

August 2018

Dear Catholic school families, educators, leaders and supporters,

The Office of Catholic Schools in the Diocese of Grand Rapids is pleased to present new curriculum standards outlining the academic expectations throughout our alliance of Catholic schools. By our definition, curriculum standards express the skills and content students are expected to demonstrate within courses and across grade levels. These standards provide normative targets for student performance. When a student has successfully completed a course or grade level, he or she will have demonstrated competence in the knowledge, skills, or attitudes required of that course or grade level. We have created these new curriculum standards in order to express the Catholic identity within our curriculum and to articulate the profile of a graduate of our diocesan schools. Developing these curriculum standards has been a two-year process involving educators, administrators and clergy. Like all curriculum revisions, this process is never entirely finished, and an annual review will allow us to update these documents to reflect what is best for our schools.

The sources used to create our diocesan curriculum standards vary by content area, but each is rooted in the Catechism of the Catholic Church and the Cardinal Newman Society's [Catholic Curriculum Standards](#). Additionally, the curriculum standards from various dioceses and national organizations of educators; curriculum guidelines from Michigan and other states; material from professional organizations, such as College Board, which produces the Scholastic Assessment Test (SAT) suite and the Advanced Placement (AP) assessments; and Northwest Evaluation Association (NWEA), which produces the Measure of Academic Progress (MAP) assessments, were used as references. Each of these sources is referenced in the acknowledgements following each content area document. Importantly, we also accounted for the cultures and communities of our local schools, as no standards should be adopted without consideration of the unique and specific desires of the Catholic families in the diocese.

Hundreds of diocesan teachers and administrators worked tirelessly to produce the content and wording of these curriculum standards over eighteen months, from summer 2016 through winter 2017. The curriculum standards were then reviewed by local experts in theology, including diocesan priests and Aquinas College professors. This combination of experts ensures that the curriculum is rooted in our Catholic faith, is interculturally appropriate for our diocese, and provides educational best practices to inspire excellence in Catholic education. The final review was completed by Most Reverend David J. Walkowiak, bishop of Grand Rapids and Mr. David Faber, superintendent of Catholic schools in the Diocese of Grand Rapids.

In sharing these documents with you, we invite you to explore how our alliance of Catholic schools strives to provide our students with an outstanding education that allows them to grow in faith and grace, achieve more in school and life, develop creativity and character, and feel welcome and cherished.

In Christ,



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

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Kindergarten through Second Grade Spiritual and Social Development

A student who 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.

Anchor Standards
for use in
Kindergarten through Eighth Grade
Religion Courses

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

	Anchor Standard	Report Card Wording
	The Great Commission	
ANCHOR 1 K-8.Rel.1	Evangelization and Missionary Discipleship (CCC 1-49) Explain our purpose on earth and why we are able to believe, through evangelization and missionary discipleship.	Explain our purpose on earth and why we are able to believe.
	Pillar I: The Profession of Faith	
ANCHOR 2 K-8.Rel.2	Sacred Scripture (CCC 50-141) Describe the revelation of God's plan through Sacred Scripture as the Word of God, with understanding of the unity of God's plan and Revelation through two Testaments.	Describe revelation of God's plan through Sacred Scripture.
ANCHOR 3 K-8.Rel.3	Faith and Church History (CCC 142-184) Describe humanity's response to God through faith and throughout Church history, as guided by the Holy Spirit and sustained by the Church.	Describe response to God through faith/Church history.

<p>ANCHOR 4</p> <p>K-8.Rel.4</p>	<p style="text-align: center;">The Creed (CCC 185 - 1065)</p> <p>Comprehend the Creed of the Catholic Church as the profession of faith through which we enter in communion with God the Father, Son, and Holy Spirit.</p> <p>I believe in God the Father Almighty, creator of Heaven and earth (185-421)</p> <p>I believe in Jesus Christ, the only Son of God (422-682)</p> <p>I believe in the Holy Spirit (683-1065) (The study of *731-1059 is also included in standard 9 as it pertains to the Church)</p>	<p>Comprehend the Creed of the Catholic Church.</p>
Pillar II: The Celebration of the Christian Mystery		
<p>ANCHOR 5</p> <p>K-8.Rel.5</p>	<p style="text-align: center;">God and the Sacred Liturgy (CCC 1066-1209)</p> <p>Understand the Sacred Liturgy as the source of life in the Church as it produces the fruits in the life of the faithful in its celebration, including the diverse liturgical traditions and unity of faith traditions within the celebration.</p>	<p>Understand Sacred Liturgy as source of life in the Church.</p>
<p>ANCHOR 6</p> <p>K-8.Rel.6</p>	<p style="text-align: center;">Seven Sacraments of the Church (CCC 1210-1690)</p> <p>Prepare for and engage in the life of the Sacraments of the Church, as the Sacraments touch all stages of the Christian life and form an organic whole in which each particular sacrament has its own vital place.</p>	<p>Prepare for/engage in life of the Sacraments of the Church.</p>
Pillar III: Life in Christ		
<p>ANCHOR 7</p>	<p style="text-align: center;">Dignity of the Human Person (CCC 1691-1876)</p>	<p>Connect the dignity of the human person to the</p>

K-8.Rel.7	Connect the dignity of the human person to the freedoms and responsibilities of life on earth, through an understanding of the Beatitudes, moral conscience, virtue, and sin.	freedoms/responsibilities of life on earth.
ANCHOR 8 K-8.Rel.8	<p style="text-align: center;">The Human Community (CCC 1877-1948)</p> <p>Respond to one's call to the human community, including the communal character of the human vocation, the necessity of contribution and participation in society, and the preservation of the common good, social justice, and human solidarity.</p>	Respond to call to the human community.
ANCHOR 9 K-8.Rel.9	<p style="text-align: center;">God's Salvation: Law and Grace (CCC 1949-2051) (along with 731-1059 as it pertains to the Church)</p> <p>Understand the Catholic Church to be the source of the Word of God and the community of the baptized through which Christians experience the example of holiness of the Virgin Mary and the saints, and through which Christians celebrate the Sacraments.</p>	Understand the Catholic Church to be source of the Word of God/community of baptized.
ANCHOR 10 K-8.Rel.10	<p style="text-align: center;">Love the Lord your God (CCC 2052-2195)</p> <p>Describe the relationship between the love of God and following the commandments, through study of the first three commandments and in reflection of loving God with all your heart, and with all your soul, and with all your mind.</p>	Describe relationship between love of God and following the commandments.
ANCHOR 11 K-8.Rel.11	<p style="text-align: center;">Love your Neighbor as Yourself (CCC 2196-2557)</p> <p>Describe the relationship between the love of others and following the</p>	Describe relationship between love of others and following the commandments.

	commandments, through study of commandments four through twelve and in reflection of love fulfilling the law.	
Pillar III: Christian Prayer		
ANCHOR 12 K-8.Rel.12	<p style="text-align: center;">Prayer (CCC 2558-2865)</p> <p>Pray and understand how to pray in various forms, in recognition of prayer as God's gift and to appreciate the universal call to prayer, as Jesus teaches us how to pray and Jesus hears our prayer, and as a study of ways to pray, the traditions of prayer, living a life of prayer, and praying the Lord's Prayer.</p>	Pray and understand how to pray in various forms.

Kindergarten English Language Arts Curriculum Standards

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

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

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

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

Kindergarten Mathematics Curriculum Standards

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

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

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

Kindergarten Science Curriculum Standards

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

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

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

Kindergarten Social Studies Curriculum Standards

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

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

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

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

Kindergarten through Second Grade Technology Curriculum Standards

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

Operations and Concepts <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>	
K-2.Tech.O.1	Use a variety of media and technology resources for directed/independent learning activities.
K-2.Tech.O.2	Communicate about technology using developmentally appropriate and accurate terminology.
Social, Ethical and Human Issues <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> <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>	
K-2.Tech.S.1	Use technology for the benefit of others and society, for the sake of human development, justice and peace, for the upbuilding of society at all levels, in light of the common good and in the spirit of solidarity.
K-2.Tech.S.2	Build cooperative and collaborative networks of peers and experts to customize and support the learning process.
K-2.Tech.S.3	Use digital tools to engage with others from a variety of backgrounds and cultures, to broaden understanding of global issues and investigate solutions.
K-2.Tech.S.4	Demonstrate awareness of the permanence of actions in the digital world.
K-2.Tech.S.5	Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

Technology Tools	
<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>	
K-2.Tech.T.1	Identify and create patterns, identify and correct errors in a sequence, and solve problems, as a means to introduce basic coding skills, using developmentally-appropriate terminology.
K-2.Tech.T.2	Articulate and set learning goals, use technology to help achieve them, and reflect on the learning processes to improve goal outcomes.
K-2.Tech.T.3	Use a variety of technologies within a design process to identify and solve problems.
K-2.Tech.T.4	Create developmentally-appropriate, original multimedia products with support from teachers, family members, or peers.
K-2.Tech.T.5	Publish, present, or share original products for authentic audiences.
K-2.Tech.T.6	Use productivity tools and peripherals to facilitate learning.
K-2.Tech.T.7	Explore the use of automation and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

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 classroom/broader community.

	<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>	
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Kindergarten through Fifth Grade Music Curriculum Standards

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

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

Kindergarten through Fifth Grade Art Curriculum Standards

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

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

Kindergarten through Fifth Grade Physical Education Curriculum Standards

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

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