



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
Fourth Grade**

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Third through Eighth Grade Spiritual and Social Development

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

3-8th	Spiritual and Social Development
3-8.SD.1	Expresses gratitude for God's gifts.
3-8.SD.2	Shows God's love through acts of kindness and generosity.
3-8.SD.3	Demonstrates Christian virtues.
3-8.SD.4	Participates in prayer and demonstrates reverence during Mass.
3-8.SD.5	Uses courtesy and respect in speech and actions.
3-8.SD.6	Collaborates well with others.
3-8.SD.7	Actively contributes to class discussions.
3-8.SD.8	Demonstrates self control and assumes responsibility for actions.
3-8.SD.9	Listens attentively when others are speaking.
3-8.SD.10	Shows desire and interest in learning.
3-8.SD.11	Demonstrates servant leadership.
3-8.SD.12	Treats others with dignity.

Third through Eighth Grade Work Habits

A student who demonstrate grade level work habits --

3-8th	Work Habits
3-8.WH.1	Applies God's gifts and talents to achieve personal best.
3-8.WH.2	Begins and pursues tasks independently.
3-8.WH.3	Follows written and oral directions.
3-8.WH.4	Demonstrates organizational skills.
3-8.WH.5	Shows focus and attention to given tasks.
3-8.WH.6	Seeks help when needed.
3-8.WH.7	Follows routines and procedures.
3-8.WH.8	Chooses appropriate strategies to problem solve.
3-8.WH.9	Produces legible and neat work.
3-8.WH.10	Transitions smoothly between tasks.
3-8.WH.11	Takes risks and accepts mistakes.
3-8.WH.12	Comes prepared for the school day.
3-8.WH.13	Exhibits appropriate confidence.
3-8.WH.14	Uses time management skills to complete tasks.
3-8.WH.15	Produces work that reflects ability.

**Fourth 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 third through fifth grade encounter the Lord Jesus Christ through --

	ENCOUNTER in grades 3 to 5	Report Card Wording
ENC	Evangelization and Missionary Discipleship	
3-5.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.
3-5.THEO.ENC.2	Participation in recited prayers learned in previous grades, continuing to learn new recited prayers appropriate to age, and becoming introduced to prayers that will be recited in later grades.	Participation in recited prayers.
3-5.THEO.ENC.3	Personal examination of conscience based on the Ten Commandments and the Beatitudes, as inspiration to live a virtuous life.	Personal examination of conscience.
3-5.THEO.ENC.4	Experiences of the Bible used for personal prayer, as God speaks to us through the Bible.	Experiences of the Bible used for personal prayer.
3-5.THEO.ENC.5	Recognition that God knows and loves us each personally and God has a plan for each of our lives (Ps 139; Isa 43:1-4; Jer 1:5).	Recognition that God loves us & has a plan.
3-5.THEO.ENC.6	Participation in Marian devotions: The Rosary; Our Lady of Lourdes, Fatima, Guadalupe, Częstochowa, Consecration, Miraculous Medal, Scapulars. etc.	Participation in Marian devotions.
3-5.THEO.ENC.7	Reading about the lives of saints and learning to call upon them for their intercession.	Reading about lives of saints.

3-5.THEO.ENC.8	Opportunity to contemplate that Jesus' gift of salvation requires a response on the part of the believer (Mk 8:34-35).	Contemplate Jesus' gift of salvation.
3-5.THEO.ENC.9	Approaching Mass with expectation, knowing that God wants to give us something in each liturgy.	Approaching Mass with expectation.
3-5.THEO.ENC.10	Sharing how we have experienced Jesus in each of our lives, and recognizing that God wants us to share the good news with others (Mt 28:19-20).	Sharing how we have experienced 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	
4.THEO.SCR.1	Find Scripture passages and reference them by citing book, chapter and verse.	Find Scripture passages.
4.THEO.SCR.2	Describe the concept of <i>covenant</i> using the Bible narratives about Adam (Gen 1:26-2:3; 2:15-17), Noah (Gen 9:8-17), Abraham (Gen 17:1-14), Moses (Exod 19:3-6), David (2 Sam 7:15-19) and Jesus (Mt 26:28).	Describe the concept of covenant.
4.THEO.SCR.3	Name the four evangelists and identify them as writers of the Gospels.	Name the four evangelists.
HIS	Faith and Church History	
4.THEO.HIS.1	Narrate the story of Moses in Exodus, as it unfolds the history of our covenant relationship with God.	Narrate the story of Moses in Exodus.
4.THEO.HIS.2	Discuss the role of the Holy Spirit in the birth and growth of the Church (CCC 688).	Discuss role of the Holy Spirit in the Church.

4.THEO.HIS.3	Outline the growth of the early Church beginning with the Acts of the Apostles (the roles of Sts Peter & Paul and the apostles (Acts 2-5, 8-10, 13,15).	Outline growth of the early Church.
4.THEO.HIS.4	Explain the relationship of the parish to the diocese (CCC 2179).	Explain relationship of parish to diocese.
4.THEO.HIS.5	Identify saints who lived the Beatitudes and assisted in the growth of religious life in the Church (i.e., St. Anthony the Hermit, St. Benedict & St. Scholastica; St. Francis of Assisi & St. Clare, St. Catherine of Siena, St. Dominic, St. Ignatius Loyola, St. Maximilian Kolbe, St. Teresa of Calcutta).	Identify saints who lived the Beatitudes.
CRE	The Creed	
4.THEO.CRE.1	Identify and discuss major doctrines and dogmas related to the Blessed Virgin Mary (Immaculate Conception, Annunciation and Assumption) (CCC 966).	Identify major doctrines/dogmas related to Mary.
GROW Pillar II: The Celebration of the Christian Mystery		
LIT	God and the Sacred Liturgy	
4.THEO.LIT.1	Discuss the ways in which Christ can be personally encountered in the Liturgy (CCC 1084-1090).	Discuss ways Christ is encountered in Liturgy.
4.THEO.LIT.2	Demonstrate appropriate customs, gestures, postures in various liturgical situations (genuflection, bowing, kneeling, processions) and understand why we use them.	Demonstrate appropriate customs/gestures/postures.
4.THEO.LIT.3	Identify the Holy Days of Obligation and explain the purpose for each celebration.	Identify Holy Days of Obligation.
SAC	Seven Sacraments of the Church	

4.THEO.SAC.1	Explain the difference between the seven sacraments and sacramentals, as sacramentals are sacred signs that bear a resemblance to the sacraments and all creation is sacramental because God is revealed through it and our very being should draw others closer to Christ. (CCC 1667-1670).	Explain difference: Sacraments & Sacramentals.
4.THEO.SAC.2	Discuss the sacraments of Reconciliation and Eucharist as an important part of conversion and growth in discipleship (CCC 1422-1423, 1427, 1429).	Discuss Reconcil & Eucharist: conversion & growth.
GROW Pillar III: Life in Christ		
DIG	Dignity of the Human Person	
4.THEO.DIG.1	Define the theological virtues and cardinal virtues and examine their application in real life situations (CCC 1805-1829, 1833).	Define the theological virtues & cardinal virtues.
4.THEO.DIG.2	Discuss guidelines for choosing movies, TV programs, music, books, magazines, video games, etc, that are supportive of human dignity (Exod 20:17; Mt 5:8; CCC 2525).	Discuss guidelines for media: human dignity.
COM		
The Human Community		
4.THEO.COM.1	Explain how Jesus' command to "love one another" applies to their own lives and school situations (Jn 13:34).	Explain how "love one another" applies.
4.THEO.COM.2	Describe ways the behavior of each person affects the whole membership, as the Church is the Body of Christ (CCC 791).	Describe ways behavior affects the whole Church.
4.THEO.COM.3	Discuss the effects of prejudice, discrimination, and racism on a community.	Discuss prejudice, discrimination & racism.
4.THEO.COM.4	Examine the importance of rules and order in family life, school situations, the Church, and the wider community.	Examine importance of rules & order.

TOB	Theology of the Body	
4.THEO.TOB.1	Define original unity as the unique relation between male and female.	Define original unity.
4.THEO.TOB.2	Interpret the significance of Genesis 2:18 “It is not good for man to be alone, I will make a helper fit for him.”	Interpret significance of Gen 2:18.
4.THEO.TOB.3	Compare Adam’s joy at the creation of Eve to his response to the creation of the animals.	Compare Adam’s joy at creation of Eve & animals.
4.THEO.TOB.4	Recognize that suffering is the result of the Fall and that suffering can make it difficult for us to see the gifts of God.	Recognize suffering.
4.THEO.TOB.5	State that at the Resurrection we will experience the most perfect communion with God and with others.	State what happens at Resurrection.
MOR	Morality	
4.THEO.MOR.1	Identify the broken relationships caused by Original Sin: the human person and God; human beings and nature; between human persons; within one’s self.	Identify broken relationships: Original Sin.
4.THEO.MOR.2	Define and explain the intellect and free will (CCC 1703-1706).	Define & explain intellect & free will.
4.THEO.MOR.3	Describe how the Beatitudes are guidelines for a moral life (Mt 5-7; CCC 1965-1972, 1723-1724).	Describe how Beatitudes are guidelines.
4.THEO.MOR.4	Compare mortal and venial sin (CCC 1854-1864) and discuss the necessity of virtue in our lives.	Compare mortal & venial sin.
4.THEO.MOR.5	Explore how Jesus taught us to live, and identify the Corporal and Spiritual Works of Mercy.	Explore how Jesus taught us to live.
GROW Pillar IV: Christian Prayer		

PRA	Prayer	
4.THEO.PRA.1	Participate in various forms of music as prayer (e.g., Praise and Worship, Gregorian Chant, Taize prayer).	Participate in music as prayer.
4.THEO.PRA.2	Compare and contrast the different types of prayer (blessing, adoration, petition, intercession, thanksgiving and praise (CCC 2626-2643).	Compare & contrast the different types of prayer.
4.THEO.PRA.3	Recite prayers as specified by grade level expectations.	Recite prayers.
4.THEO.PRA.4	Maintain a plan of personal daily prayer.	Maintain a plan of personal daily prayer.

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

	WITNESS	Report Card Wording
WIT	Evangelization and Missionary Discipleship	
3-5.THEO.WIT.1	Be a disciple of Christ as a steward of vocation, one who responds generously to the call of God (CCC 1, 358, 1700, 825, 898, 873, 931).	Be a disciple of Christ as a steward of vocation.
3-5.THEO.WIT.2	Demonstrate reverence for God, His creation, and all people.	Demonstrate reverence.
3-5.THEO.WIT.3	Engage in service learning that applies the Spiritual and Corporal Works of Mercy (CCC 2447; CCC Glossary: Works of Mercy).	Engage in service learning.
3-5.THEO.WIT.4	Demonstrate obedience to rules, regulations, and legitimate authority.	Demonstrate obedience to rules.
3-5.THEO.WIT.5	Demonstrate ways to apply the Beatitudes to everyday life.	Demonstrate ways to apply Beatitudes.

Fourth Grade English Language Arts Curriculum Standards

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

	Full Standard	Report Card Wording
	Reading	
4.ELA.R.1	Uncover authentic Truth by analyzing works of various genres that reflect Catholic culture and worldview.	Uncover authentic Truth by analyzing works of various genres that reflect Catholic culture and worldview.
4.ELA.R.2	Demonstrate cultural literacy through the study of a variety of great works and authors spanning different eras and regions of the world and with those authors specifically rooted in United States studies.	Demonstrate cultural literacy through works/authors of different eras/regions/rooted in US.
4.ELA.R.3	Determine the main ideas of narratives and informational sources in one's own words.	Determine main idea in one's own words.
4.ELA.R.4	Use visual and multimedia text features to describe the contents of a text.	Use visual/multimedia text features to describe text's contents.
4.ELA.R.5	Determine the intended audience and purpose of sources of information.	Determine intended audience/purpose.
4.ELA.R.6	Discuss how an author's perspective may influence the author's work.	Discuss how author's perspective influences work.
4.ELA.R.7	Determine the meanings of key terms and content-specific vocabulary as used in texts and media.	Determine meanings of key terms/content-specific vocabulary.
4.ELA.R.8	Classify various texts by their genres and characteristics.	Classify texts by genres/characteristics.
4.ELA.R.9	Use details to make inferences about characters, setting, and plot to strengthen understanding while reading.	Use details to make inferences about characters/setting/plot.

4.ELA.R.10	Identify noble characteristics in persons studied in fiction and nonfiction.	Identify noble characteristics in fiction/nonfiction.
4.ELA.R.11	Explore how the narrator and setting influence the plot development, tone, and themes of a narrative.	Explore how narrator/setting influence plot/tone/themes.
4.ELA.R.12	Recognize an author's use of symbolism.	Recognize author's use of symbolism.
4.ELA.R.13	Identify point of view of a narrative.	Identify point of view.
4.ELA.R.14	Identify details that support the central idea or theme of a text.	Identify details that support central idea/theme.
4.ELA.R.15	Describe the relationships among different ideas or events in a text to summarize these by time, sequence, or cause/effect.	Describe relationships of ideas/events to summarize these by time/sequence/cause/effect.
4.ELA.R.16	Discuss various decisions an author has made pertaining to a text's content and organization.	Discuss decisions author has made of content/organization.
4.ELA.R.17	Determine the mood and tone of a text.	Determine mood/tone.
4.ELA.R.18	Identify reasons and evidence an author uses to support a claim.	Identify reasons/evidence author uses to support claim.
4.ELA.R.19	Identify and determine the purpose of specific word choice and figurative language in a text.	Identify/determine purpose of word choice/figurative language.
4.ELA.R.20	Determine the meaning of unfamiliar words while reading, using the following strategies: applying knowledge of common affixes, common Greek or Latin roots, and using the context of the reading passage.	Determine meaning of unfamiliar words: using common affixes, common Greek/Latin roots, in context.
4.ELA.R.21	Read aloud appropriate grade-level texts with accuracy, fluency, and expression.	Read aloud with accuracy/fluency/expression.

	Writing and Language Use	
4.ELA.W.1	Create texts and media to inform or examine a specific topic, by including information from a variety of sources and choosing subtopics and information because of their importance to the goal of the writing.	Create texts/media to inform/examine a specific topic.
4.ELA.W.2	Create an argument that includes a specific topic, a clear claim, various types of facts or details as evidence, and reasoning to support the claim.	Create argument that includes specific topic, clear claim, various facts/details as evidence, and reasoning.
4.ELA.W.3	Create a narrative that includes a beginning that introduces setting and characters, explores a problem or conflict, uses transition words to signify time, creates an ending that connects to the beginning and middle, and balances a combination of action, dialogue, and thoughts.	Create narrative that includes beginning/conflict/ending.
4.ELA.W.4	Use paragraphs to intentionally separate ideas and offer an organizational structure.	Use paragraphs to intentionally separate ideas.
4.ELA.W.5	Use precise language, specific vocabulary, sensory details, and concrete words and phrases to develop effective word choice in writing.	Develop effective word choice in writing.
4.ELA.W.6	Improve the quality of a text by clarifying ideas, eliminating unimportant parts, and adding meaningful details.	Clarify ideas/eliminate unimportant parts/add meaningful details.
4.ELA.W.7	Develop and practice aspects of writing processes including invention, research and drafting.	Develop/practice writing processes including invention/research/drafting.
4.ELA.W.8	Offer feedback to the writing of others.	Offer feedback to the writing of others.
4.ELA.W.9	Consider the feedback of others while revising one's own writing.	Consider feedback of others while revising.
4.ELA.W.10	Use technology purposefully to enhance writing for its intended audience.	Use technology purposefully to enhance writing.

4.ELA.W.11	Edit and proofread one's own writing, applying various and increasingly complex aspects of grammatical and spelling rules.	Edit/proofread one's own writing, applying various aspects of grammatical/spelling rules.
4.ELA.W.12	Place end punctuation effectively.	Place end punctuation effectively.
4.ELA.W.13	Use commas in lists, in dialogue, and in compound sentences.	Use commas in lists/dialogue/compound sentences.
Communication		
4.ELA.C.1	Contribute to written and spoken conversations.	Contribute to written/spoken conversations.
4.ELA.C.2	Collaborate with others: listen to others' ideas, express one's own opinion clearly about specific topics, and link own comments to the remarks of others.	Collaborate with others: listen, express opinion clearly, link own comments to remarks of others.
4.ELA.C.3	Make decisions about publication of work by considering the purpose and intended audience of the work.	Make decisions about publication by considering purpose/audience.
4.ELA.C.4	Speak clearly and at an understandable pace: one-on-one, in small groups, and during presentations.	Speak clearly and at an understandable pace.
4.ELA.C.5	Inform or influence others within the community on various topics, including to proclaim Catholic faith and to address public issues.	Inform/influence others, including to proclaim Catholic faith/address public issues.
Documentation		
4.ELA.D.1	Use trusted sources of information and give credit to its authors.	Use trusted sources of information/give credit to authors.

Fourth Grade Mathematics Curriculum Standards

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

	Full Standard	Report Card Wording
	Number	
4.Math.N.1	Identify the place on a number line for whole numbers, fractions, and decimals to the hundredths place, and explore values less than zero on the number line.	Identify place on number line for whole numbers/fractions/decimals to hundredths place.
4.Math.N.2	Compare (greater than, less than, equal to) whole numbers, commonly used fractions, and decimals to the hundredths place using a number line.	Compare <, >, = whole numbers/fractions/decimals.
4.Math.N.3	Use familiar applications to describe the role of numbers less than zero.	Describe role of numbers < 0.
4.Math.N.4	Use multiple models such as pictures and physical objects to describe orally and in written form place value with decimals to the hundredths place.	Use multiple models to describe place value with decimals to hundredths place.
4.Math.N.5	Recognize and generate equivalent forms of commonly used fractions, decimals, and percents.	Recognize/generate equivalent forms of common fractions/decimals/percents.
4.Math.N.6	Describe groups of numbers according to their characteristics, such as the nature of their factors and multiples within 100.	Describe groups of numbers according to characteristics.
4.Math.N.7	Develop and use strategies to estimate the results of whole number computations involved in story problems, including rounding to the nearest whole number and justifying the reasonableness of the estimate.	Develop/use strategies to estimate results of whole number computations in story problems.
4.Math.N.8	Use models and drawings to describe the effects of the multiplication and division of two-digit whole numbers.	Use models to describe effects of multiplication/division of two-digit whole numbers.
4.Math.N.9	Use visual models, benchmarks, and equivalent forms to add and subtract commonly used fractions.	Use models/benchmarks/equivalent forms to +/- common fractions.

	Algebra	
4.Math.A.1	Represent the idea of a variable as an unknown quantity using a letter or symbol.	Represent variable using letter/symbol.
4.Math.A.2	Solve multiplication and division problems involving two-digit numbers.	Solve multiplication/division problems of two-digit numbers.
4.Math.A.3	Describe, extend, and make generalizations about geometric and numeric patterns.	Describe/extend/make generalizations about geometric/numeric patterns.
	Geometry	
4.Math.G.1	Describe 2D shapes using the terms line segment, parallel, perpendicular, angle, right angle, and line of symmetry.	Describe 2D shapes.
4.Math.G.2	Build a 3D object from a 2D representation of that object.	Build 3D object from 2D representation of object.
4.Math.G.3	Create a 2D representation of a 3D object.	Create 2D representation of 3D object.
4.Math.G.4	Describe a motion or a series of motions that will show that two shapes are congruent.	Describe motion to show two shapes are congruent.
	Measurement	
4.Math.M.1	Develop strategies for estimating the perimeters and areas of irregular shapes.	Develop strategies for estimating perimeters/areas of irregular shapes.
4.Math.M.2	Select and apply appropriate standard units and tools to measure length, area, volume, weight, time, and temperature.	Select/apply appropriate standard units/tools to measure.
4.Math.M.3	Develop strategies to determine the surface areas of rectangular solids.	Develop strategies to determine surface areas of rectangular solids.

4.Math.M.4	Describe the relationships among perimeter, area, and surface area.	Describe relationships among perimeter/area/surface area.
Data Analysis		
4.Math.D.1	Represent and interpret data using graphs and tables that include whole numbers, fractions, and decimals.	Represent/interpret data using graphs/tables that include whole numbers/fractions/decimals.
4.Math.D.2	Use measures of center (mean, median, mode) while interpreting data.	Use measures of center to interpret data.
4.Math.D.3	Predict the probability of outcomes of simple experiments and test the predictions.	Predict probability of outcomes/test predictions.

Fourth Grade Science Curriculum Standards

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

	Full Standard	Report Card Wording
4.Sci.1	Share how the unity of faith and reason allows us to know there exists no contradiction between the God of nature and the God of faith.	Share that there exists no contradiction between God of nature/God of faith.
4.Sci.2	Explore the responsibility of using science and technology for the common good of humanity and all of God's creation.	Explore responsibility of using science/technology for common good.
Physical Science		
4.Sci.PS.1	Explain the relationship of the speed of an object to the energy of that object.	Explain relationship of speed/energy of object.
4.Sci.PS.2	Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	Make observations to provide evidence that energy is transferred.
4.Sci.PS.3	Ask questions and predict outcomes about the changes in energy that occur when objects collide.	Ask questions/predict outcomes about energy when objects collide.
4.Sci.PS.4	Apply scientific ideas in order to design, test, and refine a device that converts energy from one form to another.	Design/test/refine device that converts energy.
4.Sci.PS.5	Develop a model of waves to describe patterns in terms of amplitude and wavelength and to show that waves can cause objects to move.	Develop model of waves to describe patterns.
4.Sci.PS.6	Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.	Develop model of light allowing objects to be seen.

4.Sci.PS.7	Generate and compare multiple solutions that use patterns to transfer information.	Generate/compare multiple solutions that use patterns to transfer information.
Life Science		
4.Sci.LS.1	Describe how plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	Describe how plants/animals have structures to support life.
4.Sci.LS.2	Use a model to describe that animals receive different types of information through their senses, process the information in their brains, and respond to the information in different ways.	Use model to describe how animals receive/process/respond to information.
Earth and Space Sciences		
4.Sci.ESS.1	Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.	Identify evidence in rock formations/fossils to support explanation for changes over time.
4.Sci.ESS.2	Make observations and/or measurements to provide evidence of the effects of weathering, or the rate of erosion, by water, ice, wind, or vegetation.	Provide evidence of effects of weathering/rate of erosion.
4.Sci.ESS.3	Analyze and interpret data from maps to describe patterns of Earth's features.	Analyze/interpret data to describe patterns of Earth's features.
4.Sci.ESS.4	Obtain and combine information to describe that energy and fuels are derived from natural resources and to describe how their uses affect the environment.	Describe that energy/fuels are derived from natural resources.
4.Sci.ESS.5	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	Generate/compare solutions to reduce impacts of natural Earth processes on humans.
Engineering Design		

4.Sci.ED.1	Through observation and experience, identify a problem to be solved and develop a list of probable solutions, given a limited inventory of materials.	Identify problem/develop list of probable solutions.
4.Sci.ED.2	Create and compare multiple potential solutions to a problem while considering the criteria and constraints of the problem.	Create/compare potential solutions to a problem, considering criteria/constraints.
4.Sci.ED.3	Plan and carry out fair tests in which the variables are controlled and failure points are considered in order to identify aspects of a model or prototype that can be improved.	Plan/carry out fair tests to improve prototype.

Fourth Grade Social Studies Curriculum Standards

The content focus of fourth grade social studies is “United States Studies”, as students learn significant social studies concepts within an increasingly complex social environment and examine fundamental concepts in geography, civics, government, and economics organized by topic, region, or issue.

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

	Full Standard	Report Card Wording
4.SS.1	Apply Catholic virtues and democratic principles when working with others.	Apply Catholic virtues/democratic principles when working with others.
4.SS.2	Pursue peace and truth through the demonstration of respect for the attributes of various cultures, as we are called to be one human family on earth.	Pursue peace and truth / demonstrate respect for the attributes of various cultures.
4.SS.3	Use geographic tools and technologies to describe geographic patterns of the United States in terms of elevation, climate, and population density.	Describe geographic patterns of US.
4.SS.4	Use hemispheres, continents, oceans and major lines of latitude to describe the relative location of the United States on a world map.	Describe relative location of US on world map.
4.SS.5	Locate and describe human and physical characteristics of major United States regions and compare them to the Great Lakes Region.	Locate/describe human/physical characteristics of US regions and compare to Great Lakes Region.
4.SS.6	Locate on a map and describe the modern influence of sites of historic Roman Catholic influence, identify the population density of Catholics in the United States, and describe the influence of Catholics in political and business leadership roles in the United States.	Locate on map/describe modern influence of Catholics in US.
4.SS.7	Identify factors that influence the migration of people within or to the United States, and describe the impact of immigration to the United States on the cultural development of different places or regions of the United States.	Identify factors that influence migration in US/describe impact on culture.

4.SS.8	Describe the positive and negative effects of human activities in the United States that have altered the natural environments of specific regions, as God calls us to care for our common home on earth.	Describe effects of human activities in US that have altered natural environments.
4.SS.9	Identify the purposes of government as stated in the Preamble of the Constitution.	Identify purposes of gov't as stated in Preamble.
4.SS.10	Explain how the principles of popular sovereignty, rules of law, checks and balances, separation of powers, and individual rights serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.	Explain how certain principles serve to limit powers of fed gov't.
4.SS.11	Give examples of powers granted to the federal government and those reserved for the states and how this relates to the Catholic principles of solidarity and subsidiarity.	Give examples of powers granted to fed gov't/those reserved for states and relate to solidarity/subsidiarity.
4.SS.12	Describe how the powers of the federal government are separated among the three branches of government.	Describe how powers of fed gov't are separated among three branches.
4.SS.13	Explain how the federal government uses taxing and spending to serve the purposes of government.	Explain how fed gov't uses taxing/spending.
4.SS.14	Describe some characteristics of a market economy that serves its people, and describe how positive and negative incentives influence behavior in a market economy.	Describe how market economy serves people/describe how incentives influence behavior.
4.SS.15	Explain supply and demand by using examples of how competition among buyers results in higher prices and competition among sellers results in lower prices.	Explain supply/demand.
4.SS.16	Explain how work is a form of continuing participation in God's creation, how we are called to protect the dignity of work and the basic rights of workers, and	Explain how work is a form of continuing participation in God's creation.

	describe the circular flow model of money being exchanged for goods and services.	
4.SS.17	Explain why public goods (e.g., national monuments, interstate highways, public libraries, public parks) are not privately owned.	Explain why public goods are not privately owned.
4.SS.18	Explain how changes in the United States economy impact levels of employment and unemployment.	Explain how changes in US economy impact employment levels.
4.SS.19	Describe how global competition affects the national economy.	Describe how global competition affects national economy.
4.SS.20	Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.	Analyze information about a US public issue/evaluate alternative resolutions.

Third through Fifth Grade Technology Curriculum Standards

Students who demonstrate understanding of fifth 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><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 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.	
<p style="text-align: center;">Full Standard Report Card Wording</p>		
3-5.Tech.EL.1	Create a model to describe how internal and external parts of computing devices function to form a system.	Create model to describe how parts function to form a system.
3-5.Tech.EL.2	Apply common troubleshooting strategies to identify and solve routine hardware and software problems.	Apply common troubleshooting strategies.
<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><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> <p><i>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 Internet, 12).</i></p>		
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
3-5.Tech.DC.1	Discuss real-world cybersecurity problems and how personal information can be protected.	Discuss real-world cybersecurity problems.
3-5.Tech.DC.2	Brainstorm ways to improve the accessibility and usability of technology products for the diverse needs and wants of users.	Brainstorm ways to improve usability.

<p style="text-align: center;">Innovative Designer</p> <p>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> <p style="text-align: center;"><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 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
3-5.Tech.ID.1	Store, copy, search, retrieve, modify, and delete information using a computing device, in order to represent purposeful data.	Represent purposeful data.
<p style="text-align: center;">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 style="text-align: center;"><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 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
3-5.Tech.CT.1	Compare and refine multiple algorithms for the same task and determine which is the most appropriate.	Compare and refine multiple algorithms.
3-5.Tech.CT.2	Create programs that include sequences, events, loops, and conditionals.	Create programs.
3-5.Tech.CT.3	Test and debug a program or algorithm to ensure it runs as intended.	Test and debug a program/ algorithm.
<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	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	<p>Perform with expression and enthusiasm.</p> <p><i>Students will demonstrate gratitude for God's gift of music with "shouts of joy" through various forms of song.</i></p>	Perform with expression/enthusiasm.
K-5.M.2	<p>Perform and recognize rhythmic patterns appropriate to grade level.</p> <p><i>Students will demonstrate the patience and perseverance necessary to recognize detailed patterns.</i></p>	Perform/recognize rhythmic patterns.
K-5.M.3	<p>Compose music through a variety of experiences.</p> <p><i>Students will demonstrate prayerfulness, patriotism, and playfulness in the creation and performance of music..</i></p>	Create music through variety of experiences.
K-5.M.4	<p>Use music terminology appropriate to grade level.</p> <p><i>Students will demonstrate respect for and responsibility to the complexity of music terminology.</i></p>	Use music terminology.
K-5.M.5	<p>Participate at a level that accurately reflects personal ability.</p> <p><i>Students will demonstrate gratitude for the ability of participating in music, knowing that music is a gift from God.</i></p>	Participate at level that accurately reflects personal ability.
K-5.M.6	<p>Respond to music with movement.</p> <p><i>Students will recognize the beauty, truth, and goodness in our God-given connection between sound and movement.</i></p>	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	Demonstrate competency in a variety of motor skills and movement patterns. <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>	Use variety of motor skills/movement patterns.
K-5.PE.2	Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance. <i>Students will demonstrate docility and circumspection while applying knowledge to one's physical health.</i>	Apply knowledge of concepts to movement/performance.
K-5.PE.3	Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. <i>Students will understand that their own general health is a reflection of good judgment, self-control and moderation.</i>	Demonstrate knowledge/skills to achieve/maintain physical activity/fitness.
K-5.PE.4	Exhibit responsible personal and social behavior that respects self and others. <i>Students will demonstrate respect, modesty, self-control, and sound judgment for self and while working with others.</i>	Exhibit responsible personal/social behavior that respects self/others.
K-5.PE.5	Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. <i>Students will demonstrate gratitude for God's gift of physical health.</i>	Recognize value of physical activity.