



CURRICULUM GUIDE

Revised 2010

CURRICULUM

Process of Curriculum Development

The first foundation document of the school is the **Mission Statement**. The school's Mission Statement is a statement of purpose. It states why a school was founded. It states who we are as a school. It is published on the school's marketing materials and should be prominently posted in the school building as well. In other words, it is a visible, public document. Cardinal Joseph Bernardin School Mission Statement, along with the school's Constitution and the Pastor's agreements, were written by the Steering Committee and approved by Cardinal George in June, 1999.

From the Mission Statement flows the **Philosophy of Education**, the second foundation document of a school. The Philosophy states what we believe about Catholic Education as a school. It contains the following elements:

- Purpose of Education/Role of the School
- Role of the Parent
- Religious Dimensions of the School
- How Children Learn
- Role of the Curriculum
- Role of the Teacher
- Role of the Student

The Faculty Curriculum Committee developed the Philosophy of Cardinal Joseph Bernardin Catholic School over a period of meetings during January through March, 2000. Comments, input, and approval were sought and received from the Pastors and from the School Council. The Philosophy was adapted in March, 2000, by the Curriculum Committee and was approved by the Principal.

The **Subject Area Goals** flow from the Philosophy of Education. The goals of each subject are reviewed and revised by the Curriculum Committee and approved by the Principal on a cyclical basis. They meet or exceed the Illinois State Goals and the Archdiocesan Curriculum Goals.

Mission Statement

Cardinal Joseph Bernardin Catholic School is a regional Catholic school sponsored by St. Elizabeth Seton Church, St. Francis of Assisi Church, St. Julie Billiart Church, and St. Stephen, Deacon & Martyr Church. It operates according to the policies established by the Archdiocese of Chicago Office of Catholic Education.

A community of students, faculty, families, staff and clergy, Cardinal Joseph Bernardin School supports the ministry of its sponsoring parishes by providing a Christ-centered quality Catholic education. Respecting the dignity of the individual person and sensitive to the needs of a diverse society, we strive to enhance and strengthen the faith and spiritual values students first acquired in their homes. Committed to the highest standards of academic excellence, we dedicate ourselves to provide the best possible education for our students by developing the knowledge, attitudes and skills essential for life-long learning. As a community grounded in the Catholic faith, Cardinal Joseph Bernardin School seeks to inspire its students and encourage them to live according to the Gospel of Jesus Christ.

The Philosophy of Education

We believe that the focus of the Cardinal Joseph Bernardin Catholic School experience is to motivate students to learn, which in turn, will enhance their self-esteem. Our goal is to prepare students to be life-long learners as well as responsible members of their community, able to interact with people of all races and nationalities as they go out into the world.

Parents play a critical role in the support and enhancement of the educational and faith development of their child. Organized parental involvement is encouraged.

Cardinal Bernardin School supports the Mission of each of the **four sponsoring parishes** while building a school community of believers. Modeling after the life our Cardinal Joseph Bernardin, all members of the school community will work together to build a faith community where peace is pervasive and respect for all of God's people is expected.

The Cardinal Bernardin School will incorporate multidisciplinary approaches to meet the **learning needs of each student**. By fostering a non-competitive environment, the children will develop a positive attitude toward their individual learning abilities, while being challenged to meet the highest academic standards.

The curriculum will be a balanced guide to meet the needs of the whole child. All areas of the curriculum will teach children how to think critically and express themselves clearly. The use of and training in technology will support the ongoing trends in education. The curriculum will build upon community resources to teach life-coping skills.

The role of the teacher is to share and support the school's philosophy, mission, and goals. The teacher will facilitate learning by utilizing multiple resources with a team approach to teaching. The teacher will be a part of the school's religious dimension by attitude and example.

Cardinal Bernardin students will strive to develop their own personal identities while maximizing their God-given talents. They will be respectful, accepting, and cooperative with each other and with their teachers. Our hope is that the Cardinal Bernardin student will approach learning with openness and eagerness, while remaining joyful in their endeavors, appreciative of their opportunities, and willing to share with others as they grow in faith and wisdom.

LANGUAGE ARTS GOALS

READING GOALS

Revised 2009

By the end of Pre-K, the students will be able to:

- demonstrate how pictures and symbols have meaning.
- explore how print progresses from left to right and from top to bottom.
- show that print carries a message.
- identify labels and signs in the environment.
- identify letters, including those found in their own name.
- demonstrate letter-sound awareness.
- express phonological awareness through the use of rhyming activities.
- imitate rhythm/rhyme patterns.
- answer questions in response to reading material.
- use pictures and context to predict what will happen next.
- distinguish between "real" and "make believe."
- show independent interest in reading related activities.

By the end of kindergarten, the students will be able to...

- identify letter-sound relationships in the beginning, middle, and end of words.
- recognize separable and repeating sounds in spoken language.
- decode new words through the use of phonics skills.
- recognize new words through word patterns.
- establish the purposes for reading and predict story events.
- identify selections as fiction, nonfiction, or poetry.

- fluently and accurately read aloud age appropriate materials.(a, and, but, can, did, go, have, I, in, is, it, like, look, made, me, my, no, not, of on, put, said, see, that, the, there, they, this, to, we, what, when, with, you) (red, blue, green, yellow, orange, purple, black, brown, pink, gray, and white)
- summarize the content of material read.
- describe ideas expressed in pictures.
- interpret simple tables, maps, and charts.
- comprehend unfamiliar words through the use of context clues.
- identify and compare characters, settings, and/or events in stories and or pictures.
- tell a story with a beginning and an end.
- define unfamiliar vocabulary.
- begin to recognize that prose is written in sentences.
- investigate self-selected/teacher-selected literature (e.g., picture books, nursery rhymes, fairy tales, poems, legends).
- imitate rhythm/rhyme patterns and identify rhyming words through oral response and matching pictures.
- respond appropriately to texts representing life skills (e.g., classroom labels, school signs, rest room symbols).
- produce simple evaluative expressions about the text (“I like the story because...”).
- distinguish between “real” and “make believe.”
- re-enact and retell stories, songs, poems, plays, and other literary works.
- identify the topic or main idea.
- read age-appropriate materials.

By the end of first grade, students will be able to . . .

- decode, identify, and use short and long vowel words.
- recognize and use basic story/sight word vocabulary.
- connect prior knowledge and context clues to comprehend unfamiliar words.
- use different strategies (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions) to check for understanding.
- interact with author/illustrator’s message by making predictions and inferences.
- analyze a story and identify characters, setting, problem/solution using graphic organizers.
- identify the main idea of a story.
- sequence the events in a story.
- summarize the contents of stories read.
- *justify a cause and effect relationship in a story.*
- judge the effectiveness of a story’s solution and recommend alternative outcomes.
- make simple connections from the story to events or people in their own lives.
- differentiate between reality and fantasy in a story selection.
- identify the different forms of literature.
- use simple tables, maps, and charts.
- read age-appropriate material aloud with fluency and accuracy.

By the end of second grade, students will be able to...

- demonstrate the ability to apply decoding skills to read and comprehend unfamiliar words.
- analyze and comprehend unfamiliar words using base words, synonyms, and antonyms.
- apply different reading strategies such as reread, read ahead, use context clues, retell stories, and ask questions to check for comprehension.
- explore and use information from reading various texts to form opinions, make predictions, and make connections to real life situations.
- use prior knowledge to help form ideas and opinions about the story.
- identify the different genres of fiction, nonfiction, and poetry.
- summarize a story by interpreting the beginning, middle, and end of a story.
- compare and analyze author's and illustrator's use of text and graphics to express ideas such as, dialogue, conflict, and characters.
- interpret and explain information presented in simple tables, maps, and charts.
- read age-appropriate material aloud with fluency, expression, and accuracy.

By the end of third grade, students will be able to...

- read and comprehend vocabulary using context clues, root words, and various resources.
- increase oral fluency and inflection when reading.
- utilize the SQRR (Survey, Question, Read, and Review) in examining a story.
- compare and contrast characters within stories and with real life characters.
- identify the topic, main idea, and supporting details of a paragraph.
- apply prior knowledge to create generalizations about a story.
- differentiate fact from opinion by citing details within the story.
- demonstrate the ability to make predictions, inferences, and support interpretations from the text.
- interpret, analyze, and describe the purpose of materials read. Identify theme, setting, and the elements of the plot when reading a selection.
- use graphic organizers to generate questions, collect and organize information, and to identify/compare story events.
- use personal experiences to classify and distinguish literature as fact and/or fiction.
- read age-appropriate material aloud with fluency and accuracy.

By the end of fourth grade, students will be able to...

- expand vocabulary through exposure to subject specific terminology.
- determine word meaning using root words, context clues, glossaries, dictionaries, and a thesaurus.
- apply word analysis skills (e.g., phonics, word patterns) to recognize new words.
- formulate an opinion about a story and support it with at least three reasons.
- identify the literary elements of a story.

- compare and contrast the author’s purpose, illustrator’s style, story content, and literary organization of a variety of genres.
- make comparisons across reading selections.
- summarize content of reading material using text organization (e.g., story, sequence).
- make inferences, draw conclusions and make connections.
- read age-appropriate material aloud with fluency and accuracy.

By the end of fifth grade, students will be able to:

- read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins, and derivations.
- clarify word meaning using context clues and a variety of resources including a glossary, a dictionary, and a thesaurus.
- establish purposes for reading: survey materials, ask questions, make predictions, connect, clarify, and extend ideas.
- continuously check and clarify for understanding (e.g., *in addition to previous skills*, clarify terminology, seek additional information).
- summarize and make generalizations from content and relate to purpose of material.
- connect information presented in tables, maps, and charts to printed or electronic text.
- make and support inferences and form interpretations about main themes and topics.
- compare and contrast the content and organization of selections.
- identify literary element of character, setting, and plot in a variety of literary genres and describe how these elements are used in literature to create meaning.
- make inferences and draw conclusions about events and characters in a story.
- identify the literary techniques of dialogue and narration in literary genres and explain how each affects the story.
- use comprehension strategies (e.g., categorization, graphic organizers) to enhance understanding.
- read age-appropriate material aloud with fluency and accuracy.

By the end of sixth grade, students will be able to:

- analyze and apply unfamiliar words using decoding strategies, root words, synonyms, antonyms, word origins and derivations.
- clarify word meaning using context clues, technology, discussion, and other resources.
- differentiate purposes for reading: survey materials, ask questions, make predictions, connect, clarify, extend ideas, and apply to real-world situations.
- evaluate generalizations from content and apply to personal experiences.
- interpret information presented in tables, maps, and charts to printed or electronic text.
- infer main themes, topics, events, and characters in a story and novel using a variety of reading strategies.

- use skimming and scanning to identify topic, main idea, and details of a story.
- transfer new vocabulary from literature into other contexts.
- recognize and explain various forms of literature such as: fiction, nonfiction, biography, autobiography, plays, and poetry.
- identify the conflict and resolution of a story.
- compare selections with similar characters, plots, and/or themes.
- predict how a story might be different if the author changed certain elements or techniques.
- read age-appropriate material aloud with fluency and accuracy.

By the end of seventh grade students will be able to:

- analyze the meaning of words and phrases in their context.
- preview reading materials, make predictions, and relate reading to information from other sources.
- identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading.
- continuously check and clarify for understanding
- interpret and analyze entire narrative texts using story elements, point of view, and theme.
- make generalizations from content and relate the generalizations to the purpose of the material.
- analyze literary elements to determine their importance to the story.
- make inferences regarding the motives of characters and consequences of their actions by citing the text.
- respond to fiction using interpretive and evaluative processes.
- identify, analyze and compare techniques used by authors to elicit reader response.
- predict how a story might be different if the author changed certain literary techniques (e.g., vocabulary, setting).
- compare characteristics and elements of various genres.
- sequence information in order to carry out a procedure.
- interpret nonfiction text and informational materials.
- make connections from text to text, text to self, and text to world.
- read age-appropriate material with fluency and accuracy.

By the end of eighth grade, students will be able to . . .

- interpret and analyze the meaning of words and phrases in their context.
- explore how a text reflects a culture, society, or historical period.
- identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading.
- continuously check and clarify for understanding.
- interpret and analyze entire narrative text using story elements, point of view, and theme.
- state how changes in technique might affect aspects of the story.

- explain how specific elements and techniques enhance characterization in a variety of genres.
- use textual structure, word choice, and style in a variety of genres to explore detail that reveals the author's viewpoint.
- compare how authors and illustrators use text and art across materials to express their ideas (e.g., foreshadowing, flashbacks, color, strong verbs, language that inspires).
- explore how an author uses specific techniques to achieve intended effect (e.g., word choice) in a variety of genres.
- compare, contrast, and evaluate ideas and information from various sources and genres.
- interpret tables that display textual information and data in visual formats.
- analyze non-fiction.
- read age-appropriate material with fluency and accuracy.

ENGLISH GOALS

Revised 2008

By the end of preschool, students will be able to. . .

- Listen with understanding.
- Respond to verbal directions.
- Respond to conversation.
- Communicate a need in a social situation.
- Communicate personal ideas in a social situation.
- Respond thoughtfully to a visual/auditory presentation.
- Communicate information with others.

By the end of kindergarten, students will be able to. . .

- differentiate between phrases and sentences.
- communicate orally using complete sentences.
- put thoughts into words using phonemic clues, phonetic and/or inventive spelling, and or drawing.
- present an oral demonstration to a group.
- recognize and differentiate between a period, question mark, and an exclamation mark.
- identify telling (statements) and asking (questions) sentences.
- use age-appropriate prewriting strategies to generate ideas with teacher assistance.
- tell a focused story using various approaches.
- assume requested position and attend to speaker.
- begin to recognize common sounds.
- complete a verbal direction.
- communicate needs and wants in social situations.
- communicate personal ideas in a social situation.
- respond thoughtfully to a visual/auditory presentation.

- discuss prior knowledge of topic.
- generate questions gained from experiences.

By the end of first grade, students will be able to . . .

- retell a focused story.
- use details in the telling of a focused story.
- respond accurately to questions about the character(s) and event(s) in the picture.
- distinguish between “real” and “fantasy” events.
- respond appropriately through movements both individually and in unison.
- complete a 2-step task based on oral instructions.
- demonstrate awareness of personal space and spatial relationships.
- demonstrate awareness of speaker-audience relationships.
- demonstrate ability to stand and speak to a group independently.
- differentiate between a statement and a question.
- formulate both a response statement and a question at appropriate times.
- retell information.
- access and use books and stories to learn something new about a topic.
- explain information from a drawing, graphic aid, or developmental writing.
- create a message by drawing, telling, using graphic aids, and/or developmental writing based on acquired information.
- use phonemic clues, phonetic and/or developmental spellings to construct words.
- write text that is related to the picture.
- write a simple sentence using proper grammar and punctuation.
- differentiate between words that rhyme and words that do not rhyme.
- classify words as naming or action.

By the end of second grade, students will be able to...

- extend simple sentences.
- use correct subject/verb agreement.
- use the appropriate beginning capitalization.
- use correct spelling of high frequency words.
- use appropriate prewriting strategies to generate and organize ideas with teacher assistance.
- organize the picture(s) and text to tell the story in proper order.
- use a series of pictures and basic text to tell a focused story.
- compose a focused story using picture(s) and/ or basic text.
- use appropriate verbal/non verbal response to a speaker.
- demonstrate awareness of situation and setting for oral message.
- use presentation techniques appropriate for situation.
- state words that rhyme with a word given orally.
- use question-building words appropriately.
- provide information that answers the question building words when they are presented orally.
- focus and present information on a single topic.

- present topics in a logical order.
- use appropriate details.
- use appropriate rules governing spoken English.
- demonstrate courtesy and respect for others' rights and points of view.
- contribute relevant, appropriate information to discussions.
- express details in complete sentences.
- develop ideas by using aids such as details from pictures, diagrams, maps, and other graphic organizers.
- explain and/or present information using aids such as a drawing, graphic aids, oral presentation, available technology, or developmental writing.
- recognize that information is available through an organizational system.
- access and use books and stories to learn something new about a topic.
- create a report of ideas

By the end of third grade, students will be able to...

- identify complete sentences which demonstrate subject/verb agreement.
- apply appropriate end punctuation marks to a variety of sentences.
- capitalize proper nouns.
- construct complete sentences which demonstrate appropriate capitalization and punctuation, spelling, and appropriate use of the eight parts of speech.
- use appropriate prewriting strategies such as a graphic organizer, drawing and/or brainstorming to generate and organize ideas with teacher assistance.
- establish and maintain a focus in writing.
- present ideas in order.
- following the steps in the writing process, construct three paragraph essays.
- attend to the speaker and focus attention on what is being said.
- respond in an appropriate manner to questions and discussions.
- determine the purpose of an oral report.
- select an appropriate topic.
- use language that is clear, audible and appropriate.
- use appropriate grammar and word choice when speaking and or writing.
- elaborate upon main points and supporting details.
- prepare and practice a brief presentation with the assistance of note cards.
- maintain listener interest.
- generate questions during a brainstorming session.
- with teacher assistance, identify, locate and gather information relevant to a topic.
- organize information under main topics (categorize, sort, organize).
- use an organizational system to locate information.
- identify the parts of a text to locate information.

By the end of fourth grade, students will be able to . . .

- identify complete and simple subject and predicate in a sentence.
- demonstrate subject/verb agreement.
- use nouns, pronouns, verbs, adjectives, adverbs, and prepositions correctly.

- use appropriate capitalization.
- use consistent tense and time in sentences.
- demonstrate pronoun/antecedent agreement.
- draft ideas for written work, given a graphic organizer.
- use appropriate language, detail, and format for a specified audience.
- write a five-paragraph essay using a topic sentence that follows with clarity from introduction to conclusion.
- revise and expand on written work through proper use of transitions, adjectives, adverbs, prepositions, and compound sentences.
- listen to read, recite, and write a variety of forms of poetry.
- demonstrate understanding of the listening process by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.
- ask and respond to questions related to oral presentations and messages in small and large group settings.
- restate and carry out a variety of oral instructions.
- use speaking skills and procedures to participate in group discussions.
- formulate questions using aids.
- define the focus of the research.
- use a variety of sources to collect information relevant to a topic.
- arrange information in an orderly manner.
- use organizational features of text and available technology to analyze information.
- organize related information under main topics.
- distinguish between main and supporting details.
- access print, non-print information for written reports, letters, and/or stories.
- organize research sources on works cited cards for a cross-curricular research project.
- present information in oral, written, and available multi-media forms.

By the end of fifth grade, students will be able to . . .

- generate and organize writing using a variety of planning strategies
- develop a multi-paragraph composition that includes an introduction, first and second level support, and a conclusion.
- proofread for correct English conventions.
- edit and revise content.
- use figurative language.
- use available technology for publishing.
- demonstrate appropriate use of the eight parts of speech.
- record appropriate notes from presentation and separate main ideas from supporting facts and details.
- formulate relevant and focused questions based upon the content of a presentation.

- Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message with an organized format.
- identify methods to manage or overcome anxiety and apprehension.
- define the focus of research.
- gather information from a variety of credible and appropriate sources.
- compare (with limited support) information from a variety of sources.
- design a research plan and prepare a project.
- complete a simple works cited page.
- use text, graphic materials, or visual aids to present information.

By the end of sixth grade, students will be able to. . .

- use a variety of sentence structures and sentence types.
- demonstrate and classify the appropriate uses for the 8 parts of speech.
- elaborate on ideas through facts, details, description, reasons, and narration.
- develop a multi-paragraph composition for various purposes, including persuasion, presenting positions, description, information, and narration, and including an introduction, first and second level support and a conclusion.
- use basic transition words/phrases with in and between paragraphs to connect and unify key ideas.
- revise, edit, and proofread for English conventions and display focus, organization, elaboration, and coherence.
- select effective format for publication, and use available technology.
- write creatively for a specified purpose and audience.
- differentiate between formal and informal purposes for listening. Evaluate the situation and assume appropriate listening mode.
- paraphrase and summarize in both oral and written form information in formal and informal situations.
- restate a set of instructions in order given and complete the task.
- deliver planned informative and persuasive oral presentations using visual aids and technology as individuals or as part of a group.
- use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal.
- explore verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict.
- develop hypotheses based on prior knowledge.
- gather information based on a hypothesis from a variety of credible and appropriate resources.
- analyze information from primary print and non-print sources.
- evaluate primary and secondary sources by applying a set of criteria.
- organize information and write a research report.
- cite the source of all direct quotations and of all paraphrased/summarized information.
- develop a bibliography using simple, acceptable form.
- communicate, in an appropriate format, information that was gathered by either inquiry or research.

- select and justify adaptations in format to accommodate characteristics of audiences and purposes of presentation.

By the end of seventh grade students will be able to . . .

- Differentiate between adjectives, adverbs, and noun clauses.
- Demonstrate correct use of pronouns and subject/verb agreement with pronouns.
- Develop multi-paragraph compositions that include an introduction first and second level support, and a conclusion.
- Use a variety of sentence structures (e.g., simple, compound/complex,) and sentence types (i.e. declarative, interrogative, exclamatory, and imperative).
- Use effective transitions words/phrases to connect ideas.
- Analyze audience and purpose for writing and choose appropriate form (e.g., letters, editorials, reviews, poems, reports, narratives).
- Use appropriate language, details, and format for specified audience (e.g., gender, age, prior knowledge, interest).
- Use prewriting strategies.
- Proofread for correct English conventions.
- Edit and revise written work for word choice, organization, consistent point of view, and transitions among paragraphs.
- Produce documents that demonstrate an appropriate use of the 8 parts of speech (noun, pronoun, verbs, adjectives, adverbs, conjunctions, interjections, and prepositions).
- Use organizational patterns (e.g., sequence, cause/effect, comparison).
- Select effective formats for publication of final product.
- Prepare an oral report to accompany a cross curricular research project.
- Use available technology (e.g., word processing, desktop publishing, electronic dictionary/glossary, and printing).
- Use available technology (e.g., web pages, presentations, speeches, to design, produce, and present compositions and multi-media works).
- Compose expository writing that supports a topic or thesis statement with evidence (e.g., newspaper article, pamphlet, report brochure, manual, and business letter).
- Write creatively for a specified purpose and audience (e.g., short story, poetry, radio scripts, play, and TV commercial).
- Compare a speaker's verbal and nonverbal messages.
- Identify and manage barriers to listening (e.g., noise, speaker credibility, environmental distractions).
- Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience, provide details and supporting information that clarify and main ideas; and use visual aids and contemporary technology to support.
- Design and produce reports and multi-media compositions that represent group projects.
- Develop strategies to manage or over come communication anxiety and apprehension (e.g., sentence outlining, note cards).

- Identify and use discussion techniques to arrive at a consensus of opinion.
- Employ an engaging introduction, appropriate organization, and an effective conclusion.
- Use verbal and nonverbal communication strategies to maintain communications and to resolve conflict.
- Select a topic from a list of topics.
- Formulate questions to direct research.
- Identify approaches (e.g., problem/solution, comparison, narrative history, research paper).
- Define a focus of research.
- Choose a variety of resources.
- Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, web sites).
- Arrange information in an orderly manner.
- Analyze information from primary and secondary print and non-print sources.
- Evaluate sources by applying a set of criteria (e.g., accuracy, timeliness, reliability).
- Use information from footnotes, illustrations, diagrams, charts, and graphs.
- Cite the source of all direct quotations and all paraphrased/summarized information.
- Select and justify adaptations in format to accommodate characteristics of audiences (e.g., age, background, interest level, group size) and purposes of the presentation (e.g., inform, persuade, and entertain).
- Communicate, in an appropriate format information that was gathered by either inquiry or research (e.g., interviews, surveys, software presentations).

By the end of eighth grade, students will be able to . . .

- develop compositions (narratives, persuasive, expository) that contain complete sentences and effective paragraphs using available technology.
- use appropriate sentence structure (simple, compound, complex, compound/complex) and sentence types (i.e. interrogative, imperative, declarative, exclamatory).
- demonstrate use of relative pronouns.
- compose a clear thesis/claim that contains the main idea in an essay.
- write creatively for a specific purpose and audience (short story, poetry, commercial)
- begin to establish a personal voice and style.
- demonstrate ways that listening attentively can improve comprehension.
- deliver planned oral presentation using language and vocabulary appropriate to the purpose, message and audience. Provide details and supporting information that clarify main ideas.
- design and produce reports that multi-media compositions that represent group projects.
- develop strategies to manage communication anxiety and apprehension.
- survey a subject and select a topic for an essay.

- identify steps that need to be taken to present an idea or solve a problem using multiple sources.
- choose accurate, current and credible sources to solve problems, research or gain information.
- arrange information in an orderly manner.
- follow appropriate style manual accurately.
- develop a bibliography/source(s) cited from identified and evaluated information.
- cite the source(s) of all direct quotations and paraphrases/summarized information.
- analyze, evaluate, and synthesize original work and researched information.
- design and present a project (e.g. written report, graphics visuals, multi-media presentations) that effectively communicates the intended message or messages.

Cross-curricular Writing Standards Checklist Grades 3 - 6

Read each question below. Then check your paper. Correct any mistakes you find. After you have corrected them, put a check on the line next to the question.

- _____ 1. Did I head my paper properly?
- _____ 2. Did I begin writing on the front side of the paper?
- _____ 3. Is my writing readable?
- _____ 4. Did I indent each paragraph?
- _____ 5. Did I use capital letters correctly?
- _____ 6. Are my sentences telling a complete thought? (No fragments or run-ons.)
- _____ 7. Have I spelled all high frequency words correctly?
- _____ 8. Are my thoughts organized and developed (details, examples, support)?

Mathematics Goals

Revised 2006

By the end of Preschool, students will be able to...

- count and recognize “how many” in sets of 0-10.
- sort and classify objects.
- measure using non-standard units of measure and measurement words.

- use daily activities to construct a sense of time.
- use comparative words to sort and arrange objects and sounds.
- recognize, duplicate, and extend patterns.
- recognize, identify and construct simple two-dimensional and three-dimensional shapes.
- construct graphs to illustrate data.

By the end of kindergarten, students will be able to...

- count to 110 by 1s, 5s, and 10s.
- count backward from 30 and to 30 by 2s.
- write numerals 0 – 100.
- create two and three part patterns.
- identify various geometric shapes.
- identify the value of a penny, nickel, dime, and quarter.
- identify time by hour.
- identify correct tools for measuring.
- identify simple fractions.
- construct a simple graph.
- build number families.
- identify first and last.
- add and subtract simple number problems.
- explore strategies to sort and share.
- compare objects by length and weight.
- compare two or more sets.
- estimate and predict outcomes.

By the end of first grade, students will be able to...

- count by 1s, 2s, 5s, and 10s to numbers over 110.
- connect number words and numerals to quantities they represent.
- count backwards by ones from 100.
- write and identify 2- and 3-digit numbers and the place value.
- count and write numbers that are 10 more or less than a number, starting from any 2-digit number.
- name even and odd numbers.
- describe numeric relationships using appropriate vocabulary (equal, less, more than).
- construct addition and subtraction of simple fact families.
- add and subtract ten and multiples of ten.
- demonstrate money equivalents less than a dollar using pennies, nickels, dimes, and quarters.
- identify units of money and value of each.
- identify time on a clock in five minute increments.
- collect and record simple data.

- estimate, measure size and temperature using non standard and U.S. customary and metric units.
- compare and order objects according to measurable attributes.
- identify equivalent fractions and recognize fractional parts.
- construct and identify geometric objects and polygons.
- use simple problem-solving skills.
- recognize and explain geometric patterns.
- use mental math counting strategies.

By the end of second grade, students will be able to...

- design their own solution strategies for solving problems.
- classify dimensional shapes.
- model addition and subtraction problems with numbers in the tens place.
- memorize addition and subtraction sums to eighteen.
- choose an appropriate diagram as a problem-solving technique.
- interpret basic multiplication and division facts by analyzing a model.
- add two or more 2-digit numbers.
- subtract 2-digit numbers from multiples of ten.
- compare fractions and convert to equivalent forms.
- identify measurement to less than one unit.
- extend place value concepts to 5-digit numbers.
- demonstrate money equivalents over a dollar.
- compare numbers using $<$, $>$, or $=$.
- tell time using an analog clock.
- organize data using tallies and a bar graph.
- measure objects to the nearest inch or centimeter.

By the end of third grade, students will be able to...

- identify and use number patterns.
- solve basic addition and subtraction facts through 3 digits.
- estimate sums and differences.
- collect data, describe and make predictions using tables, tallies and graphs.
- memorize multiplication and division facts up to ten.
- name angles, lines, line segments, and polygons.
- identify and classify geometric solids.
- draw congruent and symmetrical figures.
- classify the mean and median in a set of data.
- explore all customary and metric units of measure.
- explore place value for one, two and three place decimals.
- solve and describe basic addition, subtraction and multiplication sentences and number stories.
- use appropriate math notation and vocabulary.
- explore probability situations.
- plot points on a coordinate grid.

By the end of fourth grade, students will be able to...

- add and subtract 4-digit numbers and money.
- display data in charts or graphs.
- multiply numbers through four digits.
- divide with 2-digit divisors.
- add and subtract fractions with like denominators
- classify maximum, minimum and range in a set of data.
- determine equivalent names for whole numbers, fractions and decimals.
- use strategies for solving number sentences and number stories using the four basic operations.
- identify fractions as parts of unit wholes, regions and sets.
- identify lines of symmetry and reflection, reflected figures and figures with lines of symmetry.
- draw and measure with a greater degree of accuracy.
- compare large numbers.
- develop and use common references for volume, weight, capacity, area & angle measures to make comparisons and estimates.
- find area, perimeter and volume of geometric figures.
- recognize notations, definitions and basic relationships for 2- and 3-dimensional figures.

By the end of fifth grade, students will be able to...

- calculate value of numbers, less than one, according to place value.
- estimate sums, differences, products and quotients using a variety of strategies.
- understand and write multiplication and division expressions.
- use order of operations to simplify and solve expressions.
- identify placement of decimal point in products and quotients.
- add and subtract mixed numbers with like and unlike denominators.
- divide decimal amounts by whole numbers finding the quotients through the thousandth place.
- identify figures as being slid, flipped or turned.
- measure, draw, and classify angles.
- use the problem solving process and a variety of strategies to solve real life problems.
- compare outcomes of events using the probability scale (zero to one).
- determine whether a number is prime or composite.
- identify all the whole number factors of a composite number.

By the end of sixth grade, students will be able to...

- evaluate expressions with grouping symbols, variables and exponents.
- estimate and perform the four basic operations with decimal numbers and fractions.
- demonstrate the meaning and relation of decimals to fractions and percents.
- organize and compare data with more complex graphs.

- solve proportions and find rates.
- predict outcomes based on given probability.
- convert measurements within the metric system.
- understand the construction of a tessellation.
- explore the relationship between variables within equations.

By the end of seventh grade math, students will be able to...

- write numbers in scientific notation.
- compare figures to identify congruency or similarity.
- convert fractions, decimals and percents with large and small values.
- find area of plane figures and surface area of solid figure
- find the square root of a number.
- identify corresponding, parallel and intersecting lines and special pairs of angles.
- use Pythagorean Theorem to find the lengths of the sides of a right triangle.
- perform multiplication and division operations with integers and identify absolute value.
- identify inverse operations and use to solve equations.
- use divisibility tests to find factors and multiples of number pairs or groups.
- build solid figures and identify edges, vertices and faces.
- identify dimensions of solid and plane figures.

By the end of pre-algebra, students will be able to...

- identify terms of and simplify algebraic expressions.
- solve equations using the four basic operations, solve multi-step equations and equations with variables on both sides.
- perform the four basic operations using integers and model integers on a number line.
- predict numbers in a pattern using a formula.
- explore, identify and plot rational and irrational numbers.
- interpret various types of graphs and understand correlation between quantities.
- translate verbal sentences into algebraic equations and solve.
- calculate the probability of an event.
- factor integer and algebraic equations.
- evaluate powers with negative and zero exponents.
- explore and compute percent of increase or decrease.

By the end of algebra, students will be able to...

- solve and graph linear equations and inequalities.
- apply formulas, ratios, rates and percents to solve problems.
- write linear equations in slope-intercept, point-slope, and standard forms.
- solve systems of two linear equations and graph solutions.
- graph exponential functions.
- evaluate square roots.
- identify solutions of linear equations and systems.

SCIENCE GOALS

Revised 2006

By the end of Preschool, students will be able to...

- ask questions about objects, organisms, and events in the environment; and come up with answers to the questions.
- develop solutions to everyday problems.
- use mathematic skills to measure and arrange data.
- list differences between living and nonliving objects.
- describe and draw objects found in the sky.
- distinguish between objects that humans use that come from living and nonliving sources.

By the end of kindergarten, students will be able to:

- identify characteristics of animals and how they move, grow, and change.
- identify and observe plant parts and how plants grow and change.
- identify where plants and animals live.
- name earth's materials (water, land, air) and explain how to care for them.
- communicate, observe, and record how weather can change from day to day and season to season.
- name the five senses and use these senses to observe the world.
- observe objects and how they move, change, and work together.

By the end of first grade, students will be able to...

- ask an engaging question about objects, organisms, and events in the environment and discuss how the question can be answered.
- conduct an investigation using the senses, simple equipment, skills, and tools
- identify shapes and patterns that are found in nature and in things that people make.

Life Sciences

- identify the characteristics of living and non-living organisms.
- explain structures in organisms that serve specific functions in growth and survival.

Physical Sciences

- identify with the senses or simple tools several observable properties of objects.
- identify forces in nature that can be observed (e.g., pushes, pulls, gravity, magnetism, sound).
- identify, describe and record seasonal patterns and use technology to gather information.
- identify how weather can be measured by quantities such as rainfall, temperature, or wind speed.
- identify, draw and give examples of what can be seen in the day and night skies.
- list examples of solids, liquids, and gases; record physical changes.

- describe and explain individual and group observations and results.

By the end of second grade, the students will be able to...

- observe a plant cycle and identify parts of a plant.
- compare and contrast plants and animals from different habitats.
- explore the effects of water in our environment.
- to communicate what you have learned through scientific inquiry, observe, ask questions, form an idea, experiment and form conclusions.
- access the internet for research and development of projects.
- categorize and classify living and non living things.
- categorize and classify animals into different groups, mammals, birds, fish, reptiles and amphibians.
- describe the needs of animals and plants.
- sequence the life cycle of a mouse, bird, human and butterfly.
- describe different types of environments(prairie, tundra and rain forest).
- distinguish between healthy and non healthy foods.
- sequence a food chain.
- describe the different layers of soil.
- examine the changes that occur in rocks and soil.
- sequence how a bone becomes a fossil.
- understand the terms, natural resources, pollution, recycle and reuse.
- how weather changes in patterns over time.
- diagram the water cycle.
- distinguish how living things use energy from the sun.
- explain what causes night and day on the earth.

By the end of third grade, students will be able to...

- design a model of a moon base based on factual research
- explore the solar system through projects and/or technology
- identify and describe different structures of organisms that serve specific functions in growth and survival
- compare and contrast the life cycles of different types of animals
- examine and classify things as living and nonliving
- model physical adaptations of living things
- explain and design food chains

By the end of fourth grade, the students will be able to...

- compare and contrast the cells of plants and animals.
- explain the workings of body systems.
- describe the three states of matter: solids, liquids, and gases.
- identify units of measurement within the metric system.
- compare and contrast the characteristics of igneous, metamorphic, and sedimentary rocks.
- explore fossils and types of soil.

- identify and demonstrate the difference between physical and chemical changes.
- describe how simple machines work and explore the forces of motion
- explain and demonstrate the roles of elements in simple open and closed electrical circuits.
- describe the properties of magnets and the magnetic fields.

By the end of fifth grade, students will be able to...

- describe plant structures, plant reproduction, and the process of photosynthesis.
- demonstrate through experimentation how the angle of insolation affects climate.
- show how the atmosphere and weather have properties that are measurable and predictable.
- explore and identify the factors that make sound.
- explain what an ecosystem is and describe the six main biomes.
- describe the properties of light.
- explain how energy can be potential and kinetic.

By the end of sixth grade, students will be able to...

- contrast mechanical weathering and chemical weathering.
- explain the occurrence of earthquakes, and compare and contrast the three types of seismic waves.
- identify the three types of volcanoes and describe their features.
- explain the forces involved in continental drift.
- draw conclusions about how organisms adapted to changing environments during geological era.
- outline the evolution of a star through all stages of its development.

By the end of seventh grade, students will be able to...

- diagram a plant, bacterial, and an animal cell; identify the parts and function.
- construct and identify the parts of a DNA molecule.
- explain how traits are inherited and Mendel's role in the history of genetics.
- identify characteristics and members of each of the six kingdoms.
- demonstrate how to use a dichotomous key.
- create an invention, present a written research report, and make an oral presentation.

By the end of eighth grade, students will be able to...

- describe the molecular movement in the four states of matter.
- compare and contrast chemical and physical changes and properties.
- compute the atomic mass and mass number of an atom.
- explain the composition of the periodic table.
- distinguish among metals, non-metals, and metalloids.
- identify the difference between organic and inorganic compounds.
- determine how to write balanced chemical equations.
- identify the four general types of chemical reactions.

- engineer and build a mechanized unit.

Health Goals *Revised 2006*

By the end of Preschool, students will be able to...

- identify locations and names of body parts.
- identify basic ways in which to maintain health and safety of one's self.
- identify physical activities that are needed to maintain good health.
- identify healthy foods to eat.

- identify members of the community who are health professionals and explain their jobs.
- engage in situations that require communication of feelings, wants, and needs.
- explain why rules are needed at home, school, and in the community.

By the end of Kindergarten, students will be able to...

- recognize major external body parts, major organs, and general functions.
- comprehend that exercise, a good diet, and adequate sleep and rest are needed for good health.
- understand that some diseases are spread by germs.
- explain how to keep teeth healthy.
- identify that certain substances, objects and situations are dangerous and how to avoid them.
- know that medicine can be helpful.
- know health care providers.
- comprehend that all health advertising is not helpful or accurate.
- identify and use healthy behaviors.
- explain how to get help in an emergency.
- describe healthy ways to express feelings.
- understand that friends and classmates can have similar and different cultural customs.
- know that classmates and families enjoy many different kinds of foods.
- know that talking to a friend or a trusted adult can be helpful to understand feelings and problems and what to do about them.
- understand refusal skills and how to use them.
- comprehend that people have many different feelings and react to them in different ways.

By the end of first grade, students will be able to...

- recognize that the body and mind grow and develop during childhood.
- know that information can come in various ways (media, technology, etc.).
- demonstrate healthy behaviors (diet, sleep, exercise, cleanliness, safety).
- demonstrate ways to prevent the spread of germs and illness.

- identify safe behaviors and how to get help in an emergency.
- explain safety rules regarding medications and dangerous substances.
- identify environmental safety rules (home, school, playground, etc.).
- recognize sources of conflict and know skills needed to resolve conflict.
- compare different feelings and responses to different feelings.

By the end of second grade, students will be able to...

- take precautions to stay healthy.
- identify the basic function of the heart and lungs.
- identify how health providers help us to stay healthy.
- protect themselves by practicing safety behaviors.
- promote positive relationships.
- cope with stress in appropriate ways.
- ensure that their environments are safe.
- make good health decisions and encourage others to do so.
- identify foods and other products that promote health.

By the end of third grade, students will be able to...

- identify behaviors that foster good health, including basic first aid precautions.
- demonstrate knowledge of ways to ensure personal health safety, including ways to promote personal safety.
- illustrate ways to gather health information.
- identify how to contact health professionals.
- distinguish the positive and negative effects of advertising on health.
- describe conflict resolution skills and show knowledge of how to deal with peer pressure.
- investigate ways to improve the environment to benefit health.
- demonstrate the functions of the five senses through experimentation and technology.
- illustrate the structures and processes of the digestive system.
- know how nutrients and balanced diets affect the digestive system.
- identify different types of exercise.

By the end of fourth grade, students will be able to...

- explain the workings of the digestive, circulatory, respiratory, skeletal, nervous, and muscular system.
- describe the effects of diet on health.
- explore ways nutrition information is communicated.
- identify and practice specific behaviors that protect health and safety.
- communicate health concepts to other students.
- understand the implications of peer pressure.
- discuss the importance of daily exercise.

By the end of fifth grade, students will be able to...

- understand the value of exercise, proper hygiene, and respect for others to maintain a healthy lifestyle.
- understand the physical changes in puberty.
- explore the health implications of various risk-taking behaviors, such as smoking, junk food, and drug use.
- analyze and compare nutrition information found on food labels.
- describe where to find health information.
- discuss and apply ways to maintain health.
- explain practical personal responses to illness and injury.
- understand when to seek help to maintain health and/or safety.
- discuss how media and technology affect health.
- develop and practice ways to handle negative peer pressure.
- describe how personal health is affected by changing information, priorities, and responsibilities.
- identify actions that protect the environment such as recycling and proper waste disposal.

By the end of sixth grade, students will be able to...

- relate the physical changes that occur during puberty to the preparation of the human body for the childbirth process.
- explain that internal and external factors can have a life-long impact on health.
- explore the effects of social and cultural factors on health.
- evaluate the influence of media and technology on health.
- identify ways to locate health services and information.
- analyze own health risks and practice healthy choices.
- describe the effects and implications of alcohol, tobacco, and other drug use.
- discuss strategies for avoiding risk behaviors.
- develop ways to positively influence the health of others.
- demonstrate a variety of effective communication skills.

By the end of seventh grade students will be able to...

- describe the Body Systems and their interrelationships.
- identify risk factors and characteristics of various diseases, including heart disease, arthritis and osteoporosis.
- differentiate between communicable and non-communicable diseases.
- relate exercise to a healthy lifestyle: (prevent heart disease, increased bone mass, positive self-esteem).
- explore resources for health research.
- identify personal health risks and how to offset them.
- appreciate the advantages of sexual abstinence and discuss the consequences of sexual activity.
- discuss advertising and how the media affects our purchases and actions related to health.
- use effective communication skills related to the three aspects of health: mental/emotional, physical and social.

- compare and contrast positive and negative peer pressure as related to health and safety.
- know the need for consistency in maintaining personal health.
- understand that staying physically fit is a lifelong pursuit.

By the end of eighth grade students will be able to...

- identify the positive effects of health care and healthy habits and the implications of unhealthy choices.
- understand the effects of drug and alcohol on the nervous system.
- predict changes that occur as a person grows older.
- access, evaluate and use health information.
- describe the appropriate use of health information obtained from TV, periodicals, and/or Internet.
- recognize ways to assure the health and safety of self and others.
- demonstrate CPR and use of the AED, Heimlich maneuver on a mannequin.
- appreciate the advantage of preventive health measures.
- understand the implications of diverse factors on health.
- recognize the impact of communication and social influences on health.
- demonstrate how to maintain personal health practices.
- identify their own roles in family health issues.
- understand implications of environmental factors on health.

SOCIAL STUDIES GOALS

Revised 2010

By the end of Kindergarten students will be able to...

- describe, demonstrate, and explain the importance rules and consequences have on their lives both at home and in the community.
- recite the Pledge of Allegiance, name the current president and his/her residence, name our country, and recognize national symbols and icons.
- discuss how leaders in their families, school, government and community all work together to make and enforce laws.
- recognize that because of our basic freedom, they are American citizens that can participate in voting and decision-making in their community.
- identify and describe the importance of the occupations of people at home, school, and in the community.
- define trade and the ways people trade money for goods and services.
- recognize the relationship between work and money, and understand why people have to make choices when buying.
- identify United States currency.
- describe how people use and conserve resources and recognize how we depend on workers to get our goods to us.
- distinguish between producers and consumers.

- participate in a project that depicts a part of their community by creating a pretend community and telling about its importance.
- identify the 7 days of the week and the 12 months of the year, and sequence events using first, next, last, yesterday, today, tomorrow.
- distinguish between past, present, and the future by comparing and contrasting present and past times.
- recognize that everyone has a family heritage and passes down traditions from generation to generation.
- recognize national and patriotic holidays along with the people who are honored by American holidays.
- identify different kinds of land, environments, weather, and bodies of water.
- understand how people use the environment for food and the changes in vegetation during the four seasons.
- understand that people learn through groups such as families, peers, schools, communities, and cultures.
- recognize the difference between globes, models, and maps.
- name the four cardinal directions.
- discuss current events.

By the end of first grade students will be able to...

- recognize the need for rules and how rules provide security and protect rights.
- name a job, duty, or responsibility of our government (e.g., protection of the people, make laws).
- recognize and identify national symbols and landmarks and the people and events associated with them.
- understand the importance of honoring our country and its symbols.
- distinguish between goods and services, needs and wants.
- explain the significance and importance of the types of work found in our community.
- understand ways people trade money for goods and services.
- apply terms related to time, including past, present, and future.
- recognize people, places, and events that were significant during the formation of the United States.
- compare and contrast rural and urban areas.
- understand and recognize that families around the world share the same needs but meet their needs in different ways.
- locate places on a map using the four cardinal directions.
- identify the seven continents and four oceans.
- discuss current events.

By the end of second grade students will be able to

- tell why there are rules and laws, why we have to follow them, and what the consequences are for breaking them.
- recognize what people have to do to get along in a group and community.

- understand that freedom is a right of the people to make their own choices.
- identify the current President of the United States.
- recognize and explain important services provided to people by local governments.
- understand the concept of trade and why we trade with other countries.
- learn how goods and services are related to business.
- understand people have many occupations and be able to identify jobs students can do for money.
- identify producers and consumers as well as their roles.
- recognize how consumers need to make choices in spending money.
- understand what natural resources and raw materials are and how we can use and conserve them.
- understand the concept of time in terms of past, present, and future.
- use a timeline and calendar.
- identify national heroes, legends, and holidays.
- understand events in early American history as well as identify the people who helped with our country's independence.
- recognize that Native Americans were on the continent of North America first and describe their lifestyle in a Native American community.
- recognize forms of diversity in our school and community as well as how cultures can bring diversity to our country.
- recognize each culture is unique and be able to identify the different features of different cultures around the world.
- identify the countries, landforms, and bodies of water of North America.
- compare and contrast the climate and weather of various parts of the world.
- describe and recognize that the geography of a place affects how and where people live.
- compare and contrast urban, suburban, and rural areas.
- identify and use a map legend and a grid.
- locate the school, community, state and country on a map and globe.
- identify the cardinal and intermediate directions.
- discuss current events

By the end of third grade, students will be able to...

- understand the purpose of government and recognize that the Constitution is a set of laws that informs how government should operate.
- identify the structure of each level of government and describe the responsibilities of the three branches of the national government.
- identify some basic rights and responsibilities of United States citizens and explain the election process.
- describe characteristics of good citizens and identify people in history that have demonstrated good citizenship and created change.
- identify goods and services the government provides and explain how taxes support these services.

- understand past and present forms of currency as a means of exchange and recognize this exchange as an economic decision.
- identify consumers and producers and understand their dependence on one another.
- identify and classify various types of resources.
- explain how supply and demand affects pricing and the importance of importing and exporting in relation to the global market.
- arrange historical events in a sequence and distinguish between historical facts and folklore.
- compare and contrast different communities, cultures, and customs.
- identify reasons for exploration, immigration, and migration.
- interpret and differentiate between a variety of maps and the globe.
- recognize and locate United States landform regions, United States bodies of water, the continents, and oceans.
- discuss current events.

By the end of fourth grade the student will be able to...

- analyze the history of the Declaration of Independence, United States Constitution, constitutional amendments, and the Bill of Rights and explain the role they play today.
- understand and describe rights and responsibilities of United States citizenship.
- understand the purpose and importance of the Illinois Constitution, describe the three branches of the state government, and identify state government leaders in Illinois.
- compare the functions of national, state, and local governments in the United States.
- describe the significance of the Civil Rights movement to the rights of United States citizens today.
- explain how the United States and Illinois economies have changed over time, and how they compete in the global market.
- understand basic economic concepts of scarcity, supply and demand, goods and services.
- explain economic choice, trade-offs, opportunity costs, and the importance of saving.
- understand how and why Americans protect and preserve their history and culture.
- analyze the influence of various inventors on the American economy.
- describe the Census Regions of the United States: Northeast, South, Midwest, and West.
- explain the climate, landforms, vegetation, and demographics for each of the four Census Regions.
- understand who settled the Illinois Territory and the Midwest, where they came from, how they lived, and how roads and towns developed in the area.

- describe how the location of Chicago played a role in its becoming a major, national transportation center.
- analyze the role of Illinois in technology, manufacturing, and agricultural markets.
- read and interpret various types of maps, and locate hemispheres, continents, countries, and oceans.
- describe the impact of natural disasters, erosion, and the use of natural resources and how it affects the environment.
- discuss current events.

By the end of fifth grade the student will be able to...

- compare and contrast how the different Native American groups used the resources available to them and how they adapted to their environment.
- understand the goals and accomplishments of early explorers.
- explain why European countries competed to control North America and locate the lands they claimed.
- describe how the environment, physical features, and resources in North America influenced the settlement of the 13 colonies.
- explore the economy of the New England, Middle, and Southern Colonies, describe the reasons settlers came, and discuss their daily lives.
- discuss the development of slavery in the Americas and its impact on the colonies, its role in the Declaration of Independence, and its impact on the Great Compromise of the Constitution.
- recognize laws that caused the colonies to have conflicts with England.
- identify the major battles, campaigns, and turning points of the Revolutionary War.
- understand the people and events associated with the Declaration of Independence and tell why it is important.
- describe the adoption of the United States Constitution as the basic law of the United States and how it divides the responsibilities of the federal government into three branches.
- explain the importance of events in the early nation including the Louisiana Purchase, the Lewis and Clark Expedition, and the War of 1812.
- examine the ways that various ethnic groups contributed to the development of the United States.
- analyze the differences between primary and secondary sources.
- collect, analyze, and compare information given on historical maps, elevation maps, and population maps using geographic tools.
- discuss current events.

By the end of sixth grade, students will be able to...

- compare and contrast the political systems and customs of the United States to political systems of other countries.
- summarize conflicts over the rights and freedom of individuals and groups throughout the world.

- discuss the features of the ancient civilizations of Mesopotamia, Egypt, Greece, and the Roman Empire and their achievements.
- describe the exchange of economics, culture, and ideas among Europe, Africa, Asia, and the Americas throughout history.
- understand how feudalism and the Crusades contributed to the European economy of the Middle Ages.
- explain the social impact of the Renaissance, Reformation, the Industrial Revolution, and the Age of Exploration.
- trace the farming innovations and importance of rivers in the civilizations of Mesopotamia, Egypt, China, and India.
- examine how geographic factors, human factors, and social forces affect settlement patterns, population, and migration.
- summarize the advances of civilizations and countries and how they influenced their culture and the arts.
- list the important events that led to the spread of Hinduism, Buddhism, Islam, Judaism, and Christianity.
- analyze primary and secondary sources.
- locate places on Earth using latitude and longitude.
- use maps, graphs, and charts that show geographic representations to provide spatial information.
- relate current events to past events.

By the end of seventh grade, students will be able to...

- Identify the economic interests that contributed to the American Revolution.
- Analyze early efforts to realize the ideals of the Declaration of Independence and describe how the colonists came to support it.
- Examine the Articles of Confederation and explain inadequacies of the document.
- Evaluate the importance of the United States Constitution as the basis of our federal system of government.
- Compare and contrast the views of the framers of the United States Constitution.
- Summarize the westward expansion of the United States.
- Investigate the Jacksonian Era.
- Describe the types of taxes levied by different levels of government.
- Infer the effect of tariffs and excise taxes on the nation's economy.
- Explore the political, economic, and social ramifications of the Civil War on our country, including the emancipation of slaves by Abraham Lincoln.
- Examine the economic challenges the South faced during and after Reconstruction.
- Interpret primary and secondary sources to illustrate a significant historical event.
- Understand how to read and interpret several types of maps, charts, and graphs.
- Analyze current events.

By the end of eighth grade, students will be able to...

- Compare and contrast the Illinois Constitution with the United States Constitution.
- Investigate how the Illinois Constitution protects our individual rights and at the same time promotes the common good of all citizens.
- Identify and describe the various functions of government in Illinois.
- Describe how voting barriers have been removed to allow greater participation in elections, such as women suffrage and minority voting status.
- Explain why nations impose trade barriers, such as tariffs, import quotas, and embargoes.
- Examine how the Industrial Revolution affected the American economy.
- Describe the emergence of the United States from isolationism into a world power.
- Examine the events and consequences of World War I.
- Analyze the causes and effects of the Great Depression.
- Identify how the New Deal brought about government programs.
- Explore the global ramifications of World War II that led to the Cold War.
- Analyze the political, social, and economic developments that shaped the decades leading up to the end of the 20th century and the beginning of the 21st century.
- Summarize the gains made by individuals and groups who worked for equal rights.
- Abstract information from maps, graphs, diagrams, and charts.
- Discuss current events and compare these events to the past while at the same time making predictions about our nation's future.

RELIGION GOALS:

Revised 2009

By the end of Pre-K, the students will be able to...

- recognize that God is the creator of all things including them, and that God loves and cares for all his creations.
- discover Baptism is a sacrament of incorporation into the Church (family).
- distinguish between good choices and bad choices and strive to make good choices to show our love for God and others.
- understand that Jesus taught us how to love one another as revealed to us through stories of Jesus found in the Bible.
- recognize how religious signs, symbols, and special celebrations of the life of Jesus tell us about God.
- recite simple prayers including the Sign of the Cross/Hail Mary/Our Father, and understand prayer is a way to talk to God.
- recognize Church as God's house and identify signs of God's presence.
- identify their parish church and the pastor as leader of the parish community.
- state that parents/guardians love and care for us and help us know God's love.

- realize God made each of us different and we need to respect others and their differences.

By the end of the Kindergarten year, the students will be able to...

- understand God's gifts of the senses, the earth, plants, animals, and all people.
- identify the sacrament of Baptism as being welcomed into the Catholic Church and blessed as a child of God.
- understand that they are gifts from God and they use their conscience to make appropriate choices according to the teachings of the church.
- illustrate the teachings of the scriptures after listening to and re-enacting Bible stories
- experience and participate in school masses and/or grade level prayer services on a weekly basis.
- memorize formal prayers including; The Sign of the Cross, The Our Father, The Hail Mary, The Morning Offering, The Guardian Angel, and The Mealtime Prayer.
- recall that the Church is a special community of faith that comes together to worship God.
- understand that the parish is their home in the Church, and that the pastor is the leader of the parish.
- recognize that their lives are special gifts from God to share with others, and that God calls them to love and serve Him.
- recall that God loves all people and that we love and respect people who are different from us.

By the end of first grade, students will be able to...

- identify that God is the Father and Creator of all things in the universe, Jesus is his son who came to teach us how to love one another and God sends the Holy Spirit as his Helper.
- describe the effects of the Sacrament of Baptism and how we became followers of Jesus Christ.
- recognize times for forgiving and being forgiven and that God gave us the ability to choose.
- identify the Bible as a sacred book and relate stories that identify one as a follower of Jesus.
- identify the church as a sacred place where we meet God and join together as the family of God.
- exhibit understanding that prayer is listening and speaking to God and to recite prayers by memory.
- understand that Church is God's special family and we gather to praise, thank and worship God.
- identify the parish they belong to and comprehend what it means to be an active member of the Church.
- identify the ministers of the Church and their roles.

- recognize that God loves and cares for all people and that our neighbors may know God in different ways.

By the end of second grade, the students will be able to...

- understand the Trinity as the Father as Creator, Jesus the Son of God as Savior, and the Holy Spirit as Helper.
- exhibit understanding of the real presence of Jesus in the sacrament of Holy Eucharist and the forgiveness of sins in the sacrament of Reconciliation.
- demonstrate understanding of the Ten Commandments as respecting God and others by making good choices.
- recognize the Gospels and parables are the teachings of Jesus to show us how to live as children of God.
- identify the parts of the Mass and actively participate in the Mass and the Holy Eucharist.
- show an understanding of the essential purpose of praying to God alone, with others, or at Mass.
- exhibit understanding that at Baptism we belong to the Catholic Church started by Jesus as a sign of God's love.
- describe parish as a faith community with each member serving a special purpose.
- understand that through the help of parents and the church community we follow Jesus as a way of serving God.
- express that all people are loved by God.

By the end of third grade, students will be able to...

- demonstrate knowledge of the Holy Trinity and the ways that God the Creator cares for his people.
- identify the seven sacraments and their differentiation into the categories of service, healing, initiation and the sacrament of the Eucharist.
- apply their knowledge of the commandments to model a Christian lifestyle as members of their community.
- relate the Old and New Testament scripture stories taught in class to their Catholic religion and their own lives.
- differentiate Liturgy of the Word and Liturgy of the Eucharist and understand their components.
- relate to an active prayer life with grade focus on the Rosary and the Nicene Creed.
- illustrate knowledge of the lives of the Saints through reports and dramatization at the All Saints' Day mass.
- compare and contrast each of the four founding parishes and describe what makes each one unique.
- identify the value and descriptions of the Christian vocations of both lay and religious people.
- recognize God's love and care for all people through scriptural references.

By the end of fourth grade students will be able to...

- name God as Trinity, distinguish roles of the Holy Trinity, and show how the Trinity is described in the Nicene Creed. Memorize the Nicene Creed.
- identify the sacraments of initiation, healing, and service of communion while naming the essential components of the Sacrament of Reconciliation.
- discover how the Ten Commandments teach us to love God and live as Jesus taught.
- recognize that the writings in the Bible are “holy writings” because they are the Word of God, inspired by the Holy Spirit.
- identify the parts of the liturgical calendar and demonstrate how the life of Jesus is remembered in the liturgical year.
- recognize how the Catholic Church prays and identify prayers of praise, thanksgiving, petition, and forgiveness.
- recognize the Church as holy, catholic, and hierarchical.
- demonstrate the responsibilities the members of a parish share with their stewardship.
- explain the vocations of both lay and religious people.
- recognize that Jesus lived his life as a Jew descended from Abraham.

By the end of fifth grade, students will be able to...

- recognize that the Church teaches that Jesus Christ is truly God and truly man and Mary is the Immaculate Conception.
- compare and contrast the sacraments of initiation, sacraments of healing, and sacraments at the service of communion and mission.
- recognize Christian morality as an invitation to respond freely to God’s love through following the Ten Commandments.
- explore the power of Jesus to heal, forgive, and teach as stated through the Gospels in the New Testament.
- show understanding that all forms of liturgy are the actions of the Holy Spirit intending to make us holy and that in receiving Holy Communion one receives the Body and Blood of Christ.
- exhibit awareness that God is in a relationship with us at all times and forgives us no matter the seriousness of the sin when sacramentally confessed.
- recall Peter as the first of the apostles and head of the early Christian community and the current Pope as the official head of the Catholic Church.
- explore that the parish is where Catholics ordinarily live the Christian way of life.
- compare different vocations as particular calls in the Church to live the Christian life.
- realize that there are many religions, but only one God.

By the end of sixth grade, students will be able to...

- understand God as the creator of the universe and humanity and Mary as the Mother of Jesus and the Mother of God.
- differentiate between the seven sacraments and the role of the Holy Spirit.

- describe Christian living as a gift of active discipleship in Jesus Christ and respect for human sexuality as a gift from God used in marriage.
- relate the unfolding of God's revelation through the history of the Chosen People in the accounts of the Old and New Testament.
- analyze the rites in the liturgical celebrations of the Church to see their origin in Jewish rituals.
- demonstrate an understanding of the meaning of the Our Father and how psalms help them pray.
- identify the Catholic Church as one, holy, and universal with an unbroken line of apostolic succession beginning with Peter.
- compare ways members participate in parish life.
- distinguish between the types of vocations in the Church.
- recall the Passover as the celebration of liberation when God delivered the Jews from slavery.

By the end of seventh grade, students will be able to...

- explain how the stories of the Old and New Testaments show how God reveals himself over time throughout human history.
- identify the sacramental nature of the Church and relate the meaning of sacrament in one's life.
- recognize that every baptized person is to lead a chaste life.
- describe major themes of the Gospels of Matthew, Mark, Luke, and John.
- actively participate in the liturgy through taking appropriate roles.
- recognize meditation as an important form of prayer.
- describe how the Rites of the Catholic Church derive from one profession of faith, celebration of the seven sacraments, and one hierarchy.
- relate how stewardship is important to the spiritual life of a person.
- identify vocation as a calling.
- explain how the church respects all faith traditions.

By the end of eighth grade, students will be able to...

- interpret how God reveals Himself through creation.
- commit themselves to the mission of Jesus and the Church through the sacrament of Confirmation.
- understand that reflecting in faith on the diversity within creation helps us come to know who God is.
- differentiate the types of writings in the Bible that help communicate God's Word to us.
- relate how devotional and artistic symbols are used to enhance the liturgy, specifically within the sacrament of Confirmation.
- discover and use the elements of good communication in the life of faith.
- relate how the rituals of the early Church influence the Church today.
- recognize our role as confirmed Catholics in our parishes by giving of our time, talent, and treasure in gratitude to the blessings God has given us.

- compare the role of those who choose the single, married, or religious life to serve in the ministry of the Church
- learn to be a living sign of Christ by respecting and accepting differences of all religions.

FOREIGN LANGUAGE GOALS: Spanish

Early Elementary

By the end of third grade, students will be able to:

- identify and communicate vocabulary which will include greetings, numbers, colors, family members and classroom objects.
- greet another person and introduce him/herself.
- discuss Spanish-speaking cultures and compare them to his/her own.

Intermediate

By the end of fifth grade, students will be able to...

- identify vocabulary and verbs involving everyday happenings.
- identify and communicate vocabulary which will include food, body parts, adjectives, comparative words and vocabulary which shows possession.
- carry on a simple conversation in target language.
- demonstrate a working knowledge of AR verbs.
- identify ER and IR verbs.
- investigate the issues and happenings in Spanish-speaking countries and report to the class.
- compare and contrast cultures in Spanish-speaking countries.

Junior High

By the end of eighth grade, students will be able to...

- identify and communicate vocabulary which will include, everyday places, travel, reflexive verbs and community happenings.
- conjugate and use AR, ER and IR verbs in a short conversation.
- identify irregular verbs and reflexive verbs.
- demonstrate a working knowledge of the verbs SER and ESTAR.
- write a weekly journal in target language.
- create, design and construct a short children's book in target language.
- create, design and construct a game in target language.

- investigate the issues and happenings in Spanish-speaking countries and report to the class.
- compare and contrast cultures in Spanish-speaking countries.
- write and perform a five minute play in target language.

COMPUTER GOALS

Early Elementary

By the end of third grade, students will be able to...

- use proper typing posture and type at least 12 wpm.
- identify and use the letters, shift, enter, backspace, delete, spacebar, and caps lock keys.
- identify the parts of the computer hardware.
- point, click, and drag using a mouse.
- identify the desktop and icons on the desktop.
- create a picture using clipart and graphic tools.
- implement a word processing program to create letters, poems, and book reports.
- utilize the alignment, font editing tools (font, size, style, and color), and spell check when creating word processing documents.
- import graphic pictures and clipart into word processing documents.
- design a several slide multimedia presentation composed of a title slide, text and graphic slides, and chart slides.
- implement proper Internet safety rules to avoid inappropriate web sites.

Intermediate

By the end of fifth grade, students will be able to...

- type at least 20 wpm.
- merge text.
- create tables.
- incorporate word art into word processing documents.
- collect information from the Internet and apply the information to word processing, spreadsheet documents, and multimedia presentations.
- create spreadsheet documents illustrating properly formatted data and charts.
- incorporate transitions and animation into multimedia presentations.
- import music into a multimedia presentation.
- properly document Internet sources.
- demonstrate e-mail etiquette.
- write e-mail letters.

Junior High

By the end of eighth grade, students will be able to...

- type at least 25 wpm.
- write a research paper by navigating the Internet for information, create a title page, outline page, bibliography page, and import pictures to illustrate topic.
- photograph images using a digital camera.
- incorporate standard and digital photographs into multimedia presentations and word processing documents.
- create web pages from FrontPage utilizing graphics, clipart, tables, and properly linking pages.
- attach documents to an email.
- navigate the Internet to enhance the classroom curriculum and complete word processing, spreadsheet, and multimedia presentations

MUSIC GOALS

Early Elementary

By the end of third grade, students will be able to...

- identify differences in elements and expressive qualities of music such as fast and slow tempo.
- identify and demonstrate loud and soft dynamics.
- recognize high and low melodic pitch and melodic direction.
- identify and demonstrate long and short duration of note values.
- identify same and different forms in a variety of musical styles.
- recognize different tone color or timbre of instruments and voices.
- identify a variety of sounds and sound sources such as voices, instruments, and environmental sounds.
- sing or play on classroom instruments, a variety of simple musical styles representing diverse cultures and styles.

Intermediate

By the end of fifth grade, students will be able to...

- understand the sensory elements, organizational principles and expressive qualities of the arts.
- identify and demonstrate eighth, quarter, half, and whole notes and rests.
- identify elements and expressive qualities such as tone color.
- recognize the differences between harmony and melody.
- demonstrate understanding of different simple rhythm/meter and dynamics in a variety of musical styles.
- relate symbol systems (icons, syllables, numbers, and letters) to musical sounds.
- read and interpret the traditional music notation of note values and letter names.

- classify musical sound sources into groups (instrumental families, vocal ranges, solo/ensemble).
- apply skills and knowledge necessary to create and perform in one or more of the arts.
- sing or play on classroom instruments a variety of intermediate level music representing diverse cultures and styles.
- sing or play acoustic or electronic instruments demonstrating understanding and technical skills.

Junior High

By the end of eighth grade, students will be able to...

- identify differences in elements and expressive qualities of musical tempo such as Largo, Adagio, Andante, Moderato, Allegro, Presto.
- identify and demonstrate varying levels of loud and soft dynamics.
- recognize aurally, high and low melodic pitch, melodic direction, and intervals.
- identify and demonstrate sixteenth, eighth, quarter, half, whole, and dotted notes and rests.
- recognize different tone color or timbre of instruments and voices.
- identify and describe different forms (rondo, theme and variations, etc.)
- demonstrate understanding of different complex rhythm/meter and dynamics in a variety of musical styles.
- identify and describe changes in elements and expressive qualities (crescendo, ritardando, fermata, meter, sforzando).
- understand processes, traditional tools, and modern technologies used in the arts.
- read and interpret the traditional music notation of note values and letter names on both treble and bass clefs.
- describe the processes involved in composing, conducting, and performing.
- read and interpret traditional music notation in a varied repertoire.
- sing or play on classroom instruments a variety of complex music representing diverse cultures and styles.
- sing or play with expression and accuracy, a variety of music representing diverse cultures and styles.
- understand and aurally identify different musical styles from historic periods such as Renaissance, Baroque, Classic, Romantic, Modern, etc.

ART GOALS

Early Elementary

By the end of third grade, students will be able to.....

- demonstrate knowledge and skills to create visual works of art by using manipulation, eye-hand coordination, building and imagination.

- demonstrate knowledge of safety rules when using various media and tools during painting, drawing and building activities.
- analyze the contributions made by the Arts to communication, recreation, and occupations.
- identify the elements of line, shape, color, and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion and pictorial representation.
- identify specific artists and their works.
- differentiate between geometric and free-form shapes.
- identify primary and secondary colors; warm and cool; bright and dull; light and dark.
- experiment with real textures and tactile materials in two and three dimensional forms.

Intermediate

By the end of fifth grade, students will be able to

- analyze the aesthetic qualities in a variety of artworks.
- explain the elements of two and three dimensional space; figure and ground; value and form; the principles of rhythm, size, proportion and composition; and the expressive qualities of symbol and story.
- describe how an art form expresses ideas through the combination of elements and principles.
- create works of art using a problem solving approach.

Junior High

By the end of eighth grade, students will be able to.....

- analyze the organization of elements and principles to convey meaning through a variety of media.
- identify and describe the elements of value, perspective, and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence.
- create two and three dimensional works that are realistic or abstract, functional and/or decorative.
- identify tools, technologies and processes used to create specific effects in the arts
- describe how artists and their works shape culture and increase understanding of societies both past and present.

PHYSICAL EDUCATION GOALS

Early Elementary

By the end of third grade, students will be able to...

- demonstrate an appropriate development of strength, endurance, flexibility, and cardio-vascular endurance in physical fitness activities.

- identify the physiological changes that occur in the body during and after physical fitness activities.
- travel, changing speed and direction, in response to rhythms and activity.
- identify major body parts such as head, eyes, etc. in movement activities.
- demonstrate body awareness and the body's relationship to space.
- demonstrate ability in the fundamentals of throwing, catching, striking, kicking, and bouncing.
- recognize that Physical Education is a component of healthy living.
- show safety and performance skills in locomotion, balance, manipulative, and coordination activities.
- perform activities individually, with a partner, in small groups, and as a whole class that promote all levels of participation in sport skills and games.
- accept and acknowledge the emotions resulting from challenges, successes, and failures of physical activity.
- appreciate the benefits that accompany cooperation and sharing in physical activities.
- promote fair play and safe conduct in a positive sportsmanship manner.

Intermediate

By the end of fifth grade, students will be able to...

- demonstrate mature motor patterns for kicking, striking, throwing, and catching.
- recognize the benefits of warm-up exercises prior to and after physical activity.
- jump and land for height and distance using mature motor patterns.
- develop patterns and combinations of movements into repeatable sequences.
- demonstrate motor skills for lead-up sports games.
- learn rules of basic offensive and defensive skills of lead-up sports games and actual sport games.
- use good sportsmanship and identify situations where the need for fair play in games and activities is warranted.
- exercise continually an awareness of the importance of effective teamwork.

Junior High

By the end of eighth grade, students will be able to...

- demonstrate body strength in major muscle groups.
- demonstrate knowledge of cardio-vascular fitness to enable them to lead a healthy life style.
- demonstrate various movements put to music.
- develop knowledge and performance skills in a variety of team sports, individual, and lifetime activities.
- acquire social skills that will contribute to a well-rounded lifestyle participating in movement skill activities.

- achieve an enhancement of self-image, self-concept, self-understanding and acceptance through the acquisition of skills to increase individual awareness of potential abilities.
- demonstrate attitudes of cooperation, honesty, self-control, and responsibility.
- apply the knowledge, skill, and attitude essential to safety while participating in physical education activities.

Library Goals

Revised 2010

Early Elementary

By the end of third grade, students will be able to...

- understand the proper use and care of books.
- locate a fiction book independently.
- understand the difference between fiction and non-fiction books.
- acquire vocabulary terms: cover, spine, title, author, illustrator, character, setting, guide words.
- use the table of contents, glossary and index of a book.
- understand that there are many types of characters in books.
- develop appreciation of authors.

Intermediate

By the end of fifth grade, students will be able to....

- understand the different types of genres in fiction.
- locate a non-fiction book independently.
- differentiate between fact and opinion.
- use reference materials to do simple research.
- acquire vocabulary terms: publisher, copyright date, appendix, bibliography, forward, preface, Dewey Decimal System.

Junior High

By the end of eighth grade, students will be able to...

- access and evaluate information efficiently and effectively.
- understand the difference between biography, autobiography and collective biography.
- understand the value of books and other media as sources of information and recreation.
- develop effective research skills that facilitate locating and synthesizing information.

Individual Academic Needs of Students

Academic Enrichment Program (ACE)

Students who excel in their abilities in the academic subjects will be eligible for the Academic Enrichment Program as a supplement to their regular subject class work. The ACE program is open to students in Grades 4-8 who meet the criteria. The following criteria indicates an invitation into the ACE Program:

Terra Nova scores of 98 percentile in reading and/or math; with a score of at least 90 percentile in reading, math, and/or language.
High quality daily work indicating a mastery of grade level curriculum.
Recommendation of the classroom teacher.

As a result of the Academic Enrichment Program, students will be able to:

Develop a deeper understanding of skills, concepts, knowledge, and themselves, in the world around them by engaging in activities designed individually to meet their needs.

Demonstrate their skills, concepts, knowledge, and understanding of self through various challenges provided by the facilitator.

Utilize technology by incorporating skills, concepts, and knowledge into an integrated program across the curriculum through engaged learning.

Other Enrichment Programs are offered, such as:

1. Book Adventure (grades 1-8)
2. Junior Great Books (grades 1-3)
3. Library Book Club (grades 1-8)
4. Chess Club (grades 1-8)

Special Education Services

Cardinal Bernardin School endeavors to educate all students within the limits of the school's educational program. While the school does not have a self-contained Special Education class, a Learning Resource teacher is on the staff of Cardinal Bernardin School.

The Learning Resource teacher will:

Consult with the classroom teacher to provide effective classroom strategies and/or modifications for the student.

Arrange for additional tutoring for the student as needed or requested.

Meet with the student to assist the student in reaching his/her academic goals specific to the Curriculum of Cardinal Joseph Bernardin School.

Coordinate student evaluation and/or special services with the Public School Districts.

Questions regarding services for students with special education needs should be discussed with the Principal.