



September 2020

Dear Catholic school families, educators, leaders and supporters,

The call to the New Evangelization is at the heart of all ministerial initiatives within the Diocese of Grand Rapids, including Catholic schools and parish faith formation programs. In 2018, the Office of Catholic Schools updated curriculum standards in all content areas to express a renewed zeal and commitment to know and love Jesus and the Church. The curriculum standards for each content area addressed key understandings of Church teaching so that a student's entire course of study was comprised of Catholic identity at its core. Throughout their studies in our Catholic schools, students grow in their love of Christ and in their understanding of the Catholic Church.

Presently, we are pleased to present the Diocese of Grand Rapids Theology Curriculum Framework for Catholic Schools and Parish Faith Formation Programs. The Curriculum Framework is structured to be comprehensive in scope. There are three parts: **encounter, grow, and witness**. Throughout students' experiences in our Catholic schools, they are provided intentional moments to **encounter** Jesus Christ through activities such as participating in Mass, receiving the sacraments, and acts of service. Students **grow** in their understanding of Church teaching in all subject areas, including a renewed rigor in their understanding of Catholic theology. They are also empowered to **witness** God's love to the world. The three parts of the paradigm are not intended to be steps in a sequence, but an integrated framework throughout a student's experience, rooted in the pillars of the Catechism of the Catholic Church. This paradigm leads the faithful into a life of discipleship.

The curriculum framework also includes an emphasis on the Theology of the Body. Beginning in 2019-20, the teachers and school leaders in the Diocese of Grand Rapids have spent substantial time in prayerful reflection and specific formation on the teachings of Saint John Paul II, specifically his 129 Wednesday audiences that address the Church's integrated vision of the human person. It is through these teachings of the Theology of the Body that we understand who we are, as created in the image and likeness of God, and who we are called to be in this life. It is with great enthusiasm that we partner with families to model the fullness of God's intention for our existence and present our Catholic worldview, which is countercultural to today's secular world. Theology of the Body offers an inspiring vision for human flourishing through the knowledge of God's great love for us, inviting us to reject sin and embrace virtue. Truly, it is a gift to our fallen world to form students in this teaching.

Developing the theology curriculum framework has been a prayerful process between the offices of Faith Formation and Catholic Schools. The drafting and review of the framework has involved educators, administrators and clergy. The final review was completed by Most Reverend David J. Walkowiak, bishop of Grand Rapids. Like with all curriculum revisions, an annual review will allow us to update the document to reflect what is best for our schools and parish faith formation programs.

In sharing this document with you, we invite you to explore how our alliance of Catholic schools strives to provide our students with an outstanding education where they can grow in faith and grace, achieve more in school and life, develop creativity and character, and feel welcome and cherished.

In Christ,

A handwritten signature in black ink, appearing to read "Jill Annable".

Jill Annable  
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Office of Catholic Schools, Diocese of Grand Rapids

**Diocese of Grand Rapids  
Office of Catholic Schools  
Curriculum Standards  
and Report Card Indicators  
for all courses in  
Kindergarten**

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### Kindergarten through Second Grade Spiritual and Social Development

A student who demonstrates grade level spiritual and social development --

K-2nd	Spiritual and Social Development
K-2.SD.1	Expresses gratitude for God's gifts.
K-2.SD.2	Shows God's love through acts of kindness and generosity.
K-2.SD.3	Demonstrates Christian virtues.
K-2.SD.4	Participates in prayer and demonstrates reverence during Mass.
K-2.SD.5	Uses courtesy and respect in speech and actions.
K-2.SD.6	Collaborates well with others.
K-2.SD.7	Contributes to conversations appropriately.
K-2.SD.8	Patiently waits for turn.
K-2.SD.9	Listens attentively when others are speaking.
K-2.SD.10	Shows desire and interest in learning.
K-2.SD.11	Demonstrates servant leadership.
K-2.SD.12	Uses words appropriately to express self.

### Kindergarten through Second Grade Work Habits

A student who demonstrates grade level work habits --

K-2nd	Work Habits
K-2.WH.1	Applies God's gifts and talents to achieve personal best.
K-2.WH.2	Begins and pursues tasks independently.
K-2.WH.3	Follows written and oral directions.
K-2.WH.4	Organizes self and materials.
K-2.WH.5	Shows focus and attention to given tasks.
K-2.WH.6	Seeks help when needed.
K-2.WH.7	Follows routines and procedures.
K-2.WH.8	Chooses appropriate strategies to problem solve.
K-2.WH.9	Completes tasks neatly and carefully.
K-2.WH.10	Transitions smoothly between tasks.
K-2.WH.11	Takes risks and accepts mistakes.
K-2.WH.12	Comes prepared for the school day.
K-2.WH.13	Exhibits appropriate confidence.
K-2.WH.14	Demonstrates appropriate listening behavior.

**Kindergarten Theology**  
**Curriculum Standards in the Diocese of Grand Rapids**

Through classroom and school-wide experiences led by role models of the faith, students in grades kindergarten through second grade encounter the Lord, Jesus Christ through --

	<b>ENCOUNTER</b>	<b>Report Card Wording</b>
<b>ENC</b>	Evangelization and Missionary Discipleship	
K-2.THEO.ENC.1	Experiences centered in prayer, including guided meditations using Sacred Scripture and adoration of the Blessed Sacrament (Ps 32:8; John 6:35; John 14:26; Heb 4:12).	Experiences centered in prayer.
K-2.THEO.ENC.2	Participation in recited prayers learned in previous grades, learning new recited prayers appropriate to age and becoming introduced to prayers that will be recited in later grades.	Participation in recited prayers.
K-2.THEO.ENC.3	Experiences of spontaneous prayer.	Experiences of spontaneous prayer.
K-2.THEO.ENC.4	Recognition that God knows us and loves us each personally.	God knows & loves us.
K-2.THEO.ENC.5	Recognition that Jesus wants to be in a relationship with us (Jn 15:9; Jn 15:16; 1Jn 4:19), and through prayer and growing in virtue we can be very close to Jesus (Ph 4:4-9).	Jesus wants to be in a relationship with us.
K-2.THEO.ENC.6	Participation in liturgical season activities, including Stations of the Cross and May crowning.	Participation in liturgical season activities.
K-2.THEO.ENC.7	Experiences of the signs, symbols, and gestures of the Liturgy.	Experiences of the Liturgy.
K-2.THEO.ENC.8	Realization that God wants each one of us to tell people about Jesus (Mt 28:19-20).	God wants us to tell people about Jesus.

Through the study of Scripture, saints, prayers, and virtue, students who demonstrate a grade-level understanding of the Catechism of the Catholic Church are able to--

	<b>GROW Pillar I: The Profession of Faith</b>	<b>Report Card Wording</b>
<b>SCR</b>	<b>Sacred Scripture</b>	
K.THEO.SCR.1	Recognize the Bible as God's Word, and listen to narratives from the Bible with reverence.	Listen to the Bible with reverence.
K.THEO.SCR.2	Recount the story of the Nativity, as the Incarnation means that Jesus is fully God and fully man (Mt 1:18-25; Lk 2:1-2).	Recount the story of the Nativity.
K.THEO.SCR.3	Describe how Jesus was obedient to His father in heaven, and to Mary and Joseph on earth.	Describe how Jesus was obedient.
K.THEO.SCR.4	Recount the story of Easter, as Jesus is our Lord and Savior (Mt 28:1-8; Mk 16:1-12; Lk 24a:1-12; Jn 20:1-31).	Recount the story of Easter.
<b>HIS</b>	<b>Faith and Church History</b>	
K.THEO.HIS.1	Identify a saint as a holy person who lives out our Catholic virtues.	Identify a saint as a holy person.
K.THEO.HIS.2	Recognize the good things that saints do in their lives, through story and study of the saints.	Recognize the good things that saints do.
K.THEO.HIS.3	Recognize that the local priests and bishop have special roles in the Church.	Recognize priests & bishop have special roles.
K.THEO.HIS.4	Recognize the Holy Land as a sacred place in our Church history.	Recognize Holy Land as sacred.
<b>CRE</b>	<b>The Creed</b>	
K.THEO.CRE.1	Know that there is one God.	Know that there is one God.
K.THEO.CRE.2	Identify Jesus as the Son of God (Mt 3:17; CCC 240; CCC 2780).	Identify Jesus as the Son of God.

K.THEO.CRE.3	Recognize heaven as living with God forever.	Recognize Heaven as living with God forever.
K.THEO.CRE.4	Identify the three persons of the Holy Trinity in the Sign of the Cross.	Identify the three persons of the Holy Trinity.
<b>GROW Pillar II: The Celebration of the Christian Mystery</b>		
<b>LIT</b>	God and the Sacred Liturgy	
K.THEO.LIT.1	Recognize that Jesus is present at Mass in a special way.	Recognize that Jesus is present at Mass.
K.THEO.LIT.2	Identify the liturgical seasons of Advent, Christmas, Lent, Easter, and Ordinary Time.	Identify liturgical seasons.
<b>SAC</b>	Seven Sacraments of the Church	
K.THEO.SAC.1	Identify and discuss the celebrations of Sacraments they see in their lives (i.e. Baptisms, First Communions, Confirmations, and Matrimonies).	Identify celebrations of Sacraments.
K.THEO.SAC.2	Recognize that Jesus loves us and forgives us, and practice ways to ask for forgiveness and to forgive others.	Jesus forgives us; practice forgiveness.
<b>GROW Pillar III: Life in Christ</b>		
<b>DIG</b>	Dignity of the Human Person	
K.THEO.DIG.1	Explore the life of Jesus, as He shows us how to live.	Explore life of Jesus.
<b>COM</b>	The Human Community	
K.THEO.COM.1	Describe the community of God as our families and all those in our school and parish life.	Describe community of God.
<b>TOB</b>	Theology of the Body	



K.THEO.TOB.1	Express that creation is a gift from our loving God.	Express that creation is a gift.
K.THEO.TOB.2	Discuss that human beings are uniquely made by God, and it is our role to care for creation.	Discuss role to care for creation.
K.THEO.TOB.3	Recognize that the human person has a special relationship with God in comparison to animals.	Recognize special relationship with God.
<b>MOR</b>	<b>Morality</b>	
K.THEO.MOR.1	Discuss the difference between right and wrong, and how God gives us rules to follow because He loves us.	Discuss right and wrong.
<b>GROW Pillar IV: Christian Prayer</b>		
<b>PRA</b>	<b>Prayer</b>	
K.THEO.PRA.1	Talk to and listen to God through prayer.	Talk to & listen to God through prayer.
K.THEO.PRA.2	Identify traditional times for prayer (morning, before bed, meal time, etc.).	Identify traditional times for prayer.
K.THEO.PRA.3	Genuflect in the presence of the Blessed Sacrament.	Genuflect.
K.THEO.PRA.4	Recite prayers as specified by grade level expectations.	Recite prayers.

By encountering Jesus Christ and growing in their understanding of Catholic tradition within all content areas of study, students are called to demonstrate Christ's love to the world. Christian witnesses in grades Kindergarten, first, and second are able to --

	<b>WITNESS</b>	<b>Report Card Wording</b>
<b>WIT</b>	<b>Evangelization and Missionary Discipleship</b>	
K-2.THEO.WIT.1	Be a disciple of Christ as a steward of creation, one who cares for God's creation, both living and nonliving (Gen 2:15; CCC 618, 1533, 1275).	Be a disciple of Christ as a steward of creation.

K-2.THEO.WIT.2	Demonstrate reverence during liturgical celebrations.	Demonstrate reverence.
K-2.THEO.WIT.3	Serve others through participation in school and parish community projects.	Serve others through community projects.
K-2.THEO.WIT.4	Demonstrate obedience to rules, regulations, and legitimate authority.	Demonstrate obedience.
K-2.THEO.WIT.5	Receive God's gifts gratefully and share gifts generously, as a foundation of Christian stewardship.	Receive God's gifts gratefully & share generously.

## Kindergarten English Language Arts Curriculum Standards

Students who demonstrate understanding of kindergarten English language arts are able to--

	Full Standard	Report Card Wording
	<b>Reading</b>	
K.ELA.R.1	Study texts that reflect Catholic culture and worldview.	Study texts that reflect Catholic culture/worldview.
K.ELA.R.2	Identify the main idea of a text.	Identify main idea.
K.ELA.R.3	Use text features or images to explain what a text says.	Use text features/images to explain text.
K.ELA.R.4	Distinguish a story from other types of texts.	Distinguish story from other types of texts.
K.ELA.R.5	Predict events from an illustration and a story read aloud.	Predict events from illustration and story read aloud.
K.ELA.R.6	Recognize characters and identify setting from an illustration and a story read aloud.	Recognize characters/setting.
K.ELA.R.7	Identify the topic of an illustration and a story read aloud.	Identify topic of illustration/story.
K.ELA.R.8	Sort pictures into chronological order.	Sort pictures into chronological order.
K.ELA.R.9	Recall details from text read aloud.	Recall details from text read aloud.
K.ELA.R.10	Describe the role of the author and illustrator of a literary text.	Describe role of author/illustrator.
K.ELA.R.11	Locate words that describe a picture.	Locate words that describe picture.
K.ELA.R.12	Categorize words, such as by people, places, and things.	Categorize words.

K.ELA.R.13	Sort pictures into named categories.	Sort pictures into named categories.
K.ELA.R.14	Identify synonyms and antonyms.	Identify synonyms/antonyms.
K.ELA.R.15	Explain how individual words combine to form compound words.	Explain how to form compound words.
K.ELA.R.16	Identify periods and question marks.	Identify periods/question marks.
K.ELA.R.17	Read assigned sight words correctly.	Read assigned sight words correctly.
<b>Writing and Language Use</b>		
K.ELA.W.1	Tell about a topic through words and pictures.	Tell about a topic through words/pictures.
K.ELA.W.2	Share an opinion through words and pictures.	Share opinion through words/pictures.
K.ELA.W.3	Share a detailed story in pictures and words.	Share detailed story in pictures/words.
K.ELA.W.4	Arrange words in the correct order to form a meaningful sentence.	Arrange words into a meaningful sentence.
K.ELA.W.5	Make changes to writing.	Make changes to writing.
K.ELA.W.6	Correctly print uppercase and lowercase letters.	Correctly print uppercase/lowercase letters.
K.ELA.W.7	Begin sentences with capital letters; use lowercase letters unless capitals are needed.	Begin sentences with capital letters.
K.ELA.W.8	Use spaces between words in a sentence.	Use spaces between words.
K.ELA.W.9	Use ending punctuation in sentences.	Use ending punctuation.

K.ELA.W.10	Use inventive spelling for unknown words in writing.	Use inventive spelling for unknown words.
<b>Phonics</b>		
K.ELA.P.1	Identify patterns in words.	Identify patterns in words.
K.ELA.P.2	Recognize and verbally produce rhyming words.	Recognize/verbally produce rhyming words.
K.ELA.P.3	Match letters to their initial sounds in spoken words.	Match letters to their initial sounds in spoken words.
K.ELA.P.4	Match letter sounds to their letters.	Match letter sounds to their letters.
K.ELA.P.5	Count syllables in spoken words.	Count syllables in spoken words.
K.ELA.P.6	Verbally spell CVC words correctly.	Verbally spell CVC words correctly.
<b>Communication</b>		
K.ELA.C.1	Contribute to conversations with peers and adults: ask and answer questions.	Ask and answer questions verbally.
K.ELA.C.2	Contribute to conversations with peers and adults: speak audibly.	Speak audibly.
K.ELA.C.3	Contribute to conversations with peers and adults: express feelings and ideas.	Express feelings and ideas.

## Kindergarten Mathematics Curriculum Standards

Students who demonstrate understanding of kindergarten mathematics are able to --

	Full Standard	Report Card Wording
	<b>Number</b>	
K.Math.N.1	Count up to 100 in a correct sequence, both orally and in written form.	Count up to 100, both orally and in written form.
K.Math.N.2	Identify how many are represented in sets of objects or figures, up to 20.	Identify how many are represented in sets, up to 20.
K.Math.N.3	Use models to describe place value with whole numbers up to 20.	Use models to describe place value up to 20.
K.Math.N.4	Connect the terms <i>half</i> and <i>whole</i> to the quantities they represent using various models and representations.	Connect half/whole to quantities they represent.
K.Math.N.5	Identify if one group is larger, smaller, or equal to another with quantities up to 20.	Identify larger, smaller, or equal, up to 20.
K.Math.N.6	Represent and use numbers that combine to make 10, in flexible ways.	Represent numbers that combine to make 10.
	<b>Algebra</b>	
K.Math.A.1	Model situations that involve the addition and subtraction of whole numbers up to 10, using objects and pictures.	Model situations of +/-, up to 10.
K.Math.A.2	Recognize and extend patterns such as sequences of sounds, shapes, and colors or simple numeric patterns.	Recognize/extend patterns.
	<b>Geometry</b>	
K.Math.G.1	Recognize, name, and sort 2D and 3D shapes.	Recognize/name/sort 2D/3D shapes.

K.Math.G.2	Recognize geometric shapes in the environment.	Recognize geometric shapes in environment.
<b>Measurement</b>		
K.Math.M.1	Measure length using nonstandard units, and use repetition to measure something larger than the unit.	Measure length using nonstandard units.
K.Math.M.2	Recognize and name coins and their values.	Recognize/name coins and their values.
<b>Data Analysis</b>		
K.Math.D.1	Gather and represent data using concrete objects, pictures, and bar graphs.	Gather/represent data using objects/pictures/bar graphs.

## Kindergarten Science Curriculum Standards

Students who demonstrate understanding of kindergarten science are able to--

	Full Standard	Report Card Wording
K.Sci.1	Show care for all of God's creation.	Show care for all of God's creation.
K.Sci.2	Give examples of the beauty evident in the world God has created.	Give examples of the beauty evident in the world God has created.
<b>Physical Science</b>		
K.Sci.PS.1	Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	Plan/conduct investigation to compare effects of pushes/pulls.
K.Sci.PS.2	Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.	Analyze data to determine if a design solution works to change speed/direction of push/pull.
K.Sci.PS.3	Make observations to determine the effect of sunlight on Earth's surface.	Observe effects of sunlight on Earth's surface.
K.Sci.PS.4	Use tools and materials provided to design and build a structure that will reduce the warming effect of sunlight on an area.	Design structure to reduce effect of sunlight.
<b>Life Science</b>		
K.Sci.LS.1	Use observations to describe patterns of what plants and animals (including humans) need to survive.	Describe patterns of what plants/animals need to survive.
<b>Earth and Space Science</b>		
K.Sci.ESS.1	Use and share observations of local weather conditions to describe patterns over time.	Describe weather patterns over time.



K.Sci.ESS.2	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	Construct argument for how plants/animals can change environment to meet their needs.
K.Sci.ESS.3	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	Represent relationship between needs of different plants/animals and places they live.
K.Sci.ESS.4	Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.	Ask questions to obtain information about purpose of weather forecasting.
K.Sci.ESS.5	Communicate solutions that can reduce the negative impact of humans on land, water, air, and/or other living things in the local environment, as it is our duty to care for all of God's creation.	Communicate solutions to reduce negative impact of humans on land/water/air.
<b>Engineering Design</b>		
K.Sci.ED.1	Ask questions and make observations about a situation people want to change in order to define a simple problem and offer potential solutions.	Ask question/make observations to define problem/offer solutions.

## Kindergarten Social Studies Curriculum Standards

The content focus of kindergarten social studies is “Myself and Others”, as students learn about the social studies disciplines of history, geography, civics, governments, and the economy through a personal lens of themselves in their immediate world.

Students who demonstrate understanding of kindergarten social studies are able to--

	Full Standard	Report Card Wording
K.SS.1	Apply Catholic virtues and democratic principles when working with others.	Apply Catholic virtues/democratic principles when working with others.
K.SS.2	Demonstrate respect for all cultures, as God calls us to love our neighbors over all the earth.	Demonstrate respect for all cultures.
K.SS.3	Create a timeline using events from one’s own life.	Create timeline using events from own life.
K.SS.4	Identify ways people learn about the past, and distinguish among the past, present, and future.	Identify ways to learn about past and distinguish past/present/future.
K.SS.5	Compare life in the past to life today.	Compare life in past to life today.
K.SS.6	Explain reasons for rules at home and in school.	Explain reasons for rules at home/school.
K.SS.7	Identify and describe the importance of our country’s flag as a symbol of the United States.	Describe importance of our country’s flag.
K.SS.8	Identify the differences between wants and needs.	Identify differences between wants/needs.
K.SS.9	Distinguish between goods and services.	Distinguish between goods/services.
K.SS.10	Construct a map of a familiar place using symbols and labels.	Construct map of familiar place.

K.SS.11	Discuss and implement God's call to us to help others during times of need.	Discuss/implement God's call to help others in need.
K.SS.12	Compare a personal viewpoint to another person's viewpoint.	Compare personal viewpoint to another's viewpoint.
K.SS.13	Describe fair ways for groups to make decisions.	Describe fair ways for groups to make decisions.

## Kindergarten through Second Grade Technology Curriculum Standards

Students who demonstrate understanding of second grade technology are able to --

<p style="text-align: center;"><b>Empowered Learner</b></p> <p><b>Empowered Learner:</b> Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.</p> <p><i>“Prudence is necessary in order clearly to see the implications—the potential for good and evil—in this new medium and to respond creatively to its challenges and opportunities” (The Church and the Internet, 12)</i></p>		
K-12.Tech.EL.A	Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.	
K-12.Tech.EL.B	Build networks and customize their learning environments in ways that support the learning process.	
K-12.Tech.EL.C	Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	
K-12.Tech.EL.D	Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.	
	<b>Full Standard</b>	<b>Report Card Wording</b>
K-2.Tech.EL.1	Select and operate appropriate software to perform a variety of tasks.	Select and operate appropriate software.
<p style="text-align: center;"><b>Digital Citizen</b></p> <p><b>Digital Citizen:</b> Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.</p> <p><i>“Justice is needed, especially justice in working to close the digital divide—the gap between the information-rich and the information-poor in today's world. This requires a commitment to the international common good, no less than the ‘globalization of solidarity.’</i></p>		

*Fortitude, courage, is necessary. This means standing up for truth in the face of religious and moral relativism, for altruism and generosity in the face of individualistic consumerism, for decency in the face of sensuality and sin” (The Church and the Internet, 12).*

K-12.Tech.DC.A	Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.	
K-12.Tech.DC.B	Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.	
K-12.Tech.DC.C	Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	
K-12.Tech.DC.D	Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.	
K-12.Tech.DC.E	Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.	
K-12.Tech.DC.F	Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.	
K-12.Tech.DC.G	Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.	
K-12.Tech.DC.H	Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.	
	<b>Full Standard</b>	<b>Report Card Wording</b>
K-2.Tech.DC.1	Recognize safe and responsible ways to use technology within a monitored environment.	Recognize safe and responsible ways to use technology.

### Innovative Designer

**Innovative Designer:** Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

<p><i>“It is important, too, that people at all levels of the Church use the Internet creatively to meet their responsibilities and help fulfill the Church’s mission” ( The Church and the Internet, 10).</i></p>		
K-12.Tech.ID.A	Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.	
K-12.Tech.ID.B	Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.	
K-12.Tech.ID.C	Develop, test and refine prototypes as part of a cyclical design process.	
K-12.Tech.ID.D	Exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.	
	<b>Full Standard</b>	<b>Report Card Wording</b>
K-2.Tech.ID.1	Store, copy, search, retrieve, modify, and delete information using a computing device and define the information stored as data.	Store, copy, search, retrieve, modify, and delete information.
<p><b>Computational Thinker</b></p> <p><b>Computational Thinker:</b> Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.</p> <p><i>“And temperance is needed—a self-disciplined approach to this remarkable technological instrument, the Internet, so as to use it wisely and only for good” (The Church and the Internet, 12).</i></p>		
K-12.Tech.CT.A	Formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.	
K-12.Tech.CT.B	Collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.	
K-12.Tech.CT.C	Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.	
K-12.Tech.CT.D	Understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.	

	Full Standard	Report Card Wording
K-2.Tech.CT.1	Use basic coding skills to identify and create patterns, identify and correct errors in a sequence, and solve problems.	Use basic coding skills.
<p><b>Global Communicator</b></p> <p><b>Global Communicator:</b> Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.</p> <p><i>The Church has a two-fold aim in regard to the media. One aspect is to encourage their right development and right use for the sake of human development, justice, and peace—for the upbuilding of society at the local, national, and community levels in light of the common good and in a spirit of solidarity” (Church and the Internet, 3).</i></p>		
K-12.Tech.GC.A	Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.	
K-12.Tech.GC.B	Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.	
K-12.Tech.GC.C	Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.	
K-12.Tech.GC.D	Explore local and global issues and use collaborative technologies to work with others to investigate solutions.	
K-12.Tech.GC.E	Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.	
K-12.Tech.GC.F	Create original works or responsibly repurpose or remix digital resources into new creations.	
K-12.Tech.GC.G	Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.	
K-12.Tech.GC.H	Publish or present content that customizes the message and medium for their intended audiences.	





### Kindergarten through Fifth Grade World Language Curriculum Standards

Students who demonstrate understanding of fifth grade world language are able to --

	Full Standard	Report Card Wording
K-5.WL.1	Engage in conversations and express feelings and emotions in the target language. <i>Students will demonstrate affability, courtesy, and kindness while conversing in the target language.</i>	Engage in conversations/express feelings/emotions.
K-5.WL.2	Understand and interpret written and spoken language on a variety of topics. <i>Students will demonstrate docility in their willingness to reach beyond their personal cultures to explore the languages of the world.</i>	Understand/interpret written/spoken language on a variety of topics.
K-5.WL.3	Present information and ideas to an audience of listeners or readers on a variety of topics using grade level vocabulary in the target language. <i>Students will demonstrate humility as they present in the target language, as well as magnificence in recognizing the potential of evangelizing in more than one language.</i>	Present information/ideas to audience of listeners/readers on variety of topics using grade level vocabulary.
K-5.WL.4	Demonstrate knowledge and understanding of cultures of the world language. <i>With sincerity and respect, students will demonstrate responsibility in learning about the various cultures of the target language.</i>	Demonstrate knowledge/understanding of cultures.
K-5.WL.5	Use comparison to develop insight into the nature of language and culture. <i>Students will show perseverance in making careful comparisons for analysis.</i>	Use comparison to develop insight into nature of language/culture.
K-5.WL.6	Use the target language within the classroom and with a broader community.	Use target language in

	<p><i>The Church is catholic because she has been sent out by Christ on a mission to the whole of the human race, and so students will demonstrate the magnificence and magnanimity necessary to use the target language to evangelize and be the light of Christ in the world.</i></p>	<p>classroom/broader community.</p>
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### Kindergarten through Fifth Grade Music Curriculum Standards

Students who demonstrate understanding of grade level music (including band and choir courses) are able to --

	Full Standard	Report Card Wording
K-5.M.1	Perform with expression and enthusiasm. <i>Students will demonstrate gratitude for God's gift of music with "shouts of joy" through various forms of song.</i>	Perform with expression/enthusiasm.
K-5.M.2	Perform and recognize rhythmic patterns appropriate to grade level. <i>Students will demonstrate the patience and perseverance necessary to recognize detailed patterns.</i>	Perform/recognize rhythmic patterns.
K-5.M.3	Compose music through a variety of experiences. <i>Students will demonstrate prayerfulness, patriotism, and playfulness in the creation and performance of music..</i>	Create music through variety of experiences.
K-5.M.4	Use music terminology appropriate to grade level. <i>Students will demonstrate respect for and responsibility to the complexity of music terminology.</i>	Use music terminology.
K-5.M.5	Participate at a level that accurately reflects personal ability. <i>Students will demonstrate gratitude for the ability of participating in music, knowing that music is a gift from God.</i>	Participate at level that accurately reflects personal ability.
K-5.M.6	Respond to music with movement. <i>Students will recognize the beauty, truth, and goodness in our God-given connection between sound and movement.</i>	Respond to music with movement.

## Kindergarten through Fifth Grade Art Curriculum Standards

Students who demonstrate understanding of grade-level art are able to --

	Full Standard	Report Card Wording
K-5.A.1	<p>Recognize the beauty and purpose of art in the world.</p> <p><i>Students will demonstrate the ability to seek God's beauty, truth, and goodness in visual arts.</i></p>	Recognize beauty/purpose of art in world.
K-5.A.2	<p>Demonstrate self-expression by creating works of art.</p> <p><i>Students will demonstrate gratitude for God's gift of art, through which we celebrate beauty, truth, and goodness.</i></p>	Demonstrate self-expression by creating works of art.
K-5.A.3	<p>Discuss and respond to art using the elements of art and principles of design.</p> <p><i>In the discussion of art, students will demonstrate respect for art's various forms and responsibility to share sincere and courteous response to art's creation.</i></p>	Discuss/respond to art using elements of art and principles of design.
K-5.A.4	<p>Create art for a variety of intentions.</p> <p><i>Students will demonstrate prayerfulness, patriotism, and playfulness in the creation of art</i></p> <ul style="list-style-type: none"> <li>● To reflect the Catholic faith</li> <li>● To represent a social or cultural event</li> <li>● To serve the community</li> <li>● To mimic the techniques of the masters.</li> </ul>	Create art for variety of intentions.
K-5.A.5	<p>Use art terminology appropriate to grade level.</p> <p><i>Students will demonstrate respect for and responsibility to the complexity of art terminology.</i></p>	Use art terminology.
K-5.A.6	<p>Create art at a level that accurately reflects personal ability.</p> <p><i>Students will demonstrate humility by knowing that artistic ability is a gift from God.</i></p>	Create art at level that accurately reflects personal ability.

## Kindergarten through Fifth Grade Physical Education Curriculum Standards

Students who demonstrate understanding of grade-level Physical Education are able to --

	Full Standard	Report Card Wording
K-5.PE.1	<p>Demonstrate competency in a variety of motor skills and movement patterns.</p> <p><i>Students will demonstrate humility by knowing that good health is a gift from God that is to be nurtured, and students will demonstrate responsibility by recognizing the body as a temple of the Holy Spirit.</i></p>	Use variety of motor skills/movement patterns.
K-5.PE.2	<p>Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <p><i>Students will demonstrate docility and circumspection while applying knowledge to one's physical health.</i></p>	Apply knowledge of concepts to movement/performance.
K-5.PE.3	<p>Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><i>Students will understand that their own general health is a reflection of good judgment, self-control and moderation.</i></p>	Demonstrate knowledge/skills to achieve/maintain physical activity/fitness.
K-5.PE.4	<p>Exhibit responsible personal and social behavior that respects self and others.</p> <p><i>Students will demonstrate respect, modesty, self-control, and sound judgment for self and while working with others.</i></p>	Exhibit responsible personal/social behavior that respects self/others.
K-5.PE.5	<p>Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p><i>Students will demonstrate gratitude for God's gift of physical health.</i></p>	Recognize value of physical activity.