analyze structure and aesthetic features of creative works.</i>		
	READS.1112.3.1: <i>Identify and analyze key ideas and details of a work.</i>	
	READS.1112.3.1.1	Connect prior and background knowledge to textual or visual clues to understand a literary work (e.g., inferring, predicting)
	READS.1112.3.1.2	Determine purpose and point of view in multiple creative works.
	READS.1112.3.1.3	Determine central ideas and supporting details of a work (e.g., paraphrasing, summarizing).
	READS.1112.3.2: <i>Understand the literary techniques and complexities of a work.</i>	
	READS.1112.3.2.1	Identify an author's or illustrator's style (e.g., use of figurative language, medium).
	READS.1112.3.2.2	Compare and contrast literary elements (e.g., characters, setting, or plot) in multiple works.
READS.1112.4: <i>Eleventh and Twelfth Grade: Develop a literary-based product.</i>		
	READS.1112.4.1: <i>Develop an original work or a response to a creative work, working in groups or individually.</i>	
	READS.1112.4.1.1	Choose a method to present an original work or a response to a creative work based on appropriateness and personal preference.
	READS.1112.4.1.2	Generate and organize ideas for an original work or a response to a creative work read, heard, or viewed (e.g., graphic organizer, group discussion, or brainstorming).

	READS.1112.4.1.3	Create an original work or a response to a creative work, reflecting on progress and editing as needed (e.g., rubric, peer review, checklist)
	READS.1112.4.1.4	Demonstrate understanding of and respect for copyright laws and intellectual property rights (e.g., use standard bibliographic format to credit sources).
	READS.1112.4.2: <i>Communicate and evaluate an original work or a response to creative work, working in a group or individually.</i>	
	READS.1112.4.2.1	Use appropriate presentation tools and techniques to share product.
	READS.1112.4.2.2	Evaluate product and production process.
READS.1112.5: <i>Eleventh and Twelfth Grade: Score reading progress.</i>		
	READS.1112.5.1: <i>Engage in literacy-based motivational program and activities.</i>	
	READS.1112.5.1.1	Participate in school library activities and reading celebrations (e.g., Banned Book Week activities).
	READS.1112.5.1.2	Participate in structured independent reading programs (e.g., Florida Teens Read)
	READS.1112.5.1.3	Participate in reading motivation programs with management components (e.g., Accelerated Reader or Reading Counts). (optional)
	READS.1112.5.2: <i>Develop habits for lifelong learning.</i>	
	READS.1112.5.2.1	Maintain lifelong learning literacy skills by relating reading/listening/ viewing activities to real world situations (e.g., career and technical journals, online newscasts).
K.1: <i>Focus (Kindergarten)</i>		
	K.1.1: <i>Identify area of inquiry, working in groups or individually.</i>	
	K.1.1.1	Ask questions to obtain information, collaborating with others if working in group.
	K.1.1.2	Narrow or broaden topic.
	K.1.3: <i>Develop a search action plan and timeline, working in groups or individually.</i>	
	K.1.3.1	Work individually or in cooperative group to decide who can assist in locating an answer to a librarian/teacher directed activity
K.2: <i>Investigate (Kindergarten)</i>		
	K.2.1: <i>Locate print and digital resources, working in groups or individually.</i>	
	K.2.1.1	Select books from easy shelves based on personal interests; choose books from library display for classroom projects.
	K.2.1.2	Recognize that the library catalog has information about all the books and materials in the library media center.
	K.2.1.3	Identify appropriate resources to answer a personal or academic information need from various locations (e.g., school/public library or book store).

	<i>K.2.2: Apply evaluative criteria to select the best resources to answer search question, working in groups or individually.</i>	
	K.2.2.1	Understand that the information need determines the resources selected (e.g., dictionary, nonfiction, photograph).
	<i>K.2.3: Demonstrate an understanding of how information is organized and located, working in groups or individually.</i>	
	K.2.3.1	Recognize that reference information is organized in specific formats (e.g., dictionaries).
	K.2.3.2	
	<i>K.2.4: Exhibit responsible care and use of materials, e-resources, equipment, and facilities, working in groups or individually.</i>	
	K.2.4.1	Follow procedures for circulation and timely return of materials.
	K.2.4.2	Exhibit responsible care in the use of materials, equipment, and facilities.
	K.2.4.3	Follow guidelines and etiquette in the use of electronic information sources.
<b>K.3: Note and Evaluate (Kindergarten)</b>		
	<i>K.3.1: Read, evaluate, and select information to answer search need, working in groups or individually.</i>	
	K.3.1.1	Use literacy skills to identify relevant details from a text or oral presentation to answer a search question.
	K.3.1.2	Draw evidence from graphs, charts, tables, maps, photographs, and other visuals to answer search questions.
	K.3.1.3	Review information gathered for appropriateness in answering the search question.
	<i>K.3.2: Take notes and record data required for citations, working in groups or individually.</i>	
	K.3.2.1	Identify and record useful facts on topic with librarian/teacher assistance.
<b>K.4: Develop (Kindergarten)</b>		
	<i>K.4.1: Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually.</i>	
	K.4.1.1	Use a teacher or librarian selected method to communicate information.
	<i>K.4.2: Analyze and synthesize collected information, working in groups or individually.</i>	
	K.4.2.1	Draw conclusions from information to answer search question.
	<i>K.4.3: Communicate information and ideas using a variety of formats and media, working in groups or individually.</i>	
	K.4.3.1	Convey information by sharing ideas and experiences.
<b>K.5: Score (Kindergarten)</b>		
	<i>K.5.1: Apply and develop evaluative criteria for information problem or product, working in groups or individually</i>	

	K.5.1.1	Recognize when information problem is answered.
	K.5.1.2	Review information product with teacher or librarian.
	<i>K.5.2: Reflect on the search process, noting strengths and weaknesses, working in groups or individually.</i>	
	K.5.2.1	Answer teacher or librarian questions concerning search process.
	<i>K.5.3: Make recommendations for improving and applying process, working in groups or individually.</i>	
	K.5.3.1	Explain the process used to find the information.
	K.5.3.2	Judge personal ability to work in teams (e.g., following directions).
<b>1.1: Focus (First Grade)</b>		
	<i>1.1.1: Identify area of inquiry, working in groups or individually.</i>	
	1.1.1.1	Ask questions to obtain information, collaborating with others if working in group.
	1.1.1.2	Narrow or broaden topic.
	1.1.1.3	Use brainstorming or webbing to write presearch questions.
	<i>1.1.2: Decide how much information is needed, working in groups or individually.</i>	
	1.1.2.1	Recognize when there is a need for more than one source of information.
	1.1.2.2	Predict possible sour of appropriate materials.
	<i>1.1.3: Develop a search action plan and timeline, working in groups or individually.</i>	
	1.1.3.1	Work individually or in cooperative group to decide who can assist in locating an answer to a librarian/teacher directed activity.
<b>1.2: Investigate (First Grade)</b>		
	<i>1.2.1: Locate print and digital resources, working in groups or individually.</i>	
	1.2.1.1	Select books from easy and fiction collections, using author's surname; choose books from library display for classroom projects.
	1.2.1.2	Recognize that the library catalog has information about all the books and materials in the library media center.
	1.2.1.3	Identify appropriate resources to answer a personal or academic information need from various locations (e.g., school/public library or book store).
	1.2.1.4	Recognize that the library catalog has information about all the books and materials in the library media center.
	<i>1.2.2: Apply evaluative criteria to select the best resources to answer search question, working in groups or individually.</i>	
	1.2.2.1	Understand that the information need determines the resources selected (e.g., dictionary, nonfiction, photograph).
	<i>1.2.3: Demonstrate an understanding of how information is organized and located, working in groups or individually.</i>	

	1.2.3.1	Recognize that reference information is organized in specific formats (e.g., dictionaries).
	1.2.3.2	Understand that resources may be organized according to type or format either alphabetically or numerically.
	1.2.3.3	Use headings, captions, keywords, tables of contents, and indexes.
	1.2.4: <i>Exhibit responsible care and use of materials, e-resources, equipment, and facilities, working in groups or individually.</i>	
	1.2.4.1	Follow procedures for circulation and timely return of materials.
	1.2.4.2	Exhibit responsible care in the use of materials, equipment, and facilities.
	1.2.4.3	Follow guidelines and etiquette in the use of electronic information sources.
1.3: <i>Note and Evaluate (First Grade)</i>		
	1.3.1: <i>Read, evaluate, and select information to answer search need, working in groups or individually.</i>	
	1.3.1.1	Use literacy skills to identify relevant details from a text or oral presentation to answer a search question.
	1.3.1.2	Draw evidence from graphs, charts, tables, maps, photographs, and other visuals to answer search questions.
	1.3.1.3	Review information gathered for appropriateness in answering the search question.
	1.3.2: <i>Take notes and record data required for citations, working in groups or individually.</i>	
	1.3.2.1	Compile notes using strategies such as graphic organizers or note cards.
	1.3.2.2	Begin to recognize rights of authors and illustrators with librarian/teacher direction.
	1.3.3: <i>Analyze information gathered and compare with research need, working in groups or individually</i>	
	1.3.3.1	Sequence information alphabetically, numerically, or categorically, as appropriate.
	1.3.3.2	Determine if question is answered with librarian/teacher assistance.
	1.3.3.3	Add new questions with librarian/teacher guidance, if needed.
	1.3.3.4	Search for additional information, if needed.
1.4: <i>Develop (First Grade)</i>		
	1.4.1: <i>Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually.</i>	
	1.4.1.1	Use a teacher or librarian selected method to communicate information.
	1.4.2: <i>Analyze and synthesize collected information, working in groups or individually.</i>	
	1.4.2.1	Draw conclusions from information to answer search question.

	1.4.3: <i>Communicate information and ideas using a variety of formats and media, working in groups or individually.</i>	
	1.4.3.1	Convey information findings orally, visually or in writing with teacher and/or librarian assistance.
1.5: <i>Score (First Grade)</i>		
	1.5.1: <i>Apply and develop evaluative criteria for information problem or product, working in groups or individually</i>	
	1.5.1.1	Recognize when information problem is answered
	1.5.1.2	Review information product with teacher or librarian.
	1.5.2: <i>Reflect on the search process, noting strengths and weaknesses, working in groups or individually.</i>	
	1.5.2.1	Answer teacher or librarian questions concerning search process.
	1.5.3: <i>Make recommendations for improving and applying process, working in groups or individually.</i>	
	1.5.3.1	Explain the process used to find the information.
	1.5.3.2	Judge personal ability to work in teams (e.g., listening to opinions of others).
2.1: <i>Focus (Second Grade)</i>		
	2.1.1: <i>Identify area of inquiry, working in groups or individually.</i>	
	2.1.1.1	Activate prior knowledge to select topic when appropriate, collaborating with others if working in group.
	2.1.1.2	Narrow or broaden topic.
	2.1.1.3	Use brainstorming, webbing, or graphic organizers to write presearch questions.
	2.1.2: <i>Decide how much information is needed, working in groups or individually.</i>	
	2.1.2.1	Recognize when there is a need for more than one source of information.
	2.1.2.2	Predict possible sources of appropriate materials.
	2.1.3: <i>Develop a search action plan and timeline, working in groups or individually.</i>	
	2.1.3.1	Work individually or in cooperative group to decide who can assist in locating information for a librarian/teacher directed activity.
2.2.: <i>Investigate (Second Grade)</i>		
	2.2.1: <i>Locate print and digital resources, working in groups or individually.</i>	
	2.2.1.1	Select books from easy and fiction collections, using author's surname; locate nonfiction books using library signage, beginning to recognize that nonfiction section is arranged by DDC numbers.
	2.2.1.2	Use a keyword search in a school or public library online public access catalog (OPAC).

	2.2.1.3	Identify appropriate resources to answer a personal or academic information need from various locations (e.g., school/public library or book store).
	2.2.1.4	Use the library catalog to explore materials, with teacher or librarian assistance.
	<i>2.2.2: Apply evaluative criteria to select the best resources to answer search question, working in groups or individually.</i>	
	2.2.2.1	Understand that the information need determines the resources selected (e.g., dictionary, encyclopedia, nonfiction, photograph).
	<i>2.2.3: Demonstrate an understanding of how information is organized and located, working in groups or individually.</i>	
	2.2.3.1	Recognize that reference information is organized in specific formats (e.g., dictionaries, encyclopedias, almanacs).
	2.2.3.2	Understand that resources may be organized according to type or format either alphabetically or numerically.
	2.2.3.3	Use headings, captions, keywords, glossaries, tables of contents, and indexes.
	2.2.3.4	Begin to understand and use the organizational structure of the library (e.g., Dewey Decimal System).
	<i>2.2.4: Exhibit responsible care and use of materials, e-resources, equipment, and facilities, working in groups or individually.</i>	
	2.2.4.1	Follow procedures for circulation and timely return of materials.
	2.2.4.2	Exhibit responsible care in the use of materials, equipment, and facilities.
	2.2.4.3	Follow guidelines and etiquette in the use of electronic information sources.
<i>2.3: Note and Evaluate (Second Grade)</i>		
	<i>2.3.1: Read, evaluate, and select information to answer search need, working in groups or individually.</i>	
	2.3.1.1	Use literacy skills and content knowledge to select relevant details from a text or oral presentation to answer a search question.
	2.3.1.2	Draw evidence from graphs, charts, tables, maps, photographs, and other visuals to answer search questions.
	2.3.1.3	Review information gathered to answer the search question, checking for appropriateness and accuracy.
	<i>2.3.2: Take notes and record data required for citations, working in groups or individually.</i>	
	2.3.2.1	Compile notes using strategies such as graphic organizers or note cards.
	2.3.2.2	Begin to recognize rights of authors and illustrators with librarian/teacher direction.
	2.3.2.3	Record sources with assistance (e.g., author and title).

	<i>2.3.3: Analyze information gathered and compare with research need, working in groups or individually</i>	
	2.3.3.1	Sequence information alphabetically, numerically, or categorically, as appropriate.
	2.3.3.2	Determine if question is answered with librarian/teacher assistance.
	2.3.3.3	Add new questions with librarian/teacher guidance, if needed.
	2.3.3.4	Search for additional information, if needed.
<i>2.4: Develop (Second Grade)</i>		
	<i>2.4.1: Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually.</i>	
	2.4.1.1	Use a teacher or librarian selected method to communicate information
	<i>2.4.2: Analyze and synthesize collected information, working in groups or individually.</i>	
	2.4.2.1	Summarize and draw conclusions from information to develop product.
	2.4.2.2	Plan product by sequencing facts and ideas using an appropriate organizer (e.g., webbing).
	<i>2.4.3: Communicate information and ideas using a variety of formats and media, working in groups or individually.</i>	
	2.4.3.1	Convey information findings orally, visually or in writing with teacher and/or librarian assistance.
<i>2.5: Score (Second Grade)</i>		
	<i>2.5.1: Apply and develop evaluative criteria for information problem or product, working in groups or individually</i>	
	2.5.1.1	Recognize when information problem is answered.
	2.5.1.2	Review information product with teacher or librarian.
	<i>2.5.2: Reflect on the search process, noting strengths and weaknesses, working in groups or individually.</i>	
	2.5.2.1	Reflect on search process during oral discussion.
	<i>2.5.3: Make recommendations for improving and applying process, working in groups or individually.</i>	
	2.5.3.1	Explain the process used to find information and suggest ways for improvement.
	2.5.3.2	Judge personal ability to work in teams (e.g., listening and responding to varying opinions).
<i>3.1: Focus (Third Grade)</i>		
	<i>3.1.1: Identify area of inquiry, working in groups or individually.</i>	
	3.1.1.1	Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group.
	3.1.1.2	Narrow or broaden topic

	3.1.1.3	Use brainstorming, webbing, or graphic organizers to write presearch questions.
	3.1.1.4	Define search terms (e.g., alternate terms, keywords).
	3.1.1.5	Formulate a statement of purpose.
	3.1.2: <i>Decide how much information is needed, working in groups or individually.</i>	
	3.1.2.1	Recognize when there is an need for more than one source of information.
	3.1.2.2	Identify possible sources of appropriate materials.
	3.1.3: <i>Develop a search action plan and timeline, working in groups or individually.</i>	
	3.1.3.1	Work individually or in cooperative group to contribute to a librarian/teacher devised search action plan which lists:
		•topic and subtopics;
		•keywords and alternate terms;
		•presearch questions;
		•possible information sources; a
		•people to provide assistance with research (e.g., teacher, parents, school and/or public librarian)
	3.1.3.2	Understand online navigation procedures (e.g., buttons, toolbar, links, favorites or bookmarks).
3.2: <i>Investigate (Third Grade)</i>		
	3.2.1: <i>Locate print and digital resources, working in groups or individually.</i>	
	3.2.1.1	Retrieve fiction, nonfiction, and reference books from shelves using call numbers.
	3.2.1.2	Use title, subject, author, or keyword searches to locate resources in the school or public library online public access catalog (OPAC).
	3.2.1.3	Identify appropriate resources to answer a personal or academic information need from various locations (e.g., school/public library or book store).
	3.2.1.4	Use online resources (e.g., catalog, encyclopedias and preselected Internet sites) with assistance.
	3.2.2: <i>Apply evaluative criteria to select the best resources to answer search question, working in groups or individually.</i>	
	3.2.2.1	Understand that the information need determines the resources selected (e.g., dictionary, encyclopedia, nonfiction, photograph).
	3.2.2.2	Begin to apply predetermined evaluative criteria for selecting resources (e.g., relevance, currency, readability).
	3.2.2.3	Begin to identify primary sources (e.g., letters, family photographs) and secondary sources (e.g., textbooks, biographies).
	3.2.3: <i>Demonstrate an understanding of how information is organized and located, working in groups or individually.</i>	

	3.2.3.1	Recognize that reference information is organized in specific formats (e.g., dictionaries, encyclopedias, almanacs, atlases).
	3.2.3.2	Understand that resources may be organized according to type or format either alphabetically, numerically, or topically.
	3.2.3.3	Use headings, captions, keywords, glossaries, tables of contents, and indexes.
	3.2.3.4	Understand and begin to use the organizational structure of the library (e.g., Dewey Decimal System).
	<i>3.2.4: Exhibit responsible care and use of materials, e-resources, equipment, and facilities, working in groups or individually.</i>	
	3.2.4.1	Follow procedures for circulation and timely return of materials.
	3.2.4.2	Exhibit responsible care in the use of materials, equipment, and facilities.
	3.2.4.3	Follow guidelines and etiquette in the use of electronic information sources.
	3.2.4.4	Begin to demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy.
<i>3.1: Note and Evaluate (Third Grade)</i>		
	<i>3.3.1: Read, evaluate, and select information to answer search need, working in groups or individually.</i>	
	3.3.1.1	Use literacy skills and content knowledge to select relevant details from a text or oral presentation to answer a search question.
	3.3.1.2	Draw evidence from graphs, charts, tables, diagrams, maps, illustrations, photographs, and other visuals to answer search questions.
	3.3.1.3	Evaluate information gathered for relevancy and accuracy to answer the search question by comparing topic coverage in multiple sources (e.g., opinion).
	<i>3.3.2: Take notes and record data required for citations, working in groups or individually.</i>	
	3.3.2.1	Compile notes using strategies such as graphic organizers or note cards.
	3.3.2.2	Begin to recognize intellectual property rights with librarian/teacher direction (e.g., taking notes in words and phrases only)
	3.3.2.3	Record sources of materials used (e.g., author, title, publisher, or URL).
	<i>3.3.3: Analyze information gathered and compare with research need, working in groups or individually</i>	
	3.3.3.1	Sequence information alphabetically, numerically, or categorically, as appropriate.
	3.3.3.2	Review notes and/or information for completeness.
	3.3.3.3	Change and/or add new questions, if appropriate.

	3.3.3.4	Search for additional facts, if needed.
<i>3.4: Develop (Third Grade)</i>		
	<i>3.4.1: Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually.</i>	
	3.4.1.1	Choose a presentation method from teacher or librarian choices.
	3.4.1.2	Begin to identify the strengths and weaknesses of presentation methods.
	<i>3.4.2: Analyze and synthesize collected information, working in groups or individually.</i>	
	3.4.2.1	Summarize and draw conclusions from information to develop product.
	3.4.2.2	Plan product by sequencing facts and ideas using an appropriate organizer (e.g., webbing).
	<i>3.4.3: Communicate information and ideas using a variety of formats and media, working in groups or individually.</i>	
	3.4.3.1	Use the writing process, oral, or visual techniques to create products that express learning about a topic.
	3.4.3.2	Show respect for creators by listing facts about sources used with librarian/teacher guidance (e.g., author's name, title).
	3.4.3.3	Revise and edit the information product as needed.
<i>3.5: Score (Third Grade)</i>		
	<i>3.5.1: Apply and develop evaluative criteria for information problem or product, working in groups or individually</i>	
	3.5.1.1	Use teacher or librarian generated criteria to evaluate success in answering search question.
	3.5.1.2	Use teacher or librarian generated criteria to evaluate information product.
	<i>3.5.2: Reflect on the search process, noting strengths and weaknesses, working in groups or individually.</i>	
	3.5.2.1	Reflect on search process during oral discussion.
	<i>3.5.3: Make recommendations for improving and applying process, working in groups or individually.</i>	
	3.5.3.1	Explain the process used for inquiry-based learning and suggest ways for improvement.
	3.5.3.2	Judge personal ability to work in teams (e.g., listening and responding to varying opinions, solving problems)
<i>4.1: Focus (Fourth Grade)</i>		
	<i>4.1.1: Identify area of inquiry, working in groups or individually.</i>	
	4.1.1.1	Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group.
	4.1.1.2	Narrow or broaden topic.

	4.1.1.3	Use brainstorming, webbing, or graphic organizers to write presearch questions.
	4.1.1.4	Define search terms (e.g., alternate terms, keywords).
	4.1.1.5	Formulate a statement of purpose.
	<i>4.1.2: Decide how much information is needed, working in groups or individually.</i>	
	4.1.2.1	Recognize when there is a need for more than one source of information.
	4.1.2.2	Identify possible sources of information.
	<i>4.1.3: Develop a search action plan and timeline, working in groups or individually.</i>	
	4.1.3.1	Work individually or in cooperative group to develop a simple search action plan which lists:
		•topic and subtopics;
		•keywords and alternate terms;
		•presearch questions;
		•possible information sources; and
		•people to provide assistance with research (e.g., teacher, parents, school and/or public librarian)
	4.1.3.2	Understand online navigation procedures (e.g., toolbar, links, favorites or bookmarks).
<i>4.2: Investigate (Fourth Grade)</i>		
	<i>4.2.1: Locate print and digital resources, working in groups or individually.</i>	
	4.2.1.1	Retrieve fiction, nonfiction, and reference books from shelves using call numbers.
	4.2.1.2	Use title, subject, author, or keyword searches to locate resources in the school or public library online public access catalog (OPAC).
	4.2.1.3	Identify appropriate resources to answer a personal or academic information need from various locations (e.g., school/public library or book store).
	4.2.1.4	Use online resources (e.g., catalog, encyclopedias and selected Internet sites).
	<i>4.2.2: Apply evaluative criteria to select the best resources to answer search question, working in groups or individually.</i>	
	4.2.2.1	Understand that the information need determines the resources selected (e.g., dictionary, thesaurus, encyclopedia, nonfiction, newspaper).
	4.2.2.2	Begin to apply predetermined evaluative criteria for selecting resources (e.g., relevance, currency, authority, readability).
	4.2.2.3	Begin to identify primary sources (e.g., letters, family photographs) and secondary sources (e.g., textbooks, biographies).
	4.2.2.4	Select a variety of information sources representing a range of viewpoints and formats.

	<i>4.2.3: Demonstrate an understanding of how information is organized and located, working in groups or individually.</i>	
	4.2.3.1	Recognize that reference information is organized in specific formats (e.g., dictionaries, encyclopedias, almanacs, atlases).
	4.2.3.2	Understand that resources may be organized according to type or format either alphabetically, numerically, or topically
	4.2.3.3	Use headings, captions, keywords, glossaries, tables of contents, and indexes.
	4.2.3.4	Understand and use the organizational structure of the library (e.g., Dewey Decimal System).
	<i>4.2.4: Exhibit responsible care and use of materials, e-resources, equipment, and facilities, working in groups or individually.</i>	
	4.2.4.1	Follow procedures for circulation and timely return of materials.
	4.2.4.2	Exhibit responsible care in the use of materials, equipment, and facilities.
	4.2.4.3	Follow guidelines and etiquette in the use of electronic information sources.
	4.2.4.4	Begin to demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy.
<i>4.3: Note and Evaluate (Fourth Grade)</i>		
	<i>4.3.1: Read, evaluate, and select information to answer search need, working in groups or individually.</i>	
	4.3.1.1	Use literacy skills and content knowledge to select relevant details from a text or oral presentation to answer a search question.
	4.3.1.2	Draw evidence from graphs, charts, tables, diagrams, maps, illustrations, photographs, and other visuals to answer search questions.
	4.3.1.3	Evaluate information gathered for relevancy and accuracy to answer the search question by comparing topic coverage in multiple sources (e.g., opinion).
	<i>4.3.2: Take notes and record data required for citations, working in groups or individually.</i>	
	4.3.2.1	Compile notes using strategies such as graphic organizers or note cards.
	4.3.2.2	Begin to recognize intellectual property rights with librarian/teacher direction (e.g., taking notes in words and phrases only).
	4.3.2.3	Record sources of materials used (e.g., author, title, publisher, date, or URL).
	4.3.2.4	Begin to observe ethical practices including paraphrasing and the selective use of quotations (e.g., avoids plagiarism).
	<i>4.3.3: Analyze information gathered and compare with research need, working in groups or individually</i>	

	4.3.3.1	Sequence information alphabetically, numerically, or categorically, as appropriate.
	4.3.3.2	Review notes and/or information for clarity and completeness.
	4.3.3.3	Modify and/or add new questions based on information gathered.
	4.3.3.4	Search for additional facts, if needed.
<i>4.4: Develop (Fourth Grade)</i>		
	<i>4.4.1: Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually.</i>	
	4.4.1.1	Choose a presentation method from teacher or librarian choices.
	4.4.1.2	Begin to identify the strengths and weaknesses of presentation methods.
	<i>4.4.2: Analyze and synthesize collected information, working in groups or individually.</i>	
	4.4.2.1	Evaluate information and draw conclusions to develop product.
	4.4.2.2	Plan product by integrating facts and ideas using an appropriate organizer (e.g., outlining, webbing).
	<i>4.4.3: Communicate information and ideas using a variety of formats and media, working in groups or individually.</i>	
	4.4.3.1	Use the writing process, oral, or visual techniques to create products that express learning about a topic.
	4.4.3.2	Show respect for creators by listing facts about sources used with librarian/teacher guidance (e.g., author's name, title, copyright date).
	4.4.3.3	Revise and edit the information product as needed.
<i>4.5: Score (Fourth Grade)</i>		
	<i>4.5.1: Apply and develop evaluative criteria for information problem or product, working in groups or individually</i>	
	4.5.1.1	Use teacher or librarian generated criteria to evaluate success in answering search question.
	4.5.1.2	Use teacher or librarian generated criteria to evaluate information product.
	<i>4.5.2: Reflect on the search process, noting strengths and weaknesses, working in groups or individually.</i>	
	4.5.2.1	Reflect on search process through oral discussion or writing exercise, identifying strengths and weaknesses.
	<i>4.5.3: Make recommendations for improving and applying process, working in groups or individually.</i>	
	4.5.3.1	Explain the process used for inquiry-based learning and suggest ways for improvement.
	4.5.3.2	Evaluate personal ability to work with others in groups (e.g., showing respect for varying viewpoints, contributing to discussion, solving problems).

<i>5.1: Focus (Fifth Grade)</i>		
<i>5.1.1: Identify area of inquiry, working in groups or individually.</i>		
	5.1.1.1	Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group.
	5.1.1.2	Narrow or broaden topic.
	5.1.1.3	Use brainstorming, webbing, or graphic organizers to write presearch questions.
	5.1.1.4	Define search terms (e.g., alternate terms, keywords).
	5.1.1.5	Formulate a statement of purpose.
<i>5.1.2: Decide how much information is needed, working in groups or individually.</i>		
	5.1.2.1	Recognize need for multiple information sources.
	5.1.2.2	Identify possible sources of information.
<i>5.1.3: Develop a search action plan and timeline, working in groups or individually.</i>		
	5.1.3.1	Work individually or in cooperative group to develop a search action plan with timeline which lists:
		•topic and subtopics;
		•keywords and alternate terms;
		•presearch questions;
		•possible information sources;
		•people to provide assistance with research (e.g., teacher, parents, school and/or public librarian);
		•due dates for project.
	5.1.3.2	Understand online navigation procedures (e.g., toolbar, links, favorites or bookmarks).
	5.1.3.3	Sequence the steps in the research process.
<i>5.2: Investigate (Fifth Grade)</i>		
<i>5.2.1: Locate print and digital resources, working in groups or individually.</i>		
	5.2.1.1	Retrieve fiction, nonfiction, and reference books from shelves using call numbers.
	5.2.1.2	Use title, subject, author, or keyword searches to locate resources the school or public library online public access catalog (OPAC).
	5.2.1.3	Identify appropriate resources to answer a personal or academic information need from various locations (e.g., school/public library or book store).
	5.2.1.4	Use fee based online sources (e.g., catalog, subscription encyclopedias, periodical and reference databases) and selected Internet sites.
<i>5.2.2: Apply evaluative criteria to select the best resources to answer search question, working in groups or individually.</i>		

	5.2.2.1	Understand that the information need determines the resources selected (e.g., encyclopedia, almanac, nonfiction, newspaper, magazine, Internet source).
	5.2.2.2	Begin to apply predetermined evaluative criteria for selecting resources (e.g., relevance, currency, authority, readability).
	5.2.2.3	Identify and use primary sources (e.g., letters, autobiographies, photographs) and secondary sources (e.g., textbooks, biographies, encyclopedias).
	5.2.2.4	Select a variety of information sources representing a range of viewpoints and formats.
<i>5.2.3: Demonstrate an understanding of how information is organized and located, working in groups or individually.</i>		
	5.2.3.1	Recognize that reference information is organized in specific formats (e.g., subject specific dictionaries, encyclopedias, almanacs, atlases, biographical sources)
	5.2.3.2	Understand that resources may be organized according to type or format either alphabetically, numerically, topically, chronologically, or graphically.
	5.2.3.3	Use headings, captions, keywords, glossaries, tables of contents, and indexes.
	5.2.3.4	Understand and use the organizational structure of the library (e.g., Dewey Decimal System).
<i>5.2.4: Exhibit responsible care and use of materials, e-resources, equipment, and facilities, working in groups or individually.</i>		
	5.2.4.1	Follow procedures for circulation and timely return of materials.
	5.2.4.2	Exhibit responsible care in the use of materials, equipment, and facilities.
	5.2.4.3	Follow guidelines and etiquette in the use of electronic information sources.
	5.2.4.4	Demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy.
<i>5.3: Note and Evaluate (Fifth Grade)</i>		
<i>5.3.1: Read, evaluate, and select information to answer search need, working in groups or individually.</i>		
	5.3.1.1	Use literacy skills and content knowledge to select relevant details from a text or oral presentation to answer a search question.
	5.3.1.2	Draw evidence from graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs, and other visuals to answer search questions.
	5.3.1.3	Evaluate information gathered for relevancy and accuracy to answer the search question by comparing topic coverage in multiple sources (e.g., opinion, bias).
<i>5.3.2: Take notes and record data required for citations, working in groups or individually.</i>		

	5.3.2.1	Compile notes using strategies such as Power Notes, graphic organizers, or note cards.
	5.3.2.2	Recognize intellectual property rights.
	5.3.2.3	Record sources of materials used (e.g., author, title, place of publication, publisher, date of publication, URL, or date of download).
	5.3.2.4	Observe ethical practices including paraphrasing and the selective use of quotations (e.g., avoids plagiarism).
<i>5.3.3: Analyze information gathered and compare with research need, working in groups or individually</i>		
	5.3.3.1	Sequence information alphabetically, numerically, categorically, or chronologically, as appropriate.
	5.3.3.2	Review notes and/or information for clarity, coherence, and completeness.
	5.3.3.3	Modify and/or add new questions based on information gathered.
	5.3.3.4	Search for additional information, if needed.
<i>5.4: Develop (Fifth Grade)</i>		
<i>5.4.1: Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually.</i>		
	5.4.1.1	Choose a presentation method based on appropriateness and personal preference
	5.4.1.2	Identify the strengths and weaknesses of presentation methods.
<i>5.4.2: Analyze and synthesize collected information, working in groups or individually.</i>		
	5.4.2.1	Evaluate and analyze information to draw conclusions for product development.
	5.4.2.2	Plan product by integrating facts and ideas using an appropriate organizer (e.g., outlining, webbing).
<i>5.4.3: Communicate information and ideas using a variety of formats and media, working in groups or individually.</i>		
	5.4.3.1	Use the writing process; media, oral, and visual techniques; and technology skills to create products that express new understandings about a topic.
	5.4.3.2	Show respect for intellectual property rights of creators by creating bibliographies of sources used.
	5.4.3.3	Revise and edit the information product as needed.
<i>5.5: Score (Fifth Grade)</i>		
<i>5.5.1: Apply and develop evaluative criteria for information problem or product, working in groups or individually</i>		
	5.5.1.1	Develop and use criteria to evaluate success in answering search question with teacher or librarian assistance.
	5.5.1.2	Develop and use criteria to evaluate information product with teacher or librarian guidance.

	<i>5.5.2: Reflect on the search process, noting strengths and weaknesses, working in groups or individually.</i>	
	5.5.2.1	Reflect on search process through oral discussion or writing exercise, identifying strengths and weaknesses.
	<i>5.5.3: Make recommendations for improving and applying process, working in groups or individually.</i>	
	5.5.3.1	Assess the process used for inquiry-based learning and suggest ways for improvement.
	5.5.3.2	Evaluate personal ability to work with others in groups (e.g., showing respect for varying viewpoints, contributing to discussion, solving problems).
<b>6.1: Focus (Sixth Grade)</b>		
	<i>6.1.1: Identify area of inquiry, working in groups or individually.</i>	
	6.1.1.1	Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group
	6.1.1.2	Narrow or broaden topic.
	6.1.1.3	Generate presearch questions through brainstorming and use of graphic organizers.
	6.1.1.4	Define search terms (e.g., Boolean search operators, alternate terms, keywords).
	6.1.1.5	Formulate a thesis or statement of purpose.
	<i>6.1.2: Decide how much information is needed, working in groups or individually.</i>	
	6.1.2.1	Recognize need for multiple information sources.
	6.1.2.2	Identify potential information sources.
	<i>6.1.3: Develop a search action plan and timeline, working in groups or individually.</i>	
	6.1.3.1	Work individually or in cooperative group to develop a search action plan with timeline which lists:
		•topic and subtopics;
		•keywords and alternate terms;
		•presearch questions;
		•thesis or statement of purpose;
		•possible information sources;
		•people to provide assistance with research (e.g., teacher, subject specialists, school and/or public librarian); and
	•due dates for project.	
	6.1.3.2	Understand online navigation procedures (e.g., toolbar, links, favorites or bookmarks).
	6.1.3.3	Sequence the steps in the research process.
<b>6.2: Investigate (Sixth Grade)</b>		

	<i>6.2.1: Locate print and digital resources, working in groups or individually.</i>	
	6.2.1.1	Retrieve fiction, nonfiction, and reference books from shelves using call numbers.
	6.2.1.2	Use advanced search strategies to locate resources using an online public access catalog (OPAC) in the local school, district, and public libraries.
	6.2.1.3	Identify appropriate resources to answer a personal or academic information need from various locations (e.g., school/public library or book store).
	6.2.1.4	Use fee based online sources (e.g., catalog, subscription encyclopedias, periodical and reference databases) and Internet sites.
	<i>6.2.2: Apply evaluative criteria to select the best resources to answer search question, working in groups or individually.</i>	
	6.2.2.1	Understand that the information need determines the resources selected (e.g., encyclopedia, almanac, nonfiction, newspaper, magazine, Internet source).
	6.2.2.2	Apply predetermined evaluative criteria for selecting resources (e.g., relevance, currency, authority, readability) with guidance as needed.
	6.2.2.3	Identify and use primary sources (e.g., letters, autobiographies, photographs) and secondary sources (e.g., textbooks, biographies, encyclopedias).
	6.2.2.4	Select a variety of information sources representing a range of viewpoints and formats.
	<i>6.2.3: Demonstrate an understanding of how information is organized and located, working in groups or individually.</i>	
	6.2.3.1	Recognize that reference information is organized in specific formats (e.g., subject specific dictionaries, encyclopedias, almanacs, atlases, biographical sources).
	6.2.3.2	Understand that resources may be organized according to type or format either alphabetically, numerically, topically, chronologically, or graphically.
	6.2.3.3	Use headings, captions, keywords, glossaries, tables of contents, and indexes.
	6.2.3.4	Understand and use the organizational structure of the library (e.g., Dewey Decimal System).
	<i>6.2.4: Exhibit responsible care and use of materials, e-resources, equipment, and facilities, working in groups or individually.</i>	
	6.2.4.1	Follow procedures for circulation and timely return of materials.
	6.2.4.2	Exhibit responsible care in the use of materials, equipment, and facilities.
	6.2.4.3	Follow guidelines and etiquette in the use of electronic information sources.

	6.2.4.4	Demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy
<i>6.3: Note and Evaluate (Sixth Grade)</i>		
	<i>6.3.1: Read, evaluate, and select information to answer search need, working in groups or individually.</i>	
	6.3.1.1	Use literacy skills and content knowledge to select and analyze relevant details and concepts from a text or oral presentation to answer a search question
	6.3.1.2	Draw evidence from graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs, and other visuals to answer search questions.
	6.3.1.3	Evaluate information gathered to answer the search question by comparing topic coverage in multiple sources, noting point of view (e.g., opinion, bias).
	<i>6.3.2: Take notes and record data required for citations, working in groups or individually.</i>	
	6.3.2.1	Compile notes using strategies such as Power Notes, graphic organizers, or note cards.
	6.3.2.2	Recognize intellectual property rights.
	6.3.2.3	Record sources of materials used (e.g., author, title, place of publication, publisher, date of publication, URL, or date of download).
	6.3.2.4	Observe ethical practices including paraphrasing and the selective use of quotations (e.g., avoids plagiarism).
	<i>6.3.3: Analyze information gathered and compare with research need, working in groups or individually</i>	
	6.3.3.1	Sequence information alphabetically, numerically, categorically, or chronologically, as appropriate.
	6.3.3.2	Review notes and/or information for clarity, coherence, and completeness.
	6.3.3.3	Revise and/or add new questions based on information gathered.
	6.3.3.4	Search for additional information, if needed.
<i>6.4: Develop (Sixth Grade)</i>		
	<i>6.4.1: Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually.</i>	
	6.4.1.1	Choose a presentation method based on appropriateness and personal preference
	6.4.1.2	Identify the strengths and weaknesses of presentation methods.
	<i>6.4.2: Analyze and synthesize collected information, working in groups or individually.</i>	
	6.4.2.1	Analyze and synthesize information to draw conclusions for product development
	6.4.2.2	Plan product by integrating facts and ideas using an appropriate organizer (e.g., outlining, storyboarding, webbing).

	<i>6.4.3: Communicate information and ideas using a variety of formats and media, working in groups or individually.</i>	
	6.4.3.1	Use the writing process; media, oral, and visual techniques; and technology skills to create products that express new understandings about a topic.
	6.4.3.2	Show respect for intellectual property rights of creators by creating bibliographies of sources used.
	6.4.3.3	Revise and edit the information product as needed.
<i>6.5: Score (Sixth Grade)</i>		
	<i>6.5.1: Apply and develop evaluative criteria for information problem or product, working in groups or individually</i>	
	6.5.1.1	Develop and use criteria to evaluate success in answering search question with teacher or librarian assistance
	6.5.1.2	Develop and use criteria to evaluate information product with teacher or librarian guidance.
	<i>6.5.2: Reflect on the search process, noting strengths and weaknesses, working in groups or individually.</i>	
	6.5.2.1	Reflect on search process through oral discussion or writing exercise, identifying strengths and weaknesses.
	<i>6.5.3: Make recommendations for improving and applying process, working in groups or individually.</i>	
	6.5.3.1	Assess the process used for inquiry-based learning and suggest ways for improvement.
	6.5.3.2	Reflect on personal ability to participate in group work (e.g., showing respect for varying viewpoints, contributing to discussion, solving problems).
<i>7.1: Focus (Seventh Grade)</i>		
	<i>7.1.1: Identify area of inquiry, working in groups or individually.</i>	
	7.1.1.1	Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group.
	7.1.1.2	Narrow or broaden topic.
	7.1.1.3	Generate presearch questions through brainstorming and use of graphic organizers.
	7.1.1.4	Define search terms (e.g., Boolean search operators, alternate terms, keywords).
	7.1.1.5	Formulate a thesis or statement of purpose.
	<i>7.1.2: Decide how much information is needed, working in groups or individually.</i>	
	7.1.2.1	Recognize need for multiple information sources.
	7.1.2.2	Identify potential information sources.
	<i>7.1.3: Develop a search action plan and timeline, working in groups or individually.</i>	

	7.1.3.1	Work individually or in cooperative group to develop a search action plan with timeline which lists:
		•topic and subtopics;
		•keywords and alternate terms;
		•presearch questions
		•thesis or statement of purpose;
		•possible information sources;
		•people to provide assistance with research (e.g., teacher, subject specialists, school and/or public librarian); and
		•due dates for project.
	7.1.3.2	Understand online navigation procedures (e.g., toolbar, links, favorites or bookmarks).
	7.1.3.3	Sequence the steps in the research process.
<i>7.2: Investigate (Seventh Grade)</i>		
	<i>7.2.1: Locate print and digital resources, working in groups or individually.</i>	
	7.2.1.1	Retrieve fiction, nonfiction, and reference books from shelves using call numbers.
	7.2.1.2	Use advanced search strategies to locate resources using an online public access catalog (OPAC) in the local school, district, and public libraries.
	7.2.1.3	Identify appropriate resources to answer a personal or academic information need from various locations (e.g., school/public library or book store).
	7.2.1.4	Use fee based online sources (e.g., catalog, subscription encyclopedias, periodical and reference databases) and Internet sites.
	<i>7.2.2: Apply evaluative criteria to select the best resources to answer search question, working in groups or individually.</i>	
	7.2.2.1	Understand that the information need determines the resources selected (e.g., encyclopedia, almanac, nonfiction, newspaper, periodical, Internet source).
	7.2.2.2	Create and apply evaluative criteria for selecting resources (e.g., relevance, currency, authority, readability) with guidance as needed.
	7.2.2.3	Identify and use primary sources (e.g., letters, autobiographies, photographs, speeches) and secondary sources (e.g., textbooks, biographies, encyclopedias).
	7.2.2.4	Select a variety of information sources representing a range of viewpoints and formats.
	<i>7.2.3: Demonstrate an understanding of how information is organized and located, working in groups or individually.</i>	

	7.2.3.1	Recognize that reference information is organized in specific formats (e.g., subject specific dictionaries, encyclopedias, almanacs, atlases, biographical sources).
	7.2.3.2	Understand that resources may be organized according to type or format either alphabetically, numerically, topically, chronologically, or graphically.
	7.2.3.3	Use headings, captions, keywords, glossaries, tables of contents, and indexes.
	7.2.3.4	Understand and use the organizational structure of the library (e.g., Dewey Decimal System).
	<i>7.2.4: Exhibit responsible care and use of materials, e-resources, equipment, and facilities, working in groups or individually.</i>	
	7.2.4.1	Follow procedures for circulation and timely return of materials.
	7.2.4.2	Exhibit responsible care in the use of materials, equipment, and facilities.
	7.2.4.3	Follow guidelines and etiquette in the use of electronic information sources.
	7.2.4.4	Demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy.
<i>7.3: Note and Evaluate (Seventh Grade)</i>		
	<i>7.3.1: Read, evaluate, and select information to answer search need, working in groups or individually.</i>	
	7.3.1.1	Use literacy skills and content knowledge to select and analyze relevant details and concepts from a text or oral presentation to answer a search question.
	7.3.1.2	Draw evidence from graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs, and other visuals to answer search questions.
	7.3.1.3	Evaluate information gathered to answer the search question by comparing topic coverage in multiple sources, noting point of view (e.g., bias, propaganda).
	<i>7.3.2: Take notes and record data required for citations, working in groups or individually.</i>	
	7.3.2.1	Compile notes using strategies such as Power Notes, graphic organizers, or note cards.
	7.3.2.2	Recognize intellectual property rights.
	7.3.2.3	Record sources of materials used (e.g., author, title, place of publication, publisher, date of publication, URL, or date of download).
	7.3.2.4	Observe ethical practices including paraphrasing and the selective use of quotations (e.g., avoids plagiarism).
	<i>7.3.3: Analyze information gathered and compare with research need, working in groups or individually</i>	

	7.3.3.1	Sequence information alphabetically, numerically, categorically, or chronologically, as appropriate.
	7.3.3.2	Review notes and/or information for clarity, coherence, and completeness.
	7.3.3.3	Revise and/or add new questions based on information gathered.
	7.3.3.4	Search for additional information, if needed.
<i>7.4: Develop (Seventh Grade)</i>		
	<i>7.4.1: Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually.</i>	
	7.4.1.1	Choose a presentation method based on appropriateness and personal preference.
	7.4.1.2	Identify the strengths and weaknesses of presentation methods.
	<i>7.4.2: Analyze and synthesize collected information, working in groups or individually.</i>	
	7.4.2.1	Analyze and synthesize information to make inferences and draw conclusions for product development.
	7.4.2.2	Plan product by integrating facts and ideas using an appropriate organizer (e.g., outlining, storyboarding, webbing).
	<i>7.4.3: Communicate information and ideas using a variety of formats and media, working in groups or individually.</i>	
	7.4.3.1	Use the writing process; media, oral, and visual techniques; and technology skills to create products that express new understandings about a topic.
	7.4.3.2	Show respect for intellectual property rights of creators by creating bibliographies of sources used.
	7.4.3.3	Revise and edit the information product as needed.
<i>7.5: Score (Seventh Grade)</i>		
	<i>7.5.1: Apply and develop evaluative criteria for information problem or product, working in groups or individually</i>	
	7.5.1.1	Develop and use criteria to evaluate success in answering search question.
	7.5.1.2	Develop and use criteria to evaluate information product.
	<i>7.5.2: Reflect on the search process, noting strengths and weaknesses, working in groups or individually.</i>	
	7.5.2.1	Reflect on search process through oral discussion or writing exercise, identifying strengths and weaknesses.
	<i>7.5.3: Make recommendations for improving and applying process, working in groups or individually.</i>	
	7.5.3.1	Assess the process used for inquiry-based learning and recommend ways for improvement.
	7.5.3.2	Reflect on personal ability to participate in group work (e.g., showing respect for varying viewpoints, contributing to discussion, solving problems).

<i>8.1: Focus (Eighth Grade)</i>		
	<i>8.1.1: Identify area of inquiry, working in groups or individually.</i>	
	8.1.1.1	Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group.
	8.1.1.2	Narrow or broaden topic.
	8.1.1.3	Generate a range of presearch questions through brainstorming and use of graphic organizers.
	8.1.1.4	Define search terms (e.g., Boolean search operators, alternate terms, keywords).
	8.1.1.5	Formulate a thesis or statement of purpose.
	<i>8.1.2: Decide how much information is needed, working in groups or individually.</i>	
	8.1.2.1	Recognize need for multiple information sources.
	8.1.2.2	Identify potential information sources.
	<i>8.1.3: Develop a search action plan and timeline, working in groups or individually.</i>	
	8.1.3.1	Work individually or in cooperative group to develop a search action plan with timeline which lists:
		•topic and subtopics;
		•keywords and alternate terms;
		•presearch questions;
		•thesis or statement of purpose;
		•possible information sources;
		•people to provide assistance with research (e.g., teacher, subject specialists, school and/or public librarian); and
		•due dates for project.
	8.1.3.2	Understand online navigation procedures (e.g., toolbar, links, favorites or bookmarks).
	8.1.3.3	Sequence the steps in the research process.
<i>8.2: Investigate (Eighth Grade)</i>		
	<i>8.2.1: Locate print and digital resources, working in groups or individually.</i>	
	8.2.1.1	Retrieve fiction, nonfiction, and reference books from shelves using call numbers.
	8.2.1.2	Use advanced search strategies to locate resources using an online public access catalog (OPAC) in the local school, district, and public libraries.
	8.2.1.3	Identify appropriate resources to answer a personal or academic information need from various locations (e.g., school/public library or book store).

	8.2.1.4	Use fee based online sources (e.g., catalog, subscription periodical and reference databases) and Internet sites (e.g., Florida Memory Project).
	<i>8.2.2: Apply evaluative criteria to select the best resources to answer search question, working in groups or individually.</i>	
	8.2.2.1	Understand that the information need determines the resources selected (e.g., encyclopedia, almanac, nonfiction, newspaper, periodical, Internet source).
	8.2.2.2	Create and apply evaluative criteria for selecting resources (e.g., relevance, currency, authority, readability).
	8.2.2.3	Identify and use primary sources (e.g., letters, autobiographies, photographs, speeches) and secondary sources (e.g., textbooks, biographies, encyclopedias).
	8.2.2.4	Select a variety of information sources representing a range of viewpoints and formats.
	<i>8.2.3: Demonstrate an understanding of how information is organized and located, working in groups or individually.</i>	
	8.2.3.1	Recognize that reference information is organized in specific formats (e.g., subject specific dictionaries, almanacs, atlases, biographical sources).
	8.2.3.2	Understand that resources may be organized according to type or format either alphabetically, numerically, topically, chronologically, or graphically.
	8.2.3.3	Use headings, captions, keywords, glossaries, tables of contents, and indexes.
	8.2.3.4	Understand and use the organizational structure of the library (e.g., Dewey Decimal System).
	<i>8.2.4: Exhibit responsible care and use of materials, e-resources, equipment, and facilities, working in groups or individually.</i>	
	8.2.4.1	Follow procedures for circulation and timely return of materials.
	8.2.4.2	Exhibit responsible care in the use of materials, equipment, and facilities.
	8.2.4.3	Follow guidelines and etiquette in the use of electronic information sources.
	8.2.4.4	Demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy.
<i>8.3: Note and Evaluate (Eighth Grade)</i>		
	<i>8.3.1: Read, evaluate, and select information to answer search need, working in groups or individually.</i>	
	8.3.1.1	Use literacy skills and content knowledge to select and analyze relevant details and concepts from a text or oral presentation to answer a search question.

	8.3.1.2	Draw evidence from graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs, and other visuals to answer search questions.
	8.3.1.3	Evaluate information gathered to answer the search question by comparing topic coverage in multiple sources, noting point of view (e.g., bias, propaganda).
<i>8.3.2: Take notes and record data required for citations, working in groups or individually.</i>		
	8.3.2.1	Compile notes using strategies such as Power Notes, graphic organizers, or note cards.
	8.3.2.2	Recognize intellectual property rights.
	8.3.2.3	Record sources of materials used (e.g., author, title, place of publication, publisher, date of publication, URL, or date of download).
	8.3.2.4	Observe ethical practices including paraphrasing and the selective use of quotations (e.g., avoids plagiarism).
<i>8.3.3: Analyze information gathered and compare with research need, working in groups or individually</i>		
	8.3.3.1	Sequence information alphabetically, numerically, categorically, or chronologically, as appropriate.
	8.3.3.2	Review notes and/or information for clarity, coherence, and completeness.
	8.3.3.3	Reflect on and revise questions based on information gathered.
	8.3.3.4	Search for additional information, if needed.
<i>8.4: Develop (Eighth Grade)</i>		
<i>8.4.1: Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually.</i>		
	8.4.1.1	Choose a presentation method based on appropriateness and personal preference.
	8.4.1.2	Identify the strengths and weaknesses of presentation methods.
<i>8.4.2: Analyze and synthesize collected information, working in groups or individually.</i>		
	8.4.2.1	Analyze and synthesize information to make inferences and draw conclusions for product development.
	8.4.2.2	Plan product by integrating facts and ideas using an appropriate organizer (e.g., outlining, storyboarding, webbing).
<i>8.4.3: Communicate information and ideas using a variety of formats and media, working in groups or individually.</i>		
	8.4.3.1	Use the writing process; media, oral, and visual techniques; and technology skills to create products that express new understandings about a topic.

	8.4.3.2	Demonstrate understanding of and respect for copyright laws and intellectual property rights by using standard bibliographic format to list sources and including quotations and in-text citations when appropriate.
	8.4.3.3	Revise and edit the information product as needed
<i>8.5: Score (Eighth Grade)</i>		
	<i>8.5.1: Apply and develop evaluative criteria for information problem or product, working in groups or individually</i>	
	8.5.1.1	Develop and use criteria to evaluate success in answering search question.
	8.5.1.2	Develop and use criteria to evaluate information product.
	<i>8.5.2: Reflect on the search process, noting strengths and weaknesses, working in groups or individually.</i>	
	8.5.2.1	Reflect on search process orally, visually, or in writing, identifying strengths and weaknesses.
	<i>8.5.3: Make recommendations for improving and applying process, working in groups or individually.</i>	
	8.5.3.1	Assess the process used for inquiry-based learning and recommend strategies to improve it.
	8.5.3.2	Reflect on personal ability to participate in group work (e.g., showing respect for varying viewpoints, contributing to discussion, solving problems).

# Diocese of Venice Standards for Music Education

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*Kindergarten - 8<sup>th</sup> Grade*



# *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.



# Gifts of CHRIST<sup>©</sup> at the Diocese of Venice Catholic Schools

The *Gifts of C.H.R.I.S.T.*<sup>©</sup> are dispositions made up of 4 Catholic virtues (humility, prudence, fortitude, and affability) and the three transcendentals (truth, beauty, and goodness) of the Catholic faith. CHRIST in the *Gifts of C.H.R.I.S.T.*<sup>©</sup> stands for Catholic **H**abits and **R**esponses **i**n **S**chool and on **T**eams. Through curricular and extracurricular learning experiences at a Diocese of Venice Catholic school, PK-12<sup>th</sup> grade students will learn about the 7 *Gifts of C.H.R.I.S.T.*<sup>©</sup> and how to consciously think, behave, and respond to challenging situations using the moral and ethical values and virtues of the Catholic faith.

<b>GOC.T</b>	<b>Truth</b>		
	GOC.T.1	I will seek to understand the truth in all situations.	
	GOC.T.2	I will be truthful in the way I act, and respond, and accept truth around me.	
<b>GOC.B</b>	<b>Beauty</b>		
	GOC.B.1	I will seek beauty in all things and in all situations.	
	GOC.B.2	I will find the beauty of God's creation and wonders around me.	
<b>GOC.G</b>	<b>Goodness</b>		
	GOC.G.1	I will exhibit goodness as God's example during my daily life.	
	GOC.G.2	I will seek goodness in learning situations and remember to see God's likeness and goodness even in my opponents.	
<b>GOC.A</b>	<b>Affability</b>		
	GOC.A.1	I can be kind and treat others the way I would want to be treated.	
	GOC.A.2	I can treat others with respect, and I can be approachable and friendly.	
<b>GOC.H</b>	<b>Humility</b>		
	GOC.H.1	I embrace the wisdom and knowledge that my mentors and teachers have to offer, and I understand that I can learn from their knowledge and experiences.	
	GOC.H.2	I am humbled with the knowledge and talents I have, and I understand that I can always learn more.	
<b>GOC.P</b>	<b>Prudence</b>		
	GOC.P.1	I embrace learning from others, and I understand the importance of sharing my knowledge and talents by teaching others as well.	
	GOC.P.2	I can be prudent in making ethical decisions by using my Catholic faith and values as a moral compass.	
<b>COG.F</b>	<b>Fortitude</b>		
	COG.F.1	I can do all things through Christ who strengthens me.	
	COG.F.2	I will seek courage in difficult situations in pursuit of what is true, beautiful, and good.	

## Kindergarten

### MU.K.C: Kindergarten Critical Thinking and Reflection

MU.K.C.1: *Cognition and reflection are required to appreciate, interpret, and create with artistic intent.*

MU.K.C.1.1 Respond to music from various sound sources to show awareness of steady beat.

MU.K.C.1.2 Identify various sounds in a piece of music.

MU.K.C.1.3 Identify, visually and aurally, pitched and unpitched classroom instruments.

MU.K.C.1.4 Identify singing, speaking, and whispering voices.

MU.K.C.2: *Assessing our own and other's artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.*

MU.K.C.2.1 Identify similarities and/or differences in performance.

MU.K.C.3: *The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.*

MU.K.C.3.1 Share opinions about selected pieces of music.

### MU.K.H: Kindergarten Historical and Global Connections

MU.K.H.1: *Through study in the arts, we learn about and honor others and the world in which they live(d).*

MU.K.H.1.1 Respond to music from diverse cultures through singing and movement.

MU.K.H.2: *The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.*

MU.K.H.2.1 Respond to and/or perform folk music of American cultural sub-groups.

MU.K.H.3: *Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.*

MU.K.H.3.1 Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.

### MU.K.F: Kindergarten Innovation, Technology, and the Future

MU.K.F.1: *Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.*

MU.K.F.1.1 Respond to and explore music through creative play and found sounds in the music classroom.

	<i>MU.K.F.3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</i>	
	MU.K.F.3.1	Exhibit age-appropriate music and life skills that will add to the success in the music classroom.
<i>MU.K.O: Kindergarten Organizational Structure</i>		
	<i>MU.K.O.1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</i>	
	MU.K.O.1.1	Respond to beat, rhythm, and melodic line through imitation.
	MU.K.O.1.2	Identify similarities and differences in melodic phrases and/or rhythm patterns.
	<i>MU.K.O.3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</i>	
	MU.K.O.3.1	Respond to music to demonstrate how it makes one feel.
<i>MU.K.S: Kindergarten Skills, Techniques, and Processes</i>		
	<i>MU.K.S.1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</i>	
	MU.K.S.1.1	Improvise a response to a musical question sung or played by someone else.
	<i>MU.K.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</i>	
	MU.K.S.2.1	Sing or play songs from memory.
	<i>MU.K.S.3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</i>	
	MU.K.S.3.1	Sing songs of limited range appropriate to the young child and use the head voice.
	MU.K.S.3.2	Perform simple songs and accompaniments.
	MU.K.S.3.3	Match pitches in a song or musical phrase in one or more keys.
	MU.K.S.3.4	Imitate simple rhythm patterns played by the teacher or a peer.

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

### MU.1.C: *Grade 1 Critical Thinking and Reflection*

MU.1.C.1: *Cognition and reflection are required to appreciate, interpret, and create with artistic intent.*

MU.1.C.1.1 Respond to specific, teacher-selected musical characteristics in a song or instrumental piece.

MU.1.C.1.2 Respond to music from various sound sources to show awareness of differences in musical ideas.

MU.1.C.1.3 Classify instruments into pitched and unpitched percussion families.

MU.1.C.1.4 Differentiate between music performed by one singer and music performed by a group of singers.

MU.1.C.2: *Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.*

MU.1.C.2.1 Identify the similarities and differences between two performances of a familiar song.

MU.1.C.3: *The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.*

MU.1.C.3.1 Share different thoughts or feelings people have about selected pieces of music.

### MU.1.H: *Grade 1 Historical and Global Connections*

MU.1.H.1: *Through study in the arts, we learn about and honor others and the world in which they live(d).*

MU.1.H.1.1 Perform simple songs, dances, and musical games from a variety of cultures.

MU.1.H.1.2 Explain the work of a composer.

MU.1.H.2: *The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.*

MU.1.H.2.1 Identify and perform folk music used to remember and honor America and its cultural heritage.

MU.1.H.3: *Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.*

MU.1.H.3.1 Explore the use of instruments and vocal sounds to replace or enhance specified words or phrases in children's songs, choral readings of poems and stories, and/or chants.

### MU.1.F: *Grade 1 Innovation, Technology, and the Future*

MU.1.F.1: *Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.*

	MU.1.F.1.1	Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements.
	MU.1.F.2: <i>Careers in and related to the arts significantly and positively impact local and global economies.</i>	
	MU.1.F.2.1	Describe how he or she likes to participate in music.
	MU.1.F.3: <i>The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</i>	
	MU.1.F.3.1	Demonstrate appropriate manners and teamwork necessary for success in a music classroom.
MU.1.O: <i>Grade 1 Organizational Structure</i>		
	MU.1.O.1: <i>Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</i>	
	MU.1.O.1.1	Respond to contrasts in music as a foundation for understanding structure.
	MU.1.O.1.2	Identify patterns of a simple, four-measure song or speech piece.
	MU.1.O.3: <i>Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</i>	
	MU.1.O.3.1	Respond to changes in tempo and/or dynamics within musical examples.
MU.1.S: <i>Grade 1 Skills, Techniques, and Processes</i>		
	MU.1.S.1: <i>The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</i>	
	MU.1.S.1.1	Improvise a four-beat response to a musical question sung or played by someone else.
	MU.1.S.1.2	Create short melodic and rhythmic patterns based on teacher-established guidelines.
	MU.1.S.2: <i>Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</i>	
	MU.1.S.2.1	Sing or play songs, which may include changes in verses or repeats, from memory.
	MU.1.S.3: <i>Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</i>	
	MU.1.S.3.1	Sing simple songs in a group, using head voice and maintaining pitch.
	MU.1.S.3.2	Play three- to five-note melodies and/or accompaniments on classroom instruments.
	MU.1.S.3.3	Sing simple la-sol-mi patterns at sight.

	MU.1.S.3.4	Match simple aural rhythm patterns in duple meter with written patterns.
	MU.1.S.3.5	Show visual representation of simple melodic patterns performed by the teacher or a peer.

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

<i>MU.2.C: Grade 2 Critical Thinking and Reflection</i>		
	<i>MU.2.C.1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</i>	
	MU.2.C.1.1	Identify appropriate listening skills for learning about musical examples selected by the teacher.
	MU.2.C.1.2	Respond to a piece of music and discuss individual interpretations.
	MU.2.C.1.3	Classify unpitched instruments into metals, membranes, shakers, and wooden categories.
	MU.2.C.1.4	Identify child, adult male, and adult female voices by timbre.
	<i>MU.2.C.2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</i>	
	MU.2.C.2.1	Identify strengths and needs in classroom performances of familiar songs.
	<i>MU.2.C.3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</i>	
	MU.2.C.3.1	Discuss why musical characteristics are important when forming and discussing opinions about music.
<i>MU.2.H: Grade 2 Historical and Global Connections</i>		
	<i>MU.2.H.1: Through study in the arts, we learn about and honor others and the world in which they live(d).</i>	
	MU.2.H.1.1	Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures.
	MU.2.H.1.2	Identify the primary differences between composed and folk music.
	<i>MU.2.H.2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</i>	
	MU.2.H.2.1	Discuss how music is used for celebrations in American and other cultures.
	<i>MU.2.H.3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</i>	
	MU.2.H.3.1	Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts.
<i>MU.2.F: Grade 2 Innovation, Technology, and the Future</i>		
	<i>MU.2.F.1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</i>	

	MU.2.F.1.1	Create a musical performance that brings a story or poem to life.
	MU.2.F.2: <i>Careers in and related to the arts significantly and positively impact local and global economies.</i>	
	MU.2.F.2.1	Describe how people participate in music.
	MU.2.F.3: <i>The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</i>	
	MU.2.F.3.1	Collaborate with others in a music presentation and discuss what was successful and what could be improved.
MU.2.O: <i>Grade 2 Organizational Structure</i>		
	MU.2.O.1: <i>Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</i>	
	MU.2.O.1.1	Identify basic elements of music in a song or instrumental excerpt.
	MU.2.O.1.2	Identify the form of a simple piece of music.
	MU.2.O.3: <i>Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</i>	
	MU.2.O.3.1	Describe changes in tempo and dynamics within a musical work.
MU.2.S: <i>Grade 2 Skills, Techniques, and Processes</i>		
	MU.2.S.1: <i>The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</i>	
	MU.2.S.1.1	Improvise short phrases in response to a given musical question.
	MU.2.S.1.2	Create simple ostinati to accompany songs or poems.
	MU.2.S.2: <i>Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</i>	
	MU.2.S.2.1	Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.
	MU.2.S.3: <i>Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</i>	
	MU.2.S.3.1	Sing songs in an appropriate range, using head voice and maintaining pitch.
	MU.2.S.3.2	Play simple melodies and/or accompaniments on classroom instruments.
	MU.2.S.3.3	Sing simple la-sol-mi-do patterns at sight.
	MU.2.S.3.4	Compare aural melodic patterns with written patterns to determine whether they are the same or different.
	MU.2.S.3.5	Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else.

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

<b>MU.3.C: Grade 3 Critical Thinking and Reflection</b>		
<i>MU.3.C.1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</i>		
	MU.3.C.1.1	Describe listening skills and how they support appreciation of musical works.
	MU.3.C.1.2	Respond to a musical work in a variety of ways and compare individual interpretations.
	MU.3.C.1.3	Identify families of orchestral and band instruments.
	MU.3.C.1.4	Discriminate between unison and two-part singing.
<i>MU.3.C.2: Assessing our own and other's artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</i>		
	MU.3.C.2.1	Evaluate performances of familiar music using teacher-established criteria.
<i>MU.3.C.3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</i>		
	MU.3.C.3.1	Identify musical characteristics and elements within a piece of music when discussing the value of the work.
<b>MU.3.H: Grade 3 Historical and Global Connections</b>		
<i>MU.3.H.1: Through study in the arts, we learn about and honor others and the world in which they live(d).</i>		
	MU.3.H.1.1	Compare indigenous instruments of specified cultures.
	MU.3.H.1.2	Identify significant information about specified composers and one or more of their musical works.
	MU.3.H.1.3	Identify timbre(s) in music from a variety of cultures.
<i>MU.3.H.2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</i>		
	MU.3.H.2.1	Discuss how music in America was influenced by people and events in its history.
<i>MU.3.H.3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</i>		
	MU.3.H.3.1	Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.
<b>MU.3.F: Grade 3 Innovation, Technology, and the Future</b>		
<i>MU.3.F.1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</i>		

	MU.3.F.1.1	Enhance the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds.
	MU.3.F.2: <i>Careers in and related to the arts significantly and positively impact local and global economies.</i>	
	MU.3.F.2.1	Identify musicians in the school, community, and media.
	MU.3.F.2.2	Describe opportunities for personal music-making.
	MU.3.F.3: <i>The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</i>	
	MU.3.F.3.1	Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.
MU.3.O: <i>Grade 3 Organizational Structure</i>		
	MU.3.O.1: <i>Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</i>	
	MU.3.O.1.1	Identify, using correct music vocabulary, the elements in a musical work.
	MU.3.O.1.2	Identify and describe the musical form of a familiar song.
	MU.3.O.2: <i>The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</i>	
	MU.3.O.2.1	Rearrange melodic or rhythmic patterns to generate new phrases.
	MU.3.O.3: <i>Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</i>	
	MU.3.O.3.1	Describe how tempo and dynamics can change the mood or emotion of a piece of music.
MU.3.S: <i>Grade 3 Skills, Techniques, and Processes</i>		
	MU.3.S.1: <i>The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</i>	
	MU.3.S.1.1	Improvise rhythms or melodies over ostinati.
	MU.3.S.1.2	Create an alternate ending to a familiar song.
	MU.3.S.2: <i>Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</i>	
	MU.3.S.2.1	Identify patterns in songs to aid the development of sequencing and memorization skills.
	MU.3.S.3: <i>Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</i>	
	MU.3.S.3.1	Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.

	MU.3.S.3.2	Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments.
	MU.3.S.3.3	Sing simple la-sol-mi-re-do patterns at sight.
	MU.3.S.3.4	Match simple aural rhythm patterns in duple and triple meter with written patterns.
	MU.3.S.3.5	Notate simple rhythmic and melodic patterns using traditional notation.

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

<b>MU.4.C: Grade 4 Critical Thinking and Reflecting</b>		
	<b>MU.4.C.1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</b>	
	MU.4.C.1.1	Develop effective listening strategies and describe how they can support appreciation of musical works.
	MU.4.C.1.2	Describe, using correct music vocabulary, what is heard in a specific musical work.
	MU.4.C.1.3	Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.
	MU.4.C.1.4	Identify and describe the four primary voice parts, i.e., soprano, alto, tenor, bass.
	<b>MU.4.C.2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</b>	
	MU.4.C.2.1	Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.
	MU.4.C.2.2	Critique specific techniques in one's own and others performances using teacher-established criteria.
	<b>MU.4.C.3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</b>	
	MU.4.C.3.1	Describe characteristics that make various musical works appealing.
<b>MU.4.H: Grade 4 Historical and Global Connections</b>		
	<b>MU.4.H.1: Through study in the arts, we learn about and honor others and the world in which they live(d).</b>	
	MU.4.H.1.1	Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments.
	MU.4.H.1.2	Describe the influence of selected composers on the musical works and practices or traditions of their time.
	MU.4.H.1.3	Identify pieces of music that originated from cultures other than one's own.
	<b>MU.4.H.2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</b>	
	MU.4.H.2.1	Perform, listen to, and discuss music related to Florida's history.
	MU.4.H.2.2	Identify ways in which individuals of varying ages and cultures experience music.
	<b>MU.4.H.3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</b>	

	MU.4.H.3.1	Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.
<i>MU.4.F: Grade 4 Innovation, Technology, and the Future</i>		
	<i>MU.4.F.1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</i>	
	MU.4.F.1.1	Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.
	<i>MU.4.F.2: Careers in and related to the arts significantly and positively impact local and global economies.</i>	
	MU.4.F.2.1	Describe roles and careers of selected musicians.
	<i>MU.4.F.3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</i>	
	MU.4.F.3.1	Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.
	MU.4.F.3.2	Discuss the safe, legal way to download songs and other media.
<i>MU.4.O: Grade 4 Organizational Structure</i>		
	<i>MU.4.O.1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</i>	
	MU.4.O.1.1	Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.
	<i>MU.4.O.2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</i>	
	MU.4.O.2.1	Create variations for selected melodies.
	<i>MU.4.O.3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</i>	
	MU.4.O.3.1	Identify how expressive elements and lyrics affect the mood or emotion of a song.
	MU.4.O.3.2	Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.
<i>MU.4.S: Grade 4 Skills, Techniques, and Processes</i>		
	<i>MU.4.S.1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</i>	

	MU.4.S.1.1	Improvise phrases, using familiar songs.
	MU.4.S.1.2	Create melodic patterns using a variety of sound sources.
	MU.4.S.1.3	Arrange a familiar song for voices or instruments by manipulating form.
	<i>MU.4.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</i>	
	MU.4.S.2.1	Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.
	<i>MU.4.S.3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</i>	
	MU.4.S.3.1	Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.
	MU.4.S.3.2	Play rounds, canons, or layered ostinati on classroom instruments.
	MU.4.S.3.3	Perform extended pentatonic melodies at sight.
	MU.4.S.3.4	Play simple ostinati, by ear, using classroom instruments.
	MU.4.S.3.5	Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation.

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

### MU.5.C: *Grade 5 Critical Thinking and Reflection*

MU.5.C.1: *Cognition and reflection are required to appreciate, interpret, and create with artistic intent.*

MU.5.C.1.1 Discuss and apply listening strategies to support appreciation of musical works.

MU.5.C.1.2 Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.

MU.5.C.1.3 Identify, aurally, selected instruments of the band and orchestra.

MU.5.C.1.4 Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir.

MU.5.C.2: *Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.*

MU.5.C.2.1 Define criteria, using correct music vocabulary, to critique one's own and others performance.

MU.5.C.2.2 Describe changes, using correct music vocabulary, in one's own and/or others performance over time.

MU.5.C.3: *The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.*

MU.5.C.3.1 Develop criteria to evaluate an exemplary musical work from a specific period or genre.

### MU.5.H: *Grade 5 Historical and Global Connections*

MU.5.H.1: *Through study in the arts, we learn about and honor others and the world in which they live(d).*

MU.5.H.1.1 Identify the purposes for which music is used within various cultures.

MU.5.H.1.2 Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.

MU.5.H.1.3 Compare stylistic and musical features in works originating from different cultures.

MU.5.H.2: *The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.*

MU.5.H.2.1 Examine the contributions of musicians and composers for a specific historical period.

MU.5.H.2.2 Describe how technology has changed the way audiences experience music.

MU.5.H.3: *Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.*

	MU.5.H.3.1	Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.
<i>MU.5.F: Grade 5 Innovation, Technology, and the Future</i>		
	<i>MU.5.F.1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</i>	
	MU.5.F.1.1	Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
	<i>MU.5.F.2: Careers in and related to the arts significantly and positively impact local and global economies.</i>	
	MU.5.F.2.1	Describe jobs associated with various types of concert venues and performing arts centers.
	MU.5.F.2.2	Explain why live performances are important to the career of the artist and the success of performance venues.
	<i>MU.5.F.3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</i>	
	MU.5.F.3.1	Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.
	MU.5.F.3.2	Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so.
<i>MU.5.O: Grade 5 Organizational Structure</i>		
	<i>MU.5.O.1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</i>	
	MU.5.O.1.1	Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.
	<i>MU.5.O.2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</i>	
	MU.5.O.2.1	Create a new melody from two or more melodic motifs.
	<i>MU.5.O.3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</i>	
	MU.5.O.3.1	Examine and explain how expressive elements, when used in a selected musical work, affect personal response.
	MU.5.O.3.2	Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.
<i>MU.5.S: Grade 5 Skills, Techniques, and Processes</i>		
	<i>MU.5.S.1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</i>	

	MU.5.S.1.1	Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.
	MU.5.S.1.2	Compose short vocal or instrumental pieces using a variety of sound sources.
	MU.5.S.1.3	Arrange a familiar song by manipulating specified aspects of music.
	MU.5.S.1.4	Sing or play simple melodic patterns by ear with support from the teacher.
	<i>MU.5.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</i>	
	MU.5.S.2.1	Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.
	MU.5.S.2.2	Apply performance techniques to familiar music.
	<i>MU.5.S.3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</i>	
	MU.5.S.3.1	Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.
	MU.5.S.3.2	Play melodies and accompaniments, using proper instrumental technique, on pitched and unpitched instruments.
	MU.5.S.3.3	Perform simple diatonic melodies at sight.
	MU.5.S.3.4	Play melodies and accompaniments, by ear, using classroom instruments.
	MU.5.S.3.5	Notate rhythmic phrases and simple diatonic melodies using traditional notation.

## Middle School

### MU.68.C: *Grades 6-8 Critical Thinking and Reflection*

MU.68.C.1: *Cognition and reflection are required to appreciate, interpret, and create with artistic intent.*

MU.68.C.1.1 Develop strategies for listening to unfamiliar musical works.

MU.68.C.1.2 Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.

MU.68.C.1.3 Identify, aurally, instrumental styles and a variety of instrumental ensembles.

MU.68.C.1.4 Identify, aurally, a variety of vocal styles and ensembles.

MU.68.C.2: *Assessing our own and other's artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.*

MU.68.C.2.1 Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.

MU.68.C.2.2 Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.

MU.68.C.2.3 Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.

MU.68.C.3: *The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.*

MU.68.C.3.1 Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.

### MU.68.H: *Grades 6-8 Historical and Global Connections*

MU.68.H.1: *Through study in the arts, we learn about and honor others and the world in which they live(d).*

MU.68.H.1.1 Describe the functions of music from various cultures and time periods.

MU.68.H.1.2 Identify the works of representative composers within a specific style or time period.

	MU.68.H.1.3	Describe how American music has been influenced by other cultures.
	MU.68.H.1.4	Classify authentic stylistic features in music originating from various cultures.
	MU.68.H.1.5	Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.
	<i>MU.68.H.2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</i>	
	MU.68.H.2.1	Describe the influence of historical events and periods on music composition and performance.
	MU.68.H.2.2	Analyze how technology has changed the way music is created, performed, acquired, and experienced.
	MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
	<i>MU.68.H.3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</i>	
	MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
	MU.68.H.3.2	Discuss how the absence of music would affect other content areas and contexts.
<i>MU.68.F: Grades 6-8 Innovation, Technology, and the Future</i>		
	<i>MU.68.F.1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</i>	
	MU.68.F.1.1	Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
	MU.68.F.1.2	Create an original composition that reflects various performances that use "traditional" and contemporary technologies.
	<i>MU.68.F.2: Careers in and related to the arts significantly and positively impact local and global economies.</i>	
	MU.68.F.2.1	Describe several routes a composition or performance could travel from creator to consumer.

	MU.68.F.2.2	Describe how concert attendance can financially impact a community.
	MU.68.F.3: <i>The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</i>	
	MU.68.F.3.1	Describe how studying music can enhance citizenship, leadership, and global thinking.
	MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
	MU.68.F.3.3	Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.
MU.68.O: <i>Grades 6-8 Organizational Structure</i>		
	MU.68.O.1: <i>Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</i>	
	MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
	MU.68.O.2: <i>The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</i>	
	MU.68.O.2.1	Create a composition, manipulating musical elements and exploring the effects of those manipulations.
	MU.68.O.2.2	Demonstrate knowledge of major and minor tonalities through performance and composition.
	MU.68.O.3: <i>Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</i>	
	MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
	MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
MU.68.S: <i>Grades 6-8 Skills, Techniques, and Processes</i>		

	<i>MU.68.S.1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</i>	
	MU.68.S.1.1	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
	MU.68.S.1.2	Compose a short musical piece.
	MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
	MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
	MU.68.S.1.5	Perform melodies with chord progressions.
	MU.68.S.1.6	Compose a melody, with or without lyrics, over a standard harmonic progression.
	MU.68.S.1.7	Explain and employ basic functions of MIDI for sequencing and/or editing, including interface options and types of controllers.
	MU.68.S.1.8	Demonstrate specified mixing and editing techniques using selected software and hardware.
	MU.68.S.1.9	Describe the function and purposes of various types of microphones and demonstrate correct set-up and use of two or more microphones for recording a music performance.
	<i>MU.68.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</i>	
	MU.68.S.2.1	Perform music from memory to demonstrate knowledge of the musical structure.
	MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.
	<i>MU.68.S.3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</i>	
	MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
	MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
	MU.68.S.3.3	Sight-read standard exercises and simple repertoire.

	MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
	MU.68.S.3.5	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
	MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.

# Diocese of Venice Standards for Technology/Computer Science

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*Kindergarten - 8<sup>th</sup> Grade*



# *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.



# Gifts of CHRIST<sup>©</sup> at the Diocese of Venice Catholic Schools

The *Gifts of C.H.R.I.S.T.*<sup>©</sup> are dispositions made up of 4 Catholic virtues (humility, prudence, fortitude, and affability) and the three transcendentals (truth, beauty, and goodness) of the Catholic faith. CHRIST in the *Gifts of C.H.R.I.S.T.*<sup>©</sup> stands for Catholic **H**abits and **R**esponses **i**n **S**chool and on **T**eams. Through curricular and extracurricular learning experiences at a Diocese of Venice Catholic school, PK-12<sup>th</sup> grade students will learn about the 7 *Gifts of C.H.R.I.S.T.*<sup>©</sup> and how to consciously think, behave, and respond to challenging situations using the moral and ethical values and virtues of the Catholic faith.

<b>GOC.T</b>	<b>Truth</b>		
	GOC.T.1	I will seek to understand the truth in all situations.	
	GOC.T.2	I will be truthful in the way I act, and respond, and accept truth around me.	
<b>GOC.B</b>	<b>Beauty</b>		
	GOC.B.1	I will seek beauty in all things and in all situations.	
	GOC.B.2	I will find the beauty of God's creation and wonders around me.	
<b>GOC.G</b>	<b>Goodness</b>		
	GOC.G.1	I will exhibit goodness as God's example during my daily life.	
	GOC.G.2	I will seek goodness in learning situations and remember to see God's likeness and goodness even in my opponents.	
<b>GOC.A</b>	<b>Affability</b>		
	GOC.A.1	I can be kind and treat others the way I would want to be treated.	
	GOC.A.2	I can treat others with respect, and I can be approachable and friendly.	
<b>GOC.H</b>	<b>Humility</b>		
	GOC.H.1	I embrace the wisdom and knowledge that my mentors and teachers have to offer, and I understand that I can learn from their knowledge and experiences.	
	GOC.H.2	I am humbled with the knowledge and talents I have, and I understand that I can always learn more.	
<b>GOC.P</b>	<b>Prudence</b>		
	GOC.P.1	I embrace learning from others, and I understand the importance of sharing my knowledge and talents by teaching others as well.	
	GOC.P.2	I can be prudent in making ethical decisions by using my Catholic faith and values as a moral compass.	
<b>COG.F</b>	<b>Fortitude</b>		
	COG.F.1	I can do all things through Christ who strengthens me.	
	COG.F.2	I will seek courage in difficult situations in pursuit of what is true, beautiful, and good.	

<b>K-2</b>		
<i>SC.K2.CS-CC: K-2 Computer Science - Communication and Collaboration</i>		
<i>SC.K2.CS-CC.1: K-2 Communication and Collaboration</i>		
	SC.K2.CS-CC.1.1	Identify a variety of digital tools used for communication and collaboration (e.g., online library catalogs and databases).
	SC.K2.CS-CC.1.2	Conduct basic keyword searches, and exchange information and feedback with teachers and other students (e.g., e-mail and text messaging).
	SC.K2.CS-CC.1.3	Collaborate and cooperate with peers, teachers, and others using technology to solve problems.
	SC.K2.CS-CC.1.4	Provide and accept constructive criticism on a collaborative project.
<i>SC.K2.CS-CS: K-2 K-2 Computer Science - Communication Systems and Computer</i>		
<i>SC.K2.CS-CS.1: K-2 Modeling and simulations</i>		
	SC.K2.CS-CS.1.1	Define simulation and identify the concepts illustrated by a simple simulation (e.g., growth, human health, and the butterfly life cycle).
	SC.K2.CS-CS.1.2	Describe how models and simulations can be used to solve real-world issues in science and engineering.
	SC.K2.CS-CS.1.3	Describe how models represent a real-life system (e.g., globe or map).
	SC.K2.CS-CS.1.4	Solve questions individually and collaboratively using models.
<i>SC.K2.CS-CS.2: K-2 Problem solving and algorithms</i>		
	SC.K2.CS-CS.2.1	Arrange or sort information into useful order, such as sorting students by birth date, with or without technology.
	SC.K2.CS-CS.2.2	Solve age-appropriate problems (e.g., puzzles and logical thinking programs) with or without technology (i.e., computational thinking).
	SC.K2.CS-CS.2.3	Solve real life issues in science and engineering using computational thinking.
	SC.K2.CS-CS.2.4	Define an algorithm as a sequence of defined steps.
	SC.K2.CS-CS.2.5	Create a simple algorithm, individually and collaboratively, without using computers to complete the task (e.g., making a sandwich, getting ready for school).

	SC.K2.CS-CS.2.6	Illustrate thoughts, ideas, and stories in a step-by-step manner using writing tools, digital cameras, and drawing tools.
	SC.K2.CS-CS.2.7	Develop and present an algorithm using tangible materials.
	SC.K2.CS-CS.2.8	Gather and organize information using concept-mapping tools.
SC.K2.CS-CS.3: <i>K-2 Digital tools</i>		
	SC.K2.CS-CS.3.1	Create a digital artifact (independently and collaboratively) that clearly expresses thoughts and ideas.
	SC.K2.CS-CS.3.2	reate, review, and revise artifacts that include text, images, and audio using digital tools.
SC.K2.CS-CS.4: <i>K-2 Hardware and software</i>		
	SC.K2.CS-CS.4.1	Recognize different kinds of computing devices in the classroom and other places (e.g., laptops, tablets, smart phones, desktops, printers).
	SC.K2.CS-CS.4.2	Recognize and operate different types of computers, applications and peripherals (e.g., use input/output devices such as a mouse, keyboard, or touch screen; find, navigate, launch a program).
	SC.K2.CS-CS.4.3	Explain that a computer program is running when a program or command is executed.
SC.K2.CS-CS.6: <i>K-2 Human - Computer interactions and Artificial Intelligence</i>		
	SC.K2.CS-CS.6.1	Identify tasks that are made easier because of computers.
SC.K2.CS-CP: <i>K-2 Computer Science - Computer Practices and Programing</i>		
SC.K2.CS-CP.1: <i>K-2 Data Analysis</i>		
	SC.K2.CS-CP.1.1	Identify different kinds of data (e.g., text, charts, graphs, numbers, pictures, audio, video, and collections of objects).
	SC.K2.CS-CP.1.2	Collect and manipulate data using a variety of computing methods (e.g., sorting, totaling, and averaging).
	SC.K2.CS-CP.1.3	Propose a solution to a problem or question based on an analysis of the data and critical thinking, individually and collaboratively.
	SC.K2.CS-CP.1.4	Create data visualizations (e.g., charts and infographics), individually and collaboratively.
SC.K2.CS-CP.2: <i>K-2 Computer programming basics</i>		
	SC.K2.CS-CP.2.1	Define a computer program as a set of commands created by people to do something.
	SC.K2.CS-CP.2.2	Perform a simple task (e.g., making a sandwich and brushing teeth) breaking it into small steps.

	SC.K2.CS-CP.2.3	Explain that computers only follow the program's instructions.
	SC.K2.CS-CP.2.4	Construct a simple program using tools that do not require a textual programming language (e.g. block-based programming language).
	<b>SC.K2.CS-CP.3: K-2 Programming applications</b>	
	SC.K2.CS-CP.3.1	Create developmentally appropriate multimedia products with support from teachers, family members, or student partners.
	SC.K2.CS-CP.3.2	Prepare a simple presentation of digital products and applications.
	<b>SC.K2.CS-PC: K-2 Computer Science - Personal, Community, Global and Ethical Impact</b>	
	<b>SC.K2.CS-PC.1: K-2 Responsible use of technology and information</b>	
	SC.K2.CS-PC.1.1	Demonstrate proper care for electronic devices (e.g., handling devices carefully, logging off or shutting down correctly, and keeping devices away from water/food).
	SC.K2.CS-PC.1.2	Describe the attributes of a good digital citizen: one who protects private information, balances time online, reports cyberbullying, and recognizes inappropriate content/contact.
	SC.K2.CS-PC.1.3	Identify safe and unsafe examples of online communications.
	SC.K2.CS-PC.1.4	Explain that a password helps protect the privacy of information.
	<b>SC.K2.CS-PC.2: K-2 The impact of computing resources on local and global society</b>	
	SC.K2.CS-PC.2.1	Identify and describe how people use many types of technologies in their daily work and personal lives.
	SC.K2.CS-PC.2.2	Communicate about technology using developmentally appropriate terminology.
	SC.K2.CS-PC.2.3	Recognize that people use computing technology in the workplace to perform many important tasks and functions.
	<b>SC.K2.CS-PC.4: K-2 Security, privacy, information, sharing, ownership, licensure and copyright.</b>	
	SC.K2.CS-PC.4.1	Explain that some information is private and should not be shared online.
	<b>K-2.1A.CSTA: Computer Science Teachers Association Standards - Level 1 A: Grades K-2 (Ages 5-7)</b>	
	<b>K-2.1A.CS: Computing Systems (Grades K-2)</b>	
	K-2.1A-CS-01	Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
	K-2.1A-CS-02	Use appropriate terminology in identifying and describing the function of common physical components of computing systems (hardware).

	K-2.1A-CS-03	Describe basic hardware and software problems using accurate terminology.
K-2.1A.NI: <i>Networks &amp; the Internet (Grades K-2)</i>		
	K-2.1A-NI-04	Explain what passwords are and why we use them, and use strong passwords to protect devices and information from unauthorized access.
K-2.1A.DA: <i>Data &amp; Analysis (Grades K-2)</i>		
	K-2.1A-DA-05	Store, copy, search, retrieve, modify, and delete information using a computing device and define the information stored as data.
	K-2.1A-DA-06	Collect and present the same data in various visual formats.
	K-2.1A-DA-07	Identify and describe patterns in data visualizations, such as charts or graphs, to make predictions.
K-2.1A.AP: <i>Algorithms &amp; Programming (Grades K-2)</i>		
	K-2.1A-AP-08	Model daily processes by creating and following algorithms (sets of step-by-step instructions) to complete tasks.
	K-2.1A-AP-09	Model the way programs store and manipulate data by using numbers or other symbols to represent information.
	K-2.1A-AP-10	Develop programs with sequences and simple loops, to express ideas or address a problem.
	K-2.1A-AP-11	Decompose (break down) the steps needed to solve a problem into a precise sequence of instructions.
	K-2.1A-AP-12	Develop plans that describe a program's sequence of events, goals, and expected outcomes.
	K-2.1A-AP-13	Give attribution when using the ideas and creations of others while developing programs.
	K-2.1A-AP-14	Debug (identify and fix) errors in an algorithm or program that includes sequences and simple loops.
	K-2.1A-AP-15	Using correct terminology, describe steps taken and choices made during the iterative process of program development.
K-2.1A.IC: <i>Impacts of Computing (Grades K-2)</i>		
	K-2.1A-IC-16	Compare how people live and work before and after the implementation or adoption of new computing technology.
	K-2.1A-IC-17	Work respectfully and responsibly with others online.
	K-2.1A-IC-18	Keep login information private, and log off of devices appropriately.

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3-5		
<i>SC.35.CS-CC: 3-5 Computer Science - Communication and Collaboration</i>		
<i>SC.35.CS-CC.1: 3-5 Communication and collaboration</i>		
	SC.35.CS-CC.1.1	Identify technology tools for individual and collaborative data collection, writing, communication, and publishing activities.
	SC.35.CS-CC.1.2	Describe key ideas and details while working individually or collaboratively using digital tools and media-rich resources in a way that informs, persuades, and/or entertains.
	SC.35.CS-CC.1.3	Identify ways that technology can foster teamwork, and collaboration can support problem solving and innovation.
	SC.35.CS-CC.1.4	Describe how collaborating with others can be beneficial to a digital project.
	SC.35.CS-CC.1.5	Explain that providing and receiving feedback from others can improve performance and outcomes for collaborative digital projects.
<i>SC.35.CS-CS: 3-5 Computer Science - Communication Systems and Computing</i>		
<i>SC.35.CS-CS.1: 3-5 Modeling and simulations</i>		
	SC.35.CS-CS.1.1	Identify the concepts illustrated by a simulation (e.g., ecosystem, predator/prey, and invasive species).
	SC.35.CS-CS.1.2	Describe how models and simulations can be used to solve real-world issues in science and engineering.
	SC.35.CS-CS.1.3	Answer a question, individually and collaboratively, using data from a simulation.
	SC.35.CS-CS.1.4	Create a simple model of a system (e.g., flower or solar system) and explain what the model shows and does not show.
<i>SC.35.CS-CS.2: 3-5 Problem solving and algorithms</i>		
	SC.35.CS-CS.2.1	Solve age-appropriate problems using information organized using digital graphic organizers (e.g., concept maps and Venn-diagrams).
	SC.35.CS-CS.2.2	Describe how computational thinking can be used to solve real life issues in science and engineering.
	SC.35.CS-CS.2.3	Explain the process of arranging or sorting information into useful order as well as the purpose for doing so.
	SC.35.CS-CS.2.4	Solve real-world problems in science and engineering using computational thinking skills.

	SC.35.CS-CS.2.5	Explain that there are several possible algorithms for searching within a dataset (such as finding a specific word in a word list or card in a deck of cards).
	SC.35.CS-CS.2.6	Write an algorithm to solve a grade-level appropriate problem (e.g., move a character through a maze, instruct a character to draw a specific shape, have a character start, repeat or end activity as required or upon a specific event), individually or collaboratively.
	SC.35.CS-CS.2.7	Identify and correct logical errors in algorithms; written, mapped, live action, or digital.
	SC.35.CS-CS.2.8	Systematically test and identify logical errors in algorithms.
	SC.35.CS-CS.2.9	Explain how to correct logical errors in algorithms; written, mapped, live action, or digital.
<i>SC.35.CS-CS.3: 3-5 Digital tools</i>		
	SC.35.CS-CS.3.1	Manipulate and publish multimedia artifacts using digital tools (local and online).
	SC.35.CS-CS.3.2	Create an artifact (independently and collaboratively) that answers a research question clearly communicating thoughts and ideas.
<i>SC.35.CS-CS.4: 3-5 Hardware and software</i>		
	SC.35.CS-CS.4.1	Identify the basic components of a computer (e.g., monitor, keyboard, mouse, controller, speakers).
	SC.35.CS-CS.4.2	Describe the function and purpose of various input/output devices and peripherals (e.g., monitor, screen, keyboard, controller, speakers).
	SC.35.CS-CS.4.3	Compare and contrast hardware and software.
	SC.35.CS-CS.4.4	Identify and solve simple hardware and software problems that may occur during everyday use (e.g., power, connections, application window or toolbar).
<i>SC.35.CS-CS.6: 3-5 Human - Computer interactions and Artificial Intelligence</i>		
	SC.35.CS-CS.6.1	Describe how hardware applications (e.g., Global Positioning System (GPS) navigation for driving directions, text-to-speech translation, and language translation) can enable everyone to do things they could not do otherwise.
	SC.35.CS-CS.6.2	Compare and contrast human and computer performance on similar tasks (e.g., sorting alphabetically or finding a path across a cluttered room) to understand which is best suited to the task.
	SC.35.CS-CS.6.3	Explain that computers model intelligent behavior (as found in robotics, speech and language recognition, and computer animation).
<i>SC.35.CS-CP: 3-5 Computer Science - Computer Practices and Programming</i>		
<i>SC.35.CS-CP.1: 3-5 Data analysis</i>		

	SC.35.CS-CP.1.1	Explain that searches may be enhanced by using Boolean logic (e.g., using "not", "or", "and").
	SC.35.CS-CP.1.2	Identify and describe examples of databases from everyday life (e.g., library catalogs, school records, telephone directories, and contact lists).
	SC.35.CS-CP.1.3	Identify, research, and collect a data set on a topic, issue, problem, or question using age-appropriate technologies.
	SC.35.CS-CP.1.4	Collect, organize, graph, and analyze data to answer a question using a database or spreadsheet.
<i>SC.35.CS-CP.2: 3-5 Computer programming basics</i>		
	SC.35.CS-CP.2.1	Perform keyboarding skills for communication and the input of data and information.
	SC.35.CS-CP.2.2	Create, test, and modify a program in a graphical environment (e.g., block-based visual programming language), individually and collaboratively.
	SC.35.CS-CP.2.3	Create a program using arithmetic operators, conditionals, and repetition in programs.
	SC.35.CS-CP.2.4	Explain that programs need known initial conditions (e.g., set initial score to zero in a game, initialize variables, or initial values set by hardware input).
	SC.35.CS-CP.2.5	Detect and correct program errors, including those involving arithmetic operators, conditionals, and repetition, using interactive debugging.
<i>SC.35.CS-CP.3: 3-5 Programming applications</i>		
	SC.35.CS-CP.3.1	Write, communicate and publish activities using technology tools.
	SC.35.CS-CP.3.2	Present digitally created products, either individually and collaboratively, where a topic, concept, or skill is carefully analyzed or thoughtfully explored.
<i>SC.35.CS-PC: 3-5 Computer Science - Personal, Community, Global, and Ethical Impact</i>		
<i>SC.35.CS-PC.1: 3-5 Responsible use of technology and information</i>		
	SC.35.CS-PC.1.1	Identify appropriate and inappropriate uses of technology when posting to social media, sending e-mail, and browsing the Internet.
	SC.35.CS-PC.1.2	Describe responsible uses of modern communication media and devices.
	SC.35.CS-PC.1.3	Explain the proper use and operation of security technologies (e.g., passwords, virus protection software, spam filters, pop-up blockers, and cookies).
	SC.35.CS-PC.1.4	Define plagiarism and understand the impacts of plagiarized materials.

<i>SC.35.CS-PC.2: 3-5 The impact of computing resources on local and global society</i>		
	SC.35.CS-PC.2.1	Explain how computers and computing devices are used to communicate with others on a daily basis.
	SC.35.CS-PC.2.2	Describe types of cyberbullying and explain what actions should be taken if students are either victims or witnesses of these behaviors.
	SC.35.CS-PC.2.3	Identify the legal and social consequences of cyberbullying/harassment in social media.
	SC.35.CS-PC.2.4	Explain how access to technology helps empower individuals and groups (e.g., gives them access to information, the ability to communicate with others around the world, and allows them to buy and sell things).
	SC.35.CS-PC.2.5	Identify ways in which people with special needs access and use adaptive technology.
	SC.35.CS-PC.2.6	Communicate about technology using appropriate terminology.
	SC.35.CS-PC.2.7	Identify and describe how computing knowledge is essential to performing important tasks and functions.
<i>SC.35.CS-PC.3: 3-5 Evaluation of digital information resources</i>		
	SC.35.CS-PC.3.1	Identify digital information resources used to answer research questions (e.g., online library catalog, online encyclopedias, databases, and websites).
	SC.35.CS-PC.3.2	Gather, organize, and analyze information from digital resources.
	SC.35.CS-PC.3.3	Compare digital resources for accuracy, relevancy, and appropriateness.
<i>SC.35.CS-PC.4: 3-5 Security, privacy, information, sharing, ownership, licensure and copyright</i>		
	SC.35.CS-PC.4.1	Describe the difference between digital artifacts that are open or free and those that are protected by copyright.
	SC.35.CS-PC.4.2	Explain fair use for using copyrighted materials (e.g., images, music, video, and text).
	SC.35.CS-PC.4.3	Describe the purpose of copyright and the possible consequences for inappropriate use of digital materials that are protected by copyright.
	SC.35.CS-PC.4.4	Describe the threats to safe and efficient use of devices (e.g., SPAM, spyware, phishing, and viruses) associated with various forms of technology use (e.g., downloading and executing software programs, following hyperlinks, and opening files).
<b>3-5.1A.CSTA: Computer Science Teachers Association Standards - Level 1 B: Grades 3-5 (Ages 8-11)</b>		
	<i>3-5.1A.CS: Computing Systems (Grades 3-5)</i>	
	3-5.1B-CS-01	Describe how internal and external parts of computing devices function to form a system.

	3-5.1B-CS-02	Model how computer hardware and software work together as a system to accomplish tasks.
	3-5.1B-CS-03	Determine potential solutions to solve simple hardware and software problems using common troubleshooting strategies.
3-5.1A.NI: <i>Networks &amp; the Internet (Grades 3-5)</i>		
	3-5.1B-NI-04	Model how information is broken down into smaller pieces, transmitted as packets through multiple devices over networks and the Internet, and reassembled at the destination.
	3-5.1B-NI-05	Discuss real-world cybersecurity problems and how personal information can be protected.
3-5.1A.DA: <i>Data &amp; Analysis (Grades 3-5)</i>		
	3-5.1B-DA-06	Organize and present collected data visually to highlight relationships and support a claim.
	3-5.1B-DA-07	Use data to highlight or propose cause-and-effect relationships, predict outcomes, or communicate an idea.
3-5.1A.AP: <i>Algorithms &amp; Programming (Grades 3-5)</i>		
	3-5.1B-AP-08	Compare and refine multiple algorithms for the same task and determine which is the most appropriate.
	3-5.1B-AP-09	Create programs that use variables to store and modify data.
	3-5.1B-AP-10	Create programs that include sequences, events, loops, and conditionals.
	3-5.1B-AP-11	Decompose (break down) problems into smaller, manageable subproblems to facilitate the program development process.
	3-5.1B-AP-12	Modify, remix, or incorporate portions of an existing program into one's own work, to develop something new or add more advanced features.
	3-5.1B-AP-13	Use an iterative process to plan the development of a program by including others' perspectives and considering user preferences.
	3-5.1B-AP-14	Observe intellectual property rights and give appropriate attribution when creating or remixing programs.
	3-5.1B-AP-15	Test and debug (identify and fix errors) a program or algorithm to ensure it runs as intended.
	3-5.1B-AP-16	Take on varying roles, with teacher guidance, when collaborating with peers during the design, implementation, and review stages of program development.
	3-5.1B-AP-17	Describe choices made during program development using code comments, presentations, and demonstrations.
3-5.1A.IC: <i>Impacts of Computing (Grades 3-5)</i>		

	3-5.1B-IC-18	Discuss computing technologies that have changed the world, and express how those technologies influence, and are influenced by, cultural practices.
	3-5.1B-IC-19	Brainstorm ways to improve the accessibility and usability of technology products for the diverse needs and wants of users.
	3-5.1B-IC-20	Seek diverse perspectives for the purpose of improving computational artifacts.
	3-5.1B-IC-21	Use public domain or creative commons media, and refrain from copying or using material created by others without permission.

<b>Middle School</b>		
<i>SC.68.CS-CC: 6-8 Computer Science - Communication and Collaboration</i>		
<i>SC.68.CS-CC.1: 6-8 Communication and collaboration</i>		
	SC.68.CS-CC.1.1	Demonstrate an ability to communicate appropriately through various online tools.
	SC.68.CS-CC.1.2	Apply productivity and or multimedia tools for local and global group collaboration.
	SC.68.CS-CC.1.3	Design, develop, and publish a collaborative digital product using a variety of digital tools and media-rich resources that demonstrate and communicate concepts to inform, persuade, and/or entertain.
	SC.68.CS-CS	6-8 Computer Science - Communication Systems and Computing
<i>SC.68.CS-CS.1: 6-8 Modeling and simulations</i>		
	SC.68.CS-CS.1.1	Examine connections between elements of mathematics and computer science including binary numbers, logic, sets, and functions.
	SC.68.CS-CS.1.2	Create or modify and use a simulation to analyze and illustrate a concept in depth (i.e., use a simulation to illustrate a genetic variation), individually and collaboratively.
	SC.68.CS-CS.1.3	Evaluate what kinds of real-world problems can be solved using modeling and simulation.
	SC.68.CS-CS.1.4	Interact with content-specific models and simulations to support learning, research and problem solving (e.g., immigration, international trade, invasive species).
<i>SC.68.CS-CS.2: 6-8 Problem solving and algorithms</i>		
	SC.68.CS-CS.2.1	Create, modify, and use a database (e.g., define field formats, adding new records, manipulate data) to analyze data and propose solutions for a task/problem, individually and collaboratively.
	SC.68.CS-CS.2.2	Solve real-life issues in science and engineering (i.e., generalize a solution to open-ended problems) using computational thinking skills.

	SC.68.CS-CS.2.3	Perform a variety of operations such as sorting, filtering, and searching in a database.
	SC.68.CS-CS.2.4	Organize and display information in a variety of ways such as number formats (e.g., scientific notation, percentages, and exponents), charts, tables and graphs.
	SC.68.CS-CS.2.5	Decompose a problem and create a function for one of its parts at a time (e.g., video game, robot obstacle course, making dinner), individually and collaboratively.
	SC.68.CS-CS.2.6	Create a program that implements an algorithm to achieve a given goal, individually and collaboratively.
	SC.68.CS-CS.2.7	Design solutions that use repetition and two-way selection (e.g., for, while, if/else).
	SC.68.CS-CS.2.8	Recognize that boundaries need to be taken into account for an algorithm to produce correct results.
	SC.68.CS-CS.2.9	Identify simple data types and data structures.
	SC.68.CS-CS.2.10	Recognize that more than one algorithm can solve a given problem.
	SC.68.CS-CS.2.11	Predict outputs while showing an understanding of inputs.
	SC.68.CS-CS.2.12	Select the 'best' algorithm based on a given criteria (e.g., time, resource, and accessibility) to solve a problem, individually and collaboratively.
	SC.68.CS-CS.2.13	Explore a problem domain using iterative development and debugging.
	SC.68.CS-CS.2.14	Perform program tracing to predict the behavior of programs.
	<i>SC.68.CS-CS.3: 6-8 Digital tools</i>	
	SC.68.CS-CS.3.1	Explain why different file types exist (e.g., formats for word processing, images, music, and three-dimensional drawings).
	SC.68.CS-CS.3.2	Identify the kinds of content associated with different file types.
	SC.68.CS-CS.3.3	Integrate information from multiple file formats into a single artifact.
	<i>SC.68.CS-CS.4: 6-8 Hardware and software</i>	
	SC.68.CS-CS.4.1	Identify and describe the function of the main internal parts of a basic computing device (e.g., motherboard, hard drive, Central Processing Unit -CPU).

	SC.68.CS-CS.4.2	Describe the main functions of an operating system and explain how an operating system provides user and system services (e.g., user interface, IO device management, task management).
	SC.68.CS-CS.4.3	Describe the relationships between hardware and software (e.g., BIOS, operating systems and firmware).
	SC.68.CS-CS.4.4	Identify and describe the use of sensors, actuators, and control systems in an embodied system (e.g., a robot, an e-textile, installation art, and a smart room).
	SC.68.CS-CS.4.5	Evaluate a hardware or software problem and construct the steps involved in diagnosing and solving the problem (e.g., power, connections, application window or toolbar, cables, ports, network resources, video, and sound).
	SC.68.CS-CS.4.6	Describe the essential characteristics of a software artifact.
	SC.68.CS-CS.4.7	Describe the major components and functions of computer systems and networks.
	SC.68.CS-CS.4.8	Identify software used to support specialized forms of human-computer interaction.
<i>SC.68.CS-CS.5: 6-8 Network systems</i>		
	SC.68.CS-CS.5.1	Describe how information, both text and non-text, is translated and communicated between digital computers over a computer network.
	SC.68.CS-CS.5.2	Explain the difference between physical (wired), local area wireless, and mobile networks.
	SC.68.CS-CS.5.3	Identify the major components of a network.
<i>SC.68.CS-CS.6: 6-8 Human - Computer interactions and Artificial Intelligence</i>		
	SC.68.CS-CS.6.1	Explain why some tasks can be accomplished more easily by computers.
	SC.68.CS-CS.6.2	Describe how humans and machines interact to accomplish tasks that cannot be accomplished by either alone.
	SC.68.CS-CS.6.3	Identify novel ways humans interact with computers, including software, probes, sensors, and handheld devices.
	SC.68.CS-CS.6.4	Describe ways in which computers use models of intelligent behavior (e.g., robot motion, speech and language understanding, and computer vision).
	SC.68.CS-CS.6.5	Identify factors that distinguish humans from machines.
	SC.68.CS-CS.6.6	Design and demonstrate the use of a device (e.g., robot, e-textile) to accomplish a task, individually and collaboratively.
<i>SC.68.CS-CP: 6-8 Computer Science - Computer Practices and Programming</i>		

<i>SC.68.CS-CP.1: 6-8 Data analysis</i>		
	SC.68.CS-CP.1.1	Define parameters for individual and collaborative projects using Boolean logic (e.g., using “not”, “or”, “and”).
	SC.68.CS-CP.1.2	Select and use data-collection technology (e.g., probes, handheld devices, geographic mapping systems and output from multiple runs of a computer program) to gather, view, organize, analyze, and report results for content-related problems, individually and collaboratively.
<i>SC.68.CS-CP.2: 6-8 Computer programming basics</i>		
	SC.68.CS-CP.2.1	Develop problem solutions using visual representations of problem states, structures and data.
	SC.68.CS-CP.2.2	Evaluate the logical flow of a step-by-step program by acting it out through computer-free activities.
	SC.68.CS-CP.2.3	Develop problem solutions using a block programming language, including all of the following: looping behavior, conditional statements, expressions, variables, and functions.
	SC.68.CS-CP.2.4	Develop problem solutions using a programming language, including all of the following: looping behavior, conditional statements, expressions, variables, and functions.
<i>SC.68.CS-CP.3: 6-8 Programming applications</i>		
	SC.68.CS-CP.3.1	Select appropriate tools and technology resources to accomplish a variety of tasks and solve problems.
	SC.68.CS-CP.3.2	Create online content (e.g., webpage, blog, digital portfolio, multimedia), using advanced design tools.
	SC.68.CS-CP.3.3	Create an artifact (independently and collaboratively) that answers a research question and communicates results and conclusions.
<i>SC.68.CS-PC: 6-8 Computer Science - Personal, Community, Global, and Ethical Impact</i>		
<i>SC.68.CS-PC.1: 6-8 Responsible use of technology and information</i>		
	SC.68.CS-PC.1.1	Recognize and describe legal and ethical behaviors when using information and technology and describe the consequences of misuse.
	SC.68.CS-PC.1.2	Describe and use safe and appropriate practices when participating in online communities (e.g., discussion groups, blogs, and social networking sites).
	SC.68.CS-PC.1.3	Evaluate the proper use and operation of security technologies (e.g., passwords, virus protection software, spam filters, pop-up blockers, and cookies).
	SC.68.CS-PC.1.4	Recognize the impacts and consequences of plagiarism on the development of creative works, projects, publications and online content.
<i>SC.68.CS-PC.2: 6-8 The impact of computing resources on local and global society</i>		

	SC.68.CS-PC.2.1	Analyze the positive and negative impacts of computing, social networking and web technologies on human culture.
	SC.68.CS-PC.2.2	Explain the possible consequences of cyberbullying and inappropriate use of social media on personal life and society.
	SC.68.CS-PC.2.3	Describe the influence of access to information technologies over time and the effects those changes have had on education, the workplace, and the global society.
	SC.68.CS-PC.2.4	Describe how the unequal net-neutrality and distribution of computing resources in a global economy raises issues of equity, access, and power.
	SC.68.CS-PC.2.5	Describe ways in which adaptive technologies can assist users with special needs to function in their daily lives.
	SC.68.CS-PC.2.6	Identify and discuss the technology skills needed in the workplace.
	SC.68.CS-PC.2.7	Interpret writings and/or communications which use developmentally appropriate terminology.
	SC.68.CS-PC.2.8	Identify interdisciplinary careers that are enhanced by computer science.
<i>SC.68.CS-PC.3: 6-8 Evaluation of digital information resources</i>		
	SC.68.CS-PC.3.1	Answer research questions using digital information resources.
	SC.68.CS-PC.3.2	Analyze how media and technology can be used to distort, exaggerate, or misrepresent information.
	SC.68.CS-PC.3.3	Describe strategies for determining the reliability of resources or information on the Internet.
	SC.68.CS-PC.3.4	Identify peer reviewed resources and understand the need for peer review.
	SC.68.CS-PC.3.5	Identify resources such as city, state, and federal government websites and explain that these resources can be used for communication between citizens and government.
<i>SC.68.CS-PC.4: 6-8 Security, privacy, information, sharing, ownership, licensure and copyright</i>		
	SC.68.CS-PC.4.1	Explain the guidelines for the fair use of downloading, sharing or modifying of digital materials.
	SC.68.CS-PC.4.2	Explain how copyright law and licensing protect the owner of intellectual properties.
	SC.68.CS-PC.4.3	Explain the possible consequences of violating intellectual property law.
	SC.68.CS-PC.4.4	Identify threats and actions that protect devices from viruses, intrusion, vandalism, and other malicious activities.
	SC.68.CS-PC.4.5	Demonstrate compliance with the school's Acceptable Use Policy.

	SC.68.CS-PC.4.6	Generate text and non-text citations using digital citation tool.
<b>6-8.2.CSTA: Computer Science Teachers Association Standards - Level 2: Grades 6-8 (Ages 11-14)</b>		
	<b>6-8.2.CS: Computing Systems (Grades 6-8)</b>	
	6-8.2-CS-01	Recommend improvements to the design of computing devices, based on an analysis of how users interact with the devices.
	6-8.2-CS-02	Design projects that combine hardware and software components to collect and exchange data.
	6-8.2-CS-03	Systematically identify and fix problems with computing devices and their components.
	<b>6-8.2.NI: Networks &amp; the Internet (Grades 6-8)</b>	
	6-8.2-NI-04	Model the role of protocols in transmitting data across networks and the Internet.
	6-8.2-NI-05	Explain how physical and digital security measures protect electronic information.
	6-8.2-NI-06	Apply multiple methods of encryption to model the secure transmission of information.
	<b>6-8.2.DA: Data &amp; Analysis (Grades 6-8)</b>	
	6-8.2-DA-07	Represent data using multiple encoding schemes.
	6-8.2-DA-08	Collect data using computational tools and transform the data to make it more useful and reliable.
	6-8.2-DA-09	Refine computational models based on the data they have generated.
	<b>6-8.2.AP: Algorithms &amp; Programming (Grades 6-8)</b>	
	6-8.2-AP-10	Use flowcharts and/or pseudocode to address complex problems as algorithms.
	6-8.2-AP-11	Create clearly named variables that represent different data types and perform operations on their values.
	6-8.2-AP-12	Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals.
	6-8.2-AP-13	Decompose problems and subproblems into parts to facilitate the design, implementation, and review of programs.
	6-8.2-AP-14	Create procedures with parameters to organize code and make it easier to reuse.
	6-8.2-AP-15	Seek and incorporate feedback from team members and users to refine a solution that meets user needs.
	6-8.2-AP-16	Incorporate existing code, media, and libraries into original programs, and give attribution.
	6-8.2-AP-17	Systematically test and refine programs using a range of test cases.

	6-8.2-AP-18	Distribute tasks and maintain a project timeline when collaboratively developing computational artifacts.
	6-8.2-AP-19	Document programs in order to make them easier to follow, test, and debug.
<i>6-8.2.IC: Impacts of Computing (Grades 6-8)</i>		
	6-8.2-IC-20	Compare tradeoffs associated with computing technologies that affect people's everyday activities and career options.
	6-8.2-IC-21	Discuss issues of bias and accessibility in the design of existing technologies.
	6-8.2-IC-22	Collaborate with many contributors through strategies such as crowdsourcing or surveys when creating a computational artifact.
	6-8.2-IC-23	Describe tradeoffs between allowing information to be public and keeping information private and secure.

# Diocese of Venice Standards for World Languages

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*Kindergarten - 8<sup>th</sup> Grade*



# *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.



# Gifts of CHRIST<sup>©</sup> at the Diocese of Venice Catholic Schools

The *Gifts of C.H.R.I.S.T.*<sup>©</sup> are dispositions made up of 4 Catholic virtues (humility, prudence, fortitude, and affability) and the three transcendentals (truth, beauty, and goodness) of the Catholic faith. CHRIST in the *Gifts of C.H.R.I.S.T.*<sup>©</sup> stands for Catholic **H**abits and **R**esponses **i**n **S**chool and on **T**eams. Through curricular and extracurricular learning experiences at a Diocese of Venice Catholic school, PK-12<sup>th</sup> grade students will learn about the 7 *Gifts of C.H.R.I.S.T.*<sup>©</sup> and how to consciously think, behave, and respond to challenging situations using the moral and ethical values and virtues of the Catholic faith.

<b>GOC.T</b>	<b>Truth</b>		
	GOC.T.1	I will seek to understand the truth in all situations.	
	GOC.T.2	I will be truthful in the way I act, and respond, and accept truth around me.	
<b>GOC.B</b>	<b>Beauty</b>		
	GOC.B.1	I will seek beauty in all things and in all situations.	
	GOC.B.2	I will find the beauty of God's creation and wonders around me.	
<b>GOC.G</b>	<b>Goodness</b>		
	GOC.G.1	I will exhibit goodness as God's example during my daily life.	
	GOC.G.2	I will seek goodness in learning situations and remember to see God's likeness and goodness even in my opponents.	
<b>GOC.A</b>	<b>Affability</b>		
	GOC.A.1	I can be kind and treat others the way I would want to be treated.	
	GOC.A.2	I can treat others with respect, and I can be approachable and friendly.	
<b>GOC.H</b>	<b>Humility</b>		
	GOC.H.1	I embrace the wisdom and knowledge that my mentors and teachers have to offer, and I understand that I can learn from their knowledge and experiences.	
	GOC.H.2	I am humbled with the knowledge and talents I have, and I understand that I can always learn more.	
<b>GOC.P</b>	<b>Prudence</b>		
	GOC.P.1	I embrace learning from others, and I understand the importance of sharing my knowledge and talents by teaching others as well.	
	GOC.P.2	I can be prudent in making ethical decisions by using my Catholic faith and values as a moral compass.	
<b>COG.F</b>	<b>Fortitude</b>		
	COG.F.1	I can do all things through Christ who strengthens me.	
	COG.F.2	I will seek courage in difficult situations in pursuit of what is true, beautiful, and good.	

## Novice Low/Mid K-12

WL.K12.HM: *World Languages - Novice Low/Mid K-12*

WL.K12.NM.1: *Interpretive Listening (Novice Low/Mid)*

WL.K12.NM.1.1 Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.

WL.K12.NM.1.2 Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.

WL.K12.NM.1.3 Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.

WL.K12.NM.1.4 Demonstrate understanding of simple information supported by visuals through a variety of media.

WL.K12.NM.1.5 Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.

WL.K12.NM.1.6 Follow short, simple directions.

WL.K12.NM.2: *Interpretive Reading (Novice Low/Mid)*

WL.K12.NM.2.1 Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.

WL.K12.NM.2.2 Demonstrate understanding of short, simple literary stories.

WL.K12.NM.2.3 Demonstrate understanding of simple written announcements with prompting and support.

WL.K12.NM.2.4 Recognize words and phrases when used in context on familiar topics.

WL.K12.NM.3: *Interpersonal Communication (Novice Low/Mid)*

WL.K12.NM.3.1 Introduce self and others using basic, culturally-appropriate greetings.

	WL.K12.NM.3.2	Participate in basic conversations using words, phrases, and memorized expressions.
	WL.K12.NM.3.3	Ask simple questions and provide simple responses related to personal preferences.
	WL.K12.NM.3.4	Exchange essential information about self, family, and familiar topics.
	WL.K12.NM.3.5	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
	WL.K12.NM.3.6	Use appropriate gestures, body language, and intonation to clarify a message.
	WL.K12.NM.3.7	Understand and respond appropriately to simple directions.
	WL.K12.NM.3.8	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
	WL.K12.NM.4: <i>Presentational Speaking (Novice Low/Mid)</i>	
	WL.K12.NM.4.1	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
	WL.K12.NM.4.2	Present personal information about self and others.
	WL.K12.NM.4.3	Express likes and dislikes.
	WL.K12.NM.4.4	Provide an account of daily activities.
	WL.K12.NM.4.5	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
	WL.K12.NM.4.6	Present simple information about a familiar topic using visuals.
	WL.K12.NM.5: <i>Presentational Writing (Novice Low/Mid)</i>	

	WL.K12.NM.5.1	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
	WL.K12.NM.5.2	Fill out a simple form with basic information.
	WL.K12.NM.5.3	Write simple sentences about self and/or others.
	WL.K12.NM.5.4	Write simple sentences that help in day-to-day life communication.
	WL.K12.NM.5.5	Write about previously acquired knowledge and experiences.
	WL.K12.NM.5.6	Pre-write by drawing pictures to support ideas related to a task.
	WL.K12.NM.5.7	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6: <i>Culture (Novice Low/Mid)</i>		
	WL.K12.NM.6.1	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
	WL.K12.NM.6.2	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
	WL.K12.NM.6.3	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
	WL.K12.NM.6.4	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7: <i>Connections (Novice Low/Mid)</i>		
	WL.K12.NM.7.1	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
	WL.K12.NM.7.2	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8: <i>Comparisons (Novice Low/Mid)</i>		
	WL.K12.NM.8.1	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.

	WL.K12.NM.8.2	Recognize true and false cognates in the target language and compare them to own language.
	WL.K12.NM.8.3	Identify celebrations typical of the target culture and ones own.
	WL.K12.NM.9: <i>Communities (Novice Low/Mid)</i>	
	WL.K12.NM.9.1	Use key words and phrases in the target language to participate in different activities in the school and community settings.
	WL.K12.NM.9.2	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.

## Novice High K-12

### WL.K12.NH: *World Languages - Novice High K-12*

#### WL.K12.NH.1: *Interpretive Listening (Novice High)*

	WL.K12.NH.1.1	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
	WL.K12.NH.1.2	Demonstrate understanding of short conversations in familiar contexts.
	WL.K12.NH.1.3	Demonstrate understanding of short, simple messages and announcements on familiar topics.
	WL.K12.NH.1.4	Demonstrate understanding of key points on familiar topics presented through a variety of media.
	WL.K12.NH.1.5	Demonstrate understanding of simple stories or narratives.
	WL.K12.NH.1.6	Follow directions or instructions to complete a task when expressed in short conversations.

#### WL.K12.NH.2: *Interpretative Reading (Novice High)*

	WL.K12.NH.2.1	Determine main idea from simple texts that contain familiar vocabulary used in context.
	WL.K12.NH.2.2	Identify the elements of story such as setting, theme and characters.
	WL.K12.NH.2.3	Demonstrate understanding of signs and notices in public places.
	WL.K12.NH.2.4	Identify key detailed information needed to fill out forms.

#### WL.K12.NH.3: *Interpersonal Communication (Novice High)*

	WL.K12.NH.3.1	Engage in short social interactions using phrases and simple sentences.
	WL.K12.NH.3.2	Exchange information about familiar tasks, topics and activities, including personal information.

	WL.K12.NH.3.3	Exchange information using simple language about personal preferences, needs, and feelings.
	WL.K12.NH.3.4	Ask and answer a variety of questions about personal information.
	WL.K12.NH.3.5	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
	WL.K12.NH.3.6	Use basic language skills supported by body language and gestures to express agreement and disagreement.
	WL.K12.NH.3.7	Ask for and give simple directions to go somewhere or to complete a task.
	WL.K12.NH.3.8	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4: <i>Presentational Speaking (Novice High)</i>		
	WL.K12.NH.4.1	Provide basic information on familiar topics using phrases and simple sentences.
	WL.K12.NH.4.2	Describe aspects of daily life using complete sentences.
	WL.K12.NH.4.3	Describe familiar experiences or events using both general and specific language.
	WL.K12.NH.4.4	Present personal information about ones self and others.
	WL.K12.NH.4.5	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
	WL.K12.NH.4.6	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5: <i>Presentational Writing (Novice High)</i>		
	WL.K12.NH.5.1	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
	WL.K12.NH.5.2	Write simple statements to describe aspects of daily life.
	WL.K12.NH.5.3	Write a description of a familiar experience or event.
	WL.K12.NH.5.4	Write short personal notes using a variety of media.

	WL.K12.NH.5.5	Request information in writing to obtain something needed.
	WL.K12.NH.5.6	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
	WL.K12.NH.5.7	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
	WL.K12.NH.6: <i>Culture (Novice High)</i>	
	WL.K12.NH.6.1	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
	WL.K12.NH.6.2	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
	WL.K12.NH.6.3	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
	WL.K12.NH.6.4	Identify cultural artifacts, symbols, and images of the target culture(s).
	WL.K12.NH.7: <i>Connections (Novice High)</i>	
	WL.K12.NH.7.1	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
	WL.K12.NH.7.2	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
	WL.K12.NH.8: <i>Comparisons (Novice High)</i>	
	WL.K12.NH.8.1	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
	WL.K12.NH.8.2	Compare basic sound patterns and grammatical structures between the target language and own language.

	WL.K12.NH.8.3	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
	WL.K12.NH.9: <i>Communities (Novice High)</i>	
	WL.K12.NH.9.1	Use key target language vocabulary to communicate with others within and beyond the school setting.
	WL.K12.NH.9.2	Use communication tools to establish a connection with a peer from a country where the target language is spoken.

**Intermediate Low K-12****WL.K12.II: World Languages - Intermediate Low K-12****WL.K12.II.1: Interpretive Listening (Intermediate Low)**

WL.K12.II.1.1

Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.

WL.K12.II.1.2

Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.

WL.K12.II.1.3

Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.

WL.K12.II.1.4

Identify key points and essential details on familiar topics presented through a variety of media.

WL.K12.II.1.5

Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.

WL.K12.II.1.6

Demonstrate understanding of multiple-step directions and instructions in familiar settings.

**WL.K12.II.2: Interpretive Reading (Intermediate Low)**

WL.K12.II.2.1

Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.

WL.K12.II.2.2

Interpret written literary text in which the writer tells or asks about familiar topics.

WL.K12.II.2.3

Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.

WL.K12.II.2.4

Demonstrate understanding of vocabulary used in context when following written directions.

**WL.K12.II.3: Interpersonal Communication (Intermediate Low)**

	WL.K12.IL.3.1	Initiate and engage in a conversation on familiar topics.
	WL.K12.IL.3.2	Interact with others in everyday situations.
	WL.K12.IL.3.3	Express and react to feelings and emotions in real life situations.
	WL.K12.IL.3.4	Exchange information about familiar academic and social topics including participation in an interview.
	WL.K12.IL.3.5	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
	WL.K12.IL.3.6	Recount and restate information received in a conversation in order to clarify meaning.
	WL.K12.IL.3.7	Exchange general information about a few topics outside personal and academic fields of interest.
	WL.K12.IL.3.8	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4: <i>Presentational Speaking (Intermediate Low)</i>		
	WL.K12.IL.4.1	Present information on familiar topics using a series of sentences with sufficient details.
	WL.K12.IL.4.2	Describe people, objects, and situations using a series of sequenced sentences.
	WL.K12.IL.4.3	Express needs, wants, and plans using a series of sentences that include essential details.
	WL.K12.IL.4.4	Provide a logical sequence of instructions on how to make something or complete a task.
	WL.K12.IL.4.5	Present a short skit or play using well-structured sentences.
	WL.K12.IL.4.6	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5: <i>Presentational Writing (Intermediate Low)</i>		
	WL.K12.IL.5.1	Write on familiar topics and experiences using main ideas and supporting details.
	WL.K12.IL.5.2	Describe a familiar event or situation using a variety of sentences and with supporting details

	WL.K12.IL.5.3	Express and support opinions on familiar topics using a series of sentences.
	WL.K12.IL.5.4	Compare and contrast information, concepts, and ideas.
	WL.K12.IL.5.5	Develop questions to obtain and clarify information.
	WL.K12.IL.5.6	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
	WL.K12.IL.5.7	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
	WL.K12.IL.6: <i>Culture (Intermediate Low)</i>	
	WL.K12.IL.6.1	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one’s own and others’ ways of thinking.
	WL.K12.IL.6.2	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
	WL.K12.IL.6.3	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
	WL.K12.IL.6.4	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
	WL.K12.IL.7: <i>Connections (Intermediate Low)</i>	
	WL.K12.IL.7.1	Access information in the target language to reinforce previously acquired content area knowledge.
	WL.K12.IL.7.2	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
	WL.K12.IL.8: <i>Comparisons (Intermediate Low)</i>	

	WL.K12.IL.8.1	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
	WL.K12.IL.8.2	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
	WL.K12.IL.8.3	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9: <i>Communities (Intermediate Low)</i>		
	WL.K12.IL.9.1	Use the target language to participate in different activities for personal enjoyment and enrichment.
	WL.K12.IL.9.2	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.

## Intermediate Mid K-12

### WL.K12.IM: *World Languages - Intermediate Mid K-12*

#### WL.K12.IM.1: *Interpretive Listening (Intermediate Mid)*

	WL.K12.IM.1.1	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
	WL.K12.IM.1.2	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
	WL.K12.IM.1.3	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
	WL.K12.IM.1.4	Identify essential information and supporting details on familiar topics presented through a variety of media.
	WL.K12.IM.1.5	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
	WL.K12.IM.1.6	Demonstrate understanding of complex directions and instructions in familiar settings.

#### WL.K12.IM.2: *Interpretive Reading (Intermediate Mid)*

	WL.K12.IM.2.1	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
	WL.K12.IM.2.2	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
	WL.K12.IM.2.3	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
	WL.K12.IM.2.4	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.

#### WL.K12.IM.3: *Interpersonal Communication (Intermediate Mid)*

	WL.K12.IM.3.1	Express views and effectively engage in conversations on a variety of familiar topics.
	WL.K12.IM.3.2	Ask and answer questions on familiar topics to clarify information and sustain a conversation.

	WL.K12.IM.3.3	Express personal views and opinions on a variety of topics.
	WL.K12.IM.3.4	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
	WL.K12.IM.3.5	Initiate and maintain a conversation on a variety of familiar topics.
	WL.K12.IM.3.6	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
	WL.K12.IM.3.7	Follow grammatical rules for self-correction when speaking.
	WL.K12.IM.3.8	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4: <i>Presentational Speaking (Intermediate Mid)</i>		
	WL.K12.IM.4.1	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
	WL.K12.IM.4.2	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
	WL.K12.IM.4.3	Retell a story or recount an experience with appropriate facts and relevant details.
	WL.K12.IM.4.4	Provide supporting evidence using logically connected sentences that include relevant details.
	WL.K12.IM.4.5	Retell or summarize a storyline using logically connected sentences with relevant details.
	WL.K12.IM.4.6	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5: <i>Presentational Writing (Intermediate Mid)</i>		
	WL.K12.IM.5.1	Write narratives on familiar topics using logically connected sentences with supporting details.
	WL.K12.IM.5.2	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.

	WL.K12.IM.5.3	State an opinion and provide supporting evidence using connected sentences.
	WL.K12.IM.5.4	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
	WL.K12.IM.5.5	Draft, edit, and summarize information, concepts, and ideas.
	WL.K12.IM.5.6	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
	WL.K12.IM.5.7	Write a narrative based on experiences that use descriptive language and details.
	WL.K12.IM.6: <i>Culture (Intermediate Mid)</i>	
	WL.K12.IM.6.1	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
	WL.K12.IM.6.2	Use practices and characteristics of the target cultures for daily activities among peers and adults.
	WL.K12.IM.6.3	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
	WL.K12.IM.6.4	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
	WL.K12.IM.7: <i>Connections (Intermediate Mid)</i>	
	WL.K12.IM.7.1	Use expanded vocabulary and structures in the target language to increase content area knowledge.
	WL.K12.IM.7.2	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
	WL.K12.IM.8: <i>Comparisons (Intermediate Mid)</i>	

	WL.K12.IM.8.1	Compare language structures and skills that transfer from one language to another.
	WL.K12.IM.8.2	Compare and contrast structural patterns in the target language and own.
	WL.K12.IM.8.3	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
	WL.K12.IM.9: <i>Communities (Intermediate Mid)</i>	
	WL.K12.IM.9.1	Use expanded vocabulary and structures in the target language to access different media and community resources.
	WL.K12.IM.9.2	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.

## Intermediate High K-12

WL.K12.IH.1: *World Languages - Intermediate High K-12*

WL.K12.IH.1: *Interpretive Listening (Intermediate High)*

WL.K12.IH.1.1

Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.

WL.K12.IH.1.2

Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.

WL.K12.IH.1.3

Follow informal presentations on a variety of topics.

WL.K12.IH.1.4

Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.

WL.K12.IH.1.5

Identify the main idea and supporting details from discussions and interviews on familiar topics.

WL.K12.IH.1.6

Demonstrate understanding of complex directions and instructions in unfamiliar settings.

WL.K12.IH.2: *Interpretive Reading (Intermediate High)*

WL.K12.IH.2.1

Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.

WL.K12.IH.2.2

Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.

WL.K12.IH.2.3

Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.

WL.K12.IH.2.4

Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.

WL.K12.IH.3: *Interpersonal Communication (Intermediate High)*

	WL.K12.IH.3.1	State and support different points of views and take an active part in discussions.
	WL.K12.IH.3.2	Sustain a conversation in uncomplicated situations on a variety of topics.
	WL.K12.IH.3.3	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
	WL.K12.IH.3.4	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
	WL.K12.IH.3.5	Initiate, maintain, and end a conversation on a variety of familiar topics.
	WL.K12.IH.3.6	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
	WL.K12.IH.3.7	Ask for, follow, and give directions in complex situations.
	WL.K12.IH.3.8	Describe and elaborate on a personal situation or problem using details.
	<i>WL.K12.IH.4: Presentational Speaking (Intermediate High)</i>	
	WL.K12.IH.4.1	Present information on familiar topics with clarity and detail using multimedia resources.
	WL.K12.IH.4.2	Present viewpoints on an issue and support opinions with clarity and detail.
	WL.K12.IH.4.3	Describe personal experiences and interests with clarity and detail.
	WL.K12.IH.4.4	Produce reports and multimedia compositions in order to present a group project.
	WL.K12.IH.4.5	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
	WL.K12.IH.4.6	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
	<i>WL.K12.IH.5: Presentational Writing (Intermediate High)</i>	

	WL.K12.IH.5.1	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
	WL.K12.IH.5.2	Describe, in writing, personal experiences and interests with clarity and detail.
	WL.K12.IH.5.3	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
	WL.K12.IH.5.4	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
	WL.K12.IH.5.5	Describe, in writing, events in chronological order.
	WL.K12.IH.5.6	Write about a story and describe reactions with clarity and detail.
	WL.K12.IH.5.7	Write a short essay or biography using descriptive details and a variety of sentence structure.
	WL.K12.IH.6: <i>Culture (Intermediate High)</i>	
	WL.K12.IH.6.1	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
	WL.K12.IH.6.2	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
	WL.K12.IH.6.3	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
	WL.K12.IH.6.4	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
	WL.K12.IH.7: <i>Connections (Intermediate High)</i>	
	WL.K12.IH.7.1	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
	WL.K12.IH.7.2	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.

WL.K12.IH.8: <i>Comparisons (Intermediate High)</i>		
	WL.K12.IH.8.1	Compare similarities and differences between the target language and own language.
	WL.K12.IH.8.2	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
	WL.K12.IH.8.3	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9: <i>Communities (Intermediate High)</i>		
	WL.K12.IH.9.1	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
	WL.K12.IH.9.2	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).

## Advanced Low K-12

WL.K12.AL: *World Languages - Advanced Low K-12*

WL.K12.AL.1: *Interpretive Listening (Advanced Low)*

WL.K12.AL.1.1 Demonstrate understanding of extended speech on familiar and unfamiliar topics.

WL.K12.AL.1.2 Follow presentations on familiar and unfamiliar topics in different situations.

WL.K12.AL.1.3 Demonstrate understanding of factual information about everyday life, study, or work- related topics.

WL.K12.AL.1.4 Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.

WL.K12.AL.1.5 Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.

WL.K12.AL.1.6 Follow technical instructions for familiar products and services.

WL.K12.AL.2: *Interpretative Reading (Advanced Low)*

WL.K12.AL.2.1 Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.

WL.K12.AL.2.2 Make inferences and predictions from a written source.

WL.K12.AL.2.3 Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.

WL.K12.AL.2.4 Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.

WL.K12.AL.3: *Interpersonal Communication (Advanced Low)*

WL.K12.AL.3.1 Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.

WL.K12.AL.3.2 Express and connect ideas when engaged in a lengthy conversation.

WL.K12.AL.3.3 Justify personal preferences, needs and feelings in order to persuade others.

	WL.K12.AL.3.4	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
	WL.K12.AL.3.5	Maintain a conversation even when unpredictable situations arise in a familiar context.
	WL.K12.AL.3.6	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
	WL.K12.AL.3.7	Incorporate formal and informal language and the appropriate register in a conversation.
	WL.K12.AL.3.8	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4: <i>Presentational Speaking (Advanced Low)</i>		
	WL.K12.AL.4.1	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
	WL.K12.AL.4.2	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
	WL.K12.AL.4.3	Speak using different time frames and appropriate mood with good control.
	WL.K12.AL.4.4	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
	WL.K12.AL.4.5	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
	WL.K12.AL.4.6	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5: <i>Presentational Writing (Advanced Low)</i>		
	WL.K12.AL.5.1	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
	WL.K12.AL.5.2	Write work-related documents (fill out an application, prepare a resume, write a business letter).
	WL.K12.AL.5.3	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
	WL.K12.AL.5.4	Use idioms and idiomatic expressions in writing.
	WL.K12.AL.5.5	Write using different time frames and appropriate mood.

	WL.K12.AL.5.6	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
	WL.K12.AL.5.7	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6: <i>Culture (Advanced Low)</i>		
	WL.K12.AL.6.1	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
	WL.K12.AL.6.2	Explain why the target language has value in culture and in a global society.
	WL.K12.AL.6.3	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
	WL.K12.AL.6.4	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7: <i>Connections (Advanced Low)</i>		
	WL.K12.AL.7.1	Apply knowledge gained in the target language to make connections to other content areas.
	WL.K12.AL.7.2	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8: <i>Comparisons (Advanced Low)</i>		
	WL.K12.AL.8.1	Apply new structural patterns acquired in the target language.
	WL.K12.AL.8.2	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
	WL.K12.AL.8.3	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own.
WL.K12.AL.9: <i>Communities (Advanced Low)</i>		
	WL.K12.AL.9.1	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
	WL.K12.AL.9.2	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.

## Advanced Mid K-12

### WL.K12.AM: *World Languages - Advanced Mid K-12*

#### WL.K12.AM.1: *Interpretive Listening (Advanced Mid)*

	WL.K12.AM.1.1	Demonstrate understanding of factual information about common everyday or job-related topics.
	WL.K12.AM.1.2	Demonstrate understanding of presentations where different accents and lexical variations are used.
	WL.K12.AM.1.3	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
	WL.K12.AM.1.4	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
	WL.K12.AM.1.5	Demonstrate understanding of different points of view in a discussion.
	WL.K12.AM.1.6	Follow complex technical instructions and specifications in real life settings.

#### WL.K12.AM.2: *Interpretative Reading (Advanced Mid)*

	WL.K12.AM.2.1	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
	WL.K12.AM.2.2	Demonstrate understanding of different points of view presented through a variety of literary works.
	WL.K12.AM.2.3	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
	WL.K12.AM.2.4	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.

#### WL.K12.AM.3: *Interpersonal Communication (Advanced Mid)*

	WL.K12.AM.3.1	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
	WL.K12.AM.3.2	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
	WL.K12.AM.3.3	Elaborate on and justify personal preferences, needs, and feelings.

	WL.K12.AM.3.4	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
	WL.K12.AM.3.5	Exchange and develop information about personal and academic tasks.
	WL.K12.AM.3.6	Use a variety of idiomatic and culturally authentic expressions appropriately.
	WL.K12.AM.3.7	Exchange general information on a variety of topics outside fields of interest.
	WL.K12.AM.3.8	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
	WL.K12.AM.4: <i>Presentational Speaking (Advanced Mid)</i>	
	WL.K12.AM.4.1	Deliver an articulated presentation on personal, academic, or professional topics.
	WL.K12.AM.4.2	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
	WL.K12.AM.4.3	Narrate, with ease and detail, events of current, public, or personal interest.
	WL.K12.AM.4.4	Prepare and deliver presentations based on inquiry or research.
	WL.K12.AM.4.5	Narrate a story and describe reactions with clarity and detail.
	WL.K12.AM.4.6	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
	WL.K12.AM.5: <i>Presentational Writing (Advanced Mid)</i>	
	WL.K12..AM.5.1	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
	WL.K12.AM.5.2	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
	WL.K12.AM.5.3	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
	WL.K12.AM.5.4	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
	WL.K12.AM.5.5	Write with clarity following consistent control of time frames and mood.

	WL.K12.AM.5.6	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
	WL.K12.AM.5.7	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
WL.K12.AM.6: <i>Culture (Advanced Mid)</i>		
	WL.K12.AM.6.1	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
	WL.K12.AM.6.2	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
	WL.K12.AM.6.3	Evaluate the effects of the target cultures contributions on other societies.
	WL.K12.AM.6.4	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7: <i>Connections (Advanced Mid)</i>		
	WL.K12.AM.7.1	Analyze, reinforce, and further knowledge of other disciplines through the target language.
	WL.K12.AM.7.2	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8: <i>Comparisons (Advanced Mid)</i>		
	WL.K12.AM.8.1	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
	WL.K12.AM.8.2	Analyze the sound symbol association between the target language and own.
	WL.K12.AM.8.3	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9: <i>Communities (Advanced Mid)</i>		
	WL.K12.AM.9.1	Use knowledge acquired in the target language to access information on careers and employment opportunities.

	WL.K12.AM.9.2	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
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## Advance High K-12

WL.K12.AH: <i>World Languages - Advanced High K-12</i>		
WL.K12.AH.1: <i>Interpretive Listening (Advanced High)</i>		
	WL.K12.AH.1.1	Demonstrate understanding of extended speech and short lectures on a variety of topics.
	WL.K12.AH.1.2	Demonstrate understanding of the main ideas on both concrete and abstract topics.
	WL.K12.AH.1.3	Analyze the speakers perspective, tone and style as well as differentiate viewpoints heard in a variety of situations.
	WL.K12.AH.1.4	Demonstrate understanding of the message and purpose of essential authentic sources found in the target culture such as TV, radio, podcasts, and videos.
	WL.K12.AH.1.5	Understand and critique most films on historical, political, or scientific topics as well as make inferences and predictions from a variety of spoken sources.
	WL.K12.AH.1.6	Follow extended speech and complex lines of arguments when the direction of the talk is clearly stated by the speaker.
WL.K12.AH.2: <i>Interpretive Reading (Advanced High)</i>		
	WL.K12.AH.2.1	Make appropriate inferences and recognize literary elements from a variety of culturally authentic sources.
	WL.K12.AH.2.2	Interpret and synthesize meaning from a variety of fictional works and recognize the authors purpose.
	WL.K12.AH.2.3	Analyze the primary argument and supporting details in written texts.
	WL.K12.AH.2.4	Demonstrate understanding of idiomatic expressions, proverbs, and sayings from a variety of texts and derive meaning from unknown words by using context clues.
WL.K12.AH.3: <i>Interpersonal Communication (Advanced High)</i>		
	WL.K12.AH.3.1	Express self with fluency, flexibility, and precision on concrete and abstract topics.
	WL.K12.AH.3.2	Communicate with native speakers in a variety of settings, types of discourse, topics, and registers.
	WL.K12.AH.3.3	Express personal perspectives and support opinions clearly and precisely in order to persuade others or negotiate a compromise.
	WL.K12.AH.3.4	Develop and defend complex information during debates or meetings.

	WL.K12.AH.3.5	Exchange, develop, and synthesize complex information about personal, academic, and professional tasks.
	WL.K12.AH.3.6	Provide structured arguments and develop and support hypotheses, working around occasional difficulties.
	WL.K12.AH.3.7	Exchange detailed information on matters within and beyond academic fields of interest, personal needs, and desires.
	WL.K12.AH.3.8	Prepare for and participate effectively in a discussion expressing solutions clearly and persuasively.
WL.K12.AH.4: <i>Presentational Speaking (Advanced High)</i>		
	WL.K12.AH.4.1	Deliver a clear and precise presentation that engages and informs a specific type of audience.
	WL.K12.AH.4.2	Communicate with accuracy, clarity, and precision on many concrete and abstract topics.
	WL.K12.AH.4.3	Deliver and defend a viewpoint on an academic or professional issue.
	WL.K12.AH.4.4	Deliver planned and impromptu presentations to a variety of audiences using appropriate multimedia resources.
	WL.K12.AH.4.5	Deliver narrative and informative presentations, including oral responses to literature and use language appropriate to the situation.
	WL.K12.AH.4.6	Incorporate with ease appropriate idiomatic and culturally authentic expression in presentations.
WL.K12.AH.5: <i>Presentational Writing (Advanced High)</i>		
	WL.K12.AH.5.1	Write with fluency and clarity well-structured documents on complex topics.
	WL.K12.AH.5.2	Create well-structured and easily readable reports, summaries, or articles on complex topics that have been revised and edited for correct use of grammar, varied sentence structure, punctuation, and capitalization.
	WL.K12.AH.5.3	Write with precision and detail about abstract topics synthesizing and summarizing information gathered from various authentic sources (written and oral).
	WL.K12.AH.5.4	Incorporate, with accuracy, idioms and culturally authentic expressions in writing with ease.

	WL.K12.AH.5.5	Write a narrative about an experience in a clear, fluent style appropriate to different genres.
	WL.K12.AH.5.6	Write about a variety of topics and apply appropriate strategies to evaluate and refine the final draft.
	WL.K12.AH.5.7	Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.
	WL.K12.AH.6: <i>Culture (Advanced High)</i>	
	WL.K12.AH.6.1	Discuss practices and perspectives of the culture(s) studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, and traditions of cultures other than own.
	WL.K12.AH.6.2	Analyze aspects of the target language that are expressions of culture.
	WL.K12.AH.6.3	Summarize the impact of influential people and events, and their contributions to the global community.
	WL.K12.AH.6.4	Analyze diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
	WL.K12.AH.7: <i>Connections (Advanced High)</i>	
	WL.K12.AH.7.1	Synthesize information from different subject areas through the target language to further knowledge of own language and culture.
	WL.K12.AH.7.2	Analyze and synthesize information gathered in the target language to make connections to other content areas and complex real world situations.
	WL.K12.AH.8: <i>Comparisons (Advanced High)</i>	
	WL.K12.AH.8.1	Analyze the form, meaning, and importance of perspectives, practices, and products of the target culture and compare it to own culture.

	WL.K12.AH.8.2	Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and own.
	WL.K12.AH.8.3	Research cultural traditions and celebrations that exist in the target cultures and other cultures and evaluate the viewpoints behind them.
	WL.K12.AH.9: <i>Communities (Advanced High)</i>	
	WL.K12.AH.9.1	Use language skills and cultural understanding beyond immediate environment for personal growth.
	WL.K12.AH.9.2	Access organizations or individuals through different types of communication to request information about professional activities (such as job opportunities) available in the target language.

## Superior

### WL.K12.SU: *World Languages - Superior*

#### WL.K12.SU.1: *Interpretive Listening (Superior)*

	WL.K12.SU.1.1	Demonstrate understanding of lexical variations, idiomatic expressions, colloquialism, and accents from different countries where the target language
	WL.K12.SU.1.2	Connect and synthesize the essentials of complex extended discourse in academic and professional settings.
	WL.K12.SU.1.3	Analyze cultural references and make inferences and predictions within the cultural framework of the language.
	WL.K12.SU.1.4	Draw conclusions from information obtained from a variety of authentic media in order to function for both personal and career purposes.
	WL.K12.SU.1.5	Demonstrate understanding of spoken language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional variations.
	WL.K12.SU.1.6	Follow information from recorded authentic complex passages.

#### WL.K12.SU.2: *Interpretive Reading (Superior)*

	WL.K12.SU.2.1	Interpret information and draw conclusions from concepts and ideas with ease from culturally authentic sources on a variety of topics.
	WL.K12.SU.2.2	Detect and interpret hidden meaning and recognize tone and subtlety from a variety of literary genres.
	WL.K12.SU.2.3	Interpret and analyze forms of written language including abstract, structurally complex, or highly colloquial non-literary writings.
	WL.K12.SU.2.4	Demonstrate understanding of written language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional lexical variations.

#### WL.K12.SU.3: *Interpersonal Communication (Superior)*

	WL.K12.SU.3.1	Use language for all purposes effectively and consistently.
	WL.K12.SU.3.2	Convey finer shades of meaning with ease by using a wide range of expressions in any conversation or discussion.
	WL.K12.SU.3.3	Express and defend viewpoints or recommendations on a variety of topics or statements.

	WL.K12.SU.3.4	Participate with ease in complex discussions with multiple participants on a wide variety of topics.
	WL.K12.SU.3.5	Become a life-long learner by using the language for personal enjoyment and enrichment as well as for career purposes.
	WL.K12.SU.3.6	Speak with ease on almost all topics, using appropriate regional and colloquial expressions.
	WL.K12.SU.3.7	Deliver and defend recommendations in business, scientific, academic, or social contexts.
	WL.K12.SU.3.8	Think critically and apply concepts in the target language in order to more effectively communicate, solve problems and accomplish goals when interacting with a native speaker.
WL.K12.SU.4: <i>Presentational Speaking (Superior)</i>		
	WL.K12.SU.4.1	Deliver a clear and fluid presentation for a variety of purposes in a style appropriate to any type of audience.
	WL.K12.SU.4.2	Give a clearly articulated, well- structured presentation on a complex topic.
	WL.K12.SU.4.3	Adapt presentation to reflect attitudes and culture of the audience.
	WL.K12.SU.4.4	Present fluently and with ease in a variety of settings.
	WL.K12.SU.4.5	Prepare and present original work (e.g., poems, reports, plays, stories) supported by research.
	WL.K12.SU.4.6	Adapt oral presentations spontaneously to meet unexpected needs.
WL.K12.SU.5: <i>Presentational Writing (Superior)</i>		
	WL.K12.SU.5.1	Effectively and consistently express self in writing using a variety of styles for academic and professional audience and purposes.
	WL.K12.SU.5.2	Write, edit and prepare for final publication a well-structured critical review of a paper, project, or cultural event.
	WL.K12.SU.5.3	Write a report based on conducted research summarizing the opinions of others, and analyzing information and facts.
	WL.K12.SU.5.4	Incorporate figurative language as well as national and regional idiomatic and culturally authentic expressions in writing.
	WL.K12.SU.5.5	Use humor and irony when writing an essay.
	WL.K12.SU.5.6	Write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader including letters to the editor of a newspaper.

	WL.K12.SU.5.7	Write creative fiction that includes and authentic setting coherent plot and distinct characters with effective details.
WL.K12.SU.6: <i>Culture (Superior)</i>		
	WL.K12.SU.6.1	Apply knowledge and understanding of the practices and perspectives of the target culture(s) (such as social and political factors) in order to communicate effectively within and beyond the classroom.
	WL.K12.SU.6.2	Discuss various aspects of the target culture such as world events and other current news taken place in order to determine their global significance.
	WL.K12.SU.6.3	Interpret information in the target language on a variety of topics related to the target culture's philosophy, social issues, regionalisms and cultural traditions presented through a variety of media, including authentic materials.
	WL.K12.SU.6.4	Examine the relationships between products and perspectives among groups in other societies (e.g., mythology relates to the perspective of a belief system, folk medicine relates to the perspective of health care).
WL.K12.SU.7: <i>Connections (Superior)</i>		
	WL.K12.SU.7.1	Use knowledge acquired through target language resources from a variety of subject areas to investigate and interpret and evaluate findings.
	WL.K12.SU.7.2	Investigate and interpret findings from authentic resources written in the target language on world events and current news related to the arts and sciences.
WL.K12.SU.8: <i>Comparisons (Superior)</i>		
	WL.K12.SU.8.1	Analyze the relationship of historical and contemporary attitudes, behaviors, and products in the target culture and compare to own culture.
	WL.K12.SU.8.2	Analyze and explain local, regional, and national language differences in the countries where the target language is spoken.
	WL.K12.SU.8.3	Research different aspects of the target culture(s) and own culture in order to evaluate and refine generalizations and dispel stereotypes.

WL.K12.SU.9: <i>Communities (Superior)</i>		
	WL.K12.SU.9.1	Use the skills acquired in the target language to interact with native speakers of the language on a variety of topics.
	WL.K12.SU.9.2	Interact with people of other cultures- in the target language- about familiar and unfamiliar topics that have a significant impact in our daily lives.