



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

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Kindergarten through Second Grade Spiritual and Social Development

A student who demonstrate 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 demonstrate 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.

First Grade 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 --

	ENCOUNTER	Report Card Wording
ENC	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--

	GROW Pillar I: The Profession of Faith	Report Card Wording
SCR	Sacred Scripture	
1.THEO.SCR.1	Identify the readings at Mass as Sacred Scripture.	Identify the readings at Mass as Sacred Scripture.
1.THEO.SCR.2	Describe how Bible stories help us to see God at work in our lives.	Describe Bible: God at work in our lives.
1.THEO.SCR.3	Explore Bible narratives about: Creation (Gen 1:1-2.8); Annunciation (Lk 1:26-38); Birth of Jesus (Mt 1:18-25; Lk 2:1-20); Death of Jesus (Mt 27:45-56; Mk 15: 33-41; Jn 19:23-30); Resurrection of Jesus (Mt 28:1-20; Mk 16:1-20; Lk 24:1-53; Jn 20:1-312; Acts 1:1-12; Acts 2:1-13).	Explore Bible narratives.
1.THEO.SCR.4	Proclaim Bible narratives about Jesus and the little children (Mt 19:13-15; Mk 10:13-16), the Good Samaritan (Lk 10:29-37) and the Good Shepherd (Jn 10:1-21).	Proclaim Bible narratives.
HIS	Faith and Church History	
1.THEO.HIS.1	Describe Mary as chosen by God and a model for all Christians (CCC 721-726).	Describe Mary as chosen.
1.THEO.HIS.2	Retell simple stories of the saints' lives, and identify saints who are personally connected to our families and the school community.	Retell simple stories of the saints' lives.
1.THEO.HIS.3	Recognize the Holy Land as the place where Jesus lived, worked, died and rose from the dead.	Recognize the Holy Land as where Jesus lived.
CRE	The Creed	
1.THEO.CRE.1	Recognize God wants us to be happy with Him forever in heaven (CCC	Recognize God wants us to be with Him forever.

	1487; Isa 59:2; Rom 6:23).	
1.THEO.CRE.2	Describe the Holy Spirit as sent by the Father and Son to teach and guide us, and together the three persons in one God is the Holy Trinity (CCC 261, Jn 15: 26-27; CCC 243).	Describe Holy Spirit as sent by the Father & Son.
GROW Pillar II: The Celebration of the Christian Mystery		
LIT	God and the Sacred Liturgy	
1.THEO.LIT.1	Recognize that Jesus is present at Mass in a special way through the Liturgy of the Word and the Liturgy of the Eucharist (CCC 1088).	Recognize Jesus is present at Mass.
1.THEO.LIT.2	Identify important parts of the sanctuary (e.g., altar, tabernacle, sanctuary lamp, baptismal font, crucifix, lectern (ambo), holy oils, etc. (CCC 1179-1186).	Identify important parts of the sanctuary.
SAC Seven Sacraments of the Church		
1.THEO.SAC.1	Identify that Jesus gives us the sacraments as a way to celebrate and remember God's love for us (CCC 1114 12-1118).	Identify that Jesus gives us the Sacraments.
1.THEO.SAC.2	Recognize that God takes away sin in Baptism, and identify the signs and symbols of Baptism.	Recognize Baptism.
1.THEO.SAC.3	Recognize that Jesus is present in the Eucharist (CCC 1088).	Recognize Jesus is present in the Eucharist.
GROW Pillar III: Life in Christ		
DIG	Dignity of the Human Person	
1.THEO.DIG.1	Recognize how our behavior affects our relationship with God and with others.	Recognize behavior: relationship w/ God & others.
COM The Human Community		

1.THEO.COM.1	Describe the community of God as our families, past, present, and future, as well as those in the Church, in school and the outside community.	Describe the community of God.
1.THEO.COM.2	Give examples of appropriate behavior in community (i.e., being welcoming, etc.).	Give examples of behavior in community.
TOB	Theology of the Body	
1.THEO.TOB.1	Recognize that true freedom comes by choosing the good.	Recognize true freedom comes by choosing good.
1.THEO.TOB.2	Recognize that God calls us to make a gift of ourselves in love.	Recognize we make a gift of ourselves in love.
1.THEO.TOB.3	Recognize that each person is unique and unrepeatable.	Recognize each person is unique & unrepeatable.
MOR	Morality	
1.THEO.MOR.1	Understand that God gives us laws to follow, the Ten Commandments, as well as gives us the freedom to make right choices.	Understand that God gives us laws & freedom.
1.THEO.MOR.2	Describe the importance of respect for parents, teachers and other legitimate authorities.	Describe the importance of respect.
GROW Pillar IV: Christian Prayer		
PRA	Prayer	
1.THEO.PRA.1	Define prayer as talking to and listening to God (CCC 2705-2708).	Define prayer as talking to and listening to God.
1.THEO.PRA.2	Demonstrate spontaneous prayer.	Demonstrate spontaneous prayer.
1.THEO.PRA.3	Genuflect in the presence of the Blessed Sacrament, as both a gesture and a form of prayer.	Genuflect.

1.THEO.PRA.4	Recite prayers as specified by grade level expectations.	Recite prayers.
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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 --

	WITNESS	Report Card Wording
WIT	Evangelization and Missionary Discipleship	
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.

First Grade English Language Arts Curriculum Standards

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

	Full Standard	Report Card Wording
	Reading	
1.ELA.R.1	Study texts that reflect Catholic culture and worldview.	Study texts that reflect Catholic culture/worldview.
1.ELA.R.2	Demonstrate cultural literacy by studying notable works of a variety of authors.	Demonstrate cultural literacy by studying variety of authors.
1.ELA.R.3	Identify the main idea or central message of a text.	Identify main idea/central message.
1.ELA.R.4	Use text features and images to find information and explain what a text says.	Use text features/images to find information.
1.ELA.R.5	Identify the reasons an author gives to support the main idea of a text.	Identify reasons author gives to support main idea.
1.ELA.R.6	Understand increasingly complex content-specific vocabulary.	Understand content-specific vocabulary.
1.ELA.R.7	Compare the characteristics of two texts or sources.	Compare characteristics of two texts/sources.
1.ELA.R.8	Analyze texts as fiction and nonfiction, and distinguish between real and make-believe characters.	Analyze fiction/nonfiction and distinguish real/make-believe characters.
1.ELA.R.9	Make inferences from illustrations and stories read aloud.	Make inferences from illustrations/stories read aloud.
1.ELA.R.10	Use illustrations to describe characters.	Use illustrations to describe characters.
1.ELA.R.11	Identify the problem and solution in a story read aloud.	Identify problem/solution in a story

		read aloud.
1.ELA.R.12	Retell stories read aloud using pictures.	Retell stories using pictures.
1.ELA.R.13	Identify the sequence of events in a story read aloud.	Identify sequence of events in a story.
1.ELA.R.14	Predict events in a story read aloud.	Predict events in a story.
1.ELA.R.15	Recognize the meaning of homophones while reading.	Recognize meaning of homophones.
1.ELA.R.16	Sort words into named categories.	Sort words into named categories.
1.ELA.R.17	Develop sentence fluency by recognizing when a sentence asks a question, makes a statement, or makes an exclamation.	Recognize when sentence asks question/makes statement/makes exclamation.
1.ELA.R.18	Identify the use of onomatopoeia.	Identify use of onomatopoeia.
1.ELA.R.19	Read assigned sight words correctly.	Read assigned sight words correctly.
1.ELA.R.20	Distinguish between spoken words with different number of syllables.	Distinguish between spoken words with different number of syllables.
Writing and Language Use		
1.ELA.W.1	Inform others through writing by including facts gathered from sources.	Inform others through writing.
1.ELA.W.2	State an opinion and use reasons to support or explain the opinion.	State opinion and use reasons to support/explain opinion.
1.ELA.W.3	Share a real or imagined event or situation through sentences and illustrations.	Share a real/imagined event/situation through sentences/illustrations.
1.ELA.W.4	Connect parts of writing with connection words.	Use connection words.

1.ELA.W.5	Use labels and words to offer details in illustrations.	Use labels/words to offer details in illustrations.
1.ELA.W.6	Revise written work to improve its content or structure.	Revise written work to improve its content/structure.
1.ELA.W.7	Use capital letters for proper nouns.	Use capital letters for proper nouns.
1.ELA.W.8	Use periods, question marks, and exclamation marks while writing.	Use periods/question marks/exclamation marks.
1.ELA.W.9	Identify common contractions.	Identify common contractions.
1.ELA.W.10	Use standard letter and number formation.	Use standard letter/number formation.
Phonics		
1.ELA.P.1	Spell grade level sight words correctly.	Spell grade level sight words correctly.
1.ELA.P.2	Identify and apply short and long vowel sounds in reading and spelling.	Identify/apply short/long vowel sounds.
1.ELA.P.3	Identify and apply vowel patterns in reading and spelling.	Identify/apply vowel patterns.
1.ELA.P.4	Recognize and apply two and three letter blends in reading and spelling.	Recognize/apply two/three letter blends.
1.ELA.P.5	Identify and recognize the six syllable types.	Identify/recognize six syllable types.
Communication		
1.ELA.C.1	Contribute to conversations with peers and adults: Ask questions and identify problems.	Ask questions and identify problems.
1.ELA.C.2	Contribute to conversations with peers and adults: Offer and explore ideas verbally.	Offer and explore ideas verbally.

1.ELA.C.3	Contribute to conversations with peers and adults: Express feelings verbally.	Express feelings verbally.
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First Grade Mathematics Curriculum Standards

Students who demonstrate understanding of first grade mathematics are able to --

	Full Standard	Report Card Wording
	Number	
1.Math.N.1	Determine “how many” are represented in sets of objects or figures with up to 120 items.	Determine “how many” in sets of up to 120 items.
1.Math.N.2	Use multiple models, such as pictures and physical objects, to describe orally and in written form, place values with whole numbers up to 120.	Use multiple models to describe place values up to 120.
1.Math.N.3	Recognize and represent common fractions, including $\frac{1}{2}$ and $\frac{1}{4}$.	Recognize/represent common fractions.
1.Math.N.4	Identify if a number or a visual representation of a number is greater than, less than, or equal to another, using whole numbers up to 120.	Identify if a number is $</>/=$ to another, up to 120.
1.Math.N.5	Develop fluency with basic number combinations for addition and subtraction of quantities up to 10.	Develop fluency with basic number combinations for +/- up to 10.
1.Math.N.6	Use various strategies to solve problems with multiple steps that involve the addition or subtraction of whole numbers up to 20.	Use various strategies with multiple steps to +/- up to 20.
	Algebra	
1.Math.A.1	Apply the commutative and associative properties of operations with whole numbers up to 20.	Apply commutative and associative properties of operations, up to 20.
1.Math.A.2	Model situations that involve the addition or subtraction of whole numbers up to 120 using objects, pictures, and symbols.	Model situations that involve +/- up to 120 using objects/pictures/symbols.
1.Math.A.3	Recognize, describe, and extend patterns such as sequences of shapes and numbers.	Recognize/describe/extend patterns.

1.Math.A.4	Analyze the patterns generated when counting by two, fives, and tens.	Analyze patterns generated when counting by 2/5/10.
Geometry		
1.Math.G.1	Identify, sort, and describe the characteristics of 2D and 3D shapes.	Identify/sort/describe characteristics of 2D/3D shapes.
1.Math.G.2	Create 2D shapes that have symmetry.	Create 2D shapes that have symmetry.
1.Math.G.3	Recognize and apply slides, flips, and turns using 2D shapes.	Recognize/apply slides/flips/turns using 2D shapes.
Measurement		
1.Math.M.1	Measure, compare, and order the lengths and weights of objects using nonstandard and standard units.	Measure/compare/order lengths/weights of objects using nonstandard/standard units.
1.Math.M.2	Tell and write time in half and full hours.	Tell/write time in half/full hours.
1.Math.M.3	Add and subtract using various money denominations.	+/- using various money denominations.
Data Analysis		
1.Math.D.1	Gather, organize, and represent data using pictures, tables, and graphs.	Gather/organize/represent data using pictures/tables/graphs.
1.Math.D.2	Pose questions and use data to answer questions.	Pose questions/use data to answer questions.

First Grade Science Curriculum Standards

Students who demonstrate understanding of first grade science are able to--

	Full Standard	Report Card Wording
1.Sci.1	Show care and concern for all of God's creation.	Show care and concern for all of God's creation.
1.Sci.2	Display a sense of wonder and delight about the natural universe and its beauty.	Display sense of wonder/delight about natural universe and its beauty.
Physical Science		
1.Sci.PS.1	Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	Plan/conduct investigation to show vibrating materials can make sound.
1.Sci.PS.2	Make observations to construct an evidence-based account that objects can be seen only when illuminated.	Make observations that objects are seen when illuminated.
1.Sci.PS.3	Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.	Plan/conduct investigation of the effect of placing objects in path of light.
1.Sci.PS.4	Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.	Design/build a device that uses light/sound to communicate.
Life Science		
1.Sci.LS.1	Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.	Design a solution to human problem by mimicking how plants/animals use external parts to survive/grow/meet needs.

1.Sci.LS.2	Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.	Determine patterns in behavior of parents/offspring that help offspring survive.
1.Sci.LS.3	Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	Make observations that young plants/animals are like their parents.
Earth and Space Sciences		
1.Sci.ESS.1	Use observations of the sun, moon, and stars to describe patterns that can be predicted.	Use observations of sun/moon/stars to describe patterns.
1.Sci.ESS.2	Make observations at different times of year to relate the amount of daylight to the time of year.	Make observations of amount of daylight at different times of year.
Engineering Design		
1.Sci.ED.1	Ask questions, make observations, and gather information about a situation people want to change in order to define a simple problem and offer potential solutions.	Ask questions/make observations/gather information to define simple problem/offer potential solutions.
1.Sci.ED.2	Develop a simple sketch, drawing, or physical model to illustrate how a new or improved object helps to solve a given problem.	Develop physical model to illustrate how new/improved object solves problem.

First Grade Social Studies Curriculum Standards

The content focus of first grade social studies is “Families and Parishes,” as students explore the social studies disciplines of history, geography, civics, government, and economics through the context of students’ family, school and parish life. This is the students’ first introduction to social institutions.

Students who demonstrate understanding of first grade social studies are able to--

	Full Standard	Report Card Wording
1.SS.1	Apply Catholic virtues and democratic principles when working with others.	Apply Catholic virtues/democratic principles when working with others.
1.SS.2	Demonstrate respect for all cultures, as God calls us to love our neighbors over all the earth.	Demonstrate respect for all cultures.
1.SS.3	Identify different types of primary historical sources.	Identify types of primary historical sources.
1.SS.4	Use primary historical sources to ask questions and draw possible conclusions about family or parish life in the past.	Use primary historical sources to ask questions/conclusions about family/parish life in the past.
1.SS.5	Identify people and events celebrated in our Church and community and describe why we celebrate them.	Identify people/events celebrated in our Church/community and describe why we celebrate them.
1.SS.6	Distinguish between physical (natural) and human (man-made) characteristics of a place.	Distinguish physical/human characteristics of place.
1.SS.7	Use components of culture, such as foods, language, and traditions, to describe diversity in family life among those in the parish and school community.	Use components of culture to describe diversity among those in parish/school community.

1.SS.8	Describe ways in which the physical environment in a place or region (i.e. snow and lakes in Michigan) affects people's lives.	Describe ways physical environment in a place/region affects people's lives.
1.SS.9	Give examples of the use of power with authority (i.e. principal or pastor enforcing rules) and power without authority (i.e. types of bullying).	Give examples of use of power with authority/power without authority.
1.SS.10	Identify and describe the importance of various symbols of the United States.	Identify/describe importance of symbols of US.
1.SS.11	Describe situations in which people act as good citizens and demonstrate Catholic values and core democratic values.	Describe situations of good citizens who demonstrate Catholic values/core democratic values.
1.SS.12	Distinguish between producers and consumers of goods and services.	Distinguish producers/consumers of goods/services.
1.SS.13	Use examples to explain how beliefs about God, humanity, and material things affect behavior, as people cannot have everything they want (scarcity) and therefore must respond (choice).	Use examples to explain how beliefs about God/humanity/material things affect behavior.
1.SS.14	Describe how and why people earn money, and how money simplifies trade.	Describe how/why people earn money, and how money simplifies trade.

Kindergarten through Second Grade Technology Curriculum Standards

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

<p style="text-align: center;">Empowered Learner</p> <p>Empowered Learner: 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 style="text-align: center;"><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.	
	Full Standard	Report Card Wording
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;">Digital Citizen</p> <p>Digital Citizen: 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 style="text-align: center;"><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.	
	Full Standard	Report Card Wording
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.	
	Full Standard	Report Card Wording
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>Computational Thinker</p> <p>Computational Thinker: 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>Global Communicator</p> <p>Global Communicator: 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	<p>Use the target language within the classroom and with a broader community.</p> <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>	Use target language in classroom/broader community.
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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"> ● To reflect the Catholic faith ● To represent a social or cultural event ● To serve the community ● To mimic the techniques of the masters. 	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.