

DIOCESE of La Crosse

*Office of Catholic Schools*

K-12 Diocesan Curriculum

Team/Department Outcomes, Course Outcomes, Unit Concepts and Goals

ELA, Fine Arts, Mathematics, \*Religion, Science, Social Studies

*July 2018*

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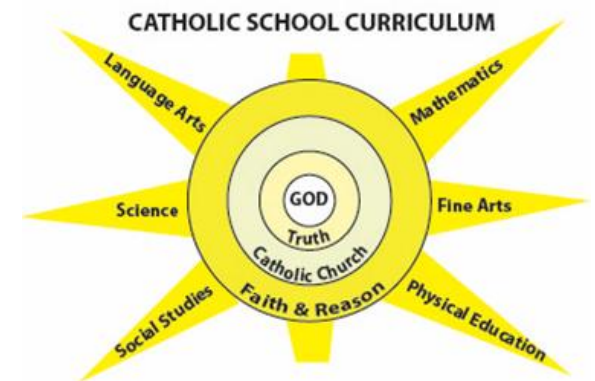
## Diocese of La Crosse Office of Catholic Schools

Children's hearts are delicate, and their consciences are incredibly impressionable. This is why so many Catholic School families choose to send their children to one of our sixty-six schools. Our teachers proclaim Christ's love for each individual while openly praying for and with their students. Within Catholic Schools we work so each person knows the virtue of hope and is able combat the evils of temptation. Enlightening a child's heart as well his or her mind is at the core of everything Catholic School educators do.

## Curriculum of the Diocese of La Crosse Office of Catholic Schools

The sun model consists of concentric circles that embody at its core, God the creator and source of all knowledge and wisdom. God is the source of objective truth and the natural law, which stand independent of Man, but can be understood by him. Christ established the Catholic Church in order to reveal and safeguard this truth. Therefore, Catholic schools and ministers (teachers) have a duty to remain faithful to the teachings of the Church, which are guarded and protected by the Magisterium of the Church. In addition to divine revelation, truth is also discovered through man's intellectual capacity to reason. These dual components form the foundation for all academic disciplines and form "the foundation to live morally and uprightly in our complex modern world" (USCCB, *Renewing our Commitment*, 2005).

These two aspects of Catholic schools go hand in hand, now more than ever. "Young people of the third millennium must be a source of energy and leadership in our Church and our nation. And, therefore, we must provide young people with an academically rigorous and doctrinally sound program of education" (USCCB, 2005). The essential elements of the academically rigorous and doctrinally sound program described by the USCCB require a curriculum that is rigorous, relevant, research-based, and infused with Catholic faith and traditions. (*National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools*, 2012). The Curriculum developed by the Diocese of La Crosse Office of Catholic Schools in collaboration with principals, teachers, and other Catholic educators responds to this call.



## Summary of Diocesan Curriculum

1. Key facts about the curriculum are provided in the *Overview of the Diocesan Curriculum* below.
2. A description of the organization and terms used in the curriculum can be found in *Organization of the Diocesan Curriculum*.
3. The curriculum is organized by subject and grade.
4. Each grade (K-8) and course (9-12) includes *Course Outcomes*.
  - a. These are expectations that your students should meet after all instruction during the school year. They are long term (whole year) outcomes.

- b. The Course Outcomes are not presented in chronological sequence.
- 5. Each grade (K-8) and course (9-12) also includes *Unit Concepts and Goals*. For each subject, the unit concepts and goals may vary slightly in their presentation and completeness.
- 6. Refer to the Team/Department Outcomes for your grade band (K-2, 3-5, 6-8, or 9-12) for a list of the understandings and practices students are expected to master in the context of learning the content in the units over that three year band.

## Overview of the Diocesan Curriculum

1. The K-12 Diocesan Curriculum was developed in multiple stages by Grade K-12 teachers, diocesan administrators, and ACE Collaborative Staff from the University of Notre Dame.
2. The Curriculum was developed using the Common Core, other resources (depending on the subject) knowledge of current effective classroom practice and Diocese of La Crosse students, the expertise of Diocese of La Crosse teachers, diocesan staff, and ACE Collaborative staff.
3. The Diocesan Curriculum focuses both on content (what students should know) and on practices and skills (what students should be able to do with what they know). Therefore, a **broad range of instructional strategies and resources should be considered** when designing units and lessons to help students achieve the outcomes stated in the curriculum.
4. The emphasis in the Grade K-12 Diocesan Curriculum is on depth of understanding, not breadth of coverage. **Students are expected to thoroughly know and be able to use the concepts, practices, and skills across multiple contexts.**
5. The Diocesan Curriculum is intended to set guidelines for the baseline, or "floor" of what students should know and be able to do. Individual teachers and schools can, should, and do go beyond these expectations in response to the learning needs and capability of their students.
6. The Diocesan Curriculum is designed to work best when teachers work collaboratively and use a unit-planning approach to plan their instruction for the year. This binder is meant to assist principals and teachers in getting the curriculum to all. There will also be an online version.
7. There are three levels of the curriculum, each described below: Team/Department Outcomes; Course Outcomes; Unit Concepts, Goals, Rationale and Sequence.
8. At each level of outcome, the abbreviation SWBAT means "Students Will Be Able To".
9. The relevant national benchmark is provided in some cases, this is a work in progress.
10. Development of the curriculum is ongoing.

## Diocese of La Crosse Office of Catholic Schools Approach to Curriculum

The model of the sun holds special meaning not only visually, but conceptually as well. Just as the core of the sun provides its immense energy and fuels its rays, the light of faith and reason springs forth to illuminate all around. But we know that the sun, while sending light out from its core, also pulls all things in the solar system toward it. This gravitational pull holds all things close to it and in their proper place. So too, the curriculum of a Catholic school must help pull teachers

and students back to the center of Creation, our God and Father. This dynamic of enlightenment and truth was addressed eloquently by Pope John Paul II in his encyclical *On Faith and Reason*.

We believe that God has placed within the human heart a desire to know and love him and to learn and discover truth. When structured properly, the school's educational program helps us to know the mind and heart of God. The arts and literature help us express the depth of the human soul, the social sciences help reveal the natural law, history helps us see God's plan of salvation unfold, while science and mathematics help us see the beauty of creation and the natural order in the world.

"Faith and reason are like two wings on which the human spirit rises to the contemplation of truth; and God has placed in the human heart a desire to know the truth—in a word, to know himself—so that, by knowing and loving God, men and women may also come to the fullness of truth about themselves." (*Fides et Ratio*, preface, 1998)

Though faith is above reason, there can never be any real discrepancy between faith and reason. Since the same God who reveals mysteries and infuses faith has bestowed the light of reason on the human mind, God cannot deny himself, nor can truth ever contradict truth. Consequently, methodical research in all branches of knowledge, provided it is carried out in a truly scientific manner and does not override moral laws, can never conflict with the faith, because the things of the world and the things of faith derive from the same God. The humble and persevering investigator of the secrets of nature is being led, as it were, by the hand of God in spite of himself, for it is God, the conservator of all things, who made them what they are." (CCC 159)

## **Definition of Curriculum**

*Curriculum* has many definitions among education professionals, and many more among the parents and students who experience it. For the purposes of this document, curriculum is most basically defined as "what we teach." More specifically for this document, it is the concepts and skills that students are expected to understand and demonstrate in each grade and grade band.

## **Diocesan Curriculum**

This document contains the *Diocesan Curriculum* for all students in grades K-12 in the Diocese of La Crosse. It provides the baseline of expectations for content and skills that all students should develop. It provides specific expectations for grade bands (called "Team/Department Outcomes" for K-2, 3-5, 6-8, and 9-12), grades (called "Course Outcomes" for each grade from K through 8 and each high school course/subject), and units of study (called "Unit Concepts and Goals" for each grade or course). More detail on the specific meanings of those categories and their implications for classroom instruction and assessment are provided below.

The expectations provided in the Diocesan Curriculum are conveyed as a “floor” and not a “ceiling” of concepts and skills students should experience. It ensures a consistent, coherent, guaranteed set of concepts and skills for all students in the Diocese of La Crosse Catholic Schools. A guaranteed and viable curriculum such as this, if implemented fully and consistently, is among the most significant school factors that affect learning (Marzano, 2003).

## **Classroom Curriculum**

Consistent with the Catholic principle of subsidiarity, teachers are responsible for developing the classroom curriculum that their students will experience each day, week, and month throughout the school year. The Classroom Curriculum includes the specific activities, experiments, simulations, readings, and other content from which students will learn the concepts and skills in the Diocesan Curriculum. It also includes the instructional strategies that teachers use to teach the concepts and skills, as well as the assessment strategies used to guide instruction and evaluate student growth. Each teacher’s Classroom Curriculum should be developed under the leadership of the Principal and attend to the needs of his or her students, the expectations and priorities of parents, the teacher’s judgment about what is in the best interest of his or her students, and the particular traditions and charisms of the school.

For example, a goal for a science unit might state that students will be able to develop models to describe that organisms have diverse life cycles but all have common life features. A teacher might achieve this goal by organizing her unit around the growth of plants and butterflies to observe life cycles. Another might use children’s literature that addresses life cycles of various animals to teach the content in this goal. Still another might link science instruction to the arts by having the students develop a performance in which they play the role of different organisms and learn the content by doing so. In the end, students in all three classrooms are able to achieve the unit goal in the Diocesan Curriculum, but each teacher will have taken his or her students through a Classroom Curriculum specifically designed to maximize learning in that context.

## **Orientation to the Diocesan Curriculum**

### **Development**

The Diocese of La Crosse Catholic Schools develops the Diocesan Curriculum for each subject through a collaborative process that engages principals, teachers, and other Catholic educators in studying nationally developed reference documents and applying them in the context of our Catholic schools. The Diocesan Curriculum was developed in collaboration with the University of Notre Dame as part of its Alliance for Catholic Education Collaborative for Academic Excellence. Many teachers participated in the writing of the Diocesan Curriculum through three stages of curriculum writing. At each stage, the curriculum was made available to all principals and teachers in the Diocese of La Crosse for review, comment, and editing.

### **Relationship to National Standards for Catholic Schools**

The national reference document that guides the pursuit of excellence in the Diocesan Curriculum is the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (Center for Catholic School Effectiveness, 2012). The standards describe how the most mission-driven, program effective, well managed, and responsibly governed Catholic schools operate. They are grounded in Church teachings, best practice, and proven success in Catholic education.

The primary standard that guides this curriculum and its implementation is Standard 7: An excellent Catholic school has “a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction” (Standards and Benchmarks, p. 11). Among the most relevant benchmarks within Standard 7 for the design of a Diocesan Curriculum are:

7.1 The curriculum adheres to appropriate, delineated standards, and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.

7.2 Standards are adopted across the curriculum, and include integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects.

7.3 Curriculum and instruction for 21st Century learning provide students with the knowledge, understanding, and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens.

## **Organization of the Diocesan Curriculum**

### **Team/Department Outcomes**

Team/Department Outcomes are the broadest level of outcome. They describe what students should know or be able to do at the end of four phases of their education: K-2, 3-5, 6-8, and 9-12. They are stated broadly as the highest priorities for outcomes for Diocese of La Crosse students.

They are named “Team/Department” outcomes because they are intended to be used by elementary, intermediate, and middle school planning and instructional teams (e.g., K-2 teachers) or high school departments as a reference and periodic check to make sure that unit and lesson planning within and across grade levels are staying on track with the highest priorities.

Team/Department Outcomes should be used as a reference and periodic check to make sure that unit and lesson planning within and across grade levels are staying on track with the highest priorities. In the Diocesan Curriculum, they articulate the practices that all students should master. Teachers should therefore refer to the Team/Department Outcomes when planning instruction to ensure that the practices are integrated with the content described in *Course Outcomes* and *Unit Concepts, Goals, and Sequence*.

### **Course Outcomes**

Course outcomes describe what students should know and be able to do at the end of each grade (for grades K-8) and each specific course (for grades 9-12). They are the highest priorities for outcomes for the Diocese of La Crosse students at each grade.



Course Outcomes should be used by individual teachers and teams of teachers at each school who teach the same grade. They should be used as a reference and periodic check to make sure that unit and lesson planning during the year is on track at a specific grade. They should also be used to ensure that the same content is not being taught at multiple grades.

Course Outcomes are not meant to have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction. They are not expected to be mastered in one unit.

### **Unit Concepts, Goals, Rationale, Assessments, and Sequence**

Unit Concepts provide the specific concepts that should be the focus of each unit of instruction for each grade (grades K-8) or course (grades 9-12). These are the “titles” of the units. Unit Goals provide the expectations for what students should be able to do with knowledge, skills, and practices related to the unit concept. Unit Concepts and Unit Goals are meant to provide anchors for the development of units and lessons. They provide specific big ideas, practices, and skills that should be pursued through individual lessons and entire units.

The Units are expected to be taught in the sequence in which they are provided in the diocesan curriculum. Likewise, the approach used to teach each unit and lesson is to be determined by the teacher, considering the content, skills, and practices involved; the resources available; and the needs of his/her students. A broad range of instructional strategies and resources should be considered when designing units and lessons to help students achieve the Unit Goals.

Students are expected to thoroughly **know and be able to use** the concepts, practices, and skills across multiple contexts. Therefore, all lessons and instruction in a given unit should be linked back to the Unit Goal. While it is important to establish factual content knowledge, that knowledge should always be learned in the service of the performances students are expected to demonstrate, as articulated in the Unit Goals.

This is the area in our curriculum with the most differences. In some subject areas, teams were able to get to a point where assessments were developed. In other areas, that did not happen. The formation of a diocesan curriculum committee will begin to address the holes.

## ENGLISH/LANGUAGE ARTS TEAM/DEPARTMENT OUTCOMES

**ELA is divided into three parts: WRITING, READING, and FOUNDATIONAL SKILLS (K-5 only).**

*\*The ELA team did not produce or provide unit concepts and goals for ELA. It was determined by the ELA Team that each school is responsible for writing their own unit concepts and goals to meet the course outcomes for ELA.*

<b>WRITING/ELA</b>				
	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
1.	SWBAT apply conventions of standard English grammar usage in written communication (CCSS.ELA-LITERACY.W.2.5).	SWBAT apply conventions of standard English grammar, usage, and fluency when reading, writing, and speaking. (L5.1, W5.4)	SWBAT, through a Catholic lens, construct well focused paragraphs with complex and varied sentence structures and vocabulary by demonstrating the proper conventions of standard English grammar, usage, and mechanics for writing. (CCSS.ELA-LITERACY.L.8.2 & 8.4)	SWBAT Apply the standard English conventions (grammar, mechanics, usage, and format) to all written expression. CCSS. ELA-LITERACY.L.12.1 12.2
2.	SWBAT apply research to build and present knowledge in written form (CCSS.ELA-LITERACY.W.2.8).	SWBAT gather relevant information from multiple sources which may include Catholic faith based sources for the purpose of producing clear and coherent writing. (CCSS.ELA-LITERACY.CCRAW.8)	SWBAT, through a Catholic lens, apply evidence from literary or informational text and research to support analysis, valid reasoning, and reflection in writing to support the student's argument without plagiarism. (CCSS.ELA-LITERACY.W.8.1, 8.7, 8.8, 8.9)	SWBAT Substantiate an argument with evidence, reasoning, and authoritative sources. CCSS.ELA-LITERACY.W.12.1
3.	SWBAT with scaffolding produce clear and effective writing through planning, revising, editing and publishing using a variety of traditional and digital tools (CCSS.ELA-LITERACY.W.2.5)	SWBAT, through a Catholic lens, develop an organized piece of writing for a specific audience and task using the writing process with the aid of traditional and digital tools. (CCSS.ELA-LITERACY.CCRAW.4)	SWBAT, through a Catholic lens, write individually and collaboratively utilizing technology to organize and produce a well developed and refined final product through the writing process. (CCSS.ELA-	SWBAT Organize fluent, coherent, and unified structures appropriate to a variety of targeted audiences. CCSS.ELA-LITERACY.W.12.4 12.5

			LITERACY.W.8.5 & 8.6)	
4.	SWBAT write complete sentences to provide an opinion, an explanation, a narrative and express Catholic faith (CCSS.ELA-LITERACY.W.2.1)	SWBAT produce short and more substantial writing projects demonstrating an understanding of voice and accountability depending on the subject including religion. (W5.2, W5.5)	SWBAT, through a Catholic lens, respond to assignments of varying length with appropriate writing forms by considering voice, audience, purpose, and well-crafted thesis statements. (CCSS.ELA-LITERACY.W.8.10) (CSS.ELA-LITERACY.W.8.3)	SWBAT Compose independent, critical analyses of fictional and nonfictional texts. CCSS.ELA-LITERACY.W.12.2
5				SWBAT Defend Catholic faith and morals against unorthodox actions and ideas. CS ELA.712 GS1 1S4 DS6
6				SWBAT Select words effectively to convey nuances of meaning. CCSS.ELA-LITERACY.L.12.5

## READING/ELA

	K-2	3-5	6-8	9-12
1.	SWBAT read to acquire information from a variety of texts including Catholic faith based texts (RI 2.10)	SWBAT formulate an inference or conclusion through close reading by using supporting evidence in informational text. (RL 5.1; 5.2)	SWBAT, through a Catholic lens, interpret evidence from literature, informational text, and media to support analysis, research, and reflection in order to see real world applications. (CCSS.R 8.1; 8.3)	SWBAT conduct close reading of fictional and informational materials to find textual support for original arguments. (CCSS.R.12.1)

2.	SWBAT clarify the meaning of the unknown or multiple meaning of words and phrases with scaffolding. (L 2.4)	SWBAT clarify the meaning of unknown and multiple meaning words and phrases. (RL 5.3)	SWBAT, through a Catholic lens, analyze the meaning of unknown and multiple meaning words and phrases by using context clues. (CCSS.R 8.4)	SWBAT infer symbolic and figurative meaning through author's word choice, context, connotation and denotation. (CCSS.RI.12.4)
3.	SWBAT identify the key story elements across all genres including Catholic faith based texts CCSS.R.L.2.1	SWBAT incorporate Catholic values to explain how story elements and characters impact the content/theme of a text. (RL 5.6)	SWBAT, through a Catholic lens, interpret figurative language, themes, main ideas, characters, and parts of plot structure. (CCSS. R. 8.2)	SWBAT critique how and why themes, characters, plot, and other literary devices develop and interact over the course of a text. (CCSS R.12.2 12.3)
4.	SWBAT read, interpret, and determine author's purpose CCSS.R.L.2.8	SWBAT determine how author's purpose, point of view, and morals shape a text. (RL 5.8)	SWBAT, through a Catholic lens, appraise bias, point of view, purpose, voice, form, structure, tone, and style in various texts. (CCSS.R. 8.6)	SWBAT assess the effectiveness of author's style and composition. (CCSS.R.12.5)
5.	SWBAT apply effective comprehension strategies to understand a variety of texts including Catholic texts R.I. 2.6)	SWBAT comprehend literary, informational, and faith based texts independently and proficiently. (RL 5.10)	SWBAT, through a Catholic lens, analyze literary and informational texts to make comparisons. (CCSS-R. 8.7, 8.9, 8.10)	SWBAT analyze textual (book, movie, speech, article, blog, etc.) and verbal materials for credibility, reliability, relevance, and validity. (CCSS R.12.8)
6.				SWBAT evaluate the message communicated by a writer using the standards of authorial/internal consistency. CCSS.RI.10.8
7.				SWBAT evaluate the message communicated by a writer through the lens of Catholic identity and tradition. CS ELA.712 IS6 IS9
<b>Foundational Skills</b>				
	<b>K-2</b>	<b>3-5</b>		

1	SWBAT demonstrate understanding of the organization and basic features of print.(CCSS.ELA-LITERACY.RF.K.1)			
2	SWBAT demonstrate understanding of spoken words, syllables, and sounds (phonemes).(CCSS.ELA-LITERACY.RF.K.2)	SWBAT combine knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately.CCSS.ELA-LITERACY.RF.5.3.A		
3	SWBAT know and apply grade-level phonics and word analysis skills in decoding words.CCSS.ELA-LITERACY.RF.K.3	SWBAT apply grade-level phonics and word analysis skills in decoding words. CCSS.ELA-LITERACY.RF.5.3		
4	SWBAT read with sufficient accuracy and fluency to support comprehension. CCSS.ELA-LITERACY.RF.2.4	SWBAT read with sufficient accuracy and fluency to support comprehension. CCSS.ELA-LITERACY.RF.5.4.A		
5	SWBAT read grade-level text with purpose and understanding using context clues and self-correction. CCSS.ELA-LITERACY.RF.2.4C	SWBAT read grade-level text with purpose and understanding using context clues and self-correction. CCSS.ELA-LITERACY.RF.5.4.B, 5.4.C		

## COURSE OUTCOMES ELA

Writing/ELA			
	Grade: K		Common Core Standard
	1.	SWBAT with scaffolding write a complete sentence with a capitalized beginning of sentence and end with a period, exclamation or question mark.	CCSS.ELA-LITERACY.L.K.2
	2.	SWBAT with scaffolding capitalize people's names and pronoun "I" in written communication.	CCSS.ELA-LITERACY.L.K.2
	3.	SWBAT with scaffolding gather information from personal experience and literature to present knowledge in written form.	CCSS.ELA-LITERACY.W.K.7
	4.	SWBAT with scaffolding respond to teacher and peer suggestions to add details to their writing as needed.	CCSS.ELA-LITERACY.W.K.5
	5.	SWBAT utilize digital tools within the scope of shared writing.	CCSS.ELA-LITERACY.W.K.6
	6	SWBAT with scaffolding produce illustrations and write in complete sentences to express an opinion, generate an informative/ explanatory text or a narrative text.	CCSS.ELA-LITERACY.W.K.1, CCSS.ELA-LITERACY.W.K.2, CCSS.ELA-LITERACY.W.K.3
	7	SWBAT practice Catholic identity through speaking, reading, writing, and listening.	CS ELA.K6 WS 2
	Grade: 1		Common Core Standard
	1.	SWBAT write a complete sentence with grade appropriate capitalization and punctuation.	CCSS.ELA-LITERACY.L.1.2
	2.	SWBAT with scaffolding will apply proper mechanics of punctuation, capitalization and sentence structure in written communication.	CCSS.ELA-LITERACY.L.1.2
	3.	SWBAT with scaffolding gather information from personal experience and provided sources to answer a question or inform readers about a topic.	CCSS.ELA-LITERACY.W.1.8
	4.	SWBAT with scaffolding focus on a topic and add details through revising and editing to strengthen writing.	CCSS.ELA-LITERACY.W.1.5

	5.	SWBAT publish their written text with digital tools.	CCSS.ELA-LITERACY.W.1.6
	6	SWBAT with scaffolding write complete sentences to provide opinions, informative/ explanatory texts and narratives by naming a topic and providing facts about a topic.	CCSS.ELA-LITERACY.W.1.1, CCSS.ELA-LITERACY.W.1.2, CCSS.ELA-LITERACY.W.1.3
	7	SWBAT practice Catholic identity through speaking, reading, writing, and listening.	CS ELA.K6 WS 2
	Grade: 2		Common Core Standard
	1.	SWBAT apply conventions of standard English grammar usage including capitalization, punctuation and sentence structure in written communication.	CCSS.ELA-LITERACY.L.2.2
	2.	SWBAT apply research from personal information and provided sources to present knowledge in written form.	CCSS.ELA-LITERACY.W.2.7
	3.	SWBAT with scaffolding produce clear and effective writing through planning, revising, editing and publishing using a variety of traditional and digital tools	CCSS.ELA-LITERACY.W.2.5
	4.	SWBAT write complete sentences to provide an opinion, an informative/ explanatory texts and narrative to introduce a topic, use facts and definition and provide a concluding statement.	CCSS.ELA-LITERACY.W.2.1, CCSS.ELA-LITERACY.W.2.2, CCSS.ELA-LITERACY.W.2.3
	5	SWBAT practice our Catholic identity through speaking, reading, writing, and listening.	CS ELA.K6 WS 2
	Grade: 3		Common Core Standard
	1.	SWBAT apply grade-appropriate conventions of Standard English grammar and usage when writing, including nouns, pronouns, verbs, and adjectives.	CCSS.ELA-LITERACY.W.3.4,3.5,.3.6
	2.	SWBAT conduct research by gathering information from multiple sources and sorting evidence into provided categories with scaffolding.	CCSS.ELA-LITERACY.W.3.7, 3.8
	3.	SWBAT construct an organized paragraph consisting of a topic sentence, supporting details, and a concluding sentence.	CCSS.ELA-LITERACY.W.3.2
	4.	SWBAT demonstrate the steps of the writing process with scaffolding.	CCSS.ELA-LITERACY.W.3.5

	5.	SWBAT practice Catholic identity through speaking, reading, writing, and listening at grade level.	
	Grade: 4		Common Core Standard
	1.	SWBAT apply grade-appropriate conventions of standard English grammar and usage when writing, including nouns, pronouns, verbs, adjectives, adverbs, and prepositions.	CCSS.ELA-LITERACY 4.5
	2.	SWBAT apply evidence from multiple sources to conduct, organize, and compose short research projects.	CCSS.ELA-LITERACY.W 4.7
	3.	SWBAT construct an organized three paragraph piece consisting of introductory, supporting, and concluding paragraphs that are for a chosen audience.	CCSS.ELA-LITERACY.W.4.4
	4.	SWBAT produce writing that follows the writing process, incorporates technology, and includes citations.	CCSS.ELA-Literacy.W.4.6
	5.	SWBAT practice Catholic identity through speaking, reading, writing, and listening at grade level.	
	Grade: 5		Common Core Standard
	1.	SWBAT apply grade-appropriate conventions of Standard English grammar and usage when writing and speaking, including verb tense, conjunctions, adverbs, adjectives, prepositional phrases, and interjections.	CCSS.ELA-LITERACY.L 5.1, 5.2, 5.3
	2.	SWBAT integrate short research and referenced information from multiple sources (print and digital) to support a thesis.	CCSS.ELA-LITERACY.W.5.7
	3.	SWBAT construct well organized paragraphs that reflect grade-appropriate development and connection of ideas using the writing process.	CCSS.ELA-LITERACY.W 5.1, 5.2, 5.3 and 5.4
	4.	SWBAT produce and publish writing that follows the writing process, incorporates technology, encourages collaboration, and includes citations.	CCSS.ELA-LITERACY.W.5.6
	5	SWBAT practice Catholic identity through speaking, reading, writing, and listening at grade level.	



	Grade: 6		Common Core Standard
	1.	SWBAT construct well organized writing with a topic paragraph, three supporting paragraphs, and a concluding paragraph that reflect grade-appropriate development and connection of ideas using the writing process for a chosen audience.	(CCSS.ELA-LITERACY.W.6.2 & 6.4)
	2.	SWBAT combine simple sentences and identify sentence variety to enhance writing style.	(CCSS.ELA-LITERACY.W.6.2 & 6.4)
	3.	SWBAT write with grade level vocabulary, proper conventions of standard English grammar, usage, and mechanics for writing, including verb tense, conjunctions, adverbs, adjectives, prepositional phrases, and interjections.	(CCSS.ELA-LITERACY.W.6.2 & 6.4)
	4.	SWBAT produce research writing that utilizes relevant and credible self-selected sources; exploring valid reasoning.	(CCSS.ELA-LITERACY.W.6.1 & W.6.9)
	5.	SWBAT give credit to source authorship and explain the importance of showing source credit in order to avoid plagiarism.	(CCSS.ELA-LITERACY.W.6.1 & W.6.9)
	6.	SWBAT apply the writing process from prewriting to final product with guidance and support.	(CCSS.ELA-LITERACY.W.6.5 & 6.6)
	7.	SWBAT write individually and collaboratively utilizing technology to organize and produce a thoughtful final product.	(CCSS.ELA-LITERACY.W.6.5 & 6.6)
	8.	SWBAT respond to assignments of varying length with appropriate writing forms with awareness of voice, audience, and purpose.	(CCSS.ELA-LITERACY.W.6.10)
	9.	SWBAT construct thesis statements that address the purpose of the topic using supporting details and evidence, or craft narrative prose and poetry that uses central themes and objectives.	(CCSS.ELA-LITERACY.W.6.10)
	10	SWBAT practice Catholic identity through speaking, reading, writing, and listening at grade level.	
	Grade: 7		Common Core Standard
	1.	SWBAT construct well focused paragraphs each with one controlling main idea from beginning to ending and with transitions between topics.	CCSS.ELA-LITERACY.W.7.2 & 7.4

	2.	SWBAT create more complex sentences and strive for sentence variety	CCSS.ELA-LITERACY.W.7.2 & 7.4
	3.	SWBAT write with grade level vocabulary, proper conventions of standard English grammar, usage, and mechanics for writing.	CCSS.ELA-LITERACY.W.7.2 & 7.4
	4.	SWBAT produce research writing that utilizes specific, relevant, and credible self-selected sources demonstrating valid reasoning.	CCSS.ELA-LITERACY.W.7.1 & W.7.9
	5.	SWBAT apply proper formatting to cite research and acknowledge the importance of showing source credit in order to avoid plagiarism.	CCSS.ELA-LITERACY.W.7.1 & W.7.9
	6.	SWBAT demonstrate the writing process from prewriting to final product with limited guidance and support.	CCSS.ELA-LITERACY.W.7.5 & 7.6
	7.	SWBAT write individually and collaboratively utilizing technology to organize and produce a well developed and refined final product.	CCSS.ELA-LITERACY.W.7.5 & 7.6
	8.	SWBAT respond to assignments of varying length with appropriate writing forms by considering voice, audience, and purpose.	CCSS.ELA-LITERACY.W.7.10
	9.	SWBAT craft focused thesis statements that address the purpose of the topic using supporting details and evidence, or craft narrative prose and poetry that uses central themes and objectives.	CCSS.ELA-LITERACY.W.7.10
	10.	SWBAT practice Catholic identity through speaking, reading, writing, and listening at grade level.	
	Grade: 8		Common Core Standard
	1.	SWBAT construct well-focused paragraphs that work together for a cohesive purpose.	<a href="#">(CCSS.ELA-LITERACY.W.8.2 &amp; 8.4)</a>
	2.	SWBAT compose sentences with complex and varied structures with teacher and peer support.	<a href="#">(CCSS.ELA-LITERACY.W.8.2 &amp; 8.4)</a>
	3.	SWBAT write with grade level vocabulary, proper conventions of standard English grammar, usage, and mechanics for writing.	<a href="#">(CCSS.ELA-LITERACY.W.8.2 &amp; 8.4)</a>
	4.	SWBAT produce detailed research writing that utilizes specific, relevant, and credible self-selected sources using valid reasoning.	<a href="#">(CCSS.ELA-LITERACY.W.8.1 &amp; W.8.9)</a>

	5.	SWBAT apply proper formatting to cite research and demonstrate the importance of showing source credit in order to avoid plagiarism.	<a href="#">(CCSS.ELA-LITERACY.W.8.1 &amp; W.8.9)</a>
	6.	SWBAT independently formulate writing by either prewriting, revising, editing, rewriting, or trying a new approach to produce a final product for public publication.	<a href="#">(CCSS.ELA-LITERACY.W.8.5 &amp; 8.6)</a>
	7.	SWBAT write individually and collaboratively utilizing technology to organize and produce a multi-dimensional and refined final product for public publication or presentation.	<a href="#">(CCSS.ELA-LITERACY.W.8.5 &amp; 8.6)</a>
	8.	SWBAT respond to assignments of varying length with appropriate writing forms by composing text with specific voice, audience, and purpose.	<a href="#">(CCSS.ELA-LITERACY.W.8.10)</a>
	9.	SWBAT craft well-focused thesis statements that specifically address the purpose of the topic using supporting details and evidence, or craft narrative prose and poetry that uses relevant, central themes and objectives.	(CCSS.ELA-LITERACY.W.8.10)
	10.	SWBAT practice Catholic identity through speaking, reading, writing, and listening at grade level.	
	Grade: 9		Common Core Standard
	1.	SWBAT: Construct complete sentences using conventions of punctuation and usage with teacher and peer support.	CCSS.ELA-LITERACY.L.9-10.2
	2.	SWBAT: Identify authors' purposes in various types of writing.	CCSS.ELA-LITERACY.W.9-10.4
	3.	SWBAT: Analyze the differences among audience-specific works.	CCSS.ELA-LITERACY.W.9-10.5
	4	SWBAT: Compose a unified, topic-driven essay.	CCSS.ELA-LITERACY.W.9-10.4
	5	SWBAT: Summarize multiple fictional and nonfictional texts.	CCSS.ELA-LITERACY.W.9-10.9
	6	SWBAT: Distinguish differences among words of similar meaning.	CCSS.ELA-LITERACY.L.9-10.4
	7	SWBAT: Continue to identify new vocabulary words and apply to writing.	CCSS.ELA-LITERACY.L.9-10.6
	8	SWBAT: Recognize the relationship between Catholic morals and literary actions while writing about works of literature.	CS ELA.712. GS1 IS1 WS4
	Grade: 10		Common Core Standard

	1.	SWBAT: Construct complete paragraphs using advanced conventions of usage and mechanics with some support.	CCSS.ELA-LITERACY.L.9-10.2
	2.	SWBAT: Recognize authorial biases present in multiple research sources to determine credibility and reliability.	CCSS.ELA-LITERACY.W.9-10.4
	3.	SWBAT: Compose varied, audience-specific works.	CCSS.ELA-LITERACY.W.9-10.5
	4.	SWBAT: Compose topic-driven essays, in multiple structures, with a focus on unification across paragraphs to the thesis.	CCSS.ELA-LITERACY.W.9-10.4
	5.	SWBAT: Examine literary works by presenting opinions based on textual evidence.	CCSS.ELA-LITERACY.W.9-10.9
	6	SWBAT: React to multiple fictional and nonfictional texts.	CCSS.ELA-LITERACY.W.9-10.9
	7	SWBAT: Continue to build vocabulary by investigating the etymology of words.	CCSS.ELA-LITERACY.L.9-10.4
	8	SWBAT: Apply Catholic perspective to an analysis of a work of literature.	CS ELA.712. IS15 IS11
	Grade: 11		
	1.	SWBAT: Construct complete essays using advanced conventions of usage and mechanics.	CCSS.ELA-LITERACY.W.11-12.2d
	2.	SWBAT: Recognize misuse of conventions of usage and mechanics in own and peer writing.	CCSS.ELA-LITERACY.W.11-12.4
	3.	SWBAT: Formulate a logical thesis statement founded on relevant and valid sources.	CCSS.ELA-LITERACY.W.11-12.8
	4.	SWBAT: Compose extemporaneous exposition appropriate to a variety of target audiences.	CCSS.ELA-LITERACY.W.11-12.4
	5.	SWBAT: Design a coherent analysis of a literary, historical, and/or biographical topic.	CCSS.ELA-LITERACY.R.11-12.3
	6	SWBAT: Evaluate a text by considering authorial bias and referencing multiple critical sources.	CCSS.ELA-LITERACY.R.11-12.7
	7	SWBAT: Generate precise language when writing through peer editing.	CCSS.ELA-LITERACY.L.11-12.1

	8	SWBAT: Evaluate a work of literature in light of Catholic Doctrine.	CS ELA.712. IS6 IS7 IS9 WS1
	Grade: 12		Common Core Standard
	1.	SWBAT: Independently compose varied written expression using polished conventions of usage and mechanics.	CCSS.ELA-LITERACY.W.11-12.1d.4
	2.	SWBAT: Revise misused conventions of usage and mechanics in own and peer writing.	CCSS.ELA-LITERACY.W.11-12.2e.5
	3.	SWBAT: Critique multiple thesis statements found in relevant and valid sources.	CCSS.ELA-LITERACY.W.11-12.1b.8
	4.	SWBAT: Generate literary analyses, faithfully assessing the writer's statement and intent or offering fresh insight to the work based on textual evidence and knowledge of the author's themes and styles.	CCSS.ELA-LITERACY.W.11-12.9
	5.	SWBAT: Resolve competing claims about a work of literature.	CCSS.ELA-LITERACY.R.11-12.7
	6	SWBAT: Justify personal interpretation of a work of literature using textual evidence and experience.	CCSS.ELA-LITERACY.R.11-12.1
	7	SWBAT: Appraise word choice based on cultural conventions and target audience.	CCSS.ELA-LITERACY.L.11-12.6
	8	SWBAT: Resolve competing claims about a work of literature based on Catholic culture and tradition.	CS ELA.712.IS7 DS6
<b>READING</b>			
	Grade: K		Common Core Standard
	1.	SWBAT actively engage in reading activities with purpose and understanding.	CCSS.ELA-LITERACY.RI.K.10
	2.	SWBAT clarify the meaning of unknown or multiple meaning words in the context of a passage by examining illustrations, known words, phrases, and structure.	CCSS.ELA-LITERACY.L.K.4
	3.	SWBAT with scaffolding ask and answer questions about key elements in a text.	CCSS.ELA-LITERACY.RL.K.1

	4.	SWBAT name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	CCSS.ELA-LITERACY.RI.K.6
	5.	SWBAT compare and contrast basic similarities in and differences between two texts on the same topic	CCSS.ELA-LITERACY.RI.K.9
	6	SWBAT practice our Catholic identity through speaking, reading , writing and listening.	CS ELA.K6 DS2
	Grade: 1		Common Core Standard
	1.	SWBAT with scaffolding summarize key details to informational texts, connecting new information to prior knowledge.	CCSS.ELA-LITERACY.RI.1.10
	2.	SWBAT clarify the meaning of unknown or multiple meaning words in the context of a passage by examining illustrations, known words, phrases, and structure, choosing flexibly from an array of strategies.	CCSS.ELA-LITERACY.L.1.4
	3.	SWBAT with scaffolding describe characters, settings and major events using key details.	CCSS.ELA-LITERACY.RL.1.3
	4.	SWBAT analyze the reasons an author gives to support points in a text.	CCSS.ELA-LITERACY.RI.1.8
	5.	SWBAT compare and contrast basic similarities in and differences between two texts on the same topic	CCSS.ELA-LITERACY.RI.1.9
	6	SWBAT practice our Catholic identity through speaking, reading , writing and listening.	CS ELA.K6 DS2
	Grade: 2		Common Core Standard
	1.	SWBAT summarize key details in informational texts, connecting new information to prior knowledge.	CCSS.ELA-LITERACY.RI.2.10
	2.	SWBAT clarify the meaning of unknown or multiple meaning words in the context of a passage by examining illustrations, known words, phrases, and structure, choosing flexibly from an array of strategies.	CCSS.ELA-LITERACY.L.1.4
	3.	SWBAT describe how characters in a story respond to major events and challenges.	CCSS.ELA-LITERACY.RL.2.3

	4.	SWBAT examine the main purpose of a text, including what the author wants to answer, explain, or describe.	CCSS.ELA-LITERACY.RI.2.6
	5	SWBAT compare and contrast the most important points presented by two texts on the same topic.	CCSS.ELA-LITERACY.RI.2.9
	6	SWBAT practice our Catholic identity through speaking, reading , writing and listening.	CS ELA.K6 DS2
	Grade: 3		Common Core Standard
	1.	SWBAT draw conclusions from an informational text using evidence and supporting details.	CCSS.ELA-LITERACY.RI.3.2
	2.	SWBAT identify the meaning of words and phrases using prior knowledge and context clues with scaffolding.	CCSS.ELA-LITERACY.RI.3.4
	3.	SWBAT identify a major theme in narratives using key elements and main characters.	CCSS.ELA-LITERACY.RL.3.9
	4.	SWBAT compare and contrast the author and reader's point of view.	CCSS.ELA-LITERACY.RL.3.7
	5.	SWBAT understand the purpose of structures and features in a variety of texts.	CCSS.ELA-LITERACY.RL.3.1
	6	SWBAT interpret texts through a Catholic lense.	
	Grade: 4		Common Core Standard
	1.	SWBAT examine supporting details and evidence in an informational text when drawing inferences.	CCSS.ELA-Literacy.RL.4.1
	2.	SWBAT determine the meaning of words and phrases using prior knowledge, understanding of word parts, and context clues.	CCSS.ELA-LITERACY.RL.4.4
	3.	SWBAT summarize multiple themes in narratives based on key elements and main characters	CCSS.ELA-LITERACY.RL.4.3
	4.	SWBAT explain how an author uses reasons and evidence to support particular points in a text.	CCSS.ELA-Literacy.RI.4.8

	5.	SWBAT interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text.	CCSS.ELA-Literacy.RI.4.7.
	6	SWBAT interpret texts through a Catholic lense.	
	Grade: 5		Common Core Standard
	1.	SWBAT formulate inferences and conclusions supported by evidence in an informational text.	CCSS.ELA-Literacy.RL.5.1
	2.	SWBAT analyze the meaning of words and phrases using prior knowledge, understanding of word parts, reference materials, and context clues.	CCSS.ELA-LITERACY.RI.5.4
	3.	SWBAT analyze multiple themes in narratives based on key events and character development.	CCSS.ELA-LITERACY.RL.5.2
	4.	SWBAT explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	CCSS.ELA-LITERACY.RI.5.8
	5.	SWBAT paraphrase information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text.	CCSS.ELA-Literacy.RI.5.7.
	6	SWBAT interpret texts through a Catholic lense.	
	Grade: 6		Common Core Standard
	1.	SWBAT examine evidence from literature, informational text, and media to support analysis, research, and reflection in order to see real world applications through the lens of church and Catholic Social Teaching.	(CCSS.ELA-LITERACY.R.6.1) (CCSS.ELA-LITERACY.R.6.3)
	2.	SWBAT clarify the meaning of unknown and multiple meaning words and phrases by using context clues at a grade appropriate level.	(CCSS.ELA-LITERACY.R.6.4)
	3.	SWBAT examine figurative language, symbols, themes, main ideas, characters, and parts of plot structure.	(CCSS.ELA-LITERACY.R.6.2)
	4.	SWBAT investigate bias, point of view, purpose, voice, form, structure, tone, and style in various texts.	(CCSS.ELA-LITERACY.R.6.6)



	5.	SWBAT compare modern writing and media to previous literary and informational texts paying particular attention to allusions and their role.	(CCSS-R. 6.9)
	<b>Grade: 7</b>		<b>Common Core Standard</b>
	1.	SWBAT analyze evidence from literature, informational text, and media to support analysis, research, and reflection in order to see real world applications through the lens of church and Catholic Social Teaching.	(CCSS.ELA-LITERACY.R.7.1) (CCSS.ELA-LITERACY.R.7.3)
	2.	SWBAT clarify the meaning of unknown and multiple meaning words and phrases by using context clues at a grade appropriate level.	(CCSS.ELA-LITERACY.R.7.4)
	3.	SWBAT analyze figurative language, symbols, themes, main ideas, characters, and parts of plot structure.	(CCSS.ELA-LITERACY.R.7.2)
	4.	SWBAT assess bias, point of view, purpose, voice, form, structure, tone, and style in various texts.	(CCSS.ELA-LITERACY.R.7.6)
	5.	SWBAT interpret how modern writing and media draw on themes, archetypes, and allusions from history, classic literature, traditional myths, and religious works such as the Bible.	(CCSS-R. 7.9)
	<b>Grade: 8</b>		<b>Common Core Standard</b>
	1.	SWBAT interpret,through the lens of Catholic Church Doctrine, evidence from literature, informational text, and media to support analysis, research, and reflection.	(CCSS.ELA-LITERACY.R.8.1) (CCSS.ELA-LITERACY.R.8.3)
	2.	SWBAT clarify the meaning of unknown and multiple meaning words and phrases by using context clues at a grade appropriate level.	(CCSS.ELA-LITERACY.R.8.4)
	3.	SWBAT interpret figurative language, symbols, themes, main ideas, characters, and parts of plot structure.	(CCSS.ELA-LITERACY.R.8.2)
	4.	SWBAT appraise bias, point of view, purpose, voice, form, structure, tone, and style in various texts.	(CCSS.ELA-LITERACY.R.8.6)

	5.	SWBAT analyze how modern writing and media draw on themes, archetypes, and allusions from history, classic literature, traditional myths, and religious works such as the Bible.	(CCSS-R. 8.9)
	<b>Grade: 9</b>		<b>Common Core Standard</b>
	1.	SWBAT: Examine fictional and informational materials for textual support in order to confirm established literary arguments.	(CCSS.ELA.RI9-10.1) (CCSS.ELA.RI9-10.1)
	2.	SWBAT: Distinguish between literal and figurative meanings in works of literature.	(CCSS.ELA.RL9-10.4) (CCSS.ELA.RI9-10.4)
	3.	SWBAT: Discover the relationships among themes, characters, plot, and other literary devices operating within a literary work.	(CCSS.ELA.R9-10.2) (CCSS.ELA.R9-10.3)
	4.	SWBAT: Explore the styles and composition methods present in works of literature by various authors.	(CCSS.ELA.RL9-10.5) (CCSS.ELA.RI.9-10.3)
	5.	SWBAT: Examine the criteria for the concepts of universality.	(CCSS.ELA.RI9-10.8)
	6	SWBAT: Recognize the traditions and teachings of the Catholic faith within literature.	CS.ELA.712.IS1 CS.ELA.712.GS1
	<b>Grade: 10</b>		<b>Common Core Standard</b>
	1.	SWBAT: Compare interpretations of a literary work in order to determine validity of arguments.	CCSS.ELA-LITERACY.RL.9-10.1 CCSS.ELA-LITERACY.RI.9-10.1 CCSS.ELA-LITERACY.RI.9-10.8
	2.	SWBAT: Explore rhetorical devices and connotations within literary works.	CCSS.ELA-LITERACY.RL.9-10.4
	3.	SWBAT: Compare the treatment of narrative and literary devices as they operate in various pieces of literature.	CCSS.ELA-LITERACY.RL.9-10.5 CCSS.ELA-LITERACY.RL.9-10.9
	4.	SWBAT: Determine the criteria for effective style and composition methods.	CCSS.ELA-LITERACY.RL.9-10.5 CCSS.ELA-LITERACY.RI.9-10.6
	5.	SWBAT: Apply criteria of universality to textual and verbal materials.	CCSS.ELA-LITERACY.RL.9-10.2 CCSS.ELA-LITERACY.RL.9-10.10 CCSS.ELA-LITERACY.RI.9-10.8

	6	SWBAT: Explain how the Catholic traditions and teachings apply to literature.	CS.ELA.712.IS2 CS.ELA.712.IS9 CS.ELA.712.GS4
	<b>Grade: 11</b>		<b>Common Core Standard</b>
	1.	SWBAT: Hypothesize potential arguments which can be investigated within literary works.	CCSS.ELA-LITERACY.RL.11-12.1
	2.	SWBAT: Examine the efficacy of literary tools in works of literature.	CCSS.ELA-LITERACY.RL.11-12.4
	3.	SWBAT: Investigate the contextual differences in literature of different historical periods.	CCSS.ELA-LITERACY.RL.11-12.9
	4.	SWBAT: Resolve literary problems resulting from the interactions of themes, plot, characters, and other literary and narrative devices.	CCSS.ELA-LITERACY.RL.11-12.6
	5.	SWBAT: Analyze an author's style and composition methods for effectiveness.	CCSS.ELA-LITERACY.RL.11-12.5
	6	SWBAT: Differentiate between plausible (reliable, credible, relevant, valid) and unreliable materials.	CCSS.ELA-LITERACY.RI.9-10.8
	7	SWBAT: Differentiate the Catholic moral and secular immoral imperatives communicated in a work of literature.	CS.ELA.712.IS3 CS.ELA.712.IS5 CS.ELA.712.IS7 CS.ELA.712.IS13
	<b>Grade: 12</b>		<b>Common Core Standard</b>
	1.	SWBAT: Independently interpret literary materials to generate new or original arguments.	CCSS.ELA-LITERACY.RL.11-12.1
	2.	SWBAT: Independently appraise symbolic, literal, and figurative meaning in works of literature.	CCSS.ELA-LITERACY.RL.11-12.6
	3.	SWBAT: Critique the efficacy of the interactions among the narrative devices present in works of literature.	CCSS.ELA-LITERACY.RL.11-12.10
	4.	SWBAT: Judge the effectiveness of authors' styles and methods of composition.	CCSS.ELA-LITERACY.RL.11-12.3

	5.	SWBAT: Evaluate text for universality.	CCSS.ELA-LITERACY.RL.8.9
	6	SWBAT: Independently evaluate the consistency of literature with Catholic teachings and faith.	CS.ELA.712.IS4 CS.ELA.712.IS6 CS.ELA.712.IS7
	7	SWBAT: Internalize the Catholic world view of life through literature.	CS.ELA.712.DS2 CS.ELA.712.DS3 CS.ELA.712.DS6
<b>Foundational Skills</b>		<b>Course Outcomes</b>	
	Grade: K		Common Core Standard
	1.	SWBAT follow words from left to right, top to bottom, and page by page.	CCSS.ELA-LITERACY.RF.K.1.A
	2.	SWBAT recognize that spoken words are represented in written language by specific sequences of letters.	CCSS.ELA-LITERACY.RF.K.1.B
	3.	SWBAT understand that words are separated by spaces in print.	CCSS.ELA-LITERACY.RF.K.1.C
	4.	SWBAT recognize and name all upper- and lowercase letters of the alphabet.	CCSS.ELA-LITERACY.RF.K.1.D
	5.	SWBAT recognize and produce rhyming words.	CCSS.ELA-LITERACY.RF.K.2.A
	6	SWBAT count, pronounce, blend, and segment syllables in spoken words.	CCSS.ELA-LITERACY.RF.K.2.B
	7	SWBAT blend and segment onsets and rimes of single-syllable spoken words.	CCSS.ELA-LITERACY.RF.K.2.C
	8	SWBAT isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words.	CCSS.ELA-LITERACY.RF.K.2.D
	9	SWBAT add or substitute individual sounds in simple, one-syllable words to make new words.	CCSS.ELA-LITERACY.RF.K.2.E
	10	SWBAT demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	CCSS.ELA-LITERACY.RF.K.3.A
	11	SWBAT associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	CCSS.ELA-LITERACY.RF.K.3.B

	12	SWBAT read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	CCSS.ELA-LITERACY.RF.K.3.C
	13	SWBAT distinguish between similarly spelled words by identifying the sounds of the letters that differ.	CCSS.ELA-LITERACY.RF.K.3.D
	14	SWBAT read emergent-reader texts with purpose and understanding.	CCSS.ELA-LITERACY.RF.K.4
	<b>Grade: 1</b>		Common Core Standard
	1.	SWBAT recognize the distinguishing features of a sentence.	CCSS.ELA-LITERACY.RF.1.1.A
	2.	SWBAT distinguish long from short vowel sounds in spoken single-syllable words.	CCSS.ELA-LITERACY.RF.1.2.A
	3.	SWBAT orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	CCSS.ELA-LITERACY.RF.1.2.B
	4.	SWBAT isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	CCSS.ELA-LITERACY.RF.1.2.C
	5.	SWBAT segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	CCSS.ELA-LITERACY.RF.1.2.D
	6	SWBAT know the spelling-sound correspondences for common consonant digraphs.	CCSS.ELA-LITERACY.RF.1.3.A
	7	SWBAT decode regularly spelled one-syllable words.	CCSS.ELA-LITERACY.RF.1.3.B
	8	SWBAT know final -e and common vowel team conventions for representing long vowel sounds.	CCSS.ELA-LITERACY.RF.1.3.C
	9	SWBAT use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	CCSS.ELA-LITERACY.RF.1.3.D
	10	SWBAT decode two-syllable words following basic patterns by breaking the words into syllables.	CCSS.ELA-LITERACY.RF.1.3.E
	11	SWBAT read words with inflectional endings.	CCSS.ELA-LITERACY.RF.1.3.F
	12	SWBAT recognize and read grade-appropriate irregularly spelled words.	CCSS.ELA-LITERACY.RF.1.3.G
	13	SWBAT read grade-level text with purpose and understanding.	CCSS.ELA-LITERACY.RF.1.4.A

	14	SWBAT read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	CCSS.ELA-LITERACY.RF.1.4.B
	15	SWBAT apply context to confirm or self-correct word recognition and understanding, rereading as necessary.	CCSS.ELA-LITERACY.RF.1.4.C
	<b>Grade: 2</b>		<b>Common Core Standard</b>
	1.	SWBAT distinguish long and short vowels when reading regularly spelled one-syllable words.	CCSS.ELA-LITERACY.RF.2.3.A
	2.	SWBAT know spelling-sound correspondences for additional common vowel teams.	CCSS.ELA-LITERACY.RF.2.3.B
	3.	SWBAT decode regularly spelled two-syllable words with long vowels.	CCSS.ELA-LITERACY.RF.2.3.C
	4.	SWBAT decode words with common prefixes and suffixes.	CCSS.ELA-LITERACY.RF.2.3.D
	5.	SWBAT identify words with inconsistent but common spelling-sound correspondences.	CCSS.ELA-LITERACY.RF.2.3.E
	6	SWBAT recognize and read grade-appropriate irregularly spelled words.	CCSS.ELA-LITERACY.RF.2.3.F
	7	SWBAT read grade-level text with purpose and understanding.	CCSS.ELA-LITERACY.RF.2.4.A
	8	SWBAT read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	CCSS.ELA-LITERACY.RF.2.4.B
	9	SWBAT apply context to confirm or self-correct word recognition and understanding, rereading as necessary.	CCSS.ELA-LITERACY.RF.2.4.C
	<b>Grade: 3</b>		<b>Common Core Standard</b>
	1.	SWBAT identify the most common prefixes and suffixes.	CCSS.ELA-LITERACY.RF.3.3.A
	2.	SWBAT decode grade-level and irregularly spelled words.	CCSS.ELA-LITERACY.RF.3.3.C and D
	3.	SWBAT read grade-level texts with accuracy, appropriate rate, and expression on successive readings with scaffolding.	CCSS.ELA-LITERACY.RF.3.4.B
	4.	SWBAT confirm or self-correct words, rereading when necessary with scaffolding.	CCSS.ELA-LITERACY.RF.3.4.C

	Grade: 4		Common Core Standard
	1.	SWBAT discuss the meaning of most prefixes and suffixes.	CCSS.ELA-LITERACY.RF.4.3.A
	2.	SWBAT apply grade-level and irregularly spelled words.	CCSS.ELA-LITERACY.RF.4.3
	3.	SWBAT read grade-level texts with accuracy, appropriate rate, and expression on successive readings with scaffolding.	CCSS.ELA-LITERACY.RF.4.4.B
	4.	SWBAT recognize when to self-correct words, rereading when necessary.	CCSS.ELA-LITERACY.RF.4.4.C
	Grade: 5		Common Core Standard
	1.	SWBAT apply the meaning of most prefixes and suffixes.	CCSS.ELA-LITERACY.RF.5.3.A
	2.	SWBAT apply grade-level and irregularly spelled words.	CCSS.ELA-LITERACY.RF.5.3
	3.	SWBAT read grade-level texts with accuracy, appropriate rate, and expression on successive readings.	CCSS.ELA-LITERACY.RF.5.4.B
	4.	SWBAT recognize when to self-correct words, rereading when necessary.	CCSS.ELA-LITERACY.RF.5.4.C

## FINE ARTS TEAM/DEPARTMENT OUTCOMES

General Music		K-2	3-5	6-8	
	1.	SWBAT construct musical ideas through simple rhythm and melodic patterns	SWBAT identify rhythmic, melodic and harmonic phrases using standard or alternative notation.	SWBAT construct or improvise rhythmic, melodic or harmonic phrases for voices or instruments.	
	2.	SWBAT investigate music through both reading and aural approaches	SWBAT perform accurately and expressively as a class or ensemble from standard written notation.	SWBAT describe a variety of music/genres using proper terminology.	
	3.	SWBAT recognize and respond to musical ideas appropriate to their age level.	SWBAT describe foundational musical elements using grade appropriate musical terminology.	SWBAT evaluate and critique musical performances/recordings using instructor provided criteria.	
	4.	SWBAT make connections to the historical and cultural aspects of music from their own and other cultures.	SWBAT compare and contrast the similarities and differences within the historical and cultural context.	SWBAT categorize and analyze the similarities and differences within a historical and cultural context.	
	5	SWBAT perform in a classroom and/or formal setting.	SWBAT demonstrate proper concert/audience etiquette appropriate for the performance venue and genre.	SWBAT demonstrate and differentiate the qualities of proper concert/audience etiquette appropriate for the performance venue and genre.	
	6	SWBAT actively participate in the sung responses in celebrating the Mass.	SWBAT lead key Mass parts throughout the liturgical year.	SWBAT enhance the Mass through liturgical planning or participation.	



Musical Performance Ensembles			BEGINNING MUSIC PERFORMANCE	INTERMEDIATE MUSIC PERFORMANCE	ADVANCED MUSIC PERFORMANCE
	1		SWBAT identify rhythmic, melodic and harmonic elements using standard notation.	SWBAT identify rhythmic, melodic and harmonic elements using standard or notation.	SWBAT identify rhythmic, melodic and harmonic elements using standard or notation.
	2		SWBAT describe foundational musical elements using grade appropriate musical terminology.	SWBAT describe foundational musical elements using grade appropriate musical terminology.	SWBAT describe foundational musical elements using grade appropriate musical terminology.
	3		SWBAT demonstrate proper technique	SWBAT rehearse and demonstrate the ability to sing and/or play expressively, on pitch, and in rhythm, while using proper technique and maintaining a steady beat.	SWBAT utilize correct performance technique to express the composer's stylistic intent.
	4		SWBAT perform accurately and expressively as a class or ensemble from standard written notation.	SWBAT create rhythmic, melodic or harmonic variation(s) on performance music	SWBAT arrange and/or improvise short pieces based on known music.
	5		SWBAT compare and contrast the similarities and differences within the historical and cultural context.	SWBAT observe and describe the similarities and differences of the performance music.	SWBAT observe and describe the similarities and differences of the performance music.
	6		SWBAT demonstrate proper concert/audience etiquette appropriate for the	SWBAT reflect upon and evaluate performances using instructor provided	SWBAT analyze, critique and evaluate performances, recordings and

			performance venue and genre.	criteria.	compositions using appropriate music terminology and theory.
	7			SWBAT collaborate with others on a student lead ensemble, demonstrating well developed ensemble skills.	SWBAT collaborate with others on a student lead ensemble, demonstrating well developed ensemble skills.
	8			SWBAT demonstrate proper concert/audience etiquette appropriate for the performance venue and genre.	SWBAT demonstrate proper concert/audience etiquette appropriate for the performance venue and genre.
	9			SWBAT enhance the Mass through liturgical planning or participation.	SWBAT enhance the Mass through liturgical planning or participation.
<b>Visual Arts</b>		<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
	1.	SWBAT Identify and use basic shapes, lines, patterns, and colors	SWBAT Use sketching to experiment and develop ideas for art	SWBAT Reflect on personal creative process to improve expression and craft (C.8.10, C.8.9)	SWBAT Use artistic skills to express or promote their faith, Catholic values, and social concerns through their art (B.12.1, B.12.5, I.12.1-7, J.12.5-6)
	2.	SWBAT Explore qualities of texture, value, and space	SWBAT Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art making process (CR1.2.3a)	SWBAT Work alone and collaborate with others to create art (E.8.2)	SWBAT Examine the aesthetic impact of art on media, culture, and human experience (J.12.10, RE.7.1.IIa)

	3.	SWBAT Know art is made in every culture throughout history	SWBAT Explain that art communicates ideas about the gift of creation and our Catholic faith	SWBAT Use the visual arts to express ideas that can't be expressed by words alone (E.8.5, C.1.5)	SWBAT Formulate multiple solutions to complex problems through critical thinking and imagination (C.12.6)
	4.	SWBAT Explore communication and imagination through art	SWBAT Learn and use appropriate vocabulary to communicate the importance of an artistic work	SWBAT Develop basic skills to produce quality art (C.8.7)	SWBAT Apply advanced skills to craft quality art (C.12.7)
	5.	SWBAT Know age appropriate vocabulary, technique, and process	SWBAT Analyze and explore imagery from a wide range of sources (A-4)	SWBAT Explore the elements of art and design to create meaningful composition (C.8.1-5)	SWBAT Assume personal responsibility for their artistic process and learning (C.12.10)
	6.	SWBAT Know that art is a gift from God to everyone and the creation of art can be an expression of prayer	SWBAT Develop personal responsibility for the creative process	SWBAT Compare and contrast world cultures by studying the arts: music, visual arts, dance, theatre, literature, and architecture (K.8.6)	SWBAT Interpret and defend possible meanings of complex works of art (G.12.3, I.12.1-5, J.12.10, J.12.7)
	7.		SWBAT Understand how light and color can alter perception and product of art	SWBAT Use their knowledge, imagination, intuition, and experiences to originate artistic ideas (L.8.1)	
	8.		SWBAT Use art as a tool of examination	SWBAT Use their creative and artistic skills to serve their family, school, community, and church	

## FINE ARTS COURSE OUTCOMES

GENERAL MUSIC			
	Grade: K		Wisconsin Model Academic Standard
	1.	SWBAT identify steady beat, long sounds and short sounds.	
	2.	SWBAT recognize high and low sounds, and melodic direction.	
	3.	SWBAT compare traditional and non-traditional notation to the sounds they hear.	
	4.	SWBAT express appropriate responses to music including contrasting tempos, dynamics and mood.	
	5.	SWBAT identify the four families of instruments.	
	6	SWBAT explore how music relates to themselves and others.	
	7	SWBAT sing alone or in a group with age appropriate tone quality and posture.	
	8	SWBAT participate in short sections of the Mass music	
	Grade: 1		Wisconsin Model Academic Standard
	1.	SWBAT sing and/or play short patterns using body percussion or classroom instruments.	
	2.	SWBAT identify similarities and differences among melodic patterns.	
	3.	SWBAT read simple traditional and non-traditional notation.	
	4.	SWBAT categorize traditional and non-traditional instruments by family.	
	5.	SWBAT share their response to music using basic descriptive music terminology.	

	6	SWBAT describe how performers/composers create music in various contexts.	
	7	SWBAT match pitch while singing alone or with a group with appropriate tone quality, posture and concert etiquette.	
	8	SWBAT sing the responses and hymn refrains during Mass.	
	Grade: 2		Wisconsin Model Academic Standard
	1.	SWBAT construct simple rhythmic and melodic patterns in a variety of simple meters.	
	2.	SWBAT notate the sounds they hear using traditional or non-traditional notation.	
	3.	SWBAT describe a piece of music including instrumentation, musical elements and emotional response.	
	4.	SWBAT compare musical elements from different genres of music.	
	5	SWBAT sing alone or with others with pitch accuracy, proper performance etiquette and good diction.	
	6	SWBAT convey an appropriate emotion through their performance.	
	7	SWBAT participate in all responses and age appropriate hymns during Mass.	
	Grade: 3		Wisconsin Model Academic Standard
	1.	SWBAT identify melodic and rhythmic phrases visually and aurally.	
	2.	SWBAT sing in unison or beginning two part harmony with age appropriate vocal technique.	

	3.	SWBAT distinguish the themes and repeated elements in a piece of music.	
	4.	SWBAT identify characteristics of musical styles from a variety of cultures.	
	5.	SWBAT demonstrate appropriate audience behavior in school and worship settings.	
	Grade: 4		Wisconsin Model Academic Standard
	1.	SWBAT construct melodic and rhythmic phrases using standard or alternate notation.	
	2.	SWBAT sing in unison or two part harmony with age appropriate vocal technique from standard notation.	
	3.	SWBAT classroom instruments, including recorder, using proper technique from written notation.	
	4.	SWBAT describe dynamics, tempo, and texture terminology.	
	5.	SWBAT discuss similarities and differences between music from different eras.	
	6	SWBAT explain how appropriate audience behavior changes in different performance settings.	
	Grade: 5		Wisconsin Model Academic Standard
	1.	SWBAT create and perform rhythmic, melodic and harmonic phrases using standard or alternate notation.	
	2.	SWBAT to sing unison or two part harmony with age appropriate vocal technique and expression using standard written notation.	

	3.	SWBAT to play classroom instruments with proper technique and rhythmic/tonal accuracy using written notation.	
	4.	SWBAT analyze a piece of music utilizing dynamic, tempo, form, and texture vocabulary.	
	5	SWBAT compare and contrast music from a variety of historical and cultural contexts.	
	6	SWBAT demonstrate an appropriate understanding of audience behavior in varied performance settings.	
	Grade: 6		Wisconsin Model Academic Standard
	1.	SWBAT improvise rhythmic or melodic phrases in a consistent meter, style and tonality.	
	2.	SWBAT define genre and explore the musical elements that distinguish genres using proper terminology.	
	3.	SWBAT assess musical performances/recordings using instructor provided criteria	
	4.	SWBAT explain the uniqueness and importance of music in society.	
	5.	SWBAT demonstrate and differentiate an appropriate understanding of audience behavior in varied performance settings.	
	Grade: 7		Wisconsin Model Academic Standard
	1.	SWBAT compose rhythmic and melodic phrases in a consistent meter, style and tonality using standard notation.	
	2.	SWBAT compare specific elements of music from varied genres using proper terminology.	

	3.	SWBAT discuss the musical elements of a quality performance through appropriate terminology.	
	4.	SWBAT discuss the ways in which music reflects the historic and cultural events of the time in which it was composed.	
	5.	SWBAT demonstrate and differentiate an appropriate understanding of audience behavior in varied performance settings.	
	Grade: 8		Wisconsin Model Academic Standard
	1.	SWBAT compose or improvise rhythmic, melodic or harmonic phrases independently.	
	2.	SWBAT categorize a variety of musical examples from different genres using proper terminology.	
	3.	SWBAT evaluate based on set criteria the quality and effectiveness of their own and other's performances and providing constructive suggestions for improvement.	
	4.	SWBAT analyze the influence of composers and performers on music, styles, traditions and performances practices.	
	5.	SWBAT demonstrate and differentiate an appropriate understanding of audience behavior in varied performance settings.	
Course Outcomes			
Musical Performance			
	BEGINNING		Wisconsin Model Academic Standard
	1.	SWBAT identify notes by name in their particular clef	
	2	SWBAT demonstrate proper technique at an age appropriate level	



	3	SWBAT identify proper tone at an age appropriate level	
	4.	SWBAT identify various key signatures and successfully perform music in those key signatures at the expected ability level of the student	
	5.	SWBAT identify and demonstrate rhythmic accuracy in various time signatures	
	6.	SWBAT identify and define basic music terminology	
	7.	SWBAT recognize the elements of melody and harmony as they apply to current performance music	
	8	SWBAT identify and perform various dynamic levels at the age appropriate level	
	9.	SWBAT identify and perform various tempos at the age appropriate level	
	10.	SWBAT identify musical phrasing through written and aural practice	
	11.	SWBAT identify music in various contrasting styles	
	12.	SWBAT demonstrate proper concert etiquette	
	<b>INTERMEDIATE</b>		<b>Wisconsin Model Academic Standard</b>
	1.	SWBAT identify and perform the full range of notes at an age appropriate level	
	2	SWBAT demonstrate proper technique at an age appropriate level	
	3	SWBAT identify and produce proper tone at an age appropriate level	
	4.	SWBAT identify various key signatures and successfully perform music in those key signatures in the full range of the performer at an age appropriate level	

	5.	SWBAT identify and demonstrate rhythmic accuracy in various time signatures	
	6.	SWBAT identify and define intermediate music terminology	
	7.	SWBAT analyze the melodic content and the accompanying parts of that melodic content	
	8	SWBAT rehearse and perform various dynamic levels at the age appropriate level	
	9.	SWBAT rehearse and perform various tempos at the age appropriate level	
	10.	SWBAT identify and perform musical phrasing through written and aural practice at an age appropriate level	
	11.	SWBAT identify and perform music in various contrasting styles	
	12.	SWBAT listen to and evaluate a musical example of a solo, small ensemble and large ensemble using music provided by instructor or student	
	13	SWBAT observe and describe the similarities and differences of the performance music.	
	14	SWBAT demonstrate proper concert/audience etiquette appropriate for the performance venue and genre	
	<b>ADVANCED</b>		Wisconsin Model Academic Standard
	1.	SWBAT identify and perform the full range of notes at an age appropriate level	
	2	SWBAT identify various key signatures and successfully perform music in those key signatures in the full range of the performer at an age appropriate level	
	3	SWBAT identify and produce proper tone at an age appropriate level	

	4.	SWBAT demonstrate proper technique at an age appropriate level	
	5.	SWBAT identify and demonstrate rhythmic accuracy in various time signatures at an age appropriate level	
	6.	SWBAT identify and define advanced music terminology	
	7.	SWBAT analyze the melodic content and the accompanying parts of that melodic content at an age appropriate level	
	8	SWBAT rehearse and perform various dynamic levels at the age appropriate level	
	9.	SWBAT rehearse and perform various tempos at the age appropriate level	
	10.	SWBAT identify and perform musical phrasing through written and aural practice at an age appropriate level	
	11.	SWBAT identify and perform music in various contrasting styles at an age appropriate level	
	12.	SWBAT listen to and evaluate a musical example of a solo, small ensemble and large ensemble using music provided by instructor or student	
	13	SWBAT observe and describe the similarities and differences of the performance music.	
	14	SWBAT demonstrate and articulate proper concert/audience etiquette appropriate for the performance venue and genre	
Course Outcomes			
VISUAL ARTS			
	Grade: K		Wisconsin Model Academic Standard
	1.	Identify colors and basic shapes	

	2.	Create art using basic shapes, lines, and patterns	
	3.	Recognize the use of basic patterns in art	
	4.	Explore visually and tactically the natural characteristics of materials	
	5.	Identify the difference between the values of light and dark	
	6	Create art that tells a story about a life experience	
	7	Explore art representing cultures through illustrated literature and artwork	
	8	Express their personal life through art, including family and important events	
	9	Introduce fine motor skill techniques such as cutting, gluing, and manipulation of media	
	10	Understand basic art vocabulary such as color, folding, and building.	
	11	Recognize beauty in the natural world and in their own abilities as a creation of God	
	12	Observe sacred art	
	Grade: 1		Wisconsin Model Academic Standard
	1.	Identify and describe the properties of color (warm, cool)	
	2.	Accurately reproduce basic shapes, lines, and patterns	
	3.	Describe the difference between the values of light and dark	
	4.	Explore the impact of placement of a subject relative to a given space	
	5.	Manipulate tactile media to create art	

	6	Describe tactile qualities such as bumpy, smooth, rough	
	7	Create art based on exploration of cultures	
	8	Develop an understanding that art is created for a purpose, including faith and storytelling	
	9	Create art that expresses personal thoughts, feelings, or imaginary elements	
	10	Develop fine motor skill techniques	
	11	Discuss expressive qualities of art	
	12	Identify and use art media and tools appropriately	
	13	Identify symbols of faith in art	
	14	Explore the beauty of God's creation depicted in art	
	Grade: 2		Wisconsin Model Academic Standard
	1.	Identify and describe the difference between primary and secondary colors	
	2.	Compose artistic works using lines, shapes, and colors to create patterns	
	3.	Investigate the difference between the values of light and dark	
	4.	Compare and contrast tactile qualities of an object	
	5	Recognize that artists use texture in their work	
	6	Recognize the importance of sharing art with others	
	7	Recognize that every culture has contributed to art history, has impacted art and design today	
	8	Create art that explores their own culture	
	9	Create works that tell a story or depict a specific scene	

	10	Understand and demonstrate safe procedures for cleaning art tools, materials, and studio spaces	
	11	Utilize basic art vocabulary to describe artwork and process	
	12	Identify and incorporate symbols to express faith through art	
	13	Explore the presence of faith based art throughout history	
	Grade: 3		Wisconsin Model Academic Standard
	1.	Sketch ideas prior to project	
	2.	Illustrate an imaginative idea	
	3.	Explore appropriate media and techniques to achieve varied results	
	4.	Represent personal ideas through art and discuss artistic choices with peers	
	5.	Observe and discuss the characteristics of the natural world of God's creation	
	6	Explore messages conveyed in sacred art	
	7	Explore the meaning of famous works of art using art vocabulary	
	8	Develop supportive vocabulary to discuss the personal artwork as well as that of peers	
	9	Explore various images in art history and media	
	10	Produce a variety of images	
	11	Select, utilize, and care for art materials	
	12	Generate unique ideas to express through art	
	13	Observe the impact of light and color on a subject	
	14	Produce images that distinguish values	

	15	Discuss the benefit of careful observation for artists	
	16	Understand that art history, museum curation, and preservation of work contributes to understanding past and present cultures	
	Grade: 4		Wisconsin Model Academic Standard
	1.	Demonstrate skill in following a guided drawing exercise	
	2.	Revise work based on sketches	
	3.	Select and experiment with varied media, techniques, processes, and research methods	
	4.	Examine a work of art and speculate processes and media an artist uses to create art	
	5.	Utilize available technology and resources to generate expressions of personal ideas	
	6.	Create a work of art representing the beauty within God's creation	
	7.	Determine messages conveyed in sacred art	
	8.	Describe art using appropriate vocabulary	
	9.	Develop vocabulary appropriate to respectful critique of famous art	
	10.	Identify symbols and recurring themes in art	
	11.	Create varied art that is representative of a specific time and place	
	12.	Utilize art studio appropriately for learning	
	13.	Evaluate work in order to add detail to enhance meaning	
	14.	Examine light and color in art	
	15.	Compose a piece that focuses on value and color	

	16.	Critically observe an object and draw from life	
	17.	Recognize the importance of interpretation	
	Grade: 5		Wisconsin Model Academic Standard
	1.	Collaborate with peers to sketch ideas, brainstorm, and problem solve	
	2.	Depict multiple viewing angles or perspectives through sketching	
	3.	Research the creative process used by an artist or culture to create specific works	
	4.	Determine appropriate media, tools, and process for personal expression through practice	
	5.	Examine how the Catholic faith is expressed through art	
	6.	Analyze messages conveyed in sacred art	
	7	Create artist statements using art vocabulary to describe personal choices in art making	
	8	Demonstrate understanding of an art process, method, or piece	
	9	Utilize symbolism in personal art	
	10	Analyze the use of theme, subject, and symbolism in art	
	11	Track progress of artistic work and select pieces for exhibition	
	12	Revise art in progress based on basic discoveries, obstacles, or goals	
	13	Recognize how light impacts the perception of color, form, and texture	
	14	Utilize the elements of art to depict lighting	
	15	Identify how art is used to inform or influence	



	16	Create work that represents skilled observation	
	Grade: 6		Wisconsin Model Academic Standard
	1.	Revise art in progress based on discoveries, obstacles, or goals	
	2.	Work autonomously and support peer process	
	3.	Consider feelings, social issues, and faith in the creation of art	
	4.	Demonstrate various technical skills, art processes, and media competency	
	5.	Discuss how the principles of design and the elements of art influence the communication of a work of art	
	6	Create a project independently or collaboratively that represents a specific people or time	
	7	Understand how their critical thinking along with past experiences influence their ideas	
	8	Create cards, art, and posters for a variety of family, school, and parish needs	
	Grade: 7		Wisconsin Model Academic Standard
	1.	Demonstrate persistence in developing skills	
	2.	Demonstrate willingness to hear other ideas and experiment	
	3.	Recognize and utilize their personal experiences, values, and emotion in their art	
	4.	Demonstrate persistence in skill development and refinement	
	5.	Demonstrate knowledge of the elements of art	
	6	Compare and critique the use of art within various cultures	

	7	Demonstrate the ability to use imagination to go beyond their experiences or knowledge	
	8	Collaborate to contribute to the family, school, and parish through art as service	
	Grade: 8		Wisconsin Model Academic Standard
	1.	Apply abstract concepts in the planning and development of art	
	2.	Investigate the impact of the principles of design on compositional technique	
	3.	Analyze how art reflects changing times, traditions, resources and cultures.	
	4.	Create art that is complex, multifaceted, and unique	
	5.	Respond to needs within the school, parish, or community by generating original ideas and projects	
	Grade: HS Beginning		Wisconsin Model Academic Standard
	1.	Investigate the impact of art on social concerns, beliefs, and values	B.12.1, B.12.5, I.12.1-7, J.12.5-6
	2.	Explore how people respond to art and the influence of art on culture	J.12.10, RE.7.1.IIa
	3.	Work within a given set of boundaries to achieve unique outcomes	C.12.6
	4.	Explore and develop a variety of artistic techniques that achieve proficiency in craftsmanship	C.12.7
	5.	Follow procedures for beginning, creating, critiquing, and exhibiting work	C.12.10
	6	Compare and contrast varied works using art terminology and design knowledge	G.12.3, I.12.1-5, J.12.10, J.12.7

	Grade: HS Intermediate		Wisconsin Model Academic Standard
	1.	Produce art as a response to social concerns, beliefs, and values	B.12.1, B.12.5, I.12.1-7, J.12.5-6
	2.	Recognize and describe personal empathetic responses to specific works and process	J.12.10, RE.7.1.IIa
	3.	Apply a single criteria to a diverse body of work through careful examination	C.12.6
	4.	Demonstrate an expansion of artistic skills, processes, and craft	C.12.7
	5.	Describe and personalize art studio procedures and creative process	C.12.10
	6	Examine through scholarly critique possible meanings of complex works	G.12.3, I.12.1-5, J.12.10, J.12.7
	Grade: HS Advanced		Wisconsin Model Academic Standard
	1.	Analyze and employ art as an agent for positive change	B.12.1, B.12.5, I.12.1-7, J.12.5-6
	2.	Apply the understanding that aesthetic qualities of art impact people in the generation and reception of art	J.12.10, RE.7.1.IIa
	3.	Brainstorm and problem solve design challenges that are multifaceted	C.12.6
	4.	Display the ability to self critique, select, and exhibit work while developing a personal artistic point of view	C.12.7
	5.	Apply understanding of studio procedures and creative process while focusing on learning objectives and artistic goals	C.12.10
	6	Explain and justify claims regarding the critique of art using thoughtful interpretation that examines the time, people, and concerns relative to the piece	G.12.3, I.12.1-5, J.12.10, J.12.7

## MATH TEAM DEPARTMENT OUTCOMES

	K-2	3-5	6-8	9-12
1	SWBAT identify whole numbers from 0-1000 counting by 1s, 2s, 5s, 10s, 25s, 100s..	SWBAT demonstrate number sense by solving problems.	SWBAT analyze mathematical problems with real numbers using expressions, equations, and inequalities.	SWBAT construct a valid mathematical model for a given situation.
2	SWBAT identify the value of a digit in the 1s, 10s, and 100s place	SWBAT reason using number sense and operations in base 10.	SWBAT analyze proportional relationships to solve real-world and mathematical problems.	SWBAT support mathematical reasoning using current technology.
3	SWBAT recognize time on digital and analog clocks to the nearest 5 minute interval using a.m. & p.m.	SWBAT interpret fractions and how they are related to other fractions and whole numbers.	SWBAT apply functional relationships in table, graph, and equation calculations.	SWBAT analyze the relationship between a mathematical sentence and it's representative data.
4	SWBAT describe measurable attributes using standard and non-standard units.	SWBAT model geometric properties.	SWBAT demonstrate knowledge of relationships, transformations, and geometric formulas to 2-dimensional and 3-dimensional figures.	SWBAT analyze data.
5	SWBAT illustrate by using words, pictures and/or manipulatives basic geometric shapes in whole and in equal parts.	SWBAT use appropriate tools and formulas strategically to solve real world problems.	SWBAT examine events with probability and statistical concepts.	SWBAT manage properties of real numbers appropriately.
6	SWBAT illustrate, using a variety of methods, one and two step word problems using addition and subtraction to 100	SWBAT demonstrate automaticity of math facts in all four operations through 12.		SWBAT compare and contrast characteristics unique to functions, expressions, equations, and geometric figures.

7	SWBAT express number sentences using addition and subtraction to 100.			SWBAT organize a logical argument.
8	SWBAT identify the value of a penny, nickel, dime, quarter, half-dollar, and dollar (bill and coin) and their money symbols in solving problems.			
9	SWBAT interpret data using a variety of methods including charts, graphs and tables.			

## MATH COURSE OUTCOMES

Grade: K		Common Core Standard
1.	SWBAT use whole numbers from 0-100 to count, record, and identify.	
2.	SWBAT use place value in the 1s and 10s place, numbers of objects in a group, appropriate math language and ordinal numbers in real world applications.	
3.	SWBAT tell time to the hour on both analog and digital clocks in verbal and written form.	
4.	SWBAT compare measurable attributes of objects.	
5.	SWBAT identify basic geometric shapes and equal parts in whole and half units.	
6.	SWBAT illustrate the solution to a one step word problem.	
7.	SWBAT recognize the solution to an addition or subtraction number sentence using manipulatives.	
8.	SWBAT identify name and value for a penny, nickel, dime and quarter.	
9.	SWBAT explain data observed on charts, and graphs.	
Grade: 1		Common Core Standard
1.	SWBAT use whole numbers from 0-120 to count, identify, and record.	
2.	SWBAT explain place value as 1s, 10s and 100s.	
3.	SWBAT demonstrate knowledge of time and money concepts.	
4.	SWBAT compare and contrast measurable attributes using standard and non-standard units.	
5.	SWBAT recognize attributes of basic geometric shapes, equal parts, and fractions as part of a group or whole.	

6.	SWBAT recall addition and subtraction facts to 10 to solve a variety of word problems.	
7.	SWBAT identify strategies to add and subtract to 20.	
8.	SWBAT identify the value of a given combination of coins up to \$1.00	
9.	SWBAT explain data using charts and graphs.	
Grade: 2		Common Core Standard
1.	SWBAT express whole numbers to 1000 using base ten numbers, number names and expanded form.	
2.	SWBAT recognize that the three digits of a three digit number represent values of 100s, 10s and 1s.	
3.	SWBAT demonstrate knowledge of time in analog and digital format to the nearest 5 minute interval.	
4.	SWBAT recognize measurable attributes using standard units.	
5.	SWBAT demonstrate with shapes and their attributes including dividing into equal parts of sixths, eighths, and twelfths.	
6.	SWBAT relate addition and subtraction facts to 20 to solve a variety of one and two step word problems up to 100.	
7.	SWBAT identify strategies to add and subtract to 1000.	
8.	SWBAT identify the name and value of dollar bills and money symbols.	
9.	SWBAT translate the data from charts, graphs and tables.	
Grade: 3		Common Core Standard
1.	SWBAT perform operations with multi digit whole numbers to 100.	3.OA.1-9
2.	SWBAT illustrate fractions as equal parts of a whole represented on number line.	3.NF.1-3

3.	SWBAT classify shapes and their attributes.	3.G.1-2
4.	SWBAT solve problems with time, volume, masses of objects, area, and perimeter.	3.MD.1-8
5.	SWBAT interpret self-created data.	3.NF.1-3
6.	SWBAT use logical reasoning to solve multi step real-world problems using grade level number sense.	3.OA.3-9
Grade: 4		Common Core Standard
1.	SWBAT perform operations up to 10,000 using place value.	
2.	SWBAT apply past knowledge of whole number operations to fractions.	
3.	SWBAT classify shapes by properties of their lines and angles.	
4.	SWBAT solve problems with measurement and conversions of measurement as well as measurement of angles.	
5.	SWBAT interpret data using grade level number sense.	
6.	SWBAT use logical reasoning to solve multi step real-world problems using grade level number sense.	
Grade: 5		Common Core Standard
1.	SWBAT perform operations with multi-digit whole numbers and decimals to hundredths.	
2.	SWBAT perform all four operations of unit fractions by applying past knowledge of whole number operations.	
3.	SWBAT graph points on the coordinate plane.	
4.	SWBAT classify 2-dimensional figures based on their properties.	
5.	SWBAT convert measurement units within a system including volume.	



6.	SWBAT distinguish between using grade level number sense.	
7.	SWBAT use logical reasoning to solve multi step real-world problems using grade level number sense.	
<b>Grade: 6</b>		<b>Common Core Standard</b>
1.	SWBAT demonstrate ratios are equivalent by modeling with fractions, decimals, and percents.	
2.	SWBAT differentiate between an expression and an equation.	
3.	SWBAT solve one-step equations using algebraic processes and graphic representations.	
4.	SWBAT construct an algebraic rule using input-output tables.	
5.	SWBAT calculate the area and perimeter of 2-Dimensional figures AND volume of rectangular prisms.	
6.	SWBAT distinguish between the measures of central tendency.	
7.	SWBAT graph the results of possible outcomes and likelihoods through games and simple experiments	
<b>Grade: 7</b>		<b>Common Core Standard</b>
1.	SWBAT construct equations based on written expressions.	
2.	SWBAT solve multi-step equations and inequalities using algebraic processes and graphic representation.	
3.	SWBAT apply proportional reasoning to solve problems involving rates, ratios, and percents.	
4.	SWBAT sketch the equation of a line from a table of values.	
5.	SWBAT apply formulas to measure area and volume for regular and composite figures AND surface area of rectangular prisms.	

6.	SWBAT present collected data for display of appropriate statistical methods.	
7.	SWBAT compare and contrast theoretical and experimental probability models.	
Grade: 8		Common Core Standard
1.	SWBAT construct inequalities using real-world situations.	
2.	SWBAT solve equations and inequalities using rational number properties.	
3.	SWBAT analyze proportional relationships to solve real-world problems.	
4.	SWBAT apply rules of exponents.	
5.	SWBAT graph functions to model relationships between quantities.	
6.	SWBAT apply appropriate techniques, tools, and formulas to estimate and determine geometric measurements and transformations.	
7.	SWBAT interpret data using descriptive statistics including range, mode, median, quartiles, outliers, and mean.	
Algebra		Common Core Standard
1.	SWBAT create a linear graph from given info or equations in multiple forms.	
2.	SWBAT formulate 1-variable equations to solve for variable.	
3.	SWBAT create a graph given an inequality in 2 variables.	
4.	SWBAT distinguish among the properties of exponents to simplify an algebraic expression.	
5.	SWBAT factor quadratic equations with a leading coefficient of 1.	
6.	SWBAT interpret statistical data and patterns.	

Algebra 2		Common Core Standard
1.	SWBAT model real life situations using linear, quadratic, systems of equations, and inequalities.	
2.	SWBAT represent the solutions numerically, graphically, and verbally of various mathematical models.	
3.	SWBAT apply operations of real and imaginary numbers to solve and graph polynomials.	
4.	SWBAT simplify polynomial expressions and functions through arithmetic operations, rules of exponents, and factoring.	
5.	SWBAT apply rules of operations of matrices.	
6.	SWBAT select appropriate probability and statistical methods for a given situation.	
Geometry		Common Core Standard
1.	SWBAT justify mathematical arguments.	
2.	SWBAT justify angle measures created by parallel lines and transversals.	
3.	SWBAT select appropriate theorems in triangles to argue congruence.	
4.	SWBAT assess the relationship between side lengths of polygons using properties of proportion and similarity.	
5.	SWBAT categorize quadrilaterals based on their characteristics.	
6.	SWBAT select an appropriate method to find a missing side or angle measure of a right triangle.	
7.	SWBAT distinguish between angles, segments, arcs and lines in order to formulate solutions involving circles.	
8.	SWBAT select the correct formula to compute the area of 2 dimensional and volume or surface area of 3 dimensional figures.	

Pre-Calculus		Common Core Standard
1.	SWBAT assess function families and their transformations.	
2.	SWBAT choose an appropriate trigonometric method to solve triangles.	
3.	SWBAT construct a valid model using probability and statistics.	
4.	SWBAT examine processes underlying sequences and series.	
5.	SWBAT formulate basic conic sections and their graphs in the rectangular coordinate system.	

**MATH UNIT CONCEPTS AND GOALS**  
**KINDERGARTEN**

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale
<u>1</u>		Sorting and Classifying	SWBAT sort and classify by attributes.	By classifying, and sorting with objects, the student is able to build critical thinking skills needed to understand math concepts.
<u>2</u>		Patterns	SWBAT explain a variety of patterns.	By patterning with objects, the student is able to build critical thinking skills needed to understand math concepts.
<u>3</u>		Count and Model Numbers to 20	SWBAT recognize numbers from 0-20 in written and model forms in real world situations.	Counting and number sense are the foundation for addition and subtraction. Children gain number sense that builds competency for later math skills by comparing numbers.
<u>4</u>		Sequencing and Ordinal Numbers	SWBAT describe the relative position of objects and numbers using appropriate vocabulary.	Building one to one correspondence lays the foundation for understanding number concepts including ordinal numbers.
<u>5</u>		Model Graphing	SWBAT explain data using concrete graphs.	Collecting and recording data and describing what the data displays teaches a sense of order and understanding of information.
<u>6</u>		Measuring Weight, Length, and Capacity	SWBAT compare weight, length, height, capacity and temperature using non-standard units.	Measurement skills enable children to solve mathematical problems found in every day life and provide useful life skills.
<u>7</u>		Identifying Units of Time	SWBAT tell time to the hour on digital and analog clocks.	Knowledge of time is a needed life skill.
<u>8</u>		Identifying Coins and their Value	SWBAT identify the values of pennies, nickels, dimes and quarters.	Knowledge and understanding of money and its value build necessary life skills for personal finance.

9	Comparing Geometric Shapes and their Attributes including part and whole	SWBAT describe a geometric shape and its attributes including whole and part.	Using shapes and their attributes found in geometry enhances reasoning skills and develops pre-number skills,
10	Model Addition and Subtraction to 10	SWBAT model addition and subtraction to 10.	Representing objects with numbers so they can concretely add and subtract numbers to prepare children for higher order math skills introduced later.

#### FIRST GRADE

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale
<u>1</u>		Number Sense	SWBAT identify repeating and growing patterns.	Counting and number sense are a foundation for addition and subtraction. Children gain number sense that build competency for later math skills.
<u>2</u>		Place Value to 100	SWBAT compare numbers based on the place value of ones and tens.	With increasing knowledge of ones and tens, students can count to 120 while understanding the relative numerical value of each number.
<u>3</u>		Identifying the value of coins and bills	SWBAT identify the value of mixed coins up to one dollar.	By counting a variety of coin combinations, students gain appreciation for the value of money in real-life situations.
<u>4</u>		Geometric Shapes and Attributes	SWBAT compare geometric shapes according to their attributes.	Students are able to identify a variety shapes and solid figures according to their attributes.
<u>5</u>		Fractions: Recognizing parts of a whole	SWBAT compare fractional parts using geometric shapes.	Recognizing equal and unequal parts of a whole serves as a foundation for future math concepts, including division and fractions.
<u>6</u>		Ordering numbers to 120	SWBAT sequence given numbers to 120.	Sequencing numbers in a particular order allows students to build their understanding of number relationships.

<u>7</u>		Comparing length, weight, and volume	SWBAT compare length, weight, height, and volume of concrete objects using standard and nonstandard measurement tools.	Students to continue to learn standard units of measurement that apply to everyday life.
<u>8</u>		Add and Subtract within 100 using 1 and 2 digits without regrouping	SWBAT model addition and subtraction problems within 100.	Using their knowledge of numbers, students can combine and separate number groups using symbols. Students are building a foundation for regrouping.
9		Time	SWBAT state time to the half and quarter hour using analog and digital clocks.	Students are beginning to understand the concept of time as it applies to their daily lives. Students apply their knowledge of time to schedules.
10		Data and Graphing	SWBAT describe data from simple tables and graphs.	Students use their math skills to create a variety of authentic charts and graphs. By creating charts and graphs, students learn how to organize data.

## SECOND GRADE

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale
<u>1</u>		Place value to 1000	SWBAT classify place value using standard and expanded form up to 1000.	With increasing knowledge of ones, tens, and hundreds students can count to 1000 while understanding the relative numerical value of each number.
<u>2</u>		Number Patterns	SWBAT Explain repeating and growing patterns.	Repeating number patterns are a foundation for multiplication and division. Children gain number sense that builds competency for later math skills.
<u>3</u>		Data and Graphs	SWBAT Produce bar graphs, picture graphs, and line plots using data.	Students use their math skills to create a variety of authentic charts and graphs. By independently creating charts and graphs, students learn how to organize data and explain it to their peers.

<u>4</u>		Count and Compare Money	SWBAT Demonstrate making change using dollars and coins.	By counting a variety of coin and bill combinations, students gain appreciation for the value of money in real-life situations.
<u>5</u>		Two-digit addition and subtraction with regrouping	SWBAT solve addition and subtraction problems with regrouping within 100.	Using their knowledge of numbers, students can combine and separate number groups using symbols. Students are building a foundation for multiplication while solidifying addition and subtraction fact strategies.
<u>6</u>		Geometric Attributes	SWBAT Classify geometric shapes according to their attributes.	Students are able to identify a variety shapes and solid figures according to their attributes. This allows students to apply math concepts to real-life objects.
<u>7</u>		Model fractions; fractional parts	SWBAT explain fractional parts of a whole.	Recognizing equal and unequal parts of a whole serves as a foundation for future math concepts, including division and fractions in real-life applications.
<u>8</u>		Model multiplication and division	SWBAT create arrays to model multiplication and division.	Students are building a foundation for multiplication and division.
9		Comparing length, weight, and volume	SWBAT select appropriate units and tools to measure length, weight, height, and volume.	Students to continue to learn standard units of measurement that apply to everyday life.
10		Time	SWBAT tell time to the five minute interval, including AM and PM, using analog and digital clocks.	Students are beginning to understand the concept of time as it applies to their daily lives. Students apply their knowledge of time to schedules.

### GRADE 3

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment	Standards for Units (CCSS)
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<u>1</u>		Multi-digit and multi-step addition and subtraction	SWBAT demonstrate fluency and accuracy in addition and subtraction through 1,000.	Addition and subtraction are essential to solving everyday problems involving math. Students must learn the steps of addition and subtraction before having the ability to apply them to solving problems.	Students go to other classrooms and count the number of something such as books in other class libraries. They add to find out the total books between classes and use subtraction to find out which class has more and how many more.	3.OA.1-9
<u>2</u>		Place Value	SWBAT apply place value understanding to round and estimate whole numbers to the nearest 10 or 100.	Students must understand place value before being able to perform math operations.	Students will use a chart/table of information to round and estimate a set of numbers and explain how they arrived at their conclusion.	3.NBT.1
<u>3</u>		Fluency in multiplication and division	SWBAT demonstrate fluency and accuracy in multiplication and division up to 100.	Students need fluency in multiplication and division in order to perform higher level mathematical operations.	Play the game "Scoot".	3.OA.7 3.NBT.2
<u>4</u>		Relationship between multiplication and division	SWBAT demonstrate understanding of the relationship between multiplication and division by solving one and two step word problems.	Understanding the relationship between multiplication and division allows students to effectively solve problems in real world situations.	Students will create a two step word problem containing multiplication and division, and show how to solve it.	3.OA.3-9
<u>5</u>		Geometry	SWBAT reason using attributes of geometric shapes and solve area and perimeter problems.	This provides students with the basis of understanding needed to solve problems in applied mathematics.	Students will create a model from shapes and find the area and perimeter of the shapes within their model. (ie: tanagrams,	3.G.1-2

					model of their room, etc.)	
<u>6</u>		Measurement and Data	SWBAT solve problems involving measurement of time, liquid volume, mass, and length as well as representing data using graphs.	This provides students with the basis of understanding needed to solve problems in applied mathematics.	Provide a science station with materials necessary to assess students individually.	3.MD.1-8
<u>7</u>		Fractions	SWBAT compare benchmark fractions using fraction and number line models.	This will enable students to apply fraction skills to more complex problems.	Students will create benchmark fractions using manipulatives. From their model, students will compare fraction sizes based on teacher directed questions.	3.NF.1-3

#### GRADE 4

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment	Standards for Units (CCSS)
<u>1</u>		Place Value	SWBAT apply place value understanding and relationships of place values for multi-digit whole numbers through millions.	Students need a foundation in place value so they can solve multi-digit mathematical problems.	Compare and contrast Wisconsin county populations.	4.NBT.1-3

<u>2</u>		Addition and Subtraction	SWBAT calculate addition and subtraction fluency in multi-digit and multi-step word problems and number patterns through millions.	Addition and Subtraction are essential to solving everyday problems.	Create addition and subtraction word problems based on Wisconsin city population data. Demonstrate steps for solving.	4.NBT.3-4 4.OA.3
<u>3</u>		Multiplication and Division	SWBAT use multiplication and division fluency to solve multi-step, multi-digit problems and articulate them in various models.	Multiplication and Division are essential to solving everyday problems.	Students solve a set of word problems.	4.NBT.5-6 4.OA.1-5
<u>4</u>		Measurement and Data	SWBAT solve problems involving measurement and conversion of measurement and data.	This is the basis of understanding geometric shapes, composition and problem solving. Most applied math involves measurement and data.	Have students measure items in one unit and convert to another unit with a provided conversion table.	4.MD.1-4
<u>5</u>		Geometry	SWBAT classify properties of lines, angles with whole number degrees, and shapes.	This provides students with the basis of understanding needed to solve problems in applied mathematics.	Have students classify shapes and measure and classify angles in an environment outside of the classroom.	4.MD.5-7 4.G.1-3
<u>6</u>		Fractions and Decimals	SWBAT demonstrate fraction/decimal equivalents and order using fraction models.	Students will be able to apply fraction and decimal knowledge to complex problems.	Students will solve fraction/decimal flowers puzzle.	4.NF.1-2,5-7
<u>7</u>		Operations with Fractions	SWBAT solve fraction problems involving addition and subtraction of mixed numbers and multiplication of fractions by a fraction or a whole number.	Students will be able to apply fraction and decimal knowledge to complex problems.	Students will solve a problem based on a recipe.	4.NF.3-4

## GRADE 5

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment	Standards for Units (CCSS)
<u>1</u>		Place Value	SWBAT read, write, and compare decimals to the thousandths and whole numbers to the billions.	Students need a foundation in place value so they can solve multi-digit mathematical problems.	With five sets of numbers, direct students to place a number in a given place billions to thousandths. Have them read the numbers orally and then list numbers from smallest to largest.	5.NBT.1-4
<u>2</u>		Mathematical Operations of Whole Numbers	SWBAT calculate all mathematical operations involving multi-digit, multi-operation whole numbers.	Students need to understand the basic operations to be able to solve everyday math problems.	Students will solve a set of multi-step story problem using US facts and explain how they arrived at their conclusion.	5.NBT.5-7 5.OA.2
<u>3</u>		Addition and Subtraction of Fractions	SWBAT use equivalent fractions to add and subtract fractions and solve word problems containing fractions.	Students will use this knowledge to solve the many real world applications of fractions and mixed numbers.	Students interpret a recipe card to double a recipe or half it. Include a step where students must add or subtract fractions to get the amount needed (ie: sugar= $1/2+1/4=?$ ).	5.NF.1-2
<u>4</u>		Multiplication and Division of Fractions	SWBAT solve multiplication and division fraction problems.	Students will use this knowledge to solve the many real world applications of	Students will double or half a recipe.	5.NF.3-7

				fractions and mixed numbers.		
<u>5</u>		Mathematical Operations of Decimals	SWBAT compute operations using decimals.	Students use this foundation to solve multi-digit math problems.	Students will solve a problem based on a shopping list based on a budgeted amount and a set list of supplies.	5.NBT.7 5.OA.1-3
<u>6</u>		Measurement and Data	SWBAT relate customary units of measurement and represent to interpret data.	Measurement and data analysis are the basis of understanding geometric shapes, composition, and problem solving. Most applied math involves measurement.	Have the students take measurements of objects and put it into a table that includes multi-unit conversions.	5.MD.1-5
<u>7</u>		Geometry	SWBAT solve real world problems using graph points on a coordinate plane.	Understanding how to graph points allows students to organize and display information.	From a list of plotted points, students will create certain shapes.	5.G.1-4

## GRADE 6

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment	Standards for Units (CCSS)
<u>1</u>		Decimal Operations	SWBAT use the four operations to solve multi-digit decimal problems.	Decimals build the foundation for basic life consumer skills.	Using a current flyer from local vendors plan a nutritionally balanced meal for 50 people given a budget.	6.NS.2 6.NS.3

<u>2</u>		Fraction Operations	SWBAT use the four operations to solve problems involving fractions.	Fractions are the prerequisite for all higher level math classes.	Given a certain food item (ie: candy, fruit, cookies, chips, etc.) students must share equally between a predetermined number of classmates, then calculate the fractional sum of the food items and explain what the solution means.	6.NS.1 6.RP.3 6.RP.3d
<u>3</u>		Expressions and Equations	SWBAT differentiate between expressions and equations.	Expressions build equations and equations are the foundation of algebra.	The student is going to join a gym given three different membership options which would you choose and why?	6.EE.5 6.EE.6 6.EE.7 6.RP.3
<u>4</u>		Solving Equations	SWBAT manipulate expressions to solve one-step equations.	Critical thinking skills are developed through solving equations.	Given a one-step equation, tell the story of x using models and prove the solution is correct.	6.EE.5 6.EE.7
<u>5</u>		Ratios and Rates	SWBAT use ratio concepts and ratio reasoning in solving problems.	Rates and rates increase our ability to make appropriate consumer decisions.	Given flyers from several local vendors, students will select the store with the best value to satisfy a shopping list and defend their choice.	6.RP.1 6.RP.2 6.RP.3 6.NS.4
<u>6</u>		Proportions and Percents	SWBAT apply proportional relationships in mathematical problems.	Proportions and percents create understanding of number relationships AND can be used to understand and solve problems.	Students will list decision to be made and materials needed to make a model of their school	6.RP.3 6.RP.3

<u>7</u>		Functions	SWBAT graph on the coordinate plane.	Functions broaden understanding of a situation by being able to choose multiple inputs to arrive at same solution.	Students will record the temperature of a cup of hot water to the nearest degree. Then record the temperature every minute for the next 10 minutes. Then graph the ordered pairs (time,temp) on a coordinate plane. Finally, estimate the temperature after 30 minutes and after 60 minutes.	6.EE.2 6.EE.6 6.EE.8 6.EE.9 6.NS.5 6.NS.6 6.NS.7 6.NS.8
<u>8</u>		Area, Perimeter, Volume	SWBAT solve real-world and mathematical problems involving area, perimeter, and volume.	Geometry has many real-world applications including design, architecture, and art.	Lucky you, you are putting in a new pool. The pool will be painted, trimmed with tile and filled with water.	6.G.1 6.G.2 6.G.3 6.NS.8
9		Measures of Central Tendency	SWBAT demonstrate knowledge with mean, median, and mode.	Measure of central tendency provide information to compare and make sound decisions.	Using previously earned math scores from this chapter, students will find all the measures of central tendency. Then write a letter asking your teacher to use the measurement of your choice and create a valid argument for that grade.	6.SP.1 6.SP.3 6.SP.5
10		Probability	SWBAT experiment with simple probability events.	Probability is used to make predictions, solve problems, and make sound decisions.	Student will make up a game that involves tossing 3 coins. Describe the rules of game, explain why your game is fair by using a tree diagram and show the probability of winning for each player.	6.SP.2 6.SP.4 6.SP.5

#### MATH GRADE 7

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment	Standards for Units (CCSS)
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<u>1</u>		Integer Operation	SWBAT perform mathematical operations using integers.	Integers are used to describe, understand, and communicate information.	Students will use colored chips, tiles, etc. to model each of the four integer operations.	7.NS.1 7.NS.2 7.NS.3 7.EE.3
<u>2</u>		Equations	SWBAT solve multi-step equations.	Expressions and equations provide another process for understanding and solving a question.	Using construction paper tangrams, students will create a distinguishable figure as a puzzle. Then at every adjoining side students will write a multi-step equation with the problem on one side and the answer on the other. Once completed another student will be able to reconstruct the puzzle.	7.EE.3 7.EE.4
<u>3</u>		Inequalities	SWBAT graph inequalities.	Inequalities provide understanding that some problems have more than one solution.	Students will create model that shows how to solve an inequality and shows how inequalities are different from equations.	7.EE.3 7.EE.4
<u>4</u>		Graphing on a Coordinate Plane	SWBAT graph relations and functions.	Graphing on a coordinate plane is a visual method to interpret data.	Students will plan a skating party for the school. Your task is to find the skate rental place from 2 given equations by graphing them, finding the point of intersection, and tell what that means. Defend your decision for choosing one skate rental company over the other.	
<u>5</u>		Proportional Reasoning	SWBAT explain possible outcomes through the exploration of proportions.	Proportional reasoning allows students to improve and enhance their ability to be wise	Students will be assigned on object on school grounds and use proportional reasoning to determine the height of that object.	7.RP.1 7.RP.2 7.RP.3 7.NS.3



				consumers AND can be used as a strategy to solve unknown quantities.		
<u>6</u>		Geometric Figures	SWBAT investigate 2-dimensional and 3-dimensional figures through descriptions and formulas.	Geometric relationships provide a means to make sense of a variety of phenomena.	Students will design 3 pizzas using different polygons so that each pizza has the same area.	
<u>7</u>		Geometric Construction	SWBAT construct geometric figures by describing the relationships between them.	Constructing accurate geometric diagrams is very helpful in increasing the students ability to draw, visualize and interpret mathematical diagrams.	Students will create a stainglassed window which includes, but not limited to, the following constructions: congruent angles, angle bisectors, parallel lines, and perpendicular lines. (Remember stainglassed windows have a religious message.)	
<u>8</u>		Statistics	SWBAT interpret data through statistical methods.	Exploring data enables students to make predictions about a population and learn about possible outcomes of an event.	Students will collect rainfall data for 2 different cities and prepare a double bar graph to visually compare data. Then find the measures of central tendency and identify which best describes the data.	

9		Probability	SWBAT evaluate probability models to explain possible outcomes.	Probability is used to make predictions, solve problems, and make sound decisions.	FAIR GAME Students will create a table to track scores of 2 people playing a coin and number cube game through 6 rounds in which points are gained from heads = twice the number cube and tails = 2 more than the number cube. Then students find the probability of getting a score that is a prime number.	
10			SWBAT experiment with simple probability events.	Probability is used to make predictions, solve problems, and make sound decisions.	Student will make up a game that involves tossing 3 coins. Describe the rules of game, explain why your game is fair by using a tree diagram and show the probability of winning for each player.	6.SP.2 6.SP.4 6.SP.5

#### MATH GRADE 8

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment	Standards for Units (CCSS)
<u>1</u>		Equations and Inequalities	SWBAT interpret real-world scenarios involving equations and inequalities.	Equations and inequalities teach student to differentiate between situations that have one solution and many solutions.	Using a current flyer from local vendors plan a nutritionally balanced meal for 50 people given a budget.	6.NS.2 6.NS.3

<u>2</u>		Problem Solving	SWBAT apply problem solving strategies to complex problems.	Problem solving strategies are taught so students will become critical thinkers.	Given a certain food item (ie: candy, fruit, cookies, chips, etc.) students must share equally between a predetermined number of classmates, then calculate the fractional sum of the food items and explain what the solution means.	6.NS.1 6.RP.3 6.RP.3d
<u>3</u>		Monomial Operations	SWBAT apply rules of exponents to simplify monomials.	Monomial operations are the foundation for algebra, specifically polynomial operations.	The student is going to join a gym given three different membership options which would you choose and why?	6.EE.5 6.EE.6 6.EE.7 6.RP.3
<u>4</u>		Similar and Congruent Figures	SWBAT compare and contrast properties of similar and congruent figures.	Similar and congruent figures are real-world, practical applications necessary for map reading, model making, etc.	Given a one-step equation, tell the story of x using models and prove the solution is correct.	6.EE.5 6.EE.7
<u>5</u>		Proportional Reasoning	SWBAT calculate percent of change.	Proportional reasoning teaches to calculate tax, discount, mark-up, and interest.	Given flyers from several local vendors, students will select the store with the best value to satisfy a shopping list and defend their choice.	6.RP.1 6.RP.2 6.RP.3 6.NS.4
<u>6</u>		Linear Functions and Inequalities	SWBAT graph linear functions and inequalities.	Graphing linear equations and inequalities helps students to visualize an abstract concept in a concrete way.	Students will list decision to be made and materials needed to make a model of their school	6.RP.3 6.RP.3

<u>7</u>		Systems of Equations	SWBAT solve systems of equations.	Systems of equations are used to recognize situations that require two or more simultaneous solutions including no solution and infinite solutions.	Students will record the temperature of a cup of hot water to the nearest degree. Then record the temperature every minute for the next 10 minutes. Then graph the ordered pairs (time,temp) on a coordinate plane. Finally, estimate the temperature after 30 minutes and after 60 minutes.	6.EE.2 6.EE.6 6.EE.8 6.EE.9 6.NS.5 6.NS.6 6.NS.7 6.NS.8
<u>8</u>		Geometric Formulas	SWBAT apply geometric formulas to real-world situations.	Understanding geometric formulas helps students become critical consumers.	Lucky you, you are putting in a new pool. The pool will be painted, trimmed with tile and filled with water.	6.G.1 6.G.2 6.G.3 6.NS.8
9		Geometric Transformation	SWBAT construct transformations on a coordinate plane using various models.	Transformations create a basic understanding of movement, perspective and spatial relationships.	Using previously earned math scores from this chapter, students will find all the measures of central tendency. Then write a letter asking your teacher to use the measurement of your choice and create a valid argument for that grade.	6.SP.1 6.SP.3 6.SP.5
10		Probability and Statistics	SWBAT analyze data with measures of central tendency and variation.	Probability and statistics support making predictions, drawing conclusions, and solving problems.	Student will make up a game that involves tossing 3 coins. Describe the rules of game, explain why your game is fair by using a tree diagram and show the probability of winning for each player.	6.SP.2 6.SP.4 6.SP.5

## ALGEBRA

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment	Standards for Units (CCSS)
<u>1</u>		writing and simplifying expressions	SWBAT compose algebraic expressions and analyze the expressions to ensure they are in simplified form.	Students will need an introduction to numerical and algebraic expressions. They will need to convert word problems into mathematical symbols for future concepts.		
<u>2</u>		operations and integers	SWBAT apply integer properties to simplify expressions	Students will need an understanding of the operations on integers in order to perform operations on real numbers in later chapters and years.		
<u>3</u>		solving equations	SWBAT create a two step equation involving integers, fractions, or decimals to solve for a missing value.	Writing and solving equations are important skills students will use in many other units in algebra I, and in other higher math courses and science courses.		
<u>4</u>		linear equations - graphing and writing	SWBAT formulate a linear graph or equation based on given information	It is important for students to be able to alternate between a graph and an equation, practicing multiple forms of linear equations, because they will need to develop the skill of determining which form will be most useful to them in a given situation, or locating information given any form.		
<u>5</u>		systems of linear equation	SWBAT analyze solutions to a system of linear equations	Students need to be able to graph lines before they can use the graphing method of solving systems. This unit is a logical step between graphing linear equations and graphing linear inequalities.		

<u>6</u>		inequalities	SWBAT create a graph given an inequality in 2 variables	Students must know how to graph points and lines before they can graph inequalities. They will build on these concepts when doing systems of linear inequalities in later courses.		
<u>7</u>		properties of exponents	SWBAT apply properties of exponents to simplify algebraic expressions	This unit will be an important precursor for factoring and multiplying polynomials and working with quadratics in algebra II.		
<u>8</u>		operations on polynomial	SWBAT combine polynomials of varying lengths through addition, subtraction, and multiplication	This unit prepares them for factoring and gives them skills for manipulating equations and expressions.		
9		factoring polynomials	SWBAT factor quadratic equations with a leading coefficient of 1.	Factoring polynomials prepares students to solve application problems in algebra II, physics, and other science courses.		

## GEOMETRY

Unit	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment	Standards for Units (CCSS)
<u>1</u>		Foundations of Geometry	SWBAT analyze a geometric diagram using proper vocabulary and notation.	Students need a basic understanding of vocabulary and notation which they will use in subsequent units.		
<u>2</u>		Logic and Proof	SWBAT justify a mathematical argument using a logical step-by-step process.	Students need to think logically and present justifications in a sequential order in many future situations in math classes and life.		
<u>3</u>		Parallel and Perpendicular Lines	SWBAT assess the relationship between angles created by parallel lines and transversals.	Being able to recognize these angle relationships will help them find crucial missing angles in parallelograms or trapezoids.		

<u>4</u>		Triangle Congruence	SWBAT justify triangle congruence using theorems in a logical step-by-step process.	Seeing the relationships between triangles will help them see the relationships between increasingly more complex figures.		
<u>5</u>		Relationships in Triangles	SWBAT compare triangles and their components using inequality properties.	This unit shows students some neat patterns that exist in triangles that they can use in similarity problems or area/volume problems.		
<u>6</u>		Quadrilaterals	SWBAT categorize quadrilaterals by their characteristics to determine missing angle measures and side lengths.	This unit helps them to identify quadrilaterals so they can determine which area/volume/surface area formulas to use in a later unit. These problems have many practical applications in real life and in many careers.		
<u>7</u>		Proportions and Similarity	SWBAT assess the relationship between side lengths of polygons using properties of proportions and similarity.	Knowing how to set up and solve proportions and recognize similar relationships can help students understand the geometric world around them, perhaps through using scale models or maps or construction blueprints. These concepts will be helpful in understanding some right triangle theorems.		
<u>8</u>		Right Triangle and Trigonometry	SWBAT select an appropriate method to find a missing side or angle measure of a right triangle.	This unit lays the groundwork for many Algebra II concepts and is relevant to many real-world applications. Pythagorean Theorem is an enduring concept students may use their entire lives.		

9		Circles	SWBAT distinguish between angles, segments, arcs and lines in order to formulate solutions involving circles.	Many of these concepts will be tested for on college prep standardized tests. Students must understand basic geometry vocabulary and notation, right triangle concepts, and other polygons to be successful in this unit.		
10		Area, Volume and Surface Area	SWBAT select the correct formula to compute the area of a 2 dimensional figure and volume or surface area of a 3 dimensional figure.	This is the most applicable unit in many careers and personal lives. Knowledge of different types of polygons and polyhedrons is assumed before this unit. Altitudes, medians, and quadrilaterals must be mastered before this. The goal is for students to know where to find the formulas and how to use them.		

## PRE CALCULUS

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment	Standards for Units (CCSS)
<u>1</u>		Polynomial Recognition, Shifting and graphing	SWBAT construct graphs of polynomials	Needed for graphing advanced, non-parametric and non-polar functions.		
<u>2</u>		Logarithmic and Exponential Functions	SWBAT express logarithmic expressions as exponential and vice versa	Understanding basic exponential and log functions to prepare for derivatives and integrals.		
<u>3</u>		Right Triangle Trigonometry	SWBAT apply the trigonometric ratios to problems involving right triangles.	Introducing students to trigonometric concepts in right triangles builds concept development for future use and study of trigonometry.		
<u>4</u>		Non-right Triangle Trigonometry	SWBAT explain the law of sines, cosine, and areas of triangles.	Application for calculus and engineering		
<u>5</u>		Probability and Statistics	SWBAT formulate real-life applications of raw data in view of	Introduce basic probability for future college/AP Statistics courses.		



			probabilistic principles.			
<u>6</u>		Sequences and Series	SWBAT apply knowledge of arithmetic and geometric sequences	Introduce simple probability for future college/AP statistics courses.		
<u>7</u>		Conics Sections	SWBAT analyze graphs of conic sections.	Graphing and analyzing washers and discs in Calculus		
<u>8</u>			SWBAT apply geometric formulas to real-world situations.	Understanding geometric formulas helps students become critical consumers.		

## RELIGION TEAM/DEPARTMENT OUTCOMES

	K-2	3-5	6-8	9-12
1.	SWBAT identify the Sacraments of initiation, healing, and vocation.	SWBAT explain the core beliefs of the Catholic Faith as presented in the Creed.	SWBAT analyze how all Sacraments find their source and summit in the Eucharist, and how it applies to their lives.	SWBAT engage in vocal, spontaneous, meditative, and contemplative prayer and leading prayer.
2.	SWBAT model active participation in the mass.	SWBAT identify the structure of the Bible (locate a Bible verse).	SWBAT investigate different vocations to begin discerning God's will for their lives.	SWBAT examine their personal relationship with the Father, Son, and Holy Spirit.
3.	SWBAT demonstrate their understanding of the Ten Commandments and virtues through their words and actions.	SWBAT investigate the Sacraments and the Liturgical year as a significant part of their lives.	SWBAT develop a prayer life that reflects a relationship with the Father, Son, and Holy Spirit through Scripture, the Mass, and traditional and spontaneous prayers.	SWBAT apply principles of reason and revelation to moral truth.
4.	SWBAT actively participate in the liturgical life of the Church (Mass, reception of Reconciliation and First Eucharist, the Rosary, and Stations of the Cross.	SWBAT implement a service project.	SWBAT examine the virtues of Mary and the Saints as examples for our own lives.	SWBAT appraise how Sacred Scripture is the revelation of God.
5	SWBAT retell bible stories that apply to their lives	SWBAT describe the characteristics of discipleship.	SWBAT formulate concrete ways to live out Catholic moral teaching recognizing the dignity of the human	SWBAT analyze the historical development and meaning of the sacraments.
6	SWBAT identify liturgical seasons of the Church year.	SWBAT apply the Catholic Moral teachings found in the Ten Commandments, Beatitudes, and Works of Mercy.	SWBAT examine the relationship between Creation, Salvation History, and the Last Things.	SWBAT appreciate the development, sanctity, and authority of the Catholic Church.

7	SWBAT imitate Jesus through acts of loving service.	SWBAT apply Christian prayer to both public (Mass) and personal life (relationship with Jesus).	SWBAT discuss the relationship between Sacred Scripture, Sacred Tradition, and the Sacred Teaching	SWBAT examine the nature and teleological purpose of the human person.
8	SWBAT describe common characteristics of the lives of Mary and the Saints as disciples of Jesus.	SWBAT engage in opportunities that develop pride and ownership of their Catholic faith.	SWBAT outline major events in Church history.	SWBAT implement Catholic Social Teaching through service.
9	SWBAT describe the unique characteristics of each person of the Blessed Trinity.		SWBAT compose statements in defense to common objections to Catholic teaching.	

## RELIGION COURSE OUTCOMES

### KINDERGARTEN

1	SWBAT identify Baptism and Eucharist as Sacramental rites of the church.	
2	SWBAT recite basic formal prayers (Sign of the Cross, Prayer before Meals, Angel of God, Hail Mary, Our Father, Glory Be)	
3	SWBAT define prayer as listening and talking to God.	
4	SWBAT identify God the Father as the creator through the use of their senses.	
5	SWBAT name Lent, Advent, and Ordinary Time as special seasons to celebrate God's love.	
6	SWBAT describe saints as people who lived their lives loving God.	
7	SWBAT explain that acts of loving service are characteristics of disciples of Jesus.	
8	SWBAT dramatize Bible stories through the use of words, music, art, or actions.	
9	SWBAT describe the three persons of the Holy Trinity.	

### GRADE 1

1	SWBAT state the importance of the Seven Sacraments as signs of God's love in our lives.	
2	SWBAT recite both basic formal and informal prayers, with an emphasis on the Rosary.	
3	SWBAT participate in Mass, including active involvement in songs, responses, and liturgical roles.	
4	SWBAT describe each person of the Blessed Trinity.	
5	SWBAT apply the lessons learned from Bible stories to their daily lives.	
6	SWBAT state the seasons of the Church year including Lent, Advent, Christmas, Easter, and Ordinary Time.	
7	SWBAT explain that Mary and the Saints are models of discipleship.	
8	SWBAT model respect for self, others, and the world through the Golden Rule and acts of loving service.	

### GRADE 2

1	SWBAT explain the importance of the Sacraments in their personal relationship with the Triune God.	
2	SWBAT memorize traditional prayers and doctrine (emphasis on the Ten Commandments and Act of Contrition) as a means of understanding God's grace through prayer and worship.	
3	SWBAT reflect on their choices in light of the teachings of Jesus in preparation for receiving the Sacraments of First Reconciliation and First Holy Communion.	

4	SWBAT explain the origin of the Catholic Church from the life of Christ to the Apostles and the growth of the early Church.	
5	SWBAT actively participate in the sacramental life of the Church.	
6	SWBAT identify practices and traditions unique to the various seasons and special days of the church year.	
7	SWBAT apply Christ-like characteristics from the lives of Mary and the saints to their own moral development.	
8	SWBAT select opportunities for service in the school and the greater Christian community.	

### GRADE 3

1	SWBAT identify the core beliefs of the Catholic Faith as presented in the Creed.	
2	SWBAT identify the parts of the Bible as it relates to the Mass (New Testament is made up of Gospels and Epistles and that the Psalms are from the Old Testament). Unit goal: Locate scripture passages.	
3	SWBAT distinguish among the Sacraments of Initiation, Healing, and Service.	
4	SWBAT complete a teacher directed service project.	
5	SWBAT identify characteristics of living as a disciple (Lives of Saints).	
6	SWBAT explore moral choices based on the Ten Commandments and the Corporal Works of Mercy.	
7	SWBAT investigate various forms of personal and public prayer including spontaneous, communal, and contemplative.	
8	SWBAT explain how to participate in the liturgy, including parts of the Mass (Liturgy of the Eucharist and Word) the liturgical seasons, and Holy Days of obligation.	
9	SWBAT explore the various ministries that serve the student's parish.	

### GRADE 4

1	SWBAT identify the core beliefs of the Catholic Faith as presented in the Creed.	
2	SWBAT locate scripture passages in the Old and New Testament.	
3	SWBAT explain how the Sacraments help us grow closer to God.	
4	SWBAT reflect on the impact of a teacher directed service project (bring out the works of mercy and Beatitudes).	
5	SWBAT describe how people in their everyday lives show discipleship. Pick a role model and show how they live out discipleship.	
6	SWBAT explain how the Ten Commandments are opportunities to grow closer to God and others.	
7	SWBAT explore the Beatitudes and the Spiritual Works of Mercy,.	

8	SWBAT compose examples of the five types of prayer: blessing, contrition, thanksgiving, intercession, and praise.	
9	SWBAT explain the responsibilities of the different roles of the Hierarchy of the Church and the people at Mass.	
10	SWBAT explore the lives of people who have defended the faith.	

#### GRADE 5

1	SWBAT identify the core beliefs of the Catholic Faith as presented in the Creed.	
2	SWBAT outline the major sections of the Old and New Testaments. Unit goal: Identify the scripture is the inspired word of God.	
3	SWBAT explain the unique effects of each Sacrament.	
4	SWBAT implement a student directed service plan.	
5	SWBAT investigate examples of historical people showing discipleship.	
6	SWBAT apply the Beatitudes and Spiritual Works of Mercy to the life of a disciple.	
7	SWBAT design, with scaffolding, a personal prayer life. Show how they use prayer throughout the day.	
8	SWBAT differentiate the four parts of the Mass (Introductory Rite, Liturgy of the Word, Eucharist, and Concluding Rite).	
9	SWBAT investigate ways people show pride and ownership in their Faith.	

#### GRADE 6

Course Outcomes		
1	SWBAT implement concrete ways to live out the Ten Commandments and the Beatitudes. 5	
2	SWBAT compare and contrast the Old and New Covenants. 1, 6, 8	
3	SWBAT explain the significance of the different parts of the Mass. 1	
4	SWBAT explain how they prepare themselves to receive the Real Presence of Jesus in the Eucharist. 1, 3	
5	SWBAT compare and contrast how their lives reflect the dignity of the human person made in the image and likeness of God. 5	
6	SWBAT implement various prayer forms in their daily lives. 3	
7	SWBAT explain defenses to common objections to topics discussed in this grade level. 9	
8	SWBAT implement service in their lives based on their God-given gifts and talents. 4, 5	

**Grade 7**

Course Outcomes		
1	SWBAT discuss how God reveals himself through creation and in Sacred Scripture. 6, 7	
2	SWBAT summarize the basic outline of salvation history and the Creed. 4, 6	
3	SWBAT explain Jesus' role and mission in the Church. 1, 6, 8	
4	SWBAT explain the necessity of grace in our relationship with God. 1, 3	
5	SWBAT explain the matter, form, and effects of each sacrament. 1	
6	SWBAT explain how the sacraments of healing, initiation, and service bring us into a relationship with Christ and the Church. 1, 2	
7	SWBAT implement various prayer forms in their daily lives. 3	
8	SWBAT explain defenses to common objections to topics discussed in this grade level.	
9	SWBAT implement service in their lives based on their God-given gifts and talents. 4, 5	

**Grade 8**

Course Outcomes		
1	SWBAT implement concrete ways to live out the Spiritual and Corporal Works of Mercy. 5	
2	SWBAT examine how virtues and vices can affect the ability to make good moral decisions. 3, 4, 5	
3	SWBAT compare and contrast vocations as ways to grow in sanctity. 2, 3, 4	
4	SWBAT describe the authority and hierarchy of the Church as founded by Christ. 1, 7, 8	
5	SWBAT examine the relationship between the Last Things and the Communion of Saints. 4, 5, 6	
6	SWBAT construct an outline of the birth of the Church and events throughout its history. 7, 8	
7	SWBAT implement various prayer forms in their daily lives. 3	
8	SWBAT explain defenses to common objections to topics discussed in this grade level. 9	
9	SWBAT implement service in their lives based on their God-given gifts and talents. 4,5	

Course Title	<u>Kindergarten Unit Concepts/Unit Goals</u>			
Unit #	Approx. # of Days	Unit Concept	Unit Goal	Unit Rationale
<u>1</u>	9 weeks	God is our Creator	SWBAT show respect and care for God's creation, including themselves, the world, and others.	Students should understand that God created everything and they are called to care for and respect all of God's creation.
<u>2</u>	9 weeks	We Are God's Family	SWBAT describe how Mary and the Saints are role models, as people who lived their lives loving God.	Students should understand their identity as God's children by examining the lives of Mary and the Saints.
<u>3</u>	9 weeks	We Are God's Church	SWBAT identify Sacraments and Liturgical seasons.	Students should understand as members of God's Church they participate in Mass, listen to scripture and observe the liturgical seasons and sacraments.
<u>4</u>	9 weeks	Faith in Action	SWBAT demonstrate reverence in prayer, Mass attendance, and for God's creation through teacher-directed service projects.	Students should understand that through prayer, Mass attendance, and service they can strengthen their personal relationship with Christ.
<u>5</u>	ongoing	Bible Stories	SWBAT retell Bible stories through the use of words, music, art, or actions.	Students should understand the Bible is God's Word and through Scripture they can grow in awareness of God's plan for them.



Course Title	<b><u>First Grade Unit Concepts/Unit Goals</u></b>			
Unit #	Approx. # of Days	Unit Concept	Unit Goal	Unit Rationale
<u>1</u>	9 weeks	God's Love	SWBAT identify that God created them and the world out of love and that Jesus, Mary and the Saints are models for sharing God's love with others.	Students should understand they look to Mary and the saints to learn how to share God's love while caring for all of God's creation.
<u>2</u>	3 weeks	Blessed Trinity	SWBAT describe the Blessed Trinity as one God with three divine Persons.	Students should understand that God the Father, God the Son, and God the Holy Spirit comprise the Blessed Trinity, Whom they call on daily in prayer to guide their lives.
3	3 weeks	We are followers of Jesus	SWBAT demonstrate ways to be a disciple of Jesus.	Students should understand that as members of God's Church they are called to serve others as disciples of Jesus following the past and present leaders in the Church.
4	3 weeks	Our Faith Throughout the Year	SWBAT name special liturgical seasons such as Advent, Christmas, Lent, Easter, and Ordinary Time.	Students should understand that liturgical seasons celebrate special events in the Church year that allow them to praise and thank God.
<u>5</u>	9 weeks	We Belong to the Church	SWBAT model active participation in the prayers, gestures, and songs of the Mass.	Students should understand the order of the Mass as they become active participants in prayer and song while listening and responding to God's Word.

<u>6</u>	9 weeks	Living our Faith Through the Sacraments	SWBAT explain how they are united with Jesus through the sacraments.	Students should understand that the seven sacraments are visible signs of God's love that give them grace.
<u>7</u>	ongoing	The Bible is God's Word	SWBAT retell Bible stories, such as the Last Supper, the Good Samaritan, and the Good Shepherd.	Students should understand that the stories of the Bible enrich and guide their lives to become better disciples of Christ.

Course Title	<b><u>Second Grade Unit Concepts/Unit Goals</u></b>			
Unit #	Approx. # of Days	Unit Concept	Unit Goal	Unit Rationale
<u>1</u>	9 weeks	Jesus Christ is With Us Always	SWBAT identify ways that Jesus, the second Person of the Blessed Trinity, is with them through the Church and the sacraments, beginning with Baptism.	Students should understand that God the Father sent His Son Jesus to them as His greatest gift.
<u>2</u>	9 weeks	Jesus Forgives	SWBAT use their knowledge of the Ten Commandments to identify ways people live or fail to live as children of God in preparation for Reconciliation.	Students should understand the forgiveness and love of Christ in preparation for Reconciliation.
<u>3</u>	9 weeks	Jesus Gives Himself to Us in the Holy Eucharist	SWBAT describe that Jesus is present in the Eucharist and that their union with Him is strengthened when they receive Him.	Students should understand that Jesus loves them so much that He gives His Body and Blood to them in Holy Communion.

<u>4</u>	9 weeks	We Live Our Catholic Faith	SWBAT identify ways to live out their faith through service and love of others, using Jesus, Mary, and the Saints as role models.	Students should understand they are called in many different ways by God to be people of service.
<u>5</u>	ongoing	We Celebrate Seasons of the Church Year	SWBAT name special days and seasons of the liturgical year, citing the significance of the colors and symbols used.	Students should understand the distinctive characteristics of each liturgical season as they develop a rhythm in their Christian life.
<u>6</u>	ongoing	The Bible is God's Word	SWBAT relate Bible stories about love and forgiveness to the sacraments.	Students should understand the Bible is God's sacred Word and that they receive God's forgiveness, peace, and love in the Sacraments of Reconciliation and Eucharist.

Course Title	3 <sup>rd</sup> Grade Unit Concepts and Goals			
Unit #	Approx. # of weeks	Unit Concept	Unit Goal	Unit Rationale
<u>1</u>	4 wks	The core beliefs of the Creed	SWBAT identify the parts of the Creed.	Students should understand that the Creed is a statement of the core beliefs of the Catholic Church founded by Christ.
<u>2</u>	4 wks	The Sacraments	SWBAT identify the categories of sacraments and the elements of each.	Students should understand that the seven sacraments lead them to a greater relationship with the Trinity.

<u>3</u>	4 wks	Living as Disciple	SWBAT recognize the qualities of disciples of Jesus Christ, exemplified by the Saints.	Students should understand that they are disciples of Jesus Christ and how they live their life should reflect their discipleship.
<u>4</u>	6 wks	The Ten Commandments & the Corporal Works of Mercy	SWBAT relate the Ten Commandments and the Corporal Works of Mercy to the two Great Commandments.	Students should understand how the two Great Commandments given to us by Jesus should guide their lives.
<u>5</u>	4 wks	Prayer	SWBAT demonstrate the ability to pray as a group and individually.	Students should understand that prayer builds their relationship with the three Persons of the Trinity.
<u>6</u>	4 wks	Liturgy	SWBAT explain how to participate in the Liturgy of the Mass.	Students should understand that participation in the Sacrifice of the Mass is the greatest form of prayer.
<u>7</u>	3 wks/ ongoing	Service	SWBAT participate in service projects.	Students should understand they are called by Jesus to serve others as He did.
<u>8</u>	4 wks	Ministries within Parish Life	SWBAT express an awareness of parish ministries.	Students should understand that their home parish offers them opportunities to serve Christ and others through participation in ministries.

Course Title	4 <sup>th</sup> Grade Unit COnccepts and Goals
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Unit	Approx. # of Weeks	Unit Concept	Unit Goal	Unit Rationale
<u>1</u>	3 wks	Core Beliefs of the Catholic Faith	SWBAT explain the beliefs of the Church using the Nicene Creed.	Students should understand that the Nicene Creed expresses both the marks of the Church and the Church's belief in the Trinity.
<u>2</u>	4 wks	Locate Scripture	SWBAT demonstrate how to locate Bible passages.	Students should understand the importance of knowing how to navigate the Bible, the Word of God.
<u>3</u>	4 wks	Sacraments: A Path to God	SWBAT explain how each of the seven sacraments is an encounter with Christ.	Students should understand that a sacrament is a sign given to them by Jesus which gives grace.
<u>4</u>	3 wks	People Show Discipleship	SWBAT describe how well-known Saints have shown discipleship through their actions.	Students should understand that their actions are a reflection of the importance of Jesus in their lives.
<u>5</u>	3 wks	The Beatitudes	SWBAT recall the Beatitudes.	Students should understand that Jesus gave the Beatitudes to show the way to true happiness.
<u>6</u>	4 wks	Spiritual Works of Mercy	SWBAT portray how each of the Spiritual Works of Mercy can be lived out in daily life.	Students should understand that the Spiritual Works of Mercy show how Jesus wants them to treat others.
<u>7</u>	4 wks	Ten Commandments: Our Bridge to God and Others	SWBAT demonstrate how each Commandment brings them closer to God and to others.	Students should understand that the Ten Commandments show them how to build a greater relationship with God and others.

<u>8</u>	2 wks	Exploring Prayer	SWBAT participate in various types of prayer, including memorized prayer, spontaneous prayer, and silent prayer.	Students should understand their need to pray every day to grow in their relationship with Christ.
<u>9</u>	3 wks	People in the Church	SWBAT outline the hierarchy of the Church.	Students should understand that Jesus established the hierarchy of the Church.
<u>10</u>	3 wks	People in the Parish	SWBAT recall the responsibilities of being a parish member.	Students should understand their proximate responsibility as a member of the Body of Jesus.
<u>11</u>	ongoing	Service to Others	SWBAT participate in various service projects.	Students should understand Jesus' mission of sharing our time, talents, and treasures.

Course Title	5 <sup>th</sup> Grade Unit Concepts and Goals			
Unit #	Approx. # of Weeks	Unit Concept	Unit Goal	Unit Rationale
<u>1</u>	3 wks	Core Beliefs of the Catholic Faith	SWBAT compare and contrast the Nicene and the Apostles Creed.	Students should understand the basis of the Catholic Faith as found in the Creed.
<u>2</u>	3 wks	Books of the Old Testament	SWBAT list the four sections of the Old Testament and the books found within each.	Students should understand that God uses inspired writings to chronicle His relationship with humankind, and that the Old Testament foretells of the Savior.

<u>3</u>	4 wks	The Gospels and Acts of the Apostles	SWBAT compare and contrast the authors and themes of Matthew, Mark, Luke, John, and Acts of the Apostles.	Students should understand that the Gospels and Acts were written to teach about the life and saving power of Jesus.
<u>4</u>	4 wks	The Letters and Revelation	SWBAT investigate the other books of the New Testament.	Students should understand that the Epistles illustrate the teaching and development of the early Church and that Revelation foretells Jesus' triumph over Satan.
<u>5</u>	3 wks	Sacraments	SWBAT distinguish among the Sacraments of Initiation, Healing and Service.	Students should understand how each sacrament brings them closer to Jesus.
<u>6</u>	3 wks	Service to Others	SWBAT implement an individual or small group service plan.	Students should understand that Jesus calls them to serve others, and that their faith grows through words and actions.
<u>7</u>	3 wks	Catholic Discipleship	SWBAT prepare a report on the life of a Saint or other Catholic disciple.	Students should understand that they are saints in the making.
<u>8</u>	3 wks	Individual Daily Prayer	SWBAT execute a plan for prayer in their daily life.	Students should understand their need to pray every day in order to grow in their relationship with Christ.
<u>9</u>	4 wks	The Parts of the Mass	SWBAT complete an outline detailing the parts of the Mass.	Students should understand the traditions and practices within the Mass.
<u>10</u>	3 wks	Church Ministries	SWBAT explain roles of various Church ministries.	Students should understand the importance of sharing their treasure, time, talent, and prayer as a means of following Christ.

6th Grade Unit Concepts and Goals

Unit #	Approx. # of Days	Unit Concept (or Essential Question)	Unit Goal	Unit Rationale
1	3 wks, ongoing	Prayer	SWBAT demonstrate growth in their prayer life utilizing the intercession of Mary, Scripture, and their own words.	Students should understand that through reading Scripture they will hear God speak and by spending time in prayer they speak to Him. Students should understand Mary's role as an intercessor in their lives.
2	4 wks	Commandments 1-3 (Loving God)	SWBAT demonstrate how Commandments 1-3 strengthen their relationship with God.	Students should understand how living out the first three Commandments will help them grow in their relationship with Christ.
3	4 wks	Commandments 4-10 (Loving Others)	SWBAT demonstrate how Commandments 4-10 strengthen their relationship with others, thus strengthening their relationship with God.	Students should understand how in following Christ's example in loving others they will also grow in their relationship with God.
4	4 wks	Theology of the Body - Identity	SWBAT discuss the questions "Who am I in God's eyes?" and "Where am I headed?"	Students should understand that their value and dignity come from God and direct them to Him.
5	4 wks	Theology of the Body - Application	SWBAT examine how personal choices can impact their relationship with Christ and others.	Students should understand how upholding the dignity of others and themselves contributes to a strong relationship with Christ.
6	4 wks	Beatitudes	SWBAT demonstrate how living the Beatitudes brings the blessing of true happiness to others and themselves.	Students should understand how living the Beatitudes draws them closer to Christ.
7	3 wks	Last Supper & the Cross: A Living Sacrifice	SWBAT explain how Jesus established the New Covenant through the Last Supper and the Cross.	Students should understand how their relationship with Christ is possible through the New Covenant.



8	4 wks	The Sacrifice of the Mass	SWBAT connect theoretical understanding of the Sacrifice of the Mass to actual participation.	Students should understand that actual participation means joining their prayers, works, joys, and sufferings to those of Christ's on the Cross and in the Mass.
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#### 7th Grade Unit Concepts and Goals

Unit #	Approx. # of Days	Unit Concept (or Essential Question)	Unit Goal	Unit Rationale
1	3 wks	Knowing God through Creation	SWBAT discuss proofs of God's existence.	Students should understand that they can know and show others that God exists using reason alone.
2	3 wks	Revelation	SWBAT explain how God reveals Himself through Sacred Scripture, Sacred Tradition, and the Magisterium.	Students should understand that they can come to know Christ and His Church through Scripture, Tradition, and the Magisterium.
3	3 wks	Covenants	SWBAT analyze the role of the covenants in relation to salvation history.	Students should understand that salvation history is their story, and God invites them into this story through His covenantal relationship with them.
4	3 wks	Old Testament People	SWBAT identify the role of significant people in the Old Testament in relation to salvation history.	Students should understand how people of the Old Testament prefigure Christ.
5	3 wks	Jesus' Humanity and Divinity	SWBAT discuss the revelation of the Hypostatic Union, its clarification by the Church, and Mary's role in the Incarnation.	Students should understand that Jesus is fully human and fully divine, which enables them to relate to Him and be united with God.
6	3 wks	Jesus: Priest, Prophet, King	SWBAT examine their baptismal call in light of Jesus' teaching and example.	Students should understand their call to be priests, prophets, and kings, in imitation of Christ.

7	3 wks	Grace	SWBAT analyze the role and necessity of grace in the moral life.	Students should understand that their goal is to receive grace, grow in grace, keep grace, and die in grace so that they can be with God forever in heaven.
8	3 wks	Sacraments of Initiation	SWBAT express the form and matter of the sacraments and their effects in their lives.	Students should understand how they encounter Christ, both physically and spiritually, in the Sacraments of Initiation.
9	3 wks	Sacraments of Healing and Service	SWBAT express the form and matter of the sacraments and their effects in their lives.	Students should understand how they encounter Christ, both physically and spiritually, in the Sacraments of Healing and Service, with a greater focus on the Sacrament of Reconciliation.

#### 8th Grade Unit Concepts and Goals

Unit #	Approx. # of Days	Unit Concept (or Essential Question)	Unit Goal	Unit Rationale
1	3 wks	Last Things	SWBAT discuss death, judgment, heaven, and hell.	Students should understand how the choices they make throughout their earthly lives affect their eternal destiny.
2	4 wks	Communion of Saints	SWBAT explain the relationship among the Church Triumphant, the Church Militant, the Church Suffering, and Mary's role as Mother of the Church.	Students should understand their role in the Church Militant, not only in praying for the Church Suffering but also in living in a way that brings the students into union with the Church Triumphant.
3	5 wks	Living a Virtuous Life	SWBAT analyze the role of virtues, vices, and the Works of Mercy in the moral life.	Students should understand that Christ is with them in the midst of the spiritual battle between virtue and vice in their own hearts, and that the Works of Mercy help them exercise virtue.
4	3 wks	Christ and His Church	SWBAT explain how the Church is prefigured in the Old Testament, made present during Christ's life on earth, born	Students should understand that all of salvation history is directed toward the establishment of Christ's Church and that salvation comes through membership in the Body of Christ.

			at the Cross, and made manifest at Pentecost.	
5	3 wks	Visible Church	SWBAT explain the role of the hierarchy in teaching, governing, and sanctifying the Church.	Students should understand that Christ established a hierarchy in the Church to help teach, govern, and sanctify the faithful.
6	4-5 wks	First 1000 Years of the Church	SWBAT construct an outline of the first 1000 years of Church history (Pentecost to the Great Schism).	Students should understand how the Holy Spirit has guided the Church through Her history with emphasis on Pentecost, the early Christian martyrs, Church Fathers and Doctors, Church councils, formation of monasteries, Islam, and the Great Schism.
7	4-5 wks	Second 1000 Years of the Church	SWBAT construct an outline of the second 1000 years of Church history (Crusades to the present).	Students should understand how the Holy Spirit has guided the Church through Her history with emphasis on the Crusades, mendicant orders, women's religious orders, Avignon Papacy, Inquisition, Protestant Revolt, Counter-Reformation, Vatican II, and the modern Church.
8	5 wks	Vocations	SWBAT examine the particular vocations and the universal call to holiness.	Students should understand that the universal call to holiness and the particular vocations (Holy Orders, Matrimony, consecrated single life, and religious life) help deepen their relationship with Christ.
9	ongoing	Defending Church Teaching (Apologetics)	SWBAT explain defenses to common objections to Church teachings.	Students should understand that Christ provides light and truth to all minds, especially regarding commonly misunderstood Church teachings (the marks of the Church, Marian doctrine, the Eucharist, the papacy, the Magisterium, Scripture, communion of saints, and moral issues).

## HS Unit Concepts, Goals, and Rationale

Course Title	Creed			
Unit #	Approx. # of Days	Unit Concept	Unit Goal	Unit Rationale

<u>1</u>	2 weeks	Objective Truth versus Relativism	SWBAT critique the fallacy of relativism in light of objective truth.	Students should understand the pervasiveness of relativism in the modern world and the light of truth Christ offers through natural law and Revelation.
2	2 weeks	God's Existence	SWBAT demonstrate logical proof of the existence of God.	Students should understand that, through reason, they can know that God exists.
<u>3</u>	2 weeks	Revelation	SWBAT integrate the sources of Revelation—Sacred Scripture, Sacred Tradition, and Sacred Teaching Authority—which disclose the single Deposit of Faith.	Students should understand the ways in which they receive the Deposit of Faith from God.
<u>4</u>	2 weeks	Nature of God and Man	SWBAT examine how man is created in the image and likeness of the Triune God, destined for union with Him through love.	Students should understand that they are created in God's image and likeness, and are made for loving union with Him.
<u>5</u>	2 weeks	Incarnation and Paschal Mystery of Christ	SWBAT articulate God's saving plan through the Incarnation and Paschal Mystery.	Students should understand that the Son of God became man and offered Himself for their salvation.
<u>6</u>	2 weeks	Mary Mother of God	SWBAT investigate the role of Mary in salvation history.	Students should understand the integral role of the Blessed Mother in the economy of salvation.
<u>7</u>	2 weeks	Holy Spirit and the Church	SWBAT differentiate the Person and work of the Holy Spirit within the Holy Trinity, in the Church and in individual lives.	Students should understand the unique and efficacious role of the Holy Spirit within the Church and individuals.

<u>8</u>	2 weeks	Last Things	SWBAT explain the reality and significance of the Last Things: heaven, purgatory, hell, and Particular and Last Judgment.	Students should understand the importance of following Christ and its implication on their self-chosen destiny.
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Course Title	<u>Sacraments</u>			
Unit #	Approx. # of Days	Unit Concept	Unit Goal	Unit Rationale
<u>1</u>	2 weeks	Origin and Nature of the Sacraments	SWBAT explain the origin, nature, efficacy, and necessity of the sacraments instituted by Christ.	Students should understand what the sacraments are, where they originate, and what they accomplish.
2	2 weeks	Baptism	SWBAT explain the foundation, rite, form and matter, character, and graces of Baptism.	Students should understand what Baptism is, where it originated, and what it accomplishes.
<u>3</u>	2 weeks	Confirmation	SWBAT explain the foundation, rite, form and matter, character, and graces of Confirmation.	Students should understand what Confirmation is, where it originated, and what it accomplishes.
<u>4</u>	3 weeks	Eucharist	SWBAT explain the foundation, rite, form and matter, and graces of the Eucharist as the source and summit of the Christian life.	Students should understand what the Eucharist is, when it originated, what it accomplishes, and how to prepare for proper reception of Christ.

<u>5</u>	1 week	Anointing of the Sick	SWBAT explain the foundation, rite, form and matter, and graces of Anointing of the Sick.	Students should understand what Anointing of the Sick is, where it originated, what it accomplishes, and how to request it.
<u>6</u>	2 weeks	Reconciliation	SWBAT explain the foundation, rite, form and matter, and graces of Reconciliation.	Students should understand what Reconciliation is, where it originated, what it accomplishes, and its importance in sustaining a relationship with Christ.
<u>7</u>	3 weeks	Matrimony	SWBAT explain the foundation, rite, form and matter, and graces of Matrimony as a vocation.	Students should understand what Matrimony is, where it originated, what it accomplishes, and the importance of a sacramental marriage.
<u>8</u>	2 weeks	Holy Orders	SWBAT explain the foundation, rite, form and matter, character, and graces of Holy Orders as a vocation.	Students should understand what Holy Orders is, where it originated, and what it accomplishes.

Course Title	<u>Old Testament</u>			
Unit #	Approx. # of Days	Unit Concept	Unit Goal	Unit Rationale
<u>1</u>	1 week	Historical Reliability of the Old Testament	SWBAT confirm the historical reliability of the Old Testament fulfilled by Christ.	Students should understand that the Old Testament is historically reliable.
2	2-3 weeks	Principles of Authentic Exegesis	SWBAT explain inspiration, inerrancy, canonicity, senses of Scripture and interpretation of the Word of God according to authentic exegesis.	Students should understand the principles of authentic exegesis in order to know Christ.
<u>3</u>	3 weeks	Adamic Covenant	SWBAT discuss the Adamic covenant.	Students should understand the Adamic covenant fulfilled by Christ.

<u>4</u>	1 week	Noahic Covenant	SWBAT discuss the Noahic covenant.	Students should understand the Noahic covenant fulfilled by Christ.
<u>5</u>	2-3 weeks	Abrahamic Covenant	SWBAT compare the facets within the Abrahamic covenant.	Students should understand the Abrahamic covenant fulfilled by Christ.
<u>6</u>	2-3 weeks	Mosaic Covenant	SWBAT analyze the Mosaic covenant.	Students should understand the Mosaic covenant fulfilled by Christ.
<u>7</u>	1-2 weeks	Davidic Covenant	SWBAT analyze the Davidic covenant.	Students should understand the Davidic covenant fulfilled by Christ.
<u>8</u>	2-3 weeks	Exile and Second Temple Judaism	SWBAT investigate the exile and Second Temple Judaism, including Wisdom writings.	Students should understand the significance of the exile and Second Temple Judaism, fulfilled by Christ, the Way and risen Temple of Israel.

Course Title	<u>New Testament</u>			
Unit #	Approx. # of Days	Unit Concept	Unit Goal	Unit Rationale
<u>1</u>	1 week	Historical Reliability of the New Testament	SWBAT confirm the historical reliability of the New Testament of Christ.	Students should understand the New Testament is historically reliable.
2	2 weeks	Principles of Authentic Exegesis	SWBAT explain inspiration, inerrancy, canonicity, senses of Scripture and interpretation of the Word of God according to authentic exegesis.	Students should understand the principles of authentic exegesis to know Christ.

<u>3</u>	2 weeks	Religious, Political, and Cultural Context	SWBAT discuss the religious, political, and cultural context of the New Testament.	Students should understand the historical context from which the New Testament emerged.
<u>4</u>	4 weeks	Gospels	SWBAT examine the life, miracles, teachings, and Paschal Mystery Christ.	Students should understand the life of Christ, so that in knowing Him they love may Him.
<u>5</u>	2 weeks	Acts of the Apostles	SWBAT analyze the origin and development of the early Church.	Students should understand the work of the Holy Spirit within the early Church.
<u>6</u>	2 weeks	The Epistles	SWBAT discuss the purpose and theology of the Epistles.	Students should understand the importance of the Epistles in relation to life in Christ
<u>7</u>	1 week	Revelation	SWBAT explain the purpose and meaning of Revelation.	Students should understand the distinct contribution of Revelation that strengthens them as disciples of Christ.
<u>8</u>	2 weeks	Jesus fulfills Old Testament Covenants	SWBAT discuss that Jesus' fulfillment of the Old Testament covenants.	Students should understand how Jesus fulfills Old Testament covenants.
<u>9</u>	2 weeks and ongoing	Answering God's Call	SWBAT answer God's call to love through tangible acts of prayer and service.	Students should understand that God calls them to love through, prayer (e.g. Lectio Divina) and service, as modeled by Christ.

Course Title	<u>Catholic Social Teaching</u>			
Unit #	Approx. # of Days	Unit Concept	Unit Goal	Unit Rationale
<u>1</u>	3 weeks	Transcendence of God and the Dignity of the Human Person	SWBAT explain the transcendence of God and the dignity of the human person.	Students should understand the greatness of God and the dignity of each human person made in God's image.



2	2 weeks	Foundation of Society	SWBAT appraise marriage and family as the foundation of society.	Students should understand that marriage between a man and a woman is the basis of the family and that the family is the primary cell of society.
3	2 weeks	Protecting the Integrity of Sexuality	SWBAT identify the social impact of pornography and transgenderism.	Students should understand the impact of pornography and transgenderism on the individual, the family, and society.
4	2 weeks	Works of Mercy	SWBAT explain the preferential option for the poor and vulnerable and the need to practice the works of mercy.	Students should understand the necessity and role of exercising works of mercy as a disciple of Christ.
5	2 weeks	Work	SWBAT discuss the dignity of work and the rights and responsibilities of the worker.	Students should understand that work is dignified by God's ordination.
6	3 weeks	Political and Economic Systems	SWBAT analyze the social doctrine of the Church concerning political and economic systems.	Students should understand that the dignity of the human person should be central to the political, economic, and social structures of society.
7	2 weeks	Creation	SWBAT appraise responsibility for care of creation.	Students should understand that they are entrusted as stewards of God's creation.
8	3 weeks	Solidarity	SWBAT examine the purpose and importance of solidarity.	Students should understand that as brothers and sisters in Christ they are charged to encounter Him in each person and to cultivate the common good.

Course Title	<u>Morality</u>			
Unit #	Approx. # of Days	Unit Concept	Unit Goal	Unit Rationale

1	2 weeks	Jesus the Greatest	SWBAT identify elements of truth found in other religions and reasons why our Faith founded in Christ is the Truth.	Students should understand that other religions do contain elements of truth but that all truth is found in Christ and in the Church He founded.
2	3 weeks	Objective Moral Truth	SWBAT acknowledge objective moral truth through reason.	Students should understand that moral truth, grounded in Christ's Truth, is objective and can be known through natural law.
3	3 weeks	Authentic Love, Freedom, Happiness, and Law	SWBAT explain the relationship among authentic love, freedom, happiness, and law.	Students should understand that living God's divine and natural law lead to authentic freedom, happiness, and love.
4	2 weeks	Dignity of the Human Person Made in God's Image	SWBAT identify the moral implications inherent within the dignity of the human person.	Students should understand that there are moral implications because of the dignity of the human person made in Christ's image.
5	2 weeks	Original Sin	SWBAT understand the moral implications of original sin.	Students should understand the devastating moral effects of original sin and the restoration that Christ, the Second Adam, offers to them.
6	2 weeks	Operation of the Moral Act	SWBAT assess the elements of a moral act.	Students should understand how to assess the object, intention, and circumstances of a moral act in light of Christ's truth.
7	'Til the Day You Die!	Overcoming Temptation	SWBAT strategize ways in which to overcome temptation.	Students should understand that Christ's teachings and grace are necessary to overcome the temptation to sin and to combat evil.
8	2 weeks	Virtues and Commandments	SWBAT integrate the virtues and Commandments in making moral decisions.	Students should understand that virtues and Commandments are integral in making Christ-centered moral decisions.

<u>9</u>	1 week	Natural Family Planning (NFP)	SWBAT explain why, for serious reasons in marriage, NFP is a highly effective and morally licit way to regulate procreation.	Students should understand that sterilized sex, including contraception, is intrinsically evil, and that NFP is a highly effective and morally licit way to regulate procreation and strengthen the marriage bond.
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Course Title	<u>Vocations</u>			
Unit #	Approx. # of Days	Unit Concept	Unit Goal	Unit Rationale
<u>1</u>	4 weeks	Discernment	SWBAT discuss discernment of God's will for their lives.	Students should understand how to discern God's will for their lives.
2	2 weeks	Men and Women	SWBAT identify the complementarity of men and women.	Students should understand that men and women are complementary by God's design.
<u>3</u>	5 weeks	Vocations	SWBAT appraise the trials and joys of each vocation.	Students should understand the unique trials and joys of each vocation in union with Christ and His Church.
<u>4</u>	2 weeks	Imitating the Saints	SWBAT explain how to model their lives after the example of the Saints.	Students should understand that the example and intercession of the Saints (our brothers and sisters in Christ) help them to follow Christ.
<u>5</u>	4 weeks and ongoing	Prayer	SWBAT examine the ways and necessity of cultivating their relationship with God through prayer.	Students should understand the importance of prayer in determining God's will in discernment and vocational living.

Course Title	<u>Church History</u>			
Unit #	Approx. # of Days	Unit Concept	Unit Goal	Unit Rationale
<u>1</u>	2 weeks	Origin, Nature, and Images of the Church	SWBAT discuss the origin, nature, and images of the Church.	Students should understand when Christ established the Church, what She is, and images used to refer to Her.
2	2 weeks	Historical Integrity of the Catholic Church	SWBAT defend the historical integrity of the Church, papacy, and apostolic tradition.	Students should understand that the Church and Her structure were established by Christ and perpetuated faithfully through apostolic tradition.
<u>3</u>	2 weeks	Development and Persecution of the Early Church	SWBAT analyze the development and persecution of the early Church.	Students should understand the development of the early Church as well as why and how She was persecuted.
<u>4</u>	2 weeks	Patristic Era	SWBAT investigate the movement of the Holy Spirit in the development of doctrine and sanctification of the Church in the Patristic Era.	Students should understand that the Holy Spirit developed doctrine and sanctified the Church in the Patristic Era.
<u>5</u>	2 weeks	Early Middle Ages	SWBAT investigate the movement of the Holy Spirit in the development of doctrine and sanctification of the Church in the early Middle Ages.	Students should understand that the Holy Spirit developed doctrine and sanctified the Church in the early Middle Ages.

<u>6</u>	2 weeks	Scholastic Era	SWBAT investigate the movement of the Holy Spirit in the development of doctrine and sanctification of the Church in the Scholastic Era.	Students should understand that the Holy Spirit developed doctrine and sanctified the Church in the Scholastic Era.
<u>7</u>	2 weeks	Counter Reformation	SWBAT assess the ways in which the Holy Spirit protected and guided the unity of the Church in the Counter Reformation.	Students should understand ways in which the Holy Spirit protected and guided the unity of the Church in the Counter Reformation.
<u>8</u>	2 weeks	Seventeenth to Nineteenth Centuries	SWBAT investigate the movement of the Holy Spirit in the development of doctrine and sanctification of the Church in the seventeenth to nineteenth centuries.	Students should understand that the Holy Spirit developed doctrine and sanctified the Church in the seventeenth to nineteenth centuries.
<u>9</u>	2 weeks	Twentieth to Twenty-first Centuries	SWBAT critique contemporary worldviews of the twentieth and twenty-first centuries that oppose Church teaching.	Students should understand that the Holy Spirit provides a powerful antidote to contemporary worldviews that oppose the truth of Church teaching.

## SCIENCE TEAM/DEPARTMENT OUTCOMES

K-2	3-5	6-8	9-12
SWBAT explain the physical world around them	SWBAT conduct scientific investigations and draw conclusions based upon data and evidence	SWBAT develop a model representation of a scientific phenomenon	SWBAT analyze problems and design scientific solutions for relevant issues
SWBAT classify objects by their properties	SWBAT analyze human impact on Earth and demonstrate stewardship	SWBAT analyze the impact of scientific changes over time	SWBAT design and evaluate models of scientific concepts, incorporating appropriate vocabulary
SWBAT demonstrate scientific knowledge through pictures, graphs and/or models	SWBAT explain relationships found in natural cycles	SWBAT compare and contrast forms of energy and how they are utilized	SWBAT analyze data utilizing technological tools and/or models to make valid and reliable scientific claims
SWBAT perform experiments	SWBAT collect and organize data in charts, graphs, and tables	SWBAT differentiate the parts and organization of cyclical relationships	SWBAT evaluate the claims, evidence and reasoning behind currently accepted scientific explanations and solutions
SWBAT describe data from observations through oral, written and/or pictorial communication	SWBAT construct a model to demonstrate an understanding of a scientific concept	SWBAT categorize scientific systems and their components	SWBAT evaluate the validity and reliability of multiple claims that appear in scientific, technology or media reports, verifying data when possible
SWBAT use science tools/equipment/technology for exploration	SWBAT apply current technology	SWBAT organize and interpret scientific data	SWBAT construct oral arguments in order to debate scientific arguments based on data and models
SWBAT identify related science careers and the tools they use	SWBAT use and explain scientific vocabulary to demonstrate concept knowledge	SWBAT incorporate current technology and career relationships	SWBAT Incorporate current technology and career relationships

SWBAT use scientific vocabulary to demonstrate concept knowledge	SWBAT explore science related career	SWBAT apply scientific vocabulary to demonstrate concept knowledge	
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## SCIENCE COURSE OUTCOMES

Grade: K		Common Core Standard
1.	SWBAT identify living/nonliving things	
2.	SWBAT identify objects by shape, size, feel with the use of the five senses	
3.	SWBAT create a picture to demonstrate the experiment	
4.	SWBAT prove/disprove a simple hypothesis with an experiment	
5.	SWBAT collect data	
6.	SWBAT demonstrate the use of magnets and balance scales	
7.	SWBAT discover related science careers	
Grade: 1		Common Core Standard
1.	SWBAT categorize living/nonliving things	
2.	SWBAT categorize objects by their properties	
3.	SWBAT apply knowledge through graphs and models	
4.	SWBAT conduct a science experiment to test predictions to a scientific question	
5.	SWBAT collect data and illustrate in charts or graphs (with scaffolding)	
6.	SWBAT model the use of magnets, magnifying glasses, thermometers	
7.	SWBAT discover related science careers	
Grade: 2		Common Core Standard

1.	SWBAT describe the organization & interdependence of living/nonliving in an environment	
2.	SWBAT differentiate how an object's mass and matter changes through chemical/physical processes	
3.	SWBAT collaborate with a partner to utilize steps of the scientific method	
4.	SWBAT describe data and illustrate in charts or graphs	
5.	SWBAT gather data using scientific tools such as binoculars, microscopes, magnifying glasses, and technologies	
6.	SWBAT discover related science careers	
Grade: 3		Common Core Standard
1.	SWBAT describe various forms of energy and their transfer.	
2.	SWBAT select appropriate tools for measurement and explain the function of the tool.	
3.	SWBAT produce charts, graphs and tables based on collected data.	
4.	SWBAT classify animals and plants into major groups.	
5.	SWBAT use models to help understand and explain how things work.	
6.	SWBAT discuss properties and changes of matter.	
Grade: 4		Common Core Standard
1.	SWBAT demonstrate the proper use of scientific equipment to participate in scientific inquiry.	
2.	SWBAT research humans' impact on earth.	
3.	SWBAT investigate cycles of living and nonliving things.	



4.	SWBAT compare objects and materials based on their physical and chemical properties.	
5.	SWBAT construct models to help understand and explain how things work.	
Grade: 5		Common Core Standard
1.	SWBAT construct a testable question and hypothesis.	
2.	SWBAT analyze charts, graphs and tables based on observable, measurable data.	
3.	SWBAT summarize observations and findings through writing and discussions.	
4.	SWBAT explain the interconnectedness of cycles found in nature.	
5.	SWBAT describe various forms of motions, forces, and energy.	
6.	SWBAT explain the interactions of living and non-living things in an ecosystem	
MS/Earth		Common Core Standard
1.	SWBAT illustrate the origin and expansion of the universe.	
2.	SWBAT construct a model representing Earth's cycles.	
3.	SWBAT demonstrate the Sun's role in the water cycle and present that knowledge to classmates.	
4.	SWBAT compare and contrast constructive and destructive processes of the Earth.	
5.	SWBAT explain how heat, moisture, and air movement determine weather.	
MS/Life		Common Core Standard
1.	SWBAT design a model of cell structures and/or processes	

2.	SWBAT analyze, with scaffolding, the progression from simple to complex organisms	
3.	SWBAT employ the scientific method, conduct experiments, and convey results in a meaningful fashion.	
4.	SWBAT summarize the various interactions of life cycles and their function.	
5.	SWBAT analyze relationships and interactions among life systems.	
MS/Physical		Common Core Standard
1.	SWBAT model atomic structures, including isotopes and ions.	
2.	SWBAT summarize the Laws of Conservation of Matter, and Conservation of Energy.	
3.	SWBAT describe and investigate properties of light, heat, gravity, magnetic fields, sound waves, and their interactions with common objects.	
4.	SWBAT interpret the significance of particle motion in matter	
5.	SWBAT compare and contrast: kinetic, potential, mechanical, chemical, nuclear, sound and electromagnetic energy.	
6.	SWBAT interpret and apply Newton's Laws of Motion to real life situations	
HS-Biology		Common Core Standard
1.	SWBAT evaluate evidence, claims, and reasoning about human impact on biological processes	
2.	SWBAT construct models that link the molecular structure of DNA with the genetic basis of heredity	
3.	SWBAT design and develop models to investigate and analyze the flow of matter and energy through biological processes	

4.	SWBAT evaluate natural selection as an explanation for observed diversity and change over time	
5.	SWBAT evaluate the diverse characteristics of living organisms.	
6.	SWBAT analyze structure and function of living organisms and relate these to homeostasis.	
7.	SWBAT justify the relevance of biology to the students' daily life.	
HS-Physical Science		Common Core Standard
1.	SWBAT construct and use models, mathematical representations and data analysis to predict and explain chemical properties, chemical reaction characteristics and conservation of mass.	
2.	SWBAT compare and contrast potential and kinetic energy in its interactions with matter	
3.	SWBAT use data analysis, mathematical representations, models, and investigations to explain how forces affect motion	
4.	SWBAT use basic mathematical expressions to describe wave properties as they apply to natural phenomena	
5.	SWBAT calculate dimensional analysis problems	
HS-Chemistry		Common Core Standard
1.	SWBAT fluently model chemical reactions with empirical and molecular formulas using proper chemical nomenclature in the practice of laboratory techniques	HS-PS1-1, HS-PS1-2, HS-PS-6
2.	SWBAT synthesize information and evidence about subatomic particles and their energy characteristics to build a model that explains the observable characteristics of reactions.	HS-PS1-1, HS-PS1-3, HS-PS-4, HS-PS-5
3.	SWBAT use evidence to account for the conservation of energy and mass in chemical reactions.	HS-PS1-2, HS-PS-4, HS-PS-5, HS-PS-7

4.	SWBAT contrast historical and contemporary models of the structure of matter.	HS-PS1-1, HS-PS1-3
5.	SWBAT develop solutions to real-world problems by applying the principles of the structure of matter and molecular interactions at the macro level.	HS-PS-6, HS-PS1-8
HS-Chem/Honors		Common Core Standard
1.	SWBAT fluently model chemical reactions with empirical and molecular formulas using proper chemical nomenclature in the practice of laboratory techniques.	HS-PS1-1, HS-PS1-2, HS-PS-6
2.	SWBAT synthesize information and evidence about subatomic particles and their energy characteristics to build a model that explains the observable characteristics of reactions.	HS-PS1-1, HS-PS1-3, HS-PS-4, HS-PS-5
3.	SWBAT use evidence to account for the conservation of energy and mass in chemical reactions.	HS-PS1-2, HS-PS-4, HS-PS-5, HS-PS-7
4.	SWBAT contrast historical and contemporary models of the structure of matter.	HS-PS1-1, HS-PS1-3
5.	SWBAT develop solutions to real-world problems by applying the principles of the structure of matter and molecular interactions at the macro level.	HS-PS-6, HS-PS1-8

## SCIENCE UNIT CONCEPTS and GOALS

### KINDERGARTEN

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment
<u>1</u>	10-12	Plants and their growth	SWBAT label plant parts and summarize their growth process.	Plants are living things and they grow.	SWBAT identify growth of plants by sequencing pictures of plant stages.
<u>2</u>	10-12	The study of Animals	SWBAT recognize different types of animals and what they need to survive.	Animals are living things with needs.	SWBAT sort picture cards of animals and their needs.
<u>3</u>	10-12	Seasons	SWBAT differentiate the seasons and how the seasons impact their environment.		
<u>4</u>	10-12	Earth	SWBAT discover the different aspects of the earth and the resources it provides.		
<u>5</u>	10-12	Sky	SWBAT identify objects in the sky.		
<u>6</u>	10-12	Healthy Bodies	SWBAT identify ways to stay healthy.		

### FIRST GRADE

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment
<u>1</u>	10-12	Plants	SWBAT explain how plants grow and the environment they grow in.	Plants are essential for life	SWBAT draw and label stages of the growth of a plant.
<u>2</u>	10-12	Animals	SWBAT give examples of life cycles, food chains, and habitats.	Animals have interactions and adaptations for survival.	SWBAT make a diorama showing an animal in its habitat.
<u>3</u>	10-12	Earth	SWBAT give examples of how land, water and air are important.		
<u>4</u>	10-12	Movement and Sound	SWBAT discover how sounds are made and what makes objects move.		

<u>5</u>	10-12	Matter	SWBAT describe the properties of matter.		
<u>6</u>	10-12	Energy	SWBAT discover the different sources of energy.		
<u>7</u>		Keeping Fit and Healthy	SWBAT explain ways to keep fit and healthy.		

## SECOND GRADE

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment
<u>1</u>	10-12	Plants and Animals	SWBAT explain adaptations that allow plants and animals to live and thrive.	Children need to understand how plants and animals live, grow and change in their environment. This impacts the children's knowledge of life.	SWBAT illustrate the effects of an environment on a plant in their plant journal.
<u>2</u>	10-12	Space	SWBAT compare and contrast the characteristics and effects of objects in the universe.	Earth is only part of a larger system.	SWBAT identify similarities and differences between constellation boxes.
<u>3</u>	10-12	Land, Water & Air	SWBAT identify the earth's resources and the effects of their natural processes on living and nonliving things.		
<u>4</u>	10-12	Matter	SWBAT determine and explain the properties of matter and the changing of materials from one state to another.		
<u>5</u>	10-12	Motion & Energy	SWBAT describe different kinds of energy and how forces cause objects to move.		
<u>6</u>	10-12	Health	SWBAT develop plans to promote healthy lifestyles.		

### THIRD GRADE

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment
<u>1</u>	15-20	Animals: vertebrates and invertebrate	SWBAT classify animals into major groups according to their physical characteristics and behaviors.	Classification makes it easier to communicate clearly and to help organize information about organisms.	SWBAT use a table to classify a list of animals according to their characteristics.
<u>2</u>	15-20	Classifying plants	SWBAT classify plants into major groups according to their physical characteristics and responses.	Classification makes it easier to communicate clearly and to help organize information about organisms.	SWBAT will use pictures of plants to classify them into the major groups.
<u>3</u>	15-20	Weather: climate and climate measurements	SWBAT represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	(3-ESS2-1)	
<u>4</u>	15-20	Earth and Moon	SWBAT describe the various patterns and cycles of the Earth and the Moon.		
<u>5</u>	15-20	Energy: Heat, light, sound	SWBAT explain how energy transfers produce light, heat, and sound		
<u>6</u>	15-20	Forces and motion	SWBAT manipulate a variety of objects using variables which affect their movement		

### FOURTH GRADE

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment
<u>1</u>	15-20	Populations and their Interactions	SWBAT illustrate how energy is transferred along the food chain through the producers to the consumers	In an ecosystem we need to understand how energy is transferred through a system.	SWBAT to design a diagram of a food chain from a producer to consumer.

<u>2</u>		Plants: structure and functions	SWBAT explain how the structures of plants serve functions of growth, survival, response & reproduction	To understand that plants have different structures that help play a part in our ecosystem.	SWBAT explain the purpose of the four main structures of a plant by writing a paragraph of each structure.
<u>3</u>		Rocks, minerals, weathering	SWBAT identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.	(4-ESS1-1)	
<u>4</u>		Solar systems	SWBAT compare and contrast the characteristics of objects in the Solar System		
<u>5</u>		States of matter	SWBAT form observations and measurements to identify materials based on their properties.	(5-PS1-3)	
<u>6</u>		Electricity and magnetism	SWBAT describe electric energy and its transfer		

## FIFTH GRADE

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment
<u>1</u>	20-30	Basic Units of Life	SWBAT describe the levels of organizations for multi-celled organisms including basic human body systems (Teaching the way of love)	Students have learned about the basic body parts and will now explore the functionality and how they relate to one another.	SWBAT compare and contrast multiple body systems using a Venn Diagram.
<u>2</u>	20-30	Population and their interactions	SWBAT correlate the relationships between basic needs of different organisms, the adaptations that help them meet their needs, and the interdependency of life forms in diverse environments	Students will understand the interdependence between organisms in their ecosystem and how adaptations allow them to	SWBAT choose an organism from a given list and describe their adaptations and
<u>3</u>		Weather	SWBAT discuss the various components that make up weather in various climate zones and humans' impact on it		



<u>4</u>		Sound Energy	SWBAT differentiate among the different types and transfers of sound energy		
<u>5</u>		Light Energy	SWBAT differentiate among the different types and transfers of light energy		

## MIDDLE SCHOOL GRADES 6-8

### PHYSICAL SCIENCE

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment
<u>1</u>		What's The Matter: It's Elementary	SWBAT predict and explore the properties and changes in matter	Students begin their study of matter by exploring physical properties, including changes in state of matter. Students will learn this so that they understand that matter has defining physical properties.	SWBAT demonstrate the formation and motion of celestial objects by manipulating teacher supplied materials.
<u>2</u>		Don't Trust Atoms, They Make Up Everything (Chemical Interactions)	SWBAT analyze with scaffolding the structure of atoms and organization of periodic table. SW also describe interactions between substances	In the previous unit students explored physical properties, in this unit students will investigate chemical changes in matter.	SWBAT explain the formation of the various layers of solid earth by a stratification model (e.g. model based on densities). SWalsoBAT demonstrate plate tectonic changes using teacher supplied materials.
<u>3</u>		Energy: It Has Potential	SWBAT distinguish between kinetic and potential energy, apply concepts regarding the flow of energy to real world situations		

<u>4</u>		Energy: What's Your Type?	SWBAT relate mechanical, chemical, nuclear, sound, thermal, and electromagnetic energy sources to real-life situations, with scaffolding.		
<u>5</u>		Laws That Matter: Motion and Forces	SWBAT summarize and apply Newton's Laws of Motion to real-life situations		
<u>6</u>		Opposites Attract: Electricity and Magnetism.	SWBAT design an experiment demonstrating the connections between electricity and magnetism		

## MIDDLE SCHOOL/LIFE SCIENCE

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment
<u>1</u>		Life: Where do you fit in? (Classification)	SWBAT identify traits of an organism. SW also compare these traits with other living things. SW construct a model to group organisms with similar traits		
<u>2</u>		Cells: Service or No Service?	SWBAT model the composition and function of cells	Since the cell is the basic unit of life, students will learn cell structure through the use of models. Students will also investigate intercellular and intracellular differences in function to understand differentiation of cells.	SWBAT create a model of a eukaryotic cell with teacher supplied materials to identify and explain the general function of common organelles.

<u>3</u>		Simply complex: Single to Multi-cellular Organisms	SWBAT formulate the progression from simple to complex organisms	From the previous unit students will know that there are multiple cell types, each with a specific function. Students will explore that organisms can be made of a single cell, or multiple cells of different type.	SWBAT illustrate what cell types organisms are made of, whether single celled or multicelled organism.
<u>4</u>		Reproduction: Be Fruitful and Multiply	SWBAT differentiate sexual and asexual reproduction, and demonstrate an understanding of how DNA controls inheritance of traits.		
<u>5</u>		Animals: Do you have a spine?	SWBAT demonstrate the development and progression of animals (with scaffolding) and support their claims with evidence. SW also compare and contrast adaptations of vertebrate and invertebrate groups		
<u>6</u>		The Human Body: Created in God's Image	SWBAT relate the interactions of the systems that make up the human body		
<u>7</u>		Ecology: What's Your Niche	SWBAT Analyze the interaction between abiotic and biotic factors and explain how those variations and adaptations lead to change in ecosystems		

## MIDDLE SCHOOL/EARTH SCIENCE

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment
<u>1</u>		The Big Bang: Past, Present, and Future	SWBAT model with scaffolding the formation and motion of the universe and solar system	Since Earth is part of the Solar System, which is part of the universe, students will analyze how the Earth and all celestial bodies formed and moved	SWBAT demonstrate the formation and motion of celestial objects by manipulating teacher supplied materials.
<u>2</u>		The Changing Earth: Restless Planet	SWBAT analyze the inner structures of solid Earth and its processes. Model plate tectonics.	Students will continue to investigate how the force of gravity formed the various interior layers of solid Earth. Students will also model the movement of portions of the crust and learn the forces responsible.	SWBAT explain the formation of the various layers of solid earth by a stratification model (e.g. model based on densities). SWalsoBAT demonstrate plate tectonic changes using teacher supplied materials.
<u>3</u>		Clues to Earth's Past: Geologic Time	SWBAT compare and contrast types of fossils in relation to geologic time		
<u>4</u>		Water, Water Everywhere: Earth's Aquatic Systems	SWBAT debate the implications of water as a limited resource		
<u>5</u>		Exploring Earth: Composition and Processes	SWBAT categorize types of rocks and minerals based on chemical and physical properties; analyze with scaffolding, how weathering and erosion cause formation of various land forms		

<u>6</u>		Climate: Weather or Not?	SWBAT apply basic atmospheric changes to explain different weather and climates on Earth. SW utilize meteorological instruments to determine the properties of the atmosphere		
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## HIGH SCHOOL UNIT CONCEPTS AND GOALS

### PHYSICAL SCIENCE

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment
<u>1</u>		Properties and states of matter	SWBAT compare and contrast physical and chemical properties and states of matter.		
<u>2</u>		Atomic Structure and the Periodic Table	SWBAT compare the atomic models, atomic structure, and the properties of the Periodic Table.		
<u>3</u>		Chemical Bonds and Chemical Reactions	SWBAT predict products and balance chemical equations for two basic reactions.		
<u>4</u>		Energy and Chemical Reactions	SWBAT analyze the role of energy in chemical reactions.		
<u>5</u>		Motion and Forces	SWBAT design and conduct an experiment using Newton's Laws of Motion as they relate to real world situations.		
<u>6</u>		Work, Power and Machines	SWBAT assess the six simple machines and mathematically determine various properties of these machines.		

<u>7</u>		Energy	SWBAT compare and contrast the different forms of energy.		
<u>8</u>		Wave Properties	SWBAT use mathematical relationships to describe relationships among wave properties.		

## BIOLOGY

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment
<u>1</u>		Introduction to Biology	SWBAT analyze the characteristics of living organisms and application of the scientific method in the study of Biology		
<u>2</u>		Chemistry and cellular organization of organisms	SWBAT evaluate the chemical composition of cells and relate it to cellular structure and function		
<u>3</u>		Cellular respiration and photosynthesis	SWBAT evaluate the interrelationships of cellular respiration and photosynthesis		
<u>4</u>		Cell cycle and mitosis	SWBAT illustrate the basic steps of mitosis and relate it to the cell cycle.		
<u>5</u>		Meiosis and Mendelian Genetics	SWBAT analyze the process of meiosis and its relationship to inheritance and gene expression.		
<u>6</u>		Protein synthesis	SWBAT describe the basic processes of protein synthesis and its relationship to gene expression.		
<u>7</u>		Evolution and Taxonomy	SWBAT apply the principles of evolution to explain the complexity and diversity of life on earth and outline the scientific evidence that supports evolution.		

<u>8</u>		Bacteria, Protists, and Fungi	SWBAT analyze the characteristics of these kingdoms and their impact on other living organisms.		
9		Plants/Animals	SWBAT analyze the characteristics of the plant/animal kingdom and their impact on other living organisms.		

## CHEMISTRY

Unit #	Estimated # of Days	Unit Concept or question	Unit Goal	Unit Rationale	Unit Assessment	STANDARDS
<u>1</u>		Lab Safety and Structure and Properties of Matter.	Students will identify and demonstrate proper lab procedures. Students will create a graphic organizer to distinguish between elements, compounds and mixtures.	This unit helps students become scientifically literate. The structure and properties of matter flows into higher science standards including but not limited to: chemical reactions, irreversible changes, scientific observations, and conducting research and experiments.	Students will be able to identify and demonstrate proper lab procedures. Students will create a graphic organizer to distinguish between elements, compounds and mixtures.	HS-PS1-1
<u>2</u>		States of Matter	SWBAT distinguish conceptually and experimentally between elements, compounds and mixtures.	In the students' daily lives, they encounter a variety of matter in the different states. In order to have a more in depth understanding of the states of matter, they need to know how matter changes, and what causes matter to change.	Given a table of melting points and boiling points, the student will determine the state of matter of a particular element or compound at a given temperature, and be	HS-PS1-4, HS-PS1-5

					able to describe the movement of the atoms or molecules.	
<u>3</u>		The Periodic Table and Atomic Structure	SWBAT analyze the historical development leading to the Rutherford-Bohr atomic model and the periodic table, as well as the periodic trends in the PT	Students will need to be able to interpret the information in the periodic table in order to complete many of the computations in future units. Knowing the periodic trends will help students predict how elements react with other elements.	Students will analyze data of physical properties to predict position of elements on P.T.	HS-PS1-1, HS-PS1-2
<u>4</u>		Atomic Bonding and Chemical Formulas	SWBAT apply energy and structural concepts to predict, name and represent chemical bondings and formulas.			HS-PS1-3, HS-PS1-4
<u>5</u>		Chemical Composition	SWBAT calculate and convert between moles, grams, and atoms and determine molecular and empirical formulas.			HS-PS1-2, HS-PS1-3
<u>6</u>		Chemical Reactions and Equations	SWBAT analyze conceptually, mathematically, and experimentally the balancing of chemical equations, including aqueous reactions.			HS-PS1-2, HS-PS1-4, HS-PS1-6
<u>7</u>		Quantities of Reactants and Product	SWBAT determine mathematically and experimentally the			HS-PS1-2, HS-PS1-7



			relationship between the masses of chemical reactants and products.			
<u>8</u>		The Energies of Chemistry	SWBAT analyze conceptually the types of energy in chemical bondings and reactions and the effects on the environment			HS-PS1-4, HS-PS1-5
9		Solutions. Acids, Bases, Equilibrium	SWBAT analyze conceptually, experimentally and mathematically the structure and uses of solutions, acids and bases.			HS-PS1-3, HS-PS1-4
10		The Versatility of Carbon	SWBAT analyze carbon structures and their uses, including chains, rings, branching networks, synthetic polymers, oils and large molecules for life.			HS-PS1-1, HS-PS2-6
11		Catalysts and Enzymes	SWBAT analyze conceptually the role of catalysts and enzymes in reactions.			HS-PS1-5, HS-PS1-6
12		Oxidation-Reduction Reactions	SWBAT analyze oxidation and reduction reactions and states.			HS-PS1-3, HS-PS1-4

## SOCIAL STUDIES TEAM/DEPARTMENT OUTCOMES

	K-2	3-5	6-8	9-12
1	SWBAT identify specific locations and land formations on maps, globes, charts and digital devices.	SWBAT construct maps that identify places and geographical features.	SWBAT analyze data displayed on a variety of maps.	SWBAT analyze changes in world political, economic, and social systems.
2	SWBAT explain important current, historical, and religious events.	SWBAT analyze how natural resources impact a way of life.	SWBAT analyze the role of physical geography on the development of civilization.	SWBAT evaluate strengths and weakness of American systems of government.
3	SWBAT describe cultural differences, similarities and contributions.	SWBAT describe the influence of history and religion on current events.	SWBAT evaluate the impact of historical events, citing specific textual evidence for support.	SWBAT cite specific textual evidence to support analysis of primary and secondary sources, to provide an accurate summary, and to evaluate which explanation best accords with textual evidence.
4	SWBAT explain the purpose of money and goods/services.	SWBAT demonstrate an understanding of the structure of government and responsible citizenship.	SWBAT debate the advantages and disadvantages of different political systems.	SWBAT analyze the interactions of geography, environment, and civilization.
5	SWBAT explain the expectations and advantages of being a member of your family, the Catholic Church, your school, and your community.	SWBAT explain basic economic concepts.	SWBAT compare and contrast the different stages of economic development	SWBAT write a research paper, integrating multiple sources of information from diverse formats and media.
6	SWBAT explain the main idea and details of written materials including images and diagrams.	SWBAT compare and contrast the influence of diverse cultures in the United States.	SWBAT defend a position orally and in writing based on evidence drawn from primary and secondary sources.	SWBAT communicate themes of social studies using various forms of media.
7	SWBAT participate in Catholic social justice activities/events.	SWBAT gather information from multiple sources to write or speak about a subject knowledgeably.	SWBAT analyze historical and current events in light of contemporaneous Church doctrine.	SWBAT defend a position reflecting a historical / cultural controversy that uses logical principles, facts, and Catholic social teaching.

8	SWBAT produce a shared research and writing project.	SWBAT explain how their participation in Catholic social justice activities/events impacts people in their community.		SWBAT analyze the role of the Church's doctrine and practice in influencing historical and current events.
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## SOCIAL STUDIES COURSE OUTCOMES

Grade: K		Common Core Standard
1.	SWBAT identify a local landmark using a symbol or picture.	
2.	SWBAT illustrate a historical event or person through a variety of creative techniques.	
3.	SWBAT identify coins and their value.	
4.	SWBAT describe the difference between a want and a need.	
5.	SWBAT recall rules and consequences.	
6.	SWBAT explain actions that are consistent with rules.	
7.	SWBAT participate in a school event or activity related to Catholic virtues.	
8.	SWBAT recall the main idea and details of a text.	
9.	SWBAT illustrate examples of main details from a story.	
Grade: 1		Common Core Standard
1.	SWBAT identify specific geographical features.	
2.	SWBAT interpret information on a simple timeline, chart, graph or map.	
3.	SWBAT identify personal, national, and religious holidays.	
4.	SWBAT explain the role of important people and cultural groups in history.	
5.	SWBAT identify the difference between a want and a need and goods and services.	
6.	SWBAT identify the responsibility of a citizen.	

7.	SWBAT describe the actions of community helpers within the community.	
8.	SWBAT participate in school and family events and activities related to Catholic Virtues.	
9.	SWBAT research as a group on a topic.	
Grade: 2		Common Core Standard
1.	SWBAT identify a local landmark using a symbol or picture.	
2.	SWBAT illustrate a historical event or person through a variety of creative techniques.	
3.	SWBAT identify coins and their value.	
4.	SWBAT describe the difference between a want and a need.	
5.	SWBAT recall rules and consequences.	
6.	SWBAT explain actions that are consistent with rules.	
7.	SWBAT participate in a school event or activity related to Catholic virtues.	
8.	SWBAT recall the main idea and details of a text.	
9.	SWBAT illustrate examples of main details from a story.	
Grade: 3		Common Core Standard
1.	SWBAT use map skills to identify places and geographical features within community, nation, and world.	
2.	SWBAT examine ways people interact with the physical environment and natural resources.	
3.	SWBAT sequence historical events from a variety of primary and secondary resources.	

4.	SWBAT explain the basic purpose and structure of government and an individual's responsibility to peers, family, community, and church.	
5.	SWBAT demonstrate economic awareness through personal spending and saving decisions.	
6.	SWBAT compare and contrast the important contributions of diverse cultures including the Catholic Church.	
7.	SWBAT construct short narratives using descriptive details and clear event sequence.	
8.	SWBAT participate in local and global Catholic social justice activities and events.	
Grade: 4		Common Core Standard
1.	SWBAT use map skills to locate the important geographic places and important landmarks in Wisconsin.	
2.	SWBAT analyze how Native American use of natural resources evolved.	
3.	SWBAT compare/contrast the use of natural resources by immigrants in Wisconsin.	
4.	SWBAT analyze historical events that led to the statehood of Wisconsin.	
5.	SWBAT describe the influence of the Catholic Church, immigrants and Native Americans on the culture of Wisconsin.	
6.	SWBAT explain the three branches of government and an individual's responsibility as a U.S. citizen and a member of the Catholic Church.	
7.	SWBAT illustrate local goods and services that are part of the global economy and explain their use in Wisconsin.	
Grade: 5		Common Core Standard

1.	SWBAT use map skills to locate the important geographic places and important landmarks in Wisconsin.	
2.	SWBAT analyze how Native American use of natural resources evolved.	
3.	SWBAT compare/contrast the use of natural resources by immigrants in Wisconsin.	
4.	SWBAT analyze historical events that led to the statehood of Wisconsin.	
5.	SWBAT describe the influence of the Catholic Church, immigrants and Native Americans on the culture of Wisconsin.	
6.	SWBAT explain the three branches of government and an individual's responsibility as a U.S. citizen and a member of the Catholic Church.	
7.	SWBAT illustrate local goods and services that are part of the global economy and explain their use in Wisconsin.	
<b>MS-Global Civilizations and Cultures</b>		<b>Common Core Standard</b>
1.	SWBAT analyze the cause and effect relationships between historical events.	
2.	SWBAT compare and contrast global religions and Catholicism.	
3.	SWBAT create a project that describes aspects of specific cultures/civilizations.	
4.	SWBAT analyze the relationship between culture and government.	
5.	SWBAT examine conflicts and the impact on their history	
6.	SWBAT compare early stages of economic development and achievements of different civilizations.	
7.	SWBAT categorize the technical and cultural development and achievements of different civilizations.	

8.	SWBAT classify the movement of people, ideas, diseases, and products throughout the world.	
9.	SWBAT debate global issues within the context of Catholic social teaching contextualized with its historical period.	
10.	SWBAT research the ways in which local, regional, and ethnic cultures may influence the everyday lives of people.	
MS-US History		Common Core Standard
1.	SWBAT relate how historical events shape future outcomes.	A.8.11; B.8.2; B.8.3; B.8.7; E.8.1
2.	SWBAT analyze how the interaction of cultural groups have influenced the development of American society.	A.8.5; A.8.8; B.8.10; E.8.9
3.	SWBAT distinguish between the principles of American government and civic responsibilities.	B.8.6; B.8.9; B.8.5; C.8.1; C.8.2; C.8.3; C.8.4; D.8.5
4.	SWBAT outline the global impact of America's interaction with other nations.	A.8.7; B.8.4; C.8.9; D.8.3; D.8.11
5.	SWBAT explain how the environment and geography influenced expansion and growth.	A.8.11; D.8.7; A.8.5; A.8.7
6.	SWBAT relate Catholicism to historical events and American ideals.	C.8.7; E.8.10; E.8.11; E.8.4; E.8.14
HS-American History		Common Core Standard
1.	SWBAT analyze the diversity and national identity of the United States as it relates to immigration and migration.	B.12.9 B.12.13
2.	SWBAT analyze how political decisions have led to America's position in the world today	B.12.17 B.12.15 B.12.3
3.	SWBAT evaluate how economic opportunity has led to growth in diversity of population, science and technology in the United States.	B.12.13 B.12.10 B.12.9 D.12.2
4.	SWBAT debate the influence of historical voting rights changes on the concept of American political system	B.12.2 C.12.7



5.	SWBAT analyze the role that conflict plays in changing American political, economic, and social systems	B.12.18 B.12.11 B.12.13
6.	SWBAT judge the effectiveness of US politics in the rights of women and minorities	B.12.12 C.12.16
7.	SWBAT appraise the historiography of US Constitutional interpretations.	B.12.5 B.12.9 B.12.9
8.	SWBAT analyze the role of the Church's doctrine and practice in influencing U.S. history.	
HS-World History		Common Core Standard
1.	SWBAT analyze the effect of geography on world history.	A.12.13 A.12.12 A.12.11 A.12.8
2.	SWBAT analyze the role that conflict plays in changing political, social and economic systems	B.12.11 B.12.1 B.12.8
3.	SWBAT analyze the elements contributing to the development of the modern nation state	E.12.6 B.12.1 B.12.13 B.12.8
4.	SWBAT analyze the interactions of powers throughout world history	B.12.16 D.12.13 B.12.1 B.12.8
5.	SWBAT compare and contrast world religions and their impacts on world history.	B.12.1 B.12.14 E.12.12 E.12.5
6.	SWBAT examine primary and secondary sources as they relate to developments in world history	B.12.1 B.12.2 B.12.7 B.12.5
HS-American Government		Common Core Standard
1.	SWBAT analyze the foundations of American government	C.12.3 C.12.12 C.12.5
2.	SWBAT analyze the reasons for public policy decisions	C.12.2 C.12.6 C.12.8
3.	SWBAT debate constitutional interpretations	C.12.3 C.12.4
4.	SWBAT analyze the importance of civic participation	C.12.10 C.12.11 C.12.9 C.12.1
5.	SWBAT examine the foundational documents of our democracy	C.12.3

HS-Economics		Common Core Standard
1.	SWBAT identify the basic principles of economic decision-making.	
2.	SWBAT compare/contrast the fundamentals of diverse economic systems.	
3.	SWBAT analyze the role of supply and demand in a market economy.	
4.	SWBAT compare and contrast similar local, regional, and national economies using basic economic concepts.	
5.	SWBAT examine the effects of spending, saving, and investing on the financial well-being of households and nations.	
6.	SWBAT analyze the role of the federal government in regulating and managing the economy.	
7.	SWBAT defend a position reflecting an economic problem that uses logical principles, facts, and Catholic social teaching.	

## SOCIAL STUDIES UNIT CONCEPTS AND UNIT GOALS

### KINDERGARTEN

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment	Standards for Units (CCSS)
<u>1</u>		Me and My class/school: What can I expect to happen in Kindergarten?	SWBAT identify ways to care for themselves and others.			WI.SS. A.4.4 WI.SS. A.4.5 WI.SS.C.4.1 WI.SS.C.4.3 WW.SS.E.4.2, E.4.6, E.4.7
<u>2</u>		Me and My Family: Why is my family special?	SWBAT illustrate his or her family using a creative method.			WI.SS.C.4.1 WI.SS.C.4.3 WI.SS.E.4.2, E.4.3, E.4.4
<u>3</u>		My Community: Who are the people in my neighborhood?	SWBAT identify community helpers and a symbol of their job.			WI.SS.C.4.3 WI.SS.D.4.5 WI.SS.E.4.2, E.4.5
<u>4</u>		My World: What is my place on Earth?	SWBAT explain important facts about themselves and others.			WI.SS.A.4.7 WI.SS.C.4.5 WI.SS.C.4.6 WI.SS.E.4.9, E.4.11, E.4.13, E.4.14, E.4.15
<u>5</u>		Celebrations Around the World: How are they similar and different?	SWBAT describe some similarities and differences among other cultures.			WI.SS.B.4.6 WI.SS.B.4.9 WI.SS.E.4.4, E.4.8, E.4.9, E.4.11, E.4.13, E.4.14, E.4.15
<u>6</u>		Famous People, Saints, and Virtues: What did they do and why is it important?	SWBAT describe a famous person, saint or virtue.			WI.SS.B.4.3 WI.SS.B.4.5 WI.SS.B.4.6 WI.SS.B.4.7 WI.SS.E.4.8, E.4.12, E.4.15
<u>7</u>		God in Our World: How do we involve God in our Lives?	SWBAT share examples of God's influence in their lives.			WI.SS.D.4.1 WI.SS.E.4.15
<u>8</u>		Growing Together: In what ways have we grown?	SWBAT give an example of how they have grown during their kindergarten year.			Diocesan standard

### Grade 1

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment	Standards for Units (CCSS)
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<u>1</u>		Building a Cooperative Environment: What is expected of me?	SWBAT define rules and laws at home, school and community including the Golden Rule as they relate to God, self and others.			C4.1, 4.3, 4.6, E4.6, 4.7, 4.8, 4.14, 4.15
<u>2</u>		Building a Bond: What is my responsibility?	SWBAT describe your role as an active member of your family, Church, and community.			B4.9, C4.1,4.3,E4.5,4.8,4.15
<u>3</u>		Building and Developing a Shared Community: Why is it important to have community helper?	SWBAT summarize the important role of community helpers and how they bring about safety, service and care of others.			C4.1,4.3,4.6, E4.5,4.15
<u>4</u>		Building Cultural Awareness: What makes cultures unique?	SWBAT explain the variety of past and present cultures and their contributions to society.			E4.1, 4.2, 4.3,4.4, 4.5, 4.7, 4.8, 4.9, 4.11, 4.12, 4.13, 4.14
<u>5</u>		Building a Geographical Foundation: Where am I?	SWBAT extend map skills to find specific locations on a map which relate to self.			A4.1, 4.2, 4.3, 4.5, 4.7
<u>6</u>		Building Bridges of the Past, Present and Future: How is the past important to me now?	SWBAT discuss historical people, events and symbols in our nation and Church.			B4.1, 4.3, 4.5,4.6, 4.7, 4.9, E4.12
<u>7</u>		Building a Community upon Our Time, Talent and Treasure: How does God want me to build a better community?	SWBAT illustrate needs and wants and how they relate to spending, saving and jobs.			D4.1, 4.2, 4.4, 4.5, 4.6, 4.7

## GRADE 2

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment
<u>1</u>		People & Places: Neighborhood, Community, State, & Country	SWBAT identify their relationship to their neighborhood, community, state (WI), and		

			country (US).		
<u>2</u>		The World and You: Geography & Stewardship	SWBAT identify land forms and natural resources.		
<u>3</u>		Ways of Living: Traditions, Customs, and Diversity	SWBAT compare and contrast the different ways of living in our world.		
<u>4</u>		Working Together: Goods & Services, Saving & Spending	SWBAT explain the relationship between people's choices and obtaining goods & services.		
<u>5</u>		Our Country Long Ago: Exploration, Settlement, and a New Country	SWBAT identify events that changed the lives of people in the past and that influenced the birth of our country.		
<u>6</u>		Our Country Today: Government and Citizenship	SWBAT describe the role of government and citizenship as it affects the lives of students.		

### GRADE 3

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment	Standards for Units (CCSS)
<u>1</u>		Rights and Responsibilities of a Citizen, Purpose of Government: Civics (How can we be good citizens?)	SWBAT analyze the purpose of government and a citizen's rights and responsibilities through one's actions.			C4.4, E4.5, E4.6, E4.10
<u>2</u>		Our Community's History, Our Nation's History: History (Where do we come from?)	SWBAT organize important historical and community events.			B4.2, B4.7, E4.12, E.4.14
<u>3</u>		American Heritage, American Heroes: American Culture (Who are our heroes and why?)	SWBAT compare and contrast important historical people/events and their influence on history.			B4.3, B4.6, B4.7, E4.3, E4.4, E4.9, E4.11, E4.12

<u>4</u>	Consumer Responsibility, Personal Banking: (Does money grow on trees?)	SWBAT explain how financial responsibility affects themselves and their community.			D4.1, D4.2, D4.7
<u>5</u>	Local Map Skills, Global Map Skills: Geography (Can you find your way?)	SWBAT interpret a local map, a world map, and a map of the USA.			
<u>6</u>	Interaction of People and Land: Geography (How can we be stewards of God's creations?)	SWBAT explain how their natural environment affects their daily lives and their responsibilities as stewards of God's creations.			

#### GRADE 4

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment	Standards for Units (CCSS)
<u>1</u>		Wisconsin: The land we call home. (Where is Wisconsin the land we call home?)	SWBAT identify the components of a map.			A.4.1, A.4.2
<u>2</u>		Midwest: The heart of the nation. (Why is the Midwest called the Heart of the Nation?)	SWBAT determine how geographical features and resources in the Midwest affect jobs and people.			A.4.2, A.4.4, A.4.6, B.4.3, D.4.3
<u>3</u>		Wisconsin: A place with a past. (What is the past of Wisconsin?)	SWBAT distinguish the roles of the early inhabitants of Wisconsin and their influence prior to statehood.			A.4.4, A.4.5, A.4.7, B.4.1, B.4.2, B.4.3, B.4.7, B.4.10, E.4.4, E.4.8, E.4.11
<u>4</u>		Becoming Wisconsin: Journey to Statehood. (What led Wisconsin to statehood?)	SWBAT determine the events that led to the statehood of Wisconsin.			A.4.5, A.4.7, B.4.1., B.4.2, B.4.3, B.4.6, B.4.7, E.4.7, E.4.6, E.4.11, E.4.12, E.4.14
<u>5</u>		Government for all of us: Three branches of Government Rights and responsibilities. (What are the three branches of government?)	SWBAT identify the three (3) branches of national government and the rights and responsibilities of United States			A.4.5, B.4.5, B.4.9, C.4.1, C.4.2, C.4.4, C.4.5, E.4.5, E.4.6, E.4.12

			citizens and membership of the Catholic Church.			
<u>6</u>		They came to Wisconsin: Immigrants to Industry. (How did immigrants influence Wisconsin industry?)	SWBAT relate how the culture of immigrant groups influenced industry in Wisconsin.			A.4.4, A.4.9, B.4.1, B.4.2, B.4.3, B.4.4, D.4.4, E.4.4, E.4.5, E.4.9, E.4.13
<u>7</u>		War and Change: A place with a future. (What did the future hold for Wisconsin?)	SWBAT correlate how adversity created positive change during the 20th century in Wisconsin.			A.4.6, B.4.1, B.4.2, B.4.3, B.4.4, B.4.7, C.4.6, E.4.5, E.4.6, E.4.7, E.4.9, E.4.13
<u>8</u>		Wisconsin & American Culture - A place with the future	SWBAT connect the economy of Wisconsin to its residents' quality of life.			A.4.4, A.4.8, A.4.9, B.4.4, B.4.8, D.4.1, D.4.3, D.4.6, D.4.7, E.4.3, E.4.4
9		United States Regions: Outside the Midwestern States (What are the regions in the United States?)	SWBAT differentiate the characteristics of US Regions.			A.4.2, A.4.4, A.4.5, B.4.8, C.4.1., E.4.5, E.4.6, E.4.8

## GRADE 5

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment	Standards for Units (CCSS)
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<u>1</u>		Our Land: Did you pack the map for your journey through America?	SWBAT demonstrate an understanding of the purpose and use of a variety of maps.			A.8.1,A.8.3
<u>2</u>		Native Americans: How did the available resources influence the lives of the Native Americans?	SWBAT compare and contrast the ways of life of the Native Americans.			B.8.1,B.8.4,E.8.3
<u>3</u>		Exploration: What are the five W's of exploration?	SWBAT identify the cause and effect relationship of exploration			A.8.7,B.8.1

			by major European groups.			
<u>4</u>		Colonial America: What factors influenced the colonization of America?	SWBAT analyze the factors that influenced the colonization of America.			B.8.1
<u>5</u>		American Revolution: What were the events before, during, and after the American Revolution?	SWBAT summarize the major events before, during, and after the American Revolution.			B.8.1,B.8.2,B.8.3,B.8.4
<u>6</u>		Creating a New Nation: How was the structure of our government created and organized?	SWBAT explain the creation and structure of the U.S. government.			B.8.1,C.8.1,C.8.3,C.8.4
<u>7</u>		Our Expanding Nation: How did our nation expand beyond the original thirteen colonies?	SWBAT describe the westward expansion of the U.S.			A.8.7,B.8.1,D.8.7,E.8.3
<u>8</u>		The Civil War: What were the events before, during, and after the American Civil War?	SWBAT describe the causes and effects of the American Civil War.			B.8.1,B.8.2,B.8.3,B.8.4,D.8.2, E.8.11

#### MIDDLE SCHOOL/US HISTORY

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment	Standards for Units (CCSS)
<u>1</u>		First Americans and Explorers - How did diverse groups interact with their environment?	SWBAT illustrate how Native Americans and explorers interact with their environment.			A.8.8; A.8.7; A.8.10; B.8.2; B.8.4; B.8.5; B.8.10; B.8.11; D.8.2; D.8.6; D.8.7; D.8.8; E.8.2; E.8.5; E.8.6; E.8.7; E.8.9; E.8.10; E.8.11
<u>2</u>		Colonial America - How did the establishment and growth of Colonial America shape its future?	SWBAT differentiate how diverse colonial interests helped shape the nation's future.			A.8.1; A.8.5; A.8.7; A.8.8; A.8.11; B.8.1; B.8.2; B.8.3; B.8.4; B.8.5; B.8.7; B.8.10; C.8.3; D.8.1; D.8.2; D.8.5; D.8.7; E.8.3; E.8.4; E.8.5; E.8.6; E.8.7; E.8.9; E.8.10; E.8.11; E.8.12



<u>3</u>		Road to Independence - Why did colonists decide to break away?	SWBAT assemble changing events and attitudes of the American Revolution.			A.8.1; A.8.7; B.8.1; B.8.2; B.8.3; B.8.4; B.8.5; B.8.6; B.8.7; B.8.10; B.8.12; C.8.1; C.8.3;
<u>4</u>		Early Government - What problems did the early American government face and what is its modern legacy?	SWBAT identify the development of American government and its modern form.			B.8.2
<u>5</u>		Growth and Expansion - How is America's physical growth tied to economics?	SWBAT formulate a connection between America's physical expansion, economic growth, and population.			B.8.2
<u>6</u>		Division in America - How has early American experiences and diversities led to divisions?	SWBAT synthesize past American diversity to pre- Civil War divisions.			B.8.2
<u>7</u>		Civil War - Was the Civil War worth the costs?	SWBAT critique the positive and negative consequences of the Civil War.			B.8.2
<u>8</u>		Reconstruction - How has the legacy of Reconstruction affected America's future?	SWBAT infer how significant events might shape the future.			B.8.2

#### MIDDLE SCHOOL GLOBAL CIVILIZATIONS and CULTURES

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment	Standards for Units (CCSS)
<u>1</u>		Mesopotamia/Israelites: Civilization is Born	SWBAT apply the characteristics for a civilization in Mesopotamia.			B.8.12, A.8.1
<u>2</u>		Egypt: Civilization Expands	SWBAT explain why Egyptian civilization and culture was able to grow and last.			B.8.12, B.8.10, A.8.9
<u>3</u>		India: Civilization shaped by	SWBAT analyze the impact of			B.8.10, E.8.3, E.8.4, E.8.11

		religion	religion on India and how it is unique.			
<u>4</u>		China: Civilization achieves and invents	SWBAT distinguish China's major developments and inventions and their impact on the world today.			B.8.8, E.8.9
<u>5</u>		Greece: Civilization of ideas	SWBAT categorize the contributions of the Greek people and ideas to world culture.			B.8.7, B.8.8, A.8.9, A.8.10
<u>6</u>		Rome: Civilization dominates	SWBAT compare and contrast Rome's rise and fall to the rise and fall of other civilizations.			B.8.5, B.8.2, B.8.6, A.8.9
<u>7</u>		Islam: Civilizations spread by religion	SWBAT diagram the spread of Islam geographically and culturally.			E.8.10, A.8.7
<u>8</u>		Middle Ages/Renaissance/Reformation: Civilization declines, develops, and divides	SWBAT critique the political, economic, and religious events of the Middle Ages.			B.8.5, E.8.10, B.8.10, D.8.2, A.8.9
9		Industrial Revolution: Civilization automates	SWBAT illustrate the changes made by the technological developments of the Industrial Revolution.			B.8.8, B.8.9, A.8.10

## HS WORLD HISTORY

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment	Standards for Units (CCSS)
<u>1</u>		Ancient Civilization: What is civilization?	SWBAT describe the elements of civilization.			D.12.12 B.12.13 B.12.10 B.12.14

<u>2</u>	Classical Greek Civilization: How did the Greek civilization lay the foundation of the modern world?	SWBAT explain the contributions of classical Greek civilization.			B.12.3 E.12.12 B.12.1 B.12.8 B.12.6 B.12.13
<u>3</u>	Classical & Christian Rome: How did the Roman civilization lay the foundation of the modern world?	SWBAT discuss the contributions of Roman civilization and the expansion of Christianity.			B.12.3 E.12.12 B.12.1 B.12.8 B.12.6 B.12.13 B.12.14 D.12.12 E.12.12
<u>4</u>	Russian, Byzantine, & Islamic Civilization: How do these non-Western civilizations impact the development of the modern world?	SWBAT compare and contrast the development of early Russian, Byzantine, & Islamic Civilizations.			B.12.3 E.12.12 B.12.1 B.12.8 B.12.6 B.12.13 B.12.14 D.12.12 E.12.12
<u>5</u>	The Middle Ages: How do these Western civilizations impact the development of the modern world?	SWBAT analyze political, economic and social aspects of medieval Europe.			B.12.3 E.12.12 B.12.1 B.12.8 B.12.6 B.12.13 B.12.14 D.12.12 E.12.12
<u>6</u>	Discovery and the Revolution of Ideas: How did the Renaissance, Reformation, Exploration, and Scientific Revolution influence the development of the modern world?	SWBAT analyze the significance of these contrasting ideas.			B.12.7 B.12.8 E.12.8 B.12.9 B.12.10 B.12.1
<u>7</u>	Enlightenment and Revolution: How did the the French Revolution and the ideas of the enlightenment lead to the conflicting ideologies of modern Europe?	SWBAT evaluate the contributions of the enlightenment and the French Revolution to the modern world.			B.12.1 B.12.8 B.12.10 E.12.11 B.12.13 B.12.7
<u>8</u>	Industrialism and Imperialism: How did these ideas lead to conflict in the modern world?	SWBAT analyze the role of Industrialism and Imperialism in leading to conflict in the modern			B.12.1 B.12.8 B.12.10 B.12.4 B.12.9

			world.			
		Wars and Revolution: How did the conflicts of the 20th century challenge the modern world?	SWBAT evaluate how the wars and revolutions of the 20th century challenged the modern world?			B.12.1 B.12.8 B.12.11 B.12.15 B.12.16 B.12.17 C.12.15

## HS AMERICAN HISTORY

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment	Standards for Units (CCSS)
<u>1</u>		The Journey to Independence: What are the Events and Circumstances leading to an Independent United States?	SWBAT Analyze the events and circumstances leading to the independence of the US.			B.12.6 B.12.2 B.12.8
<u>2</u>		We Crawl Before We Walk: What are the conflicts and controversies that shaped the nascent United States?	SWBAT Debate the importance of the conflicts and controversies that shaped and formed the developing United States.			B.12.8 B.12.1
<u>3</u>		A House Divided: How did the events leading up to, during and after the Civil War shape the Nation?	SWBAT analyze how the events before, during and after the Civil War shaped the political and social fabric of the nation.			B.12.1 B.12.8 B.12.9 B.12.15 B.12.11
<u>4</u>		Building a Modern Nation: How do the influences of industrialization, immigration and westward expansion affect the growth of a modern United States?	SWBAT combine the influences of industrialization, immigration and westward expansion on the growth of a modern nation.			B.12.1 B.12.8 B.12.9 E.12.8
<u>5</u>		Entering the World Stage: What was the process by which the U.S. came to play a role in world	SWBAT analyze the process by which the U.S played a role in world affairs?			B.12.16 D.12.3 B.12.1 B.12.8 B.12.16 B.12.15

		affairs?				
<u>6</u>		Good Times and Bad: How did government policies affect the lives of Americans in the 1920s and 30s.	SWBAT evaluate the effect of government policies on the lives of people in the 1920s and 30s.			B.12.1 B.12.8 B.12.17 B.12.7
<u>7</u>		America & World War II: How did America move from isolation to participation?	SWBAT evaluate the significance of American participation in World War II.			B.12.16 B.12.11 B.12.1 B.12.8 B.12.17
<u>8</u>		Aftermath & Cold War: what is America's role as a superpower?	SWBAT evaluate America's role as a superpower in light of Catholic doctrine.			B.12.1 B.12.8 B.12.10 B.12.17 B.12.11
		An Era of Unrest How did social and political unrest shape America in the 1960's and 70s?	SWBAT appraise the role of social and political unrest in shaping America.			B.12.1 E.12.9 B.12.8 B.12.15 B.12.10 C.12.16 B.12.18
		Moving into the next Millennium: How have events of the last several decades led to changes both domestic and global attitudes toward the United States?	SWBAT rank the impact of events of the last 50 years on domestic and global attitudes toward the U.S.			D.12.13 B.12.1 B.12.8 B.12.4 C.12.12 B.12.14

#### HS AMERICAN GOVERNMENT

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment	Standards for Units (CCSS)
<u>1</u>		Foundations of American Government: How does the Constitution achieve the goals of government?	SWBAT judge the effectiveness of the foundational documents in achieving the goals of a republic.			C.12.1 C.12.2 C.12.13

<u>2</u>		Influences on the Political Process: How do individuals, political parties, and other groups make their voice heard?	SWBAT analyze the role of individuals, political parties, and other groups in the political process.			C.12.14 C.12.11 C.12.10 C.12.9
<u>3</u>		Executive Branch: What makes an effective Executive Branch?	SWBAT evaluate the effectiveness of a Presidential Administration today in carrying out their Constitutional roles.			C.12.3 C.12.4 C.12.5 C.12.6 C.12.12
<u>4</u>		Judicial Branch: What makes an effective court system?	SWBAT evaluate the effectiveness of the court system today in carrying out their Constitutional roles.			C.12.3 C.12.4 C.12.5 C.12.6
<u>5</u>		Legislative Branch: What makes an effective legislature?	SWBAT evaluate the effectiveness of Congress today in carrying out their Constitutional roles.			C.12.3 C.12.4 C.12.5 C.12.6