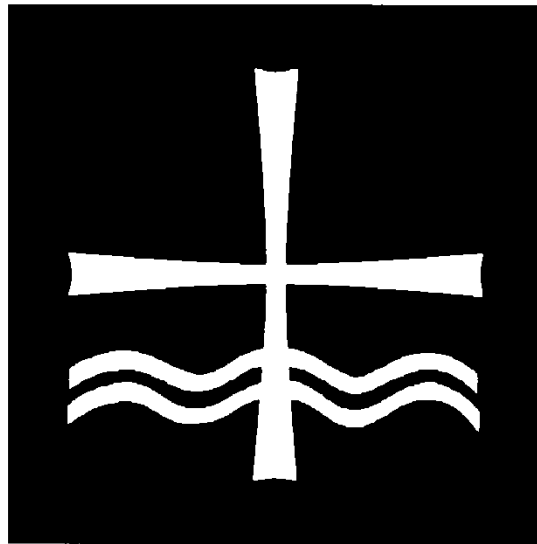


Archdiocese of Louisville

Curriculum Guide

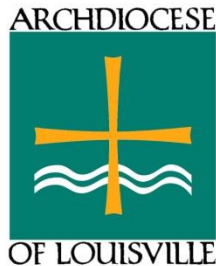


Office of Lifelong Formation and Education
Curriculum Office

Flaget Center
1935 Lewiston Drive
Louisville, Kentucky 40216
502-448-8581

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ARCHDIOCESE OF LOUISVILLE

Office of Lifelong Formation and Education

FLAGET CENTER • 1935 LEWISTON DRIVE • LOUISVILLE, KENTUCKY 40216-2569

Dear Principals and Teachers,

The purpose of Catholic education is to draw or lead people of all ages out of isolation and into communion with God and others through a deeper understanding, experience, and practice of one's faith. Formation and education are both essential aspects of our teaching ministry in the Archdiocese of Louisville. Our vision is that all schools in the Archdiocese of Louisville are professional learning communities grounded in Catholic faith formation.

The information contained within the Archdiocese of Louisville Curriculum Guide gives schools the framework in which to design, implement, and assess curriculum. This handbook contains the archdiocesan curriculum framework which represents many hours of conscientious planning and the collective wisdom of archdiocesan consultants, principals, and teachers.

The charge for schools is to use the curriculum framework and other handbook information to identify desired results, develop collaborative strategies to achieve their goals, and create systems to assess student learning.

The integration of religious values with knowledge and life experiences places Catholic schools in an excellent position to help us realize our vision of proclaiming the Gospel, bringing all learners to their full potential, leading persons to prayer and worship, building community, and transforming the world.

Sincerely,

Leisa Schulz
Superintendent of Schools

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Archdiocese of Louisville Curriculum Framework

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Very special thanks and recognition go to the members of the writing teams for their perseverance and dedication to Catholic education. They are as follows:

Curriculum Framework Writing Teams

Religion

June 2001

| Name | School/Parish |
|-----------------|------------------------|
| Brenda Clark | St. Margaret Mary |
| Julie Davis | St. Barnabas |
| Terri Lear | St. Patrick |
| Debbie McMurray | Most Blessed Sacrament |
| Missy Oakes | St. Nicholas |
| Patrice Payton | St. James |
| Colleen Pittman | St. Raphael |
| Kathy Shannon | St. Augustine |

Language Arts

July 2013

| Grade Level | Name | School |
|--------------|-------------------|-----------------------|
| Kindergarten | Amy Hall | St. Agnes |
| | Kathy Hoon | St. Nicholas |
| Grade One | Cindy Chevalier | St. Edward |
| | Elizabeth Furlong | Holy Spirit |
| Grade Two | Jennifer Miller | St. Gabriel |
| | Anne Perryman | St. Patrick |
| Grade Three | Paula Do | St. Francis of Assisi |
| | Carolyn Gnau | St. Margaret Mary |
| Grade Four | Kathleen Harren | Holy Spirit |
| | Julia Wright | St. Mary |
| Grade Five | Tracy Law | St. Martha |
| | Meredith Scherr | St. Gabriel |
| Grade Six | Amy Nguyen | St. Mary |
| | Karla Spencer | St. Raphael |
| Grade Seven | Amanda Brown | St. Athanasius |
| | Joyce Wicke | St. Margaret Mary |
| Grade Eight | Jessica Farrell | Nativity Academy |
| | Maureen Miller | John Paul II |

Mathematics**July 2009**

| Grade Level | Name | School |
|--------------------|---------------------|-----------------------|
| Primary | Anne Bahr | St. Martha |
| | Cindy Chevalier | St. Edward |
| | Heather Cordaro | St. Nicholas |
| | Karen Ising | John Paul II |
| | Donna Kamer | St. Francis of Assisi |
| | Anne Perryman | St. Patrick |
| | Lisa Seidt | St. Nicholas |
| | Shannon Veal | St. Rita |
| | | |
| Intermediate | Susan Argabright | St. Patrick |
| | Barbara Bowles | St. Rita |
| | Bobbie Brown | St. Martha |
| | Paula Do | St. Francis of Assisi |
| | Caroline Donnelly | St. Agnes |
| | Terri Lear | St. Patrick |
| | Emily Pratt | St. Andrew |
| | Denise Stead | Ascension |
| | Debbie Tucker | St. Rita |
| | | |
| Middle School | Jeff Beavin | Our Lady of Lourdes |
| | Kathy Blanton | St. Andrew |
| | Karen DeNeve | St. Nicholas |
| | Martha Dodge | St. Nicholas |
| | Mary Ellen Doninger | St. Bernard |
| | Jan Fisch | St. Nicholas |
| | Inez Grider | St. Dominic |
| | Sheryl Kremer | St. Gabriel |
| | Karen Scharpf | St. Patrick |
| | Paula Watkins | St. Francis of Assisi |

Science**July 2007**

| Grade Level | Name | School |
|--------------------|-----------------|-----------------------|
| Primary | Cindy Chevalier | St. Edward |
| | Ann Colvin | St. Albert the Great |
| | Jane Hensley | St. Patrick |
| | Karen Ising | John Paul II |
| | Shannon Kruer | St. Rita |
| | Patrice Payton | St. James |
| | Anne Perryman | St. Patrick |
| Intermediate | Carol Dearing | John Paul II |
| | Lucy Hagman | St. James, Louisville |
| | Kelly Hancock | St. Michael |
| | Carolyn Hayden | St. Martha |
| | Vicki Johnston | St. Andrew |
| | Deborah Sims | St. Stephen Martyr |
| Middle School | Vicki Davis | John Paul II |
| | Suzanne Fulk | St. Gabriel |
| | Celeste Lawson | St. Michael |
| | Lisa Platt | Our Lady of Lourdes |

Social Studies**July 2006**

| Grade Level | Name | School |
|--------------------|------------------|-----------------------|
| Primary | Jane Hensley | St. Patrick |
| | Vicki Johnston | St. Andrew |
| | Shannon Kruer | St. Rita |
| | Terri Lear | St. Patrick |
| | Patrice Payton | St. James |
| | Anne Perryman | St. Patrick |
| Intermediate | Paula Do | St. Francis of Assisi |
| | Ann Dudgeon | St. Martha |
| | Cathy Duncanson | Notre Dame |
| | Kathleen Harren | Holy Spirit |
| | Jackie Kessler | St. Bartholomew |
| | Sara Manchak | St. Aloysius, PWV |
| | Tina McWilliams | St. Athanasius |
| | Karen Torsky | St. Patrick |
| Middle School | Michael Baete | St. Raphael |
| | Charlotte Colyer | St. Bernard |
| | Amy Gossman | St. Francis of Assisi |
| | Lucy Hagman | St. James, Louisville |
| | Kaye Olgin | St. Gabriel |
| | Sandy Reigel | St. Martha |
| | Georgie Shannon | St. Athanasius |
| Chuck Stetar | St. Bernard | |

Foreign Language**July 2011**

| Name | School |
|------------------|-----------------------|
| Susan Delk | St. Margaret Mary |
| Donna Jimenez | St. Michael |
| Nicolasa Menchu | St. Francis of Assisi |
| Laura Skowronski | St. Mary Acacemy |

Visual Arts**July 2010**

| Name | School |
|-----------------|-----------------------------------|
| Cathy Balbach | St. Gabriel |
| Laura Dant | St. Agnes / St. Francis of Assisi |
| Carey Given | Holy Trinity |
| Cheryl Sinclair | St. Athanasius |
| Jean Woodland | St. Michael |

Music/Performing Arts**July 2010**

| Name | School |
|----------------|------------------------|
| Marilyn Cross | St. Agnes |
| Gina Eberenz | St. Francis of Assisi |
| Niamh Lutes | St. Gabriel |
| Melanie Tipton | Holy Family / St. Rita |
| Karen Widener | St. Mary |

Physical Education**July 2009**

| Name | School |
|----------------|--------------------------------------|
| Betsy Dragoo | St. Agnes |
| Vince Muchow | Holy Family / St. Albert / St. James |
| Teri Nelson | St. Margaret Mary |
| Lisa Smith | St. Barnabas |
| Amanda Stewart | St. Mary |

Library Media

August 2009

| Name | School |
|---------------------|-----------------------|
| Anne Bainbridge | St. Athanasius |
| Tammy Herbert | St. Gabriel |
| Angie Kalb | Mercy Academy |
| Adele Koch | St. Patrick |
| Susan Messerschmidt | St. Francis of Assisi |
| Elaine Whitehead | Ascension |

Technology

March 2006 and 2010

| Name | School |
|-----------------|--------------------|
| Margaret Bowen | St. Stephen Martyr |
| Tony Chaudri | St. Martha |
| Patti Doyle | St. Patrick |
| Sheryl Kremer | St. Gabriel |
| Tom Recktenwald | Notre Dame |
| Kitty Schloemer | St. Nicholas |

Master teachers, such as those listed above, who are willing to take a position of leadership, promote meaningful and measurable change and opportunities for growth and improvement for all those who teach and learn in the Archdiocese of Louisville. We salute their efforts and hope they are an inspiration for others who might wish to serve, so the long tradition of excellence in education and continuous improvement for all professional learning communities will carry our students and schools, proudly and securely, through the 21st century.

Thanks and recognition is given to the Archdiocese of Louisville staff who gave their time and expertise to the success of this initiative. They are as follows:

- Superintendent of Schools – Leisa Schulz
- Assistant Superintendent of Schools – Judy Thomas
- Curriculum Coordinator – Karen O’Connell
- Technology Curriculum Consultant – Donna Brown
- Coordinator of School Planning and Professional Development – Terry Crawley
- Faith Formation – Sal Della Bella and Denise Puckett
- Administrative Assistant – Nancy Johnson, Zella Frazee, and Phyllis Tobe

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Lake Washington School District #414, Redmond, Washington – Special thanks to the staff, administrators, and teachers from Lake Washington schools for access to their excellent curriculum guide and permission to adapt several components of their curriculum framework.

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Archdiocese of Louisville Foundational Statements

MISSION AND VISION OF THE OFFICE OF LIFELONG FORMATION AND EDUCATION

In the *Archdiocese of Louisville Handbook for Catholic Schools*, the mission and vision of the Office of Lifelong Formation and Education are stated as follows:

MISSION OF THE OFFICE OF LIFELONG FORMATION AND EDUCATION

To provide ministerial support for the formation and education of the whole person in the context of deepening spirituality grounded in Catholic beliefs, traditions, and values.

We value:

- The person and message of Jesus Christ
- The dignity of every person
- The developmental nature of faith
- The sacredness of life
- The communal dimension of our faith
- The lifelong process of Catholic formation and education

VISION OF THE OFFICE OF LIFELONG FORMATION AND EDUCATION

In communion with servant leaders, we become a Church incarnate of Christ.

MISSION AND VISION OF ARCHDIOCESE OF LOUISVILLE CATHOLIC SCHOOLS

MISSION OF ARCHDIOCESE OF LOUISVILLE CATHOLIC SCHOOLS

The Catholic schools of the Archdiocese of Louisville exist to serve and engage young people in response to the call of Jesus Christ to “teach all nations.” In partnership with families and parishes, we seek to form our students, and through them, transform our world in light of the Gospel message. Our diverse community of schools, each with its own unique history, spirit, and tradition, prepares our graduates to live their faith as maturing adults and provide Christian leadership for Church and society.

VISION OF ARCHDIOCESE OF LOUISVILLE CATHOLIC SCHOOLS

As stewards of Catholic education, our community of schools leads the way to a just and life-giving future without limits. Through collaboration, our faith and learning communities empower each other to learn our Catholic teachings, achieve academic excellence, embrace diversity, accept challenges, take risks, and seek God’s image in self and others. We are called to transform ourselves, one another, and the world through the Gospel of Jesus Christ in this complex time of rapid change.

MISSION AND VISION OF ARCHDIOCESE OF LOUISVILLE CATHOLIC SCHOOLS

With fidelity to this mission and vision, we provide:

- Living Faith – In-depth study of the teachings and traditions of the Catholic Church and opportunities for students to develop their personal relationships with God within caring faith communities.
- Inspiring Achievement – An exceptional academic experience that inspires excellence and achievement and fosters the lifelong pursuit of truth through self-disciplined habits of mind, body, and spirit.
- Celebrating Community – Communities of lifelong learners and believers who share responsibility for developing themselves to the fullest – intellectually, spiritually, emotionally, physically, and aesthetically – with appreciation for diverse individual gifts and challenges and respect for the common good.
- Embracing Service – People and programs that teach and promote the dignity of all people as children of God, especially those most in need, vulnerable, or neglected, by embracing service, justice, and compassion.

CURRICULUM MISSION AND VISION

Curriculum Mission

The curriculum mission of the Archdiocese of Louisville is to develop and support exemplary Catholic education and faith formation through application of best practices in the teaching/learning process for all learners. This allows educators and students alike to reach their highest potential and carry out the mission of the Church.

This curriculum mission is accomplished by:

- making collaborative curriculum decisions that encompass Catholic beliefs, traditions and values
- challenging schools, teachers, and all learners to reach their highest potential and function as Professional Learning Communities
- using research and best practice to provide a guide for curriculum and assessment that can be adapted and enhanced at the local school and parish level
- providing professional learning experiences that shape valuable initiatives and programs and guide teachers toward effective implementation of curriculum and assessment

Curriculum Vision

The curriculum vision of the Archdiocese of Louisville is to create professional learning communities that develop and support exemplary Catholic education with a focus on Catholic beliefs and continuous improvement in student and adult achievement and faith formation.

This curriculum vision is accomplished through:

- the infusion of faith, principles, values, and social justice themes
- a collaborative model of decision-making and sharing of knowledge and resources
- Professional Learning Communities in which individuals and groups view themselves and function as learners
- application of best practices to all teaching/learning processes
- a comprehensive plan for curriculum and assessment adapted and implemented to meet all learners' needs
- professional learning experiences identified and provided to support appropriate curricular initiatives

CURRICULUM VALUES AND GOALS

Curriculum Values

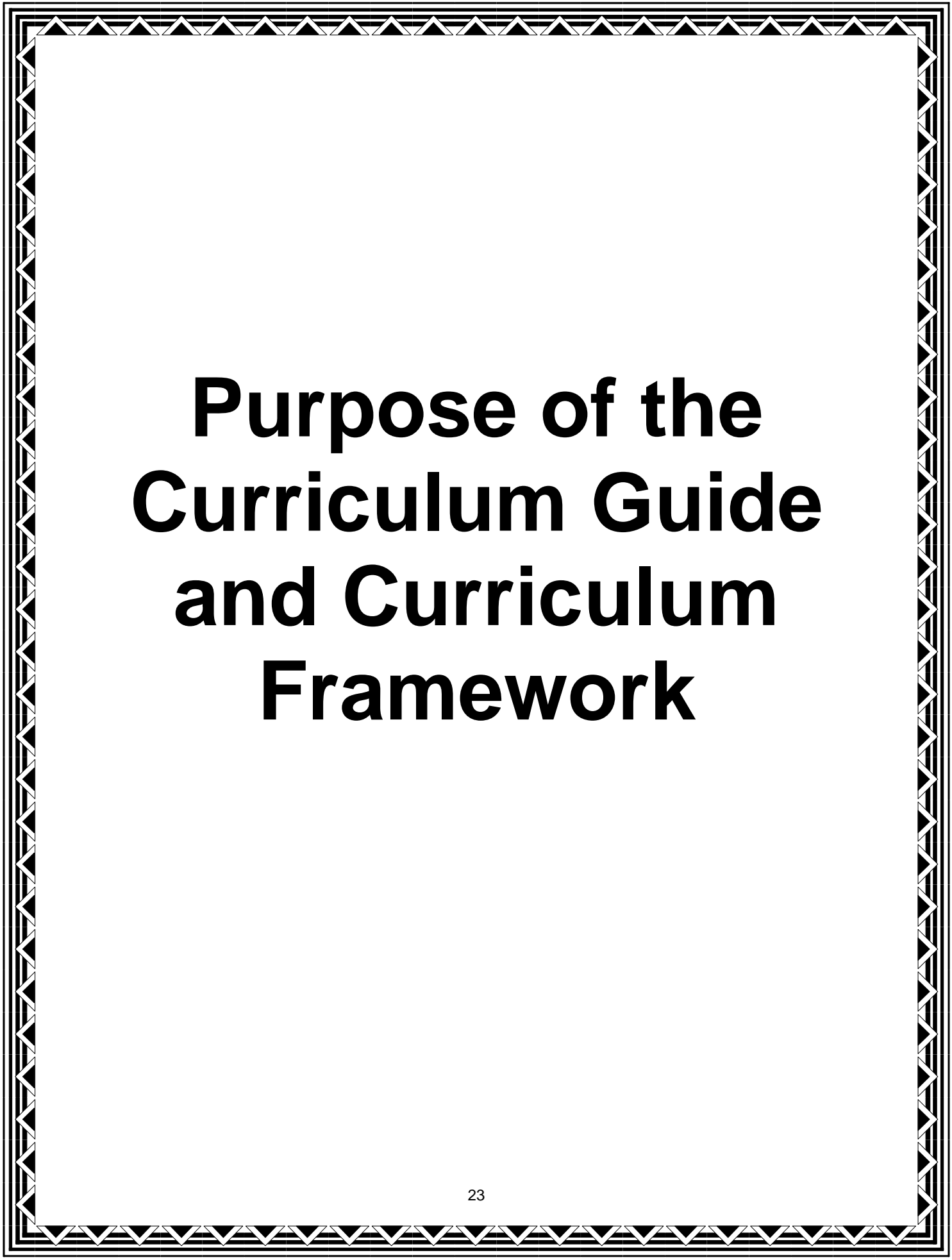
In order to advance our vision of creating Professional Learning Communities that develop and support exemplary Catholic education, continuous faith formation, and improvement in student and adult achievement, the curriculum values are:

- Catholic beliefs, traditions, and values
- the foundations and practices of Professional Learning Communities
- respect and support for the individuality and the potential of all learners
- best practices in all teaching/learning processes
- collaborative decision-making
- purposeful curriculum development and assessment
- multiple approaches and strategies for differentiation in curriculum practices and initiatives
- valuable and effective professional learning experiences to shape and support curricular initiatives

Curriculum Goals

In order to advance our vision, our goals are to:

- make curriculum decisions based on Catholic beliefs, traditions, and values
- implement the foundations and practices of Professional Learning Communities
- engage in collaborative decision-making
- implement multiple and effective curriculum practice and initiatives to invite and engage all learners
- continue the development of a guide for curriculum and assessment with specific, clearly stated and challenging learning goals and standards for all learners
- assist schools and parishes with curriculum development and assessment plans that focus on student and adult learning as the ultimate goal
- engage in systemic analysis, goal setting, and refinement of curriculum documents, programs, and practices to focus on and monitor continuous improvement
- provide quality and continuous professional learning experiences to shape and support curricular initiatives



Purpose of the Curriculum Guide and Curriculum Framework

PURPOSE OF THE CURRICULUM GUIDE AND CURRICULUM FRAMEWORK

The Archdiocese of Louisville Curriculum Guide is designed as a reference for administrators, teachers, and the community. The handbook contains foundational statements, such as curriculum mission, vision, values, and goals, which bring direction and cohesiveness to curriculum planning and development in Catholic schools. Broad-spectrum components of the guide, and part of the curriculum framework, are the Academic Expectations and Learning Goals which are exit outcomes aligned with standards.

How to Use the Curriculum Framework

The Guide and its components **are** designed to direct and assist by:

- stating publicly the standards, objectives, philosophies, and practices of Catholic education
- documenting the curriculum development process in the Archdiocese of Louisville
- providing a framework as a basis for cohesiveness in curriculum design, assessment, and implementation throughout Catholic schools
- providing a framework that offers structure, in tandem with local autonomy, throughout the curriculum decision-making process
- providing a “core content” that can be “taught” with the goal of mastery/proficiency for all students
- providing an overview of and reference to documents and practices that are currently in place in the Archdiocese of Louisville
- providing broad guidelines for introduction, development, and mastery of knowledge and skills through use of the performance standards
- suggesting opportunities for integration and application of technology and library media skills into the content areas
- providing a resource for administrators to use when supporting teachers and setting professional goals in conjunction with the Professional Growth Plan
- providing direction for all teachers, including beginning teachers or teachers who are new to Catholic education
- guiding teachers in the process of selecting material in textbooks that support the archdiocesan standards and incorporating other resource materials in order to effectively focus on critical content and concepts to be included in the local curriculum

How Not to Use the Curriculum Framework

The Guide and its components **are not** designed to direct and assist teachers with:

- a complete “checklist” of content to “cover” because content is to be addressed and taught in a variety of contexts
- the answers to all curriculum decisions because teachers should retain their autonomy to make decisions based on student needs and the curriculum
- a specific local scope and sequence for all grades/levels because local schools need to confer/collaborate to make these final decisions based on student’s needs and available resources, while using the curriculum framework as the guide
- “breaking down” more specific understandings, skills, and processes for each unit and lesson because the classroom teacher makes those decisions based on student needs and the curriculum
- aligning content directly with standardized tests, because standardized tests are designed to be a “moving target” and to test items above and below grade level
- lists of teaching strategies to teach specific concepts, content, topics, skills, and processes because the classroom teacher makes those decisions, based on student needs and learning styles
- specific suggestions for intra/interdisciplinary integration and connections because the classroom teacher needs to determine these opportunities based upon available resources



Standards and Curriculum

CATHOLIC SCHOOL STANDARDS

The mission of Catholic schools is to educate the whole child – mind, body, and spirit – by providing an excellent education rooted in Gospel values, beliefs, and principles. The *National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools* was created by leaders in Catholic education to provide Catholic schools with characteristics, standards, and benchmarks to guide their work.

The characteristics define the deep Catholic identity of Catholic schools and serve as a platform on which the standards and benchmarks rest. The defining characteristics authenticate the standards and benchmarks, justifying their existence and providing their meaning.

The defining characteristics of Catholic schools include:

- Centered in the Person of Jesus Christ
- Contributing to the Evangelizing Mission of the Church
- Distinguished by Excellence
- Committed to Educate the Whole Child
- Steeped in a Catholic Worldview
- Sustained by Gospel Witness
- Shaped by Communion and Community
- Accessible to All Students
- Established by the Expressed Authority of the Bishop

The standards describe policies, programs, structures, and processes that should be present in mission-driven, program effective, well-managed, and responsibly governed Catholic schools that operate in concert with the defining characteristics. The standards address four domains: Mission and Catholic Identity, Governance and Leadership, Academic Excellence, and Operational Vitality.

The benchmarks provide observable, measurable descriptors for each standard. Benchmarks provide a solid basis for future development of more detailed self-assessment and diagnostic instruments, data collection and reporting structures, and accreditation tools, as appropriate at the local, diocesan, regional, and national levels.

The *National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools* will provide the standards framework to guide mission, Catholic identity, governance and leadership, academic excellence, and operational vitality in Catholic schools in the Archdiocese of Louisville.

For further information or to view the *National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools*, visit the Catholic Schools Standards Project website at www.catholicschoolstandards.org.

STANDARDS AND CURRICULUM

The Archdiocese of Louisville embraces a dual mission of faith formation and academic excellence. This is accomplished through the application of best practices in the teaching and learning process in support of our Catholic identity.

The Archdiocese of Louisville Curriculum Frameworks, created by teams of content area teachers in 2002 and updated on an established cycle, contain performance standards which represent a cohesive set of expectations for all students. These standards define the expected learning objectives as well as the ways students will demonstrate their knowledge and understanding of the essential concepts and skills for each grade level in a particular content area. The Archdiocese of Louisville, in collaboration with principals and educators, identifies research-based pedagogy, best practices, assessments, instructional materials, technology, and professional learning opportunities that support the implementation of these standards.

A school's curriculum outlines when the concepts and skills specified in the standards will be taught, the pacing and overall sequencing, how the learning will take place, and the resources that will be utilized. The curriculum also includes the multiple formative and summative assessment measures used to determine student progress toward meeting the standards.

Curricular decisions are made by principals and educators within the school. Principals and school leaders decide on the use of instructional time, instructional materials, resources, programs, etc., for their schools. Teachers decide upon strategies, resources from textbooks and instructional materials, lessons, and projects in order to optimize learning and meet the individual needs of the students. Through written lesson and unit plans, teachers document these decisions. The principal verifies the expected teaching and learning.

21st CENTURY SKILLS AND THE ARCHDIOCESE OF LOUISVILLE

Archdiocese of Louisville Catholic schools, in partnership with parents, provide a Christ-centered education that prepares students for an ever-changing world. This education cultivates a learning environment that includes the 21st century skills of critical thinking, communication, collaboration, and creativity and that fosters the principles of compassion, self-efficacy, resiliency, and global awareness. Thus, students of all ages are empowered to successfully navigate academic, digital, artistic, and interpersonal realms leading to the pursuit of lifelong learning and community engagement.

In the Archdiocese of Louisville, we define the five C's of 21st century learning in the following way:

Catholic Identity—To be centered in the person of Jesus Christ, students must know their faith, participate in liturgical and communal prayer, and take action in service of social justice. They must be steeped in the Catholic worldview, sustained by Gospel witness, and contribute to the evangelizing mission of the Church.

Critical Thinking – To be effective critical thinkers and problem solvers, students must interpret, analyze, and evaluate information. They must make connections and consider evidence before reaching conclusions. They must be able to use their reasoning skills and adapt to constant change.

Communication – To be effective communicators, students must express thoughts clearly for a variety of purposes and a variety of audiences. They must be able to use oral and written skills as well as a range of media and technologies to convey information. They must be active listeners who are able to discern meaning and nuance from oral and written information.

Collaboration – To be effective collaborators, students must be adaptable and able to work with a group or partner. They must be able to negotiate and make compromises when necessary. They must be able to offer ideas and options and share responsibility for the work of the group. They must be willing to consider different perspectives.

Creativity – To exhibit creativity in their learning, students must develop and incorporate new ideas. They must evaluate and refine existing ideas and demonstrate originality. They must be able to communicate their original ideas using a variety of creative techniques.

Standards

OVERVIEW

Standards, curriculum, instructional materials, and teaching/learning practices must align in order to be effective. This cohesiveness allows for consistent student performance, transfer of knowledge, deep understanding of essential concepts, and application of skills in order to serve all learners in an equitable manner. Implementation of standards is most crucial at the classroom level, which is where the use of standards can lead to the most significant change in student achievement. A thorough understanding of standards in content areas is a critical part of any teacher's basic knowledge and should be embedded into the design, assessment, and implementation process within each school and classroom. Opportunities for teachers to study, reflect, and openly discuss the teaching/learning process and how it relates to standards is necessary to the success of the use of standards.

National Standards

In 1987, The National Council of Teachers of Mathematics was the first national group to create standards for developing curriculum and assessment. Currently, standards are in place for all content areas included in a comprehensive school curriculum.

Standards are available and easily obtainable for the following content areas:

- Language Arts
- Mathematics
- Science
- Social Studies
 - History
 - Civics
 - Economics
 - Geography
- Physical Education
- Health
- The Arts
 - Music and Theater
 - Visual Arts
- Foreign Language

Schools should house current copies of standards, and teachers should be given opportunities to become familiar with them and to utilize them when planning and throughout the teaching/learning process.

National Organizations

| Content Area | Organization |
|---------------------|--|
| Language Arts | National Council of Teachers of English and International Reading Association (NCTE/IRA) |
| Mathematics | National Council of Teachers of Mathematics (NCTM) |
| Science | National Science Teachers Association (NSTA) |
| Social Studies | National Council for the Social Studies (NCSS) |
| History | National Center for History in the Schools (NCHS) |
| Civics | Center for Civic Education |
| Economics | Council for Economic Education (CEE) |
| Geography | National Council for Geographic Education (NCGE) |
| Physical Education | National Association for Sport and Physical Education (NASPE) |
| Health | National Center for Chronic Disease Prevention and Health Promotion (CDC) |
| Music and Theater | National Association for Music Education (MENC) |
| Visual Arts | Consortium of National Arts Education Association |
| Foreign Language | American Council on the Teaching of Foreign Languages (ACTFL) |

Kentucky Department of Education

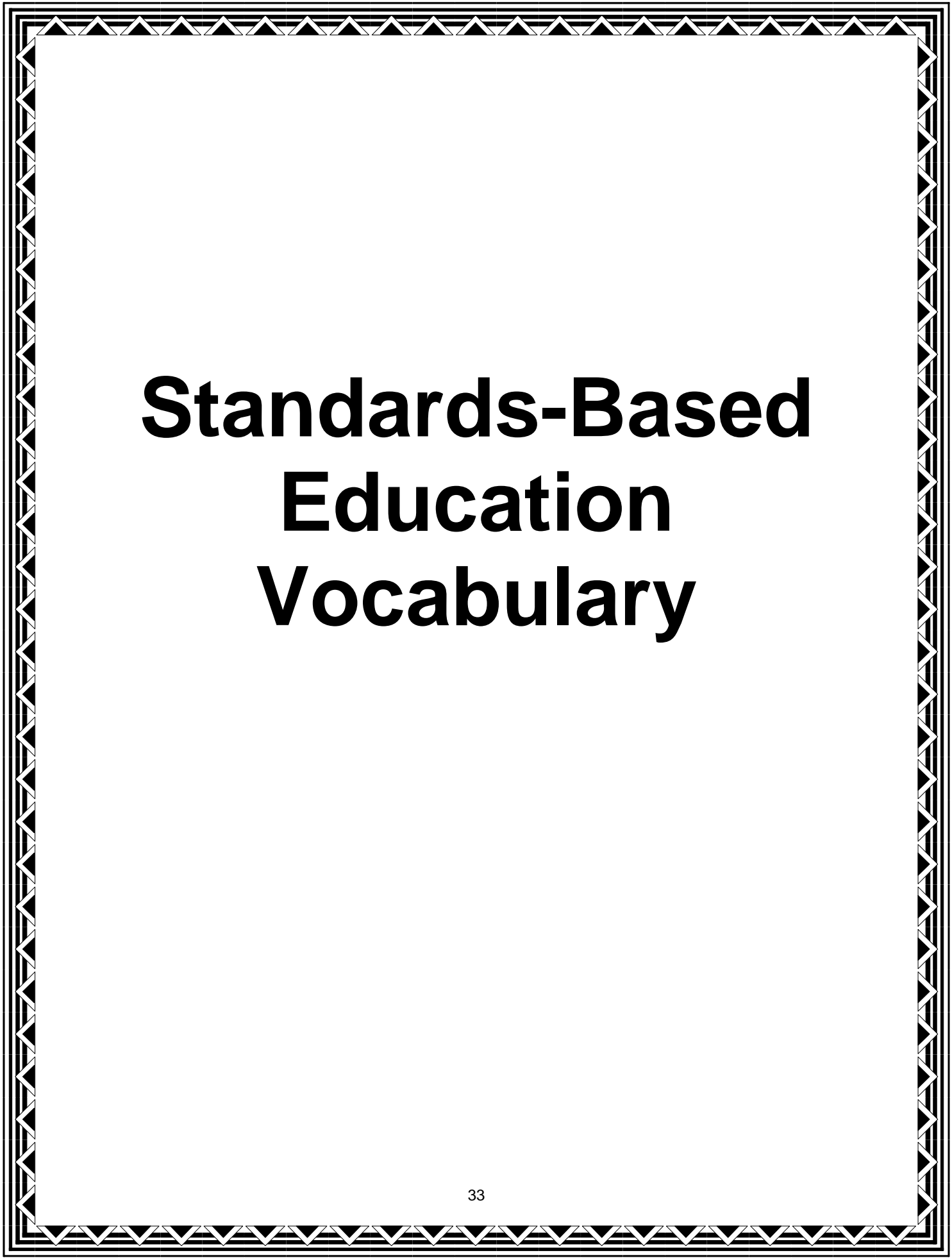
The Archdiocese of Louisville Curriculum Framework is also aligned with Kentucky Department of Education curricular documents. Following is a brief description of the KDE documents to clarify their purpose and to assist in the use of the documents and the connections to the Archdiocese of Louisville Curriculum Framework.

Kentucky Core Academic Standards – The Kentucky Core Academic Standards outline the minimum content required for all students before graduation from a public high school in the state of Kentucky. The document specifies the content for the required credits for high school graduation, as well as primary, intermediate, and middle-school programs leading to these requirements. The Kentucky Core Academic Standards most directly affect Catholic high schools because of the relationship to graduation requirements and specific course content. Generally all Catholic schools far exceed these minimum requirements within their academic curricular programs.

Learning Goals and Academic Expectations – Kentucky has six broad-based Learning Goals that serve as exit outcomes and are more fully detailed through the fifty-seven Academic Expectations. The Academic Expectations are **content standards** that describe what students should know and be able to do in a variety of content areas. The Academic Expectations help teachers by providing a major focus for developing local curriculum and should be part of all curriculum planning.

Transformations: Kentucky’s Curriculum Framework – Two volumes of material include further explanation of the Learning Goals and Academic Expectations, elementary, middle, and high school demonstrators, learning links and related concepts, suggestions for teaching/assessment strategies, and ideas for incorporating community resources. Transformations may be used by Catholic schools as a curriculum planning resource, but is not a necessary reference for implementation of the Archdiocesan Curriculum Framework.

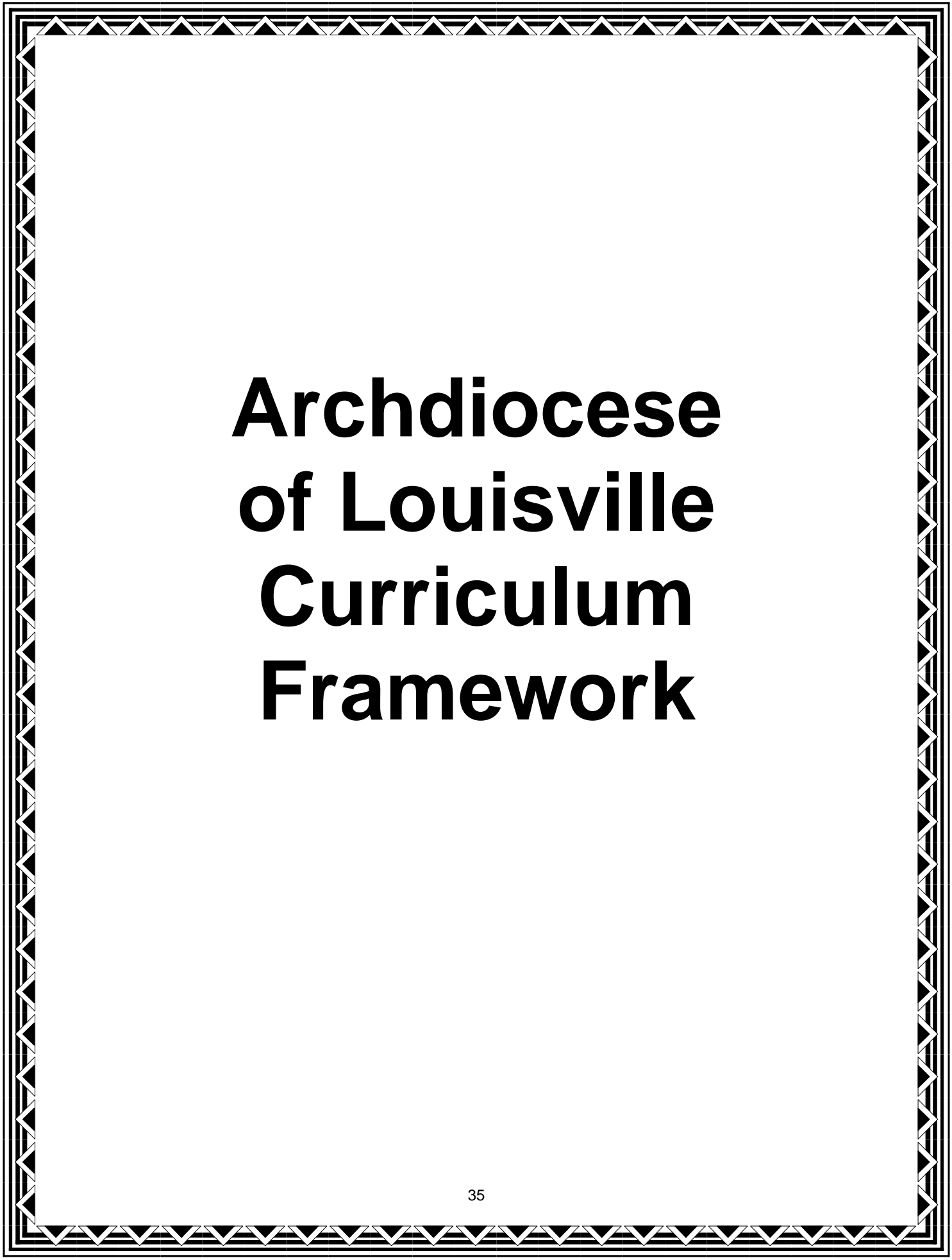
The Kentucky Core Academic Standards, Learning Goals and Academic Expectations, and Transformations can be accessed on the KDE web site at education.ky.gov.



Standards-Based Education Vocabulary

STANDARDS-BASED EDUCATION VOCABULARY

1. Standards-Based Education – a model for organizing education into sets of criteria to measure what students know and are able to do in relation to the desired knowledge and skills and not in relation to one another.
2. Standards – models for organizing knowledge and skills in specific content areas into broad criteria.
3. Content Standards – description of the knowledge and skills expected of students at certain stages in their education (what students should know and be able to do).
4. Performance Standards – written standards that can be measured and may describe the levels of performance (on tasks) that students must achieve to demonstrate that they have met the content standards or their placement on the continuum for achieving them - may be broad or specific in nature.
5. Kentucky Core Academic Standards – guidelines mandated by law that outline the minimum content requirement, based on the Learning Goals and Academic Expectations, for all students before graduation from a high school in the state of Kentucky.
6. Learning Goals – six/seven broad-based exit outcomes for all students in the state of Kentucky, including the Archdiocese of Louisville.
7. Curriculum Framework – a set of written statements in the form of a plan for teachers to use as a resource when designing and delivering the school- or classroom-based curriculum; serves as a bridge between standards and local curriculum.
8. Curriculum – the full set of features, components, situations, and experiences of the educational (teaching/learning) environment, e.g., goals, strategies, exit outcomes, pacing and overall sequencing, resources, programs, activities).
9. Local Curriculum – the school- or classroom-based set of teaching and learning statements (plan) of the educational environment, including content, scope and sequence, features, situations, and experiences that connect to the curriculum framework and standards.



Archdiocese of Louisville Curriculum Framework

INTRODUCTION

The purpose of curriculum is to focus and connect the work of classroom teachers. **Curriculum is a means to an end and not an end in itself.**

Curriculum Framework

The Archdiocese of Louisville Curriculum Framework is a written plan for teachers to use as a resource when designing and delivering the school/classroom-based curricula to students and serves as a bridge to ensure that students progress toward meeting the standards, Learning Goals, and Academic Expectations. The framework is designed to effect change by building capacity and empowering schools to create professional learning communities that keep curriculum design, development, and delivery at the forefront of the daily business of educating students.

A **curriculum framework** provides parameters and guidelines for the development of the school and classroom curriculum. It also provides an opportunity for many choices by the classroom teacher. The curriculum framework is designed to support the creative and self-directed process of local curriculum design, development, and implementation. A curriculum framework allows for various approaches to sequencing, organization, and strategies depending upon student needs and learning styles. All the while, the educator continues to use the framework to establish the outer limits and set direction and standards for design, assessment, and implementation. **A curriculum framework is used to develop, but is not, the local school/classroom curriculum, and it is not a curriculum checklist.**

Components of the Archdiocesan Curriculum Framework

The Archdiocesan Curriculum Framework is aligned with and guides learners toward the knowledge, skills, and processes embedded in standards and the Archdiocesan Learning Goals and Academic Expectations (adapted from KDE). The components of the various content area frameworks include:

- Learning Goals and Academic Expectations
- Essential Understandings
- Guided Questions
- Content Guidelines
- Anchor Standards
- Performance Standards
- Examples of Formative and Summative Assessment
- Examples of Applications for Technology and Library Media

Content Guidelines and Performance Standards or Standards are available in the following areas:

- Religion
- Language Arts
- Mathematics
- Science
- Social Studies
- Foreign Language
- Visual Arts
- Music/Performing Arts
- Physical Education
- Library Media
- Technology

Learning Goals and Academic Expectations

The Learning Goals provide broad-based outcomes (desired end-results) that connect to the content standards (what students should know and be able to do). They are more fully stated through the Archdiocesan Academic Expectations. The content standards begin the process of “unraveling” the goals so teachers can assist students in meeting the Learning Goals. Academic Expectations help teachers by providing a major focus for developing local curriculum and should be part of all curriculum planning. Teachers need to be proficient in their knowledge of the Learning Goals and Academic Expectations. The Archdiocesan Learning Goals and Academic Expectations are directly aligned with the KDE Learning Goals and Academic Expectations. The difference is the addition of language that puts them in the context of Catholic education. Also, the Archdiocesan Academic Expectations include religious studies as a content area under Goal Two and as a broad-based curriculum goal through the creation of Goal Seven – *Students are able to apply the learning of Catholic teachings to everyday living.*

Essential Understandings

The Essential Understandings focus on critical concepts or understandings that are embedded in the Content Guidelines. They provide insight into the big ideas or concepts that students must understand, not just know. They correlate with the Academic Expectations.

Guided Questions

The Guided Questions correlate with the Essential Understandings. They provide the questions students should be answering as a result of the learning that is taking place.

Content Guidelines

The Content Guidelines detail the essential concepts and skills for each grade level. They are designed to be used in conjunction with the Archdiocesan Learning Goals and Academic Expectations.

The Content Guidelines apply the mastery or core curriculum approach. They also help in the further “unraveling” of the Learning Goals and Academic Expectations. The mastery curriculum narrows the scope and sequence, which gives guidance and direction to teachers as they make decisions regarding the concepts, skills, and strategies found in instructional resources, especially textbooks. It also facilitates in-depth study and problem solving and allows time for attention to individual student needs.

Performance Standards

The Performance Standards outline expected learning and the ways students will demonstrate that learning. The Performance Standards determine how the teacher will know that students have learned concepts and skills outlined in the Content Guidelines (what students should know and be able to do as a result of the learning).

Examples of Formative and Summative Assessment

The Examples of Formative and Summative Assessment section offers suggestions for a holistic approach to assessment using a variety of assessment measures including pre- and post-assessment, performance events, and other types of assessment.

Examples of Technology and Library Media

The Examples of Technology and Library Media section offers suggestions for the incorporation of technology and library media into all areas of the curriculum.

Connections to the Professional Growth Plan

CONNECTIONS TO THE PROFESSIONAL GROWTH PLAN

Professional Learning Communities operate with the expectation that all members (principals, teachers, and students) are lifelong learners. Professional Learning Communities also have a belief and an understanding that the on-going learning process is critical to teacher effectiveness and increased student achievement. In the Archdiocese of Louisville, to assist principals and teachers with assessment of the adult learning and goal setting process, the Professional Growth Plan (PGP) was developed. All of the areas in the Professional Growth Plan relate directly to assessing a teacher's willingness to learn and ability to understand, implement, and assess a standards/performance-based curriculum. The Professional Growth Plan is an excellent vehicle for principals to use in affirming a teacher's successes and in identifying areas for growth in regard to the level of acceptance and application of standards- and performance-based educational approaches.



Learning Goals and Academic Expectations

Archdiocese of Louisville Learning Goals and Academic Expectations

Philosophy/Pedagogy

The Learning Goals and Academic Expectations are academic standards that describe the knowledge, skills, processes, and habits of mind expected of all students graduating from a Catholic school in the Archdiocese of Louisville. The Learning Goals and Academic Expectations for the Archdiocese of Louisville are adapted from the Kentucky Department of Education document, "Transformations: Kentucky's Curriculum Framework." The Learning Goals and Academic Expectations provide purpose, direction, and guidance for school-based curriculum development and planning. Teachers are expected to design curriculum, prepare educational activities, and align implementation and assessment in order to ensure that every child meets the standards in the Learning Goals and Academic Expectations by the end of their K - 12 educational experience.

Format

The Learning Goals and Academic Expectations contain the same content and focus as the KDE document, but have been adapted and expanded for use in Catholic education. It is important to note that Religious Studies components have been added to Goal Two to address the content so important to Catholic schools. Goal Seven has been added to include the Catholic Identity component of our curriculum, providing our faith-based foundation which makes attending a Catholic school unique. The standards in Goal Seven must be modeled and nurtured in all that we do in Catholic education.

Goal 1

| Goal One: Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives. | | | | |
|---|--|--|--|--|
| 1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, computer reference programs, and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems. | 1.4 Students make sense of the various messages to which they listen. | 1.10 Students organize information through development and use of classification rules and systems. | 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. | 1.15 Students make sense of and communicate ideas with movement. |
| 1.2 Students make sense of the variety of materials they read. | 1.5–1.9 Students use mathematical ideas and procedures to communicate, reason, and solve problems. | 1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. | 1.13 Students make sense of and communicate ideas with the visual arts. | 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas. |
| 1.3 Students make sense of the various things they observe. | | | 1.14 Students make sense of and communicate ideas with music. | |

Archdiocese of Louisville
Learning Goals and Academic Expectations
Goal 2

| <i>Goal Two: Students shall develop their abilities to apply core concepts and principles from religious education, the sciences, mathematics, social studies, the arts, the humanities, practical living studies, and vocational studies to what they will encounter throughout their lives.</i> | | | | | |
|--|--|---|---|---|---|
| SCIENCE | MATHEMATICS | SOCIAL STUDIES | ARTS AND HUMANITIES | PRACTICAL LIVING | VOCATIONAL STUDIES |
| 2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems. | 2.7 Students understand number concepts and use numbers appropriately and accurately. | 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations. | 2.22 Students create works of art and make presentations to convey a point of view. | 2.29 Students demonstrate skills that promote individual well-being and healthy family relationships. | 2.36 Students use strategies for choosing and preparing for a career. |
| 2.2 Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events. | 2.8 Students understand various mathematical procedures and use them appropriately and accurately. | 2.15 Students accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy. | 2.23 Students analyze their own and others' artistic products and performances using accepted standards. | 2.30 Students evaluate consumer products and services and make effective consumer decisions. | 2.37 Students demonstrate skills and work habits that lead to success in future schooling and work. |
| 2.3 Students identify and analyze systems and the ways their components work together or affect each other. | 2.9 Students understand space and dimensionality concepts and use them appropriately and accurately. | 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups. | 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities. | 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being. | 2.38 Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other post-secondary training or to get a job. |

Archdiocese of Louisville
Learning Goals and Academic Expectations
Goal 2

| <i>Goal Two: Students shall develop their abilities to apply core concepts and principles from religious education, the sciences, mathematics, social studies, the arts, the humanities, practical living studies, and vocational studies to what they will encounter throughout their lives.</i> | | | | | |
|--|---|---|--|---|---------------------------|
| SCIENCE | MATHEMATICS | SOCIAL STUDIES | ARTS AND HUMANITIES | PRACTICAL LIVING | VOCATIONAL STUDIES |
| 2.4 Students use the concept of scale and scientific models to explain the organization and functioning of living and non-living things and predict other characteristics that might be observed. | 2.10 Students understand measurement concepts and use measurements appropriately and accurately. | 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world. | 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities, languages, literature, and history. | 2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy. | |
| 2.5 Students understand that under certain conditions nature tends to remain the same or move toward a balance. | 2.11 Students understand mathematical change concepts and use them appropriately and accurately. | 2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living. | 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes. | 2.33 Students demonstrate the skills to evaluate and use services and resources available in their community. | |
| 2.6 Students understand how living and non-living things change over time and the factors that influence the changes. | 2.12 Students understand mathematical structure concepts, including the properties and logic of various mathematical systems. | 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations. | 2.27 Students recognize and understand the similarities and differences among languages. | 2.34 Students perform physical movement skills effectively in a variety of settings. | |

Archdiocese of Louisville
Learning Goals and Academic Expectations
Goal 2

| <i>Goal Two: Students shall develop their abilities to apply core concepts and principles from religious education, the sciences, mathematics, social studies, the arts, the humanities, practical living studies, and vocational studies to what they will encounter throughout their lives.</i> | | | | | |
|--|--|---|--|--|---------------------------|
| SCIENCE | MATHEMATICS | SOCIAL STUDIES | ARTS AND HUMANITIES | PRACTICAL LIVING | VOCATIONAL STUDIES |
| | 2.13 Students understand and appropriately use statistics and probability. | 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective. | 2.28 Students understand and communicate in a second language. | 2.35 Students demonstrate knowledge and skills that promote involvement in physical activity throughout their lives. | |

Archdiocese of Louisville
Learning Goals and Academic Expectations
Goal 2

| RELIGIOUS STUDIES | | | | |
|---|--|---|--|--|
| 2.39 Students demonstrate an understanding of God as creator of all things. | 2.45 Students recognize that through Jesus, God established a relationship of particular intimacy with us. | 2.51 Students identify the context of the Scriptures and their role in the development of the Church. | 2.57 Students demonstrate the ability to apply the commandment of love by making life decisions within the Christian moral framework. | 2.63 Students demonstrate the importance of sacraments, with an emphasis on centrality of the Eucharist, in the life of Catholics. |
| 2.40 Students understand the human person as imaging God. | 2.46 Students demonstrate an understanding of the Holy Spirit as being the Spirit of God who reveals God and makes Christ known to us. | 2.52 Students articulate the nature of tradition and its role in the development of the Church. | 2.58 Students demonstrate an understanding of the relationship between faith and culture as it is found in the arts, sciences, and technology. | 2.64 Students demonstrate recognition of the sacredness of time through the celebration of the Hours, the liturgical seasons, and special feasts and days. |
| 2.41 Students recognize the Inter-connectedness of humans with all creation. | 2.47 Students articulate an understanding of the Holy Spirit as the one who awakens us to faith. | 2.53 Students articulate the nature of sacrament and sacramentality and their role in the development of the People of God. | 2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships. | 2.65 Students demonstrate an understanding of Christ's command to love and serve one another. |
| 2.42 Students recognize the call to continuing creation by further developing the Kingdom of God. | 2.48 Students articulate an understanding of the Holy Spirit as the vibrant presence of God in the Church and the world. | 2.54 Students illustrate a basic understanding of the documentary tradition of the universal, national, and local Church. | 2.60 Students exercise responsible stewardship toward all creation. | 2.66 Students engage in service to the community in response to the Gospel call. |
| 2.43 Students articulate an understanding of the Incarnation: the Word of God enfleshed in Jesus Christ. | 2.49 Students identify the covenants revealed in the Scriptures as extending to all creation. | 2.55 Students illustrate a basic understanding of the history of the Church. | 2.61 Students examine the variety of Christian lifestyles as ways of responding to the Baptismal call to a life of service. | 2.67 Students critique societal structures in the light of Catholic social justice principles. |
| 2.44 Students articulate an understanding of Christ's life, death, and resurrection as the distinctive sign of Christian faith. | 2.50 Students demonstrate an understanding of active participation in a community of faith. | 2.56 Students demonstrate an understanding of the Paschal mystery and the various ways it is encountered in daily living. | 2.62 Students demonstrate an understanding of different ways of relating to God in prayer, on a personal level, and in community. | 2.68 Students acknowledge the diverse cultural expressions of Catholicism. |

Archdiocese of Louisville
Learning Goals and Academic Expectations
Goal 3-7

| Goal Three | Goal Four | Goal Five | Goal Six | Goal Seven | |
|--|--|--|---|--|--|
| <i>Students shall develop their abilities to become self-sufficient individuals, who are dependent upon God.</i> | <i>Students shall develop their abilities to become responsible members of a family, work group, church, or community, including demonstrating effectiveness in community service.</i> | <i>Students shall develop their abilities to think and solve problems based upon Christian values in a variety of situations they will encounter in life.</i> | <i>Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.</i> | <i>Students are able to apply the understanding of Catholic teachings to everyday living.</i> | |
| 3.1 Students demonstrate positive growth in self-concept through appropriate tasks or projects. | 4.1 Students effectively use interpersonal skills. | 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations. | 6.1 Students connect knowledge and experiences from different subject areas. | 7.1 Students practice respect and care for all creation seeing it as a gift of God's love. | 7.7 Students demonstrate different ways of relating to God in prayer on a personal level and in community. |
| 3.2 Students demonstrate the ability to maintain a healthy lifestyle. | 4.2 Students use productive team membership skills. | 5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products. | 6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences. | 7.2 Students integrate Christ's life, death, and resurrection, the distinctive sign of Christian faith, into their life experiences. | 7.8 Students engage in Christ's command to love and serve one another. |
| 3.3 Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects. | 4.3 Students individually demonstrate consistent, responsive, and caring behavior. | 5.3 Students organize information to develop or change their understanding of a concept. | 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences. | 7.3 Students develop a sense of the movement of the Spirit in one's life. | 7.9 Students affirm the diverse cultural expressions of Catholicism. |
| 3.4 Students demonstrate the ability to be resourceful and creative. | 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others. | 5.4 Students use a decision-making process to make informed decisions among options. | | 7.4 Students participate actively in a community of faith. | 7.10 Students apply Catholic social justice principles in social and personal situations. |

Archdiocese of Louisville
Learning Goals and Academic Expectations
Goal 3-7

| Goal Three | Goal Four | Goal Five | Goal Six | Goal Seven | |
|--|--|---|---|--|--|
| <i>Students shall develop their abilities to become self-sufficient individuals, who are dependent upon God.</i> | <i>Students shall develop their abilities to become responsible members of a family, work group, church, or community, including demonstrating effectiveness in community service.</i> | <i>Students shall develop their abilities to think and solve problems based upon Christian values in a variety of situations they will encounter in life.</i> | <i>Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.</i> | <i>Students are able to apply the understanding of Catholic teachings to everyday living.</i> | |
| 3.5 Students demonstrate self-control and self-discipline. | 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multi-cultural and world view. | 5.5 Students use problem-solving processes to develop solutions to relatively complex problems. | | 7.5 Students give witness to the meaning of the teachings of the Church. | |
| 3.6 Students demonstrate the ability to make decisions based on ethical values. | 4.6 Students demonstrate an open mind to alternative perspectives. | | | 7.6 Students apply Catholic principles to interpersonal relationships as found in the family, the workplace, society, Church, and with all creation. | |
| 3.7 Students demonstrate the ability to learn on one's own. | | | | | |

Religious Education Curriculum Framework

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RELIGIOUS EDUCATION FOUNDATIONS AND GUIDELINES

The *General Directory for Catechesis (GDC)* outlines six main tasks for all religious education:

- Promoting knowledge of the faith
- Liturgical education
- Moral formation
- Teaching to pray
- Educating for community life
- Missionary initiation

The *Kentucky Guidelines for Religious Education*, created by the Catholic Conference of Kentucky, is intended to serve as the archdiocesan guide for school religion curriculum, with the Archdiocesan Curriculum Framework and texts as supportive resources. The purpose of the *Kentucky Guidelines for Religious Education* is to give direction, unity, and consistency to religious education across the state of Kentucky. These guidelines reflect lifelong catechesis and provide the knowledge and skills appropriate to learners of all ages. Catholic social teachings are also very important to the learners' development and attention and focus should be placed on instilling these into the hearts and minds of both learners and teachers.

Specific content standards in *The Kentucky Guidelines for Religious Education* are included in the Archdiocese of Louisville Learning Goals and Academic Expectations in two areas:

- Goal 2 – as religion goals and expectations incorporated into all content areas
- Goal 7 – as a newly created goal to indicate broader religion standards/exit outcomes

The complete color-coded *Kentucky Guidelines for Religious Education* for early childhood to adult (including indicators for each level) can be found on the Catholic Conference of Kentucky website, www.ccky.org. The curriculum framework that is part of the Archdiocese of Louisville Curriculum Guide can be found on the Archdiocese of Louisville website, www.archlou.org. In addition, the supporting documents, *Religion Correlation for the Religious Education Content Guidelines and Science/Social Studies Content Guidelines* and the *Religion Correlation Implementation Guide* are also available.

NCEA IFG: ACRE (Information for Growth Survey (IFG) and Assessment of Catechesis Religious Education (ACRE) serve as invaluable tools for planning purposes and for curriculum review, for understanding student attitudes, and strengthening the religious education program. The Archdiocese of Louisville is participating fully in NCEA IFG: ACRE. The assessment is administered annually to students in fifth, eighth, and eleventh grades, in both school and parish religious education programs.

To facilitate the learners' growth in faith, teachers need to enhance their own faith on an ongoing basis through instruction, reading, reflection, prayer, faith-sharing, etc. The Archdiocese of Louisville has made preparation and formation of catechists in both the school and parish setting a primary goal, through the catechist formation process and other offerings.

Religious Education Curriculum Framework

Archdiocese of Louisville

Kentucky Guidelines for Religious Education

In lifelong religious education, learners make their faith in God real, meaningful, and alive through instruction, community experience, liturgical and personal prayer, and social action. The Nicene Creed, the *National Catechetical Directory* and the *Catechism of the Catholic Church* identify the following core concepts as the doctrinal basis for lifelong religious education. To foster mature faith in individuals and community, the Christian message must be presented in its entirety, while recognizing a certain hierarchy of truths. There are four central truths from which all other truths flow and by which they are illumined.

These four central truths are:

- The Mystery of God, Creator of All Things
- The Mystery of Christ, the Incarnate Word of God
- The Mystery of the Holy Spirit, the Animator of God's Love
- The Mystery of the Church, the People of God

Related to these truths, there are three core concepts that are formational and transformational. These move the learner to appropriate and live out the Christian message:

- God teaches us how to live out our salvation
- God invites us into the divine relationship through personal prayer and through community worship
- God calls us to love and serve our neighbor

All core concepts are to be applied in age-appropriate ways at every age level of learning. The core concepts and their specific categories with age-appropriate skills for the learner are outlined on the following pages. Teaching strategies vary with the developmental level of the learner and may be found in diocesan recommended published materials.

These guidelines:

- Provide focus for religious education
- Provide unity throughout the dioceses of Kentucky
- Provide a basis for evaluation and assessment

Academic Expectations

Kindergarten through Second Grade

The Mystery of God, Creator of All Things

Academic Expectation 2.39

Students demonstrate an understanding of God as creator of all things.

- God's love is like the unconditional love of a caring parent.
- God is always willing to forgive us through Jesus.
- God is the creator of all things.

Academic Expectation 2.40

Students understand the human person as imaging God.

- God created the human person to share in God's love and truth.
- Moments of shared love reflect God's love.

Academic Expectation 2.41

Students recognize the interconnectedness of humans with all creation.

- All creation is a gift.
- All creation is interdependent.
- The innate value of things and persons comes from being created by God.

Academic Expectation 2.42

Students recognize the call to continuing creation by further developing the Kingdom of God.

- Choices are made for the good of all.

The Mystery of Christ, the Incarnate Word of God

Academic Expectation 2.43

Students articulate an understanding of the Incarnation: the Word of God, enfleshed in Jesus Christ.

- Jesus is a person like us who grew up in a holy family with Mary and Joseph.
- Jesus came to bring us God's Word.

Academic Expectation 2.44

Students articulate an understanding of Christ's life, death, and resurrection as the distinctive sign of Christian faith.

- The events of Jesus' life and ministry are the foundation of Christian faith.
- Jesus died on the cross and rose from the dead to save us and give us new life.

Academic Expectation 2.45

Students recognize that through Jesus, God established a relationship of particular intimacy with us.

- Jesus is God's most special gift and a present to us today.
- Jesus is the Son of God, savior, friend, and brother.
- Jesus lived a life of prayer and served people in need.
- Jesus offers everyone God's forgiveness.

Teacher's Notes

**Archdiocese of Louisville
Curriculum Framework
Religious Education**

Academic Expectations

Kindergarten through Second Grade

The Mystery of the Holy Spirit, the Loving Presence of God

Academic Expectation 2.46

Students demonstrate an understanding of the Holy Spirit as being the Spirit of God who reveals God and makes Christ known to us.

- God is Father, Son, and Holy Spirit.
- The Spirit is God's presence in our lives.

Academic Expectation 2.47

Students articulate an understanding of the Holy Spirit as the one who awakens us to faith.

- The Holy Spirit came to the disciples on Pentecost.
- The Holy Spirit is the one who inspires and strengthens us to live a good life.
- The Holy Spirit gifts us with strength and joy and the help to live together in peace.

Academic Expectation 2.48

Students demonstrate an understanding of the Holy Spirit as the vibrant presence of God in the Church and the world.

- The special gifts of the Spirit are named.
- These special gifts are evident in the life of the Church.
- These special gifts are evident in the world.

Teacher's Notes

**Archdiocese of Louisville
Curriculum Framework
Religious Education**

Academic Expectations

Kindergarten through Second Grade

The Mystery of the Church, the People of God

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|---|--|
| <p>Academic Expectation 2.49 Students identify the covenants revealed in the Scriptures as extending to all creation.</p> <p>Academic Expectation 2.50 Students demonstrate an understanding of and an appreciation for active participation in a community of faith.</p> <p>Academic Expectation 2.51 Students identify the context of the Scriptures and their role in the development of the Church.</p> <p>Academic Expectation 2.52 Students articulate the nature of Tradition and its role in the development of the Church.</p> <p>Academic Expectation 2.53 Students articulate the nature of sacrament and sacramentality and its role in the development of the People of God.</p> <p>Academic Expectation 2.54 Students illustrate a basic understanding of the documentary tradition of the universal, national, and local Church.</p> <p>Academic Expectation 2.55 Students illustrate a basic understanding of the history of the Church.</p> | <ul style="list-style-type: none"> • Jesus was the promised Messiah to free all people. • The People of God are the Church. • The work of the Church continues the work of Jesus through community building, preaching the Word, worship, and service. • God's presence is everywhere, especially in and through other people and the Church. • The Bible was written by different people under the guidance of the Spirit. • The Bible is the story of God's love for all of us. • There are major divisions in the Bible. • The New Testament tells us about Jesus as God and man. • The principal elements of the Creed identify the basic truths of our faith. • Family traditions relate to Church traditions. • Signs of God's love are abundant in the universe. • The sacraments are celebrations of Jesus' love. • The signs and symbols used in the sacraments have special meaning. • Grace is God's life in us. • Church leaders communicate with the faithful through writings. • The first Christians were followers of Jesus and formed the earliest Christian communities. • Stories of saints and other famous Christians help relate the history of the Church. |
| <p>Teacher's Notes</p> | |

Archdiocese of Louisville Curriculum Framework Religious Education

Academic Expectations

Kindergarten through Second Grade

God Teaches Us How to Live Out Our Salvation

| | |
|---|---|
| <p>Academic Expectation 2.56 Students demonstrate an understanding of the Paschal mystery and the various ways it is encountered in daily living.</p> <p>Academic Expectation 2.57 Students demonstrate the ability to apply the commandment of love by making life decisions within the Christian moral framework.</p> <p>Academic Expectation 2.58 Students demonstrate the relationship between faith and culture as it is found in the arts, sciences, and technology.</p> <p>Academic Expectation 2.59 Students apply Catholic principles to interpersonal relationships as found in the family, the workplace, society, and the Church.</p> <p>Academic Expectation 2.60 Students exercise responsible stewardship toward all creation.</p> <p>Academic Expectation 2.61 Students examine the variety of Christian lifestyles as ways of responding to the Baptismal call to a life of service.</p> | <ul style="list-style-type: none"> • The new life that is ours after death compares to the many things in nature that grow and change into a new life. • Each person has a special part in God's plan and, in God's plan, dying is not the end of life. Heaven is forever. • God gives human persons freedom to make choices. • One needs to express sorrow for choices made or missed and not in accord with the Christian moral framework. • The Ten Commandments are guides for loving God and loving neighbor. • Examples of Christian teaching are found in our present culture. • Examples of cultural faith are expressed through drama, art, song, and gesture. • Various cultures contribute to the expression of faith. • Faith values are experienced through art, science, and the use of technology. • One's beliefs shape the way one relates to family and friends. • Christ's love and teachings are for all people, regardless of individual needs, nationality, etc. • One has a responsibility to respect all of God's creation. • One recognizes one's role as steward. • Time is a gift given and received. • The value of one's talents is given by God and shared through service. • One values the concept of tithing and sharing treasures. • Followers of Jesus are called Christians through Baptism. • Baptism calls all to the service of others through the married, ordained, vowed religious, or single life. • Saints are people who live the call of the Gospel. |
|---|---|

Teacher's Notes

**Archdiocese of Louisville
Curriculum Framework
Religious Education**

Academic Expectations

Kindergarten through Second Grade

| God Invites Us into Relationship through Personal Prayer and through Community Worship | |
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| <p>Academic Expectation 2.62 Students demonstrate an understanding of and an experience with different ways of relating to God in prayer on a personal level and in community.</p> <p>Academic Expectation 2.63 Students demonstrate the importance of sacraments, with an emphasis on the centrality of the Eucharist, in the life of Catholics.</p> <p>Academic Expectation 2.64 Students demonstrate recognition of the sacredness of time through the celebration of the Hours, the liturgical seasons, and special feasts and days.</p> | <ul style="list-style-type: none"> • The Sign of the Cross is our prayer for naming God. • Prayer addresses God in praise, thanksgiving, contrition, and petition. • One prays in song, gesture, movement, art, and drama. • The Eucharist is Jesus' gift of himself. • The sacraments are celebrations of Jesus' love. • The sacrament of reconciliation is a sign of Jesus' love, mercy, and forgiveness. • Advent is a time of waiting and preparing for the birth of Christ at Christmas. • Lent is the period from Ash Wednesday through Holy Thursday and Good Friday when we pray, sacrifice, and reach out to others in preparation for Easter. • Easter is the celebration of the resurrection of Jesus. |
| God Calls Us to Love and Serve Our Neighbor | |
| <p>Academic Expectation 2.65 Students engage in activities that demonstrate an understanding of and personal witness to Christ's command to love and serve one another.</p> <p>Academic Expectation 2.66 Students engage in service to the community in response to the Gospel call.</p> <p>Academic Expectation 2.67 Students critique societal structures in the light of Catholic social justice principles and apply them to social and personal situations.</p> <p>Academic Expectation 2.68 Students acknowledge and affirm the diverse cultural expressions of Catholicism.</p> | <ul style="list-style-type: none"> • Compassion, loving actions, and sharing with others demonstrate God's love. • Jesus sums up the commandments for us in His commandment to love. • Christians are called to lead just and peaceful lives in the service of God and others, and by loving ourselves. • One practices acts of service. • The Church works for love, justice, and peace. • Catholicism extends to people of all races and nationalities. |

**Archdiocese of Louisville
Curriculum Framework
Religious Education**

**Archdiocese of Louisville
Curriculum Framework
Religious Education**

Academic Expectations

Grades Three through Five

| The Mystery of God, Creator of All Things | |
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| <p>Academic Expectation 2.39 Students demonstrate an understanding of God as creator of all things.</p> | <ul style="list-style-type: none"> • God is faithful, merciful, and forgiving. • Goodness and love come from God. • God is always present in creation. • God continues to create for our enjoyment, respect, and stewardship. • God is a God of freedom. • God teaches and heals us through Jesus. |
| <p>Academic Expectation 2.40 Students understand the human person as imaging God.</p> | |
| <p>Academic Expectation 2.41 Students recognize the interconnectedness of humans with all creation.</p> | |
| <p>Academic Expectation 2.42 Students recognize the call to continuing creation by further developing the Kingdom of God.</p> | |
| The Mystery of Christ, the Incarnate Word of God | |
| <p>Academic Expectation 2.43 Students articulate an understanding of the Incarnation: the Word of God, enfleshed in Jesus Christ.</p> | <ul style="list-style-type: none"> • Christ is fully human and fully divine. • Christ is the sacrament of God and greatest sign of God's love. |
| <p>Academic Expectation 2.44 Students articulate an understanding of Christ's life, death, and resurrection as the distinctive sign of Christian faith.</p> | |
| <p>Academic Expectation 2.45 Students recognize that through Jesus, God established a relationship of particular intimacy with us.</p> | |
| <p>Teacher's Notes</p> | |

**Archdiocese of Louisville
Curriculum Framework
Religious Education**

Academic Expectations

Grades Three through Five

The Mystery of the Holy Spirit, the Loving Presence of God

Academic Expectation 2.46
Students demonstrate an understanding of the Holy Spirit as being the Spirit of God who reveals God and makes Christ known to us.

Academic Expectation 2.47
Students articulate an understanding of the Holy Spirit as the one who awakens us to faith.

Academic Expectation 2.48
Students demonstrate an understanding of the Holy Spirit as the vibrant presence of God in the Church and the world.

- God is Trinity: Creator, Redeemer, and Sanctifier.
- Jesus sent the Spirit to be present in our lives.

- The Holy Spirit is helper, guide, and inspiration.
- The Holy Spirit is the one who helps us to pray.
- The Holy Spirit helps us to live by Jesus' example.
- Pentecost is the coming of the Spirit on Jesus' disciples.
- One's life reflects the gifts of the Spirit.

- The Spirit is the force that draws Jesus' followers into one Christian family.
- The role of the Spirit is to give life to the Church.
- The symbols of the Spirit are wind, breath, and fire.

Teacher's Notes

Archdiocese of Louisville Curriculum Framework Religious Education

Academic Expectations

Grades Three through Five

The Mystery of the Church, the People of God

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| <p>Academic Expectation 2.49 Students identify the covenants revealed in the Scriptures as extending to all creation.</p> <p>Academic Expectation 2.50 Students demonstrate an understanding of and an appreciation for active participation in a community of faith.</p> <p>Academic Expectation 2.51 Students identify the context of the Scriptures and their role in the development of the Church.</p> <p>Academic Expectation 2.52 Students articulate the nature of Tradition and its role in the development of the Church.</p> <p>Academic Expectation 2.53 Students articulate the nature of sacrament and sacramentality and its role in the development of the People of God.</p> <p>Academic Expectation 2.54 Students illustrate a basic understanding of the documentary tradition of the universal, national, and local Church.</p> <p>Academic Expectation 2.55 Students illustrate a basic understanding of the history of the Church.</p> | <ul style="list-style-type: none"> • Promise is the basis of all relationships. • Covenant is a relationship. • A covenant has conditions. • Faithfulness is related to promise and covenant. • Fidelity is apparent in the experiences of God's people throughout history. • The Church is the community of God's people. • The Church's method of welcoming new member is a process of initiation. • The Church community is the light of Christ and servant to the world. • The Church is the Body of Christ. • The risen Christ is present in the Church. • The mission of the Church is made up of Jesus' ministries of community, Word, worship, and service. • The Bible is organized into books, chapters, and verses. • The Scriptures reveal God. • Prayer in the Scriptures, especially the Psalms, is the prayer of the Church. • The Bible teaches about God's goodness in us and all creation. • The Bible teaches about moral choice. • The Bible is structured into a number of books in each Testament, into general types of writing, and into main divisions. • Several different people wrote the Bible. • The purpose of the Bible is to tell God's story and the story of God's people. • Tradition refers to the living transmission of all that the Church is and believes. • Scripture and Tradition are the sources of Church teaching. • The Creed contains statements of belief. • The Church is the Sacrament of Christ in the world. • The use of signs and symbols has a unifying power. • Jesus' presence and work in our lives is celebrated in the seven sacraments. • Grace is God's life in us. • The Sacraments of Initiation, Healing, and Commitment are identified. • Different types of writing are used by Church leaders to communicate with the faithful. • These writings have built upon one another through the ages to express understanding of truth and practice. • The roots of Christianity are Jewish. • Catholicism is one form of Christianity. • The four marks of the Church are: one, catholic, holy and apostolic. |
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Archdiocese of Louisville Curriculum Framework Religious Education

Academic Expectations

Grades Three through Five

God Teaches Us How to Live Out Our Salvation

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| <p>Academic Expectation 2.56 Students demonstrate an understanding of the Paschal mystery and the various ways it is encountered in daily living.</p> <p>Academic Expectation 2.57 Students demonstrate the ability to apply the commandment of love by making life decisions within the Christian moral framework.</p> <p>Academic Expectation 2.58 Students demonstrate the relationship between faith and culture as it is found in the arts, sciences, and technology.</p> <p>Academic Expectation 2.59 Students apply Catholic principles to interpersonal relationships as found in the family, the workplace, society, and the Church.</p> <p>Academic Expectation 2.60 Students exercise responsible stewardship toward all creation.</p> <p>Academic Expectation 2.61 Students examine the variety of Christian lifestyles as ways of responding to the Baptismal call to a life of service.</p> | <ul style="list-style-type: none"> • The Paschal Mystery consists of the death and resurrection of Christ. • The Paschal Mystery is God's saving action accomplished once and for all. • Good and evil exist in the world. • Jesus' death and resurrection are the atonement for evil in the world. • Selfishness is the basis of evil. • Sins are unloving choices which turn us away from God and creation. • There are conditions for serious sin. • Jesus' commandment is the summary of all other commandments. • The Ten Commandments are guides for loving God and others. • The Church teaches the true dignity and worth of each person. • The Beatitudes are guides for living happily. • Aspects of culture can be related to Gospel values. • There are examples of cultural faith expressions through drama, art, song, and gesture. • Knowledge of faith applies to the arts, sciences, and use of technology. • One's relationship to others is related to one's relationship to Jesus. • There are Spiritual and Corporal Works of Mercy. • There is a need to care for and respect all creation. • Stewardship has biblical roots. • The steward has a defined role. • The concept of steward can be compared with that of owner. • One is aware of one's talents and their use. • There are different vocations. • Each vocation has a service element. |
| <p>Teacher's Notes</p> | |

Archdiocese of Louisville Curriculum Framework Religious Education

Academic Expectations

Grades Three through Five

| God Invites Us into Relationship through Personal Prayer and through Community Worship | |
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| <p>Academic Expectation 2.62 Students demonstrate an understanding of and an experience with different ways of relating to God in prayer on a personal level and in community.</p> | <ul style="list-style-type: none"> • There are prayers in our Tradition and selected Psalms. • There are various forms of prayer. |
| <p>Academic Expectation 2.63 Students demonstrate the importance of Sacraments, with an emphasis on the centrality of the Eucharist, in the life of Catholics.</p> | <ul style="list-style-type: none"> • There are three Sacraments of Initiation: Baptism, Confirmation, and Eucharist. • The Eucharist is the source and sign of unity in the Church. • Christ acts in our lives through the sacraments. • Grace comes from the sacraments. |
| <p>Academic Expectation 2.64 Students demonstrate recognition of the sacredness of time through the celebration of the Hours, the liturgical seasons, and special feasts and days.</p> | <ul style="list-style-type: none"> • One can trace the cycle of the liturgical calendar. |
| God Calls Us to Love and Serve Our Neighbor | |
| <p>Academic Expectation 2.65 Students engage in activities that demonstrate an understanding of and personal witness to Christ's command to love and serve one another.</p> | <ul style="list-style-type: none"> • There is holiness in caring about others as Jesus cared about us. • The Works of Mercy are ways to live out concern for others. • There is a need to reach out to the needy as continuing the work of Jesus. |
| <p>Academic Expectation 2.66 Students engage in service to the community in response to the Gospel call.</p> | <ul style="list-style-type: none"> • One applies the call to love neighbor to self. • One practices acts of service. |
| <p>Academic Expectation 2.67 Students critique societal structures in the light of Catholic social justice principles and apply them to social and personal situations.</p> | <ul style="list-style-type: none"> • Love, peace, and justice are the work of the Church. • The Church teaches a halt to the arms race and other injustices. |
| <p>Academic Expectation 2.68 Students acknowledge and affirm the diverse cultural expressions of Catholicism.</p> | <ul style="list-style-type: none"> • There are various cultural expressions of Catholicism as it is lived locally – e.g., Hispanic, African American, Vietnamese, Polish, Ethiopian, Chinese, etc. |

**Archdiocese of Louisville
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Academic Expectations

Grades Six through Eight

| The Mystery of God, Creator of All Things | |
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| <p>Academic Expectation 2.39 Students demonstrate an understanding of God as creator of all things.</p> <p>Academic Expectation 2.40 Students understand the human person as imaging God.</p> <p>Academic Expectation 2.41 Students recognize the interconnectedness of humans with all creation.</p> <p>Academic Expectation 2.42 Students recognize the call to continuing creation by further developing the Kingdom of God.</p> | <ul style="list-style-type: none"> • God’s faithfulness is a sign of trust in all creation. • God is worthy of total trust. • Good and evil are present in the world. • Masculinity and femininity are images of God. • Christian values form the context for human sexuality. • Emotions have sources and value. • The differences in humans are recognized as gifts. • The dignity of the human person deserves respect. • There are responsible ways to use and reuse resources. • Jesus proclaims the Kingdom of God. |
| The Mystery of Christ, the Incarnate Word of God | |
| <p>Academic Expectation 2.43 Students articulate an understanding of the Incarnation: the Word of God, enfleshed in Jesus Christ.</p> <p>Academic Expectation 2.44 Students articulate an understanding of Christ’s life, death, and resurrection as the distinctive sign of Christian faith.</p> <p>Academic Expectation 2.45 Students recognize that through Jesus, God established a relationship of particular intimacy with us.</p> | <ul style="list-style-type: none"> • One has a relationship with Jesus – who Jesus is, his values, his intentions, motives, and attitudes – as well as what he really proclaimed and how this relates to one’s own life. • Jesus lived in a historical and social world. • Jesus’ life and teaching gave human form to God’s compassion. • Jesus shares the power of his resurrection with us by sending the Spirit. • Jesus preached and practiced obedience to God’s will. • Jesus is the perfect sign of God’s presence. • Jesus is the center of God’s plan for the world, mediator between God and his Church, and the world’s liberator. |
| <p>Teacher’s Notes</p> | |

**Archdiocese of Louisville
Curriculum Framework
Religious Education**

Academic Expectations

Grades Six through Eight

The Mystery of the Holy Spirit, the Loving Presence of God

Academic Expectation 2.46
Students demonstrate an understanding of the Holy Spirit as being the Spirit of God who reveals God and makes Christ known to us.

Academic Expectation 2.47
Students articulate an understanding of the Holy Spirit as the one who awakens us to faith.

Academic Expectation 2.48
Students demonstrate an understanding of the Holy Spirit as the vibrant presence of God in the Church and the world.

- Trinity is a community of three Persons.

- The Spirit has a role in moral decision-making.
- The Spirit provides gifts and fruits for living a life of faith.
- The Spirit has a role in Baptism and Confirmation.

- There are specific signs of the presence of the Spirit in the Church and in the world.
- The different ministries in the Church and in the world are responses to a call from the Spirit.

Teacher's Notes

Archdiocese of Louisville Curriculum Framework Religious Education

Academic Expectations

Grades Six through Eight

| The Mystery of the Church, the People of God | |
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| <p>Academic Expectation 2.49 Students identify the covenants revealed in the Scriptures as extending to all creation.</p> | <ul style="list-style-type: none"> • The Hebrew and Christian covenants are revealed in Scripture. • God's covenants extend to all creation. • God is faithful in one's life. |
| <p>Academic Expectation 2.50 Students demonstrate an understanding of and an appreciation for active participation in a community of faith.</p> | <ul style="list-style-type: none"> • People actively participate in a community of faith. • The Church is a group of people with a distinctive spirit, sharing their talents in various roles to achieve a common goal. • The marks of the Church are one, holy, catholic, and apostolic. • One has a personal gift for active participation in a community of faith. |
| <p>Academic Expectation 2.51 Students identify the context of the Scriptures and their role in the development of the Church.</p> | <ul style="list-style-type: none"> • The characteristics of the early Christian communities are described in the Acts of the Apostles. • The Church uses Christian Scripture passages to describe herself. • Paul's letters to the early Church communities were written in a particular context and setting. • Paul made missionary journeys and endured suffering and trials. |
| <p>Academic Expectation 2.52 Students articulate the nature of Tradition and its role in the development of the Church.</p> | <ul style="list-style-type: none"> • Elements of faith are used to develop a community's religious identity rooted in its ways and understandings. • Religious words and concepts have specific meanings developed over time. • There are four signs of God's presence: natural, liturgical, scriptural, and ecclesial. • The Apostles' Creed or the Nicene Creed can be recited. • The roles of Scripture and Tradition can be distinguished in the life of the Church. |
| <p>Academic Expectation 2.53 Students articulate the nature of sacrament and sacramentality and its role in the development of the People of God.</p> | <ul style="list-style-type: none"> • Ritual can be identified in everyday activities. • Signs and symbols are integrated into ritual. • There is evidence of the presence and power of grace in the world. |
| <p>Academic Expectation 2.54 Students illustrate a basic understanding of the documentary tradition of the universal, national, and local Church.</p> | <ul style="list-style-type: none"> • Religious information is derived from a variety of sources. • The documents of the Second Vatican Council can be identified. • <i>The Catechism of the Catholic Church</i> is a major resource. |
| <p>Academic Expectation 2.55 Students illustrate a basic understanding of the history of the Church.</p> | <ul style="list-style-type: none"> • There are various rites within the Catholic Church. • The Church developed from Pentecost to the present. • The ordained ministry of the Catholic Church has a structure. • The historical development of the ministries and lifestyles within the Church can be traced. |
| <p>Teacher's Notes</p> | |

**Archdiocese of Louisville
Curriculum Framework
Religious Education**

Academic Expectations

Grades Six through Eight

God Teaches Us How to Live Out Our Salvation

Academic Expectation 2.56
Students demonstrate an understanding of the Paschal mystery and the various ways it is encountered in daily living.

Academic Expectation 2.57
Students demonstrate the ability to apply the commandment of love by making life decisions within the Christian moral framework.

Academic Expectation 2.58
Students demonstrate the relationship between faith and culture as it is found in the arts, sciences, and technology.

Academic Expectation 2.59
Students apply Catholic principles to interpersonal relationships as found in the family, the workplace, society, and the Church.

Academic Expectation 2.60
Students exercise responsible stewardship toward all creation.

Academic Expectation 2.61
Students examine the variety of Christian lifestyles as ways of responding to the Baptismal call to a life of service.

- Jesus is the source for the meaning of life's mysteries.
- The virtue of hope is related to daily living.
- God judges each of us at death and all people at the end of time.
- The Bible provides an understanding of heaven and hell.

- There are techniques that can be applied to control one's impulses.
- Christian values and decision-making skills are applied to moral judgment questions.
- Signs of grace and sin are evident everywhere.
- There is a specific process for making decisions to reflect one's religious values.
- Right and wrong are distinct.
- Emotions and their value can be distinguished.
- Appropriate emotional responses are defined.

- The Bible can impact one's life.
- Sacred and cultural symbols are related to religious concepts.
- Various stories have spiritual themes.
- Positive and negative messages are found in media.

- The Church has precepts.
- People can relate to Mary in various ways.
- The Spiritual and Corporal Works of Mercy can be applied to contemporary social and spiritual problems.

- The elements of stewardship are identified.
- Scriptural passages refer to stewardship.
- One's talents for Christian ministry are identified.

- Jesus calls disciples today to continue his mission.
- People today can live the spirit of the Beatitudes.
- The service aspects of various lifestyles can be traced as they are identified in family and friends.

Teacher's Notes

Archdiocese of Louisville Curriculum Framework Religious Education

Academic Expectations

Grades Six through Eight

| God Invites Us into Relationship through Personal Prayer and through Community Worship | |
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| <p>Academic Expectation 2.62 Students demonstrate an understanding of and an experience with different ways of relating to God in prayer on a personal level and in community.</p> <p>Academic Expectation 2.63 Students demonstrate the importance of sacraments, with an emphasis on the centrality of the Eucharist, in the life of Catholics.</p> <p>Academic Expectation 2.64 Students demonstrate recognition of the sacredness of time through the celebration of the Hours, the liturgical seasons, and special feasts and days.</p> | <ul style="list-style-type: none"> • The various elements of prayer include praise, thanksgiving, contrition, and petition. • Prayers can be composed personally or in community. • Imaginative prayer helps us relate to God on a personal level. • Meditation is a form of prayer. • Each sacrament contains a ritual and a rite. • The major events of Christ's life have significance for daily life. |
| God Calls Us to Love and Serve Our Neighbor | |
| <p>Academic Expectation 2.65 Students engage in activities that demonstrate an understanding of and personal witness to Christ's command to love and serve one another.</p> <p>Academic Expectation 2.66 Students engage in service to the community in response to the Gospel call.</p> <p>Academic Expectation 2.67 Students critique societal structures in the light of Catholic social justice principles and apply them to social and personal situations.</p> <p>Academic Expectation 2.68 Students acknowledge and affirm the diverse cultural expressions of Catholicism.</p> | <ul style="list-style-type: none"> • Acts of service demonstrate love for others. • Acts of service can be identified in family, community, and church. • Acts of service are practiced in various communities. • The seven principles of social justice are applied to personal and social situations. • Rules based on fairness can be determined for the groups to which one belongs. • The concept that different is good affirms cultural expressions. • The various rites within the Catholic Church can be named. • Different cultural expressions of Catholicism have different gifts. |
| Teacher's Notes | |

**Archdiocese of Louisville
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Language Arts Curriculum Framework

Introduction

Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

The K-8 standards define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the College and Career Readiness Anchor Standards.

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade six and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-8 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

Reading Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-8

The Reading Standards for Literacy in History/Social Studies, Science, and Technical Subjects begin at grade 6. Standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The CCR anchor standards and grade-specific standards in literacy work in tandem to define college and career readiness.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-8

The Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects begin at grade 6. Standards for K-5 writing in history/social studies, science, and technical subjects are integrated into the K-5 Writing standards. The CCR anchor standards and grade-specific standards in literacy work in tandem to define college and career readiness.

*Common Core State Standards Initiative
June 2, 2010*

Common Core State Standards

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (“the Standards”) are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The present work, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), builds on the foundation laid by states in their decades-long work on crafting high-quality education standards. The Standards also draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, and parents, students, and other members of the public. In their design and content, refined through successive drafts and numerous rounds of feedback, the Standards represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work.

As specified by CCSSO and NGA, the Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society. The Standards are intended to be a living work. As new and better evidence emerges, the Standards will be revised accordingly.

Catholic Schools and the Common Core State Standards

Catholic schools have a long-standing commitment to academic excellence that is rooted in the faith-based mission of Catholic education. The Common Core State Standards in no way compromise the Catholic identity or educational program of a Catholic school.

The Common Core State Standards initiative, begun in 2007, is a state-led, bipartisan effort that is not a requirement for participation in the No Child Left Behind Act of 2001 (NCLB) or any other federally-funded program, and there are no mandates for any Catholic school to follow any federal rules if they adopt the Common Core. Adoption of the Common Core is voluntary; individual states, Catholic dioceses, and other private schools make their own decisions about whether to adopt the standards.

The Common Core State Standards are a set of high-quality academic expectations that all students should master by the end of each grade level. The standards establish consistent learning goals for all students that focus on preparing them to succeed in college and careers in a globally competitive workplace. The standards define and clearly communicate grade-specific goals and inform parents about learning outcomes, making it easier for parents to collaborate with teachers in helping their children achieve success.

The Common Core State Standards are not a curriculum. A curriculum includes what is taught, when it is taught, how it is taught, and what materials to use. None of these items are included in the Common Core State Standards. In the Archdiocese of Louisville, all of these elements will continue to be determined by curriculum specialists, principals, and teachers working to meet the needs of their students.

The Common Core represents a fundamental shift in the teaching and learning process. The Common Core establishes clear, measurable goals for students that assist teachers in making instructional decisions. The standards place emphasis on creativity, critical and analytical thinking, and application to curriculum content. The Common Core is not a national curriculum. It guides the way that instruction takes place in each classroom, allowing the Catholic school to develop its own curriculum content.

The Archdiocese of Louisville has adopted the Common Core State Standards and made adaptations to ensure a rigorous academic curriculum that integrates faith and knowledge. As trained professionals, Catholic administrators and teachers continually seek the best instructional methods for educating students.

Common Core Catholic Identity Initiative (CCCII)

To assist those incorporating the new standards, the National Catholic Education Association (NCEA) and partners in Catholic education established the Common Core Catholic Identity Initiative (CCCII). The CCCII provides resources to design and direct the implementation of Common Core within the culture and context of a Catholic school curriculum. Thus Catholic schools can infuse the standards with the faith, principles, values, and social justice themes inherent in the mission of a Catholic school. Various resources can be found by visiting www.cccii-online.org.

Teachers throughout the Archdiocese of Louisville will use these tools and templates or comparable instruments to ensure Catholic identity is integrated throughout all content areas.

NCEA, Position Statement on the Common Core State Standards - May 31, 2013

Strand

Reading Literature (RL) – Grade Two

Essential Understandings

- Reading helps us to understand our world and our place in it.
- Reading has intrinsic value.
- Reading can be used to access information needed to meet specific demands, explore interests, or solve problems.

Guided Questions

- What can we learn from reading a variety of materials?
- Why do we read?
- What was the author’s purpose?
- What genre is the text?
- What do we do when we come to

Anchor Standard Strand

Academic Expectations

- 1.2 Students make sense of the variety of materials they read.
- 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.
- 4.2 Students use productive team membership skills.
- 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.
- 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.

Anchor Standard Strand

Key Ideas and Details

Craft and Structure

Integration of Knowledge and Ideas

Range of Reading and Level of Text Complexity

Standards

1. Ask and answer such questions as *who, what, where, when, and how* to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message (main idea), lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Describe the way an author introduces the topic and how the beginning introduces the main topic.
6. Acknowledge differences in the points of view or characters, including by speaking in a different voice for each character when reading dialogue aloud.
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. (Not applicable to literature.)
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade-specific Standard

RL.2.10 Reading Literature. Grade 2. Standard 10

College and Career Readiness Anchor Standards for Reading (R.CCR)

The Reading Standards for Literature and Informational Text offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on Range and Content of Student Reading

To build a foundation for college and career readiness, students in grades K-5 must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that also gives them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

The Foundational Skills standards for reading in grades K-5 are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with those concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know – to discern when particular children or activities warrant more or less attention.

To become college and career ready, students in grades 6-8 must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

College and Career Readiness Anchor Standards for Writing (W.CCR)

The Writing Standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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

Note on Range and Content of Student Writing

To build a foundation for college and career readiness, students in grades K-5 need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

For students in grades 6-8, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing – for example, to use narrative strategies within argument and explanation within narrative – to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

College and Career Readiness Anchor Standards for Speaking and Listening (SL.CCR)

The Speaking and Listening Standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on Range and Content of Student Speaking and Listening

To build a foundation and become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations – as part of a whole class, in small groups, and with a partner – built around important content in various domains. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

College and Career Readiness Anchor Standards for Language (L.CCR)

The Language Standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on Range and Content of Student Language Use

To build a foundation for college and career readiness in language, students in grades K-5 must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have non-literal meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

The language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

To be college and career ready in language, students in grades 6-8 must have firm control over the conventions of Standard English. At the same time, they must come to appreciate that language is at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They read to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words – words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that the skills related to conventions, effective language usage, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed they are inseparable from such contexts.

Reading Literature (RL) – Kindergarten

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • Identifying important ideas and supporting details is essential to understanding what is read. • Understanding the organization and purpose of a text selection can help the reader answer questions about unfamiliar words. • In real life, comparisons help generate similarities and differences and help determine a focus. • Illustrations and words help the reader to understand the character, setting, and plot. • Characters in stories can serve as models of Catholic values and behaviors. | <ul style="list-style-type: none"> • What does the author want us to know about the text? • What was the sequence of events in the story? • How can we determine the main idea? What details support the main idea, lesson, or moral? • What strategies can readers use to determine unfamiliar words in a text? • How can learning about the author’s and illustrator’s purposes aid in understanding a reading selection? • Why is the setting important? • How do the characters impact the events? • How do the events affect the characters? • How do illustrations and print work together to help us gather information? • How do characters demonstrate Catholic values and behaviors? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.2 Students make sense of the variety of materials they read.</p> <p>1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>4.2 Students use productive team membership skills.</p> <p>5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.</p> <p>6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p> | <p>Key Ideas and Details</p> <p>Craft and Structure</p> <p>Integration of Knowledge and Ideas</p> <p>Range of Reading and Level of Text Complexity</p> | <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including main ideas and key details. 3. With prompting and support, identify characters, settings, and sequence of major events in a story. 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 8. (Not applicable to literature) 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. 10. Actively engage in group reading activities with purpose and understanding using comprehension strategies. |

Reading Standards for Informational Text (RI) – Kindergarten

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • Identifying important ideas and supporting details is essential to understanding what is read. • Words and phrases supply meaning to a selection. • Text features help the reader navigate the text. • Together the illustrations and print provide information. • Reading invites the reader to use new and prior knowledge and ideas to understand the world and the reader's place in the world. | <ul style="list-style-type: none"> • What does the author want us to know and remember about the text? • How can we determine the main idea of the text selection? • How do particular words and phrases impact the meaning? • Why is it important to use descriptive words? • What information can be learned from previewing and locating the text features and components of a reading selection? • How do text features help us as we read a piece of informational text? • What is gained from examining both print and illustrations? • Why is it important to read a variety of materials? • How can we use prior knowledge and ideas to build upon the understanding of new material? • How can we learn to understand and respect others through reading? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.2 Students make sense of the variety of materials they read.</p> <p>1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships.</p> <p>4.2 Students use productive team membership skills.</p> <p>5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.</p> <p>6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p> | <p>Key Ideas and Details</p> <p>Craft and Structure</p> <p>Integration of Knowledge and Ideas</p> <p>Range of Reading and Level of Text Complexity</p> | <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. 4. With prompting and support, ask and answer questions about unknown words in a text. 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 8. With prompting and support, identify the reasons an author gives to support points in a text. 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). 10. Actively engage in group reading activities with purpose and understanding. |

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| | <p>Phonics and Word Recognition</p> | <p>2e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</p> <p>3b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>3c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>3d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> |
| | <p>Fluency</p> | <p>4. Read emergent-reader texts with purpose and understanding.</p> |

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| <p>3.4 Students demonstrate the ability to be resourceful and creative.</p> <p>4.2 Students use productive team membership skills.</p> <p>5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.</p> <p>5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.</p> | <p>Research to Build and Present Knowledge</p> <p>Range of Writing</p> | <p>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>9. (Begins in grade 4)</p> <p>10. (Begins in grade 3)</p> |
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Speaking and Listening (SL) – Kindergarten

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none">• Listening is important to the understanding of the message.• There are important rules for discussion.• To communicate, it is essential that the speaker is able to express ideas clearly.• There is a difference between hearing and listening.• Working collaboratively reflects our response to God's call to love and care for others. | <ul style="list-style-type: none">• What skills does it take to be a good listener?• How does listening help us to recall and retell the information that is presented to us?• How can we gather, organize, and evaluate material through listening?• Why are the rules for discussion necessary?• Why do we ask questions and seek clarification when listening to another?• How can we effectively express our ideas to our audience?• Why are there different presentation skills for different audiences?• Why is speaking clearly and audibly essential to good communication?• What is the difference between hearing and listening?• How does working collaboratively demonstrate our call to love and respect one another and share the gifts God has given us?• How do others learn about our responsiveness to God's message by what we say and the way we say it? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.4 Students make sense of the various messages to which they listen.</p> <p>1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships.</p> <p>4.2 Students use productive team membership skills.</p> | <p>Comprehension and Collaboration</p> <p>Presentation of Knowledge and Ideas</p> | <ol style="list-style-type: none">1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.<ol style="list-style-type: none">1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).1b. Continue a conversation through multiple exchanges.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.6. Speak audibly and express thoughts, feelings, and ideas clearly. |

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| | <p>Vocabulary Acquisition and Use</p> | <ol style="list-style-type: none"> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>. <ol style="list-style-type: none"> 4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>duck</i>). 4b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word. 5. With guidance and support from adults, explore word relationships and nuances in word meanings. <ol style="list-style-type: none"> 5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of concepts the categories represent. 5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). 5c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). 5d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. |
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Reading Literature (RL) – Grade One

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • Identifying important ideas and supporting details is essential to understanding what is read. • Understanding the organization and purpose of a text selection can help the reader answer questions about unfamiliar words. • In real life, comparisons help generate similarities and differences and help determine a focus. • Illustrations and words help the reader to understand the character, setting, and plot. • Characters in stories can serve as models of Catholic values and behaviors. | <ul style="list-style-type: none"> • What does the author want us to know about the text? • What was the sequence of events in the story? • How can we determine the main idea? What details support the main idea, lesson, or moral? • What strategies can readers use to determine unfamiliar words in a text? • How can learning about the author’s and illustrator’s purposes aid in understanding a reading selection? • Why is the setting important? • How do the characters impact the events? • How do the events affect the characters? • How do illustrations and print work together to help us gather information? • How do characters demonstrate Catholic values and behaviors? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.2 Students make sense of the variety of materials they read.</p> <p>1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>4.2 Students use productive team membership skills.</p> <p>5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.</p> <p>6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p> | <p>Key Ideas and Details</p> <p>Craft and Structure</p> <p>Integration of Knowledge and Ideas</p> <p>Range of Reading and Level of Text Complexity</p> | <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message (main idea) or lesson. 3. Describe characters, settings, and sequence of major events in a story, using key details. 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 6. Identify who is telling the story at various points in a text. 7. Use illustrations and details in a story to describe its characters, setting, or events. 8. (Not applicable to literature) 9. Compare and contrast the adventures and experiences of characters in stories. 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. |

Reading Standards for Informational Text (RI) – Grade One

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • Identifying important ideas and supporting details is essential to understanding what is read. • Words and phrases supply meaning to a selection. • Text features help the reader navigate the text. • Together the illustrations and print provide information. • Reading invites the reader to use new and prior knowledge and ideas to understand the world and the reader's place in the world. | <ul style="list-style-type: none"> • What does the author want us to know and remember about the text? • How can we determine the main idea of the text selection? • How do particular words and phrases impact the meaning? • Why is it important to use descriptive words? • What information can be learned from previewing and locating the text features and components of a reading selection? • How do text features help us as we read a piece of informational text? • What is gained from examining both print and illustrations? • Why is it important to read a variety of materials? • How can we use prior knowledge and ideas to build upon the understanding of new material? • How can we learn to understand and respect others through reading? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.2 Students make sense of the variety of materials they read.</p> <p>1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships.</p> <p>4.2 Students use productive team membership skills.</p> <p>5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.</p> <p>6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p> | <p>Key Ideas and Details</p> <p>Craft and Structure</p> <p>Integration of Knowledge and Ideas</p> <p>Range of Reading and Level of Text Complexity</p> | <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 7. Use the illustrations and details in a text to describe its key ideas. 8. Identify the reasons an author gives to support points in a text. 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). 10. With prompting and support, read informational texts appropriately complex for grade 1. |

Reading Standards: Foundational Skills (RF) – Grade One

| Essential Understandings | | Guided Questions | |
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| <ul style="list-style-type: none"> • Understanding reading and writing conventions helps the reader to better understand what is read. • Phonological awareness is an essential foundational skill that primes readers for reading print. • Words are made up of separate and blended sounds. • Phonics and word-analysis skills can be used to decode, read, and write new words. • Syllabication can help in decoding words. • Comprehension is influenced by the accuracy and rate with which the text is read. • Context clues help us to decipher meaning. | <ul style="list-style-type: none"> • How do spaces on the page help us to make sense of the material we are reading? • How do the conventions of writing help us to read and comprehend what we read? • How can the manipulation of sounds change a word’s meaning? • How can segmenting a word help when determining the beginning, middle, and ending sounds in words? • How can we use what we know about one word to determine a word with that same beginning, middle, or ending sound? • How does knowing phonetic rules help with decoding, reading, and spelling words? • How does syllabication help us to decode and/or spell a word? • Why is fluency important when reading? • How can we use the illustrations and surrounding words to help us figure out an unknown word? | | |
| Academic Expectations | Anchor Standard Strand | Standards | |
| <p>1.2 Students make sense of the variety of materials they read.</p> | <p>Print Concepts</p> <p>Phonological Awareness</p> | <ol style="list-style-type: none"> 1. Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> 1a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). 1b. Alphabetize words to the first and second letter. 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> 2a. Distinguish long from short vowel sounds in spoken single-syllable words. 2b. Orally produce single-syllable words by blending sounds (phonemes) including consonant blends. 2c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). | |

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| | Phonics and Word Recognition Fluency | <ol style="list-style-type: none">3. Know and apply grade-level phonics and word analysis skills in decoding words.<ol style="list-style-type: none">3a. Know the spelling-sound correspondences for common consonant digraphs.3b. Decode regularly spelled one-syllable words.3c. Know final <i>–e</i> and common vowel team conventions for representing long vowel sounds.3d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.3e. Decode two-syllable words following basic patterns by breaking the words into syllables.3f. Read words with inflectional endings.3g. Recognize and read grade-appropriate irregularly spelled words.4. Read with sufficient accuracy and fluency to support comprehension.<ol style="list-style-type: none">4a. Read grade-level text with purpose and understanding.4b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
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| <p>4.2 Students use productive team membership skills.</p> <p>5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.</p> <p>5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.</p> | <p>Research to Build and Present Knowledge</p> <p>Range of Writing</p> | <p>7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>9. (Begins in grade 4)</p> <p>10. (Begins in grade 3)</p> |
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Language (L) – Grade One

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • Rules of spelling, punctuation, and capitalization are a necessity for good writing. • Language is divided into categories known as parts of speech. • Strategies help us to determine unfamiliar words. • Understanding the connections between roots and affixes help us to expand our vocabulary. | <ul style="list-style-type: none"> • Why is it important to use grammar and usage rules when writing? • How do we use language to clearly communicate our ideas and knowledge to others? • How does familiarity with one word help us to determine unknown words? • How do context clues help us to understand unfamiliar words and phrases? • How does adding a prefix and/or suffix to a known root help us to expand our vocabulary? • How does understanding the meaning of common affixes help us to determine the meaning of an unfamiliar word? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <p>6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p> | <p>Conventions of Standard English</p> | <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> 1a. Print all upper- and lowercase letters proficiently. 1b. Use common, proper, and possessive nouns. 1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). 1d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my, they, them, their; anyone, everything</i>). 1e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). 1f. Use frequently occurring adjectives. 1g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). 1h. Use determiners (e.g. articles, demonstratives). 1i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). 1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> 2a. Capitalize dates and names of people. 2b. Use end punctuation for sentences. 2c. Use commas in dates and to separate single words in a series. 2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. |

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| | <p>Knowledge of Language</p> <p>Vocabulary Acquisition and Use</p> | <p>3. (Begins in grade 2)</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>4a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>4b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>4c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p> <p>4d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly</i>).</p> <p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>5a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>5b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>5c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>5d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p> |
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Reading Literature (RL) – Grade Two

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • Identifying important ideas and supporting details is essential to understanding what is read. • Understanding the organization and purpose of a text selection can help the reader answer questions about unfamiliar words. • In real life, comparisons help generate similarities and differences and help determine a focus. • Illustrations and words help the reader to understand the character, setting, and plot. • Characters in stories can serve as models of Catholic values and behaviors. | <ul style="list-style-type: none"> • What does the author want us to know about the text? • What was the sequence of events in the story? • How can we determine the main idea? What details support the main idea, lesson, or moral? • What strategies can readers use to determine unfamiliar words in a text? • How can learning about the author’s and illustrator’s purposes aid in understanding a reading selection? • Why is the setting important? • How do the characters impact the events? • How do the events affect the characters? • How do illustrations and print work together to help us gather information? • How do characters demonstrate Catholic values and behaviors? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.2 Students make sense of the variety of materials they read.</p> <p>1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>4.2 Students use productive team membership skills.</p> <p>5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.</p> <p>6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p> | <p>Key Ideas and Details</p> <p>Craft and Structure</p> <p>Integration of Knowledge and Ideas</p> | <ol style="list-style-type: none"> 1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message (main idea), lesson, or moral. 3. Describe how characters in a story respond to major events and challenges. 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 5. Describe the overall sequential structure of a story, describing how the beginning introduces the story and the ending concludes the action. 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 8. (Not applicable to literature) 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. |

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| | Range of Reading and Level of Text Complexity | 10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
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Reading Standards for Informational Text (RI) – Grade Two

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • Identifying important ideas and supporting details is essential to understanding what is read. • Words and phrases supply meaning to a selection. • Text features help the reader navigate the text. • Together the illustrations and print provide information. • Reading invites the reader to use new and prior knowledge and ideas to understand the world and the reader's place in the world. | <ul style="list-style-type: none"> • What does the author want us to know and remember about the text? • How can we determine the main idea of the text selection? • How do particular words and phrases impact the meaning? • Why is it important to use descriptive words? • What information can be learned from previewing and locating the text features and components of a reading selection? • How do text features help us as we read a piece of informational text? • What is gained from examining both print and illustrations? • Why is it important to read a variety of materials? • How can we use prior knowledge and ideas to build upon the understanding of new material? • How can we learn to understand and respect others through reading? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p> <p>1.2 Students make sense of the variety of materials they read.</p> <p>1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships.</p> <p>4.2 Students use productive team membership skills.</p> | <p>Key Ideas and Details</p> <p>Craft and Structure</p> <p>Integration of Knowledge and Ideas</p> | <ol style="list-style-type: none"> 1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. 2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. 5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. 8. Describe how reasons support specific points the author makes in a text. 9. Compare and contrast the most important points presented by two texts on the same topic. |

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| <p>5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.</p> <p>6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p> | <p>Range of Reading and Level of Text Complexity</p> | <p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grade 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> |
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Reading Standards: Foundational Skills (RF) – Grade Two

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • Understanding reading and writing conventions helps the reader to better understand what is read. • Phonological awareness is an essential foundational skill that primes readers for reading print. • Words are made up of separate and blended sounds. • Phonics and word-analysis skills can be used to decode, read, and write new words. • Syllabication can help in decoding words. • Comprehension is influenced by the accuracy and rate with which the text is read. • Context clues help us to decipher meaning. | <ul style="list-style-type: none"> • How do spaces on the page help us to make sense of the material we are reading? • How do the conventions of writing help us to read and comprehend what we read? • How can the manipulation of sounds change a word's meaning? • How can segmenting a word help when determining the beginning, middle, and ending sounds in words? • How can we use what we know about one word to determine a word with that same beginning, middle, or ending sound? • How does knowing phonetic rules help with decoding, reading, and spelling words? • How does syllabication help us to decode and/or spell a word? • Why is fluency important when reading? • How can we use the illustrations and surrounding words to help us figure out an unknown word? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.2 Students make sense of the variety of materials they read.</p> | <p>Phonics and Word Recognition</p> <p>Fluency</p> | <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>3b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>3c. Decode regularly spelled two-syllable words with long vowels.</p> <p>3d. Decode words with common prefixes and suffixes.</p> <p>3e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>3f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>4a. Read grade-level text with purpose and understanding.</p> <p>4b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> |

| Writing (W) – Grade Two | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Various forms of writing are used for various purposes and audiences. • Writing invites individuals to produce work that will showcase understanding and knowledge through a variety of print materials. • Our written work is a reflection of the person that we are. • A writer shares opinions and knowledge that comes from research. • Effective writing is essential to good communication. • Computer skills are essential in today's world. • The words that we write belong only to us. | <ul style="list-style-type: none"> • How does the writer determine the form of writing to use in a particular instance? • When might it be appropriate to write an opinion piece, an informative/explanatory piece, or a narrative piece? • How can the writer convey information clearly? • How does our writing express meaning? • How can what we write reflect our character? • How can resources help us to find the information we wish to share with others? • How can collaboration improve the quality of our research and writing? • How does the quality of our written work affect our ability to convey our ideas? • How can the use of technology help us to improve our writing? • What makes our work our own? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p> <p>1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> | <p>Text Types and Purposes</p> <p>Production and Distribution of Writing</p> | <ol style="list-style-type: none"> 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. 4. (Begins in grade 3) 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |

Speaking and Listening (SL) – Grade Two

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> Listening is important to the understanding of the message. There are important rules for discussion. To communicate, it is essential that the speaker is able to express ideas clearly. There is a difference between hearing and listening. Working collaboratively reflects our response to God's call to love and care for others. | <ul style="list-style-type: none"> What skills does it take to be a good listener? How does listening help us to recall and retell the information that is presented to us? How can we gather, organize, and evaluate material through listening? Why are the rules for discussion necessary? Why do we ask questions and seek clarification when listening to another? How can we effectively express our ideas to our audience? Why are there different presentation skills for different audiences? Why is speaking clearly and audibly essential to good communication? What is the difference between hearing and listening? How does working collaboratively demonstrate our call to love and respect one another and share the gifts God has given us? How do others learn about our responsiveness to God's message by what we say and the way we say it? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.4 Students make sense of the various messages to which they listen.</p> <p>1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships.</p> <p>4.2 Students use productive team membership skills.</p> | <p>Comprehension and Collaboration</p> <p>Presentation of Knowledge and Ideas</p> | <ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> 1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 1b. Build on others' talk in conversations by linking their comments to the remarks of others. 1c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic. 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.) |

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| | <p>Vocabulary Acquisition and Use</p> | <ol style="list-style-type: none"> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.. <ol style="list-style-type: none"> 4a. Use sentence-level context as a clue to the meaning of a word or phrase. 4b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). 4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>) 4d. Use knowledge of compound words in oral and written expression. 4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 5. Demonstrate understanding of word relationships and nuances in word meanings. <ol style="list-style-type: none"> 5a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). 5b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>). 5c. Identify synonyms, antonyms, homophones, and homonyms. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>). |
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Reading Literature (RL) – Grade Three

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • Reading can be a source of knowledge and/or entertainment. • Illustrations and author’s point of view convey information and themes within a story. • Characters in stories can serve as models of Catholic values and behaviors. • Common themes can be found in multiple forms of writing throughout time. • Visual and oral presentations help to extend the meaning of the text and enhance the author’s point of view. • Visual and multimedia elements contribute to the meaning, tone, and beauty of a text, and enhance the author’s point of view. | <ul style="list-style-type: none"> • How do we derive meaning from text? • How do we understand our world and its diversity through reading? • How do the illustrations extend our understanding of the story? • How can comparing and contrasting major themes of different stories, written by the same author, help us to understand the author’s point of view? • How do characters demonstrate Catholic values and behaviors? • How do themes in parables relate to themes in stories, poems, folktales, and fables? • How do visual and oral presentations extend the understanding of the story? • How does comparing and contrasting major themes and topics in stories, myths, and literature help us to understand information in the reading? • How do multimedia elements extend our understanding of the story? • How does comparing and contrasting stories of the same genre help us to understand similar themes and topics? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p> <p>1.2 Students make sense of the variety of materials they read.</p> <p>1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>4.2 Students use productive team</p> | <p>Key Ideas and Details</p> <p>Craft and Structure</p> | <ol style="list-style-type: none"> 1. Ask and answer questions to determine understanding of a text, referring explicitly to the text as the basis for the answers. 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message (main idea), lesson, or moral and explain how it is conveyed through key details in the text. 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. 6. Distinguish their own point of view from that of the narrator or those of the characters. |

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| <p>membership skills.</p> <p>5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.</p> <p>6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p> | <p>Integration of Knowledge and Ideas</p> <p>Range of Reading and Level of Text Complexity</p> | <ol style="list-style-type: none"> 7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). 8. (Not applicable to literature) 9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). 10. By the end of the year, read and comprehend a variety of genres, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. |
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Reading Standards for Informational Text (RI) – Grade Three

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • The way different types of text are read varies based on form and purpose. • Particular periods and events in history can reflect Catholic beliefs and values. • Using evidence from the text strengthens responses and understanding. • When conducting research, it is important to examine multiple credible sources. • Print and digital components are used to enhance understanding and strengthen the text. • Reading is used to access information needed to meet specific demands, explore interests, or solve problems. • Wide reading enhances the ability to understand and respect diversity. | <ul style="list-style-type: none"> • How do we determine key ideas in our reading? • How does the way we read various types of texts differ? • How can particular periods and events in history support or veer from Catholic beliefs and values? • How do we use text-based evidence to deepen our understanding of a text? • How can the reader determine the credibility of a source? • How can information in more than one source differ? • How does the combination of print and visual elements enhance a piece? • Why is it important to read a wide range of selections? • How can we learn to understand diverse cultures and traditions through reading? • What role can wide reading play in encouraging us to reach out and serve those in need? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p> <p>1.2 Students make sense of the variety of materials they read.</p> <p>1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> | <p>Key Ideas and Details</p> <p>Craft and Structure</p> | <ol style="list-style-type: none"> 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>. 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 6. Distinguish their own point of view from that of the author of a text. |

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| <p>2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships.</p> <p>4.2 Students use productive team membership skills.</p> <p>5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.</p> <p>6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p> | <p>Integration of Knowledge and Ideas</p> <p>Range of Reading and Level of Text Complexity</p> | <p>7. Use information gained from illustrations (e.g., maps, photographs) and words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> |
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Reading Standards: Foundational Skills (RF) – Grade Three

| Reading Standards: Foundational Skills (RF) – Grade Three | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none">• Patterns help to make sense of print.• Phonics and word recognition skills can be used to decode, read, and write unfamiliar words.• Reading is important to daily life and understanding how words are formed and origins of words leads to fluency. | <ul style="list-style-type: none">• How do we make sense of printed information?• How can we use phonics and word recognition skills to determine unfamiliar words?• How can we use what we know about root words and affixes to determine unfamiliar words? • Why is it important to read fluently?• How can knowing word origins help to improve reading fluency? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| 1.2 Students make sense of the variety of materials they read. | Phonics and Word Recognition Fluency | <ol style="list-style-type: none">3. Know and apply grade-level phonics and word analysis skills in decoding words.<ol style="list-style-type: none">3a. Identify and know the meaning of the most common prefixes and derivational suffixes.3b. Decode words with common Latin suffixes.3c. Decode multi-syllable words.3d. Read grade-appropriate irregularly spelled words.4. Read with sufficient accuracy and fluency to support comprehension.<ol style="list-style-type: none">4a. Read grade-level text with purpose and understanding.4b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

Writing (W) – Grade Three

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • The choice of text type is influenced by task, purpose, and audience. • Writing can be used to communicate new learning. • Our written work is a reflection of the person that we are. • Effective writing includes the use of accurate facts and concrete details. • Using a formal writing process strengthens the written work. • Writing is essential to communication. • Computer skills are crucial in today's world. • The words that others write belong only to them. | <ul style="list-style-type: none"> • How do we determine whether to write an opinion piece, an informative/explanatory piece, or a narrative piece? • How can we convey information and our ideas through dialogue? • How can we build upon our knowledge by seeking out new information? • How do we communicate new information? • How can what we write reflect our character? • Why is it important to substantiate our writing with facts and details? • How do planning, revising, and editing enhance our writing? • Why is writing important? • How do we make our writing interesting? • How can the use of the computer help us to improve our writing? • What is plagiarism? • Why must we respect an author's ownership of his or her writing? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, computer reference programs, and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p> <p>1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>1.16 Students use computers and other kinds of technology to collect, organize,</p> | <p>Text Types and Purposes</p> | <ol style="list-style-type: none"> 1. Write opinion pieces on topics or texts, supporting a point of view with reasons. <ol style="list-style-type: none"> 1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. 1b. Provide reasons that support the opinion. 1c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. 1d. Provide a concluding statement or section. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"> 2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. 2b. Develop the topic with facts, definitions, and details. 2c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. 2d. Provide a concluding statement or section. |

Speaking and Listening (SL) – Grade Three

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • The task, purpose, and audience help to determine the most effective way to communicate information. • Listening is important to the understanding of the message. • There is a difference between listening and hearing. • There are important rules for collaborative discussion. • To communicate, it is essential that the speaker is able to express ideas clearly. • Speech is a reflection of the speaker. • To communicate, it is important to express thoughts clearly. • When retelling a sequence of events or conveying a message, it is important to use appropriate facts and relevant, descriptive details. • Working collaboratively reflects our response to God’s call to love and care for others. | <ul style="list-style-type: none"> • How does effective communication enhance learning? • How can we engage our audience with clear and concise presentations of our knowledge? • Why do we consider our audience when determining the best way to communicate our ideas? • How does listening help us to recall and retell the information that is presented to us? • What skills does it take to be a good listener? • How can we gather, organize, and evaluate material through listening? • What is the difference between listening and hearing? • Why are the rules for discussion necessary? • Why do we ask questions when listening to a speaker? • How can we effectively express our ideas to our audience? • Why are there different presentation skills for different audiences? • Why is it important to communicate clearly? • Why is it essential to use correct grammar in speaking? • How can we effectively express our ideas to our audience? • How can we enhance our oral communication? • How does working collaboratively demonstrate our call to love and respect one another and share the gifts God has given to us? • How do others learn about our responsiveness to God’s message by what we say and the way we say it? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.4 Students make sense of the various messages to which they listen.</p> <p>1.12 Students speak using appropriate forms, conventions, and styles to</p> | <p>Comprehension and Collaboration</p> | <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> |

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| <p>communicate ideas and information to different audiences for different purposes.</p> <p>1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships.</p> <p>4.2 Students use productive team membership skills.</p> | <p>Presentation of Knowledge and Ideas</p> | <ol style="list-style-type: none"> 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. 1d. Explain their own ideas and understanding in light of the discussion. 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. 5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.) |
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Language (L) – Grade Three

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • The choice of words and phrases impacts the effectiveness of communication. • Rules of spelling, punctuation, and capitalization are essential for clarity and communication in writing. • Using correct grammar is important to effective written and oral communication. • Understanding Greek and Latin roots enables the reader to expand vocabulary and decipher unfamiliar words. • Written work often includes literal and non-literal meanings for words and phrases. | <ul style="list-style-type: none"> • How does word choice influence another’s understanding of our message? • What is the importance of knowing and using rules of writing? • Why is it necessary to use correct grammar in writing and speaking? • How can we use knowledge of root words and affixes to determine the meaning of unknown words? • How can we use context to determine the meaning of words and phrases? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <p>6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p> | <p>Conventions of Standard English</p> | <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> 1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. 1b. Form and use regular and irregular plural nouns. 1c. Use abstract nouns (e.g., <i>childhood</i>). 1d. Form and use regular and irregular verbs. 1e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. 1f. Ensure subject-verb and pronoun-antecedent agreement. 1g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. 1h. Use coordinating and subordinating conjunctions. 1i. Produce simple, compound, and complex sentences. 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> 2a. Capitalize appropriate words in titles. 2b. Use commas in addresses. 2c. Use commas and quotation marks in dialogue. 2d. Form and use possessives. |

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| | <p>Knowledge of Language</p> <p>Vocabulary Acquisition and Use</p> | <p>2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>3a. Choose words and phrases for effect.</p> <p>3b. Recognize and observe differences between the conventions of spoken and written Standard English.</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>4a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>4b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>4d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>5a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>5b. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p> <p>5c. Recognize and explain the meaning of words using synonyms, antonyms, homophones, and homonyms.</p> <p>6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p> |
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Reading Literature (RL) – Grade Four

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • Reading can be a source of knowledge and/or entertainment. • Illustrations and author’s point of view convey information and themes within a story. • Characters in stories can serve as models of Catholic values and behaviors. • Common themes can be found in multiple forms of writing throughout time. • Visual and oral presentations help to extend the meaning of the text and enhance the author’s point of view. • Visual and multimedia elements contribute to the meaning, tone, and beauty of a text, and enhance the author’s point of view. | <ul style="list-style-type: none"> • How do we derive meaning from text? • How do we understand our world and its diversity through reading? • How do the illustrations extend our understanding of the story? • How can comparing and contrasting major themes of different stories, written by the same author, help us to understand the author’s point of view? • How do characters demonstrate Catholic values and behaviors? • How do themes in parables relate to themes in stories, poems, folktales, and fables? • How do visual and oral presentations extend the understanding of the story? • How does comparing and contrasting major themes and topics in stories, myths, and literature help us to understand information in the reading? • How do multimedia elements extend our understanding of the story? • How does comparing and contrasting stories of the same genre help us to understand similar themes and topics? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p> <p>1.2 Students make sense of the variety of materials they read.</p> <p>1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>4.2 Students use productive team</p> | <p>Key Ideas and Details</p> <p>Craft and Structure</p> | <ol style="list-style-type: none"> 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). 4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). 5. Explain major differences in poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. 6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |

Reading Standards for Informational Text (RI) – Grade Four

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> The way different types of text are read varies based on form and purpose. Particular periods and events in history can reflect Catholic beliefs and values. Using evidence from the text strengthens responses and understanding. When conducting research, it is important to examine multiple credible sources. Print and digital components are used to enhance understanding and strengthen the text. Reading is used to access information needed to meet specific demands, explore interests, or solve problems. Wide reading enhances the ability to understand and respect diversity. | <ul style="list-style-type: none"> How do we determine key ideas in our reading? How does the way we read various types of texts differ? How can particular periods and events in history support or veer from Catholic beliefs and values? How do we use text-based evidence to deepen our understanding of a text? How can the reader determine the credibility of a source? How can information in more than one source differ? How does the combination of print and visual elements enhance a piece? Why is it important to read a wide range of selections? How can we learn to understand diverse cultures and traditions through reading? What role can wide reading play in encouraging us to reach out and serve those in need? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p> <p>1.2 Students make sense of the variety of materials they read.</p> <p>1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> | <p>Key Ideas and Details</p> <p>Craft and Structure</p> | <p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> |

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| <p>2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships.</p> <p>4.2 Students use productive team membership skills.</p> <p>5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.</p> <p>6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p> | <p>Integration of Knowledge and Ideas</p> <p>Range of Reading and Level of Text Complexity</p> | <p>7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> |
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Reading Standards: Foundational Skills (RF) – Grade Four

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • Patterns help to make sense of print. • Phonics and word recognition skills can be used to decode, read, and write unfamiliar words. • Reading is important to daily life and understanding how words are formed and origins of words leads to fluency. | <ul style="list-style-type: none"> • How do we make sense of printed information? • How can we use phonics and word recognition skills to determine unfamiliar words? • How can we use what we know about root words and affixes to determine unfamiliar words? • Why is it important to read fluently? • How can knowing word origins help to improve reading fluency? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| 1.2 Students make sense of the variety of materials they read. | Phonics and Word Recognition Fluency | 3. Know and apply grade-level phonics and word analysis skills in decoding words. 3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 4. Read with sufficient accuracy and fluency to support comprehension. 4a. Read grade-level text with purpose and understanding. 4b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

Writing (W) – Grade Four

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • The choice of text type is influenced by task, purpose, and audience. • Writing can be used to communicate new learning. • Our written work is a reflection of the person that we are. • Effective writing includes the use of accurate facts and concrete details. • Using a formal writing process strengthens the written work. • Writing is essential to communication. • Computer skills are crucial in today's world. • The words that others write belong only to them. | <ul style="list-style-type: none"> • How do we determine whether to write an opinion piece, an informative/explanatory piece, or a narrative piece? • How can we convey information and our ideas through dialogue? • How can we build upon our knowledge by seeking out new information? • How do we communicate new information? • How can what we write reflect our character? • Why is it important to substantiate our writing with facts and details? • How do planning, revising, and editing enhance our writing? • Why is writing important? • How do we make our writing interesting? • How can the use of the computer help us to improve our writing? • What is plagiarism? • Why must we respect an author's ownership of his or her writing? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, computer reference programs, and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p> <p>1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> | <p>Text Types and Purposes</p> | <ol style="list-style-type: none"> 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> 1a. Introduce the topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. 1b. Provide reasons that are supported by facts and details. 1c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). 1d. Provide a concluding statement or section related to the opinion presented. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"> 2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension 2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |

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| <p>1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships.</p> <p>3.4 Students demonstrate the ability to be resourceful and creative.</p> <p>4.2 Students use productive team membership skills.</p> <p>5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.</p> <p>5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.</p> | <p>Production and Distribution of Writing</p> <p>Research to Build and Present Knowledge</p> <p>Range of Writing</p> | <p>2c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>3b. Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations.</p> <p>3c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>3e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>8. Recall relevant information from experiences or legally and ethically gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>9a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>9b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”).</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> |
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Speaking and Listening (SL) – Grade Four

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • The task, purpose, and audience help to determine the most effective way to communicate information. • Listening is important to the understanding of the message. • There is a difference between listening and hearing. • There are important rules for collaborative discussion. • To communicate, it is essential that the speaker is able to express ideas clearly. • Speech is a reflection of the speaker. • To communicate, it is important to express thoughts clearly. • When retelling a sequence of events or conveying a message, it is important to use appropriate facts and relevant, descriptive details. • Working collaboratively reflects our response to God’s call to love and care for others. | <ul style="list-style-type: none"> • How does effective communication enhance learning? • How can we engage our audience with clear and concise presentations of our knowledge? • Why do we consider our audience when determining the best way to communicate our ideas? • How does listening help us to recall and retell the information that is presented to us? • What skills does it take to be a good listener? • How can we gather, organize, and evaluate material through listening? • What is the difference between listening and hearing? • Why are the rules for discussion necessary? • Why do we ask questions when listening to a speaker? • How can we effectively express our ideas to our audience? • Why are there different presentation skills for different audiences? • Why is it important to communicate clearly? • Why is it essential to use correct grammar in speaking? • How can we effectively express our ideas to our audience? • How can we enhance our oral communication? • How does working collaboratively demonstrate our call to love and respect one another and share the gifts God has given to us? • How do others learn about our responsiveness to God’s message by what we say and the way we say it? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.4 Students make sense of the various messages to which they listen.</p> <p>1.12 Students speak using appropriate forms, conventions, and styles to</p> | <p>Comprehension and Collaboration</p> | <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> |

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| <p>communicate ideas and information to different audiences for different purposes.</p> <p>1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships.</p> <p>4.2 Students use productive team membership skills.</p> | <p>Presentation of Knowledge and Ideas</p> | <ol style="list-style-type: none"> 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 1b. Follow agreed-upon rules for discussions and carry out assigned roles. 1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. 1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Identify the reasons and evidence a speaker provides to support particular points. 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. 6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.) |
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Language (L) – Grade Four

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • The choice of words and phrases impacts the effectiveness of communication. • Rules of spelling, punctuation, and capitalization are essential for clarity and communication in writing. • Using correct grammar is important to effective written and oral communication. • Understanding Greek and Latin roots enables the reader to expand vocabulary and decipher unfamiliar words. • Written work often includes literal and non-literal meanings for words and phrases. | <ul style="list-style-type: none"> • How does word choice influence another’s understanding of our message? • What is the importance of knowing and using rules of writing? • Why is it necessary to use correct grammar in writing and speaking? • How can we use knowledge of root words and affixes to determine the meaning of unknown words? • How can we use context to determine the meaning of words and phrases? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <p>6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p> | <p>Conventions of Standard English</p> | <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> 1a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). 1b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. 1c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. 1d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). 1e. Form and use prepositional phrases. 1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. 1g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> 2a. Use correct capitalization. 2b. Use commas and quotation marks to mark direct speech and quotations from a text. 2c. Use a comma before a coordinating conjunction in a compound sentence. |

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| | <p>Knowledge of Language</p> <p>Vocabulary Acquisition and Use</p> | <p>2d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>3a. Choose words and phrases to convey ideas precisely.</p> <p>3b. Choose punctuation for effect.</p> <p>3c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>4a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</p> <p>4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>5a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>5b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>5c. Demonstrate understanding of words by relating them to synonyms, antonyms, homophones, and homonyms.</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p> |
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Reading Literature (RL) – Grade Five

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • Reading can be a source of knowledge and/or entertainment. • Illustrations and author’s point of view convey information and themes within a story. • Characters in stories can serve as models of Catholic values and behaviors. • Common themes can be found in multiple forms of writing throughout time. • Visual and oral presentations help to extend the meaning of the text and enhance the author’s point of view. • Visual and multimedia elements contribute to the meaning, tone, and beauty of a text, and enhance the author’s point of view. | <ul style="list-style-type: none"> • How do we derive meaning from text? • How do we understand our world and its diversity through reading? • How do the illustrations extend our understanding of the story? • How can comparing and contrasting major themes of different stories, written by the same author, help us to understand the author’s point of view? • How do characters demonstrate Catholic values and behaviors? • How do themes in parables relate to themes in stories, poems, folktales, and fables? • How do visual and oral presentations extend the understanding of the story? • How does comparing and contrasting major themes and topics in stories, myths, and literature help us to understand information in the reading? • How do multimedia elements extend our understanding of the story? • How does comparing and contrasting stories of the same genre help us to understand similar themes and topics? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p> <p>1.2 Students make sense of the variety of materials they read.</p> <p>1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>4.2 Students use productive team</p> | <p>Key Ideas and Details</p> <p>Craft and Structure</p> | <ol style="list-style-type: none"> 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. 6. Describe how a narrator’s or speaker’s point of view influences how events are described. |

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| <p>membership skills.</p> <p>5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.</p> <p>6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p> | <p>Integration of Knowledge and Ideas</p> <p>Range of Reading and Level of Text Complexity</p> | <p>7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>10. By the end of the year, read and comprehend a variety of genres, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> |
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Reading Standards for Informational Text (RI) – Grade Five

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • The way different types of text are read varies based on form and purpose. • Particular periods and events in history can reflect Catholic beliefs and values. • Using evidence from the text strengthens responses and understanding. • When conducting research, it is important to examine multiple credible sources. • Print and digital components are used to enhance understanding and strengthen the text. • Reading is used to access information needed to meet specific demands, explore interests, or solve problems. • Wide reading enhances the ability to understand and respect diversity. | <ul style="list-style-type: none"> • How do we determine key ideas in our reading? • How does the way we read various types of texts differ? • How can particular periods and events in history support or veer from Catholic beliefs and values? • How do we use text-based evidence to deepen our understanding of a text? • How can the reader determine the credibility of a source? • How can information in more than one source differ? • How does the combination of print and visual elements enhance a piece? • Why is it important to read a wide range of selections? • How can we learn to understand diverse cultures and traditions through reading? • What role can wide reading play in encouraging us to reach out and serve those in need? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p> <p>1.2 Students make sense of the variety of materials they read.</p> <p>1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> | <p>Key Ideas and Details</p> <p>Craft and Structure</p> | <ol style="list-style-type: none"> 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/situation) of events, ideas, concepts, or information in two or more texts. |

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| <p>2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships.</p> <p>4.2 Students use productive team membership skills.</p> <p>5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.</p> <p>6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p> | <p>Integration of Knowledge and Ideas</p> <p>Range of Reading and Level of Text Complexity</p> | <p>6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> |
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Reading Standards: Foundational Skills (RF) – Grade Five

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • Patterns help to make sense of print. • Phonics and word recognition skills can be used to decode, read, and write unfamiliar words. • Reading is important to daily life and understanding how words are formed and origins of words leads to fluency. | <ul style="list-style-type: none"> • How do we make sense of printed information? • How can we use phonics and word recognition skills to determine unfamiliar words? • How can we use what we know about root words and affixes to determine unfamiliar words? • Why is it important to read fluently? • How can knowing word origins help to improve reading fluency? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| 1.2 Students make sense of the variety of materials they read. | Phonics and Word Recognition Fluency | 3. Know and apply grade-level phonics and word analysis skills in decoding words. 3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 4. Read with sufficient accuracy and fluency to support comprehension. 4a. Read grade-level text with purpose and understanding. 4b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

Writing (W) – Grade Five

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • The choice of text type is influenced by task, purpose, and audience. • Writing can be used to communicate new learning. • Our written work is a reflection of the person that we are. • Effective writing includes the use of accurate facts and concrete details. • Using a formal writing process strengthens the written work. • Writing is essential to communication. • Computer skills are crucial in today's world. • The words that others write belong only to them. | <ul style="list-style-type: none"> • How do we determine whether to write an opinion piece, an informative/explanatory piece, or a narrative piece? • How can we convey information and our ideas through dialogue? • How can we build upon our knowledge by seeking out new information? • How do we communicate new information? • How can what we write reflect our character? • Why is it important to substantiate our writing with facts and details? • How do planning, revising, and editing enhance our writing? • Why is writing important? • How do we make our writing interesting? • How can the use of the computer help us to improve our writing? • What is plagiarism? • Why must we respect an author's ownership of his or her writing? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, computer reference programs, and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p> <p>1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> | <p>Text Types and Purposes</p> | <ol style="list-style-type: none"> 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> 1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. 1b. Provide logically ordered reasons that are supported by facts and details. 1c. Link opinions and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). 1d. Provide a concluding statement or section related to the opinion presented. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"> 2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. 2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |

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| <p>1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, computer reference programs, and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p> <p>1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships.</p> <p>3.4 Students demonstrate the ability to be resourceful and creative.</p> <p>4.2 Students use productive team membership skills.</p> <p>5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.</p> <p>5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.</p> | <p>Production and Distribution of Writing</p> <p>Research to Build and Present Knowledge</p> | <p>2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).</p> <p>2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>3b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>3c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>3e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>8. Recall relevant information from experiences or legally and ethically gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>9a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].”).</p> <p>9b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p> |
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| | Range of Writing | 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
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Speaking and Listening (SL) – Grade Five

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • The task, purpose, and audience help to determine the most effective way to communicate information. • Listening is important to the understanding of the message. • There is a difference between listening and hearing. • There are important rules for collaborative discussion. • To communicate, it is essential that the speaker is able to express ideas clearly. • Speech is a reflection of the speaker. • To communicate, it is important to express thoughts clearly. • When retelling a sequence of events or conveying a message, it is important to use appropriate facts and relevant, descriptive details. • Working collaboratively reflects our response to God’s call to love and care for others. | <ul style="list-style-type: none"> • How does effective communication enhance learning? • How can we engage our audience with clear and concise presentations of our knowledge? • Why do we consider our audience when determining the best way to communicate our ideas? • How does listening help us to recall and retell the information that is presented to us? • What skills does it take to be a good listener? • How can we gather, organize, and evaluate material through listening? • What is the difference between listening and hearing? • Why are the rules for discussion necessary? • Why do we ask questions when listening to a speaker? • How can we effectively express our ideas to our audience? • Why are there different presentation skills for different audiences? • Why is it important to communicate clearly? • Why is it essential to use correct grammar in speaking? • How can we effectively express our ideas to our audience? • How can we enhance our oral communication? • How does working collaboratively demonstrate our call to love and respect one another and share the gifts God has given to us? • How do others learn about our responsiveness to God’s message by what we say and the way we say it? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.4 Students make sense of the various messages to which they listen.</p> <p>1.12 Students speak using appropriate forms, conventions, and styles to</p> | <p>Comprehension and Collaboration</p> | <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> |

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| <p>communicate ideas and information to different audiences for different purposes.</p> <p>1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships.</p> <p>4.2 Students use productive team membership skills.</p> | <p>Presentation of Knowledge and Ideas</p> | <ol style="list-style-type: none"> 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 1b. Follow agreed-upon rules for discussions and carry out assigned roles. 1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. 1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.) |
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Language (L) – Grade Five

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • The choice of words and phrases impacts the effectiveness of communication. • Rules of spelling, punctuation, and capitalization are essential for clarity and communication in writing. • Using correct grammar is important to effective written and oral communication. • Understanding Greek and Latin roots enables the reader to expand vocabulary and decipher unfamiliar words. • Written work often includes literal and non-literal meanings for words and phrases. | <ul style="list-style-type: none"> • How does word choice influence another’s understanding of our message? • What is the importance of knowing and using rules of writing? • Why is it necessary to use correct grammar in writing and speaking? • How can we use knowledge of root words and affixes to determine the meaning of unknown words? • How can we use context to determine the meaning of words and phrases? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <p>6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p> | <p>Conventions of Standard English</p> | <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> 1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. 1b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. 1c. Use verb tense to convey various times, sequences, states, and conditions. 1d. Recognize and correct inappropriate shifts in verb tense. 1e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> 2a. Use punctuation to separate items in a series. 2b. Use a comma to separate an introductory element from the rest of the sentence. 2c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It’s true, isn’t it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). 2d. Use underlining, quotation marks, or italics to indicate titles of works. 2e. Spell grade-appropriate words correctly, consulting references as needed. |

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| | <p>Knowledge of Language</p> <p>Vocabulary Acquisition and Use</p> | <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>3b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>5a. Interpret figurative language, including similes and metaphors, in context.</p> <p>5b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p> |
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Reading Literature (RL) – Grade Six

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • Central themes are developed over the course of a text through the characters, setting, and plot. • An author uses dialogue to communicate important information. • Using text evidence strengthens the understanding of text. • Comparing and contrasting multiple texts or other mediums on the same topic or by the same author contributes to deeper understanding of text. • Reading a variety of texts is important for expanding knowledge and understanding the world. • Readers form images when reading. • Different forms or genres approach themes or topics differently. • Similar themes, characters, and events can be found in works of fiction throughout time. • Authors choose words and phrases carefully and for specific purposes. | <ul style="list-style-type: none"> • How does an understanding of the characters, setting, and plot help us to identify the central idea? • How does reading shape values and morals? • How do we learn about the character and other story elements through dialogue? • Why is it essential to cite evidence from the text to support thinking? • How does comparing and contrasting texts, videos, audios, and live versions support our understanding? • Why is it important to read a variety of challenging texts? • Why do images formed when reading a text often differ from those seen while viewing a video or live performance of that text? • Why does a video or live version of a text often differ from the original work? • How would the genre impact the approach an author uses? • Why might the fictional account of a time differ from the historical account? • How do characters, themes, or events from a particular modern work of fiction resemble characters, themes, or events from myths and traditional stories? • How do characters in stories serve as models of Catholic values and behaviors? • How do themes in parables relate to themes in stories, poems, folktales, and fables? • How does word choice impact the overall text? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific</p> | <p>Key Ideas and Details</p> | <ol style="list-style-type: none"> 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |

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| <p>demands, explore interests, or solve specific problems.</p> <p>1.2 Students make sense of the variety of materials they read.</p> <p>1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>4.2 Students use productive team membership skills.</p> <p>5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.</p> <p>6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p> | <p>Craft and Structure</p> <p>Integration of Knowledge and Ideas</p> <p>Range of Reading and Level of Text Complexity</p> | <ol style="list-style-type: none"> 3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure or form of a text and contributes to the development of the theme, setting, or plot. 6. Explain how an author develops the point of view of the narrator or speaker in a text. 7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. 8. (Not applicable to literature) 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.. |
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Reading Standards for Informational Text (RI) – Grade Six

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • Writers use specific words, phrases, and formats to convey meaning. • Topics and ideas are presented in print and digital text, video, and multimedia formats or mediums. • Information in text is backed up by arguments or claims using reasoning and evidence. • Particular periods and events in history or scientific work and discoveries can reflect Catholic beliefs and values. • Texts can have conflicting information on the same topic. • Phonics and word recognition skills as well as context can be used to identify unfamiliar words. • Wide reading enhances the ability to understand and respect diversity. | <ul style="list-style-type: none"> • How does the author of a text affect our understanding of the text? • Why is a particular format effective for understanding and interpreting information? • Why would another medium have been more effective to present the information? • What strategies did the writer use to come to his/her conclusions? • Why is it important to determine whether or not the writer used relevant evidence and credible sources to back up an argument or claim? • Why should readers retrace the reasoning used by a writer to back up information? • How can particular periods and events in history or scientific work and discoveries support or veer from Catholic beliefs and values? • How can texts on the same topic have different facts? • How can we determine the correct information in two texts that have conflicting information? • How can interpretation of facts or point of view lead to differences in informational texts? • How can religious, political, and cultural beliefs influence facts or interpretation of facts? • How do we find the meaning of new words or phrases? • How does the structure of a text help us to understand it? • How can we learn to understand and respect diverse cultures and traditions through reading? • What role can wide reading play in encouraging us to reach out and serve those in need? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p> <p>1.2 Students make sense of the variety of materials they read.</p> | <p>Key Ideas and Details</p> <p>Craft and Structure</p> | <ol style="list-style-type: none"> 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. |

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| <p>1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships.</p> <p>4.2 Students use productive team membership skills.</p> <p>5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.</p> <p>6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p> | <p>Integration of Knowledge and Ideas</p> <p>Range of Reading and Level of Text Complexity</p> | <ol style="list-style-type: none"> 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. 6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). 10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
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Writing (W) – Grade Six

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • Following the writing process allows students to engage in specific steps for communicating ideas. • Computer skills are essential in today's world. • Considering the task, purpose, and audience is important to effective writing. • Ethical procedures are required for the use of technology. • The words that others write belong only to them. • Our written work is a reflection of the person that we are. • Information found in various sources can differ. | <ul style="list-style-type: none"> • How does the writing process help us to strengthen our writing and communicate ideas more effectively? • How can we use technology to gather information? • How can we use technology to improve our writing? • How do the task, purpose, and audience influence the organization and style used in our writing? • How do we determine the most appropriate form of writing in a particular situation? • How do we assure ethical practices when using technology? • What are the ethical and legal implications of Internet use? • How do we avoid plagiarism? • Why must we respect an author's ownership of his or her writing? • How can what we write reflect our character? • Why is it important to refer to multiple sources when gathering information? • How does the researcher determine if a source is credible? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, computer reference programs, and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p> <p>1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> | <p>Text Types and Purposes</p> | <ol style="list-style-type: none"> 1. Write arguments to support claims with clear reasons and relevant evidence. <ol style="list-style-type: none"> 1a. Introduce claim(s) and organize the reasons and evidence clearly. 1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. 1d. Establish and maintain a formal style. 1e. Provide a concluding statement or section that follows from the argument presented. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ol style="list-style-type: none"> 2a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. 2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |

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| | Range of Writing | 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
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Speaking and Listening (SL) – Grade Six

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • It is essential to be able to work with others and discuss what is encountered in the classroom. • Organization, clarity, and focus are essential in presenting information. • Verbal and non-verbal communication skills improve oral presentations. • Multimedia and visual displays enhance oral presentations. • The way a speaker communicates depends on the topic, purpose, and audience. • To communicate, you must express your thoughts clearly. • You must listen to obtain information. • There is a difference between listening and hearing. | <ul style="list-style-type: none"> • How do we effectively convey to others what we know? • Why are there rules to guide collaborative work and discussions? • Why is it important to communicate ideas in a clear, organized way? • How does the way a speaker talks influence the effectiveness of the speech? • How does the way a speaker acts influence the effectiveness of the speech? • What makes a good oral presentation? • How can the use of both verbal and non-verbal communication impact the clarity of a presentation? • How can the use of multimedia and visual displays help us to improve our oral presentations? • When would it be acceptable to use informal English in an oral presentation? • Why is it important to use formal English for some speeches? • How would an oral presentation change for different audiences? • How does the use of specific words, rate of speech, expression, and concrete evidence help us to express our thoughts clearly? • How can compassion and understanding be increased through listening? • What skills does it take to be a good listener? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.4 Students make sense of the various messages to which they listen.</p> <p>1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>2.59 Students demonstrate an</p> | <p>Comprehension and Collaboration</p> | <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> |

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| <p>understanding of Catholic principles foundational to all relationships.</p> <p>4.2 Students use productive team membership skills.</p> | <p>Presentation of Knowledge and Ideas</p> | <ol style="list-style-type: none"> 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. 3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. 4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. 5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) |
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Language (L) – Grade Six

| Language (L) – Grade Six | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Rules of grammar, mechanics, usage, and spelling are important to effective written and oral communication. • Students use collaborative skills and critical thinking skills to create original writing. • Students write for a variety of purposes including narrative, informational, and argumentative writing. • Effectively using our language is essential to communication. • Language can be used to achieve desired effects. • The use of phonics skills and known words assist in decoding and understanding unknown or multiple-meaning words. | <ul style="list-style-type: none"> • Why is it important to correctly use grammar and mechanics in speaking? In writing? • Why is it important to spell words correctly in written communication? • How does collaboration improve our writing? • Why is it important to write for a variety of purposes? • Why is it important to use our language correctly when writing, speaking, reading, or listening? • How does good communication affect understanding? • How can we use language to make ideas more interesting and exciting? • How can we use language to show our emotions? • How can we use language to help our audience visualize our ideas? • How can our understanding of Greek and Latin roots and affixes help us to determine the meaning of new words? • How can knowledge of language and conventions help us with writing, reading, and speaking? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <p>6.3 Students expand their understanding</p> | <p>Conventions of Standard English</p> | <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> 1a. Ensure that pronouns are in the proper case (subjective, objective, possessive). 1b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). 1c. Recognize and correct inappropriate shifts in pronoun number and person. 1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). 1e. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> 2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. 2b. Spell correctly. |

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| <p>of existing knowledge by making connections with new knowledge, skills, and experiences.</p> | <p>Knowledge of Language</p> <p>Vocabulary Acquisition and Use</p> | <ol style="list-style-type: none"> 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> 3a. Vary sentence patterns for meaning, reader/listener interest, and style. 3b. Maintain consistency in style and tone. 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> 4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>). 4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> 5a. Interpret figures of speech (e.g., personification) in context. 5b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. 5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, thrifty</i>). 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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Reading Literature (RL) – Grade Seven

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • Central themes are developed over the course of a text through the characters, setting, and plot. • An author uses dialogue to communicate important information. • Using text evidence strengthens the understanding of text. • Comparing and contrasting multiple texts or other mediums on the same topic or by the same author contributes to deeper understanding of text. • Reading a variety of texts is important for expanding knowledge and understanding the world. • Readers form images when reading. • Different forms or genres approach themes or topics differently. • Similar themes, characters, and events can be found in works of fiction throughout time. • Authors choose words and phrases carefully and for specific purposes. | <ul style="list-style-type: none"> • How does an understanding of the characters, setting, and plot help us to identify the central idea? • How does reading shape values and morals? • How do we learn about the character and other story elements through dialogue? • Why is it essential to cite evidence from the text to support thinking? • How does comparing and contrasting texts, videos, audios, and live versions support our understanding? • Why is it important to read a variety of challenging texts? • Why do images formed when reading a text often differ from those seen while viewing a video or live performance of that text? • Why does a video or live version of a text often differ from the original work? • How would the genre impact the approach an author uses? • Why might the fictional account of a time differ from the historical account? • How do characters, themes, or events from a particular modern work of fiction resemble characters, themes, or events from myths and traditional stories? • How do characters in stories serve as models of Catholic values and behaviors? • How do themes in parables relate to themes in stories, poems, folktales, and fables? • How does word choice impact the overall text? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific</p> | <p>Key Ideas and Details</p> | <ol style="list-style-type: none"> 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. |

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| <p>demands, explore interests, or solve specific problems.</p> <p>1.2 Students make sense of the variety of materials they read.</p> <p>1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>4.2 Students use productive team membership skills.</p> <p>5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.</p> <p>6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p> | <p>Craft and Structure</p> <p>Integration of Knowledge and Ideas</p> <p>Range of Reading and Level of Text Complexity</p> | <p>3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> |
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Reading Standards for Informational Text (RI) – Grade Seven

| Essential Understandings | | Guided Questions |
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| <ul style="list-style-type: none"> • Writers use specific words, phrases, and formats to convey meaning. • Topics and ideas are presented in print and digital text, video, and multimedia formats or mediums. • Information in text is backed up by arguments or claims using reasoning and evidence. • Particular periods and events in history or scientific work and discoveries can reflect Catholic beliefs and values. • Texts can have conflicting information on the same topic. • Phonics and word recognition skills as well as context can be used to identify unfamiliar words. • Wide reading enhances the ability to understand and respect diversity. | <ul style="list-style-type: none"> • How does the author of a text affect our understanding of the text? • Why is a particular format effective for understanding and interpreting information? • Why would another medium have been more effective to present the information? • What strategies did the writer use to come to his/her conclusions? • Why is it important to determine whether or not the writer used relevant evidence and credible sources to back up an argument or claim? • Why should readers retrace the reasoning used by a writer to back up information? • How can particular periods and events in history or scientific work and discoveries support or veer from Catholic beliefs and values? • How can texts on the same topic have different facts? • How can we determine the correct information in two texts that have conflicting information? • How can interpretation of facts or point of view lead to differences in informational texts? • How can religious, political, and cultural beliefs influence facts or interpretation of facts? • How do we find the meaning of new words or phrases? • How does the structure of a text help us to understand it? • How can we learn to understand and respect diverse cultures and traditions through reading? • What role can wide reading play in encouraging us to reach out and serve those in need? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p> <p>1.2 Students make sense of the variety of materials they read.</p> | <p>Key Ideas and Details</p> <p>Craft and Structure</p> | <ol style="list-style-type: none"> 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. 3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |

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| <p>1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships.</p> <p>4.2 Students use productive team membership skills.</p> <p>5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.</p> <p>6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p> | <p>Integration of Knowledge and Ideas</p> <p>Range of Reading and Level of Text Complexity</p> | <ol style="list-style-type: none"> 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. 6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. 7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). 8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. 9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. 10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
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Writing (W) – Grade Seven

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • Following the writing process allows students to engage in specific steps for communicating ideas. • Computer skills are essential in today's world. • Considering the task, purpose, and audience is important to effective writing. • Ethical procedures are required for the use of technology. • The words that others write belong only to them. • Our written work is a reflection of the person that we are. • Information found in various sources can differ. | <ul style="list-style-type: none"> • How does the writing process help us to strengthen our writing and communicate ideas more effectively? • How can we use technology to gather information? • How can we use technology to improve our writing? • How do the task, purpose, and audience influence the organization and style used in our writing? • How do we determine the most appropriate form of writing in a particular situation? • How do we assure ethical practices when using technology? • What are the ethical and legal implications of Internet use? • How do we avoid plagiarism? • Why must we respect an author's ownership of his or her writing? • How can what we write reflect our character? • Why is it important to refer to multiple sources when gathering information? • How does the researcher determine if a source is credible? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, computer reference programs, and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p> <p>1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> | <p>Text Types and Purposes</p> | <ol style="list-style-type: none"> 1. Write arguments to support claims with clear reasons and relevant evidence. <ol style="list-style-type: none"> 1a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. 1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. 1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. 1d. Establish and maintain a formal style. 1e. Provide a concluding statement or section that follows from and supports the argument presented. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ol style="list-style-type: none"> 2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |

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| <p>2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships.</p> <p>3.4 Students demonstrate the ability to be resourceful and creative.</p> <p>4.2 Students use productive team membership skills.</p> <p>5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.</p> <p>5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.</p> | <p>Production and Distribution of Writing</p> <p>Research to Build and Present Knowledge</p> | <p>2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2e. Establish and maintain a formal style.</p> <p>2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>3a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)</p> <p>6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources; demonstrate sufficient command of keyboarding skills.</p> <p>7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>8. Gather relevant information from multiple print and digital sources legally and ethically, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>9a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the</p> |
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| | <p>Range of Writing</p> | <p>same period as a means of understanding how authors of fiction use or alter history.”).</p> <p>9b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.”).</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> |
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Speaking and Listening (SL) – Grade Seven

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • It is essential to be able to work with others and discuss what is encountered in the classroom. • Organization, clarity, and focus are essential in presenting information. • Verbal and non-verbal communication skills improve oral presentations. • Multimedia and visual displays enhance oral presentations. • The way a speaker communicates depends on the topic, purpose, and audience. • To communicate, you must express your thoughts clearly. • You must listen to obtain information. • There is a difference between listening and hearing. | <ul style="list-style-type: none"> • How do we effectively convey to others what we know? • Why are there rules to guide collaborative work and discussions? • Why is it important to communicate ideas in a clear, organized way? • How does the way a speaker talks influence the effectiveness of the speech? • How does the way a speaker acts influence the effectiveness of the speech? • What makes a good oral presentation? • How can the use of both verbal and non-verbal communication impact the clarity of a presentation? • How can the use of multimedia and visual displays help us to improve our oral presentations? • When would it be acceptable to use informal English in an oral presentation? • Why is it important to use formal English for some speeches? • How would an oral presentation change for different audiences? • How does the use of specific words, rate of speech, expression, and concrete evidence help us to express our thoughts clearly? • How can compassion and understanding be increased through listening? • What skills does it take to be a good listener? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.4 Students make sense of the various messages to which they listen.</p> <p>1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>2.59 Students demonstrate an</p> | <p>Comprehension and Collaboration</p> | <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>1c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>1d. Acknowledge new information expressed by others, and, when warranted, modify their own views.</p> |

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| <p>understanding of Catholic principles foundational to all relationships.</p> <p>4.2 Students use productive team membership skills.</p> | <p>Presentation of Knowledge and Ideas</p> | <ol style="list-style-type: none"> 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. 5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.) |
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Language (L) – Grade Seven

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • Rules of grammar, mechanics, usage, and spelling are important to effective written and oral communication. • Students use collaborative skills and critical thinking skills to create original writing. • Students write for a variety of purposes including narrative, informational, and argumentative writing. • Effectively using our language is essential to communication. • Language can be used to achieve desired effects. • The use of phonics skills and known words assist in decoding and understanding unknown or multiple-meaning words. | <ul style="list-style-type: none"> • Why is it important to correctly use grammar and mechanics in speaking? In writing? • Why is it important to spell words correctly in written communication? • How does collaboration improve our writing? • Why is it important to write for a variety of purposes? • Why is it important to use our language correctly when writing, speaking, reading, or listening? • How does good communication affect understanding? • How can we use language to make ideas more interesting and exciting? • How can we use language to show our emotions? • How can we use language to help our audience visualize our ideas? • How can our understanding of Greek and Latin roots and affixes help us to determine the meaning of new words? • How can knowledge of language and conventions help us with writing, reading, and speaking? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <p>6.3 Students expand their understanding</p> | <p>Conventions of Standard English</p> | <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> 1a. Explain the function of phrases and clauses in general and their function in specific sentences. 1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. 1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> 2a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i>). 2b. Spell correctly. |

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| <p>of existing knowledge by making connections with new knowledge, skills, and experiences.</p> | <p>Knowledge of Language</p> <p>Vocabulary Acquisition and Use</p> | <ol style="list-style-type: none"> 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> 3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> 4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>). 4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> 5a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. 5b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. 5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>). 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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Reading Literature (RL) – Grade Eight

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • Central themes are developed over the course of a text through the characters, setting, and plot. • An author uses dialogue to communicate important information. • Using text evidence strengthens the understanding of text. • Comparing and contrasting multiple texts or other mediums on the same topic or by the same author contributes to deeper understanding of text. • Reading a variety of texts is important for expanding knowledge and understanding the world. • Readers form images when reading. • Different forms or genres approach themes or topics differently. • Similar themes, characters, and events can be found in works of fiction throughout time. • Authors choose words and phrases carefully and for specific purposes. | <ul style="list-style-type: none"> • How does an understanding of the characters, setting, and plot help us to identify the central idea? • How does reading shape values and morals? • How do we learn about the character and other story elements through dialogue? • Why is it essential to cite evidence from the text to support thinking? • How does comparing and contrasting texts, videos, audios, and live versions support our understanding? • Why is it important to read a variety of challenging texts? • Why do images formed when reading a text often differ from those seen while viewing a video or live performance of that text? • Why does a video or live version of a text often differ from the original work? • How would the genre impact the approach an author uses? • Why might the fictional account of a time differ from the historical account? • How do characters, themes, or events from a particular modern work of fiction resemble characters, themes, or events from myths and traditional stories? • How do characters in stories serve as models of Catholic values and behaviors? • How do themes in parables relate to themes in stories, poems, folktales, and fables? • How does word choice impact the overall text? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific</p> | <p>Key Ideas and Details</p> | <ol style="list-style-type: none"> 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. |

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| <p>demands, explore interests, or solve specific problems.</p> <p>1.2 Students make sense of the variety of materials they read.</p> <p>1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>4.2 Students use productive team membership skills.</p> <p>5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.</p> <p>6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p> | <p>Craft and Structure</p> <p>Integration of Knowledge and Ideas</p> <p>Range of Reading and Level of Text Complexity</p> | <p>3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p>8. (Not applicable to literature)</p> <p>9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently.</p> |
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Reading Standards for Informational Text (RI) – Grade Eight

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • Writers use specific words, phrases, and formats to convey meaning. • Topics and ideas are presented in print and digital text, video, and multimedia formats or mediums. • Information in text is backed up by arguments or claims using reasoning and evidence. • Particular periods and events in history or scientific work and discoveries can reflect Catholic beliefs and values. • Texts can have conflicting information on the same topic. • Phonics and word recognition skills as well as context can be used to identify unfamiliar words. • Wide reading enhances the ability to understand and respect diversity. | <ul style="list-style-type: none"> • How does the author of a text affect our understanding of the text? • Why is a particular format effective for understanding and interpreting information? • Why would another medium have been more effective to present the information? • What strategies did the writer use to come to his/her conclusions? • Why is it important to determine whether or not the writer used relevant evidence and credible sources to back up an argument or claim? • Why should readers retrace the reasoning used by a writer to back up information? • How can particular periods and events in history or scientific work and discoveries support or veer from Catholic beliefs and values? • How can texts on the same topic have different facts? • How can we determine the correct information in two texts that have conflicting information? • How can interpretation of facts or point of view lead to differences in informational texts? • How can religious, political, and cultural beliefs influence facts or interpretation of facts? • How do we find the meaning of new words or phrases? • How does the structure of a text help us to understand it? • How can we learn to understand and respect diverse cultures and traditions through reading? • What role can wide reading play in encouraging us to reach out and serve those in need? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p> <p>1.2 Students make sense of the variety of materials they read.</p> | <p>Key Ideas and Details</p> | <ol style="list-style-type: none"> 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |

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| <p>1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships.</p> <p>4.2 Students use productive team membership skills.</p> <p>5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.</p> <p>6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p> | <p>Craft and Structure</p> <p>Integration of Knowledge and Ideas</p> <p>Range of Reading and Level of Text Complexity</p> | <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. 6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. 7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. 9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. 10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently. |
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Writing (W) – Grade Eight

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • Following the writing process allows students to engage in specific steps for communicating ideas. • Computer skills are essential in today's world. • Considering the task, purpose, and audience is important to effective writing. • Ethical procedures are required for the use of technology. • The words that others write belong only to them. • Our written work is a reflection of the person that we are. • Information found in various sources can differ. | <ul style="list-style-type: none"> • How does the writing process help us to strengthen our writing and communicate ideas more effectively? • How can we use technology to gather information? • How can we use technology to improve our writing? • How do the task, purpose, and audience influence the organization and style used in our writing? • How do we determine the most appropriate form of writing in a particular situation? • How do we assure ethical practices when using technology? • What are the ethical and legal implications of Internet use? • How do we avoid plagiarism? • Why must we respect an author's ownership of his or her writing? • How can what we write reflect our character? • Why is it important to refer to multiple sources when gathering information? • How does the researcher determine if a source is credible? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, computer reference programs, and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p> <p>1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> | <p>Text Types and Purposes</p> | <ol style="list-style-type: none"> 1. Write arguments to support claims with clear reasons and relevant evidence. <ol style="list-style-type: none"> 1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. 1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. 1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. 1d. Establish and maintain a formal style. 1e. Provide a concluding statement or section that follows from and supports the argument presented. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ol style="list-style-type: none"> 2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |

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| <p>2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships.</p> <p>3.4 Students demonstrate the ability to be resourceful and creative.</p> <p>4.2 Students use productive team membership skills.</p> <p>5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.</p> <p>5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.</p> | <p>Production and Distribution of Writing</p> <p>Research to Build and Present Knowledge</p> | <p>2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2e. Establish and maintain a formal style.</p> <p>2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>3b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>3c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)</p> <p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.</p> <p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>8. Gather relevant information from multiple print and digital sources legally and ethically, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> |
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| | <p>Range of Writing</p> | <p>9a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.”).</p> <p>9b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.”).</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> |
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Speaking and Listening (SL) – Grade Eight

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • It is essential to be able to work with others and discuss what is encountered in the classroom. • Organization, clarity, and focus are essential in presenting information. • Verbal and non-verbal communication skills improve oral presentations. • Multimedia and visual displays enhance oral presentations. • The way a speaker communicates depends on the topic, purpose, and audience. • To communicate, you must express your thoughts clearly. • You must listen to obtain information. • There is a difference between listening and hearing. | <ul style="list-style-type: none"> • How do we effectively convey to others what we know? • Why are there rules to guide collaborative work and discussions? • Why is it important to communicate ideas in a clear, organized way? • How does the way a speaker talks influence the effectiveness of the speech? • How does the way a speaker acts influence the effectiveness of the speech? • What makes a good oral presentation? • How can the use of both verbal and non-verbal communication impact the clarity of a presentation? • How can the use of multimedia and visual displays help us to improve our oral presentations? • When would it be acceptable to use informal English in an oral presentation? • Why is it important to use formal English for some speeches? • How would an oral presentation change for different audiences? • How does the use of specific words, rate of speech, expression, and concrete evidence help us to express our thoughts clearly? • How can compassion and understanding be increased through listening? • What skills does it take to be a good listener? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.4 Students make sense of the various messages to which they listen.</p> <p>1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>2.59 Students demonstrate an</p> | <p>Comprehension and Collaboration</p> | <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> |

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| <p>understanding of Catholic principles foundational to all relationships.</p> <p>4.2 Students use productive team membership skills.</p> | <p>Presentation of Knowledge and Ideas</p> | <ol style="list-style-type: none"> 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. 5. Integrate multimedia and visual displays in presentations to clarify information, strengthen claims and evidence, and add interest. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.) |
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Language (L) – Grade Eight

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • Rules of grammar, mechanics, usage, and spelling are important to effective written and oral communication. • Students use collaborative skills and critical thinking skills to create original writing. • Students write for a variety of purposes including narrative, informational, and argumentative writing. • Effectively using our language is essential to communication. • Language can be used to achieve desired effects. • The use of phonics skills and known words assist in decoding and understanding unknown or multiple-meaning words. | <ul style="list-style-type: none"> • Why is it important to correctly use grammar and mechanics in speaking? In writing? • Why is it important to spell words correctly in written communication? • How does collaboration improve our writing? • Why is it important to write for a variety of purposes? • Why is it important to use our language correctly when writing, speaking, reading, or listening? • How does good communication affect understanding? • How can we use language to make ideas more interesting and exciting? • How can we use language to show our emotions? • How can we use language to help our audience visualize our ideas? • How can our understanding of Greek and Latin roots and affixes help us to determine the meaning of new words? • How can knowledge of language and conventions help us with writing, reading, and speaking? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <p>6.3 Students expand their understanding</p> | <p>Conventions of Standard English</p> | <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> 1a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. 1b. Form and use verbs in the active and passive voice. 1c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. 1d. Recognize and correct inappropriate shifts in verb voice and mood. 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> 2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. 2b. Use an ellipsis to indicate an omission. 2c. Spell correctly. |

Reading Standards for Literacy in History/Social Studies (RH) – Grades Six - Eight

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • Central themes emerge over the course of time. • Using text evidence strengthens the understanding of text. • Comparing and contrasting multiple texts or other mediums on the same topic contributes to deeper understanding of the topic. • Different forms or genres approach themes or topics differently. • Particular periods or events in history can reflect Catholic beliefs and values. • Information in text is backed up by arguments or claims using reasoning and evidence. • Texts can have conflicting information on the same topic. • Wide reading enhances the ability to understand and respect diversity. | <ul style="list-style-type: none"> • How does an understanding of a particular period or person in history help us to understand other times and people? • How does reading shape values and morals? • Why is it essential to cite evidence from primary and secondary sources to support thinking? • How does comparing and contrasting multiple text selections or other forms of communication support our understanding? • How would the genre impact the approach an author uses? • Why might the fictional account of a time differ from the historical account? • How can particular periods or events in history support or veer from Catholic beliefs and values? • Why is it important to determine whether or not the writer used relevant evidence and credible sources to back up an argument or claim? • How can we determine the correct information in two texts that have conflicting information? • How can interpretation of facts or point of view lead to differences in informational texts? • How can religious, political, and cultural beliefs influence facts or interpretation of facts? • How can we learn to understand and respect diverse cultures and traditions through reading? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, computer reference programs, and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p> <p>1.2 Students make sense of the variety of materials they read.</p> | <p>Key Ideas and Details</p> <p>Craft and Structure</p> | <ol style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of primary and secondary sources. 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions (e.g., paraphrasing and note-taking). 3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. 5. Describe how a text presents information (e.g., sequentially, comparatively, causally). |

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| <p>1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.</p> <p>2.59 Students demonstrate an understanding of Catholic principles foundational to all relationships.</p> <p>6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p> | <p>Integration of Knowledge and Ideas</p> <p>Range of Reading and Level of Text Complexity</p> | <p>6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>9. Analyze the relationship between a primary and secondary source on the same topic.</p> <p>10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p> |
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| <p>foundational to all relationships.</p> <p>6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p> | <p>Range of Reading and Level of Text Complexity</p> | <p>10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.</p> |
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Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (WHST) Grades Six - Eight

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • Writers use domain-specific words and phrases and various formats to convey meaning. • Technology plays a critical role in gathering reliable information. • Ethical procedures are required for the use of technology. • The words that others write belong only to them. • Information found in various sources can differ. | <ul style="list-style-type: none"> • How does the author of a text affect our understanding of the text? • How can we use technology to gather information? • How can we use technology to improve our written communication on a particular topic? • How do we assure ethical practices when using technology? • What are the ethical and legal implications of Internet use? • How do we avoid plagiarism? • Why must we respect an author’s ownership of his or her writing? • Why is it important to refer to multiple sources when gathering information for our written work? • How does the researcher determine if a source is credible? | |
| Academic Expectations | Anchor Standard Strand | Standards |
| <p>1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, computer reference programs, and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p> <p>1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.</p> | <p>Text Types and Purposes</p> | <ol style="list-style-type: none"> 1. Write arguments focused on <i>discipline-specific content</i>. <ol style="list-style-type: none"> 1a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. 1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. 1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. 1d. Establish and maintain a formal style. 1e. Provide a concluding statement or section that follows from and supports the argument presented. 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. <ol style="list-style-type: none"> 2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. 2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. 2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |

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| <p>6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p> | <p>Production and Distribution of Writing</p> <p>Research to Build and Present Knowledge</p> <p>Range of Writing</p> | <p>2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2e. Establish and maintain a formal style and objective tone.</p> <p>2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>3. (See Note: not applicable as a separate requirement) <i>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</i></p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> |
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Mathematics Curriculum Framework

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Mathematics Curriculum Framework

Archdiocese of Louisville

According to *Principles and Standards for School Mathematics* from the National Council of Teachers of Mathematics, new knowledge, tools, and ways of doing and communicating mathematics continue to emerge and evolve in an ever-changing world. The need to understand and be able to use mathematics in everyday life and in the workplace has never been greater and will continue to increase.

-Adapted from *Principles and Standards for School Mathematics*

In alignment with the *National Mathematics Standards* from the National Council of Teachers of Mathematics, the Archdiocese of Louisville Mathematics Curriculum Framework uses the content goals as organizers.

The Content Goals are:

- Number and Operations
- Algebra
- Geometry
- Measurement
- Data Analysis and Probability

To view the *National Mathematics Standards* or for further information and resources, contact: www.nctm.org.

- *Mathematics Curriculum Committee, Archdiocese of Louisville*

Archdiocese of Louisville Standards for Mathematics

The Archdiocese of Louisville Mathematics Curriculum Framework incorporates the work of the *Common Core State Standards for Mathematics*, stressing the importance of conceptual understanding of key ideas. The Standards for Mathematical Content and the Standards for Mathematical Practice are embedded in the curriculum framework.

The Standards for Mathematical Content outlined in the *Common Core State Standards for Mathematics* by domain are:

- Counting and Cardinality
- Operations and Algebraic Thinking
- Number and Operations in Base Ten
- Number and Operations – Fractions
- Measurement and Data
- Geometry
- Ratios and Proportional Relationships
- The Number System
- Expressions and Equations
- Functions
- Statistics and Probability

To view the *Common Core State Standards for Mathematics* or for further information and resources, visit:
www.corestandards.org/the-standards/mathematics.

Archdiocese of Louisville Standards for Mathematics

According to the *Common Core State Standards for Mathematics*, eight processes and proficiencies are essential to the mathematical development of all students. These “Standards for Mathematical Practice” represent the processes outlined by the National Council of Teachers of Mathematics and the proficiencies outlined by the National Research Council.

The NCTM processes include: “problem solving, reasoning and proof, communication, representation, and connections”. In the National Research Council’s report, *Adding it Up*, the proficiencies are described as: “adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, and productive disposition”. Complete descriptions of the “Standards for Mathematical Practice” can be found in the introduction section of the *Common Core State Standards for Mathematics*.

The Standards for Mathematical Practice are:

- 1) Make sense of problems and persevere in solving them
- 2) Reason abstractly and quantitatively
- 3) Construct viable arguments and critique the reasoning of others
- 4) Model with mathematics
- 5) Use appropriate tools strategically
- 6) Attend to precision
- 7) Look for and make use of structure
- 8) Look for and express regularity in repeated reasoning

In addition, emphasis is placed on the responsibility of all mathematics educators to connect these “Standards for Mathematical Practice” with the “Standards for Mathematical Content” in order to provide a balanced combination of procedure and understanding.

- Adapted from the *Common Core State Standards for Mathematics*
www.corestandards.org/the-standards/mathematics

The Archdiocese of Louisville Mathematics Curriculum Framework provides teachers with guidelines that focus on a balance between conceptual understanding and procedural skills. In addition, mathematical skills are not intended to be taught in isolation. Connections should be made within the mathematics curriculum, as well as with other content areas, whenever appropriate.

Problem Solving

Problem solving should be a daily occurrence used to provide students with the opportunity to develop concepts and skills and apply them to real-world situations. Students will learn to determine and apply appropriate strategies for problem solving and explain their reasoning.

Vocabulary and Communication

Teachers and students will use the language of mathematics to express mathematical ideas precisely. This includes consistent and appropriate use of vocabulary throughout the curriculum in both written and oral expression.

Spiral Review

This mathematics curriculum framework focuses on concepts and skills to be learned at each grade level. However, new concepts always build upon previously learned concepts. Therefore, continuous review is essential in a spiraling format for retention, consistency, and continuity.

In the Archdiocese of Louisville Mathematics Curriculum Framework, Performance Standards listed in bold print indicate first exposure.

ALGEBRA I

History

The Archdiocese of Louisville initiated an Algebra I program in 1987 to meet the needs of students with a high level of mathematics ability and the motivation to work independently in respect to mathematics instruction. A video program was developed and implemented from 1988 – 2000 as an option for schools. Other schools were able to include Algebra I in their curriculum by providing a certified instructor or by transporting students to a local Catholic high school for instruction.

In September 2000, the Algebra I program was restructured and the *Eighth Grade Honors Algebra I Handbook* was developed and distributed to direct and coordinate the program. Revised admission requirements, the core content and standards, new instructional resources, forms to assist with local administration, a timeline, and an entrance and exit exam were added to enhance the program.

During the 2008-2009 school year, elementary and high school teachers, a principal, university representatives, and archdiocesan representatives conducted an in-depth study of research and practices in the area of mathematics in order to make recommendations for the future of mathematics in the Archdiocese of Louisville. As a result of that intensive study, it was determined that beginning in September 2010, all eighth grade students in the Archdiocese of Louisville would participate in Algebra I instruction. All seventh grade students would participate in pre-Algebra instruction.

Philosophy

The program is based on the belief that mathematics literacy is a key component in preparing students for future success academically and in life situations. The local school is responsible for developing and maintaining a rigorous K-8 mathematics program that is based on standards, has clearly stated core content and outcomes, aligns instruction and assessment, and culminates in a comprehensive and rigorous eighth grade Algebra I program.

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**Archdiocese of Louisville
Curriculum Framework
Mathematics**

| Number and Operations – Kindergarten | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Numbers are used to name, count, and place objects in order. • Estimation approximates exact values. • A variety of methods are used to develop understanding and skill in estimation and computation. | <ul style="list-style-type: none"> • How are numbers used to name, count, and place objects in order? • When counting, what does the next number in the sequence say about its value? • When counting, what does the last number said mean? • Why is it helpful to be able to count from a given number instead of from one? • How is estimation used to determine if a number is reasonable? • When is it appropriate to use mental math, concrete objects, pencil and paper, or computers to do estimation and computation? • How are concrete materials used to model and solve mathematical problems? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.7 Students understand number concepts and use numbers appropriately and accurately.</p> <p>Academic Expectation 2.8 Students understand various mathematical procedures and use them appropriately and accurately.</p> | <ul style="list-style-type: none"> • Number sense • Ordinals • Addition and subtraction | <p>Students will:</p> <ul style="list-style-type: none"> • count by ones, fives, and tens to 100 • count by two up to 20 • understand that each successive number name refers to a quantity that is one larger • read numerals up to 100 • count 20 or more objects with one-to-one correspondence when arranged in a line, a rectangular array, or a circle or as many as 10 objects in a scattered configuration • understand that the last number name said tells the number of objects counted • write numerals 0-30 • represent a number of objects with a written numeral 0-20 • compare and order numbers and quantities 1-20 using greater than, less than, and equal to • compare two numbers between 1 and 10 presented as written numerals • count forward from any given number instead of beginning at one • identify sequence of ordinal numbers from first to tenth • understand addition as putting together and adding to, and understand subtraction as taking apart and taking from • use objects, drawings, sounds, or mental images to represent addition and subtraction of numbers less than or equal to ten by acting out situations, using verbal explanations, expressions, or equations |

**Archdiocese of Louisville
Curriculum Framework
Mathematics**

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| | <ul style="list-style-type: none">• Base Ten • Fractions | <ul style="list-style-type: none">• use concrete objects, pictures, and mental math to solve single digit addition and subtraction stories and number sentences• write number sentences using symbols +, -, and =• determine the number that makes ten when added to a given number (1-9)• decompose numbers less than or equal to 10 into pairs in more than one way (e.g., $5 = 2 + 3$)• fluently add and subtract within five • understand that numbers from 11 to 19 are composed of ten ones and from one to nine additional ones• compose and decompose numbers from 11 to 19 into ten ones and some further ones • recognize equal parts of a whole• identify simple fractions using pictures |
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**Archdiocese of Louisville
Curriculum Framework
Mathematics**

Geometry – Kindergarten

| Geometry – Kindergarten | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Geometric shapes and positions of objects are used to describe the world. • Geometric shapes and relationships are used to design and create. | <ul style="list-style-type: none"> • How are geometric shapes used to describe things? • How is the location of an object described in relation to other things? • What are examples of geometric shapes and relationships in architecture, art, and nature? • How can shapes and relationships be used to create things? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.</p> | <ul style="list-style-type: none"> • Plane figures (two-dimensional) • Solid figures (three-dimensional) • Geometric and spatial relationship concepts | <p>Students will:</p> <ul style="list-style-type: none"> • recognize and name the attributes of these plane figures: circle, square, rectangle, triangle, oval, and hexagon • recognize solid figures: cube, sphere, cone, and cylinder • locate and describe objects and pictures using spatial relationship concepts: inside, outside, right, left, above, below, beside, near, top, middle, bottom, front, behind, over, between, under, on • distinguish between two-dimensional and three-dimensional shapes • analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., sides, corners, curves) • model shapes in the world by building shapes from components and drawing shapes • combine simple shapes to form larger shapes (e.g., use two triangles to make a rectangle) |

**Archdiocese of Louisville
Curriculum Framework
Mathematics**

Measurement – Kindergarten

| Essential Understandings | Guided Questions | |
|---|---|---|
| <ul style="list-style-type: none"> Measurement is used to communicate about size and shape. | <ul style="list-style-type: none"> How are length, weight, time, and money used to describe and compare things? How are nonstandard and standard units used to compare things? When is it useful to estimate measurements? What kinds of tools are used to find measurements? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.10 Students understand measurement concepts and use measurements appropriately and accurately.</p> | <ul style="list-style-type: none"> Nonstandard and standard measurement Money Time Calendar skills | <p>Students will:</p> <ul style="list-style-type: none"> use nonstandard and standard units to estimate, measure, and compare length and weight identify standard measuring tools describe measurable attributes of objects, such as length or weight directly compare two objects with a measurable attribute in common, to see which object has “more of” or “less of” the attribute, and describe the difference identify the name and value of a penny, nickel, dime, and quarter describe the features of an analog clock tell time to the hour and half-hour on an analog and digital clock name the days of the week and months of the year use a calendar |

**Archdiocese of Louisville
Curriculum Framework
Mathematics**

Algebra – Kindergarten

| Algebra – Kindergarten | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Patterns are used to investigate, understand, and describe the world. • Patterns and number relationships are used to understand and solve problems. | <ul style="list-style-type: none"> • What is a pattern? • What kinds of patterns can be found in natural and human-designed environments? • How are patterns in the environment represented by such things as number, color, and shape? • How can objects be classified? • How can patterns be extended or changed? • How are number patterns used to solve problems? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.10 Students organize information through development and use of classification rules and systems.</p> <p>Academic Expectation 2.11 Students understand mathematical change concepts and use them appropriately and accurately.</p> <p>Academic Expectation 2.12 Students understand mathematical structure concepts including the properties and logic of various mathematical systems.</p> | <ul style="list-style-type: none"> • Patterns • Classification | <p>Students will:</p> <ul style="list-style-type: none"> • extend, describe, and create patterns using pictures, objects, colors, sounds, and movement • sort and order objects by size, color, number, and other properties |

**Archdiocese of Louisville
Curriculum Framework
Mathematics**

| Data Analysis and Probability – Kindergarten | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> Data can be used to predict outcomes and support conclusions. | <ul style="list-style-type: none"> What kinds of data can be collected? How can data be organized? How can data be used to draw conclusions and make decisions? What factors need to be considered in making a prediction? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.13 Students understand and appropriately use statistics and probability.</p> | <ul style="list-style-type: none"> Graphing | <p>Students will:</p> <ul style="list-style-type: none"> collect and organize data to create tally charts, pictographs, and bar graphs use graphs to answer questions |

**Archdiocese of Louisville
Curriculum Framework
Mathematics**

Number and Operations – Grade One

| Essential Understandings | Guided Questions | |
|--|---|---|
| <ul style="list-style-type: none"> • Numbers are used to name, count, and place objects in order. • Estimation is used to approximate exact values. • A variety of methods are used to develop understanding and skill in estimation and computation. | <ul style="list-style-type: none"> • How are numbers used to name, count, and place objects in order? • How do fractions describe parts of a whole? • How does position of a digit in a multi-digit number determine its value? • Why is it helpful to be able to count from a given number instead of from one? • How do people know if an estimate is reasonable? • When is it appropriate to use mental math, pencil and paper, calculators, or computers to do rounding and computation? • How are concrete materials used to model and solve mathematical problems? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.7 Students understand number concepts and use numbers appropriately and accurately.</p> <p>Academic Expectation 2.8 Students understand various mathematical procedures and use them appropriately and accurately.</p> | <ul style="list-style-type: none"> • Addition and subtraction • Place value | <p>Students will:</p> <ul style="list-style-type: none"> • use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, and comparing, with unknowns in all positions • solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 • write and solve vertical and horizontal addition and subtraction problems • relate counting to addition and subtraction (e.g., by counting to 2 to add 2) • master addition and subtraction facts up to 12 using mental math • use strategies such as counting on, making ten, decomposing a number leading to a ten, and using the relationship between addition and subtraction • count to 120 starting at any number • estimate, compare, write, and order numbers to 120 • identify, count, and demonstrate tens and ones using models and pictures • understand that the two digits of a two-digit number represent amounts of tens and ones • compare two-digit numbers using symbols $<$, $>$, or $=$ based on the meanings of the tens and ones digits • understand that when adding two-digit numbers, add tens with tens, ones with ones, and sometimes it is necessary to compose a ten |

**Archdiocese of Louisville
Curriculum Framework
Mathematics**

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| | <ul style="list-style-type: none">• Numbers to 120 • Fractions | <ul style="list-style-type: none">• add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and various strategies• add within 100, including adding a two-digit number and a multiple of 10, using concrete models or drawings and various strategies • read and order ordinal numbers from eleventh to twentieth• master counting and writing by ones, twos, fives, and tens increasing and decreasing the value • recognize and model halves, thirds, and fourths of a whole or set understand that decomposing a whole or set into more equal shares creates smaller shares |
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**Archdiocese of Louisville
Curriculum Framework
Mathematics**

Geometry – Grade One

| Geometry – Grade One | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Geometric shapes and positions of objects are used to describe the world. • Geometric shapes and relationships are used to design and create. | <ul style="list-style-type: none"> • How are geometric shapes used to describe things? • How can three-dimensional shapes be combined to create a new shape? • How do plane figures differ from solid figures? • What distinguishes defining attributes from non-defining attributes? • What are examples of geometric shapes and relationships in architecture, art, and nature? • How can shapes and relationships be used to create things? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.</p> | <ul style="list-style-type: none"> • Plane and solid figures | <p>Students will:</p> <ul style="list-style-type: none"> • name and classify plane figures (rectangle, square, triangle, trapezoid, and half-circle) and solid figures (cone, sphere, cube, cylinder, pyramid, and rectangular prism) • distinguish between defining attributes (e.g., closed, three-sided) and non-defining attributes (e.g., color, size) • compose two- or three-dimensional shapes to create a composite shape and compose new shapes from the composite shapes |

**Archdiocese of Louisville
Curriculum Framework
Mathematics**

| Measurement – Grade One | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> Measurement is used to communicate about size and shape. | <ul style="list-style-type: none"> How are length, weight, time, and money used to describe and compare things? How are nonstandard and standard units used to compare things? When is it useful to estimate measurements? What kinds of tools are used to find measurements? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.10 Students understand measurement concepts and use measurements appropriately and accurately.</p> | <ul style="list-style-type: none"> Length and weight Time Money | <p>Students will:</p> <ul style="list-style-type: none"> order three objects by length compare the lengths of two objects by using a third object understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps estimate and measure length in inches and centimeters estimate and compare weight using a balance scale tell and write time in hours and half-hours using analog and digital clocks name the days of the week and months of the year locate and identify days and dates on a calendar trade coins to show the same money amount, using different coin combinations |

**Archdiocese of Louisville
Curriculum Framework
Mathematics**

Algebra – Grade One

| Algebra – Grade One | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Patterns are used to investigate, understand, and describe the world. • Patterns and number relationships are used to understand and solve problems. • Number operations are used to solve problems. | <ul style="list-style-type: none"> • What kinds of patterns can be found in natural and human-designed environments? • How are patterns in the environment represented by such things as number, color, and shape? • How can objects be classified? • How can patterns be extended or changed? • How are number patterns used to solve problems? • In an open sentence, how can the unknown number be determined from the known numbers and the operation? • How do characteristics of a problem lead to a choice of a number operation? • What rules/properties influence the ways operations can be used to solve problems? • In a number sentence, what does the equal sign mean? • How is subtraction related to addition? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectations 2.11 Students understand mathematical change concepts and use them appropriately and accurately.</p> <p>Academic Expectations 2.12 Students understand mathematical structure concepts including the properties and logic of various mathematical systems.</p> | <ul style="list-style-type: none"> • Missing addends and subtrahends • Properties of operations • Patterns | <p>Students will:</p> <ul style="list-style-type: none"> • understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false • determine the missing addend or subtrahend in a problem ($3 + _ = 5$ or $_ - 2 = 3$) • understand subtraction as an unknown addend problem • add and subtract using commutative and associative properties • identify and create complex patterns using more than one attribute |

**Archdiocese of Louisville
Curriculum Framework
Mathematics**

| Data Analysis and Probability – Grade One | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Data can be used to predict outcomes and support conclusions. • Probability describes the likelihood that an event will occur. | <ul style="list-style-type: none"> • How can data be organized? • How can data be used to draw conclusions and make decisions? • What factors need to be considered in making a prediction? • Why are some events more likely to occur than others? • How is probability used to make predictions? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectations 2.13 Students understand and appropriately use statistics and probability.</p> | <ul style="list-style-type: none"> • Graphs and charts • Prediction | <p>Students will:</p> <ul style="list-style-type: none"> • organize, represent, and interpret data with up to three categories using charts, tables, pictographs, and bar graphs • answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another • predict the likelihood of an event happening |

**Archdiocese of Louisville
Curriculum Framework
Mathematics**

| Number and Operations – Grade Two | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Place value is used to determine the value of each digit in the number. • Number operations are used to solve problems. • A variety of methods are used to develop understanding and skill in rounding and computation. • Whole figures can be divided into fractional parts. | <ul style="list-style-type: none"> • How does position of a digit in a multi-digit number determine its value? • When adding two- or three-digit numbers, what happens when the two digits in the ones column equal a number greater than 10? • How do characteristics of a word problem lead to a choice of a number operation? • What rules/properties influence the ways operations can be used to solve problems? • When is it appropriate to use mental math, pencil and paper, and calculators or computers to do estimation and computation? • How are concrete materials used to model and solve mathematical problems? • Why is it possible for equal shares of the same whole to have different shapes? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.7 Students understand number concepts and use numbers appropriately and accurately.</p> <p>Academic Expectation 2.8 Students understand various mathematical procedures and use them appropriately and accurately.</p> | <ul style="list-style-type: none"> • Number sense • Place value • Addition and subtraction | <p>Students will:</p> <ul style="list-style-type: none"> • count by one, five, ten, and one hundred to 1000 • round and order numbers up to 1000 • identify even and odd numbers • compare numbers, including equality and inequality up to three-digit numbers (<, >, or =) • understand that 100 can be thought of as a bundles of ten tens • show place value in standard, word, and expanded forms to 1000 • understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones • master addition and subtraction facts to 20 using mental strategies • mentally add or subtract 10 or 100 to or from a given number between 100 and 900 • use addition to find the total number of objects arranged in a rectangular array with up to 5 rows and up to 5 columns • understand that when adding or subtracting three-digit numbers, add or subtract hundreds and hundreds, tens and tens, ones and ones, and sometimes it is necessary to compose or decompose tens or hundreds |

**Archdiocese of Louisville
Curriculum Framework
Mathematics**

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| | <ul style="list-style-type: none"> • Multiplication • Fractions | <ul style="list-style-type: none"> • use addition and subtraction within 100 to solve one- and two-digit word problems involving situations of adding to, taking from, and comparing, with unknowns in all positions • fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction • solve two- and three-digit addition and subtraction problems with and without regrouping within 1000 • add up to four two-digit numbers using strategies based on place value and properties of operations • solve one- and two-step word problems involving addition and subtraction • explain why addition and subtraction strategies work, using place value and the properties of operations • model basic multiplication concepts for 2, 5, and 10 • draw and compare fractions using models and pictures • recognize and model parts of a whole or set using the words halves, thirds, half of, a third of, etc. • recognize that equal shares of identical wholes need not have the same shape |
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**Archdiocese of Louisville
Curriculum Framework
Mathematics**

Geometry – Grade Two

| Geometry – Grade Two | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Geometric shapes are used to describe the world. • Geometric shapes and relationships are used to design and create. | <ul style="list-style-type: none"> • How are geometric shapes used to describe things? • How are symmetry and congruence used to describe and compare things? • What are examples of geometric shapes and relationships in architecture, art, and nature? • How can shapes and relationships be used to create things? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.</p> | <ul style="list-style-type: none"> • Plane and solid figures | <p>Students will:</p> <ul style="list-style-type: none"> • identify triangles, hexagons, cubes, quadrilaterals, and pentagons • identify patterns, symmetry, and congruency • recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces |

**Archdiocese of Louisville
Curriculum Framework
Mathematics**

Algebra – Grade Two

| Algebra – Grade Two | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Patterns are used to investigate, understand, and describe the world. • Patterns and number relationships are used to understand and solve problems. | <ul style="list-style-type: none"> • What is a pattern? • How are patterns in the environment represented by number, color, and shape? • How can patterns be extended or changed? • How are number patterns used to solve problems? • In an open sentence, how can the unknown number be determined from the known numbers and the operation? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.11 Students understand mathematical change concepts and use them appropriately and accurately.</p> <p>Academic Expectation 2.12 Students understand mathematical structure concepts including the properties and logic of various mathematical systems.</p> | <ul style="list-style-type: none"> • Algebraic equations • Patterns | <p>Students will:</p> <ul style="list-style-type: none"> • calculate equations by finding missing addend and subtrahend with the unknown in all positions • extend and create patterns with more than two attributes |

**Archdiocese of Louisville
Curriculum Framework
Mathematics**

| Data Analysis and Probability – Grade Two | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Data can be used to predict outcomes and support conclusions. • Probability describes the likelihood that an event will occur. | <ul style="list-style-type: none"> • What kind of data can be collected? • How can data be organized? • How is data used to draw conclusions and make decisions? • What factors need to be considered in making a prediction? • Why are some events more likely to occur than others? • How is probability used to make predictions? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.13 Students understand and appropriately use statistics and probability.</p> | <ul style="list-style-type: none"> • Graphs and charts • Probability | <p>Students will:</p> <ul style="list-style-type: none"> • collect, record, and interpret data (up to four categories) with bar graphs, pictographs, and tally charts • interpret data to predict probability |

**Archdiocese of Louisville
Curriculum Framework
Mathematics**

| Number and Operations – Grade Three | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Mathematics can be used to describe, understand, and communicate about the world in order to solve problems and make decisions. • Characteristics of a situation or problem influence the choice of numbers, operations, strategies, and tools. | <ul style="list-style-type: none"> • What does mathematics reveal about the world? • What situations require the use of mathematical understanding? • How can concrete materials model mathematical situations? • How can patterns and properties of operations be used when adding and subtracting? • What is the relationship between multiplication and division? • How can strategies be used to determine the reasonableness of an answer? • How do the characteristics of a problem influence the choice of numbers, operations, strategies, and tools? • What strategies help determine if a solution is reasonable, accurate, and complete? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.7 Students understand number concepts and use numbers appropriately and accurately.</p> <p>Academic Expectation 2.8 Students understand various mathematical procedures and use them appropriately and accurately.</p> | <ul style="list-style-type: none"> • Place value • Addition and subtraction • Multiplication and division | <p>Students will:</p> <ul style="list-style-type: none"> • interpret the value of whole numbers up to 100,000 • order and compare whole numbers using $>$, $<$, or $=$ • apply place value concepts to round numbers (up to four digits) to the nearest 10 and 100 • estimate by rounding for self-checking and approximation • fluently add and subtract whole numbers with three or more digits (with and without regrouping) using strategies and algorithms • apply patterns and properties of operations as strategies to add and subtract including commutative, associative, and distributive properties • apply properties of operations as strategies to multiply and divide including commutative, associative, and distributive properties • master multiplication facts up to 10 • multiply one-digit numbers by a multiple of ten (10-90) using strategies based on place value and properties of operations • interpret products of whole numbers (e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each) • interpret whole number quotients (e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares) • recognize that division is the inverse of multiplication and is an unknown factor problem • fluently divide within 100 |

**Archdiocese of Louisville
Curriculum Framework
Mathematics**

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| | <ul style="list-style-type: none">• Problem solving • Fractions | <ul style="list-style-type: none">• use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities • synthesize number and operation concepts to solve complex, multi-step word problems using all four operations• assess the reasonableness of answers using mental computation and estimation strategies including rounding • understand a fraction as a quantity formed when a whole is divided into equal parts• understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line• use models to compare and order equivalent fractions• express whole numbers as fractions and recognize fractions that are equivalent to whole numbers• use models to add and subtract fractions with like denominators |
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**Archdiocese of Louisville
Curriculum Framework
Mathematics**

| Geometry – Grade Three | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Attributes and relationships of shapes, objects, and patterns can be used to describe, understand, and communicate about the world. • Geometry has many real-world applications including design, architecture, and art. | <ul style="list-style-type: none"> • How can objects in the natural and human-designed world be identified and described in geometric terms? • How do models and drawings enhance understanding? • How can shared attributes help to define categories of shapes? • How do the attributes of geometric shapes and figures influence their use in aesthetic and functional designs? • How are geometric shapes and relationships manipulated to create different visual effects? • How are models and drawings used in problem solving and design? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.</p> | <ul style="list-style-type: none"> • Plane and solid figures • Symmetry • Perimeter • Area | <p>Students will:</p> <ul style="list-style-type: none"> • describe and build plane (two-dimensional) and solid (three-dimensional) figures • recognize and check figures for congruency and similarities • explain that shapes in different categories (e.g., rectangle, rhombus) may share attributes (e.g., having four sides) and that the shared attributes can define a larger category (e.g., quadrilaterals) • classify the subcategories of quadrilaterals (e.g., rectangle, rhombus, and square) as quadrilaterals and draw quadrilaterals that do not belong to any of these subcategories • find symmetry in figures and create symmetrical drawings (line, flip, slide, rotational) • recognize perimeter as an attribute of plane figures • calculate the perimeter of a plane figure by using whole number side lengths or finding an unknown side length • solve real-world problems involving perimeter • recognize area as an attribute of plane figures • measure area by counting unit squares • relate area to the operations of multiplication and addition • solve real-world problems about area |

**Archdiocese of Louisville
Curriculum Framework
Mathematics**

| Measurement – Grade Three | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> Measurement allows description, understanding, and communication about the world. | <ul style="list-style-type: none"> How is measurement used to quantify information about objects and events? How do characteristics of objects and events influence the choice of measurement strategies and tools? How does the precision required for a measurement influence the choice of strategies and tools? How is understanding and communication about measurement used to solve problems and make decisions? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.10 Students understand measurement concepts and use measurements appropriately and accurately.</p> | <ul style="list-style-type: none"> Linear measurement Customary and metric weight and capacity Temperature Time Money | <p>Students will:</p> <ul style="list-style-type: none"> measure using customary and metric linear units to nearest $\frac{1}{2}$ or $\frac{1}{4}$ or whole inch or whole centimeter measure mass of an object using customary and metric capacity units (ounces, pounds, grams, and kilograms) measure and estimate liquid volume using customary and metric capacity units (cups, pints, quarts, gallons, milliliters, liters) add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units read and interpret temperature using Fahrenheit scale tell and write time to the nearest minute using analog and digital clocks solve word problems involving addition and subtraction of elapsed time calculate the value of coins and bills and apply to real-world situations determine equivalency among coins and bills add and subtract decimals with money |

**Archdiocese of Louisville
Curriculum Framework
Mathematics**

| Algebra – Grade Three | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Patterns aid description, understanding, and communication about the world. • Patterns and number relationships can be used to investigate, understand, and solve problems. | <ul style="list-style-type: none"> • How and why are patterns used? • How are patterns and number relationships represented with symbols? • How are tables and equations used to represent, analyze, and extend patterns? • How do patterns help to solve problems and communicate information? • What kinds of strategies help to reveal patterns and number relationships? • How are tables, graphs, and equations used to discover, analyze, and extend patterns and number relationships? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.11 Students understand mathematical change concepts and use them appropriately and accurately.</p> <p>Academic Expectation 2.12 Students understand mathematical structure concepts including the properties and logic of various mathematical systems.</p> | <ul style="list-style-type: none"> • Fact families • Variables • Equality and inequality | <p>Students will:</p> <ul style="list-style-type: none"> • use fact families to relate the four operations • solve for one variable in addition, subtraction, multiplication, and division ($a + 4 = 12$) • solve real-world problems involving one variable • represent word problems using equations with a letter standing for the unknown quantity • solve simple function tables (input/output) • recognize that the equal sign means that both sides of the equation are balanced ($6 + 2 = 5 + 3$, $8 = 6 + 2$) • determine the unknown number in multiplication and division equations (e.g., $8 \times \square = 48$, $5 = \square \div 3$, $6 \times 6 = \square$) |

**Archdiocese of Louisville
Curriculum Framework
Mathematics**

| Data Analysis and Probability – Grade Three | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Data collection and analysis can be used to predict outcomes, solve problems, and make decisions. • Probability supports making predictions, drawing conclusions, and solving problems. | <ul style="list-style-type: none"> • What factors influence the way data is collected and organized? • How is the reliability of data affected by the source, quantity, and method of collection? • How is the analysis of data used to solve problems? • How is the presentation used to support different kinds of data? • Why would one style of graph, chart, or table be more appropriate than another when depicting data? • How is the probability of an event determined and expressed? • What factors influence the certainty or uncertainty? • How is probability used to make predictions and draw conclusions? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.13 Students understand and appropriately use statistics and probability.</p> | <ul style="list-style-type: none"> • Data Analysis • Probability | <p>Students will:</p> <ul style="list-style-type: none"> • collect, record, and interpret data • build and interpret scaled graphs (pictograph, bar, line, circle), charts, and tables with several categories • investigate outcomes (likely / unlikely, certain / impossible) |

**Archdiocese of Louisville
Curriculum Framework
Mathematics**

| Number and Operations – Grade Four | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Mathematics can be used to describe, understand, and communicate about the world in order to solve problems and make decisions. • Characteristics of a situation or problem influence the choice of numbers, operations, strategies, and tools. | <ul style="list-style-type: none"> • What does mathematics reveal about the world? • How is mathematics used in the everyday world? • What situations require the use of mathematical understanding? • How can concrete materials model mathematical situations? • Using place value, what does the position of each digit reveal about its value? • How do the characteristics of a problem influence the choice of numbers, operations, strategies, and tools? • What strategies help determine if a solution is reasonable, accurate, and complete? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.7 Students understand number concepts and use numbers appropriately and accurately.</p> <p>Academic Expectation 2.8 Students understand various mathematical procedures and use them appropriately and accurately.</p> | <ul style="list-style-type: none"> • Whole numbers • Place value • Multiplication | <p>Students will:</p> <ul style="list-style-type: none"> • use place value understanding to identify, order, round, read, and write (in all forms) numbers through one million • recognize that in a multi-digit whole number, the digit in one place represents ten times what it represents in the place to its right • read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form • compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $<$, or $=$ symbols • fluently add and subtract multi-digit whole numbers using place value understanding and properties of operations • calculate and explain products multiplying 2-, 3-, and 4- digit numbers by 1-digit numbers with regrouping, using strategies based on place value and the properties of operations • master multiplication facts of 11 and 12 • find all factor pairs for a whole number in the range 1-100 • recognize that a whole number is a multiple of each of its factors • determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number • determine whether a given whole number in the range 1-100 is prime or composite • apply problem solving skills in multi-step word problems, using the four operations |

**Archdiocese of Louisville
Curriculum Framework
Mathematics**

| Geometry – Grade Four | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> Geometry has many real-world applications including design, architecture, and art. | <ul style="list-style-type: none"> How do the characteristics of geometric figures influence their use in designs? How are models and drawings used in problem solving and design? How can attributes be used to classify figures? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.</p> <p>Academic Expectation 2.10 Students understand measurement concepts and use measurements appropriately and accurately</p> | <ul style="list-style-type: none"> Plane and solid figures Triangles Angles Symmetry | <p>Students will:</p> <ul style="list-style-type: none"> classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size draw and identify points, lines, line segments, rays, angles (right, acute, obtuse) and perpendicular and parallel lines recognize right triangles as a category and identify right triangles measure angles in whole number degrees using a protractor sketch angles of specified measures recognize angles as geometric shapes that are formed wherever two rays share a common endpoint understand that an angle is measured with reference to a circle with its center at the common endpoint of the rays understand that an angle that turns through n one-degree angles is said to have an angle measure of n degrees solve unknown angle measurements recognize that angle measure is additive and is the sum of the angle measures of the parts recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into two matching parts identify line-symmetric figures and draw lines of symmetry |

**Archdiocese of Louisville
Curriculum Framework
Mathematics**

| Measurement– Grade Four | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> Measurement allows description, understanding, and communication about the world. | <ul style="list-style-type: none"> How do the characteristics of objects and events influence the choice of measurement strategies and tools? How does the precision required for a measurement influence the choice of strategies and tools? How is the understanding and communication about measurement used to solve problems and make decisions? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.</p> <p>Academic Expectation 2.10 Students understand measurement concepts and use measurements appropriately and accurately</p> | <ul style="list-style-type: none"> Linear measurement Units of measure Perimeter | <p>Students will:</p> <ul style="list-style-type: none"> make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}, \frac{1}{4}, \frac{1}{8}$) express measurements in a larger unit in terms of a smaller unit within a single system of units record measurement equivalents in a conversion table use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals apply the perimeter and area formulas for rectangles in real-world and mathematical problems calculate perimeter of polygons |

**Archdiocese of Louisville
Curriculum Framework
Mathematics**

| Algebra – Grade Four | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Patterns aid description, understanding, and communication about the world. • Patterns and number relationships can be used to investigate, understand, and solve problems. | <ul style="list-style-type: none"> • How and why are patterns used? • How are patterns and number relationships represented symbolically? • How are tables and equations used to represent, analyze, and extend patterns? • Why do the components of a pattern continue to alternate in a particular way? • How do patterns help to solve problems and communicate information? • What kinds of strategies help to reveal patterns and number relationships? • What is the meaning of a variable in an equation or number expression? • How are strategies used to assess the reasonableness of an answer? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.11 Students understand mathematical change concepts and use them appropriately and accurately.</p> <p>Academic Expectation 2.12 Students understand mathematical structure concepts including the properties and logic of various mathematical systems.</p> | <ul style="list-style-type: none"> • Variables • Patterns • Order of operations • Mental computation and estimation | <p>Students will:</p> <ul style="list-style-type: none"> • differentiate between algebraic expressions and equations • use fact families to determine the value of a variable in multiplication and division equations ($6x = 36$, $x \div 3 = 9$) • use a letter to represent the unknown quantity in an equation • generate number or shape patterns that follow a given rule • identify features of the pattern that are not explicit in the rule • explain informally why the components of a pattern will continue to alternate in a particular way • identify rules to complete function tables and understand two variable relationships • solve equations beginning with the operations inside the parentheses • assess the reasonableness of answers using mental computation and estimation strategies, including rounding |

**Archdiocese of Louisville
Curriculum Framework
Mathematics**

| Data Analysis and Probability – Grade Four | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> Data collection and analysis can be used to predict outcomes, solve problems, and make decisions. | <ul style="list-style-type: none"> How is the analysis of data used to solve problems? How is the presentation of data used or misused to support an outcome or decision? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.13 Students understand and appropriately use statistics and probability.</p> | <ul style="list-style-type: none"> Measures of central tendency | <p>Students will:</p> <ul style="list-style-type: none"> define and find the mean (average), median, and mode of a set of data |

**Archdiocese of Louisville
Curriculum Framework
Mathematics**

| Number and Operations – Grade Five | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Mathematics can be used to describe, understand, and communicate about the world in order to solve problems and make decisions. • Characteristics of a situation or problem influence the choice of numbers, operations, strategies, and tools. | <ul style="list-style-type: none"> • What does mathematics reveal about the world? • What situations require the use of mathematical understandings? • How does mathematics enable people to work with things they cannot see? • How do concrete materials model mathematical situations? • What does the position in a multi-digit number reveal about its value? • How do the characteristics of a situation influence the choice of numbers, operations, strategies, and tools? • How is a solution determined to be reasonable, accurate, and complete? • Why are comparisons of two fractions only valid when they refer to the same whole? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.7 Students understand number concepts and use numbers appropriately and accurately.</p> <p>Academic Expectation 2.8 Students understand various mathematical procedures and use them appropriately and accurately.</p> | <ul style="list-style-type: none"> • Whole numbers • Place value • Decimals | <p>Students will:</p> <ul style="list-style-type: none"> • fluently multiply multi-digit whole numbers using the standard algorithm • find whole number quotients with 2-digit divisors (4-digit by 2-digit) using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division • show remainders as fractions and decimals • recognize and determine the greatest common factor (GCF) and least common multiple (LCM) and interpret remainders in problem solving • estimate quotients using compatible numbers • apply divisibility rules for 2, 3, 4, 5, 6, 9, 10 • recognize that in a multi-digit number, a digit in one place represents ten times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left • explain patterns in the number of zeros of the product when multiplying a number by powers of 10 • explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10 • read, write, compare, and order decimals to the ten-thousandths place using base-ten numerals, number names, and expanded form • compare decimals using >, <, or = and symbols • round decimals to the indicated place value position |

**Archdiocese of Louisville
Curriculum Framework
Mathematics**

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| | <ul style="list-style-type: none"> • Fractions | <ul style="list-style-type: none"> • add, subtract, and multiply, and divide decimals through the hundredths place using concrete models or drawings and strategies based on place value, properties of operations, rounding, and/or the relationship between addition and subtraction and explain the reasoning • add and subtract fractions and mixed numbers with unlike denominators by replacing given fractions with equivalent fractions in order to produce an equivalent sum or difference of fractions with like denominators • apply greatest common factor (GCF) to express sums and differences in simplest form <ul style="list-style-type: none"> • recognize that comparisons are valid only when the two fractions refer to the same whole • solve real-world problems involving addition and subtraction of fractions, including cases of unlike denominators (e.g., by using visual fraction models or equations) • solve real-world problems involving multiplication of fractions and mixed numbers (e.g., by using visual fraction models or equations) • use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers • interpret a fraction as division of the numerator by the denominator • interpret multiplication of fractions as scaling (resizing) by comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication • explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number • explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number • interpret division of a whole number by a unit fraction (e.g., $4 \div \frac{1}{5} = 20$ because $20 \times \frac{1}{5} = 4$) and a unit fraction by a whole number or non-zero number, compute, and apply to real-world problem solving |
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**Archdiocese of Louisville
Curriculum Framework
Mathematics**

| Geometry – Grade Five | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Attributes and relationships of shapes, objects, and patterns can be used to describe, understand, and communicate about the world. • Geometry has many real-world applications including design, architecture, and art. | <ul style="list-style-type: none"> • How can objects in the natural and human-designed world be identified and described in geometric terms? • How are distance, direction, and coordinates used to understand and explain the arrangement of objects and locations? • How do models and drawings enhance understanding? • How do the characteristics of geometric shapes and figures influence their use in aesthetic and functional designs? • How are geometric shapes and relationships manipulated to create a visual or emotional effect? • How are models and drawings used in problem solving and design? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.</p> | <ul style="list-style-type: none"> • Plane and solid figures | <p>Students will:</p> <ul style="list-style-type: none"> • identify the following attributes: sides, vertices, faces, edges, and angles (obtuse, acute, right, or straight) • understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category (e.g., all squares are rectangles but not all rectangles are squares) • classify two-dimensional figures in a hierarchy based on properties |

**Archdiocese of Louisville
Curriculum Framework
Mathematics**

| Measurement – Grade Five | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> Measurement allows description, understanding, and communication about the world. | <ul style="list-style-type: none"> How is measurement used to quantify information about objects and events? How do the characteristics of objects and events influence the choice of measurement strategies and tools? How does the precision required for a measurement influence the choice of strategies and tools? How is the understanding and communication about measurement used to solve problems and make decisions? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.10 Students understand measurement concepts and use measurements appropriately and accurately.</p> | <ul style="list-style-type: none"> Customary system Metric system Area Volume | <p>Students will:</p> <ul style="list-style-type: none"> apply conversion of linear units from inches through miles apply conversion of mass units from ounces through tons apply conversion of capacity units from fluid ounces through gallons use conversions to solve multi-step real-world problems apply conversion of linear units from millimeters through kilometers, excluding decimals apply conversion of mass units from milligrams through kilograms, excluding decimals apply conversion of capacity units from milliliters through liters, excluding decimals use conversions to solve multi-step real-world problems find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas recognize volume as an attribute of solid figures and understand concepts of volume measurement find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as it would be by multiplying the edge lengths develop and apply formula for volume of a rectangular prism ($V = l \times w$ and $V = b \times h$) to find volumes of right rectangular prisms, using whole numbers and decimals to solve real-world and mathematical problems measure volume by counting unit cubes, using cubic cm., cubic in., cubic ft., and improvised units recognize volume as additive in three-dimensional figures determine volume of solid figures composed of two non-overlapping right rectangular prisms by adding the volume of the non-overlapping parts, and apply to real-world problems |

**Archdiocese of Louisville
Curriculum Framework
Mathematics**

| Algebra – Grade Five | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Patterns aid description, understanding, and communication about the world. • Patterns and number relationships can be used to investigate, understand, and solve problems. | <ul style="list-style-type: none"> • How and why are patterns used? • How are patterns and number relationships represented symbolically? • What kinds of patterns can be found in natural and human-designed environments? • How are tables and equations used to represent, analyze, and extend patterns? • How do patterns help people to solve problems and communicate information? • What kinds of strategies help to reveal patterns and number relationships? • How are function tables and equations used to discover, analyze, and extend patterns and number relationships? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.11 Students understand mathematical change concepts and use them appropriately and accurately.</p> <p>Academic Expectation 2.12 Students understand mathematical structure concepts including the properties and logic of various mathematical systems.</p> | <ul style="list-style-type: none"> • Expressions and equations • Coordinate system • Patterns and relationships | <p>Students will:</p> <ul style="list-style-type: none"> • differentiate between numeric and algebraic expressions and equations • translate word problems into algebraic expressions • use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols using order of operations • write and interpret simple numerical expressions • understand that the first number in an ordered pair indicates how far to travel from the origin along the x-axis, and the second number indicates how far to travel along the y-axis • form ordered pairs consisting of corresponding terms from two patterns and graph on a coordinate plane • represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation • generate two numerical patterns using two given rules • identify the apparent relationships between two corresponding terms |

**Archdiocese of Louisville
Curriculum Framework
Mathematics**

| Data Analysis and Probability – Grade Five | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> Data collection and analysis can be used to predict outcomes, solve problems, and make decisions. | <ul style="list-style-type: none"> What factors influence the way data is collected and organized? How is the reliability of data affected by the source, quantity, and method of collection? How is the analysis of data used to solve problems? How is the presentation of data used or misused to support different points of view? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.13 Students understand and appropriately use statistics and probability.</p> | <ul style="list-style-type: none"> Data analysis | <p>Students will:</p> <ul style="list-style-type: none"> collect, organize, and interpret data for the creation and interpretations of stem and leaf plots make a line plot to display a data set of measurements in fractions of a unit ($1/2, 1/4, 1/8$) use operations on fractions to solve problems involving information presented in line plots calculate and apply range, median, mode, and mean with whole numbers |

**Archdiocese of Louisville
Curriculum Framework
Mathematics**

| Number and Operations – Grade Six | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Mathematics can be used to describe, understand, and communicate about the world in order to solve problems and make decisions. • Characteristics of a situation or problem influence the choice of numbers, operations, strategies, and tools. | <ul style="list-style-type: none"> • What does mathematics reveal about the world? • What situations require the use of mathematical understandings? • How do concrete materials model mathematical situations? • How do the characteristics of a situation influence the choice of numbers, operations, strategies, and tools? • How is a solution determined to be reasonable, accurate, and complete? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.7 Students understand number concepts and use numbers appropriately and accurately.</p> <p>Academic Expectation 2.8 Students understand various mathematical procedures and use them appropriately and accurately.</p> | <ul style="list-style-type: none"> • Whole numbers • Decimals • Fractions • Ratios | <p>Student will:</p> <ul style="list-style-type: none"> • determine the prime factorization of any whole number • determine the greatest common factor and least common multiple using prime factorization • compare and order decimals • multiply a whole number by a decimal or multiply two decimals using the standard algorithm • divide a whole number by a decimal or divide two decimals using the standard algorithm • convert decimals to fractions • compare and order fractions • multiply and divide fractions (proper, improper, mixed numbers) • convert fractions to decimals • understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities • understand and solve real-world and mathematical ratio and rate problems • make tables of equivalent ratios relating quantities and use tables to compare ratios • solve unit rate problems including those involving unit pricing and constant speed |

**Archdiocese of Louisville
Curriculum Framework
Mathematics**

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| | <ul style="list-style-type: none">• Integers and rational numbers | <ul style="list-style-type: none">• find a percent of a quantity as a rate per 100• solve problems involving finding the whole, given a part and the percent• use ratio reasoning to convert measurement units • understand that positive and negative numbers are used together to describe quantities having opposite directions or values• use positive and negative numbers to represent quantities in real-world context• understand the absolute value of a rational number as its distance from 0 on the number line• understand ordering and absolute value of rational numbers• write, interpret, and explain statements of order for rational numbers in real-world contexts |
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**Archdiocese of Louisville
Curriculum Framework
Mathematics**

| Geometry and Measurement – Grade Six | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Attributes and relationships of plane and solid figures, objects, and patterns can be used to describe, understand, and communicate about the world. • Geometry has many real-world applications including design, architecture, and art. • Measurement allows description, understanding, and communication about the world. | <ul style="list-style-type: none"> • How can geometry be seen in the natural and human-designed world? • How are distance, direction, coordinates, and scale used to understand and explain the arrangement of objects and locations? • How do the characteristics of plane and solid figures influence their use in aesthetic and functional designs? • How can one shape be used to calculate the area of another? • How is measurement used to quantify information about objects and events? • How do the characteristics of objects and events influence the choice of measurement strategies and tools? • How does the precision required for a measurement influence the choice of strategies and tools? • How is the understanding and communication about measurement used to solve problems and make decisions? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.</p> <p>Academic Expectation 2.10 Students understand measurement concepts and use measurements appropriately and accurately.</p> | <ul style="list-style-type: none"> • Coordinate system • Plane figures • Solid figures | <p>Student will:</p> <ul style="list-style-type: none"> • locate, plot, and name ordered pairs in all four quadrants on the coordinate grid • use coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate • draw polygons in the coordinate plane given coordinates for the vertices • draw angles using protractors • calculate the sum of angle measures in triangles • estimate angle measurement • identify, describe, classify, name, and draw pairs of angles (adjacent, vertical, complementary, supplementary, and alternate interior and alternate exterior angles) • calculate area of a right triangle, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes • calculate surface area and volume of simple geometric solids as they apply to real-world and mathematical problems • find the volume of a right rectangular prism with fractional edge lengths by |

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Mathematics**

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| | | <p>packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as it would be by multiplying the edge lengths of the prism</p> <ul style="list-style-type: none">• apply formula for volume of a rectangular prism ($V = l \times w$ and $V = b \times h$) to find volumes of right rectangular prisms with fractional edge lengths to solve real-world and mathematical problems |
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**Archdiocese of Louisville
Curriculum Framework
Mathematics**

| Algebra – Grade Six | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Patterns aid description, understanding, and communication about the world. • Patterns and number relationships can be used to investigate, understand, and solve problems. | <ul style="list-style-type: none"> • How and why are patterns used and where can they be found in human-designed environments? • How are patterns and number relationships represented symbolically (such as consecutive odd numbers)? • How are tables, graphs, and equations used to represent, analyze, and extend patterns? • How are patterns used to solve problems and communicate information? • What kinds of strategies help reveal patterns and number relationships? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.11 Students understand mathematical change concepts and use them appropriately and accurately.</p> <p>Academic Expectation 2.12 Students understand mathematical structure concepts including the properties and logic of various mathematical systems.</p> | <ul style="list-style-type: none"> • Order of operations • Expressions • Exponents • One-variable linear equations | <p>Student will:</p> <ul style="list-style-type: none"> • apply the complete order of operations in evaluating expressions • simplify and evaluate expressions using substitution, following the order of operations • translate and evaluate written and verbal expressions to algebraic expressions • identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, and coefficient) • understand that a variable can represent an unknown number • evaluate expressions at specific values of their variables in formulas ($2x + 7$ when $x = 3$) • recognize two expressions as equivalent (e.g., $y + y + y$ and $3y$ are equivalent expressions) • write and evaluate numerical expressions involving whole-number exponents • write in exponential format • evaluate an exponential expression • apply the addition, subtraction, multiplication, and division properties of equality to solve and check one-step algebraic equations ($2x = 4$; $x + 5 = 8$) • solve real-world and mathematical problems by writing and solving equations • recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions • represent solutions of inequalities on number line diagrams |

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| | <ul style="list-style-type: none">• Properties | <ul style="list-style-type: none">• represent and analyze quantitative relationships between dependent and independent variables• recognize, identify, and apply the inverse property of addition and multiplication• recognize, identify, and apply the addition, subtraction, multiplication, and division properties of equality• recognize, identify, and apply the identity properties of addition and multiplication• identify and apply the distributive property of addition and multiplication |
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**Archdiocese of Louisville
Curriculum Framework
Mathematics**

| Data Analysis and Probability – Grade Six | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> Data collection and analysis can be used to predict outcomes, solve problems, and make decisions. | <ul style="list-style-type: none"> What factors influence the way data is collected and organized? How is the analysis of data used to solve problems? How is the reliability of data affected by the source, quantity, and method of collection? How is the presentation of data used or misused to support different points of view? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.13 Students understand and appropriately use statistics and probability.</p> | <ul style="list-style-type: none"> Graphs Measures of central tendency | <p>Student will:</p> <ul style="list-style-type: none"> determine the appropriate or best use of bar, line, and circle graphs summarize, describe, and answer questions with regard to data in histograms, bar, line, circle, stem and leaf, dot plots, and box and whisker graphs construct complex bar, line, or circle graphs on gathered or given data sets develop an understanding of statistical variability calculate mean, median, mode, and range and interpret and explain their meaning determine the appropriate or best use of mean, median, mode, and range interpret the meaning of fractional and decimal values as related to mean |

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Mathematics**

**Archdiocese of Louisville
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Mathematics**

| Number and Operations – Grade Seven | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Mathematics can be used to describe, understand, and communicate about the world in order to solve problems and make decisions. • Characteristics of a situation or problem influence the choice of numbers, operations, strategies, and tools. | <ul style="list-style-type: none"> • What does mathematics reveal about the world? • What situations require the use of mathematical understandings? • How does mathematics enable people to work with intangible phenomena (such as distance, space, and nanosecond)? • How do concrete materials model mathematical situations? • How do the characteristics of a situation influence the choice of operations, strategies, and tools? • How is a solution determined to be reasonable, accurate, and complete? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.7 Students understand number concepts and use numbers appropriately and accurately.</p> <p>Academic Expectation 2.8 Students understand various mathematical procedures and use them appropriately and accurately.</p> | <ul style="list-style-type: none"> • Integers • Rational numbers • Real numbers • Percents | <p>Student will:</p> <ul style="list-style-type: none"> • identify, order, and compare integers • graph integers on a number line • add, subtract, multiply, and divide integers and explain their operational processes • identify, order, and compare rational numbers • graph rational numbers on a number line • apply properties of operations as strategies to add, subtract, multiply, and divide rational numbers and explain their operational processes • describe situations in which opposite quantities combine to make 0 • understand subtraction of rational numbers as adding the additive inverse • convert rational numbers to decimals and classify as terminating, non-terminating, and repeating • solve real-world and mathematical problems involving the four operations of rational numbers • classify real numbers as rational, irrational, whole, integer, or natural • convert between decimal, fraction, and percent formats • compare and order percents (including those less than one and greater than 100) |

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Mathematics**

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| | <ul style="list-style-type: none"> • Ratios • Exponents and roots | <ul style="list-style-type: none"> • calculate the percent of a number (20% of 50) including applications to <ul style="list-style-type: none"> ○ tax and discount ○ simple interest ○ commissions ○ gratuities ○ percent of change • recognize and represent proportional relationships between quantities • identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships • solve ratio equations using cross-multiplication • solve word problems involving ratios and proportions, including the percent proportion (16 is what percent of 90) • apply ratios and solve problems involving scale, models, and unit rates • calculate perfect square roots • estimate the value of a non-perfect square root to a given decimal point value |
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**Archdiocese of Louisville
Curriculum Framework
Mathematics**

| Geometry and Measurement – Grade Seven | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Attributes and relationships of plane and solid figures, objects, and patterns can be used to describe, understand, and communicate about the world. • Geometry has many real-world applications including design, architecture, and art. • Measurement allows description, understanding, and communication about the world. | <ul style="list-style-type: none"> • How can geometry be seen in the natural and human-designed environments? • How are distance, direction, coordinates, and scale used to understand and explain the arrangement of objects and locations? • How do models and scale drawings enhance understanding used in problem-solving and design? • How do the characteristics of geometric shapes and figures influence their use in aesthetic and functional designs? • How is measurement used to quantify information about objects and events? • How do the characteristics of objects and events influence the choice of measurement strategies and tools? • How does the precision required for a measurement influence the choice of strategies and tools? • How is the understanding and communication about measurement used to solve problems and make decisions? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.</p> <p>Academic Expectation 2.10 Students understand measurement concepts and use measurements appropriately and accurately.</p> | <ul style="list-style-type: none"> • Plane figures • Solid figures • Formulas | <p>Student will:</p> <ul style="list-style-type: none"> • prove the similarity of plane figures by identifying congruent angles and proportional sides • solve problems involving scale drawings • calculate the lengths of sides of similar plane figures • sketch, draw, and construct geometric shapes with given conditions using ruler, protractor, compass, and technology • construct triangles from three measures of angles or sides • verify the properties of dilations, rotations, reflections, and translations and use these properties to compare two-dimensional figures • describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids • develop and/or use formulas to calculate surface area and volume for solid figures (cone, sphere, pyramid, prism, cylinders) • develop and/or use formulas to calculate the area and circumference of circles • develop and/or use formulas to calculate the area and perimeter of plane figures |

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| Algebra – Grade Seven | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Patterns aid description, understanding, and communication about the world. • Patterns and number relationships can be used to investigate, understand, and solve problems. | <ul style="list-style-type: none"> • How and why are patterns used and where can they be found in human-designed environments? • How are patterns and number relationships represented symbolically (such as consecutive odd numbers)? • How are tables, graphs, and equations used to represent, analyze, and extend patterns? • How are patterns used to solve problems and communicate information? • What kinds of strategies help to reveal patterns and number relationships? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.11 Students understand mathematical change concepts and use them appropriately and accurately.</p> <p>Academic Expectation 2.12 Students understand mathematical structure concepts including the properties and logic of various mathematical systems.</p> | <ul style="list-style-type: none"> • Expressions • One-variable linear equations and inequalities | <p>Student will:</p> <ul style="list-style-type: none"> • apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients • translate an expression from written to algebraic form and from algebraic to written form • identify and combine like terms ($2x + 3x = 5x$) • solve and check two-step equations ($2x + 3 = 5$) using rational numbers and the distributive property [$2(x + 3) = 8$] • solve, check, and graph the solution to one- and two-step one-variable linear inequalities, excluding multiplication or division by a negative [$2x > 8$; $x - 5 < -9$] • solve multi-step real-life mathematical problems posed with positive and negative rational numbers in any form by constructing simple equations and inequalities • evaluate solutions for reasonableness, accuracy, and completeness |

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Curriculum Framework
Mathematics**

| Data Analysis and Probability – Grade Seven | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Data collection and analysis can be used to predict outcomes, solve problems, and make decisions. • Probability supports making predictions, drawing conclusions, and solving problems. | <ul style="list-style-type: none"> • What factors influence the way data is collected and organized? • How is the analysis of data used to solve problems? • How is the reliability of data affected by the source, quantity, and method of collection? • How is the presentation of data used or misused to support different points of view? • How are the probability and odds of an event determined and expressed? • What factors influence the certainty and uncertainty of an event? • How is probability used to make predictions and draw conclusions? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.13 Students understand and appropriately use statistics and probability.</p> | <ul style="list-style-type: none"> • Probability and statistics • Graphs | <p>Student will:</p> <ul style="list-style-type: none"> • differentiate between theoretical and experimental probability • investigate chance processes and develop, use, and evaluate probability models • calculate and interpret the probability of simple events • understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring • find probabilities of compound events using organized lists, tables, tree diagrams, and simulation • predict and infer data from a variety of graphs • use random sampling to draw inferences about a population • draw informal comparative inferences about two populations |

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| Algebra – Grade Eight | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Mathematics can be used to describe, understand, and communicate about the world in order to solve problems and make decisions. • Characteristics of a situation or problem influence the choice of numbers, operations, strategies, and tools. | <ul style="list-style-type: none"> • What does mathematics reveal about the world? • What situations require the use of mathematical understandings? • How does mathematics enable people to work with intangible phenomena (such as distance, space, and nanosecond)? • How do concrete materials model mathematical situations? • How do the characteristics of a situation influence the choice of numbers, operations, strategies, and tools? • How is it determined that a solution is reasonable, accurate, and complete? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.7 Students understand number concepts and use numbers appropriately and accurately.</p> <p>Academic Expectation 2.8 Students understand various mathematical procedures and use them appropriately and accurately.</p> <p>Academic Expectation 2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.</p> <p>Academic Expectation 2.10 Students understand measurement concepts and use measurements appropriately and accurately.</p> | <ul style="list-style-type: none"> • Expressions | <p>Student will:</p> <ul style="list-style-type: none"> • interpret parts of an expression, such as terms, factors, and coefficients • apply the appropriate properties of real numbers and the steps for order of operations to write, evaluate, simplify, add, subtract, multiply, and divide expressions: <ul style="list-style-type: none"> ○ polynomial ○ rational ○ radical ○ exponential including concept of scientific notation • derive the formula for the sum of a finite geometric series and use to solve problems • understand that a function, $y = f(x)$, is a rule that assigns to each input (domain) exactly one output (range) – the graph of a function is the set of ordered pairs consisting of an input and the corresponding output <ul style="list-style-type: none"> ○ compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal description) • use function notation to evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context |

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Mathematics**

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| <p>Academic Expectation 2.11 Students understand mathematical change concepts and use them appropriately and accurately.</p> <p>Academic Expectation 2.12 Students understand mathematical structure concepts including the properties and logic of various mathematical systems.</p> <p>Academic Expectation 2.13 Students understand and appropriately use statistics and probability.</p> | <ul style="list-style-type: none"> • Equations, functions, and inequalities | <ul style="list-style-type: none"> • solve one-variable linear equations and inequalities <ul style="list-style-type: none"> ○ interpret the solution to identify the number of acceptable solutions (e.g., zero, one, infinitely many solutions) ○ solve, graph, and check the solution to any one-variable linear equation or inequality ○ solve and graph the solution to compound linear equations and inequalities including absolute value ($x > 2$ and $x < 3$; $x = 3$) ○ rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations (linear equations) • analyze and solve linear equations, functions, and pairs of linear equations and functions <ul style="list-style-type: none"> ○ understand the connections between proportional relationships, lines, linear equations, and inequalities with relation to slope ○ solve two-variable linear equations, functions, and inequalities <ul style="list-style-type: none"> • interpret the solution to identify the number of acceptable solutions (e.g., zero, one, infinitely many solutions) • solve, graph, and check the solution to two-variable linear equations and inequalities including absolute value • understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously • solve, graph, and check the solution to two-variable systems of linear equations and inequalities using: <ul style="list-style-type: none"> • substitution • graphing • linear combination (elimination) • write the equation of a line using: <ul style="list-style-type: none"> • data table • linear graph • point-slope form • slope-intercept form • standard form • slope formula • x-intercept and y-intercept • parallel and perpendicular slopes • construct a viable argument to justify a solution method • solve quadratic equations <ul style="list-style-type: none"> ○ understand that solutions to a quadratic equation correspond to the x-intercepts of their graphs ○ interpret the solution to identify the number of acceptable solutions (e.g., zero, one, and two) |
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| | <ul style="list-style-type: none"> • Problem solving | <ul style="list-style-type: none"> ○ solve and check the solution to any quadratic equation and inequality using: <ul style="list-style-type: none"> • graphing – intercepts, vertex, maxima, minima, and line of symmetry • quadratic formula: $x = [-b \pm (b^2 - 4ac)^{1/2}] / 2a$ • factoring • formula for the line of symmetry: $x = -b/2a$ • completing the square • standard graphing form: $y = a(x-h)^2 + k$ • standard form: $y = ax^2 + bx + c$ ○ construct a viable argument to justify a solution method ○ write a quadratic equation given a graph of a parabola or set of values • radical equations <ul style="list-style-type: none"> ○ interpret the solution to identify the number of acceptable solutions (e.g., extraneous solutions) ○ solve and check the solution to radical equations by: <ul style="list-style-type: none"> • completing the square • squaring both sides of the equation • applying Pythagorean Theorem ○ construct a viable argument to justify a solution method • rational equations <ul style="list-style-type: none"> ○ interpret the solution to identify the number of acceptable solutions (e.g., extraneous solutions) ○ solve and check the solution to rational equations using the concepts of: <ul style="list-style-type: none"> • the conjugate • least common denominator • cross-multiplication ○ construct a viable argument to justify a solution method • create equations and inequalities in one or two variables and use them to solve problems • solve standard word problems using one or two variables including: <ul style="list-style-type: none"> ○ uniform motion or distance ○ consecutive integers ○ geometric properties of perimeter, area, and Pythagorean Theorem ○ mixture or solution ○ work ○ combination ○ place value or digit |
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| | <ul style="list-style-type: none">• Statistics and probability | <ul style="list-style-type: none">○ age○ scientific notation• interpret the solution to identify the number of acceptable solutions (e.g., extraneous solutions)• evaluate solutions for reasonableness, accuracy, and completeness • investigate patterns of association in two-variable data<ul style="list-style-type: none">○ construct and interpret scatter plots to investigate patterns of association such as positive and negative correlation, linear and nonlinear associations, and outliers |
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| Examples of Formative and Summative Assessments | | |
|---|---|--|
| Primary | Intermediate | Middle School |
| Observations Anecdotal records Pre- and post-assessments Multiple choice assessments Open response questions Drawing software Oral presentations Graphic organizers K-W-L charts Summaries Entry / exit tickets Models Video productions Dramatizations Mobiles Brochures Diagrams Groups projects Art, dance, and music performances Math portfolio entries Math talks PowerPoint presentations Math centers Collages and posters | Pre- and post-assessments Simple Solutions (or similar type of daily spiral review) Problem solving Word problems Student generated questions "Where's the Math?" Math-related current events Estimation jars Math centers Group projects Anchor activities Open response questions Brochures Art, dance, and music performances Textbook and teacher created tests and quizzes Diagrams Persuasive, informative, and descriptive essays File folder games Concept mapping Real-life applications Function machines Problems or number of the day WebPages PowerPoint presentations Oral presentations Graphic organizers Models K-W-L charts Debates Interviews Poetry Entry / exit tickets Video productions Multiple choice assessments | Teacher created / book generated tests and quizzes Posters / graphic organizers / brochures Student created tests and quizzes Student written word problems Speeches ("How does the real world use order of operations?") Songs related to mathematical topics Real-life task performances related to taxes, cooking, sports, investments, etc. Geometric models / mobiles Essays Error analysis Student taught lessons Oral response Scale maps / drawings Cumulative exams / tests K-W-L charts Pre-assessment of prior knowledge Slide show presentations Cooperative group presentations Self-evaluation Informal observations Homework Warm-up activities Data gathered to model function rules |

**Archdiocese of Louisville
Curriculum Framework
Mathematics**

Examples of Applications for Technology/Library Media – Primary

General Applications

- Use applicable software and web pages for problem solving and skills practice.
- Create multimedia presentations and web pages on topics in mathematics.
- Use alternate technologies to reinforce content curriculum (e.g., scanners, interactive whiteboards, projectors, computers, calculators, cameras, videos, and microphones).
- Use student response systems to assess student understanding.

Number and Operations

- Use books to expand on skills (e.g., counting books, pattern books, and shape books).
- Relate place value and ordering with call numbers.

Geometry

- Use content appropriate electronic tools (e.g., use camera to photograph shapes around learning environment).

Measurement

- Use applicable computer drawing tools (e.g., paint and graphics).

Algebra

- Use graphic applications (e.g., use clip art to make patterns).

Data Analysis

- Use database, templates, and spreadsheets (e.g., record information from class graphs, surveys, and daily observations).

**Archdiocese of Louisville
Curriculum Framework
Mathematics**

Examples of Applications for Technology/Library Media – Intermediate

General Applications

- Use grade appropriate problem solving and skills practice software.
- Create multimedia presentations on topics in mathematics.
- Use alternate technologies to reinforce content curriculum (e.g., electronic white boards, scanners, projectors, calculators, etc.).
- Use student response systems to assess student understanding.

Number and Operations

- Create a spreadsheet to demonstrate knowledge of operations (+, -, \times , \div).
- Use calculator to search for numerical patterns.
- Relate call numbers/Dewey Decimal System to ordering and place value.

Geometry

- Create geometric figures using a drawing program.
- Use camera to find examples of geometric shapes in the world.

Measurement

- Use encyclopedias, almanacs, and other reference tools to find real world measurements (e.g., perimeter, volume, area).
- Use drawing program to demonstrate knowledge of measurement (e.g., area of a room).

Algebra

- Use spreadsheet to create a function machine.
- Use a drawing program to design arrays to demonstrate multiplicative properties.

Data Analysis and Probability

- Use grade appropriate software to create different graphs/charts and compare/interpret data in multiple layouts.

**Archdiocese of Louisville
Curriculum Framework
Mathematics**

Examples of Applications for Technology/Library Media – Middle School

General Applications

- Use applicable software and online resources for problem solving, skill practice, supplemental lessons, and simple programming.
- Research mathematics topics using library media or Internet resources.
- Create multimedia presentation or web pages on topics in mathematics.
- Reinforce content using alternate technologies (e.g., scanners, electronic white boards, projection devices, computers, calculators, cameras, videos).
- Use student response systems to assess student understanding.

Number and Operations

- Use spreadsheet software to solve real-world or simulated real-world problems (e.g., balancing a check book, calculating credit card or loan payments with interest).

Geometry

- Use geometry web sites or software to demonstrate geometric principles or theorems.
- Use software to create tessellations.

Algebra

- Use a spreadsheet to demonstrate functional relationships.
- Use a graphing calculator for graphing equations and exploring algebraic concepts.

Measurement

- Use a spreadsheet to create a conversion table for different units of measurement.
- Use CAD or home design software to design a room or house and calculate area, volume, and costs.

Data Analysis and Probability

- Use Internet resources to gather real-world data for statistical analysis.
- Use spreadsheet software to collect and represent data in a variety of forms (e.g., compile survey results and display information in appropriate graph format).

Science Curriculum Framework

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Science Curriculum Framework

Archdiocese of Louisville

The *National Science Education Standards (NSES)* are a set of guidelines for science education in elementary and secondary schools. They were established by the National Research Council in 1996.

An understanding of the concepts and processes of science helps create a scientifically literate population who can reason, think creatively, make decisions, and solve problems. Scientific literacy is a necessity for all people.

The *National Science Education Standards* outline what students need to know, understand, and be able to do. Students will achieve understanding in different ways based on their readiness, interests and learning profiles. High expectations, which are developmentally appropriate, engaging, and relevant to the students' lives, are set for all students. Students must be provided with multiple opportunities for inquiry, exploration, and discovery. In turn, they will demonstrate understanding in multiple ways.

The National Science Content Standards are divided into eight categories:

1. Unifying concepts and processes in science
2. Science as inquiry
3. Physical science
4. Life science
5. Earth and space science
6. Science and technology
7. Science in personal and social perspectives
8. History and nature of science

-Presented by the National Academy of Sciences

Important Notes:

Five of the above categories – Physical Science; Life Science; Earth and Space Science; Personal and Social Perspectives; and History and Nature of Science – are content-based standards. Three of the categories—Unifying Concepts and Processes in Science; Science as Inquiry; and Technology – are processes which are infused throughout the five content-based standards.

In the context of this document, K-5 science teachers should use a “broad brush” approach, exposing students to numerous topics over the year and making the learning engaging and hands-on. In grades 6-8, science teachers should go deeper into the subject matter, providing opportunities for application while expecting proficiency and mastery to prepare students for high school.

National Science Content Standards

| Grades K - 4 | Grades 5 – 8 |
|--|--|
| <p>1) <u>Unifying Concepts and Processes:</u></p> <ul style="list-style-type: none"> a. Systems, order, and organization b. Evidence, models, and explanation c. Change, constancy, and measurement d. Evolution and equilibrium e. Form and function <p>2) <u>Science as Inquiry:</u></p> <ul style="list-style-type: none"> a. Abilities necessary to do scientific inquiry b. Understandings about scientific inquiry <p>3) <u>Physical Science:</u></p> <ul style="list-style-type: none"> a. Properties of objects and materials b. Position and motion of objects c. Light, heat, electricity, and magnetism <p>4) <u>Life Science:</u></p> <ul style="list-style-type: none"> a. Characteristics of organisms b. Life cycles of organisms c. Organisms and environments <p>5) <u>Earth and Space Science:</u></p> <ul style="list-style-type: none"> a. Properties of earth materials b. Objects in the sky c. Changes in earth and sky <p>6) <u>Science and Technology:</u></p> <ul style="list-style-type: none"> a. Abilities of technological design b. Understandings about science and technology c. Abilities to distinguish between natural and man-made objects <p>7) <u>Science in Personal and Social Perspectives:</u></p> <ul style="list-style-type: none"> a. Personal health b. Characteristics and changes in populations c. Types of resources d. Changes in environment e. Science and technology in local challenges <p>8) <u>History and Nature of Science:</u></p> <ul style="list-style-type: none"> a. Science as a human endeavor | <p>1) <u>Unifying Concepts and Processes:</u></p> <ul style="list-style-type: none"> a. Systems, order, and organization b. Evidence, models, and explanation c. Change, constancy, and measurement d. Evolution and equilibrium e. Form and function <p>2) <u>Science as Inquiry:</u></p> <ul style="list-style-type: none"> a. Abilities necessary to do scientific inquiry b. Understandings about scientific inquiry <p>3) <u>Physical Science:</u></p> <ul style="list-style-type: none"> a. Properties and changes of properties in matter b. Motions and forces c. Transfer of energy <p>4) <u>Life Science:</u></p> <ul style="list-style-type: none"> a. Structure and function in living systems b. Reproduction and heredity c. Regulation and behavior d. Populations and ecosystems e. Diversity and adaptation of organisms <p>5) <u>Earth and Space Science:</u></p> <ul style="list-style-type: none"> a. Structure of the earth system b. Earth's history c. Earth in the solar system <p>6) <u>Science and Technology:</u></p> <ul style="list-style-type: none"> a. Abilities of technological design b. Understandings about science and technology <p>7) <u>Science in Personal and Social Perspectives:</u></p> <ul style="list-style-type: none"> a. Personal health b. Populations, resources, environments c. Natural hazards d. Risks and benefits e. Science and technology in society <p>8) <u>History and Nature of Science:</u></p> <ul style="list-style-type: none"> a. Science as a human endeavor b. Nature and history of science <p style="text-align: right;"><i>Source: National Research Council, 1996</i></p> |

**Archdiocese of Louisville
Curriculum Framework
Science**

| Content Guidelines: Physical Science | | | |
|--|--|--|---|
| Academic Expectations | Kindergarten | Grade One | Grade Two |
| <p>Academic Expectation 1.3 Students make sense of the various things they observe.</p> <p>Academic Expectation 2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems.</p> <p>Academic Expectation 2.3 Students identify and analyze systems and the ways their components work together or affect each other.</p> <p>Academic Expectation 2.4 Students use the concept of scales and scientific models to explain the organization and functioning of living and nonliving things and predict other characteristics that might be observed.</p> <p>Related Academic Expectations: 1.1, 1.2, 1.10, 1.16, 2.10, 3.3, 3.4, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2, 6.3</p> <p>National Standards: 1a, 1b, 1c, 1d, 1e, 2a, 2b, 3a, 3b, 3c, 6a, 6b, 6c, 7b</p> | <ul style="list-style-type: none"> • Properties of matter (e.g., solids, liquids, gases) • Properties of materials (e.g., clay, cloth, paper, plastic, glass) • Changes in matter (e.g., condensation, evaporation, precipitation) • Forces that move objects (e.g., sliding, rolling, magnetism) | <ul style="list-style-type: none"> • Characteristics of matter and energy • Changes in matter • Forces that affect objects (e.g., pushes, pulls) • Properties and uses of forces • Sound: vibrations | <ul style="list-style-type: none"> • Forces used to move objects (e.g., gravity, magnets, wind) • Properties and forces that make work easier • Sound: volume, pitch • Sources of light and heat |
| | Performance Standards | | |
| Teacher's Notes | <p>Students will:</p> <ul style="list-style-type: none"> • name objects based on their properties - solids, liquids, and gases • classify objects based on their material properties • determine the differences between forms of matter • identify changes in matter • predict which objects will slide or roll • investigate and experiment with magnetism | <p>Students will:</p> <ul style="list-style-type: none"> • compare/contrast solids, liquids, and gases • investigate changes in matter when substances are mixed, cooled, or heated • identify the forces that affect objects (e.g., pushes, pulls) • predict the way forces affect the direction of an object's movement • recognize that stringed instruments and percussion instruments produce sound through vibrations | <p>Students will:</p> <ul style="list-style-type: none"> • describe forces used to move objects (e.g., wind, gravity, magnets) • demonstrate how machines help people • explain how variables change sound, volume, and pitch • investigate sources of light and heat |

**Archdiocese of Louisville
Curriculum Framework
Science**

| Content Guidelines: Life Science | | | |
|--|--|--|--|
| Academic Expectations | Kindergarten | Grade One | Grade Two |
| <p>Academic Expectation 1.3 Students make sense of the various things they observe.</p> <p>Academic Expectation 2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems.</p> <p>Academic Expectation 2.3 Students identify and analyze systems and the ways their components work together or affect each other.</p> <p>Academic Expectation 2.39 Students demonstrate an understanding of God as Creator of all things.</p> <p>Academic Expectation 2.4 Students use the concept of scales and scientific models to explain the organization and functioning of living and nonliving things and predict other characteristics that might be observed.</p> <p>Academic Expectation 2.5 Students understand that under certain conditions, nature tends to remain the same or move toward a balance.</p> <p>Academic Expectation 2.6 Students understand how living and nonliving things change over time and the factors that influence the changes.</p> <p>Academic Expectation 7.1 Students practice respect and care for all creation seeing it as a gift of God's love.</p> <p>Related Academic Expectations: 1.1, 1.2, 1.10, 1.16, 2.10, 2.41, 2.58, 2.60, 3.3, 3.4, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2, 6.3</p> <p>National Standards: 1a, 1b, 1c, 1d, 1e, 2a, 2b, 4a, 4b, 4c, 6a, 6b, 6c, 7b, 7d</p> | <ul style="list-style-type: none"> • Five senses • Characteristics of living and nonliving things • Structures of plants and animals • Habitats and environments • God's creations | <ul style="list-style-type: none"> • Living and nonliving things • Needs of plants and animals • Ways plants and animals meet their needs • Stages of plant and animal growth • Plants and animals and their habitats • God's creations | <ul style="list-style-type: none"> • Life cycles • Characteristics of living things • Needs of living things • Habitats • Living and nonliving things over time • God's creations |
| | Performance Standards | | |
| | <p>Students will:</p> <ul style="list-style-type: none"> • explore a variety of items through the five senses • identify living and nonliving things • observe and describe plant and animal life cycles • classify plants and animals by their structures • illustrate and label plant and animal structures • identify environments of plants and animals • discuss and practice taking care of God's creations | <p>Students will:</p> <ul style="list-style-type: none"> • classify living and nonliving things • list needs of plants and animals • compare ways plants and animals meet their needs • observe, record, and illustrate the stages of animal growth • classify similarities and differences in plants, animals, and their habitats • discuss and practice taking care of God's creations | <p>Students will:</p> <ul style="list-style-type: none"> • illustrate a life cycle of a plant or an animal • explain the basic needs of living things • compare/contrast living things • compare/contrast different habitats • predict the variables that will cause change in living and nonliving things over time • illustrate the diversity of God's creations |

**Archdiocese of Louisville
Curriculum Framework
Science**

| Content Guidelines: Earth and Space Science | | | |
|---|--|--|--|
| Academic Expectations | Kindergarten | Grade One | Grade Two |
| <p>Academic Expectation 1.3 Students make sense of the various things they observe.</p> <p>Academic Expectation 2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems.</p> <p>Academic Expectation 2.2 Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events.</p> <p>Academic Expectation 2.3 Students identify and analyze systems and the ways their components work together or affect each other.</p> <p>Academic Expectation 2.39 Students demonstrate an understanding of God as Creator of all things.</p> <p>Academic Expectation 2.4 Students use the concept of scales and scientific models to explain the organization and functioning of living and nonliving things and predict other characteristics that might be observed.</p> <p>Academic Expectation 2.5 Students understand that under certain conditions, nature tends to remain the same or move toward a balance.</p> <p>Academic Expectation 7.1 Students practice respect and care for all creation seeing it as a gift of God's love.</p> <p>Related Academic Expectations: 1.1, 1.2, 1.10, 1.16, 2.10, 2.19, 2.41, 2.60, 3.3, 3.4, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2, 6.3</p> <p>National Standards: 1a, 1b, 1c, 1d, 1e, 2a, 2b, 3b, 5a, 5b, 5c, 6a, 6b, 6c, 7b, 7d, 7e</p> | <ul style="list-style-type: none"> • Seasonal changes • Environmental changes • Weather systems • Simple weather instruments • Earth components (e.g., land, air, water) • Solar system • God's creations | <ul style="list-style-type: none"> • Weather patterns • Daily and seasonal weather • Weather instruments • Water cycle • Conservation • Day and night • God's creations | <ul style="list-style-type: none"> • Energy of the Sun • Changes in the sky • The Moon • Rocks, minerals, and other natural resources • Fossils • Weathering • Conservation • God's creations |
| | Performance Standards | | |
| | <p>Students will:</p> <ul style="list-style-type: none"> • identify four seasons • observe and measure seasonal changes • recognize events that determine relationships between living things • compare/contrast different types of weather • identify and observe weather instruments • create weather instruments • distinguish and investigate the Earth as land, air, and water • identify planetary bodies in the solar system • monitor the changes of the Sun and the Moon and their effects on the Earth • distinguish the parameters of day and night • identify examples of God's creations | <p>Students will:</p> <ul style="list-style-type: none"> • analyze ways people, plants, and animals respond to weather patterns • observe and record changes in weather using weather instruments • illustrate the water cycle • propose a plan to reduce, reuse, and recycle • describe the causes of day and night • dramatize/illustrate examples of caring for God's Earth | <p>Students will:</p> <ul style="list-style-type: none"> • analyze how the energy of the Sun affects living things • relate changes in the sky to their causes • observe and record weather patterns • illustrate or dramatize a Moon cycle • classify rocks, minerals, and other natural resources • determine ways fossils provide evidence about plants and animals that lived long ago • investigate ways weathering changes the surface of the Earth • design and implement a conservation plan to preserve God's creations |

**Archdiocese of Louisville
Curriculum Framework
Science**

| Content Guidelines: Science in Personal and Social Perspectives | | | |
|---|---|--|---|
| Academic Expectations | Kindergarten | Grade One | Grade Two |
| <p>Academic Expectation 1.3 Students make sense of the various things they observe.</p> <p>Academic Expectation 2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems.</p> <p>Academic Expectation 2.2 Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events.</p> <p>Academic Expectation 2.3 Students identify and analyze systems and the ways their components work together or affect each other.</p> <p>Academic Expectation 2.39 Students demonstrate an understanding of God as Creator of all things.</p> <p>Academic Expectation 2.6 Students understand how living and nonliving things change over time and the factors that influence the changes.</p> <p>Academic Expectation 3.2 Students demonstrate the ability to maintain a healthy lifestyle.</p> <p>Academic Expectation 7.1 Students practice respect and care for all creation seeing it as a gift of God's love.</p> <p>Related Academic Expectations: 1.1, 1.2, 1.10, 1.16, 2.10, 2.29, 2.31, 3.3, 3.4, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2, 6.3</p> <p>National Standards: 1a, 1b, 1c, 1e, 2a, 2b, 4a, 4b, 4c, 6a, 6b, 7a, 7c, 7d, 8a</p> | <ul style="list-style-type: none"> • Personal health, wellness, and safety • Major body parts • Healthy choices (e.g., diet, nutrition) | <ul style="list-style-type: none"> • Nutrition and growth • Health and safety maintenance • Major organs of the body | <ul style="list-style-type: none"> • Five senses and sense organs • Food Guide Pyramid • Health and safety maintenance |
| | Performance Standards | | |
| | <p>Students will:</p> <ul style="list-style-type: none"> • describe how germs are spread • explain and dramatize emergency procedures for personal safety • identify and practice proper dental hygiene • demonstrate and participate in healthy movements • describe and model the function of body parts • clarify and rationalize healthy choices • investigate the connection between nutrition and growth | <p>Students will:</p> <ul style="list-style-type: none"> • identify a proper nutrition plan, an exercise plan, and sleep needs • recognize healthy food choices that contribute to good nutrition and growth • discuss good safety habits • identify and explain the functions of the major organs | <p>Students will:</p> <ul style="list-style-type: none"> • explain ways sense organs help us learn about our environment • utilize a food pyramid to implement a proper nutrition and exercise plan • explain health and safety care |

**Archdiocese of Louisville
Curriculum Framework
Science**

| Content Guidelines: History and Nature of Science | | | |
|---|---|--|---|
| Academic Expectations | Kindergarten | Grade One | Grade Two |
| <p>Academic Expectation 1.3 Students make sense of the various things they observe.</p> <p>Academic Expectation 2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems.</p> <p>Academic Expectation 2.3 Students identify and analyze systems and the ways their components work together or affect each other.</p> <p>Related Academic Expectations: 1.1, 1.2, 1.10, 1.16, 2.58, 3.3, 3.4, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2, 6.3</p> <p>National Standards: 1a, 1b, 1c, 1d, 1e, 2a, 2b, 6a, 6b, 6c, 7e, 8a</p> | <ul style="list-style-type: none"> • Qualities of a scientist • Qualities of an inventor • Scientific method of problem solving | <ul style="list-style-type: none"> • Science as a career • Inquiry in experimentation | <ul style="list-style-type: none"> • Contributions made by scientists • Technology for scientific research • Technology in scientific inventions • Scientific inquiry in simple experiments |
| | Performance Standards | | |
| | <p>Students will:</p> <ul style="list-style-type: none"> • research famous scientists • investigate characteristics of scientists • research famous inventors • investigate characteristics of inventors • explore a scientific method of problem solving • experiment utilizing a scientific method of problem solving | <p>Students will:</p> <ul style="list-style-type: none"> • investigate scientific careers • conduct science inquiry by using a scientific method | <p>Students will:</p> <ul style="list-style-type: none"> • investigate inventions and their impact • utilize technology to acquire information • explain how technology has improved the quality of life • conduct science inquiry by using a scientific method |
| Teacher's Notes | | | |

**Archdiocese of Louisville
Curriculum Framework
Science**

| Essential Understandings | Guided Questions |
|--|--|
| <p>2.1 and 2.4</p> <ul style="list-style-type: none"> • Properties define living and nonliving things. • Measurement describes properties and events. • Models organize and represent ideas about the world. | <ul style="list-style-type: none"> • What do our senses tell us about our environment? • How are properties of living and nonliving things different? • How can properties be used to sort and compare objects and events? • How do heat and light from the Sun affect living and nonliving things? • How does the weather change throughout the year? • How do people measure objects and events? • How do graphs and charts show patterns and changes in the environment? |
| <p>2.2 and 2.3</p> <ul style="list-style-type: none"> • Systems consist of interactive parts. | <ul style="list-style-type: none"> • How do parts of a whole work together? • How does change in one part of the system affect the whole? |
| <p>2.5 and 2.6</p> <ul style="list-style-type: none"> • Living things interact with their environment. • Natural processes and human activity cause change. | <ul style="list-style-type: none"> • How are plants and animals interdependent? • How do plants, animals, and people change their environment? • What effect does weather have on living and nonliving things? • What causes matter to change? • What are the patterns in the life cycles of plants and animals? • What are examples of changes that occur rapidly and slowly? |
| <p>2.31</p> <ul style="list-style-type: none"> • A healthy lifestyle is the responsibility of the individual. | <ul style="list-style-type: none"> • How do you maintain a safe and healthy lifestyle? • What are examples of healthy nutritional choices? • What are examples of healthy activities? |
| <p>7.1</p> <ul style="list-style-type: none"> • All creation is a gift from God. | <ul style="list-style-type: none"> • What gifts from God are observed in the world? • How do we utilize the gifts from God in our daily lives? • How do you show respect for God's creations? |

**Archdiocese of Louisville
Curriculum Framework
Science**

| Essential Processes and Skills | | | |
|--|---|---|---|
| Thinking and Learning | Communicating | Collaborating | Connecting and Applying |
| <p>Conduct scientific investigations</p> <ul style="list-style-type: none"> • Ask questions about objects, organisms, and events in the environment (scientific inquiry) • Plan and conduct a simple investigation • Utilize simple equipment and tools to gather data and extend the senses | <p>Use listening, observing, reading, writing and oral language to obtain and share science information</p> <ul style="list-style-type: none"> • Use data to construct a reasonable explanation • Communicate investigations and explanations • Use different instruments such as magnifiers, thermometers, and computers for measuring, observing, and recording | <p>Work with others to undertake investigations and presentations</p> <ul style="list-style-type: none"> • Work effectively in small and large groups • Demonstrate responsibility when working in a group | <p>Interpret and apply science as used in the world</p> <ul style="list-style-type: none"> • Determine ways science is used in daily life • Investigate ways scientific issues impact individual lives |

| Suggested Topics of Study | | |
|---|--|---|
| Kindergarten | Grade One | Grade Two |
| <ul style="list-style-type: none"> • Matter and Materials • Water Cycle • Force • Senses • Living and Nonliving Things • Plants • Animals • Habitats • Seasons • Environmental Changes • Weather • Solar System • Personal Perspectives • Scientists and Inventors • Scientific Method | <ul style="list-style-type: none"> • Matter • Forces • Magnetism • Motion • Sound • Living and Nonliving Things • Plant Characteristics • Animal Characteristics • Habitats • Life Cycles • Weather • Water Cycle • Conservation • Sun: Day and Night • Landforms and Rocks • Healthy Living • Food Pyramid • Major Organs | <ul style="list-style-type: none"> • Forces • Gravity and Magnetism • Heat and Light • Sound • Matter • Plant Classification • Animal Classification • Animal and Plant Adaptations • Features of Habitats • Life Cycles • Sun, Moon, Stars, and Planets • Rocks and Minerals • Weathering • Earth's Resources • Dinosaurs and Fossils • Endangered and Extinct Animals • Environmental Changes • Conservation • Senses • Food Pyramid • Health and Safety • Scientific Inquiry |

**Archdiocese of Louisville
Curriculum Framework
Science**

Suggested Technology / Library Media

- Organize data using a database (e.g., Excel, Access)
- Create models from graphic and/or writing software
- Conduct research using electronic and/or print media
- Use laboratory resources and equipment
- Videotape student performances
- Use word processing programs to communicate information
- Research information using a variety of print materials
- Participate in the observation and creation of multimedia presentations
- Show videos and video clips
- Engage in activities using an interactive white board
- Engage in activities using a question/response system
- Research information using Web-quests
- Research information with appropriate websites

Examples of Assessments

- | | |
|--|---|
| <ul style="list-style-type: none"> Pre- and post-assessments Rubrics Portfolio entries Writing pieces Self and peer evaluations Graphic organizers Anecdotal observation checklists Written presentations Illustrations PowerPoint presentations | <ul style="list-style-type: none"> Cooperative group projects Interviews Oral presentations Performance presentations/experiments Drama or role play Constructions (models) |
|--|---|

**Archdiocese of Louisville
Curriculum Framework
Science**

| Content Guidelines: Physical Science | | | |
|---|--|--|---|
| Academic Expectations | Grade Three | Grade Four | Grade Five |
| <p>Academic Expectation 2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems.</p> <p>Academic Expectation 2.2 Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events.</p> <p>Academic Expectation 2.3 Students identify and analyze systems and the ways their components work together or affect each other.</p> <p>Academic Expectation 2.4 Students use the concept of scale and scientific models to explain the organization and functioning of living and nonliving things and predict other characteristics that might be observed.</p> <p>Academic Expectation 2.41 Students recognize the interconnectedness of humans with all creation.</p> <p>Academic Expectation 2.5 Students understand that under certain conditions, nature tends to remain the same or move toward a balance</p> <p>Related Academic Expectations: 1.1, 1.16, 3.3, 4.1, 5.2, 6.3</p> <p>National Standard: 1a, 1e, 2a, 3a, 3b, 3c, 6b, 6c</p> | <ul style="list-style-type: none"> • Matter: properties of solids, liquids, and gases; changes in matter, structure and movement of molecules • Forces and motion • Energy: heat (conduction, insulation); light (sources, properties); sound (vibration, transmission, amplification) • Magnets: properties | <ul style="list-style-type: none"> • Properties of matter: states, measurement, classification, changes • Forces and motions: pushes and pulls • Properties and uses of magnets • Electricity: sources, properties, Resources, and new technologies • Light: lenses, spectrum of color, prisms • Simple machines: types and uses | <ul style="list-style-type: none"> • Matter: properties, physical and chemical changes • Forces: properties and application, Newton's Laws • Energy: kinetic, potential, sound, light, thermal • Electricity: sources, properties, simple and complex circuits, relationships to magnetism • Simple machines |
| | Performance Standards | | |
| | <p>Students will:</p> <ul style="list-style-type: none"> • identify states of matter by providing examples, comparing and contrasting, and modeling • identify or demonstrate work • explain uses and transfer of energy (e.g., process of heat transfer) • describe the components of an electrical circuit • identify sources of light • describe properties of sound • demonstrate how sound is produced by vibrating objects • explain how sound is transmitted and amplified • explore the properties of magnets | <p>Students will:</p> <ul style="list-style-type: none"> • classify states of matter • predict and observe changes in matter • describe and measure motion • demonstrate pushes and pulls • describe properties of magnets and their poles • predict types of materials attracted to or repelled by magnets • observe and evaluate results of electricity and light under a variety of conditions • construct simple machines and demonstrate their uses | <p>Students will:</p> <ul style="list-style-type: none"> • distinguish between physical and chemical changes • explore ways force and effort combine to get work accomplished with or without machines • identify real-life situations in which Newton's Laws apply • compare and contrast kinetic and potential energy • examine sound, light, and thermal energy • identify, demonstrate, or construct circuits • examine applications of relationships between magnetism and electricity • explain applications of simple machines |

**Archdiocese of Louisville
Curriculum Framework
Science**

| Content Guidelines: Life Science | | | |
|---|---|---|--|
| Academic Expectations | Grade Three | Grade Four | Grade Five |
| <p>Academic Expectation 2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems.</p> <p>Academic Expectation 2.3 Students identify and analyze systems and the ways their components work together or affect each other.</p> <p>Academic Expectation 2.4 Students use the concept of scale and scientific models to explain the organization and functioning of living and nonliving things and predict other characteristics that might be observed.</p> <p>Academic Expectation 2.41 Students recognize the interconnectedness of humans with all creation.</p> <p>Academic Expectation 2.5 Students understand that under certain conditions, nature tends to remain the same or move toward a balance.</p> <p>Academic Expectation 2.6 Students understand how living and nonliving things change over time and the factors that influence the changes.</p> <p>Academic Expectation 2.60 Students exercise responsible stewardship toward all creation.</p> <p>Related Academic Expectations: 1.1, 3.3, 4.1, 5.1, 6.3, 7.1</p> <p>National Standard: 1 a, 1b, 1c, 1d, 1e, 2a, 2b, 4 a, 4b, 4c, 6 b, 6c, 7a, 7b, 7c, 7d, 8a</p> | <ul style="list-style-type: none"> • Cell as the basic unit of life • Animals: habitats, needs for survival, types, and life cycles • Plants: needs for survival, life cycle, photosynthesis, structure • Interrelationship of plants and animals (e.g., food chain/web) | <ul style="list-style-type: none"> • Living things: classification, cell, structure, ecosystem • Food chain • Animal kingdom: classifications, adaptations and survival, life cycles, inherited and learned characteristics • Plant kingdom: structure, function, adaptations, life cycle, photosynthesis • Body systems | <ul style="list-style-type: none"> • Cells: single cell and multi-cellular organisms, functions of cells • Animal kingdom: body systems, life cycle • Plant kingdom: classification, structure, life cycle • Food chain and food web • Biomes • Ecosystems • Body systems |
| | Performance Standards | | |
| | <p>Students will:</p> <ul style="list-style-type: none"> • identify basic parts of animal and plant cells • compare/contrast features and characteristics of living things in various habitats • describe survival adaptations of plants and animals • analyze life cycles of living things • explore relationships between plants and animals | <p>Students will:</p> <ul style="list-style-type: none"> • compare and contrast structure and function of plant cells and animal cells • analyze food chains to determine relationships between plants and animals • investigate the animal kingdom: characteristics, examples, similarities, and differences • distinguish between inherited and learned characteristics • explain plant structure, parts, and their functions (e.g., model, diagram, experiment) • illustrate the process of photosynthesis to show how plants use energy to make sugars • list factors that influence plant and animal adaptations • give examples and influencing factors of endangerment and/or extinction • identify parts and purpose of body systems | <p>Students will:</p> <ul style="list-style-type: none"> • examine characteristics of single cell and multi-cellular organisms • explain components of plant and animal life cycles • utilize food chains and food webs to examine the relationships between plants and animals • determine the roles of the various components of a food chain or food web • locate and identify characteristics of biomes • analyze the relationships among living and nonliving organisms in an ecosystem • identify parts and purpose of body systems |

**Archdiocese of Louisville
Curriculum Framework
Science**

| Content Guidelines: Earth and Space Science | | | |
|---|--|---|---|
| Academic Expectations | Grade Three | Grade Four | Grade Five |
| <p>Academic Expectation 2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems.</p> <p>Academic Expectation 2.2 Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events.</p> <p>Academic Expectation 2.3 Students identify and analyze systems and the ways their components work together or affect each other.</p> <p>Academic Expectation 2.4 Students use the concept of scale and scientific models to explain the organization and functioning of living and nonliving things and predict other characteristics that might be observed.</p> <p>Academic Expectation 2.41 Students recognize the interconnectedness of humans with all creation.</p> <p>Academic Expectation 2.60 Students exercise responsible stewardship toward all creation.</p> <p>Related Academic Expectations: 1.1, 3.3, 4.1, 5.1, 6.3, 7.1</p> <p>National Standards: 1a, 1b, 1c, 1d, 1e, 2a, 2b, 5a, 5b, 5c, 6a, 6b, 6c, 7a, 7b, 7c, 7d, 7e, 8a</p> | <ul style="list-style-type: none"> • Rocks and minerals • Landforms: types, characteristics, locations • Solar system: Sun, Moon, planets, and stars • Rotation and revolution of Earth and Moon in relation to seasonal changes | <ul style="list-style-type: none"> • Water cycle: impact on weather • Weather: patterns, seasons, instruments, predictions • Earth structure: erosion, weathering, changes, rocks and minerals, water • Solar system: Earth, Sun, Moon, objects in space, movements, and cycles | <ul style="list-style-type: none"> • Water: sources, precipitation, evaporation, condensation • Weather: patterns, climate, atmosphere • Earth structure: minerals, rocks, rock cycle, erosion, weathering • Conservation: soil, water, resources, alternative energy • Fossils • Solar system: objects in space, movements, cycles |
| | Performance Standards | | |
| | <p>Students will:</p> <ul style="list-style-type: none"> • identify characteristics of rocks and minerals • identify types and characteristics of landforms • illustrate positions and motion of Sun, Moon, planets, and stars over time • predict seasonal changes as a result of the movement of the Earth | <p>Students will:</p> <ul style="list-style-type: none"> • evaluate the impact of the water cycle on weather, agriculture, social/cultural behavior • predict the influence of various factors on seasonal and weather changes • utilize weather instruments and analyze weather maps • identify changes to the Earth's structure over time • compare and contrast characteristics and uses of rocks and minerals • identify objects in space • examine relationships among objects in space | <p>Students will:</p> <ul style="list-style-type: none"> • identify sources of water • demonstrate the water cycle • analyze the impact of severe weather • examine the impact of human activity on climate changes • describe local and global patterns of atmospheric conditions • compare/contrast rocks, minerals, and fossils • describe the rock cycle • analyze factors that influence/impact land use (e.g., erosion, weather, agriculture, politics) • explore the value of conservation and uses of alternative energy • integrate conservation into personal lifestyle • explore the creation of fossils over time • analyze the formation and structure of components of the solar system |

**Archdiocese of Louisville
Curriculum Framework
Science**

| Content Guidelines: Science in Personal and Social Perspectives | | | |
|---|--|---|--|
| Academic Expectations | Grade Three | Grade Four | Grade Five |
| <p>Academic Expectation 2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems.</p> <p>Academic Expectation 2.2 Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events.</p> <p>Academic Expectation 2.3 Students identify and analyze systems and the ways their components work together or affect each other.</p> <p>Academic Expectation 2.41 Students recognize the interconnectedness of humans with all creation.</p> <p>Academic Expectation 2.5 Students understand that under certain conditions, nature tends to remain the same or move toward a balance.</p> <p>Academic Expectation 2.6 Students understand how living and nonliving things change over time and the factors that influence the changes.</p> <p>Academic Expectation 2.60 Students exercise responsible stewardship toward all creation.</p> <p>Academic Expectation 3.2 Students demonstrate the ability to maintain a healthy lifestyle.</p> <p>Related Academic Expectations: 1.1, 3.3, 4.1, 5.1, 6.3, 7.1</p> <p>National Standards: 1a-e, 2a, 2b, 6b, 6c, 7 a-e, 8a</p> | <ul style="list-style-type: none"> • Nutrition; food pyramid, personal food choices, sanitary food practices • Personal hygiene and dental care • Safety rules (e.g., water safety, telephone use, Internet use) • Conservation of resources | <ul style="list-style-type: none"> • Wellness and disease prevention • Environmental disasters: natural (e.g., earthquakes, volcanoes, weather), and man-made (e.g., improper uses of natural resources) | <ul style="list-style-type: none"> • Wellness and disease prevention: immunizations; health practices; safety rules; drug, alcohol and tobacco • Conservation of resources |
| | Performance Standards | | |
| | <p>Students will:</p> <ul style="list-style-type: none"> • compare healthy and unhealthy foods • create a personal menu using the food pyramid • investigate ways to improve food selections and safety rules at school • explain reasons for sanitary food practices and personal care • demonstrate safety rules and their purposes • determine methods of conservation at home, school, or other environments | <p>Students will:</p> <ul style="list-style-type: none"> • identify practices that encourage wellness and disease prevention • describe a recent environmental disaster and analyze the impact on humans, plants, and animals • distinguish between natural and man-made environmental disasters | <p>Students will:</p> <ul style="list-style-type: none"> • analyze the effects of accidents, disasters, and epidemics where safety and health laws were violated • analyze the implications of drug, alcohol, and tobacco use • evaluate the impact of conservation on natural resources • investigate efforts or practices that impact land use, planning, and conservation |

**Archdiocese of Louisville
Curriculum Framework
Science**

| Content Guidelines: History and Nature of Science | | | |
|---|--|--|---|
| Academic Expectations | Grade Three | Grade Four | Grade Five |
| <p>Academic Expectation 2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems.</p> <p>Academic Expectation 2.3 Students identify and analyze systems and the ways their components work together or affect each other.</p> <p>Academic Expectation 2.41 Students recognize the interconnectedness of humans with all creation.</p> <p>Academic Expectation 2.60 Students exercise responsible stewardship toward all creation.</p> <p>Related Academic Expectations: 1.1, 3.3, 4.1, 5.1, 6.3, 7.1</p> <p>National Standards: 1c, 1d, 1e, 2a, 2b, 7d, 7e, 8a</p> | <ul style="list-style-type: none"> • Science as a career • Contributions made by scientists | <ul style="list-style-type: none"> • Contributions made by scientists • Future applications of science (e.g., medicine, engineering) | <ul style="list-style-type: none"> • Future applications of science (e.g., medicine, engineering) • Climate and global changes |
| | Performance Standards | | |
| | <p>Students will:</p> <ul style="list-style-type: none"> • identify and research careers in science (e.g., medicine, engineering, aeronautics, manufacturing, research) • research/report on famous scientists and their contributions | <p>Students will:</p> <ul style="list-style-type: none"> • research/report on famous scientists and their contributions (e.g., Newton's theory of gravity, Wegener's continental drift theory, Curie's work in radiation, Galileo's work with constellations/stars, Rachel Carson's work with environmental issues) • analyze future applications of science and evaluate the effects on society and the environment | <p>Students will:</p> <ul style="list-style-type: none"> • research trends/events in science (e.g., biotechnology, medical research) • evaluate factors that influence global changes (e.g., global warming, ozone layer, satellite technology) |

**Archdiocese of Louisville
Curriculum Framework
Science**

| Essential Understandings | Guided Questions |
|---|--|
| <p>2.1 and 2.4</p> <ul style="list-style-type: none"> • Properties characterize objects, organisms, substances, and materials. • Scientific ways of thinking and working can be used to solve real-life problems. • Science and technology are interrelated and can be used to further the study of scientific models and explanations. | <ul style="list-style-type: none"> • How are properties such as height, weight, and density used to measure, sort, classify, and describe organisms and materials? • How do properties of living and nonliving materials determine their uses? • How does the unique design of an organism enable survival in a specific environment? • How can properties be used to describe or predict an event? • What new sources of energy can be made readily available using advanced technologies? • How do fossil records show patterns of change over time? |
| <p>2.2 and 2.3</p> <ul style="list-style-type: none"> • Some systems have cycles and trends that can be used to understand past and present events or predict future events. • Systems consist of organized groups of interrelated parts. | <ul style="list-style-type: none"> • What are the components of an ecosystem and how do variables affect the success of a system? • How do the parts of living systems work together to sustain life? • How can cycles and patterns be used to understand history or predict future events? • How is energy changed and maintained in various systems? • What is required for a particular system to function effectively? • How do forces within the environment impact living and nonliving things? |
| <p>2.5 and 2.6</p> <ul style="list-style-type: none"> • Natural processes and human activity cause change over time. • Factors such as cycles and stages influence the rate at which living and nonliving things experience change. | <ul style="list-style-type: none"> • What are the factors that enable some species to survive while others become extinct or endangered? • How does the life cycle of a plant or animal support the continuation of that species? • How do simple machines make work easier? • How can properties of electricity and light be used to describe experiences with electric current and light? • How do tools and technology help scientists make better observations of change and measurement? |
| <p>2.41</p> <ul style="list-style-type: none"> • Students recognize the interconnectedness of humans with all creation. | <ul style="list-style-type: none"> • How does the survival of one species affect the existence or survival of another species in an ecosystem? • How would a major change in weather affect humans and their communities? • What is the impact to an ecosystem when a species becomes extinct? |
| <p>3.2</p> <ul style="list-style-type: none"> • Students demonstrate the ability to maintain a healthy lifestyle. | <ul style="list-style-type: none"> • What affect does illegal drug use have on a person, the family, and a community? • What is the role of good nutrition in a healthy lifestyle? • How does exercise affect mental, physical, and emotional health? • What are some occupations or practices that endanger the life of an individual? |

**Archdiocese of Louisville
Curriculum Framework
Science**

| Essential Processes and Skills | | | |
|---|--|---|---|
| Thinking and Learning | Communicating | Collaborating | Connecting and Applying |
| <p>Conduct scientific investigations</p> <ul style="list-style-type: none"> • Ask questions that can be answered through scientific investigations (scientific inquiry) • Design, conduct, and evaluate a scientific investigation • Use appropriate tools and techniques to gather, analyze, and interpret data • Recognize and analyze alternative explanations and predictions • Design, implement, and evaluate a solution or product | <p>Use listening, observing, reading, writing, and oral language to obtain and share science information</p> <ul style="list-style-type: none"> • Develop descriptions, explanations, predictions, and models using evidence • Communicate scientific procedures and explanations | <p>Work with others to undertake investigations and presentations</p> <ul style="list-style-type: none"> • Work effectively in small and large groups • Demonstrate responsibility when working in a group | <p>Interpret and apply science as used in the world</p> <ul style="list-style-type: none"> • Recognize contributions to science and technology by many peoples and cultures |

| Suggested Topics of Study | | |
|---|--|--|
| Grade Three | Grade Four | Grade Five |
| <ul style="list-style-type: none"> • States of Matter • Sources of Energy • Cells • Animals • Plants • Rocks and Minerals • Landforms • Solar System • Nutrition and Safety • Natural Resources • Science Careers • Technology Applications | <ul style="list-style-type: none"> • Properties of Matter • Forces and Motion • Magnets and Electricity • Light • Simple Machines • Animal Kingdom • Animal Adaptations • Plant Kingdom • Body Systems • Water • Weathering and Erosion • Solar System • Famous Scientists • Technology Applications | <ul style="list-style-type: none"> • Matter • Work and Force • Energy and Electricity • Simple Machines • Cells • Animal Kingdom • Plant Kingdom • Body Systems • Water • Climate and Global Change • Minerals, Rocks, and Fossils • Rock Cycle • Land Use and Conservation • Personal Wellness • Technology Applications |

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Suggested Applications for Technology / Library Media

- Represent information graphically using charts, tables, and graphs
- Utilize appropriate videos, video clips, presentation software, or projection devices to display information
- Conduct research and gather data using electronic and/or print media (encyclopedias, almanacs, atlases, or periodicals)
- Demonstrate results of experimentation and access key information by using the interactive white board
- Assess using a classroom response system
- Gather information through the use of a global positioning system
- Retrieve information using Web-quests
- Access appropriate websites to gather data and information
- Calculate measurement with electronic tools (sensors, thermometers, barometers, light meters)

Examples of Assessments

| | | |
|--|---|---|
| Pre- and post-assessments PowerPoint presentations Student-created museums Oral presentations Graphic organizers Dioramas and models K-W-L charts Speeches 3-2-1 writing activities Expository essays | Debates Persuasive essays Interviews Informative essays R-A-F-T writing Descriptive essays Collages, posters Summaries Readers' Theatre Exit tickets | Video productions Multiple choice assessments Dramatizations Open response questions Mobiles Brochures Group projects Diagrams Art, dance, and music performances |
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**Archdiocese of Louisville
Curriculum Framework
Science**

| Academic Expectations | | Content Guidelines: Grade Six/Earth and Space Science |
|--|--|---|
| <p>Academic Expectation 2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems.</p> <p>Academic Expectation 2.2 Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events.</p> <p>Academic Expectation 2.3 Students identify and analyze systems and the ways their components work together or affect each other.</p> <p>Academic Expectation 2.4 Students use the concept of scale and scientific models to explain the organization and functioning of living and nonliving things and predict other characteristics that might be observed.</p> <p>Academic Expectation 2.5 Students understand that under certain conditions, nature tends to remain the same or move toward a balance.</p> <p>Academic Expectation 2.6 Students understand how living and nonliving things change over time and the factors that influence the changes.</p> <p>Related Academic Expectations: 1.1, 1.2, 1.3, 1.10, 1.16, 2.10, 2.60</p> <p>National Standards: 1a, 1b, 1c, 2a, 2b, 3a, 5a, 5b, 5c, 6b, 7b, 7c, 7d, 8b, 8c</p> | <p>Science as inquiry</p> <ul style="list-style-type: none"> • Scientific methods • Laboratory safety <p>Rocks and minerals</p> <ul style="list-style-type: none"> • Characteristics, composition, identification, uses • Rock cycle <p>Renewable and nonrenewable sources of energy</p> <ul style="list-style-type: none"> • Types, uses, advantages/disadvantages <p>Changing surface of the Earth</p> <ul style="list-style-type: none"> • Weathering and soil formation • Layers of the Earth • Erosion and deposition: gravity, wind, water • Plate tectonics: continental drift, seafloor spreading, plate tectonic theory • Earthquakes and volcanoes: causes and effects on people | <p style="text-align: center;">Performance Standards</p> <p>Students will:</p> <ul style="list-style-type: none"> • describe a scientific method • describe characteristics and physical properties of rocks and minerals • explain the formation of rocks and minerals • explore uses of rocks and minerals • explain the rock cycle • categorize renewable and nonrenewable sources of energy • determine the uses of various resources • explain the advantages/disadvantages of resources • describe the difference between mechanical and chemical weathering • explain effects of climate on weathering • organize and describe factors that affect the development of soil • explain differences between erosion and deposition • identify and explain types of mass movement caused by gravity • explain how wind causes deflation and abrasion • assess ways water erodes the surface of the Earth • describe evidence of glacial erosion and deposition • explain the hypothesis of continental drift (e.g., Pangaea) • define seafloor spreading • analyze the theory of plate tectonics • evaluate the effects of earthquake movement, the strengths, and the effects on people • describe the conditions that cause volcanoes, their relationship to the moving plates on Earth, and the effects on people |

**Archdiocese of Louisville
Curriculum Framework
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| Academic Expectations | Content Guidelines: Grade Six/Earth and Space Science |
|------------------------------|--|
| | <p>Geologic time</p> <ul style="list-style-type: none"> • Formation of fossils • Ages of rocks: relative and absolute • Life in geologic time: time scale <p>Air and water</p> <ul style="list-style-type: none"> • Atmosphere of the Earth: makeup, energy transfer, and air movement • Weather: factors, patterns, forecast instruments • Climate: factors, types, and changes • Ocean: development of water, currents, waves and tides |
| | Performance Standards |
| | <p>Students will:</p> <ul style="list-style-type: none"> • describe several processes of fossil formation • interpret methods used to assign relative ages to rock layers • determine how absolute age differs from relative age • organize geologic time into units and categorize important events in each unit • analyze the structure of the atmosphere of the Earth (e.g., gases) • explain the cause of air pressure • compare and contrast radiation, conduction, and convection • explain what happens to energy the Earth receives from the Sun • analyze and demonstrate the water cycle • analyze the relationships between doldrums, trade winds, prevailing westerlies, polar easterlies, and jet streams • identify factors that influence weather • describe how weather is associated with fronts and high and low pressure areas • discuss dangers of severe weather • identify and explain how data is collected for weather maps and forecasts • determine which factors influence climate • describe the different types of climatic regions • identify the origin of water in the oceans • identify the forces that cause surface currents and deep currents • describe the characteristics of waves and tides and how they form |

**Archdiocese of Louisville
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| Academic Expectations | | Content Guidelines: Grade Six/Earth and Space Science |
|------------------------------|---|--|
| | <p>Astronomy</p> <ul style="list-style-type: none"> • Exploring space: telescopes, satellites, probes, space missions, space stations • Earth and Moon: rotation, revolution, phases, and eclipses • Solar system: inner and outer planets, comets, meteors, and asteroids • Stars and galaxies: constellations, evolution of stars, types of galaxies | |
| | Performance Standards | |
| | <p>Students will:</p> <ul style="list-style-type: none"> • explore past, present, and future instruments for collecting data about our solar system • discuss rotation and revolution of the Earth and Moon and how they cause moon phases and eclipses • compare and contrast the inner and outer planets • construct a constellation and explain the associated mythology • describe how a star evolves • identify the three main types of galaxies | |
| Teacher's Notes | | |

**Archdiocese of Louisville
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Archdiocese of Louisville Curriculum Framework Science

| Academic Expectations | Content Guidelines: Grade Seven/Life Science |
|---|--|
| <p>Academic Expectation 2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems.</p> <p>Academic Expectation 2.2 Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events.</p> <p>Academic Expectation 2.3 Students identify and analyze systems and the ways their components work together or affect each other.</p> <p>Academic Expectation 2.4 Students use the concept of scale and scientific models to explain the organization and functioning of living and nonliving things and predict other characteristics that might be observed.</p> <p>Academic Expectation 2.41 Students recognize the interconnectedness of humans with all creation.</p> <p>Academic Expectation 2.5 Students understand that under certain conditions, nature tends to remain the same or move toward a balance.</p> <p>Academic Expectation 2.6 Students understand how living and nonliving things change over time and the factors that influence the changes.</p> <p>Academic Expectation 2.60 Students exercise responsible stewardship toward all creation.</p> <p>Related Academic Expectations: 1.1, 1.2, 1.3, 1.10, 1.16, 2.10, 2.29, 2.31, 3.2</p> <p>National Standards: 1a, 1b, 1c, 1d, 1e, 2a, 2b, 3c, 4a, 4b, 4c, 4d, 4e, 7a, 7b, 7c, 7d, 7e, 8a, 8b</p> | <ul style="list-style-type: none"> • Science as inquiry: scientific methods and measuring using SI units • Characteristics of life and classification of organisms: cell structure, types of living things, cell processes • Body systems: structure and function of vital organs and systems • Structure and function of organisms in six kingdoms • Molecular basis of heredity and inheritance of traits • Diversity, adaptations, and evolution of organisms • Interdependence of organisms within ecosystems and awareness of the balance of life • Personal health and wellness • Discoveries in the life sciences and impact on human society • Chronological and biographical information about key people, places, and events in life sciences |
| | Performance Standards |
| | <p>Students will:</p> <ul style="list-style-type: none"> • design and conduct experiments using a scientific method • construct an appropriate representation of collected data • identify all cell organelles and relate the structure to the function of each organelle • justify the categorization of an object as an organism • demonstrate knowledge of osmosis, diffusion, active/passive transport, and anaerobic/aerobic respiration • classify any given organism into one of the six kingdoms based on structure and function • relate structure to function of the major body organs • analyze how the vital body systems work together • describe the structure and function of DNA and the role in heredity and biological evolution • construct a food chain and/or food web indicating the flow of energy throughout • analyze and evaluate the effects that environmental decisions have on food chains/webs, cycles, and organisms in an ecosystem • develop a plan for personal wellness and a healthy lifestyle • analyze the significant contributions that people have made in the life sciences throughout history |

**Archdiocese of Louisville
Curriculum Framework
Science**

Archdiocese of Louisville Curriculum Framework Science

| Academic Expectations | Content Guidelines: Grade Eight/Physical Science |
|--|--|
| <p>Academic Expectation 2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems.</p> <p>Academic Expectation 2.2 Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events.</p> <p>Academic Expectation 2.3 Students identify and analyze systems and the ways their components work together or affect each other.</p> <p>Academic Expectation 2.4 Students use the concept of scale and scientific models to explain the organization and functioning of living and nonliving things and predict other characteristics that might be observed.</p> <p>Academic Expectation 2.5 Students understand that under certain conditions, nature tends to remain the same or move toward a balance.</p> <p>Academic Expectation 2.6 Students understand how living and nonliving things change over time and the factors that influence the changes.</p> <p>Related Academic Expectations: 1.1, 1.2, 1.3, 1.10, 1.16, 2.10, 2.60</p> <p>National Standards: 1a, 1b, 1c, 1d, 2a, 2b, 3a, 3b, 3c, 6a, 6b, 8a, 8b</p> | <ul style="list-style-type: none"> • Science as inquiry: scientific methods, models, and measurement • Mathematics to support all aspects of scientific inquiry • Physical and chemical properties of matter • Structure of the atom • Organization of elements on the periodic table • Chemical bonds and reactions • Conservation of mass • Motion and forces as they affect objects in the universe • Energy transformation and energy transfer • Technological design • Discoveries in the physical and chemical sciences and impact on human society • Chronological and biographical information about key people, places, and events in physical sciences <hr/> <p style="text-align: center;">Performance Standards</p> <p>Students will:</p> <ul style="list-style-type: none"> • design, conduct, and critique experiments • determine the appropriate method for presenting data • compare and contrast the states of matter in terms of the kinetic theory • describe atomic structures • use the periodic table to predict physical and chemical properties of matter • identify covalent, ionic, and hydrogen bonding and write the resulting formulas • express a chemical reaction by using a balanced equation • identify chemical and physical properties of acids, bases, salts, and special compounds • describe physical relationships (e.g., displacement, time, distance, acceleration, velocity, speed, gravity, mass) • use mathematical formulas to calculate and graph physical relationships • state Newton's Laws and apply to forces and motions • use the Law of Conservation of Energy to explain energy transfer/transformation in systems • identify qualitative and measure quantitative relationships associated with energy (e.g., change in temperature, calculation of kinetic and potential energy) • design, engineer, and evaluate a solution to a problem • analyze the significant contributions of people throughout history in the physical sciences |
| Teacher's Notes | |

**Archdiocese of Louisville
Curriculum Framework
Science**

| Essential Understandings | Guided Questions |
|---|---|
| <p>2.3 Systems consist of organized groups of interactive and related elements that form a whole.</p> <p>2.4 Evidence consists of observations and data on which to base scientific explanations. Models organize and represent ideas about the world.</p> <p>2.3 Measurement expresses properties on a numerical scale and changes can be quantified. Most things are in the process of changing; however, some properties of objects and processes are characterized by constancy.</p> <p>2.2, 2.3, and 2.6 Changes over time account for the structure and function of objects and organisms in the natural and designed world. Equilibrium is a state in which changes occur in opposite and off-setting directions.</p> <p>2.3 Structure and function are complementary aspects of objects, organisms, and systems in the natural and designed world.</p> <p>2.1 Science is a process of inquiry.</p> | <ul style="list-style-type: none"> • What laws explain how a system is organized and functions? • How do systems at different levels of organization manifest different properties and functions? • Why are classification systems used? • How are systems interactive and interdependent? • How are observations, data, and models used to describe processes and represent interactions within a system? • How are observations, data, and models used to make predictions? • How are models used to represent events over time? • What are strengths and limitations of a model? • How are instruments and laboratory procedures used with SI? • What factors cause change? • How is energy transferred/transformed within systems? • How does the energy of the Sun affect biological and physical relationships on Earth? • How did objects, organisms, and systems develop their present structure? • How is equilibrium maintained? • How does the structure of an object, organism, or system relate to its use, operation, or function? • How do scientists acquire new knowledge? |

**Archdiocese of Louisville
Curriculum Framework
Science**

| Essential Processes and Skills | | | |
|---|--|---|--|
| Thinking and Learning | Communicating | Collaborating | Connecting and Applying |
| <p>Conduct scientific investigations</p> <ul style="list-style-type: none"> • Ask questions that can be answered through scientific investigations (scientific inquiry) • Design, conduct, and evaluate a scientific investigation • Use appropriate tools and techniques to gather, analyze, and interpret data • Recognize and analyze alternative explanations and predictions • Design, implement, and evaluate a solution or product | <p>Use listening, observing, reading, writing, and oral language to obtain and share science information</p> <ul style="list-style-type: none"> • Develop descriptions, explanations, predictions, and models using evidence • Communicate scientific procedures and explanations | <p>Work with others to undertake investigations and presentations</p> <ul style="list-style-type: none"> • Work effectively in small and large groups • Demonstrate responsibility when working in a group | <p>Interpret and apply science as used in the world</p> <ul style="list-style-type: none"> • Locate and use a variety of resources, tools, and technologies for designing/developing products • Apply skills and academic knowledge in home, school, and community settings |

| Suggested Topics of Study | | |
|--|--|---|
| Grade Six | Grade Seven | Grade Eight |
| <p style="text-align: center;">Earth and Space Science</p> <ul style="list-style-type: none"> • Scientific Methodology • Rocks and Minerals • Renewable and Nonrenewable Energy • Changing Surface of the Earth • Geologic Time • Air and Water of the Earth • Astronomy | <p style="text-align: center;">Life Science</p> <ul style="list-style-type: none"> • Structure and Function of Living Systems <ul style="list-style-type: none"> • Cell Biology and Processes • Organization of Living Things • Six Kingdoms • Body Systems • Reproduction and Heredity <ul style="list-style-type: none"> • Plant and Animal Reproduction • Genetics • Regulation and Behavior <ul style="list-style-type: none"> • Homeostasis • Plants and Animals • Populations and Ecosystems • Interdependence of Organisms and Abiotic Factors • Transfer of Energy • Diversity and Adaptations of Organisms <ul style="list-style-type: none"> • Biological Evolution • Extinction | <p style="text-align: center;">Physical Science</p> <ul style="list-style-type: none"> • Properties and Changes of Properties in Matter <ul style="list-style-type: none"> • States of Matter • Physical and Chemical Properties • Structure of the Atom • Chemical Bonds and Reactions • Periodic Table • Conservation of Mass • Motions and Forces <ul style="list-style-type: none"> • Measurements of Position and Motion • Newton's Laws • Energy <ul style="list-style-type: none"> • Types of Energy • Transfer of Energy • Energy Transformation • Law of Conservation of Energy |

**Archdiocese of Louisville
Curriculum Framework
Science**

Suggested Applications for Technology/Library Media

- Classify and sort data using spreadsheets or databases
- Retrieve information from online data sources or print media
- Retrieve information using Web-quests, interactive CD's, or scavenger hunts
- Represent information graphically using multiple formats (e.g., charts, graphing calculators)
- Create web pages and multimedia presentations to publish results of experimentation (e.g., interactive white boards, LCD projectors, TV)
- Conduct scientific inquiry using probes or sensory simulation software
- Calculate measurements with electronic tools (e.g., graphing calculators)
- Assess using a student response system
- Show video clips

Examples of Assessment

| | | |
|--|---|--|
| Pre-assessment of prior knowledge Objective tests Open-response questions Compare/contrast essays Exit tickets Charts, graphic organizers, graphs, posters, and maps Performance assessments (e.g., measurement, use of microscopes) | Models and projects Lab reports Journals Peer/self evaluation Oral presentations Cooperative group presentations Teacher observations | Creative writing assignments PowerPoint presentations Summaries Timelines K-W-L charts Rubrics Experiments |
|--|---|--|



Social Studies Curriculum Framework

Social Studies Curriculum Framework

Archdiocese of Louisville

According to the Board of Directors of the National Council for the Social Studies:

Social studies is the integrated study of the social sciences and humanities designed to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as economics, geography, history, civics, government, psychology, religion, and sociology. The primary purpose of social studies is to help students develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

-Adapted from the *Curriculum Standards for Social Studies 'Expectations of Excellence'*

The ten thematic strands in social studies are:

- Culture and Cultural Diversity
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

The five organizers of the Social Studies Content Guidelines and Performance Standards are Democratic and Political Systems, Social Systems and Cultural Diversity, Economic Systems, Geography, and Historical Perspective. The ten thematic strands from the national standards are embedded in the five content guideline organizers. Social studies is an important component of a comprehensive curriculum and should be integrated across the curriculum for in-depth and meaningful learning for all students.

To order a copy of the national standards or for more information and resources, contact the National Council for the Social Studies, P.O. Box 2067, Waldorf, MD 20604, 1-800-683-0812.

**Archdiocese of Louisville
Curriculum Framework
Social Studies**

| Content Guidelines: Democratic Principles and Political Systems | | | |
|--|--|---|--|
| Academic Expectations | Kindergarten | Grade One | Grade Two |
| <p>Academic Expectation 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.</p> <p>Academic Expectation 2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.</p> <p>Academic Expectation 2.67 Students critique societal structures in the light of Catholic social justice principles.</p> | <ul style="list-style-type: none"> • U.S. flag and Pledge of Allegiance as symbols of the U.S. • Authority figures in home, school, and community settings • Democratic principles through decision-making • Rules to live by within the home, school, and community • Recognition of and respect for another person, their work, and their space | <ul style="list-style-type: none"> • National symbols and patriotism • Authority figures - family, school, and community • Expected behaviors in various social settings • Introduction of a democratic government • Rights, responsibilities, and roles of citizens • Rules and the consequences for violating them • Recognition of and respect for others • Responsibility of voting (e.g., every vote counts) | <ul style="list-style-type: none"> • National symbols and patriotism • Leaders in a community • Responsible actions of citizens • Democracy • Differences between rules and laws • Copyright issues • Local and federal government • Voting |
| | Performance Standards | | |
| <p>Academic Expectation 7.1 Students practice respect and care for all creation, seeing it as a gift of God's love.</p> <p>Academic Expectation 7.6 Students apply Catholic principles to interpersonal relationships as found in the family, the workplace, society, the Church, and with all creation.</p> <p>Academic Expectation 7.10 Students apply Catholic social justice principles in social and personal situations.</p> <p>National Standards: 4, 5, 6, 10</p> | <p>Students will:</p> <ul style="list-style-type: none"> • demonstrate an awareness of basic U.S. symbols • recite the Pledge of Allegiance • recognize and accept authority figures • apply appropriate decisions to home, school, and community • recognize the need for rules and respect for self and others • demonstrate methods of following rules and displaying respect | <p>Students will:</p> <ul style="list-style-type: none"> • identify U.S. symbols that represent American democracy and values • explain reasons for rules • practice examples of democracy in action • practice expected behaviors in various social settings • compare city, county, and state governments • recognize and accept authority figures | <p>Students will:</p> <ul style="list-style-type: none"> • evaluate the significance of U.S. symbols • differentiate between rules and laws • identify roles people have in various groups • analyze basic levels of local and federal governments • examine copyright issues in relation to beginning research |
| Teacher's Notes | | | |

**Archdiocese of Louisville
Curriculum Framework
Social Studies**

| Content Guidelines: Social Systems and Cultural Diversity | | | | |
|--|---|--|--|--|
| Academic Expectations | Kindergarten | Grade One | Grade Two | |
| <p>Academic Expectation 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationship among individuals and among groups.</p> <p>Academic Expectation 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.</p> <p>Academic Expectation 2.41 Students recognize the interconnectedness of humans with all creation.</p> <p>Academic Expectation 2.66 Students engage in service to the community in response to the Gospel call.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p> <p>Academic Expectation 7.6 Students apply Catholic principles to interpersonal relationships as found in the family, the workplace, society, the Church, and with all creation.</p> <p>Academic Expectation 7.10 Students apply Catholic social justice principles in social and personal situations.</p> <p>National Standards: 1, 3, 4, 5, 9, 10</p> | <ul style="list-style-type: none"> • Awareness of self and others within family, school, and community groups • Similarities and differences in people and places • Sharing and cooperation • Traditions and celebrations throughout the world • Ways to communicate among groups within home, school, and community • Relationships among groups within home, school, and community • Basic personal information (e.g., address, phone number, birth date, first and last name) | <ul style="list-style-type: none"> • Communication of personal experiences (e.g., storytelling) • Similarities and differences in groups (e.g., families, clubs, sports teams, communities) • Cultural differences in families around the world • Relationships between family members • Holidays and traditions (e.g., identification, description, celebration) • Conflict resolution in communities • Growth and change in communities | <ul style="list-style-type: none"> • Personal heritage and ancestry • Family traditions • Community needs • Various social, ethnic, and cultural groups within a community and their viewpoints • Social interactions • Current events (e.g., reflection of the past/impact on the future) | |
| | Performance Standards | | | |
| | | <p>Students will:</p> <ul style="list-style-type: none"> • demonstrate an awareness of self and others through exposure to different cultures • utilize communication skills • apply acceptable social skills through respectful relationships • recite personal information | <p>Students will:</p> <ul style="list-style-type: none"> • recognize that diverse groups celebrate their heritage and culture in a variety of ways • explain how families, groups, and communities work together to achieve common goals • demonstrate problem solving skills • demonstrate an understanding of social, ethnic, and cultural groups within a community | <p>Students will:</p> <ul style="list-style-type: none"> • demonstrate an understanding of personal and cultural heritage and traditions • recognize the social, ethnic, and cultural groups within a community • explain ways social communities work together |
| Teacher's Notes | | | | |

**Archdiocese of Louisville
Curriculum Framework
Social Studies**

| Content Guidelines: Economic Systems | | | |
|---|---|--|---|
| Academic Expectations | Kindergarten | Grade One | Grade Two |
| <p>Academic Expectation 2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <p>Academic Expectation 2.60 Students exercise responsible stewardship toward all creation.</p> <p>Academic Expectation 7.1 Students practice respect and care for all creation, seeing it as a gift of God’s love.</p> <p>Academic Expectation 7.6 Students apply Catholic principles to interpersonal relationships as found in the family, the workplace, society, the Church, and with all creation.</p> <p>National Standards: 1, 2, 3, 7 8, 9, 10</p> | <ul style="list-style-type: none"> • Identification of wants and needs • Conservation of economic (natural and manufactured) resources • Types of work at home, school, and community • Careers within the home, school, and community • Money as a means of exchange • Forms of transportation | <ul style="list-style-type: none"> • Types of work at home, school, and in the community • Role of community helpers • Wants and needs - self, family, school, and community • Transportation of goods and services • Money as a means of exchange | <ul style="list-style-type: none"> • Relationship between work and earnings • Goods and services • Economic systems • Land use and natural resources • Past and present products • Imports and exports • Wants and needs - self, family, school, community • Transportation |
| | Performance Standards | | |
| | <p>Students will:</p> <ul style="list-style-type: none"> • compare and contrast wants and needs • demonstrate an awareness of fundamental economic concepts • relate responsibilities at home and school to careers • categorize forms of transportation | <p>Students will:</p> <ul style="list-style-type: none"> • compare and contrast wants and needs • identify responsibilities of community helpers • identify and compare buyers and sellers of goods and services • explain how goods get from place to place | <p>Students will:</p> <ul style="list-style-type: none"> • demonstrate an understanding of goods and how they are produced, distributed, and consumed • identify natural resources • explain the relationship between work and earnings • compare and contrast wants and needs of various systems • identify different types of transportation |
| Teacher’s Notes | | | |

**Archdiocese of Louisville
Curriculum Framework
Social Studies**

| Content Guidelines: Geography | | | |
|---|--|--|---|
| Academic Expectations | Kindergarten | Grade One | Grade Two |
| <p>Academic Expectation 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>Academic Expectation 2.60 Students exercise responsible stewardship toward all creation.</p> <p>Academic Expectation 2.66 Students engage in service to the community in response to the Gospel call.</p> <p>Academic Expectation 7.1 Students practice respect and care for all creation, seeing it as a gift of God’s love.</p> <p>National Standards: 1, 2, 3, 7, 8, 9</p> | <ul style="list-style-type: none"> • Position vocabulary for location descriptions within the home, school, and community • Description of specific surroundings within the home, school, and community • Maps and globes • Seasonal characteristics and changes • Types of weather • Natural resources • Various conservation and recycling techniques within the home, school, and community • Bodies of water and landforms | <ul style="list-style-type: none"> • Directions and location • Map and globe skills • Weather, seasons, and climate and how they affect daily activities • Natural resources and simple conservation techniques • Physical features – landforms, bodies of water, and vegetation • Current events | <ul style="list-style-type: none"> • Simple charts and graphs • Map and globe skills • Simple map symbols and legends • North and South Poles, the equator, the continents, and the oceans • Place locations within local community • Weather and climate • Conservation and ecology |
| | Performance Standards | | |
| | <p>Students will:</p> <ul style="list-style-type: none"> • use positional vocabulary to describe locations and places • identify characteristics and changes of seasons • identify examples of natural resources • model conservation techniques • model recycling techniques • identify maps and globes • identify types of weather • identify types of bodies of water • compare and contrast bodies of water • recognize characteristics of city, state, country, and continent | <p>Students will:</p> <ul style="list-style-type: none"> • demonstrate basic map and globe skills • construct a simple map that includes a compass rose, symbols, and key/legend • compare resources that are renewable, recyclable, and non-renewable • relate geographic concepts to current events • examine ways (e.g., clothing, housing, crops) people adapt to their environment | <p>Students will:</p> <ul style="list-style-type: none"> • demonstrate basic geographic skills • examine the impact of conservation/ecology • explain climatic adaptations • identify and explain a compass rose |
| Teacher’s Notes | | | |

**Archdiocese of Louisville
Curriculum Framework
Social Studies**

| Content Guidelines: Historical Perspective | | | |
|---|---|--|--|
| Academic Expectations | Kindergarten | Grade One | Grade Two |
| <p>Academic Expectation 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.</p> <p>Academic Expectation 2.54 Students illustrate a basic understanding of the documentary tradition of the universal, national, and local Church.</p> <p>Academic Expectation 2.55 Students illustrate a basic understanding of the history of the Church.</p> | <ul style="list-style-type: none"> • Personal and family events in the past, present, and future • Local, national, and global events in the past, present, and future • Sequence of past, present, and future events • Personal and family changes over time • Contributions of all people • Local, national, and global leaders in the past, present, future • Discrimination between fact and opinion during events | <ul style="list-style-type: none"> • Characteristics and changes in families, schools and communities • Life events in chronological order on a timeline • Past events, legends, and historical evidence • Changes of ideas and culture over time • Basic needs for food, clothing, and shelter of past and present families • Historical figures (e.g., George Washington, Abraham Lincoln) | <ul style="list-style-type: none"> • Past, present and future in relation to life experiences in communities • Community history on a timeline • Pictorial history • Changes over time • Historical figures and populations • Historical evidence (e.g., photos, artifacts, primary and secondary sources) |
| | Performance Standards | | |
| <p>National Standards: 1, 2, 3, 5, 6, 7, 8, 9, 10</p> | <p>Students will:</p> <ul style="list-style-type: none"> • distinguish between past and present family and personal events • identify and describe changes over time • sequence events • demonstrate calendar skills • recognize the contributions that people make to home, school, and community • identify major leaders and their roles • listen to accounts of historical figures and events and summarize facts • recognize statements of fact and opinion about events | <p>Students will:</p> <ul style="list-style-type: none"> • interpret primary sources (e.g., photos, artifacts, maps) to compare and contrast events and people from the past • retell stories to describe past events, people, and places • demonstrate calendar skills • evaluate the impact of change over time | <p>Students will:</p> <ul style="list-style-type: none"> • distinguish between the needs of people in the past, present, and future • listen and record information • identify historical figures • illustrate cause and effect relationships in community events, past and present • evaluate impact of change over time |
| Teacher's Notes | | | |

**Archdiocese of Louisville
Curriculum Framework
Social Studies**

| Essential Understandings | Guided Questions |
|--|---|
| 2.14, 2.15, 2.67, and 7.10 <ul style="list-style-type: none"> Rules establish order. | <ul style="list-style-type: none"> Why do groups and communities have rules? How are rules established and changed? |
| 2.14 and 2.15 <ul style="list-style-type: none"> Patriotic symbols remind us of our American heritage. | <ul style="list-style-type: none"> What is the significance of American symbols? |
| 2.14, 2.15, 2.60, 2.66, 2.67, 7.1, and 7.6 <ul style="list-style-type: none"> With each right comes a responsibility. | <ul style="list-style-type: none"> What are the rights and responsibilities of individuals in groups? What are ways to show respect? |
| 2.14, 2.15, 7.6, and 7.10 <ul style="list-style-type: none"> The democratic process involves active participation of all individuals. | <ul style="list-style-type: none"> What is a democracy? How do individuals participate in the democratic process? How is the democratic process used in the classroom to make decisions? |
| 2.19, 2.60, and 7.1 <ul style="list-style-type: none"> Natural environments provide for human needs and activities. | <ul style="list-style-type: none"> How do people use the resources in their environment wisely? What is conservation and why is it important? |
| 2.16, 2.17, 2.20, 2.41, and 7.10 <ul style="list-style-type: none"> People adapt to, resist, or participate in change. | <ul style="list-style-type: none"> How do people cope with change and stress in their lives? How can change be a positive factor in our lives? How do people initiate change? How do communities work together? |
| 2.16, 2.20, 2.54, and 2.55 <ul style="list-style-type: none"> Family units form the basis of all communities. | <ul style="list-style-type: none"> How are different types of family units organized? What are family traditions? How are roles and responsibilities similar and different in various families and communities? |
| 2.17, 2.20, 2.41, 4.5, and 7.10 <ul style="list-style-type: none"> Different languages and cultures define different communities. | <ul style="list-style-type: none"> What makes a community? How are language and culture expressed within our families and communities? How do traditions influence communities? How does our heritage determine our traditions? |
| 2.16, 2.17, 2.19, 2.41, 2.60, 2.66, 2.67, 7.1, 7.6, and 7.10 <ul style="list-style-type: none"> People cooperate with and depend on one another. | <ul style="list-style-type: none"> How do individuals cooperate within groups? How do individuals within families and communities depend on one another? Why is cooperation important to the functioning of families, classrooms, and other groups? How can people work together to care for resources and environments in the community? |

**Archdiocese of Louisville
Curriculum Framework
Social Studies**

| Essential Understandings | Guided Questions |
|--|---|
| <p>2.16, 2.20, 2.54, 2.55, and 7.6</p> <ul style="list-style-type: none"> • People learn and express ideas in different ways. | <ul style="list-style-type: none"> • What are different ways people learn? • How do individuals express themselves? • How do individual expression and contribution impact the community? • Why is problem solving important? • What are different ways of solving everyday problems? |
| <p>2.20</p> <ul style="list-style-type: none"> • We learn about ourselves and our heritage through the study of others. | <ul style="list-style-type: none"> • What is the significance of historical figures? • Why do we study about people from the past and present? |
| <p>2.16, 2.17, 2.20, 2.41, 2.66, and 7.6</p> <ul style="list-style-type: none"> • Families relate to other systems in the community. | <ul style="list-style-type: none"> • What are examples of systems that show parts working together to create a whole? • How is the family a system? • How is the community a system? • How do communities meet individual and group needs? • How do transportation and communication link families and communities? |
| <p>2.18, 2.60, and 7.10</p> <ul style="list-style-type: none"> • People use resources, goods, and services to meet wants and needs. | <ul style="list-style-type: none"> • What is the difference between wants and needs? • How are goods and services related to wants and needs? • How do people obtain goods and services in our community? • What resources are used in producing various goods and services? • What are the roles of specific community helpers and why are they important? |
| <p>2.19 and 2.41</p> <ul style="list-style-type: none"> • Natural and manufactured environments characterize places. | <ul style="list-style-type: none"> • What are some human and physical characteristics of places in our community? • What do maps and pictures tell us? • Why are places important to us? • How does the location of one place relate to another? • How does geographical location impact people? • What is the purpose of a compass rose? • Why do we use maps and globes? |
| <p>2.19, 2.20, 2.54, and 2.55</p> <ul style="list-style-type: none"> • Change affects people and physical environments. | <ul style="list-style-type: none"> • What are significant events and stages in our lives? • How do families change over time? • How has our environment changed over time? • How do changes in the environment affect our lives? • How do weather, seasons, and climates affect our lives? |
| <p>2.19, 2.60, 2.66, 7.1, 7.6, and 7.10</p> <ul style="list-style-type: none"> • People have interdependent relationships with their environments. | <ul style="list-style-type: none"> • How do people relate to and influence their environment? • How do we care for our environment? • Why is it important to care for places in our community? |

**Archdiocese of Louisville
Curriculum Framework
Social Studies**

| Essential Processes and Skills | | | |
|---|---|---|---|
| Thinking and Learning | Communicating | Collaborating | Applying and Producing |
| <p>Investigate historical and current issues</p> <ul style="list-style-type: none"> Identify what is known and unknown about an issue/topic Identify problems, patterns, and changes Formulate and ask questions that lead to new learning <p>Collect and organize information</p> <ul style="list-style-type: none"> Access information using printed materials, maps, models, visuals, and technology Use primary and secondary sources Conduct interviews Make observations Record information and data in usable forms <p>Process and apply information</p> <ul style="list-style-type: none"> Compare and contrast Sort and classify Interpret and create tables, graphs, timelines, maps, and graphic organizers Identify and clarify assumptions Form generalizations Explore solutions Predict consequences Identify cause and effect relationships Draw inferences from factual material Use strategies to make decisions | <p>Use reading, writing, and oral language to learn and communicate about history, geography, culture, civics, and economics</p> <ul style="list-style-type: none"> Develop and use related vocabulary Develop listening skills Follow directions Present to a variety of audiences Support ideas with facts Communicate own point of view Use strategies and technologies appropriate to audience Support oral and written presentations with visual components | <p>Work in teams in a variety of roles</p> <ul style="list-style-type: none"> Develop and use skills to lead, follow and perform various tasks in teams Contribute ideas in groups Set and work toward group goals <p>Interact effectively with others</p> <ul style="list-style-type: none"> Demonstrate responsibility when working in a group Give and respond to feedback in a constructive manner Cooperate with people from different backgrounds, genders, and abilities Use strategies to manage conflict and stress | <p>Create quality products to communicate</p> <ul style="list-style-type: none"> Help to set standards for quality work Set timelines for completing work Use tools and equipment appropriately and safely <p>Develop and apply skills</p> <ul style="list-style-type: none"> Identify careers in the community Make connections between school work and the work of people in the community <p>Apply citizenship skills</p> <ul style="list-style-type: none"> Participate in making rules and guidelines for group experiences |

**Archdiocese of Louisville
Curriculum Framework
Social Studies**

| Suggested Topics of Study | | |
|--|---|--|
| <ul style="list-style-type: none"> • Self Awareness • Families • Friendships • Learning Together • Holidays • Home, School, and Community • The Environment • Patriotism • Manners and Social Skills • Places Around the World | <ul style="list-style-type: none"> • Families: Past and Present • Community Helpers • Leaders: Historical and Present Day • Places Where People Live • Families Around the World • Conservation of Resources | <ul style="list-style-type: none"> • Living and Working in Groups • Leaders, Rules, and Laws • Native Americans • Settlers and Pioneers • Natural Resources and Conservation • Family Trees • Family Traditions, Celebrations, and Ancestry |
| Suggested Technology/Library Media | | |
| <ul style="list-style-type: none"> • Videotaped student performances • Drawing programs for illustrations (e.g., maps, communities, house) • Word processing (e.g., writing stories, compare/contrast, newsletters, letter writing, cartoons, pictures, PowerPoint, photographs, artwork) • Variety of print materials (e.g., picture books, nonfiction/fiction) • Multimedia presentations • Software, videos, video clips • Interactive white board • Question/response system • Web-quests • Appropriate web sites | | |
| Examples of Assessments | | |
| <ul style="list-style-type: none"> Pre- and post-assessments Rubrics Portfolio entries Writing pieces – expository, persuasive, informative, and descriptive Self and peer evaluations Graphic organizers Anecdotal observation checklists Written presentations Illustrations Cartoons PowerPoint presentations | <ul style="list-style-type: none"> Cooperative group projects Interviews Formative practice Oral presentations Performance presentations/experiments Drama or role play Constructions (models) Musical presentations Participation in community programs | |

**Archdiocese of Louisville
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**Archdiocese of Louisville
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| Content Guidelines: Democratic Principles and Political Systems | | | |
|---|--|--|---|
| Academic Expectations | Grade Three | Grade Four | Grade Five |
| <p>Academic Expectation 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.</p> <p>Academic Expectation 2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.</p> <p>Academic Expectation 2.41 Students recognize the interconnectedness of humans with all creation.</p> <p>Academic Expectation 2.67 Students critique societal structures in the light of Catholic social justice principles.</p> <p>National Standards: 1, 2, 3, 4, 5, 6, 9, 10</p> | <ul style="list-style-type: none"> • Democratic behavior and processes • Ethics, rights, and responsibilities of citizens • Purpose for government and laws • Government services • National symbols and patriotism • The roles of government leaders and citizens in solving problems • Organization of government - local, state, and national | <ul style="list-style-type: none"> • Classroom rules and democratic behavior • Ethics, rights, and responsibilities of citizens • Key concepts of democratic government: liberty, justice and equality • Structures and functions of levels of government • Local, state, and national election processes • State government of Kentucky | <ul style="list-style-type: none"> • Democratic ideas and ideals • Ethics, rights, and responsibilities of citizens • Importance of laws • Impact of historical documents (e.g., Constitution of U.S.) • Voting and electoral process • Roles of leaders/responsibilities of leadership • Structures/functions of national, state, and local governments • Current events (e.g., reflection of the past/impact on the future) |
| | Performance Standards | | |
| | <p>Students will:</p> <ul style="list-style-type: none"> • explain basic purposes of government, government services, and organizations of government • demonstrate an understanding and application of rights and responsibilities of citizens in a democracy • compare/contrast the roles of government leaders and citizens in solving community problems • identify national symbols and relate significance to American life • cite sources used in research and reports | <p>Students will:</p> <ul style="list-style-type: none"> • explain the three levels of government and their election processes • identify the branches of government at each level and recognize the offices associated with the branches • identify the ethics, rights, and responsibilities of individuals in government and civic affairs • demonstrate knowledge of the structure and functions of state and federal governments and explain how they serve the needs of citizens • cite sources used in research and reports | <p>Students will:</p> <ul style="list-style-type: none"> • explain the basic purpose and design of democratic governments including the establishment of order, security, and the attainment of common goals • recognize that the Constitution of the U.S. establishes a government in which powers are shared among different levels and branches • discuss the rights and responsibilities of citizens in real-life situations • apply knowledge of past events to current and future events • cite sources used in research and reports |
| Teacher's Notes | | | |

**Archdiocese of Louisville
Curriculum Framework
Social Studies**

| Content Guidelines: Social Systems and Cultural Diversity | | | |
|--|--|---|---|
| Academic Expectations | Grade Three | Grade Four | Grade Five |
| <p>Academic Expectation 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationship among individuals and among groups.</p> <p>Academic Expectation 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.</p> <p>Academic Expectation 2.41 Students recognize the interconnectedness of humans with all creation.</p> <p>Academic Expectation 2.66 Students engage in service to the community in response to the gospel call.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p> <p>Academic Expectation 7.10 Students apply Catholic social justice principles in social and personal situations.</p> <p>National Standards: 1, 2, 3, 4, 5, 8, 9, 10</p> | <ul style="list-style-type: none"> • Community life with emphasis on the local community • Similarities and differences of communities • Belief systems • U.S. role in a global society • Various ways basic needs are met within diverse cultures • Influences of language, stories, folk tales, music and art • Ways diverse organizations and institutions interact | <ul style="list-style-type: none"> • Effective membership in a community • Diverse responses to issues (e.g., religious, educational, social) • Culture, traditions, and customs • Groups and services working to meet the needs of citizens • Influence of groups and social issues on the history of Kentucky • Conflict, cooperation, and interdependence among individuals and groups • U.S. role in a global society • Prejudice, discrimination, and stereotyping • Current events (e.g., reflection of the past/impact on the future) | <ul style="list-style-type: none"> • Effective membership in a community • Language, religion, and customs from generation to generation • The role of education in society • Roots of a multicultural society (e.g., immigration, traditions, customs, culture) • U.S. role in a global society • Effects of prejudice and stereotyping upon individuals and society • Influences affecting American society • National and international conflicts in society |
| Performance Standards | | | |
| <p>Students will:</p> <ul style="list-style-type: none"> • identify language, music, art, dress, food, literature, and folktales as elements of culture • demonstrate how diverse groups celebrate heritage and culture in a variety of ways • compare and contrast differences in communities and their belief systems • describe the roles individuals have in various groups • examine how human needs are met through social groups and institutions • demonstrate an understanding of important aspects of the local community (e.g., town, city, county) | <p>Students will:</p> <ul style="list-style-type: none"> • explain how society in Kentucky and regions of the U.S. respond to human needs and influence behavior • analyze how tensions and conflict can develop between and among individuals and groups • examine and explain problems created by prejudice and discrimination • identify similarities and differences in the ways groups and cultures within Kentucky and regions of the U.S. address similar needs and concerns • give examples of the culture, traditions, and customs of Kentucky | <p>Students will:</p> <ul style="list-style-type: none"> • analyze how culture in the U.S. has been influenced by languages, literature, arts, beliefs, and behaviors of diverse groups • compare and contrast social institutions and their impact on the history of the U.S. • analyze conflicts among diverse groups in the history of the U.S. and the world • identify effects of prejudice and stereotyping upon individuals and society | |
| Teacher's Notes | | | |

**Archdiocese of Louisville
Curriculum Framework
Social Studies**

| Content Guidelines: Economic Systems | | | |
|---|---|--|---|
| Academic Expectations | Grade Three | Grade Four | Grade Five |
| <p>Academic Expectation 2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <p>Academic Expectation 2.41 Students recognize the interconnectedness of humans with all creation.</p> <p>Academic Expectation 7.1 Students practice respect and care for all creation, seeing it as a gift of God's love.</p> <p>Academic Expectation 7.6 Students apply Catholic principles to interpersonal relationships as found in the family, the workplace, society, the Church, and with all creation.</p> <p>National Standards: 2, 3, 4, 5, 7, 8, 9, 10</p> | <ul style="list-style-type: none"> • Contributions of diverse workers • Job skills • Production and distribution (e.g., agriculture, industry, transportation) • Economic concepts (e.g., goods and services, production and distribution, supply and demand) • Interdependence of rural and urban communities • Interdependence of goods and services - locally and worldwide • Community problems and solutions affecting economy • Basic needs and the economy • Role of money in everyday life • Innovations and technology | <ul style="list-style-type: none"> • Natural resources and production of goods in Kentucky • Interdependence of Kentucky with other states and regions of the U.S. • Economic terms and concepts • Formation and support of economic systems in Kentucky and regions of the U.S. • Impact of economic factors such as supply and demand within a state or region • Budgeting and individual economic decisions • Economic decisions influenced by sales and ads • Impact of new ideas, products and technology on environment/people | <ul style="list-style-type: none"> • Ways people make a living (e.g., farming, industry, business) • Wants and needs affecting goods and services • Relationships between lifestyles and economy • Relationship of natural resources to economic prosperity • Technology and innovations in the workplace • Structure and functions of capitalism as used in the U.S. |
| | Performance Standards | | |
| | <p>Students will:</p> <ul style="list-style-type: none"> • compare and contrast types of jobs, goods, and services produced in different communities • identify fundamental economic concepts and the interdependence of communities • analyze economic principles used in the decision-making process in order to make informed decisions • illustrate relationships among work, wages, purchasing power, and lifestyles | <p>Students will:</p> <ul style="list-style-type: none"> • use economic concepts appropriately to explain conditions or events in Kentucky history and regions of the U.S. • explain the impact of economic factors on personal economic decisions • identify natural resources, goods, and services of Kentucky and regions of the U.S. • explain interdependence of Kentucky with regions of the U.S. and the world | <p>Students will:</p> <ul style="list-style-type: none"> • explain the impact of economic factors on decisions made by individuals, businesses, and governments in the U.S. • explain the basic components of the economic system of the U.S., especially capitalism • trace changes over time in the economic system of the U.S. • evaluate the relationship of natural resources to economic prosperity |
| Teacher's Notes | | | |

**Archdiocese of Louisville
Curriculum Framework
Social Studies**

| Content Guidelines: Geography | | | |
|--|--|---|---|
| Academic Expectations | Grade Three | Grade Four | Grade Five |
| <p>Academic Expectation 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>Academic Expectation 2.41 Students recognize the interconnectedness of humans with all creation.</p> <p>Academic Expectation 7.1 Students practice respect and care for all creation, seeing it as a gift of God's love.</p> | <ul style="list-style-type: none"> • Physical features of the earth (e.g., landforms, bodies of water) • Importance of geography and climate to the development of communities • Urban, suburban, and rural communities • Local and global communities - similarities and differences • Natural resources • Importance of geography and climate on lifestyles • Maps and globes for physical features and political divisions | <ul style="list-style-type: none"> • Impact of geographic setting/environment on people in Kentucky and regions of the U.S. • Environmental issues • Human impact upon environmental issues • Preservation and conservation • Relationship between geography and history • Globes, maps, flow charts, and graphic organizers • Latitude, longitude, and scale • U.S. regions: physical features, population, and geographic spatial patterns • Natural resources and features of the U.S. • Climate, seasons, and time zones • Development of cities and states • States and capitals of the U.S. | <ul style="list-style-type: none"> • Physical features, landforms, and bodies of water • Development of cities and states • Location of cities and relationship to growth • Factors that affect location of settlements • Environmental issues that influence people, products, and trade • Natural resources • Climate and time zones • Latitude, longitude, and scale • Maps, charts, and globes • Graphic organizers and graphs • Development of cities and states • States and capitals of the U.S. |
| | Performance Standards | | |
| <p>National Standards: 1, 2, 3, 5, 9, 10</p> | <p>Students will:</p> <ul style="list-style-type: none"> • create maps to show locations • compare and contrast the physical and human characteristics of different communities • analyze ways people depend on, adapt to, or modify the environment based on their needs • identify factors that influence human movement, settlement, and the development of communities • analyze current events (e.g., reflection of the past/impact on the future) | <p>Students will:</p> <ul style="list-style-type: none"> • use a variety of maps and globes to find and explain human and physical geographic features in Kentucky and regions of the U.S. • describe ways humans have interacted with the physical and natural environment to meet their needs in Kentucky and regions in the U.S. • explain ways the physical environment limited and promoted human settlement and activities in Kentucky and regions of the U.S. • locate places of national and regional importance in the U.S. • use the five themes of geography (place, movement, location, regions, human/environment interaction) to examine, describe, and discuss Kentucky and regions of the U.S. • demonstrate use of maps, globes, flow charts, and graphic organizers | <p>Students will:</p> <ul style="list-style-type: none"> • use a variety of tools to obtain and present geographic information about the U.S. and close neighbors • locate unique places in the U.S. • explain human settlement patterns in the U.S. and how they are related to the physical environment • describe ways people use technology to modify their environment |

**Archdiocese of Louisville
Curriculum Framework
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| Content Guidelines: Historical Perspective | | | |
|---|--|---|---|
| Academic Expectations | Grade Three | Grade Four | Grade Five |
| <p>Academic Expectation 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.</p> <p>Academic Expectation 2.41 Students recognize the interconnectedness of humans with all creation.</p> <p>Academic Expectation 7.6 Students apply Catholic principles to interpersonal relationships as found in the family, the workplace, society, the Church, and with all creation.</p> <p>Academic Expectation 7.10 Students apply Catholic social justice principles in social and personal situations.</p> <p>National Standards: 1, 2, 3, 4, 5, 8, 10</p> | <ul style="list-style-type: none"> • Origins of communities • Patterns of growth and change within communities over time • Contributions of historical people to a community • Linear presentations of history • Historical documents • History of a community, including the local community • Events in history and their impact on the present • Development of cultural diversity within a community | <ul style="list-style-type: none"> • Lives of early settlers in Kentucky and regions of the U.S. • Purposes of national and state historical documents • Kentucky state symbols • Links between past and present through the use of timelines • Different historical perspectives • Significant historical figures of Kentucky and regions of the U.S. • History of Kentucky and the U.S. through use of primary sources (e.g., artifacts, letters, diaries) | <ul style="list-style-type: none"> • U.S. exploration • Colonization, settlement, and expansion • Importance of historical leaders • Linking past and present events throughout history • Importance of historical documents and artifacts (e.g., primary sources/secondary sources) • Continuity throughout history • Influences of technology, religion, and inventions upon society |
| | Performance Standards | | |
| | <p>Students will:</p> <ul style="list-style-type: none"> • describe change over time, including contributions of historical people • demonstrate an understanding of the cause and effect of historical events in the community, state, and nation • create simple historical timelines • use historical documents and artifacts to examine the past • examine the impact of diverse cultures on the local community | <p>Students will:</p> <ul style="list-style-type: none"> • research significant figures in Kentucky and U.S. history • identify different groups throughout the history of Kentucky and their reasons for exploring and/or settling in Kentucky • describe how lifestyles and conditions have changed over time in Kentucky and regions of the U.S. • identify specific symbols, slogans, buildings, and monuments that represent ideas and events in Kentucky and U.S. history • use primary and secondary sources in sequencing events in Kentucky and U.S. history • identify cause and effect relationships and link past to present in Kentucky and U.S. history • demonstrate the use of timelines | <p>Students will:</p> <ul style="list-style-type: none"> • develop a chronological history of the U.S. and recognize the cause and effect relationships • explain the historical contributions of individual groups, technology, religion, and inventions upon society • analyze the significance of important symbols, monuments, patriotic songs, poems, and written passages in the history of the U.S. • describe similarities and differences of the U.S., Canada, and Mexico • use timelines to arrange historical events in chronological order |
| Teacher's Notes | | | |

**Archdiocese of Louisville
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| Essential Understandings | Guided Questions |
|--|---|
| <p>2.14, 2.17, 2.20, and 7.6</p> <ul style="list-style-type: none"> • Individuals and societies can learn from the past. | <ul style="list-style-type: none"> • How does knowledge of the past influence the present and future? • Why do interpretations of events, people and places, or situations vary? • How do interpretations of events, people and places, or situations affect our understanding of the past and present? • How have individuals, events, and decisions influenced society throughout history? • How do the arts express time, place, and way of life? • How did religion influence the past? |
| <p>2.14, 2.20, and 2.67</p> <ul style="list-style-type: none"> • Systems help societies and communities function and survive. | <ul style="list-style-type: none"> • How do various social, political, religious, and economic systems help societies and communities function and survive? • How do institutions such as schools, churches, government agencies, small businesses, and banks support individuals and families? • How do technological developments impact natural and social systems? |
| <p>2.14, 2.15, 2.17, 2.20, 2.67, and 7.10</p> <ul style="list-style-type: none"> • Some governments create rules and laws to promote justice, provide order, and protect individual and group rights. | <ul style="list-style-type: none"> • How is democracy different from other kinds of government? • What traits are essential to citizenship in a democracy? • How are rights related to responsibilities? • What are the responsibilities of Catholics in society? • How are rights and responsibilities of U.S. citizens defined in the Declaration of Independence and the Constitution? • How do individuals practice democratic citizenship in the classroom, community, state, and nation? • What are possible threats to a democracy? • How are rules and laws made and enforced in the local community? |
| <p>2.15, 2.16, 2.18, 2.20, and 2.66</p> <ul style="list-style-type: none"> • Ability to provide for the wants and needs of a society depends upon availability, management, and distribution of resources. | <ul style="list-style-type: none"> • How do availability of resources and issues of supply and demand affect relationships and decisions? • How are wants and needs of individuals and groups met through local, national, and global sources? • How do government policies on trade, taxes, and wages influence the local, state, and national economies? • How do transportation systems move people, products, and ideas? • How do communication systems impact people, products, and ideas? • In what ways are Catholics engaged in service to communities? |
| <p>2.16, 2.17, 2.18, and 2.41</p> <ul style="list-style-type: none"> • Interdependence characterizes a community. | <ul style="list-style-type: none"> • How do individual behaviors, learning styles, and self-concept influence relationships? • How does membership in families, churches, and different groups affect individual development, behavior, and identity? • Why would families, states, and nations want to develop interdependent relationships? |
| <p>2.18, 2.19, 2.20, and 7.1</p> <ul style="list-style-type: none"> • People and environments form interdependent relationships. | <ul style="list-style-type: none"> • How are people and environments interdependent? • How do beliefs and experiences shape people's relationships to their environments? • How does the environment affect economic decisions? |

**Archdiocese of Louisville
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| Essential Understandings | Guided Questions |
|---|---|
| <p>2.16, 2.17, 2.20, and 4.5</p> <ul style="list-style-type: none"> Groups, societies and cultures address human wants and needs in similar and different ways. | <ul style="list-style-type: none"> How do people in diverse cultures and environments meet their wants and needs? How do various cultures express their beliefs and practices? How have various cultural groups contributed to society? How can differing beliefs and practices impact relationships? |
| <p>2.16, 2.17, 2.18, 2.19, 2.20, and 7.1</p> <ul style="list-style-type: none"> Diverse environments and societies provide varying opportunities and limits for human activity. | <ul style="list-style-type: none"> What are the similarities and differences within and across regions? How are resources within a region used and maintained? Why do individuals/groups have differing views and beliefs on environmental issues? |
| <p>2.16, 2.17, 2.19, 2.20, 7.1, and 7.10</p> <ul style="list-style-type: none"> Natural, economic, technological, and social factors change society and the environment. | <ul style="list-style-type: none"> How and why do historical patterns repeat or change over time? How are changes in society and the environment related? How do individuals, families, groups, or societies initiate, respond to, resist, or cope with change? |
| <p>2.19 and 2.41</p> <ul style="list-style-type: none"> Natural and human-made physical features define geography. | <ul style="list-style-type: none"> How do physical characteristics define regions and their boundaries? How are geographic tools used to understand regions of the world? What are major natural and human-made physical features in our state, in the U.S. and in the world? How does the physical environment impact where and how people live and work? How are regions of the U.S. and world interrelated? |

**Archdiocese of Louisville
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| Essential Processes and Skills | | | |
|--|--|---|---|
| Thinking and Learning | Communicating | Collaborating | Applying and Producing |
| <p>Investigate historical and current issues</p> <ul style="list-style-type: none"> • Identify what is known and unknown about an issue/topic • Identify problems, patterns, and changes • Formulate and ask questions that lead to new learning • Identify relevant or irrelevant information • Trace origin, development, and impact of ideas and inventions <p>Collect and organize information</p> <ul style="list-style-type: none"> • Access information using printed materials, maps, models, visuals, technology, and primary and secondary sources • Conduct interviews • Make observations • Record information and data in appropriate formats <p>Process and apply information</p> <ul style="list-style-type: none"> • Compare and contrast, sort and classify • Interpret and create tables, graphs, timelines • Use maps and graphic organizers • Differentiate between facts and interpretations • Recognize bias and stereotypes • Examine issues from multiple perspectives • Form generalizations and predict consequences • Use strategies to solve problems and make decisions | <p>Use reading, writing, and oral language to learn and communicate about history, geography, culture, civics, and economics</p> <ul style="list-style-type: none"> • Use strategies for comprehending nonfiction • Develop and use related vocabulary • Summarize from conversation and print • Articulate personal beliefs, feelings, and convictions related to social and environmental issues • Describe and illustrate stages of historical, cultural, or environmental change • Present information to a variety of audiences • Listen objectively to the views of others • Support and justify various points of view • Support oral/written presentations with visuals • Use strategy/technology appropriate to audience | <p>Work in teams in a variety of roles</p> <ul style="list-style-type: none"> • Develop and use skills to lead, follow and perform various tasks in teams • Contribute ideas in groups • Set and work toward group goals <p>Interact effectively with others</p> <ul style="list-style-type: none"> • Demonstrate responsibility when working in a group • Give and respond to feedback in a constructive manner • Cooperate with people from different backgrounds, genders, and abilities • Use strategies to resolve conflict • Practice the democratic process to make decisions, plan events, and resolve issues | <p>Create quality products to communicate</p> <ul style="list-style-type: none"> • Determine standards for quality work • Use a variety of tools and technology to produce quality products • Handle/care for tools properly <p>Develop and apply skills</p> <ul style="list-style-type: none"> • Define occupations related to topics of study • Make connections between school work and the work of people in the community <p>Apply citizenship skills</p> <ul style="list-style-type: none"> • Participate in making rules and guidelines for group experiences |

**Archdiocese of Louisville
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| Suggested Topics of Study - Intermediate | | | |
|---|---|---|--|
| <ul style="list-style-type: none"> • Local Community – Past and Present • Global Communities • Natural Resources/Conservation • Democratic Institutions – Principles and Processes • Leadership – Historical and Current • Citizenship • Traditions and Celebrations | <ul style="list-style-type: none"> • States and Regions - including Kentucky <ul style="list-style-type: none"> • Physical Environment • Statehood • Resources and Economy • Government • People, Places, and Events | <ul style="list-style-type: none"> • Development of the Western Hemisphere • The First Inhabitants • Revolution and Independence • Expansion and Division • Internal and External Conflicts • The U.S. - Emerging World Power • Historical Changes in Science and Technology | |
| Suggested Technology/Library Media | | | |
| <ul style="list-style-type: none"> • Variety of research tools (e.g., dictionary, encyclopedia, Internet, geographical dictionary, atlas, almanac) • Software, videos, and video clips • Multimedia presentations • Email pen pal program • Global positioning systems • Interactive white board • Classroom response system • Web-quests • Appropriate web sites | | | |
| Examples of Assessments | | | |
| Pre- and post-assessments Oral presentations K-W-L charts Expository essays Persuasive essays Informative essays Descriptive essays | Summaries Multiple choice assessments Open response questions Brochures Diagrams PowerPoint presentations Graphic organizers | Speeches Debates Interviews Cultural presentations Collages, posters Readers' Theater Video productions | Dramatizations Mobiles Group projects Art, dance, and music Student-created museums Cultural presentations Dioramas and models |

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**Archdiocese of Louisville
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| Content Guidelines: Democratic Principles and Political Systems | | | |
|--|--|--|---|
| Academic Expectations | Grade Six | Grade Seven | Grade Eight |
| <p>Academic Expectation 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.</p> <p>Academic Expectation 2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.</p> <p>Academic Expectation 2.58 Students demonstrate an understanding of the relationship between faith and culture as it is found in the arts, sciences, and technology.</p> <p>Academic Expectation 7.10 Students apply Catholic social justice principles in social and personal situations.</p> <p>National Standards: 5, 6, 8, 9, 10</p> | <ul style="list-style-type: none"> • Forms of government within the world community • Role of government within the world community • Rights and responsibilities of citizens within the world community • Personal and legal ramifications of plagiarism, propagating viruses, hacking, sending or posting offensive materials, and vandalism | <ul style="list-style-type: none"> • Principles of government • Development of democratic ideals • Individual rights and responsibilities • Role of authority and power within government • Personal and legal ramifications of plagiarism, propagating viruses, hacking, sending or posting offensive materials, and vandalism | <ul style="list-style-type: none"> • Foundations of U.S. government • Purpose and structure of government in a constitutional democracy • Constitution as a living document • Role of citizens in a democratic society • Principles of federalism and shared power • U.S. role in a global society • Personal and legal ramifications of plagiarism, propagating viruses, hacking, sending or posting offensive materials, and vandalism • Current events (e.g., reflection of the past/impact on the future) |
| | Performance Standards | | |
| | <p>Students will:</p> <ul style="list-style-type: none"> • explain the relationship between governments and the rights of individuals • demonstrate an understanding of the principals of the major forms of governments • compare the roles of specific governments • recognize and evaluate personal and legal ramifications of plagiarism, propagating viruses, hacking, sending or posting offensive material, and vandalism | <p>Students will:</p> <ul style="list-style-type: none"> • analyze the essential roles of government in early civilizations • examine individual rights and responsibilities within society • relate the foundations of democracy from Greece and Rome to the democratic ideals in the world today | <p>Students will:</p> <ul style="list-style-type: none"> • recognize the original intent of the framers of the Constitution and the Bill of Rights • demonstrate an understanding of how the U.S. Constitution has evolved over time to adjust to changes in society • identify the rights and responsibilities of individuals in American society by analyzing democratic principles • assess amendments to the Constitution • explain the relationship of past events with current and future events |
| Teacher's Notes | | | |

**Archdiocese of Louisville
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| Content Guidelines: Social Systems and Cultural Diversity | | | |
|--|--|---|---|
| Academic Expectations | Grade Six | Grade Seven | Grade Eight |
| <p>Academic Expectation 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationship among individuals and among groups.</p> <p>Academic Expectation 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.</p> <p>Academic Expectation 2.67 Students critique societal structures in the light of Catholic social justice principles.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p> <p>National Standards: 1, 2, 3, 4, 5, 8, 9, 10</p> | <ul style="list-style-type: none"> • Development of cultures • Cultural adaptation to the environment • U.S. role in a global society • Cultural diversity within and among groups in various regions of the world • Conflict within and among groups in various regions of the world | <ul style="list-style-type: none"> • Culture and contributions of past civilizations • Conflicts in society • Cultural diversity and perspectives • Current events (e.g., reflection of the past/impact on the future) | <ul style="list-style-type: none"> • Cultural diversity influences American arts • Racial, ethnic, and religious groups in America • Consequences of conflict, compromise, and cooperation • Emergence and development of American culture and subcultures • Interdependence of cultural groups in our nation and throughout the world |
| | Performance Standards | | |
| | <p>Students will:</p> <ul style="list-style-type: none"> • demonstrate an understanding of cultural development over time • identify cultural adaptations to an environment • analyze social interactions • compare conflicts and cooperation among individuals and groups in the global community • examine the role of the U.S. in a global society | <p>Students will:</p> <ul style="list-style-type: none"> • investigate cultural contributions and the effect of technology on past civilizations • examine the impact of conflict on groups • analyze the effect that cultural diversity has on a society • evaluate the relationship of past events with current and future events | <p>Students will:</p> <ul style="list-style-type: none"> • explain how culture in the U.S. has been influenced by language, literature, arts, beliefs, and lifestyles • analyze social interactions among diverse groups and individuals in U.S. history • examine other cultures • compare and contrast other cultures with American cultures |
| Teacher's Notes | | | |

**Archdiocese of Louisville
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| Content Guidelines: Economic Systems | | | |
|--|--|--|--|
| Academic Expectations | Grade Six | Grade Seven | Grade Eight |
| <p>Academic Expectation 2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <p>Academic Expectation 2.67 Student critique societal structures in the light of Catholic social justice principles.</p> <p>National Standards: 3, 5, 7, 8, 9</p> | <ul style="list-style-type: none"> • Economic concepts (e.g., opportunity, costs, trade, money, savings and investments, production, distribution, goods and services, specialization) • Natural and economic resources • Factors that influence distribution and use of resources (e.g., values, beliefs, global interdependence, technology, conflicts) | <ul style="list-style-type: none"> • Economic concepts (e.g., production, distribution) • Factors that influence distribution and use of resources (e.g., values/beliefs, global interdependence, technology, conflicts) • Economic systems of past civilizations • U.S. role in a global society | <ul style="list-style-type: none"> • Major patterns and trends of the U.S. economic system • Principles of economics (e.g., production, distribution, consumption) • Impact of innovations and technology on the environment • U.S. dependency on the global economy |
| Performance Standards | | | |
| | <p>Students will:</p> <ul style="list-style-type: none"> • explain economic concepts as they apply to individuals, societies, and governments • identify natural and capital resources • analyze the factors that influence distribution and use of resources | <p>Students will:</p> <ul style="list-style-type: none"> • demonstrate an understanding of the concept of wants and needs in early civilizations • explain the relationships between personal and national economic activities • analyze the role of the U.S. in a global society • assess the effects of specialization on economic growth of a society | <p>Students will:</p> <ul style="list-style-type: none"> • relate the concept of imbalance between unlimited wants and limited resources to the development of the U.S. as applied to individuals, societies, and governments • analyze the effects of economic growth on society/environment • appraise the effects of government policies on the economy • demonstrate the relationship between the U.S. economy and the world economy |
| Teacher's Notes | | | |

**Archdiocese of Louisville
Curriculum Framework
Social Studies**

| Content Guidelines: Geography | | | |
|--|--|--|--|
| Academic Expectations | Grade Six | Grade Seven | Grade Eight |
| <p>Academic Expectation 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>Academic Expectation 2.41 Students recognize the interconnectedness of humans with all creation.</p> <p>Academic Expectation 7.1 Students practice respect and care for all creation, seeing it as a gift of God's love.</p> | <ul style="list-style-type: none"> • Geographic concepts in the five themes of geography: location, place, movement, region, and human/environment interaction • Map skills (e.g., world maps, product maps), flowcharts, graphs, web and graphic organizers • Major physical features of world regions • Geographic features • Human adaptation to and interaction with the physical environment • Current events | <ul style="list-style-type: none"> • Geographic influence on demographics (e.g., migration, settlement) • Human use of and interaction with the environment • Physical features of world regions • Map skills (e.g., world maps, flowcharts, graphs, graphic organizers) | <ul style="list-style-type: none"> • Maps, globes, graphs, charts, and electronic data • Migration and cultural diffusion • Influence of geography on U.S. history • Human interaction with the physical environment |
| | Performance Standards | | |
| <p>National Standards: 1, 2, 3</p> | <p>Students will:</p> <ul style="list-style-type: none"> • demonstrate the use of the five themes of geography using map skills, flowcharts, line graphs, and graphic organizers • use map skills, flowcharts, graphs, webs, and graphic organizers to synthesize and present geographic information • identify and compare major physical features of world regions • describe the influence of geographical features on world cultures • demonstrate impact of movement of groups of individuals and cultures • explain and evaluate the human adaptation to and interaction with the physical environment | <p>Students will:</p> <ul style="list-style-type: none"> • explain the importance of the physical environment and the influence of human demographics on the development of world history • demonstrate and interpret data using a variety of geographic tools | <p>Students will:</p> <ul style="list-style-type: none"> • analyze patterns of human settlement across the U.S. that resulted in diverse cultures • analyze how early U.S. history was influenced by the physical environment • interpret maps, globes, graphs, charts, and electronic data |
| | Teacher's Notes | | |

**Archdiocese of Louisville
Curriculum Framework
Social Studies**

| Content Guidelines: Historical Perspective | | | |
|--|--|--|--|
| Academic Expectations | Grade Six | Grade Seven | Grade Eight |
| <p>Academic Expectation 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.</p> <p>Academic Expectation 2.58 Students demonstrate an understanding of the relationship between faith and culture as it is found in the arts, sciences, and technology.</p> <p>National Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> | <ul style="list-style-type: none"> • Chronology, causality, change, and conflicts in relation to people, places, and events • Cultural values and belief systems • Historical change throughout regions • Primary sources such as artifacts, manuscripts, documents, and letters as reference tools | <ul style="list-style-type: none"> • Historical contributions of individuals and groups • Chronology and relationships of key people, places and events • World religions (e.g., Christianity, Islam, Buddhism, Hinduism) | <ul style="list-style-type: none"> • Role of various groups (e.g., Native American, European explorers and settlers, African slaves, pioneers) on historical development • Impact of conflict and war on American history • Religious, political, and economic influences on historical events |
| | Performance Standards | | |
| | <p>Students will:</p> <ul style="list-style-type: none"> • graph key conflicts and events • use timelines to arrange historical events in chronological order • analyze the impact of cultural values and beliefs on historical systems • examine the transmission of culture and the link between past and present using primary sources such as artifacts, manuscripts, documents, and letters | <p>Students will:</p> <ul style="list-style-type: none"> • demonstrate a chronological understanding of early world history • use timelines to arrange historical events in chronological order • examine relationships between people, places, events, and religions in world history • incorporate the terms BC, AD, BCE and CE as related to chronology | <p>Students will:</p> <ul style="list-style-type: none"> • analyze the cause and effect of conflict and war in U.S. history • use timelines to arrange historical events in chronological order • evaluate the significant individuals and groups in early U.S. history • explain the impact of religious, political, economic, and technological influences on U.S. history • use primary sources to link past and present |
| Teacher's Notes | | | |

**Archdiocese of Louisville
Curriculum Framework
Social Studies**

| Essential Understandings | Guided Questions |
|--|--|
| <p>2.14, 2.19, 2.20, 2.41, and 2.58</p> <ul style="list-style-type: none"> Societal and environmental forces cause change. | <ul style="list-style-type: none"> How have economic, historical, environmental, social, and technological forces resulted in change? What factors influence rate of change in society or the environment? How do beliefs and actions influence ways people interact with the environment? How do changes in the environment affect people's lives? |
| <p>2.14, 2.16, 2.17, 2.20, 2.41, 2.58, 4.5, and 7.10</p> <ul style="list-style-type: none"> Different cultural and societal groups impact a society. | <ul style="list-style-type: none"> How are various political, ethnic, racial, and social groups similar and different? How do bias, equity, and justice grow out of cultural differences? What issues arise as a result of interactions among different groups within a society? How do language and culture impact global views? |
| <p>2.14, 2.18, 2.19, 2.20, 2.41, and 2.58</p> <ul style="list-style-type: none"> Ability to provide for the wants and needs of a society depends upon availability, management, and distribution of resources. | <ul style="list-style-type: none"> How do basic economic principles such as scarcity and supply and demand operate within a society? Why does conflict result from a scarcity of resources for meeting wants and needs? How does economic specialization throughout the world promote increased trade and interdependence among societies? How do technology, transportation, and communication support and impact social, political, environmental, and economic systems? |
| <p>2.14, 2.16, 2.17, 2.18, 2.19, 2.20, 2.41, and 2.58</p> <ul style="list-style-type: none"> Systems develop in response to individual and group needs. | <ul style="list-style-type: none"> How do social systems, such as health and education, attempt to meet the needs of individuals and groups? How are social, political, economic, and environmental systems interconnected? What social systems exist that respond to citizen needs? |
| <p>2.14, 2.15, 2.17, 2.20, 2.41, 2.58, and 2.67</p> <ul style="list-style-type: none"> Civic ideals and fundamental principles of government shape national identities. | <ul style="list-style-type: none"> How did political documents impact the formation of our nation? How do the principles of the Constitution shape our identity as a nation? How are our daily lives affected by the principles of the Constitution? How does the U.S. political system manifest the principles of the Constitution? How do citizens influence decisions in the American democratic system? How does the U.S. democratic system compare to other systems of government? How has inclusive citizenship evolved? How does the U.S. government protect the democratic system? |

**Archdiocese of Louisville
Curriculum Framework
Social Studies**

| Essential Understandings | Guided Questions |
|--|---|
| <p>2.14, 2.15, 2.16, 2.17, 2.18, 2.41, 2.58, 2.67, and 7.10</p> <ul style="list-style-type: none"> The relationship between rights and responsibilities defines a society. | <ul style="list-style-type: none"> How do individual rights relate to responsibilities and community rights in a society? How do national interests affect international relations? What is the role of national/international organizations in world relations? What are personal responsibilities of all U.S. citizens? |
| <p>2.14, 2.16, 2.17, 2.41, 2.58, and 2.67</p> <ul style="list-style-type: none"> Individual actions reflect differing perspectives. | <ul style="list-style-type: none"> How do personal beliefs, feelings and convictions influence behaviors? What is the importance of understanding differing perspectives? How do traditions, rituals and rules reflect personal beliefs? How do culturally defined roles influence individual identity? |
| <p>2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.41, 2.58, 2.67, and 7.1</p> <ul style="list-style-type: none"> Maintaining a healthy environment requires responsible action by individuals and groups. | <ul style="list-style-type: none"> How do individuals and societies weigh environmental impact when making decisions about discoveries and innovations? How can individuals assume responsibility for environmental issues? How do government policies affect individuals, groups, and environments? |

**Archdiocese of Louisville
Curriculum Framework
Social Studies**

| Essential Processes and Skills | | | |
|---|---|--|--|
| Thinking and Learning | Communicating | Collaborating | Applying and Producing |
| <p>Investigate historical and current issues</p> <ul style="list-style-type: none"> • Identify problems, patterns, trends, and changes • Formulate questions to conduct inquiry • Identify relevant and irrelevant information • Assess the impact of ideas and technological developments on society and the environment <p>Collect and organize information</p> <ul style="list-style-type: none"> • Access information using printed materials, maps, models, visuals, technology and primary and secondary sources • Conduct interviews • Evaluate sources for reliability • Make observations • Record information and data in appropriate forms <p>Process and apply information</p> <ul style="list-style-type: none"> • Interpret and create tables, graphs, timelines, maps, and graphic organizers • Differentiate between facts and interpretations • Recognize bias and stereotypes • Examine issues from multiple perspectives • Analyze errors in thinking • Form generalizations • Propose solutions and predict consequences • Use strategies to implement decisions • Evaluate and refine the investigative process | <p>Use reading, writing, and oral language to learn and communicate about history, geography, culture, civics, and economics</p> <ul style="list-style-type: none"> • Develop and use related vocabulary • Paraphrase from conversations and print • Articulate personal beliefs, feelings, and convictions related to social and environmental issues • Describe and illustrate stages of historical, cultural, or environmental change • Present to a variety of audiences • Support/justify ideas • Communicate various points of view • Listen objectively to other viewpoints • Enhance oral and written presentations with visuals • Read for key information • Develop note-taking skills • Draw from prior knowledge • Question and summarize while reading | <p>Work in teams in a variety of roles</p> <ul style="list-style-type: none"> • Lead, follow and perform various tasks in teams • Set and work toward group goals • Evaluate and refine collaborative processes <p>Interact effectively with others</p> <ul style="list-style-type: none"> • Demonstrate responsibility when working in a group • Give and respond to feedback constructively • Cooperate with people from different backgrounds, genders, and abilities • Use strategies to manage conflict and stress • Practice the democratic process to make decisions, plan events, and resolve issues | <p>Create quality products to communicate</p> <ul style="list-style-type: none"> • Use standards to develop and evaluate quality work • Locate and use a variety of resources, tools and technologies for designing/developing products • Set goals and develop a work plan <p>Develop and apply skills</p> <ul style="list-style-type: none"> • Investigate careers related to topics of study and interest • Apply skills and academic knowledge in home, school, and community settings <p>Apply citizenship skills</p> <ul style="list-style-type: none"> • Develop awareness of issues that affect society |

**Archdiocese of Louisville
Curriculum Framework
Social Studies**

Suggested Topics of Study – Middle School

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| <ul style="list-style-type: none"> • World Regions in Context of Five Themes of Geography • Resources of the Earth • Populations of the Earth • Cultures • U.S. and Canada • World Trade | <ul style="list-style-type: none"> • Prehistoric People • River Valley Civilizations • The Rise of Empires • The Middle Ages • Emergence and Development of Modern Nations | <ul style="list-style-type: none"> • The Americas: Geography, Native Americans, and Exploration • Colonial Settlement • Conflict and Revolution • The New Republic: Formation of the Constitution and the Bill of Rights • The Nation Expands • Civil War and Reconstruction |
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Suggested Technology/Library Media

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| <ul style="list-style-type: none"> • Research tools (e.g., Internet, database, encyclopedias, dictionaries, special dictionaries {geographical, biographical}, almanacs) • Timeline software • Multimedia presentations (e.g., video, audio, presentation software, spreadsheets) • Global positioning systems • Interactive white board • Software, videos, and video clips • Web-quest • Personal response system • Virtual field trips |
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Examples of Assessments

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| <ul style="list-style-type: none"> Pre-assessment of prior knowledge Objective tests Open-response questions Compare and contrast essays Short essays Exit tickets Construction of charts, graphic organizers, graphs, and maps Summaries | <ul style="list-style-type: none"> Role playing Oral presentations Cooperative group presentations Interviews Teacher observations Creative writing assignments (e.g., newspapers, articles) Portfolio entries PowerPoint presentations |
|---|---|

**Archdiocese of Louisville
Curriculum Framework
Social Studies**

Foreign Language Curriculum Framework

FOREIGN LANGUAGE

PHILOSOPHY/RATIONALE AND THE CURRICULUM GUIDE

Philosophy/Rationale

In Archdiocese of Louisville schools, we believe that each person is created in God's image as unique and loveable. By learning a foreign language and about various cultures, we honor the diversity that God has created. Through communication with people from different cultures, students gain self-awareness, self-expression, and well being. The Foreign Language Curriculum Framework fosters a cross-curricular approach that allows all students to reach their fullest potential in all areas of human development – spiritual, intellectual, physical, social, and emotional. Foreign language learning presents opportunities for students to develop higher levels of thought through unique creative experiences that help build self-esteem and foster the recognition and the appreciation of differences among individuals and cultures. Foreign language learning encourages collaboration, communication, inquiry, discovery, and wonder. By learning a new language, students are heading toward a future that will allow them to become more connected to the global society.

Curriculum Guide

In 2005, the *Archdiocese of Louisville Foreign Language Curriculum Guide* was developed and introduced. It was revised in 2011. The guide is based upon the latest research and best practices, was written by experienced and successful foreign language teachers within the archdiocese, and is aligned with National Standards for Foreign Language Education from the American Council on the Teaching of Foreign Languages (ACTFL).

The guide contains the Archdiocese of Louisville Foreign Language Curriculum Framework. The guide also includes assessment information, a variety of contacts and resources, and a glossary to support teachers at all levels of expertise with the implementation of the local foreign language curriculum.

Copies of the Archdiocese of Louisville Foreign Language Curriculum Framework and Curriculum Guide can be found on the Archdiocese of Louisville website, www.archlou.org.

Foreign Language Curriculum Framework

Archdiocese of Louisville

The Archdiocese of Louisville Foreign Language Curriculum Framework is standards and performance based. The curriculum is aligned with the *National Standards for Foreign Language Education*.

National Standards for Foreign Language Education

In 1993, an eleven-member task force, representing a variety of languages, levels of instruction, program models, and geographic regions, was appointed to define content standards in foreign language education. The final document, *Standards for Foreign Language Learning: Preparing for the 21st Century*, was first published in 1996. The new 3rd Edition *Standards for Foreign Language Learning* is now available.

National standards for foreign language learning guide educators in understanding what should be taught to American students learning foreign languages. The national standards outline the general knowledge and skills students should achieve in foreign language education. The national standards are not a curriculum guide. They do not describe specific course content.

The task force identified five goal areas that encompass all reasons for foreign language education. Referred to as the five C's of foreign language education, they are Communication (Communicate in Languages Other than English), Cultures (Gain Knowledge and Understanding of Other Cultures), Connections (Connect with Other Disciplines and Acquire Information), Comparisons (Develop Insight into the Nature of Language and Culture), and Communities (Participate in Multilingual Communities at Home and Around the World).

*Adapted with permission from the American Council on the Teaching of Foreign Languages (ACTFL), Alexandria, VA.
Reprinted from: Standards for Foreign Language Learning.*

National Standards for Foreign Language Learning

Communication – Communicate in Languages Other than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures – Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections – Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons – Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities – Participate in Multilingual Communities at Home and Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Communication Kindergarten | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Learning a foreign language is relevant and useful in a global society. • Learning a foreign language is a gratifying experience. • Learning a foreign language enables students to communicate with people of other cultures. | <ul style="list-style-type: none"> • Why is it important to learn a foreign language? • What benefits are gained from learning a foreign language? • How can foreign language skills be used in daily life? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.3 Students make sense of the various things they observe.</p> <p>Academic Expectation 1.4 Students make sense of the various messages to which they listen.</p> <p>Academic Expectation 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>Academic Expectation 2.7 Students understand number concepts and use numbers appropriately and accurately.</p> <p>Academic Expectation 2.27 Students recognize and understand the similarities and differences among languages.</p> <p>Academic Expectation 2.28 Students understand and communicate in a second language.</p> <p>Academic Expectation 3.4 Students demonstrate the ability to be resourceful and creative.</p> | <ul style="list-style-type: none"> • Greetings and introductions • Manners • Colors • Numbers 1-10 • Days of the week • Months • Opposites • Body parts • Animals (cognates) • Family members • Food items • Likes and dislikes • Sound/letter association | <p>Students will:</p> <ul style="list-style-type: none"> • respond logically to oral directions and questions • identify colors and match color names • state numbers in sequence • state days of the week and months of the year • identify the opposite of given words • identify basic body parts • identify animals and match cognates • distinguish members of immediate family • recognize basic food items • express likes and dislikes utilizing vocabulary • apply pre-reading skills • match written letter to corresponding sound |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Cultures | | |
|---|---|---|
| Kindergarten | | |
| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Learning about other cultures promotes understanding and acceptance of others. • Culture impacts the way people interact with others. • Exposure to other cultures helps students to understand that all people are connected in some way. | <ul style="list-style-type: none"> • Why is it important to learn about other cultures? • How does learning about other cultures help individuals become better people? • How are people from various cultures connected? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 2.65 Students demonstrate an understanding of Christ's command to love and serve one another.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p> <p>Academic Expectation 4.6 Students demonstrate an open mind to alternative perspectives.</p> | <ul style="list-style-type: none"> • Cultural perspectives and practices in target culture • Products in target culture • Influences of the target culture • Visual and performing arts • Myths and folklore • Visual representations • Verbal and non-verbal forms of communication in target culture | <p>Students will:</p> <ul style="list-style-type: none"> • explore and compare basic cultural traditions, holidays, religion, and food with those of their own • discover differences between products (e.g., currency, artifacts, manufactured goods, traditional dress) • investigate influences (e.g., agriculture, inventions, people) • demonstrate appreciation (e.g., music, instruments, dance, fine art) • explore myths and folklore of the target culture • critique visual representations (e.g., flags, Mayan calendar, maps, architecture) • demonstrate cultural sensitivity by participating in hands-on activities (e.g., arts and crafts, music, movement) |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Connections | | |
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| Kindergarten | | |
| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Learning a foreign language enhances learning in other content areas. • Learning a foreign language enables students to link knowledge in all content areas. • Language is the way people share knowledge. | <ul style="list-style-type: none"> • How can learning a foreign language help in other content areas? • How is learning a foreign language the same as learning in other content areas? • How is knowledge shared through language? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.13 Students make sense of ideas and communicate ideas with visual arts.</p> <p>Academic Expectation 1.14 Students make sense of ideas and communicate with music.</p> <p>Academic Expectation 2.68 Students acknowledge the diverse cultural expressions of Catholicism.</p> <p>Academic Expectation 6.1 Students connect knowledge and experiences from different subject areas.</p> <p>Academic Expectation 6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.</p> <p>Academic Expectation 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p> | <ul style="list-style-type: none"> • Religion • Language Arts • Math • Science • Social Studies • Visual Arts • Music/Performing Arts • Physical Education | <p>Students will:</p> <ul style="list-style-type: none"> • relate the basic concepts and skills from other disciplines: <ul style="list-style-type: none"> • religion (e.g., holidays, rites, prayers, symbols) • language arts (e.g., vocabulary, speech patterns) • math (e.g., numbers, shapes) • science (e.g., body parts, animals, food, agriculture) • social studies (e.g., traditions, holidays, maps, currency) • visual arts (e.g., folk art, crafts, artifacts) • music/performing arts (e.g., songs, instruments, dance) • physical education (e.g., movement, health) |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Comparisons | | |
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| Kindergarten | | |
| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • There are similarities and differences in languages and cultures. • People are unique, yet they share common experiences. • Discovering linguistic similarities simplifies learning a foreign language. | <ul style="list-style-type: none"> • How are we similar to and different from people throughout the world? • How are our experiences the same as, or different from, those of other cultures? • How is our language similar to other languages? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 2.27 Students recognize and understand the similarities and differences among languages.</p> <p>Academic Expectation 4.6 Students demonstrate an open mind to alternative perspectives.</p> | <ul style="list-style-type: none"> • Linguistic patterns • Non-verbal forms of communication • Cultural aspects and traditions • Geographical features • Traits of peoples | <p>Students will:</p> <ul style="list-style-type: none"> • compare target language (cognates) with English • demonstrate knowledge of vocabulary through actions • identify universal aspects of cultures • identify aspects that are unique to a culture • investigate geographical features of various countries • recognize similarities and differences in people |

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| Communities Kindergarten | | |
|---|--|--|
| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Learning a foreign language promotes cooperation in a global society. • Knowledge of foreign languages and cultures can be applied in the community. • Foreign language skills provide students with tools that will be used beyond the school setting now and in the future. | <ul style="list-style-type: none"> • In what ways can an individual show that others are valuable members of the community? • Where are examples of foreign languages and cultures found within the community? • How will learning a foreign language provide benefits in the future? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>Academic Expectation 2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.</p> <p>Academic Expectation 2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <p>Academic Expectation 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.</p> <p>Academic Expectation 7.6 Students apply Catholic principles to interpersonal relationships as found in the family, the workplace, society, Church, and with all creation.</p> | <ul style="list-style-type: none"> • Awareness of culture and language in local community | <p>Students will:</p> <ul style="list-style-type: none"> • interact with heritage speakers using target language • recognize the presence of target culture throughout the community • develop an appreciation for cultural diversity |

**Archdiocese of Louisville
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Foreign Language**

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Communication | | |
|--|--|---|
| Grade One | | |
| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Learning a foreign language is relevant and useful in a global society. • Learning a foreign language is a gratifying experience. • Learning a foreign language enables students to communicate with people of other cultures. | <ul style="list-style-type: none"> • Why is it important to learn a foreign language? • What benefits are gained from learning a foreign language? • How can foreign language skills be used in daily life? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.2 Students make sense of the variety of materials they read.</p> <p>Academic Expectation 1.3 Students make sense of the various things they observe.</p> <p>Academic Expectation 1.4 Students make sense of the various messages to which they listen.</p> <p>Academic Expectation 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>Academic Expectation 1.15 Students make sense of and communicate ideas with movement.</p> <p>Academic Expectation 2.7 Students understand number concepts and use numbers appropriately and accurately.</p> <p>Academic Expectation 2.27 Students recognize and understand the similarities and differences among languages.</p> | <ul style="list-style-type: none"> • Greetings, introductions, and polite expressions • Classroom directions and objects • Needs and wants • Colors • Numbers 1-20 • Calendar vocabulary • Seasons/weather • Alphabet • Sound/letter association, including vowels • Body parts • Items of clothing | <p>Students will:</p> <ul style="list-style-type: none"> • recall vocabulary and respond logically to oral directions and questions • respond logically to oral directions • identify classroom objects • express needs and wants • read and write color words • count from 1-20 • arrange numbers in sequence • identify calendar vocabulary • show understanding of various weather conditions • apply pre-reading skills • read and write simple words • label and identify body parts • name various items of clothing |

**Archdiocese of Louisville
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| <p>Academic Expectation 2.28 Students understand and communicate in a second language.</p> <p>Academic Expectation 3.4 Students demonstrate the ability to be resourceful and creative.</p> | <ul style="list-style-type: none"> • Family members • Animals • Likes and dislikes • Food items • Sports • Transportation • Feelings and emotions • Opposites | <ul style="list-style-type: none"> • recognize names for family members • identify animals and match cognates • categorize likes and dislikes through vocabulary terms • identify names of various food items • show understanding of vocabulary • identify and categorize types of transportation • demonstrate understanding of various feelings and emotions • demonstrate understanding of opposites |
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**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Cultures Grade One | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Learning about other cultures promotes understanding and acceptance of others. • Culture impacts the way people interact with others. • Exposure to other cultures helps students to understand that all people are connected in some way. | <ul style="list-style-type: none"> • Why is it important to learn about other cultures? • How does learning about other cultures help individuals become better people? • How are people from various cultures connected? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</p> <p>Academic Expectation 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 2.65 Students demonstrate an understanding of Christ's command to love and serve one another.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p> <p>Academic Expectation 4.6 Students demonstrate an open mind to alternative perspectives.</p> | <ul style="list-style-type: none"> • Cultural perspectives and practices in target culture • Products in target culture • Influences of the target culture • Visual and performing arts • Myths and folklore • Visual representations • Verbal and non-verbal forms of communication in target culture | <p>Students will:</p> <ul style="list-style-type: none"> • explore and compare basic cultural traditions, holidays, religion, and food with those of their own • discover differences between products (e.g., currency, artifacts, manufactured goods, traditional dress) • investigate influences (e.g., agriculture, inventions, people) • demonstrate appreciation (e.g., music, instruments, dance, fine art) • explore myths and folklore of the target culture • critique visual representations (e.g., flags, Mayan calendar, maps, architecture) • demonstrate cultural sensitivity by participating in hands-on activities (e.g., arts and crafts, music, movement) |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Connections Grade One | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Learning a foreign language enhances learning in other content areas. • Learning a foreign language enables students to link knowledge in all content areas. • Language is the way people share knowledge. | <ul style="list-style-type: none"> • How can learning a foreign language help in other content areas? • How is learning a foreign language the same as learning in other content areas? • How is knowledge shared through language? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.13 Students make sense of ideas and communicate ideas with visual arts.</p> <p>Academic Expectation 1.14 Students make sense of ideas and communicate with music.</p> <p>Academic Expectation 2.68 Students acknowledge the diverse cultural expressions of Catholicism.</p> <p>Academic Expectation 6.1 Students connect knowledge and experiences from different subject areas.</p> <p>Academic Expectation 6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.</p> <p>Academic Expectation 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p> | <ul style="list-style-type: none"> • Religion • Language Arts • Math • Science • Social Studies • Visual Arts • Music/Performing Arts • Physical Education | <p>Students will:</p> <ul style="list-style-type: none"> • relate the basic concepts and skills from other disciplines: <ul style="list-style-type: none"> • religion (e.g., holidays, rites, prayers, symbols) • language arts (e.g., sound/letter association, vocabulary, speech patterns) • math (e.g., numbers, shapes) • science (e.g., weather, body parts, animals, food, agriculture) • social studies (e.g., traditions, holidays, maps, currency, transportation) • visual arts (e.g., folk art, crafts, artifacts) • music/performing arts (e.g., songs, instruments, dance) • physical education (e.g., movement, health) |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Comparisons Grade One | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • There are similarities and differences in languages and cultures. • People are unique, yet they share common experiences. • Discovering linguistic similarities simplifies learning a foreign language. | <ul style="list-style-type: none"> • How are we similar to and different from people throughout the world? • How are our experiences the same as, or different from, those of other cultures? • How is our language similar to other languages? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 2.27 Students recognize and understand the similarities and differences among languages.</p> <p>Academic Expectation 4.6 Students demonstrate an open mind to alternative perspectives.</p> | <ul style="list-style-type: none"> • Linguistic patterns • Grammatical and structural patterns • Non-verbal forms of communication • Cultural aspects and traditions • Geographical features • Traits of peoples | <p>Students will:</p> <ul style="list-style-type: none"> • compare target language (cognates) with English • identify patterns in sentence construction • demonstrate knowledge of vocabulary through actions • identify universal aspects of cultures • identify aspects that are unique to a culture • investigate geographical features of various countries • recognize similarities and differences in people |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Communities Grade One | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Learning a foreign language promotes cooperation in a global society. • Knowledge of foreign languages and cultures can be applied in the community. • Foreign language skills provide students with tools that will be used beyond the school setting now and in the future. | <ul style="list-style-type: none"> • In what ways can an individual show that others are valuable members of the community? • Where are examples of foreign languages and cultures found within the community? • How will learning a foreign language provide benefits in the future? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>Academic Expectation 2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.</p> <p>Academic Expectation 2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <p>Academic Expectation 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.</p> <p>Academic Expectation 7.6 Students apply Catholic principles to interpersonal relationships as found in the family, the workplace, society, Church, and with all creation.</p> | <ul style="list-style-type: none"> • Awareness of culture and language in local community | <p>Students will:</p> <ul style="list-style-type: none"> • interact with heritage speakers using target language • recognize the presence of target culture throughout the community • develop an appreciation for cultural diversity |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Communication | | |
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| Grade Two | | |
| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Learning a foreign language is relevant and useful in a global society. • Learning a foreign language is a gratifying experience. • Learning a foreign language enables students to communicate with people of other cultures. | <ul style="list-style-type: none"> • Why is it important to learn a foreign language? • What benefits are gained from learning a foreign language? • How can foreign language skills be used in daily life? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.2 Students make sense of the variety of materials they read.</p> <p>Academic Expectation 1.3 Students make sense of the various things they observe.</p> <p>Academic Expectation 1.4 Students make sense of the various messages to which they listen.</p> <p>Academic Expectation 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>Academic Expectation 1.15 Students make sense of and communicate ideas with movement.</p> <p>Academic Expectation 2.7 Students understand number concepts and use numbers appropriately and accurately.</p> <p>Academic Expectation 2.27 Students recognize and understand the similarities and differences among languages.</p> | <ul style="list-style-type: none"> • Greetings, introductions, and polite expressions • Classroom directions • Basic needs • Colors • Numbers 1-60 • Calendar vocabulary • Seasons/weather • Alphabet • Sound/letter association, including vowels • Body parts • Items of clothing • Family members | <p>Students will:</p> <ul style="list-style-type: none"> • recall vocabulary and respond logically to oral directions and questions • respond logically to oral directions • express needs and wants • read and write color words • count from 1-60 • arrange numbers in sequence • identify calendar vocabulary • recognize various weather conditions • apply phonetic skills • read and write simple words and common expressions • label and identify body parts • name and categorize various items of clothing • recognize names for immediate and extended family members |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

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| <p>Academic Expectation 2.28 Students understand and communicate in a second language.</p> <p>Academic Expectation 3.4 Students demonstrate the ability to be resourceful and creative.</p> | <ul style="list-style-type: none"> • Animals • Food items • Places in the community • Occupations • Feelings and emotions • Opposites | <ul style="list-style-type: none"> • identify animals and their habitats • identify and categorize various food items • name types of buildings and places within a community • identify different occupations and the places of work within a community • demonstrate understanding of various feelings and emotions in particular situations • identify and use opposites |
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**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Cultures Grade Two | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Learning about other cultures promotes understanding and acceptance of others. • Culture impacts the way people interact with others. • Exposure to other cultures helps students to understand that all people are connected in some way. | <ul style="list-style-type: none"> • Why is it important to learn about other cultures? • How does learning about other cultures help individuals to be better people? • How are people from various cultures connected? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</p> <p>Academic Expectation 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 2.65 Students demonstrate an understanding of Christ's command to love and serve one another.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p> <p>Academic Expectation 4.6 Students demonstrate an open mind to alternative perspectives.</p> | <ul style="list-style-type: none"> • Cultural perspectives and practices in target culture • Products in target culture • Influences of the target culture • Visual and performing arts • Myths and folklore • Visual representations • Verbal and non-verbal forms of communication in target culture | <p>Students will:</p> <ul style="list-style-type: none"> • explore and compare cultural traditions, holidays, religion, and food with those of their own • discover differences between products (e.g., currency, artifacts, manufactured goods, traditional dress) • investigate influences (e.g., agriculture, inventions, people) • demonstrate appreciation (e.g., music, instruments, dance, fine art) • explore myths and folklore of the target culture • critique visual representations (e.g., flags, Mayan calendar, maps, architecture) • demonstrate cultural sensitivity by participating in hands-on activities (e.g., arts and crafts, music, movement) |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Connections Grade Two | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Learning a foreign language enhances learning in other content areas. • Learning a foreign language enables students to link knowledge in all content areas. • Language is the way people share knowledge. | <ul style="list-style-type: none"> • How can learning a foreign language help in other content areas? • How is learning a foreign language the same as learning in other content areas? • How is knowledge shared through language? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.13 Students make sense of ideas and communicate ideas with visual arts.</p> <p>Academic Expectation 1.14 Students make sense of ideas and communicate with music.</p> <p>Academic Expectation 2.68 Students acknowledge the diverse cultural expressions of Catholicism.</p> <p>Academic Expectation 6.1 Students connect knowledge and experiences from different subject areas.</p> <p>Academic Expectation 6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.</p> <p>Academic Expectation 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p> | <ul style="list-style-type: none"> • Religion • Language Arts • Math • Science • Social Studies • Visual Arts • Music/Performing Arts • Physical Education | <p>Students will:</p> <ul style="list-style-type: none"> • recognize the connections to basic concepts and skills from other disciplines: <ul style="list-style-type: none"> • religion (e.g., holidays, rites, prayers, symbols) • language arts (e.g., sound/letter association, vocabulary, speech patterns) • math (e.g., numbers, equations) • science (e.g., weather, body parts, animals, food, agriculture) • social studies (e.g., traditions, holidays, maps, currency, clothing) • visual arts (e.g., folk art, crafts, artifacts) • music/performing arts (e.g., songs, instruments, dance) • physical education (e.g., movement, health, sports) |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Comparisons Grade Two | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • There are similarities and differences in languages and cultures. • People are unique, yet they share common experiences. • Discovering linguistic similarities simplifies learning a foreign language. | <ul style="list-style-type: none"> • How are we similar to and different from people throughout the world? • How are our experiences the same as, or different from, those of other cultures? • How is our language similar to other languages? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 2.27 Students recognize and understand the similarities and differences among languages.</p> <p>Academic Expectation 4.6 Students demonstrate an open mind to alternative perspectives.</p> | <ul style="list-style-type: none"> • Linguistic patterns • Grammatical and structural patterns • Non-verbal forms of communication • Cultural aspects and traditions • Geographical features • Traits of peoples | <p>Students will:</p> <ul style="list-style-type: none"> • compare target language with English • identify patterns in sentence construction • demonstrate knowledge of vocabulary through actions • identify universal aspects of cultures • identify aspects that are unique to a culture • investigate geographical features of various countries • recognize similarities and differences in people |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Communities Grade Two | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Learning a foreign language promotes cooperation in a global society. • Knowledge of foreign languages and cultures can be applied in the community. • Foreign language skills provide students with tools that will be used beyond the school setting now and in the future. | <ul style="list-style-type: none"> • In what ways can an individual show that others are valuable members of the community? • Where are examples of foreign languages and cultures found within the community? • How will learning a foreign language provide benefits in the future? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>Academic Expectation 2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.</p> <p>Academic Expectation 2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <p>Academic Expectation 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.</p> <p>Academic Expectation 7.6 Students apply Catholic principles to interpersonal relationships as found in the family, the workplace, society, Church, and with all creation.</p> | <ul style="list-style-type: none"> • Awareness of culture and language in local community | <p>Students will:</p> <ul style="list-style-type: none"> • interact with heritage speakers using target language • recognize the presence of target culture throughout the community • develop an appreciation for cultural diversity |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Communication Grade Three | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Learning a foreign language is relevant and useful in a global society. • Learning a foreign language is a gratifying experience. • Learning a foreign language enables students to communicate with people of other cultures. | <ul style="list-style-type: none"> • What is the value of learning a foreign language? • What advantages are acquired through learning a foreign language? • How are foreign language skills applied to daily life? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p> <p>Academic Expectation 1.2 Students make sense of the variety of materials they read.</p> <p>Academic Expectation 1.3 Students make sense of the various things they observe.</p> <p>Academic Expectation 1.4 Students make sense of the various messages to which they listen.</p> <p>Academic Expectation 1.10 Students organize information through development and use of classification rules and systems.</p> <p>Academic Expectation 1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> | <ul style="list-style-type: none"> • Greetings, introductions, and polite expressions • Numbers 1-100 • Telling time • Sound/letter association, including vowels • Simple sentence structure • Gender agreement • Number agreement • Definite and indefinite articles • Adjectives • Infinitives | <p>Students will:</p> <ul style="list-style-type: none"> • recall vocabulary and respond logically to oral directions and questions • count from 1-100 • arrange numbers in sequence • tell time to the hour and half hour • apply phonetic skills • read and write simple words and common expressions • compose simple sentences • express simple ideas both orally and in writing • identify regular gender of nouns • identify and make plurals • show understanding of definite and indefinite articles • recognize proper placement of adjectives • recognize infinitives |

**Archdiocese of Louisville
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Foreign Language**

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| <p>Academic Expectation 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>Academic Expectation 1.15 Students make sense of and communicate ideas with movement.</p> <p>Academic Expectation 2.7 Students understand number concepts and use numbers appropriately and accurately.</p> <p>Academic Expectation 2.27 Students recognize and understand the similarities and differences among languages.</p> <p>Academic Expectation 2.28 Students understand and communicate in a second language.</p> <p>Academic Expectation 3.4 Students demonstrate the ability to be resourceful and creative.</p> | <ul style="list-style-type: none"> • Birthdays and holidays • Seasons and weather • Body parts • Items of clothing • Family members • Animals • Food items • Places in the community • Occupations • Feelings and emotions | <ul style="list-style-type: none"> • recall vocabulary for specific dates • recognize various weather conditions • apply vocabulary of body parts in different contexts • describe various items of clothing (e.g., color, size, texture) • utilize terms for immediate and extended family members • describe family members (e.g., physical characteristics, age) • classify and describe animals and their habitats • classify and describe various food items • locate buildings and places within a community • identify different occupations and places of work within a community • demonstrate understanding of various feelings and emotions in particular situations |
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**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Cultures Grade Three | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Learning about other cultures promotes understanding and acceptance of others. • Culture impacts the way people interact with others. • Exposure to other cultures helps students to understand that all people are connected in some way. | <ul style="list-style-type: none"> • What is the importance of learning about other cultures? • How does learning about other cultures enhance the quality of interactions with others? • How does exposure to other cultures increase the understanding of connections between people? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</p> <p>Academic Expectation 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 2.65 Students demonstrate an understanding of Christ's command to love and serve one another.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p> <p>Academic Expectation 4.6 Students demonstrate an open mind to alternative perspectives.</p> | <ul style="list-style-type: none"> • Cultural perspectives and practices in target culture • Products • Influences of the target culture • Visual and performing arts • Myths and folklore • Visual representations • Verbal and non-verbal forms of communication in target culture | <p>Students will:</p> <ul style="list-style-type: none"> • explore and understand cultural traditions, holidays, religion, and food • discover differences between products (e.g., currency, artifacts, manufactured goods, traditional dress) • investigate influences (e.g., agriculture, inventions, people) • demonstrate appreciation (e.g., music, instruments, dance, fine art) • explore myths and folklore of the target culture • critique visual representations (e.g., flags, Mayan calendar, maps, architecture) • engage in simple conversations • demonstrate appreciation of various cultures through hands-on activities (e.g., writing, arts and crafts, music, movement) |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Connections Grade Three | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Learning a foreign language enhances learning in other content areas. • Learning a foreign language enables students to link knowledge in all content areas. • Language is the way people share knowledge. | <ul style="list-style-type: none"> • How is learning in various content areas enhanced through understanding of a foreign language? • Which skills are learned in other content areas that are also learned in a foreign language? • How does language enhance the sharing of knowledge? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.13 Students make sense of ideas and communicate ideas with visual arts.</p> <p>Academic Expectation 1.14 Students make sense of ideas and communicate with music.</p> <p>Academic Expectation 2.8 Students understand various mathematical procedures and use them appropriately and adequately.</p> <p>Academic Expectation 2.68 Students acknowledge the diverse cultural expressions of Catholicism.</p> <p>Academic Expectation 6.1 Students connect knowledge and experiences from different subject areas.</p> <p>Academic Expectation 6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.</p> <p>Academic Expectation 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p> | <ul style="list-style-type: none"> • Religion • Language Arts • Math • Science • Social Studies • Visual Arts • Music/Performing Arts • Physical Education | <p>Students will:</p> <ul style="list-style-type: none"> • recognize the connections to basic concepts and skills from other disciplines: <ul style="list-style-type: none"> • religion (e.g., holidays, rites, prayers, symbols) • language arts (e.g., sound/letter association, parts of speech, vocabulary, speech patterns) • math (e.g., numbers, equations, telling time, calendar) • science (e.g., weather, seasons, animals, food, agriculture) • social studies (e.g., traditions, holidays, maps, currency, clothing, occupations) • visual arts (e.g., folk art, crafts, artifacts) • music/performing arts (e.g., songs, instruments, dance) • physical education (e.g., movement, health, sports) |

**Archdiocese of Louisville
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| Comparisons Grade Three | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • There are similarities and differences in languages and cultures. • People are unique, yet they share common experiences. • Discovering linguistic similarities simplifies learning a foreign language. | <ul style="list-style-type: none"> • What can be discovered through the investigation of other cultures? • What common experiences do all people share? • How are languages similar? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 2.27 Students recognize and understand the similarities and differences among languages.</p> <p>Academic Expectation 4.6 Students demonstrate an open mind to alternative perspectives.</p> | <ul style="list-style-type: none"> • Linguistic patterns • Grammatical and structural patterns • Verbal and non-verbal forms of communication • Cultural aspects and traditions • Geographical features • Traits of peoples | <p>Students will:</p> <ul style="list-style-type: none"> • compare target language with English • identify patterns in sentence construction • demonstrate knowledge of vocabulary through speaking, actions, and writing • compare and contrast universal and unique aspects of cultures • demonstrate knowledge of geographical features of various countries • recognize similarities and differences in people • develop an appreciation for cultural diversity |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Communities Grade Three | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Learning a foreign language promotes cooperation in a global society. • Knowledge of foreign languages and cultures can be applied in the community. • Foreign language skills provide students with tools they will use beyond the school setting now and in the future. | <ul style="list-style-type: none"> • In what ways does learning a foreign language promote cultural acceptance? • How are languages used within the community? • What advantages are gained through the knowledge of foreign languages? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>Academic Expectation 2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.</p> <p>Academic Expectation 2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <p>Academic Expectation 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.</p> <p>Academic Expectation 7.6 Students apply Catholic principles to interpersonal relationships as found in the family, the workplace, society, Church, and with all creation.</p> | <ul style="list-style-type: none"> • Awareness of culture and language in local community • Possible career options that use a foreign language | <p>Students will:</p> <ul style="list-style-type: none"> • interact with heritage speakers using target language • recognize the presence of target culture throughout the community • develop an appreciation for cultural diversity • identify and determine benefits of the use of foreign languages in various occupations |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Communication Grade Four | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Learning a foreign language is relevant and useful in a global society. • Learning a foreign language is a gratifying experience. • Learning a foreign language enables students to communicate with people of other cultures. | <ul style="list-style-type: none"> • What is the value of learning a foreign language? • What advantages are acquired through learning a foreign language? • How are foreign language skills applied to daily life? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p> <p>Academic Expectation 1.2 Students make sense of the variety of materials they read.</p> <p>Academic Expectation 1.3 Students make sense of the various things they observe.</p> <p>Academic Expectation 1.4 Students make sense of the various messages to which they listen.</p> <p>Academic Expectation 1.10 Students organize information through development and use of classification rules and systems.</p> <p>Academic Expectation 1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> | <ul style="list-style-type: none"> • Vocabulary <ul style="list-style-type: none"> • Seasons and weather • Items of clothing • Food items • Occupations • Feelings and emotions • Basic needs • Rooms in a house • Household items • Numbers, counting by hundreds • Telling time • Bilingual dictionary • Sound/letter association, including vowels | <p>Students will:</p> <ul style="list-style-type: none"> • utilize previous and newly acquired vocabulary words in various contexts • identify various rooms in a house • locate household items by appropriate room • apply vocabulary in different contexts • recognize numbers in random order from 1-500 • arrange numbers in sequence • count by hundreds to 500 • tell time to the hour, half hour, minute, minutes before and after • understand the structure of a bilingual dictionary • apply phonetic skills |

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| <p>Academic Expectation 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>Academic Expectation 1.15 Students make sense of and communicate ideas with movement.</p> <p>Academic Expectation 2.7 Students understand number concepts and use numbers appropriately and accurately.</p> <p>Academic Expectation 2.27 Students recognize and understand the similarities and differences among languages.</p> <p>Academic Expectation 2.28 Students understand and communicate in a second language.</p> <p>Academic Expectation 3.3 Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.</p> <p>Academic Expectation 3.4 Students demonstrate the ability to be resourceful and creative.</p> | <ul style="list-style-type: none"> • Simple sentence structure • Gender and number agreement • Definite and indefinite articles • Adjectives • Subject pronouns • Infinitives • Regular, present tense verbs • Commonly used expressions with irregular verbs • Interrogatives | <ul style="list-style-type: none"> • read, write, and orally express simple sentences and common expressions • identify regular gender of nouns • identify and make plurals • show understanding of definite and indefinite articles • recognize proper placement of adjectives • demonstrate understanding of subject pronouns • recognize infinitives • recognize regular, present tense verbs • apply concepts of irregular verbs and commonly used expressions • identify and use interrogatives |
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**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Cultures Grade Four | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Learning about other cultures promotes understanding and acceptance of others. • Culture impacts the way people interact with others. • Exposure to other cultures helps students to understand that all people are connected in some way. | <ul style="list-style-type: none"> • What is the importance of learning about other cultures? • How does learning about other cultures enhance the quality of interactions with others? • How does exposure to other cultures increase the understanding of connections between people? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</p> <p>Academic Expectation 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>Academic Expectation 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 2.65 Students demonstrate an understanding of Christ’s command to love and serve one another.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p> | <ul style="list-style-type: none"> • Cultural perspectives and practices in target culture • Products • Influences of the target culture • Visual and performing arts • Myths and folklore • Visual representations • Verbal and non-verbal forms of communication in target culture | <p>Students will:</p> <ul style="list-style-type: none"> • explore and understand cultural traditions, holidays, religion, and food • define differences between products (e.g., currency, artifacts, manufactured goods, traditional dress) • investigate influences (e.g., agriculture, inventions, people) • demonstrate appreciation (e.g., music, instruments, dance, fine art) • describe cultural value displayed in works of art, music, and dance • explore myths and folklore of the target culture • critique visual representations (e.g., flags, Mayan calendar, maps, architecture) • engage in simple conversations • demonstrate appreciation of various cultures through hands-on activities (e.g., writing, arts and crafts, music, movement) |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Connections Grade Four | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Learning a foreign language enhances learning in other content areas. • Learning a foreign language enables students to link knowledge in all content areas. • Language is the way people share knowledge. | <ul style="list-style-type: none"> • How is learning in various content areas enhanced through understanding of a foreign language? • Which skills are learned in other content areas that are also learned in a foreign language? • How does language enhance the sharing of knowledge? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>Academic Expectation 2.8 Students understand various mathematical procedures and use them appropriately and adequately.</p> <p>Academic Expectation 2.68 Students acknowledge the diverse cultural expressions of Catholicism.</p> <p>Academic Expectation 6.1 Students connect knowledge and experiences from different subject areas.</p> <p>Academic Expectation 6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.</p> <p>Academic Expectation 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p> | <ul style="list-style-type: none"> • Religion • Language Arts • Math • Science • Social Studies • Visual Arts • Music/Performing Arts • Physical Education | <p>Students will:</p> <ul style="list-style-type: none"> • recognize the connections to basic concepts and skills from other disciplines: <ul style="list-style-type: none"> • religion (e.g., holidays, rites, prayers, symbols) • language arts (e.g., sound/letter association, parts of speech, vocabulary, speech patterns, dictionary skills) • math (e.g., numbers, equations, telling time, calendar) • science (e.g., weather, seasons, animals, food, agriculture) • social studies (e.g., traditions, holidays, maps, currency, clothing, occupations) • visual arts (e.g., folk art, crafts, artifacts) • music/performing arts (e.g., songs, instruments, dance) • physical education (e.g., movement, health, sports) |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Comparisons Grade Four | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • There are similarities and differences in languages and cultures. • People are unique, yet they share common experiences. • Discovering linguistic similarities simplifies learning a foreign language. | <ul style="list-style-type: none"> • What can be discovered through the investigation of other cultures? • What common experiences do all people share? • How are languages similar? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 2.27 Students recognize and understand the similarities and differences among languages.</p> <p>Academic Expectation 4.6 Students demonstrate an open mind to alternative perspectives.</p> | <ul style="list-style-type: none"> • Linguistic patterns • Grammatical and structural patterns • Verbal and non-verbal forms of communication • Cultural aspects and traditions • Geographical features • Traits of peoples | <p>Students will:</p> <ul style="list-style-type: none"> • compare and contrast target language with English • identify patterns in sentence construction • demonstrate knowledge of vocabulary through speaking, actions, and writing • compare and contrast universal and unique aspects of cultures • demonstrate flexibility for multiple perspectives • recognize similarities and differences in geographical features of various countries • recognize similarities and differences in people • develop an appreciation for cultural diversity |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Communities Grade Four | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Learning a foreign language promotes cooperation in a global society. • Knowledge of foreign languages and cultures can be applied in the community. • Foreign language skills provide students with tools they will use beyond the school setting now and in the future. | <ul style="list-style-type: none"> • In what ways does learning a foreign language promote cultural acceptance? • How are languages used within the community? • What advantages are gained through the knowledge of foreign languages? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>Academic Expectation 2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.</p> <p>Academic Expectation 2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <p>Academic Expectation 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.</p> <p>Academic Expectation 7.6 Students apply Catholic principles to interpersonal relationships as found in the family, the workplace, society, Church, and with all creation.</p> | <ul style="list-style-type: none"> • Awareness of culture and language in local community • Possible career options that use a foreign language | <p>Students will:</p> <ul style="list-style-type: none"> • interact with heritage speakers using target language • recognize the presence of target culture throughout the community • demonstrate an appreciation for cultural diversity • identify and determine benefits of the use of foreign languages in various occupations |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Communication Grade Five | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Learning a foreign language is relevant and useful in a global society. • Learning a foreign language is a gratifying experience. • Learning a foreign language enables students to communicate with people of other cultures. | <ul style="list-style-type: none"> • What is the value of learning a foreign language? • What advantages are acquired through learning a foreign language? • How can we apply foreign language skills to daily life? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p> <p>Academic Expectation 1.2 Students make sense of the variety of materials they read.</p> <p>Academic Expectation 1.3 Students make sense of the various things they observe.</p> <p>Academic Expectation 1.4 Students make sense of the various messages to which they listen.</p> <p>Academic Expectation 1.10 Students organize information through development and use of classification rules and systems.</p> <p>Academic Expectation 1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>Academic Expectation 1.12</p> | <ul style="list-style-type: none"> • Vocabulary <ul style="list-style-type: none"> • Class subjects • Numbers 1-1,000 • Time • Use of bilingual dictionary • Gender and number agreement • Definite and indefinite articles • Subject pronouns • Regular, present tense verbs • Irregular verbs • Sentences using conjunctions | <p>Students will:</p> <ul style="list-style-type: none"> • utilize previous and newly acquired vocabulary words in various contexts • translate single words, phrases, and sentences • recognize numbers in random order from 1-1,000 • arrange numbers in sequence • count by hundreds to 1,000 • tell time to the hour, half hour, minute, minutes before and after, time of day • utilize a bilingual dictionary • read, write, and orally express simple sentences and common expressions • apply concept of subject pronouns • show understanding of proper noun/verb agreement for regular, present tense verbs • apply concepts of irregular verbs and commonly used expressions • utilize conjunctions to construct sentences |

Archdiocese of Louisville Curriculum Framework Foreign Language

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| <p>Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>Academic Expectation 1.15 Students make sense of and communicate ideas with movement.</p> <p>Academic Expectation 2.7 Students understand number concepts and use numbers appropriately and accurately.</p> <p>Academic Expectation 2.27 Students recognize and understand the similarities and differences among languages.</p> <p>Academic Expectation 2.28 Students understand and communicate in a second language.</p> <p>Academic Expectation 3.3 Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.</p> <p>Academic Expectation 3.4 Students demonstrate the ability to be resourceful and creative.</p> | <ul style="list-style-type: none"> • Interrogatives • Adjectives • Personal descriptions • Nationalities • Locations using prepositions • States of being | <ul style="list-style-type: none"> • identify and use interrogatives for asking and responding to questions • recognize and properly use adjectives • describe self and others using personal descriptions • identify nationality of self and others • describe location of various items using prepositions • express physical and emotional condition of individuals |
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**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Cultures Grade Five | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Learning about other cultures promotes understanding and acceptance of others. • Culture impacts the way people interact with others. • Exposure to other cultures helps students to understand that all people are connected in some way. | <ul style="list-style-type: none"> • What is the importance of learning about other cultures? • How does learning about other cultures enhance the quality of interactions with others? • How does exposure to other cultures increase the understanding of connections between people? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</p> <p>Academic Expectation 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>Academic Expectation 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 2.65 Students demonstrate an understanding of Christ’s command to love and serve one another.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p> | <ul style="list-style-type: none"> • Cultural perspectives and practices in target culture • Products • Influences of the target culture • Visual and performing arts • Myths and folklore • Visual representations • Verbal and non-verbal forms of communication in target culture | <p>Students will:</p> <ul style="list-style-type: none"> • explore and understand cultural traditions, holidays, religion, and food • define differences between products (e.g., currency, artifacts, manufactured goods, traditional dress) • investigate influences (e.g., agriculture, inventions, people) • demonstrate appreciation (e.g., music, instruments, dance, fine art) • describe cultural value displayed in works of art, music, and dance • explore myths and folklore of the target culture • critique visual representations (e.g., flags, Mayan calendar, maps, architecture) • engage in conversations • demonstrate appreciation of various cultures through hands-on activities (e.g., writing, arts and crafts, music, movement) |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Connections Grade Five | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Learning a foreign language enhances learning in other content areas. • Learning a foreign language enables students to link knowledge in all content areas. • Language is the way people share knowledge. | <ul style="list-style-type: none"> • How is learning in various content areas enhanced through understanding of a foreign language? • Which skills are learned in other content areas that are also learned in a foreign language? • How does language enhance the sharing of knowledge? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>Academic Expectation 2.8 Students understand various mathematical procedures and use them appropriately and adequately.</p> <p>Academic Expectation 2.68 Students acknowledge the diverse cultural expressions of Catholicism.</p> <p>Academic Expectation 6.1 Students connect knowledge and experiences from different subject areas.</p> <p>Academic Expectation 6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.</p> <p>Academic Expectation 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p> | <ul style="list-style-type: none"> • Religion • Language Arts • Math • Science • Social Studies • Visual Arts • Music/Performing Arts • Physical Education | <p>Students will:</p> <ul style="list-style-type: none"> • recognize the connections to basic concepts and skills from other disciplines: <ul style="list-style-type: none"> • religion (e.g., holidays, rites, prayers, symbols) • language arts (e.g., listening, speaking, reading and writing skills, parts of speech, vocabulary, speech patterns, dictionary skills) • math (e.g., numbers, equations, telling time, calendar) • science (e.g., weather, seasons, animals, food, agriculture) • social studies (e.g., traditions, holidays, maps, currency, clothing, occupations) • visual arts (e.g., folk art, crafts, artifacts) • music/performing arts (e.g., songs, instruments, dance) • physical education (e.g., movement, health, sports) |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Comparisons Grade Five | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • There are similarities and differences in languages and cultures. • People are unique, yet they share common experiences. • Discovering linguistic similarities simplifies learning a foreign language. | <ul style="list-style-type: none"> • What can be discovered through the investigation of other cultures? • What common experiences do all people share? • How are languages similar? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 2.27 Students recognize and understand the similarities and differences among languages.</p> <p>Academic Expectation 4.6 Students demonstrate an open mind to alternative perspectives.</p> | <ul style="list-style-type: none"> • Linguistic patterns • Grammatical and structural patterns • Verbal and non-verbal forms of communication • Cultural aspects and traditions • Geographical features • Traits of peoples | <p>Students will:</p> <ul style="list-style-type: none"> • compare and contrast target language with English • identify patterns in sentence construction • demonstrate knowledge of vocabulary through speaking, actions, and writing • compare and contrast universal and unique aspects of cultures • demonstrate flexibility for multiple perspectives • recognize similarities and differences in geographical features of various countries • recognize similarities and differences in people • develop an appreciation for cultural diversity |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Communities Grade Five | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Learning a foreign language promotes cooperation in a global society. • Knowledge of foreign languages and cultures can be applied in the community. • Foreign language skills provide students with tools that will be used beyond the school setting now and in the future. | <ul style="list-style-type: none"> • In what ways does learning a foreign language promote cultural acceptance? • How are languages and cultures used within the community? • What advantages are gained through the knowledge of foreign languages? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>Academic Expectation 2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.</p> <p>Academic Expectation 2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <p>Academic Expectation 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.</p> <p>Academic Expectation 7.6 Students apply Catholic principles to interpersonal relationships as found in the family, the workplace, society, Church, and with all creation.</p> | <ul style="list-style-type: none"> • Awareness of culture and language in local community • Possible career options that use a foreign language | <p>Students will:</p> <ul style="list-style-type: none"> • interact with heritage speakers using target language • recognize the presence of target culture throughout the community • demonstrate an appreciation for cultural diversity • identify and determine benefits of the use of foreign languages in various occupations |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Communication Grade Six | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Learning a foreign language is relevant and useful in a global society. • Learning a foreign language impacts the individual's future success. • Learning a foreign language enables students to communicate with people of other cultures. | <ul style="list-style-type: none"> • What is the significance of learning a foreign language? • How does learning a language impact future success? • How are foreign language skills applied to real-life experiences? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p> <p>Academic Expectation 1.2 Students make sense of the variety of materials they read.</p> <p>Academic Expectation 1.3 Students make sense of the various things they observe.</p> <p>Academic Expectation 1.4 Students make sense of the various messages to which they listen.</p> <p>Academic Expectation 1.10 Students organize information through development and use of classification rules and systems.</p> <p>Academic Expectation 1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> | <ul style="list-style-type: none"> • Vocabulary • Ordinal numbers • Sentences using conjunctions and prepositions • Gender and number agreement • Regular and irregular verbs • Negatives • Adjectives • Adverbs • Interrogatives | <p>Students will:</p> <ul style="list-style-type: none"> • utilize previous and newly acquired vocabulary words in various contexts • translate single words, phrases, sentences, and stories • recognize vocabulary and position of ordinal numbers • read, write, and orally express sentences and common expressions • utilize conjunctions to construct sentences • describe location of items using prepositions • show understanding of proper noun/verb agreement for regular and irregular, present tense verbs • identify irregular verbs and commonly used expressions • create sentences in negative form • recognize and properly use adjectives • recognize and use adverbs • apply interrogatives when asking and responding to questions |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

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| <p>Academic Expectation 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>Academic Expectation 1.15 Students make sense of and communicate ideas with movement.</p> <p>Academic Expectation 2.7 Students understand number concepts and use numbers appropriately and accurately.</p> <p>Academic Expectation 2.27 Students recognize and understand the similarities and differences among languages.</p> <p>Academic Expectation 2.28 Students understand and communicate in a second language.</p> <p>Academic Expectation 3.3 Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.</p> <p>Academic Expectation 3.4 Students demonstrate the ability to be resourceful and creative.</p> | <ul style="list-style-type: none"> • Likes and dislikes • Personal descriptions • States of being • Pastimes and activities • Future plans and destinations | <ul style="list-style-type: none"> • express likes and dislikes • describe self and others using personal descriptions • express physical and emotional condition of individuals • describe pastimes and activities • express ideas in future tense |
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**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Cultures Grade Six | | |
|---|---|---|
| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Learning about other cultures promotes understanding and acceptance of others. • Culture impacts the way people interact with others. • Exposure to other cultures helps students to understand that all people are connected in some way. | <ul style="list-style-type: none"> • What advantages are gained from learning about other cultures? • How does learning about other cultures enhance the quality of interactions with others? • What insights are gained by studying other cultures? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</p> <p>Academic Expectation 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>Academic Expectation 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 2.65 Students demonstrate an understanding of Christ’s command to love and serve one another.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p> | <ul style="list-style-type: none"> • Cultural perspectives and practices in target culture • Products • Influences of the target culture • Visual and performing arts • Myths and folklore • Visual representations • Verbal and non-verbal forms of communication in target culture | <p>Students will:</p> <ul style="list-style-type: none"> • defend purposes for learning about different cultures • demonstrate cultural sensitivity by producing authentic cultural projects (e.g., arts and crafts, music, movement) • demonstrate flexibility for multiple perspectives • identify and interpret visual representations and products of target culture (e.g., currency, artifacts, manufactured goods, traditional dress) • investigate influences (e.g., agriculture, inventions, people, societal structures) • demonstrate appreciation (e.g., music, instruments, dance, fine art) • describe cultural value displayed in works of art, music, and dance • analyze myths and folklore of the target culture • critique visual representations (e.g., flags, Mayan calendar, maps, architecture) • engage in conversations • demonstrate appreciation of various cultures through hands-on activities (e.g., writing, arts and crafts, music, movement) |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Connections Grade Six | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> Learning a foreign language enables students to link knowledge in all content areas. Language is the way people share knowledge. | <ul style="list-style-type: none"> How is knowledge in other content areas improved through learning a foreign language? How does the acquisition of a foreign language deepen the sharing of knowledge? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.</p> <p>Academic Expectation 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p>Academic Expectation 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p> <p>Academic Expectation 2.68 Students acknowledge the diverse cultural expressions of Catholicism.</p> <p>Academic Expectation 6.1 Students connect knowledge and experiences from different subject areas.</p> <p>Academic Expectation 6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.</p> | <ul style="list-style-type: none"> Religion Language Arts Math Science Social Studies Visual Arts Music/Performing Arts Physical Education | <p>Students will:</p> <ul style="list-style-type: none"> explore the connections to basic concepts and skills from other disciplines: <ul style="list-style-type: none"> religion (e.g., holidays, rites, prayers, symbols, religious architecture, religious histories of people and places) language arts (e.g., listening, speaking, reading and writing skills, parts of speech, vocabulary, speech patterns, dictionary skills, research) math (e.g., cardinal numbers, ordinal numbers, equations, telling time, calendar, temperature) science (e.g., weather, seasons, food, agriculture, nutrition) social studies (e.g., traditions, holidays, geography, currency, clothing, nationalities, recipes) visual arts (e.g., folk art, crafts, artifacts, artists, architecture) music/performing arts (e.g., songs, composers, instruments, dance, musical artists) physical education (e.g., movement, health, sports) |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Comparisons Grade Six | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • There are similarities and differences in languages and cultures. • People are unique, yet they share common experiences. • Discovering linguistic similarities simplifies learning a foreign language. | <ul style="list-style-type: none"> • What insights are gained through the exploration of multiple cultures? • What is unique and what is universal across all cultures? • How do language patterns simplify learning? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 2.27 Students recognize and understand the similarities and differences among languages.</p> <p>Academic Expectation 4.6 Students demonstrate an open mind to alternative perspectives.</p> | <ul style="list-style-type: none"> • Linguistic patterns • Grammatical and structural patterns • Verbal and non-verbal forms of communication • Cultural aspects and traditions • Geographical features • Traits of peoples | <p>Students will:</p> <ul style="list-style-type: none"> • analyze similarities and differences between target language and English • identify and apply patterns in sentence construction • demonstrate knowledge of vocabulary through speaking, actions, and writing • compare and contrast aspects that are unique to a culture and aspects that are universal to cultures • demonstrate flexibility for multiple perspectives • recognize similarities and differences in geographical features of various countries • recognize similarities and differences in people • develop an appreciation for cultural diversity |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Communities Grade Six | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Learning a foreign language promotes cooperation in a global society. • Knowledge of languages and culture can be applied in the community. • Foreign language skills provide students with tools that will be used beyond the school setting now and in the future. | <ul style="list-style-type: none"> • How can cultural diversity be embraced? • Why is cultural diversity important in every community? • How does learning a foreign language enhance future success? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>Academic Expectation 2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.</p> <p>Academic Expectation 2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <p>Academic Expectation 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.</p> <p>Academic Expectation 7.6 Students apply Catholic principles to interpersonal relationships as found in the family, the workplace, society, Church, and with all creation.</p> | <ul style="list-style-type: none"> • Awareness of culture and language in local community • Possible career options that use a foreign language • Role of languages in a global society | <p>Students will:</p> <ul style="list-style-type: none"> • initiate conversation with heritage speakers • embrace the presence of target culture throughout the community • demonstrate flexibility when interacting with people of different cultural backgrounds • understand unique career opportunities resulting from bilingual and bi-cultural knowledge and skills • identify and determine benefits of the use of foreign languages in a global society |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Communication Grade Seven | | |
|--|---|---|
| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Learning a foreign language is relevant and useful in a global society. • Learning a foreign language impacts the individual's future success. • Learning a foreign language enables students to communicate with people of other cultures. | <ul style="list-style-type: none"> • What is the significance of learning a foreign language? • How does learning a language impact future success? • How are foreign language skills applied to real-life experiences? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p> <p>Academic Expectation 1.2 Students make sense of the variety of materials they read.</p> <p>Academic Expectation 1.3 Students make sense of the various things they observe.</p> <p>Academic Expectation 1.4 Students make sense of the various messages to which they listen.</p> <p>Academic Expectation 1.10 Students organize information through development and use of classification rules and systems.</p> <p>Academic Expectation 1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> | <ul style="list-style-type: none"> • Vocabulary <ul style="list-style-type: none"> • Real-life vocabulary (e.g., shopping, traveling, dining) • Illness and injuries • Environment and nature • Paragraphs <ul style="list-style-type: none"> • Gender and number agreement • Adverbs • Negatives • Interrogatives • Comparatives and superlatives • Verbs <ul style="list-style-type: none"> • Regular and irregular verbs • Present progressive tense • Reflexive verbs • Past tense • Future tense (Ir) | <p>Students will:</p> <ul style="list-style-type: none"> • utilize previous and newly acquired vocabulary words in various contexts • respond logically using target language • read, write, and orally express sentences and common expressions • translate written material • apply grammatical concepts to express ideas • show understanding of proper noun/verb agreement for regular and irregular, present, present progressive, reflexive, past, and future tense verbs |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

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| <p>Academic Expectation 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>Academic Expectation 1.15 Students make sense of and communicate ideas with movement.</p> <p>Academic Expectation 2.7 Students understand number concepts and use numbers appropriately and accurately.</p> <p>Academic Expectation 2.27 Students recognize and understand the similarities and differences among languages.</p> <p>Academic Expectation 2.28 Students understand and communicate in a second language.</p> <p>Academic Expectation 3.3 Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.</p> <p>Academic Expectation 3.4 Students demonstrate the ability to be resourceful and creative.</p> | | |
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**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Cultures Grade Seven | | |
|---|---|---|
| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Learning about other cultures promotes understanding and acceptance of others. • Culture impacts the way people interact with others. • Exposure to other cultures helps students to understand that all people are connected in some way. | <ul style="list-style-type: none"> • What advantages are gained from learning about other cultures? • How does learning about other cultures enhance the quality of interactions with others? • What insights are gained by studying other cultures? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</p> <p>Academic Expectation 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>Academic Expectation 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 2.65 Students demonstrate an understanding of Christ’s command to love and serve one another.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p> | <ul style="list-style-type: none"> • Cultural perspectives and practices in target culture • Products • Influences of the target culture • Visual and performing arts • Myths and folklore • Visual representations • Verbal and non-verbal forms of communication in target culture | <p>Students will:</p> <ul style="list-style-type: none"> • defend purposes for learning about different cultures • demonstrate cultural sensitivity by producing authentic cultural projects (e.g., arts and crafts, music, movement) • demonstrate flexibility for multiple perspectives • identify and interpret visual representations and products of target culture (e.g., currency, artifacts, manufactured goods, traditional dress) • analyze influences and contributions (e.g., agriculture, inventions, people, societal structures) • demonstrate appreciation (e.g., music, instruments, dance, fine art) • describe cultural value displayed in works of art, music, and dance • analyze myths and folklore of the target culture • critique visual representations (e.g., flags, Mayan calendar, maps, architecture) • engage in conversations • demonstrate appreciation of various cultures through hands-on activities (e.g., writing, arts and crafts, music, movement) |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Connections Grade Seven | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> Learning a foreign language enables students to link knowledge in all content areas. Language is the way people share knowledge. | <ul style="list-style-type: none"> How is knowledge in other content areas improved through learning a foreign language? How does the acquisition of a foreign language deepen the sharing of knowledge? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.</p> <p>Academic Expectation 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p>Academic Expectation 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p> <p>Academic Expectation 2.68 Students acknowledge the diverse cultural expressions of Catholicism.</p> <p>Academic Expectation 6.1 Students connect knowledge and experiences from different subject areas.</p> <p>Academic Expectation 6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.</p> | <ul style="list-style-type: none"> Religion Language Arts Math Science Social Studies Visual Arts Music/Performing Arts Physical Education | <p>Students will:</p> <ul style="list-style-type: none"> explore the connections to basic concepts and skills from other disciplines: <ul style="list-style-type: none"> religion (e.g., holidays, rites, prayers, symbols, religious architecture, religious histories of people and places) language arts (e.g., listening, speaking, reading and writing skills, parts of speech, vocabulary, speech patterns, dictionary skills, research) math (e.g., monetary values, conversions, cardinal numbers, ordinal numbers, equations) science (e.g., weather, food, agriculture, nutrition, temperature, forecasts) social studies (e.g., traditions, holidays, geography, currency, clothing, recipes, natural phenomenon) visual arts (e.g., folk art, crafts, artifacts, artists, architecture) music/performing arts (e.g., songs, composers, instruments, dance, musical artists) physical education (e.g., movement, health, sports) |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Comparisons Grade Seven | | |
|--|---|--|
| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • There are similarities and differences in languages and cultures. • People are unique, yet they share common experiences. • Discovering linguistic similarities simplifies learning a foreign language. | <ul style="list-style-type: none"> • What insights are gained through the exploration of multiple cultures? • What is unique and what is universal across all cultures? • How do language patterns simplify learning? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 2.27 Students recognize and understand the similarities and differences among languages.</p> <p>Academic Expectation 4.6 Students demonstrate an open mind to alternative perspectives.</p> | <ul style="list-style-type: none"> • Linguistic patterns • Grammatical and structural patterns • Verbal and non-verbal forms of communication • Cultural aspects and traditions • Geographical features • Traits of peoples | <p>Students will:</p> <ul style="list-style-type: none"> • evaluate similarities and differences between target language and English • identify and apply patterns in sentence construction • demonstrate knowledge of vocabulary through speaking, actions, and writing • compare and contrast aspects that are unique to a culture and aspects that are universal to cultures • demonstrate flexibility for multiple perspectives • recognize similarities and differences in geographical features of various countries • recognize similarities and differences in people • develop an appreciation for cultural diversity |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Communities Grade Seven | | |
|---|--|--|
| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Learning a foreign language promotes cooperation in a global society. • Knowledge of foreign languages and cultures can be applied in the community. • Foreign language skills provide students with tools that will be used beyond the school setting now and in the future. | <ul style="list-style-type: none"> • How can cultural diversity be embraced? • Why is cultural diversity important in every community? • How does learning a foreign language enhance future success? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>Academic Expectation 2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.</p> <p>Academic Expectation 2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <p>Academic Expectation 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.</p> <p>Academic Expectation 7.6 Students apply Catholic principles to interpersonal relationships as found in the family, the workplace, society, Church, and with all creation.</p> | <ul style="list-style-type: none"> • Awareness of culture and language in local community • Possible career options that use a foreign language • Role of languages in a global society | <p>Students will:</p> <ul style="list-style-type: none"> • initiate conversation with heritage speakers • embrace the presence of target culture throughout the community • demonstrate flexibility when interacting with people of different cultural backgrounds • understand unique career opportunities resulting from bilingual and bi-cultural knowledge and skills • identify and determine benefits of the use of foreign languages in a global society |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Communication Grade Eight | | |
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| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Learning a foreign language is relevant and useful in a global society. • Learning a foreign language impacts the individual's future success. • Learning a foreign language enables students to communicate with people of other cultures. | <ul style="list-style-type: none"> • What is the significance of learning a foreign language? • How does learning a language impact future success? • How are foreign language skills applied to real-life experiences? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p> <p>Academic Expectation 1.2 Students make sense of the variety of materials they read.</p> <p>Academic Expectation 1.3 Students make sense of the various things they observe.</p> <p>Academic Expectation 1.4 Students make sense of the various messages to which they listen.</p> <p>Academic Expectation 1.10 Students organize information through development and use of classification rules and systems.</p> <p>Academic Expectation 1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> | <ul style="list-style-type: none"> • Vocabulary <ul style="list-style-type: none"> • Real-life vocabulary (e.g., shopping, traveling, dining, environment, nature) • Illness and injuries • Environment and nature • Current events • Paragraphs <ul style="list-style-type: none"> • Gender and number agreement • Adverbs • Negatives • Interrogatives • Comparatives and superlatives • Demonstrative adjectives • Direct and indirect objects • Verbs <ul style="list-style-type: none"> • Regular and irregular verbs • Present progressive tense, including irregular verbs | <p>Students will:</p> <ul style="list-style-type: none"> • utilize previous and newly acquired vocabulary words in various contexts • respond logically using target language • read, write, and orally express sentences and common expressions • translate and interpret written material • apply grammatical concepts to express ideas • show understanding of proper noun/verb agreement for regular and irregular, present, present progressive, reflexive, past, and future tense verbs • utilize various verb tenses in speaking and writing |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| | | |
|--|---|--|
| <p>Academic Expectation 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>Academic Expectation 1.15 Students make sense of and communicate ideas with movement.</p> <p>Academic Expectation 2.7 Students understand number concepts and use numbers appropriately and accurately.</p> <p>Academic Expectation 2.27 Students recognize and understand the similarities and differences among languages.</p> <p>Academic Expectation 2.28 Students understand and communicate in a second language.</p> <p>Academic Expectation 3.3 Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.</p> <p>Academic Expectation 3.4 Students demonstrate the ability to be resourceful and creative.</p> | <ul style="list-style-type: none"> • Reflexive verbs • Past tense • Future tense (Ir) • Formal regular and irregular commands | |
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**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Cultures Grade Eight | | |
|---|---|---|
| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Learning about other cultures promotes understanding and acceptance of others. • Culture impacts the way people interact with others. • Exposure to other cultures helps students to understand that all people are connected in some way. | <ul style="list-style-type: none"> • What advantages are gained from learning about other cultures? • How does learning about other cultures enhance the quality of interactions with others? • What insights are gained by studying other cultures? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</p> <p>Academic Expectation 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>Academic Expectation 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 2.65 Students demonstrate an understanding of Christ’s command to love and serve one another.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p> | <ul style="list-style-type: none"> • Cultural perspectives and practices in target culture • Products • Influences of the target culture • Visual and performing arts • Myths and folklore • Visual representations • Verbal and non-verbal forms of communication in target culture | <p>Students will:</p> <ul style="list-style-type: none"> • defend purposes for learning about different cultures • demonstrate cultural sensitivity by producing authentic cultural projects (e.g., arts and crafts, music, movement) • demonstrate flexibility for multiple perspectives • identify and interpret visual representations and products of target culture (e.g., currency, artifacts, manufactured goods, traditional dress) • analyze influences and contributions (e.g., agriculture, inventions, people, societal structures) • demonstrate appreciation (e.g., music, instruments, dance, fine art) • describe cultural value displayed in works of art, music, and dance • analyze myths and folklore of the target culture • critique visual representations (e.g., flags, Mayan calendar, maps, architecture) • engage in conversations • demonstrate appreciation of various cultures through hands-on activities (e.g., writing, arts and crafts, music, movement) |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Connections Grade Eight | | |
|--|--|---|
| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> Learning a foreign language enables students to link knowledge in all content areas. Language is the way people share knowledge. | <ul style="list-style-type: none"> How is knowledge in other content areas improved through learning a foreign language? How does the acquisition of a foreign language deepen the sharing of knowledge? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.</p> <p>Academic Expectation 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p>Academic Expectation 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p> <p>Academic Expectation 2.68 Students acknowledge the diverse cultural expressions of Catholicism.</p> <p>Academic Expectation 6.1 Students connect knowledge and experiences from different subject areas.</p> <p>Academic Expectation 6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.</p> | <ul style="list-style-type: none"> Religion Language Arts Math Science Social Studies Visual Arts Music/Performing Arts Physical Education | <p>Students will:</p> <ul style="list-style-type: none"> explore the connections to basic concepts and skills from other disciplines: <ul style="list-style-type: none"> religion (e.g., holidays, rites, prayers, symbols, religious architecture, religious histories of people and places) language arts (e.g., listening, speaking, reading and writing skills, storytelling, parts of speech, vocabulary, speech patterns, dictionary skills, research) math (e.g., monetary values, conversions, cardinal numbers, ordinal numbers, equations) science (e.g., weather, food, agriculture, nutrition, temperature, forecasts) social studies (e.g., traditions, holidays, geography, currency, clothing, recipes, natural phenomenon, current events) visual arts (e.g., folk art, crafts, artifacts, artists, architecture) music/performing arts (e.g., songs, composers, instruments, dance, musical artists) physical education (e.g., movement, health, sports) |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Comparisons Grade Eight | | |
|--|---|---|
| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • There are similarities and differences in languages and cultures. • People are unique, yet they share common experiences. • Discovering linguistic similarities simplifies learning a foreign language. | <ul style="list-style-type: none"> • What insights are gained through the exploration of multiple cultures? • What is unique and what is universal across all cultures? • How do language patterns simplify learning? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 2.27 Students recognize and understand the similarities and differences among languages.</p> <p>Academic Expectation 4.6 Students demonstrate an open mind to alternative perspectives.</p> | <ul style="list-style-type: none"> • Linguistic patterns • Grammatical and structural patterns • Verbal and non-verbal forms of communication • Cultural aspects and traditions • Geographical features • Traits of peoples | <p>Students will:</p> <ul style="list-style-type: none"> • evaluate similarities and differences between target language and English • identify and apply patterns in sentence construction • demonstrate knowledge of vocabulary through speaking, actions, and writing • compare and contrast aspects that are unique to a culture and aspects that are universal to cultures • demonstrate flexibility for multiple perspectives • describe similarities and differences in geographical features of various countries • examine similarities and differences in people • develop an appreciation for cultural diversity |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

| Communities Grade Eight | | |
|---|--|--|
| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Learning a foreign language promotes cooperation in a global society. • Knowledge of foreign languages and cultures can be applied in the community. • Foreign language skills provide students with tools that will be used beyond the school setting now and in the future. | <ul style="list-style-type: none"> • How can cultural diversity be embraced? • Why is cultural diversity important in every community? • How does learning a foreign language enhance future success? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>Academic Expectation 2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.</p> <p>Academic Expectation 2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <p>Academic Expectation 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.</p> <p>Academic Expectation 7.6 Students apply Catholic principles to interpersonal relationships as found in the family, the workplace, society, Church, and with all creation.</p> | <ul style="list-style-type: none"> • Awareness of culture and language in local community • Possible career options that use a foreign language • Role of languages in a global society | <p>Students will:</p> <ul style="list-style-type: none"> • initiate conversation with heritage speakers • embrace the presence of target culture throughout the community • demonstrate flexibility when interacting with people of different cultural backgrounds • evaluate personal talents and skills in light of career opportunities resulting from bilingual and bi-cultural knowledge and skills • internalize the use of foreign languages in a global society |

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

Suggested Applications for Technology and Library Media

Reinforce core content through the use of:

- Software
- Web pages
- Word processing documents
- Computer
- Digital camera and document camera
- Multimedia projects
- Interactive whiteboard
- Student response systems
- Video equipment
- Audio equipment
- Scanners
- Video conferencing equipment
- Skype
- Interactive Software
- Wikis
- Blogs

Include multimedia resources:

- Internet websites
- DVDs
- CDs

Incorporate a variety of print materials:

- Books (including picture books)
- Charts
- Magazines
- Dictionaries
- Maps
- Newsprint
- Encyclopedias
- Almanacs
- Reference tools

Include multimedia presentations:

- PowerPoint
- Slide shows
- Brochures
- Prezi

**Archdiocese of Louisville
Curriculum Framework
Foreign Language**

Examples of Formative and Summative Assessment

Anchor activities
Anecdotal records
Art, dance, and music performances
Brochures
Collages and posters
Debates
Diagrams
Dramatizations
Entrance and exit slips
File folder games
Graphic organizers
Group projects and presentations
Interviews
K-W-L chart
Maps and drawings
Mobiles
Models

Multiple choice assessments
Observations
Oral presentations
Oral response
PowerPoint presentations
Pre- and post-assessments
Real-life task performances
Self-evaluation
Slide show presentations
Songs
Student created questions, tests, and quizzes
Student taught lessons
Summaries
Teacher created/book generated tests and quizzes
Video productions
Web pages
Writing

Visual Arts Curriculum Framework

VISUAL ARTS

PHILOSOPHY/RATIONALE AND THE CURRICULUM GUIDE

Philosophy/Rationale

In Archdiocese of Louisville schools, we believe that as human beings, we reflect our humanity, the beauty of creation, and our understanding of God's love through our own creative, artistic endeavors. We believe that art is a conscious expression in a visual form. Multiple opportunities for conscious expression are vital to the fullest possible development of young minds. Consequently, art is a critical component of a comprehensive and rich curriculum, whether implemented formally or informally, because it promotes self-expression, makes connections to higher levels of thinking, and fosters the recognition and the appreciation of differences among individuals and cultures. Art encourages discovery, inquiry, and wonder, and art can be a key to understanding past times and cultures and to envisioning the future.

Curriculum Guide

In 2001, the *Archdiocese of Louisville Visual Arts Curriculum Guide* was developed and introduced. It was revised in 2005 and again in 2010. The 2001 curriculum guide replaced the former art curriculum guide from 1985.

The *Archdiocese of Louisville Visual Arts Curriculum Guide* is based upon research and best practices, was written by experienced and successful art teachers within the archdiocese, and is aligned with *National Standards for Arts Education* from the Consortium of National Arts Education Associations.

The guide also includes assessment information and a variety of resources to support teachers at all levels of expertise with the implementation of the local art curriculum.

Each elementary school received copies of the guide and curriculum framework. If a school does not have a full time/part time art teacher and the art curriculum is taught in the regular classroom, those teachers should have copies of the curriculum framework and access to the curriculum guide to assist them with implementation of the local art curriculum.

Copies of the Archdiocese of Louisville Visual Arts Curriculum Framework and Curriculum Guide can be found on the Archdiocese of Louisville website, www.archlou.org.

Visual Arts Curriculum Framework

Archdiocese of Louisville

The Archdiocese of Louisville Visual Arts Curriculum Framework is standards and performance based. The curriculum framework is aligned with the *National Standards for Arts Education* put forth by the National Art Education Association. These national standards specify the understandings and levels of achievement (benchmarks) that students are expected to attain in the competencies, for each of the arts, at the completion of grades 4, 8, and 12.

National Standards for Arts Education

The following Content Standards specify what students should know and be able to do in the visual arts discipline:

1. Understanding and applying media, techniques, and processes.
2. Using knowledge of structures and functions.
3. Choosing and evaluating a range of subject matter, symbols, and ideas.
4. Understanding the visual arts in relation to history and cultures.
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others.
6. Making connections between visual arts and other disciplines.

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Alignment with National Standards

The Visual Arts Curriculum Framework in the Archdiocese of Louisville is aligned with the ***National Standards for Arts Education*** and with the **Learning Goals and Academic Expectations of the Kentucky Department of Education** and the **Archdiocese of Louisville**.

The National Standards state that:

Students should be able to communicate at a basic level in the visual arts discipline. *This includes knowledge and skills in the use of the basic vocabularies, materials, tools, techniques, and intellectual methods.*

Students should be able to communicate proficiently in at least one art form, *including the ability to define and solve artistic problems with insight, reason, and technical proficiency.*

Students should be able to develop and present basic analysis of works of art *from structural, historical, and cultural perspectives, and from combinations of those perspectives. This includes the ability to understand and evaluate work in the various arts disciplines.*

Students should have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods, *and a basic understanding of historical development in the arts disciplines and within cultures.*

Students should be able to relate various types of art knowledge and skills within and across the arts disciplines. *This includes mixing and matching competencies and understandings in art making, history and culture, and analysis in any arts-related project.*

The existence of state and national standards for art learning demands that students be evaluated on their ability to achieve those standards. Art teachers must know the standards, base their instruction on the standards, and assess the degree to which their students have demonstrated the standards.

As a result of developing these capabilities, students can arrive at their own knowledge, beliefs, and values for making personal and artistic decisions. In other terms, they can arrive at a broad-based, well-grounded understanding of the nature, value, and meaning of the arts as a part of their own humanity.

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Understanding and Applying Media, Techniques, and Processes
Kindergarten through Grade Two

| Essential Understandings | Guided Questions | |
|--|---|---|
| <p>Art forms have basic elements.</p> <p>Art materials and tools have a specific purpose.</p> | <ul style="list-style-type: none"> • What are the basic elements of various art forms? • Why is it important to take care of art materials and use them safely? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.13 Students make sense of ideas and communicate ideas with the visual arts.</p> <p>Academic Expectation 1.3 Students make sense of the various things they observe.</p> <p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</p> | <ul style="list-style-type: none"> • 2-D and 3-D art • Safety • Technology and tools | <p>Students will:</p> <ul style="list-style-type: none"> • demonstrate and express understanding of a variety of media techniques and processes in 2-D and 3-D art • use materials and tools in a safe and responsible manner • explore the uses of technology and tools |

Using Knowledge of Structures and Functions
Kindergarten through Grade Two

| Essential Understandings | Guided Questions | |
|---|---|--|
| <p>Artists create different effects by changing elements of an art form.</p> <p>Artists use visual structures and functions of art to communicate ideas.</p> | <ul style="list-style-type: none"> • How does changing one element in an artwork make people feel differently? • How do artists communicate ideas to an audience? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.10 Students organize information through development and use of classification rules and systems.</p> <p>Academic Expectation 1.13 Students make sense of ideas and communicate ideas with the visual arts.</p> <p>Academic Expectation 1.3 Students make sense of the various things they observe.</p> <p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</p> | <ul style="list-style-type: none"> • Elements of art • Art mediums • Types of art | <p>Students will:</p> <ul style="list-style-type: none"> • demonstrate an understanding of the elements of art (line, shape, color, value, form, texture, and space) • create with a variety of art mediums • create works of art using portraiture, landscape, narrative, and still life |

Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas
Kindergarten through Grade Two

| Essential Understandings | Guided Questions | |
|--|--|---|
| <p>Creating art involves problem-solving.</p> <p>Artists express ideas and emotions through the arts.</p> <p>Artists select and use subject matter, symbols, and ideas to communicate meaning.</p> | <ul style="list-style-type: none"> • How does planning ahead and problem-solving help in producing art? • Why do artists create different kinds of art? • How does the artist communicate ideas and feelings? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p>Academic Expectation 5.4 Students use a decision-making process to make informed decisions among options.</p> | <ul style="list-style-type: none"> • Purposes of art • Relevant artists | <p>Students will:</p> <ul style="list-style-type: none"> • create art work using ceremonial, expressive, narrative, functional, persuasive, and/or decorative art forms • explore various artists and their work • use various artists as inspiration for their own work |

Understanding the Visual Arts in Relation to History and Cultures

Kindergarten through Grade Two

| Essential Understandings | Guided Questions | |
|---|--|--|
| <p>Art reflects an artist's experience and background.</p> <p>Cultures express ideas through a variety of works of art.</p> | <ul style="list-style-type: none"> • How do artists' experiences influence their art? • What do you learn about various cultures from the art they make? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p>Academic Expectation 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 6.1 Students connect knowledge and experiences from different subject areas.</p> | <ul style="list-style-type: none"> • Multicultural art | <p>Students will:</p> <ul style="list-style-type: none"> • explore and experience art of different cultures, periods, and forms (e.g., masks, sculptures, ritual objects) |

Reflecting upon and Assessing the Characteristics and Merits of Their Work and the Work of Others
Kindergarten through Grade Two

| Essential Understandings | Guided Questions | |
|--|---|--|
| <p>People interpret the arts in different ways.</p> <p>Standards of quality guide evaluation of a work of art.</p> | <ul style="list-style-type: none"> • How do likes and dislikes influence personal responses to art? • What are appropriate audience behaviors for various art forms and presentations? • How do the arts help people to see things in different ways? • How do artists determine the quality of their work? • Why is critiquing important to the artist? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.13 Students make sense of ideas and communicate ideas with the visual arts.</p> <p>Academic Expectation 1.4 Students make sense of the various messages to which they listen.</p> <p>Academic Expectation 2.23 Students analyze their own and others' artistic products and performances using accepted standards.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 4.6 Students demonstrate an open mind to alternative perspectives.</p> <p>Academic Expectation 5.3 Students organize information to develop or change their understanding of a concept</p> | <ul style="list-style-type: none"> • Artist statement • Active listening • Critique | <p>Students will:</p> <ul style="list-style-type: none"> • recognize various purposes for creating art • create an artist statement about their work (verbal and/or written) • listen in a respectful Christian manner to a variety of opinions • voice opinions in a respectful Christian manner • offer constructive criticism when critiquing a piece of art |

Making Connections between Visual Arts and Other Disciplines

Kindergarten through Grade Two

| Essential Understandings | Guided Questions | |
|---|---|--|
| Art and other content areas are interconnected. | <ul style="list-style-type: none"> • How is art connected to other subjects? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 6.1 Students connect knowledge and experiences from different subject areas.</p> <p>Academic Expectation 7.4 Students participate actively in a community of faith.</p> | <ul style="list-style-type: none"> • Collaborative projects • Community involvement | <p>Students will:</p> <ul style="list-style-type: none"> • explore connections between art and other disciplines • create public art (e.g., displays in the hall, art contests, art fairs, auction projects) • create works of art for community outreach (e.g., Pinwheels for Peace, projects for the homebound, stewardship projects) |

Understanding and Applying Media, Techniques, and Processes

Grades Three through Five

| Essential Understandings | Guided Questions | |
|--|---|---|
| <p>Unique elements characterize different art forms.</p> <p>Art materials and tools have a specific purpose.</p> | <ul style="list-style-type: none"> • How are forms of art similar and different? • Why is it important to take care of art materials and use them safely? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.13 Students make sense of ideas and communicate ideas with the visual arts.</p> <p>Academic Expectation 1.3 Students make sense of the various things they observe.</p> <p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</p> | <ul style="list-style-type: none"> • Media techniques and processes • 2-D and 3-D art • Safety • Technology and tools | <p>Students will:</p> <ul style="list-style-type: none"> • demonstrate how different media techniques and processes cause different effects (drawing, painting, video, and installations) • use the creative process from beginning to end (pre-planning, brainstorming, writing, creation, and critique) • create using a variety of art media • use materials and tools in a safe and responsible manner • explore the uses of technology and tools • use technology and tools to create images and communicate ideas |

Using Knowledge of Structures and Functions
Grades Three through Five

| Essential Understandings | Guided Questions | |
|---|--|--|
| Artists use elements of art and principles of design to produce a variety of effects. | <ul style="list-style-type: none"> • How do the elements of art and the principles of design influence art forms? • How do artists use art forms to communicate? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.10 Students organize information through development and use of classification rules and systems.</p> <p>Academic Expectation 1.13 Students make sense of ideas and communicate ideas with the visual arts.</p> <p>Academic Expectation 1.3 Students make sense of the various things they observe.</p> <p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</p> | <ul style="list-style-type: none"> • Elements of art • Principles of design | <p>Students will:</p> <ul style="list-style-type: none"> • discuss and create using the elements of art (line, shape, color, value, form, texture, and space) • apply and discuss the principles of design (balance, contrast, emphasis, movement, pattern, rhythm, and unity) |

Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas
Grades Three through Five

| Essential Understandings | Guided Questions | |
|--|--|---|
| <p>Creating art involves analytical and creative thinking.</p> <p>Arts enhance communication of information, ideas, and feelings.</p> | <ul style="list-style-type: none"> • How do artists evaluate their work during the creation process? • How does critique help in refining art? • What is the difference between copying and creating original work? • What role does art play in the act of communication? • How does art reflect feelings and attitudes? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p>Academic Expectation 5.4 Students use a decision-making process to make informed decisions among options.</p> | <ul style="list-style-type: none"> • Symbolism and ideas • Types of art | <p>Students will:</p> <ul style="list-style-type: none"> • discuss ideas and symbols that communicate meaning • create works with various ideas and symbolic meanings • create works of art using portraiture, landscape, narrative, abstract, non-objective, genre, and/or still life |

Reflecting upon and Assessing the Characteristics and Merits of Their Work and the Work of Others
Grades Three through Five

| Essential Understandings | Guided Questions | |
|---|---|--|
| <p>Art enriches experiences and understandings.</p> <p>Standards of quality guide evaluation of a work of art.</p> | <ul style="list-style-type: none"> • What are appropriate audience behaviors for various art forms and presentations? • How do the arts help people see a different viewpoint? • How do listening to and observing others help people to generate new ideas? • What factors influence an artist's style? • How are standards of quality determined? • How do standards impact responses and interpretations? • What standards of quality are used to evaluate specific forms of art? • How do evaluation or critique of art impact the artist's work? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.13 Students make sense of ideas and communicate ideas with the visual arts.</p> <p>Academic Expectation 1.4 Students make sense of the various messages to which they listen.</p> <p>Academic Expectation 2.23 Students analyze their own and others' artistic products and performances using accepted standards.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 4.6 Students demonstrate an open mind to alternative perspectives.</p> <p>Academic Expectation 5.3 Students organize information to develop or change their understanding of a concept.</p> | <ul style="list-style-type: none"> • Artist statements • Critiques • Active listening | <p>Students will:</p> <ul style="list-style-type: none"> • produce an artist statement which includes process and rationale • compare and contrast a variety of artworks • discuss basic standards (history, elements and principles, theme, culture) • identify elements of art and principles of design in a variety of art works • demonstrate active listening skills and respectful Christian behaviors during critiques |

Making Connections between Visual Arts and Other Disciplines

Grades Three through Five

| Essential Understandings | Guided Questions | |
|---|---|--|
| <p>All knowledge is interconnected.</p> <p>The arts are unique in that they stand alone and enrich other content areas.</p> | <ul style="list-style-type: none"> • How do art professions enhance society? • How do art galleries and museums impact their community? • Why do we value the arts? • How do the arts connect to other content areas? • Why do we collaborate? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 6.1 Students connect knowledge and experiences from different subject areas.</p> <p>Academic Expectation 7.4 Students participate actively in a community of faith.</p> | <ul style="list-style-type: none"> • Cultural experiences • Art professions • Community involvement • Collaborative projects | <p>Students will:</p> <ul style="list-style-type: none"> • understand the contribution of galleries, studios, and museums to society (e.g., virtual tours, classroom exhibits, travelling suitcases, online collections) • identify careers available to artists • create public art (e.g., displays in the hall, art contests, art fairs, auction projects) • create works of art for community outreach (e.g., Pinwheels for Peace, projects for the homebound, stewardship projects) • expand connections between art and other disciplines • participate in collaborative projects |

Understanding and Applying Media, Techniques, and Processes
Grades Six through Eight

| Essential Understandings | Guided Questions | |
|--|---|--|
| Form follows function. | <ul style="list-style-type: none"> • How does function influence the design of an object? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.13 Students make sense of ideas and communicate ideas with the visual arts.</p> <p>Academic Expectation 1.3 Students make sense of the various things they observe.</p> <p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</p> | <ul style="list-style-type: none"> • Media techniques and processes • 2-D and 3-D art • Safety • Technology and tools | <p>Students will:</p> <ul style="list-style-type: none"> • select appropriate media, techniques, and processes to convey their artistic vision • use the creative process from beginning to end (pre-planning, brainstorming, writing, creation, and critique) • create using a variety of art media • use materials and tools in a safe and responsible manner • explore the uses of technology and tools • use technology and tools to create images and communicate ideas |

Using Knowledge of Structures and Functions

Grades Six through Eight

| Essential Understandings | Guided Questions | |
|---|---|---|
| Artists manipulate elements of art and principles of design to create art. | <ul style="list-style-type: none"> • How do the elements of art and the principles of design influence the viewer? • How does art influence and manipulate the viewing public? • How does art drive consumerism? • How important is the audience in art production? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.10 Students organize information through development and use of classification rules and systems.</p> <p>Academic Expectation 1.13 Students make sense of ideas and communicate ideas with the visual arts.</p> <p>Academic Expectation 1.3 Students make sense of the various things they observe.</p> <p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</p> | <ul style="list-style-type: none"> • Elements of art • Principles of design | <p>Students will:</p> <ul style="list-style-type: none"> • evaluate the use of the elements of art (line, shape, color, value, form, texture, and space) to convey a personal message (e.g., social justice, environmental themes, political message, advertisement, consumerism) • evaluate the use of the principles of design (balance, contrast, emphasis, movement, pattern, rhythm, and unity) to convey a personal message (e.g., social justice, environmental themes, political message, advertisement, consumerism) |

Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas
Grades Six through Eight

| Essential Understandings | Guided Questions | |
|---|--|--|
| Arts and artistic style enhance communication of information and influence ideas and feelings. | <ul style="list-style-type: none"> • How do artists use symbols to create and express ideas, moods, and feelings? • How are consumer choices influenced by the arts? • How does risk-taking influence personal style? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p>Academic Expectation 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p> | <ul style="list-style-type: none"> • Symbolism and ideas • Styles of art | Students will: <ul style="list-style-type: none"> • communicate points of view through manipulation of symbols and media • create works with various ideas and symbolic meanings • explain ways an artist's intent plays a crucial role in the aesthetic value of an object • use research and contextual information to identify responses to a work of art • integrate appropriate skills and techniques with the subject matter to communicate the intended meaning of the artwork |

Reflecting upon and Assessing the Characteristics and Merits of Their Work and the Work of Others
Grades Six through Eight

| Essential Understandings | Guided Questions | |
|---|--|---|
| <p>Standards of quality guide evaluation of a work of art.</p> <p>Standards of quality facilitate analysis and interpretation of an art form.</p> | <ul style="list-style-type: none"> • What are the criteria for judging how effectively a work of art communicates? • Why do the standards of quality change over time? • How does a society influence the standards of quality? • How does the artist know if a work of art communicates intended ideas or feelings? • What is the responsibility of the artist and the viewer? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.13 Students make sense of ideas and communicate ideas with the visual arts.</p> <p>Academic Expectation 1.4 Students make sense of the various messages to which they listen.</p> <p>Academic Expectation 2.23 Students analyze their own and others' artistic products and performances using accepted standards.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 4.6 Students demonstrate an open mind to alternative perspectives.</p> <p>Academic Expectation 5.3 Students organize information to develop or change their understanding of a concept.</p> | <ul style="list-style-type: none"> • Artist statements • Critiques • Active listening | <p>Students will:</p> <ul style="list-style-type: none"> • produce an artist statement which includes process and rationale • understand the intent of a work through the artist's statement • compare and contrast a variety of artworks • evaluate the basic standards (history, elements and principles, themes, culture) • analyze elements of art and principles of design in a variety of art works • demonstrate active listening skills and respectful Christian behaviors during critiques |

Making Connections between Visual Arts and Other Disciplines

Grades Six through Eight

| Essential Understandings | Guided Questions | |
|---|--|---|
| <p>All knowledge is interconnected.</p> <p>Creating art requires ethical awareness, responsibility, and collaboration.</p> | <ul style="list-style-type: none"> • How do the arts connect to the real world and other professions? • How are the lessons taught through the arts essential to the business world? • How does consumerism drive art? • How can the arts connect with other disciplines in an ever-changing world? • How does collaboration with others contribute to the production of art? • What role do ethics play in selecting ideas for creating a work of art? • How is plagiarism related to responsible choices in art production? • How does the artist use humor responsibly? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 6.1 Students connect knowledge and experiences from different subject areas.</p> <p>Academic Expectation 7.4 Students participate actively in a community of faith.</p> | <ul style="list-style-type: none"> • Cultural experiences • Professions and careers • Community involvement • Collaborative projects | <p>Students will:</p> <ul style="list-style-type: none"> • analyze the contribution of galleries, studios, and museums to society (e.g., virtual tours, classroom exhibits, travelling suitcases, online collections) • investigate ways the arts are used in different professions and careers • explore ways communication, collaboration, creative problem solving, critical thinking, and technology skills connect art with other professions • create public art (e.g., displays in the hall, art contests, art fairs, auction projects) • create works of art for community outreach (e.g., Pinwheels for Peace, projects for the homebound, stewardship projects) • participate in collaborative projects |

Music and Performing Arts Curriculum Framework

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MUSIC AND PERFORMING ARTS PHILOSOPHY AND RATIONALE

Philosophy

Music is a part of daily life and essential to the development of the whole child (physical, emotional, mental, and spiritual). Music education fosters thinking, socialization, and communication skills; promotes self-expression; and stimulates creativity. All human beings are innately musical regardless of age, talent, or ability level. The study of music/performing arts benefits both students and society, touching human beings in ways that are solely unique to the music/performing arts disciplines.

Rationale for a Music/Performing Arts Program

In Archdiocese of Louisville schools, we believe and understand that each person is created in the image of God as unique and loveable. We are endowed with personal and collective worth through God's love. As independent thinkers and lifelong learners, we must practice the principles of stewardship and share our God-given innate talents and gifts.

Because of these beliefs, each school must work toward developing a comprehensive and fully implemented Music/Performing Arts Program.

Such a program:

- provides avenues for self-expression, communication, and creativity
- promotes socialization and appreciation for diversity
- addresses a variety of interests, learning styles, and readiness levels
- increases cognitive development, critical thinking and problem-solving skills, and higher-order thinking skills
- improves student self-esteem, attendance, and school atmosphere
- reinforces cross-curricular and life-skills learning
- engages spiraling, life-long learning processes

If a school does not have a full time/part time music/performing arts teacher and the music curriculum is taught in the regular classroom, those teachers should have copies of the curriculum framework and access to the curriculum guide to assist them with implementation of the local music curriculum. Copies of the Archdiocese of Louisville Music/Performing Arts Curriculum Framework and Curriculum Guide can be found on the Archdiocese of Louisville website, www.archlou.org.

Music and Performing Arts Curriculum Framework

Archdiocese of Louisville

The Archdiocese of Louisville Music and Performing Arts Curriculum Framework is standards and performance based. The curriculum framework is aligned with the Music Educators National Conference *National Standards for Arts Education*.

National Content Standards for Music/Performing Arts

Music Educators National Conference

A musically educated person will demonstrate:

1. Singing, alone and with others, a varied repertoire of music
2. Performing on instruments, alone and with others, a varied repertoire of music
3. Improvising melodies, variations, and accompaniments
4. Composing and arranging music within specified guidelines
5. Reading and notating music
6. Listening, analyzing, and describing music
7. Evaluating music and music performances
8. Understanding relationships between music, the other arts, and disciplines outside the arts
9. Understanding music in relation to history and culture

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| Singing Kindergarten through Grade Two | | |
|--|--|--|
| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Vocal repertoire incorporates the ten elements of music. • Accurate participation involves engaged listening. • Singers express ideas and emotions through music. • Singers interpret music in different ways. | <ul style="list-style-type: none"> • How are the elements of music incorporated when singing a song? • How does changing one musical element make the listener feel differently? • Why is it important to listen while singing? • What occurs during group singing when singers do not listen to each other? • What are the ideas and emotions expressed in a given song? • How does the singer communicate ideas and feelings? • How does the song make you feel? • How does the song help the listener to see things in different ways? • Why do particular songs make the listener want to move? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.14 Students make sense of ideas and communicate ideas with music.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 2.64 Students demonstrate recognition of the sacredness of time through the celebration of the hours, liturgical seasons, and special feasts and days.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p> <p>Academic Expectation 7.4 Students participate actively in a community of faith.</p> | <ul style="list-style-type: none"> • Vocal pedagogy • Speech, chant, and song repertoire • Solfege syllables • Rhythmic syllables • Meter • Vocal harmony | <p>Students will:</p> <ul style="list-style-type: none"> • participate in vocal warm-up exercises (e.g., breathing, vowels, tone placement, body alignment, diction) • demonstrate high/low melodic contour • produce sound using head voice and chest voice • sing with appropriate timbre, diction, and body alignment, maintaining a steady tempo • follow simple, basic conducting cues related to dynamics, phrasing, and interpretation • speak, chant, and sing expressively and accurately while following the conductor • sing, individually and in groups, a variety of musical styles, tempi, rhythms, pentatonic melodies, and tonal centers • perform a varied repertoire (e.g., American folk songs, world folk songs, popular songs, nursery rhymes, poetry) • sing simple songs, responses, and refrains for seasonal liturgies • match and perform simple pitches (e.g., sol, mi, la and/or mi, re, do) • perform simple rhythm patterns with use of syllables (e.g., ta and ti-ti) • perform simple ostinati in duple and triple patterns • perform partner songs, canons, rounds, and vocal ostinati |

| Instruments Kindergarten through Grade Two | | |
|---|--|--|
| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Instrumental repertoire incorporates the ten elements of music. • Accurate participation involves engaged listening. • People experience music through their various senses. • Musicians express ideas and emotions through music. • Musicians create different effects by changing musical elements. | <ul style="list-style-type: none"> • How are the elements of music incorporated when playing a piece? • How does changing one musical element make the listener feel differently? • Why is it important to listen while playing an ensemble piece? • What occurs during ensemble playing when musicians do not listen to each other? • How does playing the music make the listener feel? • How does the music help the listener to respond in a different way? • How does the musician communicate ideas and feelings? • What are the ideas and emotions expressed in a given piece? • How do musicians create different effects by changing musical elements? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</p> <p>Academic Expectation 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p> | <ul style="list-style-type: none"> • Instrumental pedagogy • Speech, chant, body percussion, and pitched and non-pitched percussion repertoire • Meter and rhythmic imitation • Melodic and harmonic imitation | <p>Students will:</p> <ul style="list-style-type: none"> • demonstrate simple procedures for the care, management, and playing of instruments • model body placement relating to use of pitched and non-pitched percussion technique • perform in ensembles expressively and accurately, blending timbres, dynamic levels, phrasing and interpretation while responding correctly to conducting cues • perform simple accompaniments: speech, chant, body percussion, bordun, rhythmic ostinati, tremolos, and glissandi • perform on instruments, in a group/individually, a variety of musical styles, rhythms, and tonal centers • perform on a wide assortment of standard, ethnic, and homemade instruments (e.g., xylophones, drums, and shakers) • perform using body percussion and/or instruments in a liturgical setting • recognize conducting patterns • echo simple rhythms with the use of syllables (e.g., ta and ti-ti for rhythm) • play simple ostinato patterns • echo-sing melodic patterns using pitches with text, letter names, and solfege syllables • play melodic ostinati, canons, and rounds |

Improvising and Composing Kindergarten through Grade Two

| Essential Understandings | Guided Questions | |
|---|--|---|
| <ul style="list-style-type: none"> • Music has basic elements and structure. • Musicians create different effects by changing musical elements. • Creating music involves problem solving. | <ul style="list-style-type: none"> • How does the composer use the basic elements of music within a select structure? • How does changing one musical element alter the composition? • How does a composer's experience influence music? • How might a composer refine a musical creation? • What cooperative skills and social skills might composers use? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</p> <p>Academic Expectation 2.23 Students analyze works of art and make presentations to convey a point of view.</p> <p>Academic Expectation 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p> | <ul style="list-style-type: none"> • Exploring and improvising • Composing and arranging | <p>Students will:</p> <ul style="list-style-type: none"> • explore musical instruments • invent "question" and "answer" phrases of a determined length • improvise both rhythmic and melodic "question" and "answer" phrases • improvise simple rhythmic and melodic ostinato patterns • improvise to familiar melodies through movement • compose short songs and instrumental pieces within given musical guidelines • use a variety of sound sources when composing music (e.g., body percussion, invented instruments) • compose rhythmic/melodic ostinatos • arrange simple original pieces for voices or instruments using a variety of forms (canon, round, binary, ternary, and rondo form) • use technology to collect and organize ideas, and compose musical pieces (e.g., finale) |

Reading and Notating Music
Kindergarten through Grade Two

| Essential Understandings | Guided Questions | |
|--|--|--|
| <ul style="list-style-type: none"> • Music consists of basic elements and form. • Musicians utilize a system of symbols to convey meaning. | <ul style="list-style-type: none"> • How are musical elements and form indicated? • How are forms of music similar and different? • How do musicians identify individual written symbols? • How do musicians create combinations of written symbols? • How does working together benefit the production of music? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>Academic Expectation 1.3 Students make sense of the various things they observe.</p> <p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</p> <p>Academic Expectation 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> | <ul style="list-style-type: none"> • Reading and notating music | <p>Students will:</p> <ul style="list-style-type: none"> • represent musical elements through movement and graphic and standard notation • recognize, read, notate, and correctly perform music using graphic and standard notation for form, timbre, meter, rhythm, tonality, intervals, dynamics, tempo (fast and slow), and articulation • use systems describing how music is similar or different (e.g., verse/refrain, binary, ternary) • recognize duple and triple meters ((2/4, 4/4, and 3/4) • apply and organize rhythm (eighth, quarter, half, and whole notes/rests) • use a system (i.e. syllables, numbers, or letters) to read simple pitch notation in treble clef • recognize melodic intervals (step, skip, leap, repeat) • practice reading and notating with technology (e.g., Music Ace Maestro) |

Listening, Analyzing, Describing, and Evaluating Music and Music Performances

Kindergarten through Grade Two

| Essential Understandings | Guided Questions | |
|---|--|--|
| <ul style="list-style-type: none"> • Musicians express ideas and emotions through music and assorted performance venues. • People interpret music and musical performances in different ways. • People experience music and performances through their various senses. • Musical performances portray and transmit culture. | <ul style="list-style-type: none"> • How are new ideas generated by listening to and watching others? • Why do people have diverse responses to music? • How does the musician communicate ideas and feelings? • How do different types of music and performances make you feel? • What are appropriate audience responses and behaviors for various musical venues? • How do purpose and audience influence choices in music? • How might an understanding of a culture enhance the listener's experience? • Why are there different styles in music? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>Academic Expectation 2.23 Students analyze works of art and make presentations to convey a point of view.</p> <p>Academic Expectation 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 2.3 Students identify and analyze systems and the ways the components work together or affect each other.</p> <p>Academic Expectation 2.34 Students perform physical movement skills effectively in a variety of settings.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p> | <ul style="list-style-type: none"> • Listening, analyzing , and describing • Evaluating music and music performances | <p>Students will:</p> <ul style="list-style-type: none"> • respond through movement to musical and drama elements and styles • use appropriate music terminology to explain dynamics, tempi, articulation, and musical performances • identify simple music forms (e.g., call and response, binary, ternary) • identify instrumental sounds and human voices • compare and contrast similarities and differences between musical selections and performances • use musical terminology, movement, and/or art to positively critique their own and others' performances and compositions • evaluate the effectiveness of sets, music, costumes, lighting, and sound in conveying the intended emotion and message |

Understanding Relationships between Music, Fine Arts, and Other Academic Disciplines

Kindergarten through Grade Two

| Essential Understandings | Guided Questions | |
|---|---|--|
| <ul style="list-style-type: none"> • Musical study can highlight basic relationships between fine arts and other academic disciplines. • Historical and cultural influences shape music. • Musical evolution enriches and deepens human understanding. | <ul style="list-style-type: none"> • How does music study help people perceive things in different ways? • How does music study promote the understanding of relationships between fine arts and other disciplines? • How do historical and cultural influences impact music? • What influences a musician's style? • How is the music of various cultures similar and different? • How do people understand history and cultures through the study of music? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.14 Students make sense of ideas and communicate ideas with music.</p> <p>Academic Expectation 1.15 Students make sense of and communicate ideas with movement.</p> <p>Academic Expectation 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 2.58 Students demonstrate an understanding of the relationship between faith and culture as it is found in the arts, sciences, and technology.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p> | <ul style="list-style-type: none"> • Music and fine arts • Music and other disciplines • Music culture and history | <p>Students will:</p> <ul style="list-style-type: none"> • compare and contrast the use of terms common to the various fine arts (e.g., line, color, pattern) • identify and describe relationships between the study of music and theatre, dance, opera, and visual art • apply music principles to curricular areas (e.g., math: geometric shapes used in simple folk dancing; science: sound production related to vibrations) • perform world songs, speech chants, poems, and rhymes in English and other languages • perform body percussion, hand clap games, jump rope rhymes, circle games, marches, and folk dances from a variety of world cultures • dramatize childhood stories and literature (e.g., Mother Goose, multicultural fables, and fairy tales) • compare and contrast how elements of music are used throughout the world • identify various uses of music within culture (e.g., lullaby, patriotic songs, work songs, religious hymns) • identify the role of musicians within a social structure (e.g., cantor, orchestral conductor, master drummer) • model appropriate audience behavior according to cultural etiquette |

Singing Grades Three through Five

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> Participation involves engaged listening and focused performance skills. Unique elements characterize different vocal styles and interpretations. Music enhances communication of information, ideas, and feelings. | <ul style="list-style-type: none"> How does working together benefit the production of music? How does engaged listening improve the sound of the ensemble? How do the elements of music distinguish distinctive vocal styles? How does changing one or more musical elements make the listener respond differently? How are ideas and emotions expressed in a song? How does the singer communicate information, ideas, and feelings? How does the same song evoke different reactions from different listeners? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.14 Students make sense of ideas and communicate ideas with music.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 2.64 Students demonstrate recognition of the sacredness of time through the celebration of the hours, liturgical seasons, and special feasts and days.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p> <p>Academic Expectation 7.4 Students participate actively in a community of faith.</p> | <ul style="list-style-type: none"> Vocal pedagogy Speech, chant, and song repertoire Solfege syllables Rhythmic syllables Meter Vocal harmony | <p>Students will:</p> <ul style="list-style-type: none"> participate in vocal warm-up exercises (e.g., breathing, vowels, tone placement, body alignment, diction) demonstrate high/low melodic contour produce sound using head voice and chest voice sing with appropriate timbre, diction, and body alignment, maintaining a steady tempo follow conducting cues related to dynamics, phrasing, and interpretation speak, chant, and sing expressively and accurately while following the conductor sing, individually and in groups, a variety of musical styles, tempi, rhythms, pentatonic melodies, and tonal centers perform a varied repertoire (e.g., American folk songs, world folk songs, popular songs, nursery rhymes, poetry) sing hymns and responses for liturgies match and perform pitches perform rhythm patterns perform simple ostinati in varied metric patterns model basic conducting patterns perform partner songs, canons, rounds, and vocal ostinati perform in two-part and three-part harmony |

| Instruments Grades Three through Five | | |
|---|---|---|
| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> Performing on instruments enriches and extends experiences and understandings. Musicians change and combine elements of music to produce an effect. Music enhances communication of information, ideas, and feelings. Music portrays and transmits culture. | <ul style="list-style-type: none"> How does performing on instruments enrich and extend experiences and understandings? What influences musicians when they choose to perform on select instruments? How does working together benefit the production of instrumental ensemble music? How do musicians change the instrumentation and dynamics to serve the music? How does the change and combination of elements of music lead to a desired effect? How are forms of music similar and different? How does performing instrumental music enhance the communication of information, ideas, and feelings? What factors influence a musician's style? How is the music of various cultures similar and different? In what ways does multicultural music impact our knowledge and understanding of history, people, and environments? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</p> <p>Academic Expectation 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p> | <ul style="list-style-type: none"> Instrumental pedagogy Speech, chant, body percussion, and pitched and non-pitched percussion repertoire | <p>Students will:</p> <ul style="list-style-type: none"> demonstrate competence in setting up, playing, caring for, and putting away instruments model body placement, breath control, and bowing/stick control relating to use of pitched and non-pitched instruments perform in ensembles expressively and accurately, blending timbres, dynamic levels, phrasing, and interpretation while responding correctly to teacher/student conducting cues perform with an increasing range of dynamics, phrasing, and expression analyze ways instruments of various families create sound, ways size of instruments affects pitch, and ways different playing techniques affect sound perform complex accompaniments: speech, chant, body percussion, bordun, rhythmic ostinati, tremolos, and glissandi perform on instruments, in a group/individually, a variety of musical styles, rhythms, and tonal centers perform on a wide assortment of standard, ethnic, and homemade instruments (e.g., xylophones, drums, recorders, PVC pipe, tuned glasses) perform using body percussion and/or instruments in a liturgical setting |

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| | <ul style="list-style-type: none"> • Meter and rhythmic imitation • Melodic and harmonic imitation | <ul style="list-style-type: none"> • perform in instrumental ensembles (e.g., recorder, hand bells, strings, brass, keyboard) • apply conducting patterns • play ostinato patterns • perform complex rhythms • echo-sing melodic patterns using pitches with text, letter names, and solfege syllables • play melodic ostinati, canons, and rounds • perform complex pitches • sight-read music for a variety of instruments using limited pitches and rhythms • perform two- to four-part canons/rounds |
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**Improvising and Composing
Grades Three through Five**

| Essential Understandings | Guided Questions | |
|---|--|---|
| <ul style="list-style-type: none"> • Creating and composing music involves analytical and divergent thinking. • Musicians change, develop, and combine unique elements to create different musical forms. • Independent musical improvisation occurs as a result of ongoing melodic and harmonic exploration and practice. | <ul style="list-style-type: none"> • How does the musician determine the most appropriate musical form? • What is the difference between imitating given material and creating new material? • How do feedback and self-reflection help in refining music? • How does positive evaluation or critique of music impact the musician’s work? • How do purpose and audience influence choices in music? • How can listening to and watching others generate new ideas? • How does working together benefit the production of music? • How does the musician improvise through exploration of melody? • How does the musician improvise through exploration of harmony? • How does an evaluation process impact the musician’s work? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</p> <p>Academic Expectation 2.23 Students analyze works of art and make presentations to convey a point of view.</p> <p>Academic Expectation 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p> | <ul style="list-style-type: none"> • Exploring and improvising • Composing and arranging | <p>Students will:</p> <ul style="list-style-type: none"> • invent “question” and “answer” phrases of a determined length • improvise both rhythmic and melodic “question” and “answer” phrases • improvise rhythmic and melodic ostinato patterns • create improvisation based on familiar melodies using movement, rhythmic variation, and melodic and/or harmonic embellishment • improvise within given musical guidelines exploring how musical elements create unity and variety • create music to accompany literature/poetry, liturgical readings, folklore, and dramatizations • improvise more complex rhythmic, melodic, and harmonic accompaniments • improvise short melodies using varied styles, meters, and tonalities • compose short songs and instrumental pieces within given musical guidelines (e.g., unison, two-part and three-part harmony) • use a variety of sound sources when composing music (e.g., body percussion, invented instruments) • compose rhythmic/melodic ostinati • arrange simple original pieces for voices or instruments using a variety of forms (canon, round, binary, ternary, and rondo form) • compose within given musical guidelines exploring how musical elements create unity and variety • compose music to accompany literature/poetry, liturgical readings, folklore, and dramatizations • use technology to collect and organize ideas and compose musical pieces (e.g., finale) |

Reading and Notating Music
Grades Three through Five

| Essential Understandings | Guided Questions | |
|--|--|--|
| <ul style="list-style-type: none"> • Musicians make sense of symbols. • Many musicians communicate through a common written language. • Musicians create varied forms. | <ul style="list-style-type: none"> • How do musicians make sense of individual written symbols? • How do musicians make sense of combinations of written symbols? • How do musicians communicate through a common written language? • Why is music sometimes called the “universal language”? • What might be the limitations of a written musical language? • How are forms of music similar and different? • How does working together benefit the production of music? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>Academic Expectation 1.3 Students make sense of the various things they observe.</p> <p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</p> <p>Academic Expectation 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> | <ul style="list-style-type: none"> • Reading and notating music | <p>Students will:</p> <ul style="list-style-type: none"> • represent musical elements through movement and graphic and standard notation • recognize, read, notate, and correctly perform music using graphic and standard notation • use systems describing how music is similar or different (e.g., verse/refrain, binary, ternary) • recognize duple (2/4 and 4/4), triple (3/4), and compound meters (6/8) • apply and organize rhythm (simple syncopation, dotted quarter note, dotted half note, eighth rest, sixteenth notes, sixteenth rest, triplets) • use a system (i.e. syllables, numbers, or letters) to read simple pitch notation in treble clef with pentatonic, major, minor, ethnic scales • recognize melodic intervals (step, skip, leap, repeat) • perform with additional solfege fa and ti syllables • perform chordal patterns (e.g., bordun, triads, arpeggio, I, IV, V) • illustrate two and three part harmonizations • apply ff, f, mf, mp, pp, crescendo, and decrescendo • apply tempo markings (e.g., allegro, moderato, adagio, largo) • perform articulation markings (e.g., legato, staccato, marcato, accent) • perform expression markings (e.g., animato, cantabile, dolce) • practice reading and notating with technology (e.g., Music Ace Maestro) • sight-read music for a variety of instruments |

Listening, Analyzing, Describing, and Evaluating Music and Music Performances

Grades Three through Five

| Essential Understandings | Guided Questions | |
|---|---|---|
| <ul style="list-style-type: none"> • Unique elements characterize different musical forms. • Music enhances communication of information, ideas, and feelings. • Musical performances portray and transmit culture. • Evaluating a variety of musical performances promotes deeper understanding of the universality of musical expression. | <ul style="list-style-type: none"> • How are unique elements characteristic of different musical forms? • How are forms of music similar and different? • How can music increase the effectiveness of communication? • How are feelings and attitudes reflected in music? • How do artists choose and combine art forms to communicate? • How do purpose and audience influence choices in music? • How are new ideas generated by listening to and watching others? • Why do people have diverse responses to music? • What are appropriate audience responses to an art form or presentation? • In what way is an evaluation process most meaningful? • How does constructive feedback and self-reflection help in refining music? • How can listening to and watching others generate new ideas? • How does working together benefit the production of music? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>Academic Expectation 2.23 Students analyze works of art and make presentations to convey a point of view.</p> <p>Academic Expectation 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 2.3 Students identify and analyze systems and the ways the components work together or affect each other.</p> <p>Academic Expectation 2.34 Students perform physical movement skills effectively in a variety of settings.</p> | <ul style="list-style-type: none"> • Listening, analyzing, and describing • Evaluating music and music performances | <p>Students will:</p> <ul style="list-style-type: none"> • respond through movement to musical elements and styles • describe musical styles (e.g., ethnic, band, orchestral, jazz, folk) • use appropriate music terminology to explain meter, rhythm, dynamics, tempi, articulation, tonality, chords, harmonization, and musical performances • identify music forms (e.g., call and response, binary, ternary, rondo, theme, variation) • classify instrumental sounds and human voices • compare and contrast similarities and differences between musical selections and performances • demonstrate similarities/differences between musical instrumentation, elements, and style through written, verbal, and artistic expression • apply rubrics to assess peers and self • evaluate the effectiveness of sets, music, costumes, lighting, and sound in conveying the intended emotion and message |

Understanding Relationships between Music, Fine Arts, and Other Academic Disciplines

Grades Three through Five

| Essential Understandings | Guided Questions | |
|---|---|--|
| <ul style="list-style-type: none"> • Musical study can clarify and illuminate myriad relationships between fine arts and other academic disciplines. • Music is shaped by and influences history and culture. • Musical evolution enriches and deepens understanding of history and culture. | <ul style="list-style-type: none"> • How does music study help people see a broader viewpoint? • How does music study promote the understanding of relationships between fine arts and other disciplines? • What historical and cultural factors influence a musician's style? • Why do people have diverse responses to music? • How is the music of various cultures similar and different? • How does music affect knowledge and understanding of history, people, and environments? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.14 Students make sense of ideas and communicate ideas with music.</p> <p>Academic Expectation 1.15 Students make sense of and communicate ideas with movement.</p> <p>Academic Expectation 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 2.58 Students demonstrate an understanding of the relationship between faith and culture as it is found in the arts, sciences, and technology.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p> | <ul style="list-style-type: none"> • Music and fine arts • Music and other disciplines • Music, culture, and history | <p>Students will:</p> <ul style="list-style-type: none"> • compare and contrast the use of terms common to the various fine arts • identify and describe relationships between the study of music and theatre, dance, opera, and visual art • apply music principles to curricular areas (e.g., math: fractions and note values; science: the human hearing process and causes of hearing loss) • perform world songs, speech chants, poems, and rhymes in English and other languages • perform body percussion, hand clap games, jump rope rhymes, circle games, marches, and folk dances from a variety of world cultures • dramatize childhood stories and literature (e.g., Mother Goose, multicultural fables, and fairy tales) • compare and contrast how elements of music are used throughout the world • identify various uses of music within culture (e.g., lullaby, patriotic songs, work songs, religious hymns) • identify the role of musicians within a social structure (e.g., cantor, orchestral conductor, master drummer) • model appropriate audience behavior according to cultural etiquette |

Singing Grades Six through Eight

| Essential Understandings | Guided Questions | |
|---|---|---|
| <ul style="list-style-type: none"> Participation involves engaged listening and focused performance skills. Unique elements characterize different vocal styles and interpretations. Music and musical styles enhance communication of information, ideas, and feelings. | <ul style="list-style-type: none"> How does working together benefit the production of music? How does engaged listening improve the sound of the ensemble? What challenges are presented by the maturing voice? How do the elements of music distinguish distinctive vocal styles? How does changing one or more musical elements make the listener respond differently? How are ideas and emotions expressed in a song? How does the singer communicate information, ideas, and feelings? How does the same song evoke different reactions from different listeners? How does mastery of basic elements impact development of style? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</p> <p>Academic Expectation 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p> <p>Academic Expectation 2.28 Students understand and communicate in a second language.</p> | <ul style="list-style-type: none"> Vocal pedagogy Speech, chant, and song repertoire Solfège syllables Rhythm Meter Vocal harmony | <p>Students will:</p> <ul style="list-style-type: none"> participate in vocal warm-up exercises (e.g., breathing, vowels, tone placement, body alignment, diction) produce sound using head voice and chest voice sing with appropriate timbre, unified vowels, diction, and body alignment in groups, small ensembles, and independently respond to increasingly complex conductor cues indicating changes in meter, volume, tempo, and expression simultaneously speak, chant, and sing expressively and accurately sing, individually and in groups, a variety of musical styles, tempi, rhythms, and tonal centers perform a varied repertoire (e.g., American folk songs, world folk songs, popular songs, songs from musical theater, art songs, poetry) sing hymns and responses for liturgies demonstrate leadership in liturgies (e.g., music planner, cantor, choral ensemble/choir singer) sing multi-part choral literature match and perform pitches sight-sing unison or two-part music perform polyrhythmic patterns demonstrate standard counting or syllables perform simple ostinati in varied metric patterns model basic conducting patterns conduct metric patterns of duple and triple meter perform partner songs, canons, rounds, and vocal ostinati perform in multi-part harmony |

Instruments

Grades Six through Eight

| Essential Understandings | Guided Questions | |
|--|--|---|
| <ul style="list-style-type: none"> Performing on instruments enriches and extends experiences and understandings. Musicians change and combine elements of music to produce an effect. Music and musical styles enhance communication of information, ideas, and feelings. Music portrays and transmits culture. | <ul style="list-style-type: none"> How does performing on instruments enrich and extend experiences and understandings? What influences musicians when they choose to perform on select instruments? How does working together benefit the production of instrumental ensemble music? How do musicians change the instrumentation and dynamics to serve the music? How does the change and combination of elements of music lead to a desired effect? How are forms of music similar and different? How does mastery of basic elements impact development of style? How does performing instrumental music enhance the communication of information, ideas, and feelings? What factors influence a musician's style? How is the music of various cultures similar and different? In what ways does multicultural music impact our knowledge and understanding of history, people, and environments? | |
| <p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</p> <p>Academic Expectation 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view</p> | <ul style="list-style-type: none"> Instrumental pedagogy Speech, chant, body percussion, and pitched and non-pitched percussion repertoire | <p>Students will:</p> <ul style="list-style-type: none"> demonstrate competence in setting up, playing, caring for, and putting away instruments model body placement, breath control, and bowing/stick control relating to use of pitched and non-pitched instruments perform in ensembles expressively and accurately, blending timbres, dynamic levels, phrasing and interpretation while responding correctly to teacher/student conducting cues perform with an extensive range of dynamics, phrasing, expression, and interpretation analyze ways instruments of various families create sound, ways size of instruments affects pitch, and ways different playing techniques affect sound analyze and arrange various families of instruments for varied repertoire perform graded repertoire expressively (e.g., speech, chant, body percussion, bordun, rhythmic ostinati, tremolos, glissandi) while following teacher/student conductor perform on instruments, in a group/individually, a variety of musical style, rhythms, and tonal centers (e.g., recorder, hand bells, strings, brass, keyboard) perform on a wide assortment of standard, ethnic, and homemade instruments (e.g., xylophones, drums, recorders, PVC pipe, tuned glasses) perform using body percussion and/or instruments in a liturgical setting |

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| | <ul style="list-style-type: none"> • Meter and rhythmic imitation • Melodic and harmonic imitation | <ul style="list-style-type: none"> • play ostinato patterns • perform complex rhythms • apply conducting patterns in duple and triple meter • echo-sing melodic patterns using pitches with text, letter names, and solfege syllables • play melodic ostinati, canons, and rounds • perform complex pitches • sight-read music for a variety of instruments using scales and rhythms • perform two- to four-part canons/rounds • perform simple melodies by ear on a melodic instrument • perform simple accompaniments by ear on a harmonic instrument |
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Improvising and Composing Grades Six through Eight

| Essential Understandings | Guided Questions | |
|---|--|--|
| <ul style="list-style-type: none"> • Creating and composing music involves analytical and divergent thinking. • Purpose and audience influence the creation of music. • Musicians manipulate, develop, and combine unique compositional elements to create an effect. • Independent musical improvisation occurs as a result of ongoing melodic and harmonic exploration and practice. • Creating music requires ethical awareness, responsibility, and collaboration. | <ul style="list-style-type: none"> • How does the musician determine the most appropriate musical form? • How does constructive feedback and self-reflection help in refining music? • How do purpose and audience influence choices in music? • How do life experiences trigger a response to compose? • How do musicians manipulate, develop, and combine unique compositional elements to create an effect? • How can listening to and watching others generate new ideas? • How does working together benefit the production of music? • How does the musician improvise through exploration of melody? • How does the musician improvise through exploration of harmony? • How does an evaluation process impact the musician's work? • How does risk taking lead to development of personal style? • What role do ethics play in selecting ideas for creating musical works? • How does the musician use language and humor responsibly? • What is the difference between imitating given material and creating new material? • How is plagiarism related to responsible choices in music production? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</p> <p>Academic Expectation 2.23 Students analyze works of art and make presentations to convey a point of view.</p> <p>Academic Expectation 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p> | <ul style="list-style-type: none"> • Exploring and improvising | <p>Students will:</p> <ul style="list-style-type: none"> • invent "question" and "answer" phrases of a determined length • improvise both rhythmic and melodic "question" and "answer" phrases • improvise rhythmic and melodic ostinato patterns • create improvisation based on familiar melodies using movement, rhythmic variation, and melodic and/or harmonic embellishment • improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys • improvise and explore ways musical elements create unity and variety • create music to accompany literature/poetry, liturgical readings, folklore, and dramatizations • improvise complex rhythmic, melodic, and harmonic accompaniments • improvise short melodies using varied styles, meters, and tonalities |

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| | <ul style="list-style-type: none"> • Composing and arranging | <ul style="list-style-type: none"> • compose rhythmic/melodic ostinati • compose short songs and instrumental pieces within given musical guidelines (e.g., unison, two-part and three-part harmony) • use a variety of traditional and nontraditional sound sources when composing and arranging (e.g., body percussion, invented instruments) • arrange simple original pieces for voices or instruments using a variety of forms (canon, round, binary, ternary, and rondo form) • compose within given musical guidelines exploring how musical elements create unity and variety, tension and release • compose music to accompany literature/poetry, liturgical readings, folklore, and dramatizations • use technology to collect and organize ideas and compose musical pieces (e.g., finale) • arrange simple pieces for voices or instruments other than those for which the pieces were written • use technology to collect and organize ideas and compose musical pieces (e.g., finale) |
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Reading and Notating Music
Grades Six through Eight

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • Musicians apply standard notation symbols. • Many musicians communicate through a common written language. • Musicians create varied forms. | <ul style="list-style-type: none"> • How do musicians apply standard notation symbols? • How do musicians combine standard notation symbols? • How do musicians communicate through a common written language? • Why is music sometimes called the “universal language”? • What might be the limitations of a written musical language? • How do musicians use symbols and elements to create form and express ideas, moods, and/or feelings? • How are forms of music similar and different? • How does working together benefit the production of music? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>Academic Expectation 1.3 Students make sense of the various things they observe.</p> <p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</p> <p>Academic Expectation 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> | <ul style="list-style-type: none"> • Reading and notating music | <p>Students will:</p> <ul style="list-style-type: none"> • demonstrate musical elements through movement and graphic and standard notation • recognize, read, notate, and correctly perform music using graphic and standard notation • use systems describing how music is similar or different (e.g., call and response, canon, fugue, theme and variation, sonata, twelve-bar blues, jazz) • recognize duple, triple, compound, and mixed meters • apply and organize rhythm (simple syncopation, dotted quarter note, dotted half note, eighth rest, sixteenth notes, sixteenth rest, triplets) • use a system to read standard notation in bass and treble clef (e.g., pentatonic, major, minor, ethnic scales, blues, jazz, whole tone scales) • recognize melodic intervals (step, skip, leap, repeat) • perform I IV V chordal progressions • illustrate multi-part harmonization • apply ff, f, mf, mp, pp, crescendo, and decrescendo • apply tempo markings (e.g., presto, scherzo, allegro, moderato, cantabile, dolce, adagio, largo) • perform articulation markings (e.g., legato, staccato, marcato, accent) • perform expression markings (e.g., animato, cantabile, dolce) • practice reading and notating with technology (e.g., Music Ace Maestro, finale) • sight-read music for a variety of instruments |

Listening, Analyzing, Describing, and Evaluating Music and Music Performances

Grades Six through Eight

| Essential Understandings | Guided Questions | |
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| <ul style="list-style-type: none"> • Unique elements characterize different musical forms. • Music enhances communication of information, ideas, and feelings. • Musical performances portray and transmit culture. • Evaluating a variety of musical performances promotes deeper understanding of the universality of musical expression. | <ul style="list-style-type: none"> • How are unique elements characteristic of different musical forms? • How are forms of music similar and different? • How can music increase the effectiveness of communication? • How are feelings and attitudes reflected in music? • How do artists choose and combine art forms to communicate? • How are consumer choices influenced by music? • How does the musician know if a selection communicates intended ideas or feelings? • How are new ideas generated by listening to and watching others? • Why do people have diverse responses to music? • What are appropriate audience responses to an art form or presentation? • How does consideration of function influence the creation of a musical selection? • How do purpose and audience influence choices in music? • In what way is an evaluation process most meaningful? • How do reflection and evaluation promote personal growth in the arts? • How does constructive feedback and self-reflection help in refining music? • How can listening to and watching others generate new ideas? • How does collaboration with others contribute to the production of musical works? • How does personal experience influence appreciation of music? • What are the criteria for judging how effectively a musical work communicates? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>Academic Expectation 2.23 Students analyze works of art and make presentations to convey a point of view.</p> <p>Academic Expectation 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> | <ul style="list-style-type: none"> • Listening, analyzing, and describing music and music performances • Evaluating music and music performances | <p>Students will:</p> <ul style="list-style-type: none"> • respond through movement to musical elements and styles • describe musical styles (e.g., ethnic, band, orchestral, jazz, folk) • use appropriate music terminology to explain meter, rhythm, dynamics, tempi, articulation, tonality, chords, harmonization, and musical performances • identify music forms (e.g., call and response, canon, fugue, theme and variation, sonata, twelve-bar blues, jazz) • classify instrumentation and human voices (e.g., soprano, alto, tenor, bass) • analyze and demonstrate similarities/differences between musical instrumentation, elements, and style through written, verbal, and artistic expression • apply rubrics to assess peers and self |

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| <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 2.3 Students identify and analyze systems and the ways the components work together or affect each other.</p> <p>Academic Expectation 2.34 Students perform physical movement skills effectively in a variety of settings.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p> | | <ul style="list-style-type: none"> • use musical terminology, movement, or art to constructively critique performances and compositions • evaluate the effectiveness of sets, music, costumes, lighting, and sound in conveying the intended emotion and message |
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Understanding Relationships between Music, Fine Arts, and Other Academic Disciplines Grades Six through Eight

| Essential Understandings | Guided Questions | |
|---|--|---|
| <ul style="list-style-type: none"> • Music forms an integral part of the human experience. • Musical study can clarify and illuminate myriad relationships between fine arts and other academic disciplines. • Music is shaped by and influences history and culture. • Musical evolution enriches and deepens understanding of history and culture. | <ul style="list-style-type: none"> • How do events, cultures, people, and environments affect development of musical styles? • How does music study help people see a broader viewpoint? • How does music study promote the understanding of relationships between fine arts and other disciplines? • What historical and cultural factors influence a musician's style? • Why do people have diverse responses to music? • How does the use of technology impact a musician's style? • How does music affect knowledge and understanding of history, people, and environments? • Why are there different styles in music? • How does music contribute to an appreciation of and respect for different people and environments? • How does music influence culture and events over time? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.14 Students make sense of ideas and communicate ideas with music.</p> <p>Academic Expectation 1.15 Students make sense of and communicate ideas with movement.</p> <p>Academic Expectation 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 2.58 Students demonstrate an understanding of the relationship between faith and culture as it is found in the arts, sciences, and technology.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p> | <ul style="list-style-type: none"> • Music and fine arts • Music and other disciplines • Music, culture, and history | <p>Students will:</p> <ul style="list-style-type: none"> • compare and contrast the use of terms common to the various fine arts • identify and describe relationships between the study of music and theatre, dance, opera, and visual art • apply music principles to curricular areas (e.g., math: fractions and note values; science: the human hearing process and causes of hearing loss) • perform world songs, speech chants, poems, and rhymes in English and other languages • perform complex movement repertoire (e.g., body percussion, hand clap games, jump rope rhymes, circle games, marches, swing dance, jazz steps, ethnic dances, folk dances from a variety of world cultures) • dramatize stories and literature (e.g., plays, Shakespeare, Scripture) • compare and contrast how elements of music are used throughout the world • identify various uses of music within culture (e.g., lullaby, patriotic songs, work song, religious hymns) • identify the role of musicians within a social structure (e.g., cantor, orchestral conductor, master drummer) • analyze the relationships between historical and social events and music • model appropriate audience behavior according to cultural etiquette |

Physical Education Curriculum Framework

PHYSICAL EDUCATION

PHILOSOPHY/RATIONALE AND THE CURRICULUM GUIDE

Philosophy/Rationale

In Archdiocese of Louisville schools, we believe and understand that each person is created in God's image as unique and loveable. As independent thinkers, lifelong learners, and caretakers of our bodies and the environments in which we dwell, we should practice the principles of stewardship and preserve these gifts from God. A comprehensive and fully implemented physical education program for each Catholic school provides students with the knowledge and competencies to build healthy bodies and minds.

Curriculum Guide

In 1999, the *Archdiocese of Louisville Physical Education/ Exercise Science Curriculum Guide* was introduced. This curriculum guide replaced the former physical education curriculum guide from 1986. In 2009, this guide was revised and renamed the *Archdiocese of Louisville Physical Education Curriculum Guide*.

The area of physical education has undergone significant changes. The new guide reflects those changes, is based upon the latest research and best practices, and is aligned with national standards from the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) and the National Association for Sport and Physical Education (NASPE).

The guide contains grade level outcomes/ standards for five core content areas that are as follows:

- Motor Skills and Movement Patterns
- Components of Movement
- Physical Activity and Fitness
- Sportsmanship
- Healthy Lifestyle

The guide also includes assessment information, a variety of resources, and a glossary to support teachers at all levels of expertise with implementation of the local physical education curriculum.

If a school does not have a full time/part time physical education teacher and the physical education curriculum is taught in the regular classroom, those teachers should have copies of the curriculum framework and access to the curriculum guide to assist them with implementation of the local physical education curriculum. Copies of the Archdiocese of Louisville Physical Education Curriculum Framework and Curriculum Guide can be found on the Archdiocese of Louisville website, www.archlou.org.

Physical Education Curriculum Framework

Archdiocese of Louisville

National Standards for Physical Education

The K-8 Physical Education Curriculum Framework in the Archdiocese of Louisville is aligned with the Content Standards from the National Association for Sport and Physical Education (NASPE).

Content Standards in Physical Education

National Association for Sport and Physical Education

A physically educated person:

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities
- Participates regularly in physical activity
- Achieves and maintains a health-enhancing level of physical fitness
- Exhibits responsible personal and social behavior that respects self and others in physical activity settings
- Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

Reprinted from *Moving into the Future: National Standards for Physical Education* (2004) with permission from the National Association for Sport and Physical Education (NASPE), 1900 Association Drive, Reston, VA 20191-1599.

Content Guidelines: Kindergarten through Grade Eight

| Motor Skills and Movement Patterns | Components of Movement | Physical Activity and Fitness | Sportsmanship | Healthy Lifestyles |
|---|--|---|--|---|
| <ul style="list-style-type: none"> • Motor skills <ul style="list-style-type: none"> • Locomotor skills • Non-locomotor skills • Manipulative skills <ul style="list-style-type: none"> • Eye-hand coordination and control • Eye-foot coordination and control • Body awareness <ul style="list-style-type: none"> • Spatial awareness • Movement exploration • Rhythmic movement and dance <ul style="list-style-type: none"> • Patterns and sequences • Types of dance | <ul style="list-style-type: none"> • Cognitive skills <ul style="list-style-type: none"> • Body awareness • Movement education • Safety • Fitness • Sport and dance | <ul style="list-style-type: none"> • Body preparation <ul style="list-style-type: none"> • Warm-up • Cool-down • Flexibility • Agility • Muscular strength and endurance • Cardio-respiratory endurance • Lifelong fitness | <ul style="list-style-type: none"> • Social interaction <ul style="list-style-type: none"> • Cooperation • Self-expression • Relationships • Respect for individual differences • Safety <ul style="list-style-type: none"> • Directions and rules • Respect for self, others, facilities, and equipment | <ul style="list-style-type: none"> • Health and wellness <ul style="list-style-type: none"> • Physical health • Mental health • Nutrition • Hygiene • Body systems • Safety • Substance use / abuse • Consumerism |

**Archdiocese of Louisville
Curriculum Framework
Physical Education**

| Motor Skills and Movement Patterns Kindergarten through Grade Two | | |
|--|---|--|
| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> Competence in movement skills enhances active lifestyles. | <ul style="list-style-type: none"> How are basic motor skills performed in creative and efficient ways? How are basic motor skills linked to perform simple movement sequences? How are basic motor skills used in games, sports, and activities? How do we use space, time, and energy in movement? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.15 Students make sense of and communicate ideas with movement.</p> <p>Academic Expectation 2.34 Students perform physical movement skills effectively in a variety of settings.</p> <p>Academic Expectation 2.35 Students demonstrate knowledge and skills that promote involvement in physical activity throughout their lives.</p> <p>Academic Expectation 2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.</p> <p>Related Academic Expectations 3.1, 3.3, 3.4, 3.5, 4.3, 5.4, 6.2, 6.3</p> | <ul style="list-style-type: none"> Motor skills <ul style="list-style-type: none"> Locomotor skills Non-locomotor skills Manipulative skills <ul style="list-style-type: none"> Eye-hand coordination and control Eye-foot coordination and control Body awareness <ul style="list-style-type: none"> Spatial awareness Movement exploration Rhythmic movement and dance <ul style="list-style-type: none"> Patterns and sequences Types of dance | <p>Students will:</p> <ul style="list-style-type: none"> control movements in a variety of pathways (ex. straight, sideways, diagonal, zigzag, circular, curve, and backward) jump and land using a continuation of one and two foot take-off and landing change direction quickly balance, demonstrating momentary stillness, using a variety of body parts and body positions throw a ball using basic form (underhand and overhand) catch, using a variety of objects and proper hand positions (e.g., balloon, scarf, foam ball, whiffle ball, tennis ball, and football) dribble, using foot or hand strike the ball using a variety of manipulatives jump a rope continuously (turned by others or self-turned) skip, hop, gallop, and slide using a variety of mature motor patterns use the inside, outside, and top of the foot to kick a stationary or slowly moving ball, using a smooth continuous approach demonstrate a variety of relationships with objects (e.g., over, under, behind, through, and alongside) safely chase, flee, and dodge log roll (right and left) without hesitating or stopping cross the midline of the body (e.g., touch elbow to opposite knee) place a variety of body parts into high, middle, and low levels form round, narrow, wide, and twisted body shapes alone and with a partner combine a variety of traveling patterns in time to music combine shapes, levels, and pathways into simple sequences perform a variety of simple folk, square, children's, and creative dances (e.g., hokey pokey, chicken dance, tinkling, and ribbon dances) |

**Archdiocese of Louisville
Curriculum Framework
Physical Education**

| Components of Movement Kindergarten through Grade Two | | |
|---|--|--|
| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Knowledge of the human body supports wellness. • Competency in movement skills enhances an active lifestyle. • Safe practices and responsible choices protect the individual. • Physical fitness improves well-being. • Practice increases competency over time. | <ul style="list-style-type: none"> • How are the various body parts used in physical activity and movement? • How does an understanding of movement impact daily activity? • When are specific safety precautions appropriate to a situation? • Why is it important to warm up and cool down in connection to physical activity? • How does the body change during and after continued physical activity? • How do cue words enhance skill development? • Why are the basic sport skills important? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.</p> <p>Academic Expectation 2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.</p> <p>Related Academic Expectations 3.1, 3.3, 3.4, 3.5</p> | <ul style="list-style-type: none"> • Cognitive skills <ul style="list-style-type: none"> • Body awareness • Movement education • Safety • Fitness • Sport | <p>Students will:</p> <ul style="list-style-type: none"> • identify selected body parts (e.g., palm, forearm, and instep) • identify body planes (e.g., front, back, and side) • identify movement education vocabulary (e.g., levels, pathways, and planes) • correct movement error following descriptive feedback • recognize appropriate safety practices in various situations • respond appropriately to verbal directions (listening skills) • understand the importance of warm-up and cool-down for physical activity • identify changes in the body during physical activity in regard to heart and respiration • repeat cue words in order to demonstrate and explain physical movements (e.g., for overhand throw – step with the opposite foot, lead with the elbow, follow through – step, elbow, and follow through) • explain the connection between appropriate practice and performance • apply basic skills to lead-up games |

**Archdiocese of Louisville
Curriculum Framework
Physical Education**

| Physical Activity and Fitness Kindergarten through Grade Two | | |
|--|---|--|
| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Physical fitness improves well-being. | <ul style="list-style-type: none"> • Why are warm-up and cool-down important? • Why is fitness important? • Why are the components of fitness essential to physical activity? • How is fitness measured? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.15 Students make sense of and communicate ideas with movement.</p> <p>Academic Expectation 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.</p> <p>Academic Expectation 2.34 Students perform physical movement skills effectively in a variety of settings.</p> <p>Academic Expectation 2.35 Students demonstrate knowledge and skills that promote involvement in physical activity throughout their lives.</p> <p>Academic Expectation 3.2 Students demonstrate the ability to maintain a healthy lifestyle.</p> <p>Related Academic Expectations 2.29, 3.1, 3.3, 3.4, 3.5</p> | <ul style="list-style-type: none"> • Body preparation <ul style="list-style-type: none"> • Warm-up • Cool-down • Flexibility • Agility • Muscular strength and endurance • Cardio-respiratory endurance • Lifelong fitness | <p>Students will:</p> <ul style="list-style-type: none"> • engage in locomotor movements to elevate heart rate and respiration (e.g., jogging, jumping jacks, and skipping) • engage in relaxation methods to decrease heart rate and respiration (e.g., yoga poses, deep breathing, and stretching) • move joints through a full range of motions (e.g., basic stretching, yoga, and Pilates) • change direction quickly and safely in response to a signal (e.g., shuttle run and tagging games) • support body weight while hanging, climbing, or balancing (e.g., push-ups, pull-ups, and wheelbarrow walking) • engage in a series of locomotor activities (hopping, walking, jumping, and running) without tiring easily • participate in a variety of games that increase breathing and heart rate (e.g., dance, various tagging games, and endurance run) • sustain activity for increasingly longer periods of time • identify changes in the body during physical activity • recognize positive feelings associated with physical activity • participate in daily vigorous activity (minimum of 60 minutes) |

**Archdiocese of Louisville
Curriculum Framework
Physical Education**

| Healthy Lifestyle Kindergarten through Grade Two | | |
|---|---|--|
| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Healthy choices promote wellness. • A positive self-concept contributes to well-being. • Safe practices protect individuals, families, and communities. • Knowledge of the human body supports wellness. | <ul style="list-style-type: none"> • What is wellness? • Why is physical activity important to being healthy? • How do healthy behaviors increase wellness? • How do food choices affect the body? • What are the similarities and differences between harmful and helpful drugs? • How do feelings affect actions? • Why are certain activities enjoyable to one person and not to another? • How do people stay safe? • When is it important to ask for help? • How are body systems used in physical activity? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.30 Students evaluate consumer products and services and make effective consumer decisions.</p> <p>Academic Expectation 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.</p> <p>Academic Expectation 2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.</p> <p>Academic Expectation 2.34 Students perform physical movement skills effectively in a variety of settings.</p> <p>Academic Expectation 2.35 Students demonstrate knowledge and skills that promote involvement in physical activity throughout their lives.</p> <p>Academic expectation 3.2 Students demonstrate the ability to maintain a healthy lifestyle.</p> <p>Related Academic Expectations 2.29, 3.1, 3.3, 3.4, 3.5</p> | <ul style="list-style-type: none"> • Health and wellness <ul style="list-style-type: none"> • Physical health • Mental health • Nutrition • Body systems • Safety • Substance use / abuse | <p>Students will:</p> <ul style="list-style-type: none"> • participate in daily physical activity and movement • demonstrate willingness to try new movements and activities • identify several activities that are personally enjoyable • express personal feelings on progress made while learning • recognize the importance of water hydration • understand the value of good nutrition • identify healthy snacks • explore basic body systems (e.g., pulse, bones, and muscles) • recognize school safety practices (e.g., bus, tornado, fire, earthquake, and intruder safety) • identify general health practices (personal hygiene) • identify safety practices • recognize safe usage of prescription and non-prescription medication • understand the impact of substance abuse (e.g., tobacco, alcohol, and drugs) |

**Archdiocese of Louisville
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**Archdiocese of Louisville
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| Motor Skills and Movement Patterns Grades Three through Five | | |
|--|--|---|
| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> Competence in movement skills enhances and encourages active lifestyles. | <ul style="list-style-type: none"> How does posture affect movement? How are basic motor skills linked to perform more complex movement sequences? How are motor skills performed in creative and efficient ways? How are motor skills used in games, sports, and activities? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.15 Students make sense of and communicate ideas with movement.</p> <p>Academic Expectation 2.34 Students perform physical movement skills effectively in a variety of settings.</p> <p>Academic Expectation 2.35 Students demonstrate knowledge and skills that promote involvement in physical activity throughout their lives.</p> <p>Academic Expectation 2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.</p> <p>Related Academic Expectations 3.1, 3.3, 3.4, 3.5, 4.3, 5.4, 6.2, 6.3</p> | <ul style="list-style-type: none"> Motor skills <ul style="list-style-type: none"> Locomotor skills Non-locomotor skills Manipulative skills <ul style="list-style-type: none"> Eye-hand coordination and control Eye-foot coordination and control Body and spatial awareness Rhythmic movement and dance <ul style="list-style-type: none"> Patterns and sequences Types of dance | <p>Students will:</p> <ul style="list-style-type: none"> control movements in a variety of pathways using mature motor skills (e.g., skipping, dodging, leaping, and fleeing by moving forward and backwards) leap, leading with either foot perform vertical and standing long jump using mature motor skills perform balance activities, with control, on a variety of objects maintain appropriate body alignment during physical activities (e.g., lifting, carrying, pushing, and pulling) change speed and direction quickly while traveling in response to a variety of rhythms throw a ball, using mature form, to a receiver catch objects of various sizes (e.g., playground ball, football, and basketball) using proper hand positions track and catch an object at different plane levels dribble a ball with control, using foot or hand strike a thrown ball consistently using a variety of manipulatives while demonstrating an appropriate grip and swing plane jump, repeatedly, a self-turned rope travel, without hesitation, in and out of a rope turned by others (e.g., single long rope and double dutch) punt using a smooth continuous approach cross the midline of the body (ex. juggling and cup stacking) support, lift, and control body weight in a variety of physical activities demonstrate good posture while lifting and carrying an object set defined boundaries, in regard to individual and group space combine a variety of traveling patterns in time to music develop patterns and combinations of movements into a repeatable sequence perform a variety of simple folk, square, line, and creative dances |

**Archdiocese of Louisville
Curriculum Framework
Physical Education**

| Components of Movement Grades Three through Five | | |
|---|--|---|
| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Knowledge of the human body supports wellness. • Safe practices and responsible choices protect the individual. • Physical fitness improves well-being. • Practice increases competency. | <ul style="list-style-type: none"> • How are the various body systems stimulated in physical activity and movement? • How do rules and responsible decisions decrease the risk of injury? • Why is it important to warm up and cool down in connection to physical activity? • How are the concepts of space, time, and energy used in movement? • Why is the practice of sport-related skills important? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.15 Students make sense of and communicate ideas with movement.</p> <p>Academic Expectation 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.</p> <p>Academic Expectation 2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.</p> <p>Related Academic Expectations 3.1, 3.3, 3.4, 3.5</p> | <ul style="list-style-type: none"> • Cognitive skills <ul style="list-style-type: none"> • Body awareness • Safety • Fitness • Sport and dance | <p>Students will:</p> <ul style="list-style-type: none"> • describe body systems (e.g., muscular and skeletal) • describe body planes (e.g., axis, posterior, and anterior) • analyze possible risks / injury associated with physical activity • respond appropriately to verbal directions (listening skills) • demonstrate the way heart rate is used to monitor exercise intensity (e.g., maximum and target heart rates) • identify the importance of appropriate warm-up and cool-down for physical activity • compare / contrast changes in the body during physical activity in regard to heart and respiration • explain the personal benefits of strength, flexibility, and endurance on the ability to perform various physical activities • identify and demonstrate the key elements of a proper grip • demonstrate transfer of weight from back foot to front foot • explain the connection between a skill and improvement • accurately recognize critical elements of a skill and provide feedback to a peer • describe approach, direction, and sequence of various sports skills • relate skills to complex lead-up games • apply critical elements of mature movement patterns • develop an awareness of movement as an art form |

**Archdiocese of Louisville
Curriculum Framework
Physical Education**

| Physical Activity and Fitness Grades Three through Five | | |
|--|---|--|
| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Physical fitness produces lifelong wellness. | <ul style="list-style-type: none"> • How do specific activities utilize the various components of fitness? • How are personal fitness levels measured? • How are personal fitness goals set? • How are strength, endurance, and flexibility increased? • How does exercise improve the structure and function of the human body? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.</p> <p>Academic Expectation 2.34 Students perform physical movement skills effectively in a variety of settings.</p> <p>Academic Expectation 2.35 Students demonstrate knowledge and skills that promote involvement in physical activity throughout their lives.</p> <p>Academic Expectation 3.2 Students demonstrate the ability to maintain a healthy lifestyle.</p> <p>Related Academic Expectations 2.29, 3.1, 3.3, 3.4, 3.5</p> | <ul style="list-style-type: none"> • Body preparation <ul style="list-style-type: none"> • Warm-up • Cool-down • Flexibility • Agility • Muscular strength and endurance • Cardio-respiratory endurance • Lifelong fitness | <p>Students will:</p> <ul style="list-style-type: none"> • engage in locomotor movements to elevate heart rate and respiration (e.g., jogging, jumping rope, and skipping) • engage in relaxation methods to decrease heart rate and respiration (e.g., yoga poses, deep breathing, and stretching) • move joints through a full range of motions (e.g., basic stretching, yoga, and Pilates) • engage in activities that build flexibility • change direction quickly and safely in response to a signal (e.g., shuttle run and tagging games) • engage in activities that build agility • support body weight for an extended period of time (e.g., push-ups and pull-ups) • engage in activities that build muscular strength and endurance • engage in activities that develop core strength • engage in physical activity without tiring easily • maintain heart rate within the target heart rate zone for a specified length of time • sustain activity for increasingly longer periods of time • engage in activities that build cardio-respiratory endurance • work to monitor, improve, and achieve personal fitness goals • evaluate changes in the body during physical activity • recognize positive feelings associated with physical activity • participate in daily vigorous activity (minimum of 60 minutes) |

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Curriculum Framework
Physical Education**

| Healthy Lifestyle Grades Three through Five | | |
|---|---|---|
| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Healthy choices promote overall health and fitness. • Healthy relationships and a positive self-concept contribute to personal development. • Healthy living requires knowledge of human structure and function. • Safe practices protect individuals, families, and communities. | <ul style="list-style-type: none"> • Why are physical activities important to a healthy life? • How do food choices and eating practices impact health and fitness? • What are strategies for building a positive self-concept? • What is the connection between stress and peer pressure? • How do structures and functions affect different body systems? • How do individuals differ in the way they grow and develop? • How do health problems affect physical activity? • How can various diseases be prevented? • What is the importance of having strategies in place for preventing and reporting emergencies? • What are basic first aid practices? • How are choices and behaviors related to health and safety? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.30 Students evaluate consumer products and services and make effective consumer decisions.</p> <p>Academic Expectation 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.</p> <p>Academic Expectation 2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.</p> <p>Academic Expectation 2.34 Students perform physical movement skills effectively in a variety of settings.</p> <p>Academic Expectation 2.35 Students demonstrate knowledge and skills that promote involvement in physical activity throughout their lives.</p> <p>Academic Expectation 3.2 Students demonstrate the ability to maintain a healthy lifestyle.</p> <p>Related Academic Expectations 2.29, 3.1, 3.3, 3.4, 3.5</p> | <ul style="list-style-type: none"> • Health and wellness <ul style="list-style-type: none"> • Physical health • Mental health • Nutrition • Body systems • Hygiene • Safety • Substance use / abuse | <p>Students will:</p> <ul style="list-style-type: none"> • choose and participate in daily physical activity and movement • demonstrate willingness to try new activities • engage in moderate to vigorous physical activity that provides enjoyment • describe healthful benefits that result from regular and appropriate participation in physical activity • relieve stress through physical activity • recognize the importance of water hydration • understand the value of good nutrition, including “My Pyramid” • identify the importance of healthy snacks • explore body systems (e.g., respiratory, circulatory, skeletal, and muscular) • utilize general health practices (e.g., personal hygiene) • implement school safety practices (e.g., bus, tornado, fire, earthquake, and intruder safety) • demonstrate the awareness of safety practices (e.g., bike, pedestrian, and car safety) • recognize safe usage of prescription and non-prescription medication • understand the impact of substance abuse (e.g., tobacco, alcohol, and drugs) |

**Archdiocese of Louisville
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**Archdiocese of Louisville
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| Motor Skills and Movement Patterns Grades Six through Eight | | |
|--|--|--|
| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> Competence in movement skills enhances and encourages active lifestyles. Motor skills and movement patterns can be combined to create complex movement sequences. | <ul style="list-style-type: none"> How does posture affect movement? How does increased competency influence enjoyment and participation? How are basic motor skills linked to perform more complex movement sequences? How are movement patterns performed in creative ways? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.15 Students make sense of and communicate ideas with movement.</p> <p>Academic Expectation 2.34 Students perform physical movement skills effectively in a variety of settings.</p> <p>Academic Expectation 2.35 Students demonstrate knowledge and skills that promote involvement in physical activity throughout their lives.</p> <p>Academic Expectation 2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.</p> <p>Related Academic Expectations 3.1, 3.3, 3.4, 3.5, 4.3, 5.4, 6.2, 6.3</p> | <ul style="list-style-type: none"> Motor skills Manipulative skills <ul style="list-style-type: none"> Eye-hand coordination and control Eye-foot coordination and control Body and spatial awareness Rhythmic movement and dance <ul style="list-style-type: none"> Patterns and sequences Types of dance | <p>Students will:</p> <ul style="list-style-type: none"> leap, balance, and transfer weight using mature muscle patterns change speed and direction quickly and efficiently combine skills in modified versions of team and individual sports use practice and conditioning to detect, analyze, and correct errors throw a variety of objects demonstrating both accuracy and distance throw and catch a ball while being guarded by opponents track and catch an object at different plane levels dribble with either hand and maintain control so that the ball is not stolen by an opponent strike a ball consistently using a variety of manipulatives (e.g., field hockey, volleyball, lacrosse, golf, tennis, and whiffle ball) dribble with either foot and maintain control so that the ball is not stolen by an opponent punt and kick using a smooth continuous approach cross the midline of the body (e.g., juggling and cup stacking) support, lift, and control body weight in a variety of physical activities demonstrate good posture and body alignment while lifting and carrying an object set defined boundaries in regard to individual and group space design and perform dance sequences that combine traveling, balancing, and weight transfer with intentional changes in direction, speed, and flow perform a variety of folk, square, line, and creative dances |

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| Components of Movement Grades Six through Eight | | |
|---|---|---|
| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Knowledge of the human body supports wellness. • Safe practices and responsible choices protect the individual. • Physical fitness improves well-being. • Practice increases competency over time. | <ul style="list-style-type: none"> • How are the various body systems stimulated during physical activity? • How do rules and responsible decisions decrease the risk of injury? • Why is it important to include the components of fitness in connection to physical activity? • How are the concepts of space, time, and energy used in movement? • Why is the practice of sport-related skills important? • How do knowledge and application of strategies enhance movement performance? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 1.15 Students make sense of and communicate ideas with movement.</p> <p>Academic Expectation 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.</p> <p>Academic Expectation 2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.</p> <p>Related Academic Expectations 3.1, 3.3, 3.4, 3.5</p> | <ul style="list-style-type: none"> • Cognitive skills <ul style="list-style-type: none"> • Body awareness • Safety • Fitness • Sport and dance | <p>Students will:</p> <ul style="list-style-type: none"> • identify similarities and differences in body positions in relation to different sports (e.g., receiving a serve in volleyball and defending a player in soccer) • explain body systems (e.g., muscular, cardiovascular, respiratory, and skeletal) • develop an understanding of body mass index (BMI) • analyze possible risks / injury associated with physical activity • identify appropriate safety practices, rules, procedures, and etiquette in all physical activity settings • respond appropriately to verbal directions (listening skills) • demonstrate the way heart rate is used to monitor exercise intensity (e.g., maximum and target heart rates) • calculate maximum and target heart rate • identify the importance of appropriate warm-up and cool-down for physical activity • compare / contrast changes in the body during physical activity in regard to circulation and respiration • set personal goals regarding strength, flexibility, and endurance • describe basic principles of training and ways they improve fitness • apply FITT principle to fitness (frequency, intensity, time, and type) • use feedback to detect, analyze, and correct errors • analyze offense and defense strategies while playing a modified version of a sport • accurately recognize critical elements of a skill and provide feedback to a peer • describe approach, direction, and sequence of various sports skills • relate skills to complex lead-up games in a large group setting • identify critical elements to improve personal performance in fundamental and selected specialized motor skills • apply critical elements of mature movement patterns |

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| Physical Activity and Fitness Grades Six through Eight | | |
|---|--|--|
| <ul style="list-style-type: none"> • Physical fitness produces lifelong wellness. • Healthy living requires knowledge of human structure and function. | <ul style="list-style-type: none"> • How do specific activities utilize the various components of fitness? • How are personal fitness and wellness goals set, measured, and evaluated? • How are strength, endurance, and flexibility increased? • How does exercise improve the structure and function of the human body? • What are appropriate methods to achieve and maintain ideal body weight? • How does self-concept affect choices related to health? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.</p> <p>Academic Expectation 2.34 Students perform physical movement skills effectively in a variety of settings.</p> <p>Academic Expectation 2.35 Students demonstrate knowledge and skills that promote involvement in physical activity throughout their lives.</p> <p>Academic Expectation 3.2 Students demonstrate the ability to maintain a healthy lifestyle.</p> <p>Related Academic Expectations 2.29, 3.1, 3.3, 3.4, 3.5</p> | <ul style="list-style-type: none"> • Body preparation <ul style="list-style-type: none"> • Warm-up • Cool-down • Flexibility • Agility • Muscular strength and endurance • Cardio-respiratory endurance • Body composition • Lifelong- fitness | <p>Students will:</p> <ul style="list-style-type: none"> • engage in movement to elevate heart rate and respiration (e.g., jogging and jumping rope) • engage in relaxation methods to decrease heart rate and respiration (e.g., yoga poses, deep breathing, and stretching) • move joints through a full range of motions (e.g., stretching, yoga, and Pilates) • engage in activities that build flexibility • change direction quickly and safely in response to a signal (e.g., shuttle run and tagging games) • engage in activities that build agility • support body weight for an extended period of time (e.g., push-ups and pull-ups) • engage in activities that build muscular strength and endurance • engage in activities that develop core strength • engage in physical activity without tiring easily • monitor heart rate before, during, and after physical activity and recover from vigorous physical activity in an appropriate length of time • sustain activity for increasingly longer periods of time • engage in activities that build cardio-respiratory endurance • improve and maintain appropriate body composition (BMI) • describe principles of training and conditioning for specific physical activities (e.g., FITT principle) • work to monitor, improve, and achieve personal fitness goals • evaluate changes in the body during physical activity • recognize positive feelings associated with physical activity • participate in daily vigorous activity (minimum of 60 minutes) |

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| Sportsmanship Grades Six through Eight | | |
|--|---|---|
| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Healthy relationships and a positive self-concept contribute to personal development and positive group involvement. • Self-management builds individual and group success. • Safe practices protect individuals, equipment, and facilities. | <ul style="list-style-type: none"> • How does attitude affect cooperation, teamwork, and sportsmanship? • How does an individual build and maintain relationships? • What are the factors associated with positive self-esteem? • Why are strategies and skills essential to successful group work? • How is understanding and respect for differences among people important to successful group interaction? • Why are rules of safety important in a physical education class? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.</p> <p>Academic Expectation 2.34 Students perform physical movement skills effectively in a variety of settings.</p> <p>Academic Expectation 2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.</p> <p>Academic Expectation 4.2 Students use productive team-membership skills.</p> <p>Related Academic Expectations 2.29, 2.59, 3.1, 3.3, 3.4, 3.5</p> | <ul style="list-style-type: none"> • Social interaction <ul style="list-style-type: none"> • Cooperation • Relationships • Respect for individual differences • Safety <ul style="list-style-type: none"> • Directions and rules • Respect for self, others, facilities, and equipment | <p>Students will:</p> <ul style="list-style-type: none"> • play and cooperate with others during sport activities, regardless of physical differences and skill ability • implement positive team-building and cooperation skills • participate fairly and honestly • utilize stress management skills • participate in games in a non-competitive atmosphere for the purpose of skill development, personal enjoyment, and fitness benefits • encourage others and refrain from put-downs • evaluate various choices when confronted with peer pressure • resolve interpersonal conflicts with a sensitivity to the rights and feelings of others • accept a decision regarding a rule infraction without displaying a negative reaction • recognize the role of game, sport, and dance in getting to know and understand others of like and different backgrounds • apply established safety procedures and rules • respond appropriately to established signals • show respect for general and personal space • show respect toward others in regard to equipment and movement |

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| Healthy Lifestyle Grades Six through Eight | | |
|---|--|--|
| Essential Understandings | Guided Questions | |
| <ul style="list-style-type: none"> • Healthy choices promote overall health and fitness. • Healthy relationships and a positive self-concept contribute to personal development. • Healthy living requires knowledge of human structure and function. • Safe practices and responsible choices protect the individual, community, and the environment. | <ul style="list-style-type: none"> • How does a personal fitness plan promote an active lifestyle? • How can personal fitness levels be improved and maintained? • How can eating properly reduce health risks? • What are eating disorders? • How do personal priorities influence wellness choices? • What are the short-term and long-term effects of alcohol, tobacco, and unsafe drugs on body systems and physical development? • How can physical activity provide opportunities for enjoyment, challenge, self-expression, and social interaction? • What are healthy ways to manage and deal with stress and emotions? • How do emotions affect thoughts and behaviors? • How do structures and functions affect different body systems? • How do individuals differ in the way they grow and develop? • How do health problems affect physical activity? • What are the responsibilities and rights involved in the prevention and treatment of disease? • What is the importance of having strategies in place for preventing and reporting emergencies? • How can positive health practices and appropriate health care reduce health risks? • How do individual choices impact the environment and the health of the community? • What are the rights and responsibilities of consumers in making healthy choices? | |
| Academic Expectations | Content Guidelines | Performance Standards |
| <p>Academic Expectation 2.30 Students evaluate consumer products and services and make effective consumer decisions.</p> <p>Academic Expectation 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.</p> <p>Academic Expectation 2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.</p> <p>Academic Expectation 2.34 Students perform physical movement skills effectively in a variety of settings.</p> | <ul style="list-style-type: none"> • Health and wellness <ul style="list-style-type: none"> • Physical health • Health and safety <ul style="list-style-type: none"> ▪ Hygiene | <p>Students will:</p> <ul style="list-style-type: none"> • choose and participate in daily physical activity and movement • identify health benefits resulting from participation in physical activity • engage in moderate to vigorous physical activity that provides enjoyment • identify physical and psychological benefits that result from long-term participation in physical activity • implement school safety practices (e.g., bus, tornado, fire, earthquake, and intruder safety) • utilize general health practices (e.g., personal hygiene) • demonstrate awareness of safety practices (e.g., bike, pedestrian, and car safety) |

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| | | |
|---|--|---|
| <p>Academic Expectation 2.35 Students demonstrate knowledge and skills that promote involvement in physical activity throughout their lives.</p> <p>Academic Expectation 3.2 Students demonstrate the ability to maintain a healthy lifestyle.</p> <p>Related Academic Expectations 2.29, 3.1, 3.3, 3.4, 3.5</p> | <ul style="list-style-type: none"> • Nutrition • Body systems • Mental health • Substance use / abuse • Consumerism | <ul style="list-style-type: none"> • recognize the importance of water hydration • understand the value of good nutrition, including “My Pyramid” • identify the importance of healthy snacks • analyze the role of exercise, nutrition, and other lifestyle choices in controlling body weight • explore body systems (e.g., muscular, skeletal, circulatory, and respiratory) • describe healthful benefits that result from regular and appropriate participation in physical activity • relieve stress through physical activity • understand the impact of eating disorders • recognize safe usage of prescription and non-prescription medication • understand the impact of substance abuse (e.g., tobacco, illegal drugs, and alcohol) • recognize that some celebrities, athletes, and performances may not be appropriate to imitate |
|---|--|---|

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Examples of Assessment in the Physical Education Setting

Kindergarten through Grade Eight

- | | | |
|--|--|---|
| <ul style="list-style-type: none">• Self-assessment• Teacher observation• Peer observation• Tests | <ul style="list-style-type: none">• Written / log• Projects / rubrics• Checklists• Discussion | <ul style="list-style-type: none">• Fitness tests• Portfolios• Role playing |
|--|--|---|

*This list is not intended to be inclusive, but rather is a sampling of possible measures and methods for assessment.

Examples of Technology in the Physical Education Setting

Kindergarten through Grade Eight

- | | | |
|--|--|--|
| <ul style="list-style-type: none">• Web-Quests• Video modeling of form• PowerPoint• Podcasts• Wii – Fit, Sport | <ul style="list-style-type: none">• Videos• Simulations• Websites• Heart rate monitors• Pedometers | <ul style="list-style-type: none">• Dance - Dance Revolution• Online information and instruction• Physical fitness testing• Grading• Rubrics |
|--|--|--|

*This list is not intended to be inclusive, but rather is a sampling of possible examples of technology.

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Library Media Curriculum Framework

Standard 1: Inquire, think critically, and gain knowledge.

| <i>Indicator 1.1.1: Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process.</i> | | |
|--|--|---|
| Kindergarten | Grade 1 | Grade 2 |
| <ul style="list-style-type: none"> Forms simple questions, e.g., “Do bears eat?” | <ul style="list-style-type: none"> Forms simple open-ended questions, e.g., “What do bears eat?” | <ul style="list-style-type: none"> Forms simple open-ended questions and begins to explore ways to answer them, e.g., “Where can I find what bears eat?” |
| Grade 3 | Grade 4 | Grade 5 |
| <ul style="list-style-type: none"> Generate questions and practice ways to locate sources that provide needed information. | <ul style="list-style-type: none"> Generate questions and practice ways to locate and begin to evaluate sources that provide needed information. | <ul style="list-style-type: none"> Generate questions and practice different ways to locate and evaluate sources that provide needed information. |
| Grades 6,7,8 | | |
| <ul style="list-style-type: none"> Use critical-thinking process that involves asking questions, investigating the answers, and developing new understandings for personal or academic independent-learning activities. | | |
| <i>Indicator 1.1.2: Use prior and background knowledge as context for new learning.</i> | | |
| Kindergarten | Grade 1 | Grade 2 |
| <ul style="list-style-type: none"> Connect ideas to own interests. | <ul style="list-style-type: none"> Connect ideas to own interests. Shares what is known about a topic, problem, or question. | <ul style="list-style-type: none"> Connect ideas to own interests. Share what is known about a topic, problem, or question. Identify one or two keywords about a topic, problem, or question. |
| Grade 3 | Grade 4 | Grade 5 |
| <ul style="list-style-type: none"> Connect ideas or topics to their own interests. Articulate what is known about a topic, problem, or question, e.g., factual information. Generate a list of keywords for an inquiry-based project with guidance. | <ul style="list-style-type: none"> Connect ideas or topics to their own interests. Articulate what is known about a topic, problem, or question. Generate a list of keywords for an inquiry-based project with guidance. Identify and use appropriate sources to acquire background information. | <ul style="list-style-type: none"> Connect ideas or topics to their own interests. Articulate what is known about a topic, problem, or question. Generate a list of keywords for an inquiry-based project with guidance. Identify and use appropriate sources to acquire background information. Predict answers to inquiry questions based on background knowledge and beginning observations or experiences. |
| Grade 6,7,8 | | |
| <ul style="list-style-type: none"> State and support what is known about a topic, problem, or question and make connections to prior knowledge. Observe and analyze an experience, demonstration, or source that introduces a topic, problem, or question to gather background information. Review initial information needed to develop, clarify, revise, or refine the question. Compare new background information with prior knowledge to determine direction and focus of new learning. | | |

Standard 1: Inquire, think critically, and gain knowledge.

Indicator 1.1.3: Develop and refine a range of questions to frame the search for new understanding.

| Kindergarten | Grade 1 | Grade 2 |
|---|--|--|
| <ul style="list-style-type: none"> Formulate simple questions related to listening activity. Ask “I wonder if…” questions about the topic, question, or problem. | <ul style="list-style-type: none"> Formulate simple open-ended questions related to listening activities. Ask “I wonder who/what …” questions about the topic, question, or problem. | <ul style="list-style-type: none"> Formulate open-ended questions related to listening activities. Ask “I wonder why/how…” questions about the topic, question, or problem. |
| Grade 3 | Grade 4 | Grade 5 |
| <ul style="list-style-type: none"> Formulate questions about the topic, with guidance. | <ul style="list-style-type: none"> Formulate questions about the topic, with guidance. Assess questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry. Revise the question or problem as needed to arrive at a manageable topic. | <ul style="list-style-type: none"> Formulate questions about the topic, with guidance. Assess questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry. Revise the question or problem as needed to arrive at a manageable topic. |
| Grade 6,7,8 | | |
| <ul style="list-style-type: none"> Write questions independently based on key ideas or areas of focus. Determine what information is needed to support the investigation and answer the questions. Analyze what is already known, or what is observed or experienced to predict answers to inquiry questions. Refine questions depending on the type of information needed (for example, overview, big idea, specific detail, cause and effect, comparison). | | |

Indicator 1.1.4: Find, evaluate, and select appropriate sources to answer questions.

| Kindergarten | Grade 1 | Grade 2 |
|--|--|--|
| <ul style="list-style-type: none"> Understand the basic organizational structure of books including spine, spine label, title page, author, illustrator, and title. Distinguish between fiction and nonfiction books. Understand that the library has an organizational scheme. Understand fiction books are alphabetized by author’s last name. | <ul style="list-style-type: none"> Understand the basic organizational structure of books including spine, spine label, title page, author, illustrator, title, and publisher. Distinguish between fiction and nonfiction books. Understand that the library has an organizational scheme. Understand that call numbers tell where the book is placed on the shelf. Select and use appropriate sources, including picture dictionaries, maps, and globes. | <ul style="list-style-type: none"> Understand the basic organizational structure of books including spine, spine label, title page, author, illustrator, title, publisher, city of publication, copyright date, and dedication. Distinguish between fiction and nonfiction books. Understand that the library has an organizational scheme, e.g., fiction, nonfiction, reference, and other materials. Select and use appropriate sources, including picture dictionaries, beginning encyclopedias, magazines, maps, and globes, to answer questions. Identify guide words in dictionaries and encyclopedias and can locate words and topics. |

Standard 1: Inquire, think critically, and gain knowledge.

Indicator 1.1.4: Find, evaluate, and select appropriate sources to answer questions. (continued)

| Grade 3 | Grade 4 | Grade 5 |
|--|---|---|
| <ul style="list-style-type: none"> • Understand the library’s organizational scheme and the Dewey decimal classification system. • Use the organizational structure of a book (e.g., table of contents, index, chapter headings, preface, appendix, glossary, bibliography) to locate information to answer questions. • Know that biographical books are shelved alphabetically using the subject’s last name. • Use dictionary, encyclopedia, thesaurus and atlas to locate information. | <ul style="list-style-type: none"> • Understand the library’s organizational scheme and the Dewey decimal classification system. • Use the organizational structure of a book (e.g., table of contents, index, chapter headings, preface, appendix, glossary, bibliography) to locate information to answer questions. • Select and use appropriate sources, including specialized reference sources and databases, to answer questions. • Use multiple resources, including print, electronic, and human, to locate information. • Use text features and illustrations to decide which resources are appropriate. • Know that biographical books are shelved alphabetically using the subject’s last name. • Use dictionary, thesaurus, atlas, encyclopedia, and almanac to locate information. | <ul style="list-style-type: none"> • Understand the library’s organizational scheme and the Dewey decimal classification system. • Use the organizational structure of a book (e.g., table of contents, index, chapter headings, preface, appendix, glossary, bibliography) to locate information to answer questions. • Select and use appropriate sources, including specialized reference sources and databases, to answer questions. • Use multiple resources, including print, electronic, and human, to locate information. • Use text features and illustrations to decide which resources are best to use and why. • Know that biographical books are shelved alphabetically using the subject’s last name. • Use dictionary, thesaurus, atlas, encyclopedia, almanac, and specialized dictionaries and encyclopedias to locate information. |
| Grade 6,7,8 | | |
| <ul style="list-style-type: none"> • Recognize the organization and use of special sections in the library (e.g., reference, reserve books, paperbacks). • Locate appropriate nonfiction resources by using the library’s classification scheme. • Evaluate sources based on criteria such as copyright date, authority of author or publisher, comprehensiveness, readability, and alignment with research needs. • Select a variety of credible sources in different formats relevant to research needs. | | |

Standard 1: Inquire, think critically, and gain knowledge.

Indicator 1.1.5: Evaluate information found in related sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

| Kindergarten | Grade 1 | Grade 2 |
|---|--|--|
| <ul style="list-style-type: none"> • Recognize and use facts that answer specific questions. • Interpret information represented in pictures, illustrations, and simple charts. | <ul style="list-style-type: none"> • Recognize and use facts that answer specific questions. • Interpret information represented in pictures, illustrations, and simple charts. | <ul style="list-style-type: none"> • Recognize and use facts that answer specific questions. • Interpret information represented in pictures, illustrations, and simple charts. |
| Grade 3 | Grade 4 | Grade 5 |
| <ul style="list-style-type: none"> • Identify facts and details that support main ideas. • Distinguish between fact and opinion. • Interpret information taken from maps, graphs, charts, and other visuals. • Select information to answer questions or solve a problem. | <ul style="list-style-type: none"> • Identify facts and details that support main ideas. • Distinguish between fact and opinion. • Interpret information taken from maps, graphs, charts, and other visuals. • Select information to answer questions or solve a problem. • Skim/scan to locate information that is appropriate to age and ability level. | <ul style="list-style-type: none"> • Skim/scan to locate information that is appropriate to age and ability level. • Identify facts and details that support main ideas. • Distinguish between fact and opinion. • Interpret information taken from maps, graphs, charts, and other visuals. • Select information to answer questions or solve a problem. • Evaluate facts for accuracy. |
| Grade 6,7,8 | | |
| <ul style="list-style-type: none"> • Recognize that information has a social or cultural context based in currency, accuracy, authority, and point of view. • Evaluate and select information based on usefulness, currency, accuracy, authority, and point of view. | | |

Standard 1: Inquire, think critically, and gain knowledge.

| <i>Indicator 1.1.6: Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</i> | | |
|---|---|---|
| Kindergarten | Grade 1 | Grade 2 |
| <ul style="list-style-type: none"> • Draw or verbalize main ideas. | <ul style="list-style-type: none"> • Use simple note-taking strategies as demonstrated by the School Library Media Specialist. • Write, draw or verbalize the main idea and supporting details. | <ul style="list-style-type: none"> • Use simple note-taking strategies as demonstrated by the School Library Media Specialist. • Write, draw or verbalize the main idea and supporting details. |
| Grade 3 | Grade 4 | Grade 5 |
| <ul style="list-style-type: none"> • Use various note-taking strategies (e.g., outlining, questioning the text, highlighting, graphic organizers). • Paraphrase or summarize information in various formats. • Draw conclusions based on facts and premises. | <ul style="list-style-type: none"> • Use various note-taking strategies (e.g., outlining, questioning the text, highlighting, graphic organizers). • Paraphrase or summarize information in various formats. • Draw conclusions based on facts and premises. | <ul style="list-style-type: none"> • Use various note-taking strategies (e.g., outlining, questioning the text, highlighting, graphic organizers). • Paraphrase or summarize information in various formats. • Draw conclusions based on facts and premises. |
| Grade 6,7,8 | | |
| <ul style="list-style-type: none"> • Evaluate, paraphrase, and summarize information in various formats. • Use both facts and opinions responsibly by identifying and verifying them. | | |
| <i>Indicator 1.1.7: Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</i> | | |
| Kindergarten | Grade 1 | Grade 2 |
| <ul style="list-style-type: none"> • Retell key points with guidance. | <ul style="list-style-type: none"> • Summarize or retell key points with guidance. | <ul style="list-style-type: none"> • Summarize or retell key points. |
| Grade 3 | Grade 4 | Grade 5 |
| <ul style="list-style-type: none"> • Recognize when facts from two different sources conflict and seek additional sources to verify accuracy, with guidance. | <ul style="list-style-type: none"> • Recognize when facts from two different sources conflict and seek additional sources to verify accuracy. | <ul style="list-style-type: none"> • Recognize when facts from two different sources conflict and seek additional sources to verify accuracy. • Recognize their own misconceptions when new information conflicts with previously held opinions. |
| Grade 6,7,8 | | |
| <ul style="list-style-type: none"> • Seek more than one point of view by using diverse sources. • Explain the effect of different perspectives (points of view) on the information. | | |

Standard 1: Inquire, think critically, and gain knowledge.

| <i>Indicator 1.1.8: Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</i> | | |
|---|--|--|
| Kindergarten | Grade 1 | Grade 2 |
| | <ul style="list-style-type: none"> Recognize the purpose of the online catalog to locate materials. | <ul style="list-style-type: none"> Recognize the purpose of the online catalog to locate materials. |
| Grade 3 | Grade 4 | Grade 5 |
| <ul style="list-style-type: none"> Use online encyclopedias and magazine databases, with guidance. Search an online catalog to locate materials. Use software or online tools to record and organize information. | <ul style="list-style-type: none"> Use selected websites and periodical databases to find appropriate information. Search an online catalog to locate materials. Use software or online tools to record and organize information. | <ul style="list-style-type: none"> Use selected search engines to find appropriate information. Use selected websites and periodical databases to find appropriate information. Search an online catalog to locate materials. Use software or online tools to record and organize information. |
| Grade 6,7,8 | | |
| <ul style="list-style-type: none"> Use technology resources such as online encyclopedias, online databases, and web subject directories, to locate information. Implement keyword search strategies. Select and use grade-level-appropriate electronic reference materials and teacher-selected websites to answer questions. Use a variety of search engines to do advanced searching. | | |
| <i>Indicator 1.1.9: Collaborate with others to broaden and deepen understanding.</i> | | |
| Kindergarten | Grade 1 | Grade 2 |
| <ul style="list-style-type: none"> Listen to others with respect. Share knowledge and ideas with others by discussion and listening. | <ul style="list-style-type: none"> Listen to others with respect. Share knowledge and ideas with others by discussion and listening. | <ul style="list-style-type: none"> Listen to others with respect. Share knowledge and ideas with others by discussion and listening. |
| Grade 3 | Grade 4 | Grade 5 |
| <ul style="list-style-type: none"> Work in teams to produce original works or solve problems. Respect others' opinions through active listening and questioning. | <ul style="list-style-type: none"> Work in teams to produce original works or solve problems. Respect others' opinions through active listening and questioning. | <ul style="list-style-type: none"> Work in teams to produce original works or solve problems. Respect others' opinions through active listening and questioning. |
| Grade 6,7,8 | | |
| <ul style="list-style-type: none"> Work in self-managed teams to understand concepts and to solve problems. Offer information and opinion at appropriate times in group discussions. Encourage team members to share ideas and opinions. | | |

Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Indicator 2.1.1: Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

| Kindergarten | Grade 1 | Grade 2 |
|---|--|--|
| <ul style="list-style-type: none"> • Answer the question, “What is this mostly about?” | <ul style="list-style-type: none"> • Answer the question, “What is this mostly about?” • Identify supporting details. | <ul style="list-style-type: none"> • Answer the question, “What is this mostly about?” • Identify supporting details. • Find facts to answer questions in more than one source with guidance. • Note similarities and differences in information from different sources. |
| Grade 3 | Grade 4 | Grade 5 |
| <ul style="list-style-type: none"> • Use different clues (e.g., placement in text, signal words, focal point of illustration) to determine important ideas in illustrations and text. • Identify facts and details that support main ideas. • Find similar main ideas in more than one source. | <ul style="list-style-type: none"> • Use different clues (e.g., placement in text, signal words, focal point of illustration) to determine important ideas in illustrations and text. • Identify facts and details that support main ideas. • Restate with guidance and respond with detailed answers to factual questions. • Find similar main ideas in more than one source. | <ul style="list-style-type: none"> • Use different clues (e.g., placement in text, signal words, focal point of illustration) to determine important ideas in illustrations and text. • Identify facts and details that support main ideas. • Restate and respond with detailed answers to factual questions. • Find similar main ideas in more than one source. • Make inferences with guidance. |
| Grade 6,7,8 | | |
| <ul style="list-style-type: none"> • Assess the importance of ideas by comparing their treatment across texts. • Identify main ideas and find supporting examples, definitions, and details. • Analyze different points of view discovered in different sources. • Determine patterns and discrepancies by comparing and combining information available in different sources. • Interpret information and ideas by defining, classifying, and inferring from information in the text. | | |

Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Indicator 2.1.2: Organize knowledge so that it is useful.

| Kindergarten | Grade 1 | Grade 2 |
|---|---|--|
| <ul style="list-style-type: none"> Demonstrate simple organizational skills such as sorting and categorizing. | <ul style="list-style-type: none"> Demonstrate simple organizational skills such as sorting and categorizing. | <ul style="list-style-type: none"> Demonstrate simple organizational skills such as sorting and categorizing. Organize information into different forms (charts, drawings). |
| Grade 3 | Grade 4 | Grade 5 |
| <ul style="list-style-type: none"> Organize notes and ideas to form responses to questions. Use common organizational patterns (chronological order, main idea with supporting ideas) to make sense of information, with guidance. | <ul style="list-style-type: none"> Organize notes and ideas to form responses to questions. Use common organizational patterns (chronological order, main idea with supporting ideas) to make sense of information, with guidance. Organize the information in a way that is appropriate for the assignment or question. | <ul style="list-style-type: none"> Organize notes and ideas to form responses to questions. Use common organizational patterns (chronological order, main idea with supporting ideas) to make sense of information. Organize the information in a way that is appropriate for the assignment or question. |
| Grade 6,7,8 | | |
| <ul style="list-style-type: none"> Combine and categorize information by using an outline or semantic web to show connections among ideas. Use common organizational patterns (chronological order, cause and effect, compare/contrast) to organize information and draw conclusions. | | |

Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Indicator 2.1.3: Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

| Kindergarten | Grade 1 | Grade 2 |
|---|---|---|
| <ul style="list-style-type: none"> • Complete a graphic organizer using concepts that were learned during the inquiry experience, as a class, with guidance. • Compare new ideas with what was known at the beginning of the inquiry, with guidance. | <ul style="list-style-type: none"> • Complete a graphic organizer using concepts that were learned during the inquiry experience, with guidance. • Compare new ideas with what was known at the beginning of the inquiry, with guidance. | <ul style="list-style-type: none"> • Complete a graphic organizer using concepts that were learned during the inquiry experience. • Compare new ideas with what was known at the beginning of the inquiry. • Make inferences regarding the topic at the conclusion of a theme or research project, with guidance. • Draw a conclusion about the main idea, with guidance. |
| Grade 3 | Grade 4 | Grade 5 |
| <ul style="list-style-type: none"> • Review ideas held at beginning of inquiry and reflections captured during note-taking. • Match information found with questions and predictions. • Draw a conclusion about the main idea. • Identify connections to the curriculum and the real world. | <ul style="list-style-type: none"> • Review ideas held at beginning of inquiry and reflections captured during note-taking. • Match information found with questions and predictions. • Draw a conclusion about the main idea. • Identify connections to the curriculum and the real world. | <ul style="list-style-type: none"> • Review ideas held at beginning of inquiry and reflections captured during note-taking. • Match information found with questions and predictions. • Draw a conclusion about the main idea. • Identify connections to the curriculum and the real world. • Make inferences about the topic with guidance at the conclusion of the research project. |
| Grade 6,7,8 | | |
| <ul style="list-style-type: none"> • Review prior knowledge and reflect on how ideas changed with more information. • Compare information found to tentative thesis or hypothesis; revisit or revise hypothesis as appropriate. • Draw conclusions based on explicit and implied information. • Form opinions and judgments backed up by supporting evidence. | | |

Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

| <i>Indicator 2.1.4: Use technology and other information tools to analyze and organize information.</i> | | |
|---|--|--|
| Kindergarten | Grade 1 | Grade 2 |
| <ul style="list-style-type: none"> Use word processing and drawing tools to create written product. | <ul style="list-style-type: none"> Use word processing and drawing tools to create written product. | <ul style="list-style-type: none"> Use word processing and drawing tools to create written product. |
| Grade 3 | Grade 4 | Grade 5 |
| <ul style="list-style-type: none"> Use word processing, drawing, presentation, graphing, and other productivity tools to illustrate concepts and convey ideas. | <ul style="list-style-type: none"> Use word processing, drawing, presentation, graphing, and other productivity tools to illustrate concepts and convey ideas. | <ul style="list-style-type: none"> Use word processing, drawing, presentation, graphing, and other productivity tools to illustrate concepts and convey ideas. |
| Grade 6,7,8 | | |
| <ul style="list-style-type: none"> Identify and apply common productivity tools and features such as menus and toolbars to plan, create, and edit word processing documents, spreadsheets, and presentations. Use interactive tools to participate as a group in analyzing and organizing information. | | |
| <i>Indicator 2.1.5: Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</i> | | |
| Kindergarten | Grade 1 | Grade 2 |
| <ul style="list-style-type: none"> Share information and ideas with others by discussion and listening. Work in groups to create and share simple information products (poster, diorama). | <ul style="list-style-type: none"> Share information and ideas with others by discussion and listening. Work in groups to create and share simple information products (poster, diorama). | <ul style="list-style-type: none"> Share information and ideas with others by discussion and listening. Work in groups to create, share and evaluate simple information products (poster, diorama). |
| Grade 3 | Grade 4 | Grade 5 |
| <ul style="list-style-type: none"> Express their own ideas appropriately and effectively while working in groups to identify and resolve information problems. Work in groups to create and evaluate pictures, images, and charts for word processed reports and electronic presentations. | <ul style="list-style-type: none"> Express their own ideas appropriately and effectively while working in groups to identify and resolve information problems. Work in groups to create and evaluate pictures, images, and charts for word processed reports and electronic presentations. | <ul style="list-style-type: none"> Express their own ideas appropriately and effectively while working in groups to identify and resolve information problems. Work in groups to create and evaluate pictures, images, and charts for word processed reports and electronic presentations. |
| Grade 6,7,8 | | |
| <ul style="list-style-type: none"> Participate in problem-solving process with group. Work collaboratively in using technology to meet information needs. Paying attention to copyright provisions, work in groups to import and manipulate pictures, images, and charts in documents, spreadsheets, presentations, web pages, and other creative products and presentations that effectively communicate new knowledge. Work in groups to evaluate products and presentations. | | |

Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

| <i>Indicator 2.1.6: Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</i> | | |
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| Kindergarten | Grade 1 | Grade 2 |
| <ul style="list-style-type: none"> • Incorporate writing and oral skills to develop a product or performance, with guidance. • Use pictures to communicate new information and ideas. | <ul style="list-style-type: none"> • Incorporate writing and oral skills to develop a product or performance. • Use pictures to communicate new information and ideas. • Create a product with a beginning, middle and end. • Use basic grammar conventions. • Revise work with peer or teacher guidance. | <ul style="list-style-type: none"> • Incorporate writing and oral skills to develop a product or performance. • Use pictures to communicate new information and ideas. • Create a product with a beginning, middle and end. • Use basic grammar conventions. • Revise work with peer or teacher guidance. |
| Grade 3 | Grade 4 | Grade 5 |
| <ul style="list-style-type: none"> • Follow steps of the writing/creation process: prewriting, drafting, revising, editing, and publishing. • Identify the audience and purpose before selecting a format for the product. • Experiment with text and visual media to create products. • Edit drafts based on feedback. • Check for correctness, completeness, and citation of sources. | <ul style="list-style-type: none"> • Follow steps of the writing/creation process: prewriting, drafting, revising, editing, and publishing. • Identify the audience and purpose before selecting a format for the product. • Experiment with text and visual media to create products. • Edit drafts based on feedback. • Check for correctness, completeness, and citation of sources. | <ul style="list-style-type: none"> • Follow steps of the writing/creation process: prewriting, drafting, revising, editing, and publishing. • Identify the audience and purpose before selecting a format for the product. • Experiment with text and visual media to create products. • Edit drafts based on feedback. • Check for correctness, completeness, and citation of sources. |
| Grade 6,7,8 | | |
| <ul style="list-style-type: none"> • Use prewriting to discover alternate ways to present conclusions. • Select presentation form based on audience and purpose. • Draft the presentation/product following an outline of ideas and add supporting details. • Create products that incorporate writing, visuals, and other forms of media to convey message and main points. • Assess and edit for grammar, visual impact, and appropriate use of media. • Cite all sources using correct bibliographic format. | | |

Standard 3: Share knowledge and participate ethically and productively as members of our democratic society.

| <i>Indicator 3.1.1: Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</i> | | |
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| Kindergarten | Grade 1 | Grade 2 |
| <ul style="list-style-type: none"> • Present facts and simple answers to questions. | <ul style="list-style-type: none"> • Present facts and simple answers to questions. • Use simple rubrics to assess work, with guidance. | <ul style="list-style-type: none"> • Present facts and simple answers to questions. • Use simple rubrics to assess work. • Reflect at the end on an inquiry experience about new ideas to wonder about and investigate. |
| Grade 3 | Grade 4 | Grade 5 |
| <ul style="list-style-type: none"> • Present information clearly so that main points are evident. • Use information appropriate to task and audience, with guidance. • Identify their own strengths and set goals for improvement. • Reflect at the end of an inquiry experience about what ideas would still be interesting to pursue. | <ul style="list-style-type: none"> • Present information clearly so that main points are evident. • Use information appropriate to task and audience, with guidance. • Identify their own strengths and set goals for improvement. • Reflect at the end of an inquiry experience about what ideas would still be interesting to pursue. • Identify and evaluate the important features for a good product, with guidance. | <ul style="list-style-type: none"> • Present information clearly so that main points are evident. • Use information appropriate to task and audience. • Identify their own strengths and set goals for improvement. • Reflect at the end of an inquiry experience about what ideas would still be interesting to pursue. • Identify and evaluate the important features for a good product. |
| Grade 6, 7, 8 | | |
| <ul style="list-style-type: none"> • Present conclusions and supporting facts in a variety of ways. • Present solutions to problems using modeled examples. • Identify skills that require practice and refinement, with guidance. • Follow plan of work but seek feedback for improving the process. • Reflect at the end of an inquiry process to identify additional areas of personal interest for pursuit in the future. | | |

Standard 3: Share knowledge and participate ethically and productively as members of our democratic society.

| <i>Indicator 3.1.2: Participate and collaborate as members of a social and intellectual network of learners.</i> | | |
|---|---|---|
| Kindergarten | Grade 1 | Grade 2 |
| <ul style="list-style-type: none"> • Participate with class in dramatizations, recitations and discussions of stories, poems, and other forms of literature. • Show respect for the ideas of others. • Give positive feedback. • Respect rules and procedures as responsible library users. • Share favorite literature, both fiction and nonfiction. • Begin to create collaborative projects. • Share information and creative products with others, using diverse formats, both print and nonprint. • Demonstrate courtesy, good citizenship, and Christian caring in dealing with other people and materials. | <ul style="list-style-type: none"> • Participate with class in dramatizations, recitations and discussions of stories, poems, and other forms of literature. • Show respect for the ideas of others. • Give positive feedback. • Respect rules and procedures as responsible library users. • Share favorite literature, both fiction and nonfiction. • Begin to create collaborative projects. • Share information and creative products with others, using diverse formats, both print and nonprint. • Demonstrate courtesy, good citizenship, and Christian caring in dealing with other people and materials. | <ul style="list-style-type: none"> • Participate with class in dramatizations, recitations and discussions of stories, poems, and other forms of literature. • Show respect for the ideas of others. • Give positive feedback. • Respect rules and procedures as responsible library users. • Share favorite literature, both fiction and nonfiction. • Begin to create collaborative projects. • Share information and creative products with others, using diverse formats, both print and nonprint. • Demonstrate courtesy, good citizenship, and Christian caring in dealing with other people and materials. |

Standard 3: Share knowledge and participate ethically and productively as members of our democratic society.

Indicator 3.1.2: Participate and collaborate as members of a social and intellectual network of learners.
(continued)

| Grade 3 | Grade 4 | Grade 5 |
|--|--|--|
| <ul style="list-style-type: none"> • Show respect for and respond to ideas of others. • Accurately describe or restate ideas of others. • Acknowledge personal and group achievements. • Rely on feedback to improve product and process. • Respect the guidelines for responsible and ethical use of information resources. • Share favorite literature. • Participate in discussions on fiction and nonfiction related to curriculum. • Develop a product with peers and share with others. • Develop projects with peers that can be shared electronically and can challenge other students to answer questions or give opinions adding to the content (e.g., shared book reviews, shared slide presentations). • Demonstrate courtesy good citizenship, and Christian caring in dealing with other people and materials. | <ul style="list-style-type: none"> • Show respect for and respond to ideas of others. • Accurately describe or restate ideas of others. • Acknowledge personal and group achievements. • Rely on feedback to improve product and process. • Respect the guidelines for responsible and ethical use of information resources. • Share favorite literature. • Participate in discussions on fiction and nonfiction related to curriculum. • Develop a product with peers and share with others. • Develop projects with peers that can be shared electronically and can challenge other students to answer questions or give opinions adding to the content (e.g., shared book reviews, shared slide presentations). • Demonstrate courtesy good citizenship, and Christian caring in dealing with other people and materials. | <ul style="list-style-type: none"> • Show respect for and respond to ideas of others. • Accurately describe or restate ideas of others. • Acknowledge personal and group achievements. • Rely on feedback to improve product and process. • Respect the guidelines for responsible and ethical use of information resources. • Share favorite literature. • Participate in discussions on fiction and nonfiction related to curriculum. • Develop a product with peers and share with others. • Develop projects with peers that can be shared electronically and can challenge other students to answer questions or give opinions adding to the content (e.g., shared book reviews, shared slide presentations). • Demonstrate courtesy good citizenship, and Christian caring in dealing with other people and materials. |
| Grade 6,7,8 | | |
| <ul style="list-style-type: none"> • Offer information and opinions at appropriate times in group discussions. • Encourage team members to share ideas and opinions. • Ask questions of others in a group to elicit their information and opinions. • Accurately describe or summarize ideas of others. • Practice responsible and ethical use of information resources, both in their own library and in other institutions. • Share reading experiences and favorite literature to build a relationship with others. • Use interactive tools to exchange data collected, collaborate to design products or solve problems, and learn curriculum. | | |

Standard 3: Share knowledge and participate ethically and productively as members of our democratic society.

| <i>Indicator 3.1.3: Use writing and speaking skills to communicate new understandings effectively.</i> | | |
|--|--|---|
| Kindergarten | Grade 1 | Grade 2 |
| <ul style="list-style-type: none"> Choose and maintain a focus in a short piece of writing. Use a variety of ways (through art, music, movement, and oral and written language) to present information and main ideas; use oral and written language in a variety of formats (e.g., narrative text, poetry, podcasts). | <ul style="list-style-type: none"> Choose and maintain a focus in a short piece of writing. Use a variety of ways (through art, music, movement, and oral and written language) to present information and main ideas; use oral and written language in a variety of formats (e.g., narrative text, poetry, podcasts). | <ul style="list-style-type: none"> Choose and maintain a focus in a short piece of writing. Use a variety of ways (through art, music, movement, and oral and written language) to present information and main ideas; use oral and written language in a variety of formats (e.g., narrative text, poetry, podcasts). Add details from personal experience and research to support ideas. |
| Grade 3 | Grade 4 | Grade 5 |
| <ul style="list-style-type: none"> Use significant details and relevant information to develop meaning. Present information coherently in oral, written, and visual sequence. Use clear and appropriate vocabulary to convey the intended message. Speak clearly to convey meaning. | <ul style="list-style-type: none"> Use significant details and relevant information to develop meaning. Present information coherently in oral, written, and visual sequence. Use clear and appropriate vocabulary to convey the intended message. Speak clearly to convey meaning. | <ul style="list-style-type: none"> Use significant details and relevant information to develop meaning. Present information coherently in oral, written, and visual sequence. Use clear and appropriate vocabulary to convey the intended message. Speak clearly to convey meaning. |
| Grade 6,7,8 | | |
| <ul style="list-style-type: none"> Present conclusions so that main ideas are clearly stated and supported by evidence. Use relevant ideas and details to show insight into people, events, new knowledge, and personal background. Use dramatic, audio, and video presentation as appropriate for subject and audience. Adjust pacing, volume, and intonation appropriate to content and purpose. | | |

Standard 3: Share knowledge and participate ethically and productively as members of our democratic society.

| <i>Indicator 3.1.4: Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</i> | | |
|---|---|---|
| Kindergarten | Grade 1 | Grade 2 |
| <ul style="list-style-type: none"> Use word processing and drawing tools to organize and communicate ideas. | <ul style="list-style-type: none"> Use word processing and drawing tools to organize and communicate ideas. | <ul style="list-style-type: none"> Use word processing and drawing tools to organize and communicate ideas. |
| Grade 3 | Grade 4 | Grade 5 |
| <ul style="list-style-type: none"> Use various technology tools to retrieve and organize information with guidance. Use a variety of media and formats to create and edit products that communicate syntheses of information and ideas. | <ul style="list-style-type: none"> Use various technology tools to retrieve and organize information with guidance. Use a variety of media and formats to create and edit products that communicate syntheses of information and ideas. | <ul style="list-style-type: none"> Use various technology tools to retrieve and organize information with guidance. Use a variety of media and formats to create and edit products that communicate syntheses of information and ideas. |
| Grade 6,7,8 | | |
| <ul style="list-style-type: none"> Use appropriate media and formats to design and develop products that clearly and coherently display new understanding. | | |
| <i>Indicator 3.1.5: Connect learning to community issues.</i> | | |
| Kindergarten | Grade 1 | Grade 2 |
| <ul style="list-style-type: none"> Express personal connections to the topic or question. | <ul style="list-style-type: none"> Express personal connections to the topic or question. Identify how the topic or question relates to a real-world need. | <ul style="list-style-type: none"> Express personal connections to the topic or question. Identify how the topic or question relates to a real-world need. |
| Grade 3 | Grade 4 | Grade 5 |
| <ul style="list-style-type: none"> Gather ideas and information from different points of view. Base opinions on information from multiple sources of authority. Examine the concept of freedom of speech and explain why it is important. Connect ideas and information to situations and people in the larger community. | <ul style="list-style-type: none"> Gather ideas and information from different points of view. Base opinions on information from multiple sources of authority. Examine the concept of freedom of speech and explain why it is important. Connect ideas and information to situations and people in the larger community. | <ul style="list-style-type: none"> Gather ideas and information from different points of view. Base opinions on information from multiple sources of authority. Examine the concept of freedom of speech and explain why it is important. Connect ideas and information to situations and people in the larger community. |
| Grade 6,7,8 | | |
| <ul style="list-style-type: none"> Identify and address community and global issues. Use real-world examples to establish authenticity. Seek information from different sources to get balanced points of view. Articulate the importance of intellectual freedom to a democratic society. | | |

Standard 3: Share knowledge and participate ethically and productively as members of our democratic society.

| <i>Indicator 3.1.6: Use information and technology ethically and responsibly.</i> | | |
|---|---|---|
| Kindergarten | Grade 1 | Grade 2 |
| <ul style="list-style-type: none"> • Credit sources by citing author and title. • Distinguish between acceptable and unacceptable computer use. • Follow school guidelines related to the acceptable use of technology. • Use technology in appropriate ways outside school. | <ul style="list-style-type: none"> • Credit sources by citing author and title. • Distinguish between acceptable and unacceptable computer use. • Follow school guidelines related to the acceptable use of technology. • Use technology in appropriate ways outside school. | <ul style="list-style-type: none"> • Credit sources by citing author and title. • Distinguish between acceptable and unacceptable computer use. • Follow school guidelines related to the acceptable use of technology. • Use technology in appropriate ways outside school. • Rephrase rather than copy whole sentences with guidance. |
| Grade 3 | Grade 4 | Grade 5 |
| <ul style="list-style-type: none"> • Demonstrate understanding of plagiarism by paraphrasing information or noting direct quotes, with guidance. • Understand that authors and illustrators own their writings and art, and it is against the law to copy their work. • Credit all sources properly in simple citation. • Observe web safety procedures including safeguarding personal information. • Practice responsible use of technology and describe personal consequences of inappropriate use. • Respect privacy of others (e.g., e-mail, files, passwords, book checkout, etc.). | <ul style="list-style-type: none"> • Demonstrate understanding of plagiarism by paraphrasing information or noting direct quotes, with guidance. • Understand that authors and illustrators own their writings and art, and it is against the law to copy their work. • Credit all sources properly in simple citation. • Observe web safety procedures including safeguarding personal information. • Practice responsible use of technology and describe personal consequences of inappropriate use. • Respect privacy of others (e.g., e-mail, files, passwords, book checkout, etc.). | <ul style="list-style-type: none"> • Demonstrate understanding of plagiarism by paraphrasing information or noting direct quotes, with guidance. • Understand that authors and illustrators own their writings and art, and it is against the law to copy their work. • Credit all sources properly in simple citation. • Observe web safety procedures including safeguarding personal information. • Practice responsible use of technology and describe personal consequences of inappropriate use. • Respect privacy of others (e.g., e-mail, files, passwords, book checkout, etc.). |
| Grade 6,7,8 | | |
| <ul style="list-style-type: none"> • Avoid plagiarism by rephrasing information in his/her own words. • Document quotations and cite sources using correct bibliographic format. • Abide by Acceptable Use Policy by accessing only appropriate information. • Use programs and websites responsibly and ethically. | | |

Standard 4: Pursue personal and aesthetic growth.

Indicator 4.1.1: Read, view, and listen for pleasure and personal growth.

| Kindergarten | Grade 1 | Grade 2 |
|--|--|---|
| <ul style="list-style-type: none"> • Request and choose materials related to personal interests. • Read, view, and listen to a variety of fiction and nonfiction for enjoyment and information. • Visit the public library to attend programs, seek help as needed, and check out materials to read. | <ul style="list-style-type: none"> • Request and choose fiction and nonfiction materials related to personal interests. • Read, view, and listen to a variety of fiction and nonfiction for enjoyment and information. • Visit the public library to attend programs, seek help as needed, and check out materials to read. • Set reading goals. | <ul style="list-style-type: none"> • Request and choose fiction and nonfiction materials related to personal interests. • Read, view, and listen to a variety of fiction and nonfiction for enjoyment and information. • Visit the public library to attend programs, seek help as needed, and check out materials to read. • Set reading goals. • Begin to recognize that different genres require different reading, listening, or viewing strategies. |
| Grade 3 | Grade 4 | Grade 5 |
| <ul style="list-style-type: none"> • Read, listen to, and view a range of resources for a variety of purposes: to live the experiences of a character, to answer questions, to find out about something new, to explore personal interests. • Visit the public library to attend programs, seek help as needed, and check out materials to read. • Set reading goals. | <ul style="list-style-type: none"> • Read, listen to, and view a range of resources for a variety of purposes: to live the experiences of a character, to answer questions, to find out about something new, to explore personal interests. • Visit the public library to attend programs, seek help as needed, and check out materials to read. • Set reading goals. | <ul style="list-style-type: none"> • Read, listen to, and view a range of resources for a variety of purposes: to live the experiences of a character, to answer questions, to find out about something new, to explore personal interests. • Visit the public library to attend programs, seek help as needed, and check out materials to read. • Set reading goals. |
| Grade 6,7,8 | | |
| <ul style="list-style-type: none"> • Read, listen to, and view an increasingly wide range of genres and formats for recreation and information. • Independently locate and select information for personal, hobby, or vocational interests. • Pursue creative expressions of information in the community (public library, arts centers, museums). | | |

Standard 4: Pursue personal and aesthetic growth.

| <i>Indicator 4.1.2: Read widely and fluently to make connections with self, the world, and previous reading.</i> | | |
|--|---|--|
| Kindergarten | Grade 1 | Grade 2 |
| <ul style="list-style-type: none"> • Read widely from multicultural texts in various genres to find out about self and the surrounding world. • Predict what will happen next in a story. • Draw conclusions about main idea of a story. • Identify author’s purpose and connect illustrations to a story. • Compare and contrast characters in two different stories or plots in two stories by the same author. • Retell a story using his/her own words and pictures. | <ul style="list-style-type: none"> • Read widely from multicultural texts in various genres to find out about self and the surrounding world. • Predict what will happen next in a story. • Draw conclusions about main idea of a story. • Identify author’s purpose and connect illustrations to a story. • Compare and contrast characters in two different stories or plots in two stories by the same author. • Retell a story using his/her own words and pictures. • Identify nursery rhyme characters and situations. | <ul style="list-style-type: none"> • Read widely from multicultural texts in various genres to find out about self and the surrounding world. • Predict what will happen next in a story. • Draw conclusions about main idea of a story. • Identify author’s purpose and connect illustrations to a story. • Compare and contrast characters in two different stories or plots in two stories by the same author. • Retell a story using his/her own words and pictures. • Describe how an illustrator’s style and use of elements and media represent and extend the meaning of the story or the narrative text. • Understand that the Caldecott Medal is awarded for illustrations and is familiar with Caldecott medal books. |

Standard 4: Pursue personal and aesthetic growth.

| <i>Indicator 4.1.2: Read widely and fluently to make connections with self, the world, and previous reading. (cont.)</i> | | |
|--|---|---|
| Grade 3 | Grade 4 | Grade 5 |
| <ul style="list-style-type: none"> • Use evidence from the text to discuss the author’s purpose. • Read widely to explore new ideas. • Predict and infer about events and characters. • Identify problems and solutions in a story. • Describe how an illustrator’s style and use of elements and media represent and extend the meaning of the story or the narrative text. • Connect story to previous reading. • Recognize features of various genres and use different reading strategies for understanding. • Demonstrate knowledge of favorite authors and genres. • Identify characters, setting and plot in stories or folk lore. | <ul style="list-style-type: none"> • Use evidence from the text to discuss the author’s purpose. • Read widely to explore new ideas. • Predict and infer about events and characters. • Identify problems and solutions in a story. • Describe how an illustrator’s style and use of elements and media represent and extend the meaning of the story or the narrative text. • Connect story to previous reading. • Recognize features of various genres and use different reading strategies for understanding. • Demonstrate knowledge of favorite authors and genres. • Recognize a biography, autobiography, and collective biography. | <ul style="list-style-type: none"> • Use evidence from the text to discuss the author’s purpose. • Read widely to explore new ideas. • Predict and infer about events and characters. • Identify problems and solutions in a story. • Describe how an illustrator’s style and use of elements and media represent and extend the meaning of the story or the narrative text. • Connect story to previous reading. • Recognize features of various genres and use different reading strategies for understanding. • Demonstrate knowledge of favorite authors and genres. • Understand the Newbery Medal is awarded for writing and is familiar with Newbery Medal books. |
| Grade 6,7,8 | | |
| <ul style="list-style-type: none"> • Read books that connect their own experiences. • Read with purpose to investigate new ideas beyond the required curriculum. • Read books from various genres. • Compare and contrast story elements in two literary works. • Demonstrate understanding that texts, both narrative and expository, are written by authors expressing their own ideas. • Recognize the author’s point of view; consider alternative perspectives. | | |

Standard 4: Pursue personal and aesthetic growth.

| <i>Indicator 4.1.3: Respond to literature and creative expressions of ideas in various formats and genres.</i> | | |
|--|--|--|
| Kindergarten | Grade 1 | Grade 2 |
| <ul style="list-style-type: none"> • Express feelings about characters and events in a story. • Make connections between literature and their own experiences. • Write about or orally share reactions to imaginative stories and performances. • Retell stories using the correct sequence of events. • Identify plot, characters, times, and places in a story. • Discuss favorite books and authors. • Respond to the values presented in stories. | <ul style="list-style-type: none"> • Express feelings about characters and events in a story. • Make connections between literature and their own experiences. • Write about or orally share reactions to imaginative stories and performances. • Retell stories using the correct sequence of events. • Identify plot, characters, times, and places in a story. • Discuss favorite books and authors. • Respond to the values presented in stories. | <ul style="list-style-type: none"> • Express feelings about characters and events in a story. • Make connections between literature and their own experiences. • Write about or orally share reactions to imaginative stories and performances. • Retell stories using the correct sequence of events. • Identify plot, characters, times, and places in a story. • Discuss favorite books and authors. • Respond to the values presented in stories. |
| Grade 3 | Grade 4 | Grade 5 |
| <ul style="list-style-type: none"> • Connect his/her own feelings to emotions, characters, and events portrayed in a literary work. • Use personal experiences to stimulate responses to literature and art. • Restate and interpret ideas presented through creative formats. • Identify story elements in various fiction genres. • Use evidence from stories to discuss characters, setting, plot, time, and place. • Discuss theme of stories, using evidence to support opinions. • Participate in book talks and book discussion groups. • Respond to the values presented in stories. | <ul style="list-style-type: none"> • Connect his/her own feelings to emotions, characters, and events portrayed in a literary work. • Use personal experiences to stimulate responses to literature and art. • Restate and interpret ideas presented through creative formats. • Identify story elements in various fiction genres. • Use evidence from stories to discuss characters, setting, plot, time, and place. • Discuss theme of stories, using evidence to support opinions. • Participate in book talks and book discussion groups. • Respond to the values presented in stories. | <ul style="list-style-type: none"> • Connect his/her own feelings to emotions, characters, and events portrayed in a literary work. • Use personal experiences to stimulate responses to literature and art. • Restate and interpret ideas presented through creative formats. • Identify story elements in various fiction genres. • Use evidence from stories to discuss characters, setting, plot, time, and place. • Discuss theme of stories, using evidence to support opinions. • Participate in book talks and book discussion groups. • Respond to the values presented in stories. |
| Grade 6,7,8 | | |
| <ul style="list-style-type: none"> • Respond to the images and feelings evoked by a literary or artistic work. • Connect text to personal experiences. • Use illustrations, context, graphics, and layout to extract meaning from different formats. • Interpret literary elements (plot, setting, characters, time) from evidence presented in the text. • Draw conclusions about the theme from evidence in the text. • Recognize how characters change. • Share reading, listening, and viewing experiences in a variety of ways. | | |

Standard 4: Pursue personal and aesthetic growth.

Indicator 4.1.4: Seek information for personal learning in a variety of formats and genres.

| Kindergarten | Grade 1 | Grade 2 |
|---|--|---|
| <ul style="list-style-type: none"> • Select picture, fiction, and information books; try some books in other genres (poetry, fairy tales) routinely. • Select information in various formats and genres based on suggestions from teacher or School Library Media Specialist and on personal interests. • Select some books at the appropriate reading level, other books to be read aloud, and other more challenging books of particular interest for browsing and enjoyment. • Explain personal criteria for selecting a particular resource. | <ul style="list-style-type: none"> • Select picture, fiction, and information books; try some books in other genres (poetry, fairy tales, drama) routinely. • Select information in various formats and genres based on suggestions from teacher or School Library Media Specialist and on personal interests. • Select some books at the appropriate reading level, other books to be read aloud, and other more challenging books of particular interest for browsing and enjoyment. • Explain personal criteria for selecting a particular resource. | <ul style="list-style-type: none"> • Select picture, fiction, and information books; try some books in other genres (poetry, fairy tales, biography) routinely. • Select information in various formats and genres based on suggestions from teacher or School Library Media Specialist and on personal interests. • Select some books at the appropriate reading level, other books to be read aloud, and other more challenging books of particular interest for browsing and enjoyment. • Explain personal criteria for selecting a particular resource. |
| Grade 3 | Grade 4 | Grade 5 |
| <ul style="list-style-type: none"> • Select books from favorite authors and genres; try new genres when suggested. • Select information in various formats based on a theme, topic, and connection to classroom learning or personal interest. • Select both “just right” books and challenging books, routinely. • Read the multiple works of a single author. • Explain why some authors and genres have become favorites. • Select appropriate print, nonprint, and electronic materials on an individual level. | <ul style="list-style-type: none"> • Select books from favorite authors and genres; try new genres when suggested (e.g., folktales, historical fiction, realistic fiction, and tall tales). • Select information in various formats based on a theme, topic, and connection to classroom learning or personal interest. • Select both “just right” books and challenging books, routinely. • Read the multiple works of a single author. • Explain why some authors and genres have become favorites. • Select appropriate print, nonprint, and electronic materials on an individual level. | <ul style="list-style-type: none"> • Select books from favorite authors and genres; try new genres when suggested (e.g., legend, myth, and autobiography). • Select information in various formats based on a theme, topic, and connection to classroom learning or personal interest. • Select both “just right” books and challenging books, routinely. • Read the multiple works of a single author. • Explain why some authors and genres have become favorites. • Select appropriate print, nonprint, and electronic materials on an individual level. |
| Grade 6,7,8 | | |
| <ul style="list-style-type: none"> • Read a variety of genres, including short stories, novels, poems, plays, drama, myths, films, and electronic magazines and books. • Describe the characteristics of different genres. • Explore new genres that fulfill interests and reading level (graphic novels, magazines, online magazines, e-books). • Select resources for classroom learning and for personal exploration. • Select resources on topics of interest at both a comfortable reading level and at higher levels of comprehension. • Select print, nonprint, and electronic materials based on personal interests and knowledge of authors. • Maintain personal reading lists. | | |

Standard 4: Pursue personal and aesthetic growth.

| <i>Indicator 4.1.5: Connect ideas to own interests and previous knowledge and experience.</i> | | |
|---|--|--|
| Kindergarten | Grade 1 | Grade 2 |
| <ul style="list-style-type: none"> • Prior to reading a book, gain background knowledge about the author or subject by discussing it with friend, teacher, or parent. • Demonstrate comprehension of stories read independently or shared aloud. • Develop criteria for deciding if a book matches interests and reading levels. • Find and read (or be read) books that match interests and comprehension levels. | <ul style="list-style-type: none"> • Prior to reading a book, gain background knowledge about the author or subject by discussing it with friend, teacher, or parent. • Demonstrate comprehension of stories read independently or shared aloud. • Develop criteria for deciding if a book matches interests and reading levels. • Find and read (or be read) books that match interests and comprehension levels. | <ul style="list-style-type: none"> • Prior to reading a book, gain background knowledge about the author or subject by discussing it with friend, teacher, or parent. • Demonstrate comprehension of stories read independently or shared aloud. • Develop criteria for deciding if a book matches interests and reading levels. • Find and read (or be read) books that match interests and comprehension levels. |
| Grade 3 | Grade 4 | Grade 5 |
| <ul style="list-style-type: none"> • Use prior knowledge to understand and compare literature. • Understand literal meaning and identify the main points reflected in a work. • Compare the ideas in various types of resources to experiences in real life. | <ul style="list-style-type: none"> • Use prior knowledge to understand and compare literature. • Understand literal meaning and identify the main points reflected in a work. • Compare the ideas in various types of resources to experiences in real life. | <ul style="list-style-type: none"> • Use prior knowledge to understand and compare literature. • Understand literal meaning and identify the main points reflected in a work. • Compare the ideas in various types of resources to experiences in real life. |
| Grade 6,7,8 | | |
| <ul style="list-style-type: none"> • Demonstrate understanding of literal and implied meanings by explaining how new meanings fit with what is already known. • Connect ideas reflected in various resources to life experiences at home, in school, and with peers. • Keep logs or records of new and up-to-date ideas by reading online information, magazines, and other current sources. • Check ideas for accuracy by analyzing the authority of the source and validating the information through multiple resources. | | |

Standard 4: Pursue personal and aesthetic growth.

| <i>Indicator 4.1.6: Organize personal knowledge in a way that can be called upon easily.</i> | | |
|---|--|--|
| Kindergarten | Grade 1 | Grade 2 |
| <ul style="list-style-type: none"> • Draw pictures of main ideas. | <ul style="list-style-type: none"> • Take notes using graphic organizer provided by teacher or School Library Media Specialist with guidance. • Draw pictures of the main ideas. | <ul style="list-style-type: none"> • Take notes using graphic organizer provided by teacher or School Library Media Specialist. • Draw pictures of the main ideas. |
| Grade 3 | Grade 4 | Grade 5 |
| <ul style="list-style-type: none"> • Use simple graphic organizers and technology tools to capture the main ideas and their relationships to each other. • Use two-column approach to note taking to capture personal connections to information. | <ul style="list-style-type: none"> • Use simple graphic organizers and technology tools to capture the main ideas and their relationships to each other. • Use two-column approach to note taking to capture personal connections to information. | <ul style="list-style-type: none"> • Use simple graphic organizers and technology tools to capture the main ideas and their relationships to each other. • Use two-column approach to note taking to capture personal connections to information. |
| Grade 6,7,8 | | |
| <ul style="list-style-type: none"> • Develop visual pictures of the main ideas and design concept maps, webs, or graphics to capture the ideas. • Identify their own learning styles and organize ideas accordingly (e.g., linear, graphic) • Use different forms of note-taking to capture personal connections to information. | | |
| <i>Indicator 4.1.7: Use social networks and information tools to gather and share information.</i> | | |
| Kindergarten | Grade 1 | Grade 2 |
| <ul style="list-style-type: none"> • Locate information for personal interests and school assignments in print, nonprint, electronic sources with guidance from the School Library Media Specialist. | <ul style="list-style-type: none"> • Locate information for personal interests and school assignments in print, nonprint, electronic sources with guidance from the School Library Media Specialist. • Experiment with online catalog and Web resources to locate information. | <ul style="list-style-type: none"> • Locate information for personal interests and school assignments in print, nonprint, electronic sources with guidance from the School Library Media Specialist. • Experiment with online catalog and Web resources to locate information. |
| Grade 3 | Grade 4 | Grade 5 |
| <ul style="list-style-type: none"> • Use basic strategies (author, title, subject) to locate information using the library's online catalog. | <ul style="list-style-type: none"> • Use basic strategies (author, title, subject) to locate information using the library's online catalog. | <ul style="list-style-type: none"> • Use basic strategies (author, title, subject) to locate information using the library's online catalog. • Use social networking tools to create and share information. |
| Grade 6,7,8 | | |
| <ul style="list-style-type: none"> • Use advanced strategies (Boolean searches) to locate information about personal interest topics in the library's online catalog. • Use technology tools and resources to collect, organize, and evaluate information that addresses issues or interests. • Apply technology productivity tools to meet personal needs. • Use social networking tools to responsibly and safely share information and ideas and to collaborate with others. | | |

Standard 4: Pursue personal and aesthetic growth.

| <i>Indicator 4.1.8: Use creative and artistic formats to express personal learning.</i> | | |
|--|--|--|
| Kindergarten | Grade 1 | Grade 2 |
| <ul style="list-style-type: none"> • Express feelings about a story through pictures and words. • Use technology tools to create and present ideas. • Express their own ideas through simple products in different formats. | <ul style="list-style-type: none"> • Express feelings about a story through pictures and words. • Use technology tools to create and present ideas. • Express their own ideas through simple products in different formats. | <ul style="list-style-type: none"> • Express feelings about a story through pictures and words. • Use technology tools to create and present ideas. • Express their own ideas through simple products in different formats. |
| Grade 3 | Grade 4 | Grade 5 |
| <ul style="list-style-type: none"> • Present creative products in a variety of formats. • Use technology applications to create documents and visualizations of new learning. • Use multimedia authoring tools for independent and collaborative publishing activities. | <ul style="list-style-type: none"> • Present creative products in a variety of formats. • Use technology applications to create documents and visualizations of new learning. • Use multimedia authoring tools for independent and collaborative publishing activities. | <ul style="list-style-type: none"> • Present creative products in a variety of formats. • Use technology applications to create documents and visualizations of new learning. • Use multimedia authoring tools for independent and collaborative publishing activities. |
| Grade 6,7,8 | | |
| <ul style="list-style-type: none"> • Create original products based on responses to literature and other creative works of art. • Experiment with various types of multimedia applications for artistic and personal expression. | | |

Educational Technology Curriculum Framework

The ISTE

National Educational Technology Standards (NETS•S) and Performance Indicators for Students

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

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| ISTE/ Archdiocese of Louisville (AL) Performance Indicators | Kindergarten | Grade One | Grade Two |
|--|--|---|--|
| Technology Operations and Concepts | | | |
| <p>Students:</p> <p>a. understand and use technology systems.</p> <p>b. select and use applications effectively and productively.</p> <p>c. troubleshoot systems and applications.</p> <p>d. transfer current knowledge to learning of new technologies.</p> | <p>01 Identify computer hardware: monitor, keyboard, mouse, disk drive, CD drive, printer.</p> <p>02 Distinguish between hardware and software.</p> <p>03 Log on, log off</p> <p>04 Use proper posture.</p> <p>05 Use spacebar, enter , backspace, caps lock and arrow keys.</p> <p>06 Use letter and number keys.</p> <p>07 Open, use and quit applications.</p> <p>08 Select an option from a menu.</p> <p>09 Navigate inside a graphical user interface (gui) e.g., Windows, MAC OS</p> <p>Productivity Tools</p> <p>A. Word Processing/Desktop Publishing Enter text. Use one space between words. Place cursor for editing purposes.</p> <p>B. Database</p> <p>C. Spreadsheet</p> <p>D. Use content appropriate software.</p> <p>01 Use content appropriate software.</p> <p>02 Use content appropriate Internet sites.</p> | <p>10 Use shift key.</p> <p>11 Use vertical and horizontal scroll bars.</p> <p>12 Use save, print and menu options.</p> <p>Productivity Tools</p> <p>E. Word Processing/Desktop Publishing</p> <p>04 Recognizes a word processing document.</p> <p>05 Distinguishes between upper and lower case letters.</p> <p>06 Use punctuation marks.</p> <p>07 Use one space after punctuation.</p> <p>08 Use capital letters correctly.</p> <p>09 Insert graphics and clip art.</p> <p>10 Insert graphics from a file.</p> <p>F. Database</p> <p>G. Spreadsheet</p> <p>H. Use content appropriate software.</p> <p>I. Use grade appropriate drawing tools.</p> <p>J. Use alternate technologies to reinforce content curriculum. (ie geoSafari, Leap Frog, Leapster)</p> | <p>13 Introduce home row keys .</p> <p>14 Use two hands while typing or adaptation for special needs students.</p> <p>15 Use maximize and minimize.</p> <p>Productivity Tools</p> <p>K. Word Processing/Desktop Publishing</p> <p>11 Use word wrap.</p> <p>12 Use editing skills.</p> <p>13 Use enter key.</p> <p>L. Database</p> <p>M. Spreadsheet</p> <p>01 Identify the purpose of a spreadsheet.</p> <p>02 Create a pie, bar, and line chart.</p> <p>N. Use content appropriate software.</p> <p>O. Use grade appropriate drawing tools.</p> <p>P. Use alternate technologies to reinforce content curriculum.</p> |

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| Technology Operations and Concepts (cont.) | | | |
|--|---|---|--|
| | <p>Q. Use grade appropriate drawing tools. 01 Use grade appropriate drawing tools.</p> <p>R. Use alternate technologies to reinforce content curriculum. 01 Use alternate technologies to reinforce content curriculum.</p> | | |
| Digital Citizenship | | | |
| <p>Students:</p> <p>a. advocate and practice safe, legal, and responsible use of information and technology.</p> <p>b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.</p> <p>c. demonstrate personal responsibility for lifelong learning.</p> <p>d. exhibit leadership for digital citizenship.</p> | <p>01 Recognize ownership of own work.</p> <p>02 Recognize ownership of other people’s work.</p> <p>03 Sign and discuss the Acceptable Use Policy.</p> <p>04 Participate in an Internet Safety program (iSafe).</p> | <p>05 Recognize another person’s right to privacy. *** Sign and discuss the Acceptable Use Policy. *** Participate in an Internet Safety program (iSafe).</p> | <p>06 Recognize that one must have permission to copy another person’s work. *** Signs and discusses the Acceptable Use Policy. *** Participate in an Internet Safety program (iSafe).</p> |

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| Performance Indicators | Kindergarten | Grade One | Grade Two |
|--|--|---|------------------|
| Creativity and Innovation | | | |
| <p>Students:</p> <ul style="list-style-type: none"> a. apply existing knowledge to generate new ideas, products, or processes. b. create original works as a means of personal or group expression. c. use models and simulations to explore complex systems and issues. d. identify trends and forecast possibilities. | | | |
| Communication and Collaboration | | | |
| <p>Students:</p> <ul style="list-style-type: none"> a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. b. communicate information and ideas effectively to multiple audiences using a variety of media and formats. c. develop cultural understanding and global awareness by engaging with learners of other cultures. d. contribute to project teams to produce original works or solve problems. | <p>01 Illustrate ideas using software, e.g., counting books, picture books, alphabet books, etc.</p> | <p>02 Write and illustrate stories. 03 Slide show software to present ideas. (Templates may be used.)</p> | |

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| Performance Indicators | Kindergarten | Grade One | Grade Two |
|---|---|---|---|
| Research and Information Fluency | | | |
| <p>Students:</p> <p>A. Plan strategies to guide inquiry.</p> <p>B. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>C. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.</p> <p>D. Process data and report results.</p> | | <p>A. Internet use/ information retrieval</p> <p>01 Recognize a web browser.</p> <p>02 Relate web pages to URL.</p> <p>03 Recognize the school home page.</p> <p>04 Open a web browser and use the Home, Back, Forward and Print features.</p> <p>05 Use links to go to a web page.</p> <p>06 Use web page to practice content skills.</p> <p>B. Research Skills</p> <p>01 Use the automated catalog to select library materials.</p> | <p>A. Internet use/ information retrieval</p> <p>07 Understand the function of a home page on the web.</p> <p>B. Research Skills</p> |
| Critical Thinking, Problem Solving, and Decision Making | | | |
| <p>Students:</p> <p>A. Identify and define authentic problems and significant questions for investigation.</p> <p>B. Plan and manage activities to develop a solution or complete a project.</p> <p>C. Collect and analyze data to identify solutions and/or make informed decisions.</p> <p>D. Use multiple processes and diverse perspectives to explore alternative solutions.</p> | <p>01 Use grade appropriate problem-solving software.</p> <p>02 Use grade appropriate videos for decision making.</p> <p>03 Use content appropriate electronic tools.</p> <p>04 Integrate productivity tools for problem-solving.</p> | <p>***Use grade appropriate problem-solving software.</p> <p>*** Use grade appropriate videos for decision making.</p> <p>*** Use content appropriate electronic tools.</p> <p>*** Integrate productivity tools for problem-solving.</p> | <p>***Use grade appropriate problem-solving software.</p> <p>*** Use grade appropriate videos for decision making.</p> <p>*** Use content appropriate electronic tools.</p> <p>***Integrate productivity tools for problem-solving.</p> |

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**ISTE/ Archdiocese of Louisville (AL)
Performance Indicators**

| | Grade Three | Grade Four | Grade Five |
|---|---|--|---|
| Technology Operations and Concepts | | | |
| <p>A. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.</p> <p>B. Discuss common uses of technology in daily life and the advantages those uses provide.</p> | <p>16 Introduce proper finger/key placement.</p> <p>17 Keyboard with a speed of 10 words per minute with 75% accuracy.</p> <p>18 Use shift key to access symbol keys.</p> <p>Productivity Tools</p> <p>S. Word Processing/Desktop Publishing</p> <p>14 Adjust font, style, (bold, underline, italics), size of text, color.</p> <p>15 Justify text.</p> <p>16 Spell checks.</p> <p>17 Use tab key.</p> <p>18 Use quotation marks.</p> <p>19 Use print preview, zoom, etc.</p> <p>20 Print specific pages of a multi-page document.</p> <p>21 Copy and paste; cut and paste.</p> <p>22 Delete words in a document.</p> <p>23 Use paragraph formatting (spacing).</p> <p>T. Database</p> <p>01 Recognize a database document.</p> | <p>19 Keyboard with a speed of 12 words per minute with 75% accuracy.</p> <p>20 Identify appropriate mathematics operation symbols (+, -, *, /) on a keyboard.</p> <p>21 Identify computer hardware, hard drive, server, network.</p> <p>Productivity Tools</p> <p>Z. Word Processing/Desktop Publishing</p> <p>24 Use multicolumn layout.</p> <p>AA. Database</p> <p>11 Use find and sort to search for specific information.</p> <p>09 Use status panel to determine the number of selected records.</p> <p>10 Create a simple database.</p> <p>11 Define fields by typing a field name and selecting a field type (text only).</p> <p>12 Save and retrieve database documents.</p> <p>BB. Spreadsheet</p> <p>05 Recognize a spreadsheet</p> | <p>22 Keyboard with a speed of 15 words per minute with 75% accuracy.</p> <p>Productivity Tools</p> <p>FF. Word Processing/Desktop Publishing</p> <p>25 Use find/replace.</p> <p>26 Use thesaurus.</p> <p>27 Create a table.</p> <p>28 Use intermediate formatting: create borders, adjust margins, change page orientation, insert text boxes, word art, drawing tools.</p> <p>GG. Database</p> <p>16 Create a report.</p> <p>17 View data in multiple layouts.</p> <p>18 Print database documents.</p> <p>HH. Spreadsheet</p> <p>08 Use sort.</p> <p>09 Use functions: sum and average.</p> <p>10 Format cell attributes: (font, size, color, alignment, number, style, row height and column width, borders)</p> |

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| | | | |
|--|---|--|---|
| | <p>02 Use terms “field” and “record”.</p> <p>03 Enter data on a template.</p> <p>04 Identify the purpose of a database.</p> <p>05 Use layout menu to view sample data in different ways: browse mode, list mode.</p> <p>06 Use find mode to search for specific information.</p> <p>07 Use status panel to determine the number of found records.</p> <p>08 Show all records.</p> <p>09 Add a new record.</p> <p>10 Delete records.</p> <p>U. Spreadsheet</p> <p>03 Create an original spreadsheet.</p> <p>04 Save, print, and retrieve spreadsheet documents.</p> <p>V. Use content appropriate software.</p> <p>W. Use grade appropriate drawing tools.</p> <p>X. Use alternate technologies to reinforce content curriculum</p> <p>Y. Use graphic organizer software. (ie Kidspiration, Inspiration)</p> | <p>document, cell, row, column, cell address, active cell and entry.</p> <p>06 Enter/edit cell data on a template.</p> <p>07 Use formulas for addition, subtraction, multiplication, and division.</p> <p>CC. Use content appropriate software.</p> <p>DD. Use grade appropriate drawing tools.</p> <p>EE. Use alternate technologies to reinforce content curriculum.</p> <p>02 Use digital camera, scanner, video equipment.</p> | <p>II. Use content appropriate software.</p> <p>JJ. Use grade appropriate drawing tools.</p> <p>KK. Use alternate technologies to reinforce content curriculum.</p> <p>03 Use multimedia projector.</p> |
|--|---|--|---|

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| Digital Citizenship | | | |
|---|---|--|--|
| <p>A. Discuss common uses of technology in daily life and the advantages those uses provide.</p> <p>B. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.</p> | <p>07 Recognize the necessity of citing sources.</p> <p>08 Understand term: copyright. *** Sign and discuss the Acceptable Use Policy. *** Participate in an Internet Safety program (iSafe).</p> | <p>13 Understand and respect software laws.</p> <p>14 Recognize and respect basic copyright laws.</p> <p>15 Recognize copyright symbol. ***Sign and discuss the Acceptable Use Policy. ***Participate in an Internet Safety program (iSafe).</p> | <p>12 Understand terms: virus, virus protection, piracy and security. *** Sign and discuss the Acceptable Use Policy. *** Participate in an Internet Safety program (iSafe).</p> |

| Performance Indicators | Grade Three | Grade Four | Grade Five |
|---|--------------------|-------------------|-------------------|
| Creativity and Innovation | | | |
| <p>A. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum.</p> <p>B. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.</p> | | | |

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| Communication and Collaboration | | | |
|---|--|---|--|
| <p>A. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.</p> <p>B. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests.</p> <p>C. Use telecommunications and online resources (e.g., email, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom.</p> | <p>04 Use basic digital photography.</p> | <p>05 Create basic multimedia presentations with text and graphics.</p> <p>06 Use video for internal broadcast.</p> | <p>07 Create a multimedia presentation with transitions, animation, and audio.</p> <p>08 Understand and use appropriate Internet etiquette (netiquette).</p> |

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| Performance Indicators | Grade Three | Grade Four | Grade Five |
|--|---|--|---|
| Research and Information Fluency | | | |
| <p>A. Use telecommunications and online resources (e.g., email, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom.</p> <p>B. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities.</p> <p>C. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.</p> | <p>A. Internet use/information retrieval</p> <p>08 Enter a URL to find specific information.</p> <p>09 Use WebQuests to retrieve information.</p> <p>10 Use scavenger hunts to retrieve information.</p> <p>11 Recognize and use links to find specific information.</p> <p>12 Use online encyclopedia and dictionary with keyword search.)</p> <p>13 Search for images and download</p> <p>B. Reference Software</p> | <p>A. Internet use/ information retrieval</p> <p>14 Use age appropriate search engines to find specific information.</p> <p>15 Add/remove favorite/bookmark.</p> <p>16 Find, retrieve, and save graphics, pictures, audio clips, video clips.</p> <p>17 Identify parts of a URL.</p> <p>B. Research Skills</p> <p>02 Use grade appropriate reference software.</p> | <p>C. Internet use/information retrieval</p> <p>18 Use multiple search engines to research a variety of topics.</p> <p>D. Research Skills</p> <p>***Use grade appropriate reference software.</p> |

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| Performance Indicators | Grade Three | Grade Four | Grade Five |
|---|---|--|--|
| Critical Thinking, Problem Solving , and Decision Making | | | |
| <p>A. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities.</p> <p>B. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.</p> <p>C. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources.</p> | <p>*** Use grade appropriate problem-solving software.</p> <p>*** Use grade appropriate videos for decision-making.</p> <p>*** Use content appropriate electronic tools.</p> <p>*** Use productivity tools for problem-solving.</p> | <p>05 Evaluate appropriateness of a web site based on a web search description.</p> <p>*** Use grade appropriate problem-solving software.</p> <p>*** Use grade appropriate videos for decision-making.</p> <p>*** Use content appropriate electronic tools.</p> <p>***Use productivity tools for problem-solving.</p> | <p>06 Evaluate accuracy of information on web sites.</p> <p>***Use grade appropriate problem-solving software.</p> <p>*** Use grade appropriate videos for decision-making.</p> <p>*** Use content appropriate electronic tools.</p> <p>***Use productivity tools for problem-solving.</p> |

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| ISTE/ Archdiocese of Louisville (AL) Performance Indicator | Grade Six | Grade Seven | Grade Eight |
|--|---|--|--|
| Technology Operations and Concepts | | | |
| <p>A. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.</p> <p>B. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving.</p> | <p>23 Keyboard with a speed of 20 words per minute with 75% accuracy.</p> <p>24 Multitasking by using several active files.</p> <p>25 Apply strategies for troubleshooting hardware and software problems.</p> <p>Productivity Tools LL. Word Processing/Desktop Publishing</p> <p>29 Insert headers and footers.</p> <p>30 Use advanced formatting to edit menus, to insert date, time and page number.</p> <p>31 Insert/adjust columns, page and section breaks.</p> <p>32 Incorporate spreadsheet into word processing document.</p> <p>33 Save document in alternate format.</p> <p>34 Create a two-sided, three-column brochure.</p> <p>MM. Database 19 Use field types: date, number, calculation, summary, multimedia.</p> | <p>26 Keyboard with a speed of 25 words per minute with 75% accuracy.</p> <p>Productivity Tools RR. Word Processing/Desktop Publishing SS. Database TT. Spreadsheet</p> <p>13 Create header rows for multi-page reports.</p> <p>14 Use Print Preview for optimal orientation and paper size.</p> <p>UU. Use content appropriate software.</p> <p>VV. Use grade appropriate drawing tools.</p> <p>WW. Use alternate technologies to reinforce content curriculum.</p> | <p>27 Keyboard with a speed of 30 words per minute with 75% accuracy.</p> <p>Productivity Tools XX. Word Processing/Desktop Publishing YY. Database</p> <p>21 Generate multiple reports from the same database.</p> <p>ZZ. Spreadsheet AAA. Use content appropriate software. BBB. Use grade appropriate drawing tools. CCC. Use alternate technologies to reinforce content curriculum.</p> |

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| | | | |
|---|---|---|--|
| | <p>20 Add/edit fields to an existing database. NN. Spreadsheet 11 Insert/delete cells, rows, columns. 12 Use functions (MIN, MAX, DATE, RAND, ROUND, COUNT.) 13 Use fill commands (down, right, special.) OO. Use content appropriate software. PP. Use grade appropriate drawing tools. QQ. Use alternate technologies to reinforce content curriculum.</p> | | |
| Digital Citizenship | | | |
| <p>A. Demonstrate knowledge of current changes in formation technologies and the effect those changes have on the workplace and society. B. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. C. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.</p> | <p>***Sign and discuss the Acceptable Use Policy. ***Participate in an Internet Safety program (iSafe).</p> | <p>15 Recognize the social and legal implications of propagating viruses, hacking, sending or posting offensive materials and vandalism. ***Sign and discuss the Acceptable Use Policy. ***Participate in an Internet Safety program (iSafe).</p> | <p>***Sign and discuss the Acceptable Use Policy. ***Participate in an Internet Safety program (iSafe).</p> |

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| Performance Indicators | Grade Six | Grade Seven | Grade Eight |
|--|-----------|-------------|-------------|
| Creativity and Innovation | | | |
| <p>A. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.</p> <p>B. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.</p> | | | |

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| Performance Indicators | Grade Six | Grade Seven | Grade Eight |
|--|--|--|--|
| Communication and Collaboration | | | |
| <p>A. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.</p> <p>B. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.</p> | <p>09 Create web pages for publication on the intranet/Internet.</p> | <p>10 Participate in videoconferencing, web enabled software, online courseware, podcasting, and blogging (in a controlled environment.)</p> | <p>11 Create advanced multimedia presentations that involve video and audio editing.</p> |

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| Performance Indicators | Grade Six | Grade Seven | Grade Eight |
|---|---|---|---|
| Research and Information Fluency | | | |
| <p>A. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.</p> <p>B. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.</p> <p>C. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.</p> <p>D. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.</p> | <p>A. Internet use/information retrieval</p> <p>B. Research Skills ***Use grade appropriate reference software.</p> | <p>E. Internet use/information retrieval</p> <p>F. Research Skills ***Use grade appropriate reference software.</p> | <p>G. Internet use/information retrieval</p> <p>H. Research Skills ***Use grade appropriate reference software.</p> |

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| Performance Indicators | Grade Six | Grade Seven | Grade Eight |
|---|--|--|---|
| Technology Problem-Solving and Decision-Making | | | |
| <p>A. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.</p> <p>B. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving.</p> <p>C. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.</p> | <p>***Use grade appropriate problem-solving software. *** Use grade appropriate videos for decision-making. *** Use content appropriate electronic tools. ***Use productivity tools for problem-solving.</p> | <p>***Use grade appropriate problem-solving software. *** Use grade appropriate videos for decision-making. *** Use content appropriate electronic tools. ***Use productivity tools for problem-solving.</p> | <p>***Use grade appropriate problem-solving software. *** Use grade appropriate videos for decision-making. *** Use content appropriate electronic tools. *** Use productivity tools for problem-solving.</p> |

Assessment

PHILOSOPHY OF ASSESSMENT

Assessment provides the opportunity to demonstrate success in accomplishing the mission of the Archdiocese of Louisville to educate and form the whole person – mind, body, and spirit. Assessment is an integral part of the mission of Catholic education offered in the Archdiocese of Louisville as defined by the learning standards contained in the Archdiocese of Louisville Curriculum Guide. It is designed to be a comprehensive, multi-faceted analysis of each student's progress. Quality assessment is one part of a holistic system of learning and includes a varied and balanced combination of practices.

The purpose of assessment is to:

- guide instruction for the teaching process
- measure growth and development in learning for the individual student
- provide reliable and valid evidence of continuous student progress
- communicate meaningful information to students, parents, teachers, and other assessment users.

To fulfill our responsibility to our constituencies, catechetical and academic outcomes are assessed and this information is shared with various groups, including but not necessarily limited to:

- students and their parents/guardians
- the parish community
- the Archdiocese of Louisville
- the broader community.

As a leader in both catechesis and academics, it is the responsibility of the Archdiocese of Louisville to provide both a sound catechetical experience and an excellent educational program. This dual mission of faith formation and academic excellence requires an integrated system of standards; multiple forms of evaluation and assessment measures; and a clear and concise method of reporting to all those to whom we are accountable. It is through this process that we affirm that we are who we say we are and we do what we say we will do.

FORMATIVE AND SUMMATIVE ASSESSMENT

Quality assessment includes a balance of both formative and summative assessment. In order to promote growth and learning, students should be assessed frequently and through multiple measures. When appropriate, students should be given the opportunity to demonstrate understanding in ways that take into account the individual readiness, learning styles, and interests.

Formative assessment is an evaluation of progress conducted throughout the teaching and learning process. Formative assessment is about improvement, **not** accountability.

Formative assessment is most effective when it is student-driven. It helps students understand their own strengths and weaknesses and enables them to determine their paths to success. Formative assessment provides students with timely feedback so that they can improve the quality of their work. It allows students to gauge progress toward personal and academic goals.

Formative assessment also provides teachers and parents with valuable information about student progress. It aids in the identification of student needs and informs instructional practices based on those needs, while enlisting parental support for student learning.

Summative assessment takes place after instruction to determine if the anticipated learning has occurred. It is evaluative in nature and is employed as an accountability measure.

Summative assessment encourages students to meet academic standards and validates their readiness to proceed. It enables teachers to evaluate the effectiveness of their instruction. It also provides information to appropriate individuals to determine levels of achievement for placement, evaluate student mastery, and support grading.

HOLISTIC ASSESSMENT SYSTEM

In a responsive classroom, differentiation of instruction allows teachers to address the readiness, learning styles, and interests of the individual student. A holistic assessment system is based upon these needs of the learner and offers a variety of assessments. Assessments include, but are not limited to, the following:

Performance Assessments

This type of assessment is often referred to as “authentic” assessment. It is a process or product that is assessed through observation and judgment – the teacher looks at the student’s work or performance and makes a judgment based on its quality. Rubrics with clearly defined learning criteria should accompany performance assessments when appropriate and should be shared with students prior to the actual learning. Students may participate in the creation of the rubric, thus having a clear understanding of expectations.

Examples of performance assessments would include projects, reports, narrative descriptions, anecdotal records, student journals, student portfolios, performance events, and performance tasks.

Teacher Checklists

This type of assessment is based on clearly defined criteria and measured by achievement toward those elements. This type of assessment is based on observation, but with less subjectivity than in performance assessments.

Examples would include teacher checklists to accompany projects, observations of behaviors and skills, reports of progress toward learning standards, observations of cooperative skills, and evaluation of research skills.

Criterion-Referenced Tests

Criterion-referenced tests are used to determine a student’s mastery of specific information and skills from a well-defined content area. It is used to ascertain what students know and understand as a result of instruction. Progress is measured against clearly defined criteria or learning goals.

Examples of criterion-referenced tests would include subject-area inventories, achievement tests, commercial readiness tests, pre- and post-tests, end-of-chapter tests, end-of-unit tests, end-of-book tests, and year-end achievement tests.

Norm-Referenced Tests

Norm-referenced tests compare a student’s mastery of specific information to that of a norming group - a large group of students who took the test under similar conditions in the past. Norm-referenced tests provide information about the extent to which the student’s performance was above or below that of the norming group. A nationally recognized assessment is used for comparison with national norms.

Examples of norm-referenced or standardized tests would include the Terra Nova Test and the High School Placement Test.

GRADING

Assessment of a student's work should provide a rich array of information related to his or her progress and achievement. Quality assessment must provide an appropriate balance of assessments **for** student learning that informs and directs instructional practices (formative assessment) and assessments **of** student learning that are required for grading (summative assessment). Students must clearly understand the learning standards, the components that will be considered in the determination of the grade, and the criteria by which those components will be evaluated. In short, students must be able to identify and clearly articulate what it is they must know and do; the criteria that will be used to prove what they know and are able to do; and the measure of success.

When grading is based on clearly defined learning criteria, it provides teachers with the opportunity to communicate this high quality information in a form that can be clearly understood and effectively used by interested persons. It has direct implications and relevance to all.

Learning standards typically reflect a combination of progress, product, and process criteria.

- Progress criteria are incremental measures used to determine student movement toward an established goal. Because not all students are at the same point at the same time, progress criteria can be highly individualized. Examples of progress criteria might include pre-/post-assessments, student portfolios, and classroom observations.
- Product criteria measure what students know and are able to do at a specific point in time. Product criteria generally take place after instruction and demonstrate mastery of knowledge, skills, and concepts. Examples of product criteria might include reports or projects, exhibits of student work, major exams or compositions, classroom observations, and oral presentations.
- Process criteria reflect not only the final results of the learning but the steps the student took to get there. This information is reported separately from achievement and performance. Process criteria might include effort or work habits, quizzes, homework, class participation, and attendance.

Effective grading procedures are based on a combination of progress, product, and process criteria. By clearly articulating the indicators of each, teachers are able to evaluate and then report each criterion separately. Rubrics with clearly defined learning criteria should accompany assessment when appropriate and should be provided to the student prior to the actual learning. To maximize student learning, a variety of assessment methods and/or grading procedures must be used.

In addition, descriptive feedback is an essential component of the information provided to students. Effective feedback must provide students with a clear understanding of what they are doing well and the steps necessary for improvement and progress. Descriptive feedback is a powerful learning tool. It emphasizes achievement and movement toward mastery, rather than deficiencies. When teachers replace judgmental feedback with specific, descriptive, and immediate feedback, students benefit. To be effective, feedback must be meaningful and provided in a timely manner.

When feedback contains vague or general comments, students are left without a clear understanding of what they did to earn the comment. When accompanied by percentages and letter grades, the comments are often disregarded by both students and parents. This type of feedback does little to increase learning and in fact has a negative impact on student motivation to learn.

To be effective, feedback should be specific, descriptive, and objective in nature, offering the student insight into the work itself and a clear picture of next steps toward success. Students should be given the opportunity to use the feedback from the teacher as they continue to work on a task until they succeed. Students must have the opportunity to make adjustments to the work based on the teacher comments and then resubmit it for further feedback. When students are allowed to use this process, they understand their movement toward mastery and they begin to develop their skills of self-assessment. They are able to articulate what it is they have learned and the steps they must take to make further progress. They become meta-cognitive learners, able to reflect upon and make adjustments to their own learning.

In a differentiated classroom, the progress and achievement of the individual student must be taken into account. Students do not learn at the same rate and in the same way. Therefore, they should not be expected to demonstrate the learning at the same time and in the same way. By differentiating instruction and the methods and procedures for assessment, all students are afforded the opportunity for success. When students are provided with the scaffolding needed to meet the benchmarks and master the content, it is appropriate that the grading and reporting reflect that achievement.

REPORTING

The Archdiocese of Louisville recognizes that parents are the primary educators of their children. Parents work together with teachers as partners in the educational process, exchanging information regarding the individual student's strengths and needs. This communication between home and school is essential to ensure the student's continued progress and success. In order to promote a deeper understanding of the individual student, and to be better prepared to work as partners in the teaching and learning process, teachers must use multiple tools, each with its own specific and well-defined purpose. The tools should provide reliable and valid evidence of student progress in a timely and user-friendly manner.

A comprehensive reporting system might include report cards, planned phone calls to parents, interim progress reports, Parent-Teacher-Student conferences, individual notes, evaluated projects and assignments, portfolios or exhibits of students' work, checklists, and rubrics. When selecting the specific tools to include, the following should be kept in mind:

- What information needs to be communicated?
- What method is most effective for communicating this information?
- To whom is the information directed? Who is the primary audience?
- How will this information be used?

When reporting on the student's understanding of subject matter and demonstration of skills, it is important to separate academic and non-academic (or work habit) components. For instance, the content area grade should include only information related to the academic learning or the movement toward mastery of the learning targets. Process skills (effort, behavior, work habits) are best reported separately, so as not to distort the intended information.

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Differentiated Instruction

DIFFERENTIATED INSTRUCTION

To achieve the goals that advance our vision, the Archdiocese of Louisville created the Archdiocese of Louisville Curriculum Framework which establishes high-quality standards for each grade level based on local, state, and national standards. To determine student progress toward these standards, many measures are utilized. These include, but are not limited to, nationally norm-referenced tests and criterion-referenced tests. However, because our Catholic theology calls us to educate the whole person – mind, body and spirit – individual student growth over time is also valued, measured, and reported.

It is effective differentiated instruction that connects both the standards-based curriculum and assessment with the knowledgeable instructional decisions based on individual need and growth over time.

We value:

- Catholic beliefs, traditions, and values
- the individuality and the potential of all learners
- best practices in all teaching/learning processes
- multiple approaches/differentiation in curriculum practices, programs, norms, and initiatives

In order to advance our vision, our goals include:

- making curriculum decisions based on Catholic beliefs, traditions, and values
- implementing multiple and effective curriculum practices, programs, norms, and initiatives to invite and engage all learners
- assisting schools with curriculum development and assessment plans that focus on student learning as the ultimate goal

Historically, the Archdiocese of Louisville has supported differentiated instruction through implementation of several on-going initiatives including the creation of the Archdiocese of Louisville Curriculum Framework, the implementation of the Intervention Protocol and the participation in the LoTi studies. Initiatives that support differentiated instruction include implementation of the strategies and concepts included in the K-12 Literacy Institutes for teachers and administrators, the use of School Improvement Plans, Instructional Improvement Plans, and the emphasis on differentiated instruction throughout the professional learning opportunities offered to our school staffs.

Guiding Principles of Differentiated Instruction

Differentiated instruction is characterized by:

- high quality curriculum based on local, state, and national standards
- informed instructional decision-making through ongoing assessment of student differences in readiness, interests, and learning profiles
- differentiated learning experiences in response to the needs of individual learners emphasizing exploration and critical thinking
- a variety of flexible instructional configurations (individual, small group, whole group)
- positive classroom climate focused on equity of opportunity, love of learning, cooperation, and respect for others

Elements of curriculum that can be differentiated:

- Content — What students learn
- Process — How students learn content
- Products — How students show they have learned the content

Student characteristics for which teachers can differentiate:

- Readiness — Provide learning choices at different levels of difficulty
- Interest — Align key skills/material with topics/pursuits that intrigue students
- Learning Profile — Address learning styles, student talent, or intelligence profiles

The following flow chart includes the major concepts involved in differentiated instruction and illustrates the process for its implementation.

