



September 2020

Dear Catholic school families, educators, leaders and supporters,

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

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

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

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

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

In Christ,

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

Jill Annable
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**Diocese of Grand Rapids
Office of Catholic Schools
Curriculum Standards
and Report Card Indicators
for all courses in
Third 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.

**Third 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	
3.THEO.SCR.1	Identify that the Bible is organized into books, chapters and verses, and recognize the books of the Old and New Testaments from a list.	Identify that the Bible is organized.
3.THEO.SCR.2	Explore Bible narratives focused on the life, death and resurrection of Jesus; the miracles and the Parables.	Explore Bible narratives: Jesus.
3.THEO.SCR.3	Explain how the Scripture narratives are relevant in daily life.	Explain how Scripture is relevant in daily life.
HIS	Faith and Church History	
3.THEO.HIS.1	Narrate the story of creation in Genesis, as it unfolds the foundation of our Church History.	Narrate the story of creation in Genesis.
3.THEO.HIS.2	Retell the call of the Apostles (Mk 1:16-20; Mk 3:13-19).	Retell the call of the Apostles.
3.THEO.HIS.3	Identify Peter as the appointed leader of the New Church and as the first pope (Mt 16:13-20; CCC 880-881).	Identify Peter as the first pope.

3.THEO.HIS.4	Identify how evangelization in Acts of the Apostles caused the Church to grow and discuss how evangelization could benefit today's world.	Discuss evangelization.
3.THEO.HIS.5	Explain how the descent of the Holy Spirit at Pentecost is the beginning of the "new age" of the Church when Christ lives and acts in and with His Church (Acts 2:1-11; CCC 1076).	Explain descent of Holy Spirit at Pentecost.
3.THEO.HIS.6	Explain the roles of the pope, bishops, priests, deacons, the consecrated, and laity.	Explain the roles of the leaders of the Church.
CRE	The Creed	
3.THEO.CRE.1	Explain the elements of faith in the Apostles' Creed (CCC 190, 191 and 194.).	Explain the elements of faith in the Creed.
3.THEO.CRE.2	Identify and discuss the four marks of the Church as one, holy, catholic and apostolic (CCC 811).	Identify & discuss the four marks of the Church.
3.THEO.CRE.3	Describe the Church as the Body of Christ (CCC 779, 789).	Describe the Church as the Body of Christ.
3.THEO.CRE.4	Explain the nature of the Trinity as three persons in one God: Father, Son and Holy Spirit (CCC 261).	Explain the nature of the Trinity.
3.THEO.CRE.5	Explore the perfect example of the Christian life that we see in the life of Mary.	Explore the perfect example we see in Mary.
GROW Pillar II: The Celebration of the Christian Mystery		
LIT	God and the Sacred Liturgy	
3.THEO.LIT.1	Describe the vestments, sacred objects, and various colors used in the celebration of the Liturgy.	Describe the elements used in Liturgy.
3.THEO.LIT.2	Illustrate the Liturgical Calendar by identifying the seasons of the year: Advent, Christmas, Lent, Triduum, Easter and Ordinary time and the	Illustrate the Liturgical Calendar.

	Holy Days of Obligation.	
3.THEO.LIT.3	Explain why we pray for the dead (CCC 1030-1032).	Explain why we pray for the dead.
SAC	Seven Sacraments of the Church	
3.THEO.SAC.1	Describe how we encounter God in a special way in each Sacrament (CCC 1129).	Describe how we encounter God in each Sacrament.
3.THEO.SAC.2	Categorize the seven sacraments as sacraments of initiation, healing, or vocation/service (CCC 1113-1211).	Categorize the seven Sacraments.
3.THEO.SAC.3	Recognize the importance of regular participation in the sacrament of Reconciliation (CCC 1440-1442, 1447,1458).	Recognize importance of regular Reconciliation.
	GROW Pillar III: Life in Christ	
DIG	Dignity of the Human Person	
3.THEO.DIG.1	Identify the source of one's human dignity and value as being created in the image and likeness of God (Gen 1-2; CCC 1702).	Identify source of one's human dignity & value.
3.THEO.DIG.2	Using the life of the saints, describe how we demonstrate respect for all of humanity.	Describe how we respect humanity.
COM	The Human Community	
3.THEO.COM.1	Define the common good (CCC 1905-1912).	Define the common good.
3.THEO.COM.2	Identify the characteristics and value of honesty, self-discipline and respect for life, rights, and property.	Identify honesty, self-discipline & respect.
3.THEO.COM.3	Explain that God is the source of all authority (CCC 1899).	Explain that God is the source of all authority.
TOB	Theology of the Body	

3.THEO.TOB.1	Give examples of man's unique relationship with God as set apart from the rest of creation; naming the animals, cultivating the earth, and choosing between good and evil.	Give examples of man's relationship with God.
3.THEO.TOB.2	Recognize that God gives us the choice to see the world and others as gifts.	Recognize choice to see world & others as gifts.
3.THEO.TOB.3	Show how our bodies reveal the person.	Show how our bodies reveal the person.
3.THEO.TOB.4	Recognize how baptism restores the special relationship God has with His sons and daughters, as this relationship was first realized in original solitude.	Recognize Baptism restores special relationship.
3.THEO.TOB.5	Illustrate how work is a gift and how through our work we make a gift of ourselves.	Illustrate how work is a gift.
3.THEO.TOB.6	Relate being connected to Jesus the True Vine to manifesting the Fruits of the Spirit.	Relate True Vine: Fruits of the Spirit.
3.THEO.TOB.7	Recognize that entering into heaven means a profound unity and harmony of the soul and the body.	Recognize entering into Heaven means unity.
MOR	Morality	
3.THEO.MOR.1	Recall and recite the Ten Commandments (CCC 2051 ff).	Recall and recite the Ten Commandments.
3.THEO.MOR.2	Identify what the Ten Commandments tell us to do and not to do and understand that we are responsible for keeping God's commandments (CCC 2052-2557).	Identify what the Ten Commandments tell us to do.
3.THEO.MOR.3	Understand that because of original sin, all people have an inclination to sin (CCC Glossary: Concupiscence).	Understand Original Sin: inclination to sin.
3.THEO.MOR.4	Connect how the Two Great Commandments of Jesus are reflected in	Connect Great Commandments to Ten

	the Ten Commandments.	Commandments.
	GROW Pillar IV: Christian Prayer	
PRA	Prayer	
3.THEO.PRA.1	Participate in meditative prayer, through Sacred Scripture and other prayer resources (CCC 2705-2708).	Participate in meditative prayer.
3.THEO.PRA.2	Identify the different types of prayer: blessing, adoration, petition, intercession, thanksgiving and praise (CCC 2626-2643).	Identify the different types of prayer.
3.THEO.PRA.3	Compose original prayer.	Compose original prayer.
3.THEO.PRA.4	Recite prayers as specified by grade level expectations.	Recite prayers.
3.THEO.PRA.5	Create a plan of personal daily prayer.	Create 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.
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Third Grade English Language Arts Curriculum Standards

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

	Full Standard	Report Card Wording
	Reading	
3.ELA.R.1	Uncover authentic Truth by analyzing works of fiction and nonfiction that reflect Catholic culture and worldview.	Uncover authentic Truth by analyzing works of fiction/nonfiction that reflect Catholic culture/worldview.
3.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 Michigan history.	Demonstrate cultural literacy through works/authors of different eras/regions/rooted in MI history.
3.ELA.R.3	Determine the main idea and central message of a text.	Determine main idea/central message.
3.ELA.R.4	Determine how visual and multimedia text features add meaning to a text.	Determine how visual/multimedia text features add meaning.
3.ELA.R.5	Infer the perspectives and viewpoints of an author by examining their work.	Infer perspectives/viewpoints of author.
3.ELA.R.6	Notice the characteristics of various genres and classify a text by its genre.	Notice characteristics of various genres/classify text by its genre.
3.ELA.R.7	Understand increasingly complex key terms and content-specific vocabulary used in texts and media.	Understand increasingly complex key terms/vocabulary used in texts/media.
3.ELA.R.8	Make inferences about characters, setting, and plot while reading.	Make inferences about characters/setting/plot.
3.ELA.R.9	Identify positive attributes of heroic characters in narratives.	Identify positive attributes of heroic characters.

3.ELA.R.10	Explore how a story may be different if told within a different setting.	Explore how story may be different if told within another setting.
3.ELA.R.11	Identify the use of flashback in a narrative.	Identify use of flashback.
3.ELA.R.12	Determine the moral of a story and explain how it is conveyed through details within the text.	Explain how the moral of a story is conveyed through text details.
3.ELA.R.13	Analyze the organizational structure of sentences within a paragraph as well as paragraphs within a full text.	Analyze organizational structure.
3.ELA.R.14	Determine a narrator's attitude about the content explored in a text.	Determine narrator's attitude about content.
3.ELA.R.15	Determine the mood of a text and describe how it is conveyed.	Determine mood of text.
3.ELA.R.16	Identify and explain how authors use descriptions to appeal to the readers' senses.	Identify/explain how authors use descriptions to appeal to readers' senses.
3.ELA.R.17	Identify the effects of figurative language and specific word choices an author uses in a text.	Identify effects of figurative language/specific word choices.
3.ELA.R.18	Determine the meaning of unfamiliar words while reading, using the following strategies: applying knowledge of common prefixes and suffixes, common Greek or Latin roots, and using the context of the reading passage.	Determine meaning of unfamiliar words: prefixes/suffixes, Greek/Latin roots, in context.
3.ELA.R.19	Read aloud appropriate grade-level texts with accuracy, fluency, and expression.	Read aloud with accuracy/fluency/expression.
Writing and Language Use		
3.ELA.W.1	Create text and media to explain a topic through the inclusion of facts, definitions, details, and observations.	Create text/media to explain topic through inclusion of facts.
3.ELA.W.2	Create text and media that includes a specific topic, a clear claim, and	Create text/media that includes

	reasoning or evidence to support the claim.	topic/claim/reasoning/evidence.
3.ELA.W.3	Create a narrative that includes a beginning, middle, and end and explores a problem or situation using action, dialogue, and thoughts.	Create narrative that includes beginning/middle/end and explores a problem.
3.ELA.W.4	Organize ideas with intention by grouping similar information into paragraphs or sections within a writing piece.	Organize ideas with intention by grouping similar information.
3.ELA.W.5	Use transitional words to connect sentences and paragraphs.	Use transitional words to connect sentences/paragraphs.
3.ELA.W.6	Use nonfiction text features within a writing piece in order to add to the understanding of the content presented.	Use nonfiction text features in writing.
3.ELA.W.7	Use specific vocabulary and sensory details to develop effective word choice in writing.	Use specific vocabulary/sensory details.
3.ELA.W.8	Revise written work to improve its content, word choice, structure and grammatical use.	Revise written work to improve its content/word choice/structure/grammatical use.
3.ELA.W.9	Offer feedback to the writing of others in order to strengthen the elements of the piece.	Offer feedback to the writing of others.
3.ELA.W.10	Consider the feedback of others while revising one's own writing.	Consider feedback of others while revising.
3.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.
3.ELA.W.12	Use correct punctuation at the ends of sentences.	Use correct punctuation at the ends of sentences.
3.ELA.W.13	Use commas in lists.	Use commas in lists.
3.ELA.W.14	Punctuate dialogue using commas and quotation marks.	Punctuate dialogue using

		commas/quotation marks.
3.ELA.W.15	Use word families, prefixes, suffixes, and spelling rules to assist in the spelling and editing of writing.	Use word families/prefixes/suffixes/spelling rules.
3.ELA.W.16	Use synonyms and antonyms of words to develop purposeful word choice in writing.	Use synonyms/antonyms to develop purposeful word choice.
3.ELA.W.17	Demonstrate proficiency in cursive writing, forming letters correctly and legibly.	Demonstrate proficiency in cursive writing, forming letters correctly/legibly.
Phonics		
3.ELA.P.1	Apply grade level phonics and word analysis skills in decoding words.	Apply phonics/word analysis skills in decoding words.
Communication		
3.ELA.C.1	Contribute to conversations in order to collaborate with others: to listen to others' ideas, express one's own opinion about various topics, and link own comments to the remarks of others.	Collaborate: listen to others idea/express own opinion/link own ideas to others.
3.ELA.C.2	Make decisions about publication of work by considering the purpose and audience of the work.	Make decisions about publication by considering purpose/audience.
3.ELA.C.3	Speak clearly during presentations.	Speak clearly during presentations.
3.ELA.C.4	Inform others beyond the classroom on various topics, including to proclaim our Catholic faith and to address community issues.	Inform others, including to proclaim Catholic faith and address community issues.

Third Grade Mathematics Curriculum Standards

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

	Full Standard	Report Card Wording
	Number	
3.Math.N.1	Use a number line to locate and compare (less than, greater than, equal to) whole numbers and commonly used fractions.	Use number line to locate/compare whole numbers/common fractions.
3.Math.N.2	Develop and use strategies to estimate computations involving fractions relevant to students' experience.	Develop/use strategies to estimate computations using fractions.
3.Math.N.3	Use whole numbers rounded to the nearest 10 or 100 to determine the reasonableness of a whole number computation.	Use whole numbers to determine reasonableness of a computation.
3.Math.N.4	Use inverse operations to solve problems.	Use inverse operations to solve problems.
3.Math.N.5	Develop fluency of multiplication and division of whole numbers within 100.	Develop fluency of multiplication/division within 100.
3.Math.N.6	Use basic number combinations for multiplication and division to mentally compute related problems.	Use number combinations for multiplication/division to mentally compute related problems.
3.Math.N.7	Select and apply the best method to solve word problems.	Select/apply best method to solve word problems.
3.Math.N.8	Solve problems with multiple steps involving any combination of addition, subtraction, multiplication, and division, including those with solutions that are not whole numbers.	Solve problems with multiple steps of addition/subtraction/multiplication/division.
3.Math.N.9	Create and use models and drawings to describe multiplication and division of whole numbers up to 100.	Create/use models to describe multiplication/division up to 100.
	Algebra	

3.Math.A.1	Apply the commutative, associative, and distributive properties of operations to compute with whole numbers.	Apply commutative/associative/distributive properties of operations.
3.Math.A.2	Describe and extend geometric and numeric patterns.	Describe/extend geometric/numeric patterns.
Geometry		
3.Math.G.1	Identify, compare, and analyze properties of 2D and 3D shapes to classify them.	Identify/compare/analyze properties of 2D/3D shapes to classify them.
3.Math.G.2	Identify and describe line and rotational symmetry in 2D and 3D shapes and designs.	Identify/describe line/rotational symmetry in 2D/3D shapes/designs.
3.Math.G.3	Describe the results of subdividing, combining, and transforming shapes.	Describe results of subdividing/combining/transforming shapes.
Measurement		
3.Math.M.1	Determine the perimeter and area of regular shapes using standard units.	Determine perimeter/area of regular shapes using standard units.
3.Math.M.2	Describe what happens to measurements of a 2D shape, such as its perimeter and area, when the shape is changed in some way.	Describe what happens to measurements when a shape is changed.
3.Math.M.3	Show how differences in units affect precision.	Show how differences in units affect precision.
3.Math.M.4	Solve problems involving perimeters of 2D shapes, including various non-regular polygons.	Solve problems involving perimeters of 2D shapes.
Data Analysis		
3.Math.D.1	Compare different representations of the same data and evaluate how well each representation shows important aspects of the data.	Compare different representations of the same data.

3.Math.D.2	Describe events as likely or unlikely using words such as certain, equally likely, and impossible.	Describe events as likely/unlikely using certain/equally likely/impossible.
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Third Grade Science Curriculum Standards

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

	Full Standard	Report Card Wording
3.Sci.1	Express care and concern for all of God's creation, including all stages of life for each human person as an image and likeness of God, as well as through environmental stewardship.	Express care and concern for all of God's creation.
3.Sci.2	Describe how science answers "how" things physically exist, while our faith in God provides answers to our "why" questions.	Describe how science answers "how" and faith answers "why".
Physical Science		
3.Sci.PS.1	Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	Plan/conduct investigation of effects of balanced/unbalanced forces.
3.Sci.PS.2	Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.	Make observations/measurements of object's motion to predict future motion.
3.Sci.PS.3	Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.	Ask questions to determine cause/effect relationships of electric/magnetic interactions between objects.
3.Sci.PS.4	Define a simple problem that can be solved by applying scientific ideas about magnets.	Define simple problem to be solved by applying scientific ideas about magnets.
Life Science		

3.Sci.LS.1	Develop models to describe that all organisms, as God's creation, have unique and diverse life cycles but all have in common the fundamentals of birth, growth, reproduction, and death.	Develop models to describe all organisms have diverse life cycles.
3.Sci.LS.2	Construct an argument that some animals form groups that help members survive.	Construct argument that some animals form groups that help members survive.
3.Sci.LS.3	Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.	Analyze/interpret data that plants/animals have traits inherited from parents.
3.Sci.LS.4	Use evidence to support the explanation that traits can be influenced by the environment.	Explain that traits can be influenced by environment.
3.Sci.LS.5	Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.	Analyze/interpret data from fossils.
3.Sci.LS.6	Construct an argument with evidence to explain that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	Explain that in a particular habitat some organisms can/not survive well.
3.Sci.LS.7	Make a claim about the merits of a solution to a problem caused when an environment changes and the types of plants and animals that live there may change, as we care for that which God has given to sustain and delight us.	Make claim about the merits of a solution when environmental changes cause plant/animal changes.
Earth and Space Sciences		
3.Sci.ESS.1	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	Represent data to describe typical weather conditions.
3.Sci.ESS.2	Obtain and combine information to describe climates in different regions of the world.	Obtain/combine information to describe climates.

3.Sci.ESS.3	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.	Make claim about the merit of a design solution that reduces impact of a weather-related hazard.
Engineering Design		
3.Sci.ED.1	Through observation and experience, identify a simple problem to be solved and develop a list of criteria for potential solutions.	Identify problem to be solved/develop a list of criteria for potential solutions.
3.Sci.ED.2	Create and compare multiple potential solutions to a problem, then plan and carry out fair tests to consider how the potential solutions can be improved.	Create/compare solutions to problem and plan/carry out fair tests.

Third Grade Social Studies Curriculum Standards

The content focus of third grade social studies is “Michigan Studies”, as students explore the social studies disciplines of history, geography, civics, government, and economics through the context of a study of our state.

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

	Full Standard	Report Card Wording
3.SS.1	Apply Catholic virtues and democratic principles when working with others.	Apply Catholic virtues/democratic principles when working with others.
3.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.
3.SS.3	Create a timeline to sequence and describe major events in Michigan history.	Create timeline of major events in MI history.
3.SS.4	Describe the causal relationships between various events in Michigan’s past.	Describe causal relationships between various events in MI’s past.
3.SS.5	Compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.	Compare how American Indians/settlers in MI adapted to/used/modified environment.
3.SS.6	Use traditional stories of American Indians who lived in Michigan to study their people’s motivating values in history and how those compare to the values expressed in Catholic teaching.	Study values within traditional American Indian stories in MI and compare to values expressed in Catholic teaching.
3.SS.7	Create a historical narrative about life in the early settlements of Michigan (pre-statehood) by examining primary and secondary sources.	Create historical narrative about life in early settlements of MI.
3.SS.8	Describe how Michigan attained statehood.	Describe how MI attained statehood.

3.SS.9	Use maps and data sources to describe Michigan's location within the regions of the United States, identify and describe the physical and human characteristics of Michigan, and describe ways in which Michigan can be divided into regions.	Identify/describe physical/human characteristics of MI.
3.SS.10	Describe and locate the major types of economic activity in Michigan today, such as agriculture, manufacturing, services, tourism, and research and development.	Describe/locate economic activity in MI today.
3.SS.11	Use data and current information about American Indians currently living in Michigan to describe the cultural aspects of modern American Indian life.	Describe the cultural aspects of modern American Indian life in MI.
3.SS.12	Use primary and secondary sources to describe the various groups of diverse people who have immigrated to and migrated in Michigan, and how such movement affects the growth of Michigan.	Describe various groups of people who immigrated to MI and its effects on MI growth.
3.SS.13	Locate natural resources in Michigan, explain the various consequences of their use as we care for God's creation, and analyze how natural resources influence economic development.	Locate/explain/analyze natural resources in MI.
3.SS.14	Use primary and secondary sources to construct historical narratives about each of the various major events in Michigan history, including the history and impact of the Catholic Church in Michigan, the Underground Railroad in Michigan, the beginnings of the automobile industry, the labor movement, the protection of Michigan's natural resources, and the growth of Michigan cities.	Construct historical narratives about various major events in MI history.
3.SS.15	Distinguish between the roles of state and local government, and describe how Michigan state government reflects the principle of representative government.	Describe how MI state gov't reflects principle of representative gov't.
3.SS.16	Identify and describe the powers of the three branches of state government.	Identify/describe powers of three branches of state government.
3.SS.17	Describe the purpose of the Michigan Constitution.	Describe purpose of MI

		Constitution.
3.SS.18	Explain how specialization leads to increased interdependence of the economics of Michigan and the other states.	Explain how specialization leads to increased interdependence of the economics of MI and other states.
3.SS.19	Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.	Analyze information about a public issue in MI/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 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 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	Perform with expression and enthusiasm. <i>Students will demonstrate gratitude for God's gift of music with "shouts of joy" through various forms of song.</i>	Perform with expression/enthusiasm.
K-5.M.2	Perform and recognize rhythmic patterns appropriate to grade level. <i>Students will demonstrate the patience and perseverance necessary to recognize detailed patterns.</i>	Perform/recognize rhythmic patterns.
K-5.M.3	Compose music through a variety of experiences. <i>Students will demonstrate prayerfulness, patriotism, and playfulness in the creation and performance of music..</i>	Create music through variety of experiences.
K-5.M.4	Use music terminology appropriate to grade level. <i>Students will demonstrate respect for and responsibility to the complexity of music terminology.</i>	Use music terminology.
K-5.M.5	Participate at a level that accurately reflects personal ability. <i>Students will demonstrate gratitude for the ability of participating in music, knowing that music is a gift from God.</i>	Participate at level that accurately reflects personal ability.
K-5.M.6	Respond to music with movement. <i>Students will recognize the beauty, truth, and goodness in our God-given connection between sound and movement.</i>	Respond to music with movement.

Kindergarten through Fifth Grade Art Curriculum Standards

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

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

Kindergarten through Fifth Grade Physical Education Curriculum Standards

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

	Full Standard	Report Card Wording
K-5.PE.1	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.