



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  
Second Grade**

**Table of Contents**

<b>Kindergarten through Second Grade Spiritual and Social Development</b>	<b>2</b>
<b>Kindergarten through Second Grade Work Habits</b>	<b>3</b>
<b>Second Grade Theology</b>	<b>4</b>
<b>Second Grade Mathematics Curriculum Standards</b>	<b>14</b>
<b>Second Grade Science Curriculum Standards</b>	<b>17</b>
<b>Second Grade Social Studies Curriculum Standards</b>	<b>19</b>
<b>Kindergarten through Second Grade Technology Curriculum Standards</b>	<b>22</b>
<b>Kindergarten through Fifth Grade World Language Curriculum Standards</b>	<b>26</b>
<b>Kindergarten through Fifth Grade Music Curriculum Standards</b>	<b>28</b>
<b>Kindergarten through Fifth Grade Art Curriculum Standards</b>	<b>29</b>
<b>Kindergarten through Fifth Grade Physical Education Curriculum Standards</b>	<b>30</b>

### 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.

**Second 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 --

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

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

	<b>GROW Pillar I: The Profession of Faith</b>	<b>Report Card Wording</b>
<b>SCR</b>	<b>Sacred Scripture</b>	
2.THEO.SCR.1	Explore the Bible narrative of the fall of man (Gen 3:1-24) and Bible stories that focus on reconciliation through God's mercy and forgiveness: Jesus forgives those who kill him (Luke 23:33-34); Story of the Prodigal Son (Luke 15:11-32); Parable of Unforgiving Servant (Matt 18:21-35).	Explore Bible narratives.
2.THEO.SCR.2	Proclaim the Bible narratives that relate to the Eucharist (Exod 16:13-15; Mt 26:26-30; Lk 22: 14-20; Jn 6:32-35; Jn 6:48-51; Jn 6:52-59).	Proclaim Bible narratives: Eucharist.
<b>HIS</b>	<b>Faith and Church History</b>	
2.THEO.HIS.1	Explore and retell simple stories of the lives of the saints, with particular focus on saints who have a strong devotion to the Eucharist and Reconciliation.	Retell stories of saints: Eucharist & Reconcil.
2.THEO.HIS.2	Retell story of personal patron saint and the patron saint or special event connected to the name of the parish and school, and recognize the Communion of Saints as the communion of love.	Retell story of personal patron saint.
<b>CRE</b>	<b>The Creed</b>	
2.THEO.CRE.1	Identify the role Mary plays in the faith life of the Church (CCC 963-965).	Identify the role Mary plays.
2.THEO.CRE.2	Define stewardship as the grateful response of a Christian disciple who recognizes and receives God's gifts and shares these gifts in love of God and neighbor (CCC 618).	Define stewardship.
	<b>GROW Pillar II: The Celebration of the Christian Mystery</b>	
<b>LIT</b>	<b>God and the Sacred Liturgy</b>	

2.THEO.LIT.1	Understand that Catholic Christians are required to go to Sunday Mass to worship God and receive Jesus in the Word and Eucharist (CCC 1166-1167).	Understand we go to Sunday Mass.
2.THEO.LIT.2	Describe the two parts of the Liturgy of the Mass: the Liturgy of the Word (CCC 1349,1154) and the Liturgy of the Eucharist (CCC 1356-1372), and distinguish differences between the Holy Sacrifice of the Mass and other liturgical celebrations.	Describe the two parts of the Liturgy.
2.THEO.LIT.3	Recognize that Jesus is present at Mass in the Scriptures, in the person of the priest, in the community gathered to worship and in the Eucharist (CCC 1088).	Recognize that Jesus is present at Mass.
<b>SAC</b>	<b>Seven Sacraments of the Church</b>	
2.THEO.SAC.1	Define sacrament as an outward sign instituted by Christ to give grace (CCC 1131), and identify the seven sacraments (CCC 1113, 1210-1211).	Define Sacrament; identify the seven Sacraments.
2.THEO.SAC.2	Demonstrate the procedure for celebrating the sacrament of Reconciliation, including examination of conscience, the dialogue with the priest, reciting an Act of Contrition and performing the penance given by the priest.	Demonstrate the procedure for Reconciliation.
2.THEO.SAC.3	Explain that the bread and wine become the Body and Blood of Christ at the consecration at Mass (CCC 1376, 1413); and the Eucharist was given to us at the Last Supper by Jesus (CCC 1337-1340).	Explain bread/wine become Body & Blood of Christ.
	<b>GROW Pillar III: Life in Christ</b>	
<b>DIG</b>	<b>Dignity of the Human Person</b>	
2.THEO.DIG.1	Describe how Jesus modeled forgiveness (Lk 7: 36-50; CCC 2842-2845).	Describe how Jesus modeled forgiveness.

2.THEO.DIG.2	Use virtues to describe what it takes to be a friend and have a friend (Jn 15: 13; 1 Jn 3:18; CCC 1829).	Use virtues to describe friendship.
<b>COM</b>	<b>The Human Community</b>	
2.THEO.COM.1	Describe the Church as a praying and worshiping community of believers (CCC 751-752, 2179).	Describe the Church as community.
2.THEO.COM.2	Compare loving choices to selfish choices in community.	Compare loving choices to selfish choices.
<b>TOB</b>	<b>Theology of the Body</b>	
2.THEO.TOB.1	Recognize that all creatures are a sign of God's gift in love.	Recognize all creatures are signs of God's gift.
2.THEO.TOB.2	Show how we learn more about ourselves through our relationships with others.	Show we learn about self through relationships.
2.THEO.TOB.3	Discuss how Jesus is the model of what it means for a person to be a gift, as He nourishes communion through the gift of Himself in the Eucharist.	Discuss how Jesus is model of gift.
2.THEO.TOB.4	Discuss how the character of a person is embodied in the way that he interacts with others.	Discuss character.
2.THEO.TOB.5	Analyze how the body reveals that each person is made for relationship with God, others, and the world.	Analyze how each person is made for relationship.
<b>MOR</b>	<b>Morality</b>	
2.THEO.MOR.1	Recognize that sin separates us from God and one another (CCC 1487; Isa 59:2; Rom 6:23).	Recognize that sin separates us.
2.THEO.MOR.2	Define grace as a special gift of free, undeserved help God gives us to become his children (CCC 1996-2005).	Define grace.



2.THEO.MOR.3	Develop the practice of examination of conscience using the two Great Commandments: love of God and love of others (Mt 22:36-40).	Develop practice of examination of conscience.
2.THEO.MOR.4	Understand that the devil tries to turn us away from God (CCC 381-395;Mt 4:1-11) and that sin is choosing to disobey God's law in thought, word, deed or omission.	Understand devil tries to turn us away from God.
2.THEO.MOR.5	Discuss that we can accept God's mercy and try again when we sin (Lk 15:1-7; 15:11-32).	Discuss we accept God's mercy & try again.
<b>GROW Pillar IV: Christian Prayer</b>		
<b>PRA</b>	Prayer	
2.THEO.PRA.1	Listen to God in meditation on Sacred Scripture and other prayer resources (CCC 2705-2708).	Listen to God in meditation.
2.THEO.PRA.2	Distinguish between memorized prayers and spontaneous prayer.	Distinguish between memorized/spontaneous prayer.
2.THEO.PRA.3	Explore the different types of prayer: blessing, adoration, petition, intercession, thanksgiving and praise (CCC 2626-2643).	Explore the different types of prayer.
2.THEO.PRA.4	Recite prayers as specified by grade level expectations.	Recite prayers.

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

	<b>WITNESS</b>	<b>Report Card Wording</b>
<b>WIT</b>	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.

## Second Grade English Language Arts Curriculum Standards

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

	Full Standard	Report Card Wording
	<b>Reading</b>	
2.ELA.R.1	Study works of fiction and nonfiction that reflect Catholic culture and worldview.	Study works of fiction/nonfiction that reflect Catholic culture/worldview.
2.ELA.R.2	Demonstrate cultural literacy by studying notable works of local and global authors.	Demonstrate cultural literacy by studying local/global authors.
2.ELA.R.3	Identify the central message or main purpose of traditional texts and digital sources.	Identify central message/main purpose.
2.ELA.R.4	Identify visual text features or specific images and notice how each contribute to the meaning of a text.	Identify visual text features/how each contribute to meaning of text.
2.ELA.R.5	Use text features to find information in a text.	Use text features to find information.
2.ELA.R.6	Determine the reasons an author gives to support the main idea of a text.	Determine the reasons author gives to support main idea.
2.ELA.R.7	Understand increasingly complex content-specific vocabulary.	Understand increasingly complex content-specific vocabulary.
2.ELA.R.8	Compare various points or features of two texts or sources.	Compare various points/features of two texts.
2.ELA.R.9	Classify texts as fiction and nonfiction, and begin to uncover characteristics of genres, such as fables and biographies.	Classify fiction/nonfiction and uncover characteristics of genres.
2.ELA.R.10	Make inferences about characters and setting in a text.	Make inferences about characters/setting.
2.ELA.R.11	Identify and describe the narrator of a literary text.	Identify/describe narrator.

2.ELA.R.12	Compare and contrast the details of two stories.	Compare/contrast details of two stories.
2.ELA.R.13	Identify conflict and resolution in a narrative text.	Identify conflict/resolution.
2.ELA.R.14	Determine the lesson learned by a character in a text.	Determine lesson learned by a character.
2.ELA.R.15	Identify cause and effect relationships in a text.	Identify cause/effect relationships.
2.ELA.R.16	Identify and describe sensory language in a text.	Identify/describe sensory language.
2.ELA.R.17	Use prefixes, suffixes, and base words as clues to determine the meaning of an unknown word while reading.	Use prefixes/suffixes/base words to determine meaning.
2.ELA.R.18	Describe the connotation of words with similar meanings.	Describe connotation of words with similar meanings.
2.ELA.R.19	Use context to determine the meaning of literary devices (i.e. similes, metaphors, and common idioms) while reading.	Use context to determine the meaning of literary devices.
2.ELA.R.20	Read assigned sight words correctly.	Read assigned sight words correctly.
<b>Writing and Language Use</b>		
2.ELA.W.1	Inform others about an issue concerning those in the community.	Inform others about an issue concerning those in community.
2.ELA.W.2	Use various types of information (such as facts, definitions, details, steps or tips) to answer a question or solve a problem.	Use various sources to answer question/solve problem.
2.ELA.W.3	Create text and media that introduce a topic, state personal opinion, elaborate using reasoning, and provide a concluding statement.	Create text/media that includes: topic/opinion/reasoning/conclusion.
2.ELA.W.4	Share a real or imagined story that includes a setting, characters, and actions to explore an event or situation.	Share story that includes setting/characters/actions.

2.ELA.W.5	Use a beginning and ending to remind reader of opinion or topic, and organize writing to share complete ideas.	Organize writing to share complete ideas.
2.ELA.W.6	Use transitional words to organize writing.	Use transitional words to organize writing.
2.ELA.W.7	Use details and specific vocabulary to develop effective word choice in writing.	Use details/specific vocabulary.
2.ELA.W.8	Revise written work to improve its content, word choice, structure, and grammatical use.	Revise written work.
2.ELA.W.9	Practice increasingly complex conventions for use within one's own writing (i.e. quotation marks and apostrophes in contractions).	Practice increasingly complex conventions for use within one's own writing.
2.ELA.W.10	Use comparative and superlative adverbs in writing.	Use comparative/superlative adverbs.
2.ELA.W.11	Use proper nouns in writing.	Use proper nouns.
2.ELA.W.12	Use correct subject-verb agreement in writing.	Use correct subject-verb agreement.
2.ELA.W.13	Use coordinating conjunctions to combine clauses in writing.	Use coordinating conjunctions to combine clauses.
2.ELA.W.14	Use past, present, and future tenses in writing.	Use past/present/future tenses.
2.ELA.W.15	Divide printed words into syllables.	Divide printed words into syllables.
2.ELA.W.16	Form letters correctly and legibly in printed writing.	Form letters correctly/legibly.
<b>Phonics</b>		
2.ELA.P.1	Spell grade level sight words correctly.	Spell grade level sight words correctly.
2.ELA.P.2	Recognize and apply the six syllable types in reading and spelling.	Recognize/apply six syllable types.

2.ELA.P.3	Recognize and apply long and short vowels and vowel teams in reading and spelling.	Recognize/apply long/short vowels/vowel teams.
2.ELA.P.4	Apply grade level phonics and word analysis skills in decoding words.	Apply grade level phonics/word analysis skills in decoding words.
<b>Communication</b>		
2.ELA.C.1	Contribute to conversations with peers and adults.	Contribute to conversations with peers/adults.
2.ELA.C.2	Use collaboration to ask questions, identify problems, offer and explore ideas, express feelings, and find solutions.	Use collaboration to ask questions, identify problems, offer/explore ideas, express feelings, find solutions.
2.ELA.C.3	Recount an experience or text, including appropriate details and relevant information.	Recount an experience/text, including appropriate details/relevant information.

## Second Grade Mathematics Curriculum Standards

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

	Full Standard	Report Card Wording
	<b>Number</b>	
2.Math.N.1	Use multiple models, such as pictures and physical objects, to describe orally and in written form places with whole numbers up to 1,000.	Use multiple models to describe places up to 1,000.
2.Math.N.2	Recognize, represent, and use common fractions, including $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{1}{5}$ , $\frac{1}{10}$ , and $\frac{1}{12}$ .	Recognize/represent/use common fractions, including $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{1}{5}$ , $\frac{1}{10}$ , and $\frac{1}{12}$ .
2.Math.N.3	Identify if a number is greater than, less than, or equal to another, using whole numbers up to 1,000.	Identify if number is $</>=$ up to 1,000.
2.Math.N.4	Develop fluency with basic number combinations for addition and subtraction of quantities up to 20.	Develop fluency with combinations for +/- up to 20.
2.Math.N.5	Use various strategies to solve problems with multiple steps that involve the addition or subtraction of numbers up to 1,000.	Use various strategies to solve problems with multiple steps that involve +/- up to 1,000.
	<b>Algebra</b>	
2.Math.A.1	Apply the commutative and associative properties of operations with whole numbers up to 100.	Apply commutative/associative properties up to 100.
2.Math.A.2	Model situations that involve the addition and subtraction of whole numbers up to 1,000 using objects, pictures, and symbols.	Model situations that involve +/- up to 1,000 using objects/pictures/symbols.
2.Math.A.3	Analyze the patterns generated by odd and even numbers.	Analyze patterns generated by odd/even numbers.
2.Math.A.4	Recognize, describe, extend, and create patterns of shapes and numbers.	Recognize/describe/extend/create patterns of shapes/numbers.

2.Math.A.5	Translate a pattern from one representation to another.	Translate pattern from one representation to another.
<b>Geometry</b>		
2.Math.G.1	Sort, classify, and compare 2D and 3D shapes.	Sort/classify/compare 2D/3D shapes.
2.Math.G.2	Predict the results of putting together and taking apart 2D and 3D shapes, and draw or build the resulting shapes.	Predict results of putting together/taking apart 2D/3D shapes, and draw/build the resulting shapes.
2.Math.G.3	Recognize and create 2D shapes that have equal parts and/or symmetry.	Recognize/create 2D shapes that have equal parts and/or symmetry.
<b>Measurement</b>		
2.Math.M.1	Estimate and measure length and weight using standard units.	Estimate/measure length/weight using standard units.
2.Math.M.2	Develop common referents for measures to make comparisons and estimates.	Develop common referents for measures to make comparisons/estimates.
2.Math.M.3	Create and use a number line from zero to 20 as a measurement of length.	Create/use number line as measurement of length.
2.Math.M.4	Select an appropriate unit and tool for the attribute being measured.	Select appropriate unit/tool for attribute being measured.
2.Math.M.5	Tell and write time to the nearest 5 minute interval.	Tell/write time to nearest 5 minute interval.
2.Math.M.6	Use accurate money denominations to solve word problems.	Use accurate money denominations to solve word problems.
<b>Data Analysis</b>		
2.Math.D.1	Pose questions, and gather, organize, represent and interpret relevant data to answer them.	Pose questions and gather/organize/represent/interpret



		relevant data.
2.Math.D.2	Discuss events in students' experiences as likely or unlikely.	Discuss events as likely/unlikely.

## Second Grade Science Curriculum Standards

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

	Full Standard	Report Card Wording
2.Sci.1	Show care and concern for all of God's creation, including all stages of life and the environment.	Show care and concern for God's creation.
2.Sci.2	Explain how creation is an outward sign of God's love and goodness and therefore, is sacramental in nature.	Explain how creation is sacramental in nature.
<b>Physical Science</b>		
2.Sci.PS.1	Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.	Plan/conduct investigation to describe/classify different materials by properties.
2.Sci.PS.2	Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.	Analyze data to determine which materials have properties best suited for intended purpose.
2.Sci.PS.3	Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	Construct argument that changes caused by heating/cooling can/not be reversed.
<b>Life Science</b>		
2.Sci.LS.1	Plan and conduct an investigation to determine if plants need sunlight and water to grow.	Plan/conduct investigation of whether plants need sunlight/water to grow.
2.Sci.LS.2	Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.	Develop model that mimics animal dispersing seeds/pollinating plants.

2.Sci.LS.3	Make observations of plants and animals to compare the diversity of life in different habitats.	Make observations to compare diversity of life in different habitats.
<b>Earth and Space Sciences</b>		
2.Sci.ESS.1	Use information from several sources to provide evidence that Earth events can occur quickly or slowly.	Use information to provide evidence that Earth events can occur quickly/slowly.
2.Sci.ESS.2	Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.	Compare multiple solutions designed to slow/prevent wind/water from changing shape of land.
2.Sci.ESS.3	Develop a model to represent the shape and kind of land in an area, and also the bodies of water in that area.	Develop model to represent land/water.
<b>Engineering Design</b>		
2.Sci.ED.1	Ask questions, make observations, and gather information about a situation people want to change in order to define a simple problem that can then be solved through the development of a new or improved object or tool.	Define a simple problem to be solved through development of new/improved object/tool.
2.Sci.ED.2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	Develop physical model to illustrate how shape of object helps it function as needed.
2.Sci.ED.3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	Analyze data of two objects, designed to solve the same problem, to compare how each performs.

## Second Grade Social Studies Curriculum Standards

The content focus of second grade social studies is “Local Community”, as students explore the social studies disciplines of history, geography, civics, government, and economics through the context of students’ local communities beyond their parish and school. In this way, students can begin to develop a sense of how our parish communities function within local towns and cities in West Michigan.

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

	Full Standard	Report Card Wording
2.SS.1	Apply Catholic virtues and democratic principles when working with others.	Apply Catholic virtues/democratic principles when working with others.
2.SS.2	Demonstrate respect for all cultures, as God calls us to love our neighbors over all the earth.	Demonstrate respect for all cultures.
2.SS.3	Distinguish among years and decades using a timeline of local community events.	Distinguish among years/decades using timeline of local events.
2.SS.4	Construct a historical narrative about the history of the local community from a variety of sources, including various primary accounts from the same event.	Construct historical narrative about history of local community.
2.SS.5	Describe people who are celebrated in the local community, including the virtues demonstrated in their lives and accomplishments.	Describe people in local community, including their virtuous accomplishments.
2.SS.6	Construct maps of the local community using symbols, labels, and legends to denote human and natural characteristics.	Construct maps of local community.
2.SS.7	Compare the physical and human characteristics of the local community to those of another community.	Compare physical/human characteristics of local/other communities.

2.SS.8	Use components of culture, such as foods, language, religion, and traditions, to describe diversity in the local community and in other communities.	Use components of culture to describe diversity in local/other communities.
2.SS.9	Describe positive and negative consequences of changing the physical environment of a local community, as God calls us to care for our world.	Describe consequences of changing physical environment of a local community.
2.SS.10	Give examples of how local governments make, enforce, and interpret laws in the local community, and identify services commonly provided by local governments.	Give examples of how local governments make/enforce/interpret laws.
2.SS.11	Explain how local governments balance individual rights with the common good to solve local community problems.	Explain how local governments balance individual rights/common good to solve problems.
2.SS.12	Describe how the Pledge of Allegiance reflects core democratic values and solidarity.	Describe how Pledge of Allegiance reflects core democratic values/solidarity.
2.SS.13	Understand God's call of giving time, talent, and treasure to those in need.	Understand God's call of giving time/talent/treasure.
2.SS.14	Use examples to describe how God guides people in discovering their vocations on earth as a means to serve others and the greater good, and how through such vocations, God provides for people's needs on earth.	Use examples to describe how God guides people in discovering their vocations.
2.SS.15	Determine the goods and services that people in the local community produce and those that are produced in other communities.	Determine goods/services local people produce and those produced in other communities.
2.SS.16	Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants or needs (interdependence).	Use examples that people cannot produce everything they want specialization/interdependence.

2.SS.17	Use data found in graphs, charts and primary sources to examine a public issue in the local community and evaluate various potential resolutions.	Examine a public local issue/evaluate resolutions.
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## Kindergarten through Second Grade Technology Curriculum Standards

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

<p style="text-align: center;"><b>Empowered Learner</b></p> <p><b>Empowered Learner:</b> Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.</p> <p 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;"><b>Digital Citizen</b></p> <p><b>Digital Citizen:</b> Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.</p> <p 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>		

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



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

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



### Kindergarten through Fifth Grade World Language Curriculum Standards

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

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

	<p><i>The Church is catholic because she has been sent out by Christ on a mission to the whole of the human race, and so students will demonstrate the magnificence and magnanimity necessary to use the target language to evangelize and be the light of Christ in the world.</i></p>	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	<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"> <li>● To reflect the Catholic faith</li> <li>● To represent a social or cultural event</li> <li>● To serve the community</li> <li>● To mimic the techniques of the masters.</li> </ul>	Create art for variety of intentions.
K-5.A.5	<p>Use art terminology appropriate to grade level.</p> <p><i>Students will demonstrate respect for and responsibility to the complexity of art terminology.</i></p>	Use art terminology.
K-5.A.6	<p>Create art at a level that accurately reflects personal ability.</p> <p><i>Students will demonstrate humility by knowing that artistic ability is a gift from God.</i></p>	Create art at level that accurately reflects personal ability.

## Kindergarten through Fifth Grade Physical Education Curriculum Standards

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

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