

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  
First Grade**

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### Kindergarten through Second Grade Spiritual and Social Development

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

K-2nd	Spiritual and Social Development
K-2.SD.1	Expresses gratitude for God's gifts.
K-2.SD.2	Shows God's love through acts of kindness and generosity.
K-2.SD.3	Demonstrates Christian virtues.
K-2.SD.4	Participates in prayer and demonstrates reverence during Mass.
K-2.SD.5	Uses courtesy and respect in speech and actions.
K-2.SD.6	Collaborates well with others.
K-2.SD.7	Contributes to conversations appropriately.
K-2.SD.8	Patiently waits for turn.
K-2.SD.9	Listens attentively when others are speaking.
K-2.SD.10	Shows desire and interest in learning.
K-2.SD.11	Demonstrates servant leadership.
K-2.SD.12	Uses words appropriately to express self.

### Kindergarten through Second Grade Work Habits

A student who demonstrate grade level work habits --

K-2nd	Work Habits
K-2.WH.1	Applies God's gifts and talents to achieve personal best.
K-2.WH.2	Begins and pursues tasks independently.
K-2.WH.3	Follows written and oral directions.
K-2.WH.4	Organizes self and materials.
K-2.WH.5	Shows focus and attention to given tasks.
K-2.WH.6	Seeks help when needed.
K-2.WH.7	Follows routines and procedures.
K-2.WH.8	Chooses appropriate strategies to problem solve.
K-2.WH.9	Completes tasks neatly and carefully.
K-2.WH.10	Transitions smoothly between tasks.
K-2.WH.11	Takes risks and accepts mistakes.
K-2.WH.12	Comes prepared for the school day.
K-2.WH.13	Exhibits appropriate confidence.
K-2.WH.14	Demonstrates appropriate listening behavior.

**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
	<b>The Great Commission</b>	
<b>ANCHOR 1</b>  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.
	<b>Pillar I: The Profession of Faith</b>	
<b>ANCHOR 2</b>  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.
<b>ANCHOR 3</b>  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><b>ANCHOR 4</b></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>
<b>Pillar II: The Celebration of the Christian Mystery</b>		
<p><b>ANCHOR 5</b></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><b>ANCHOR 6</b></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>
<b>Pillar III: Life in Christ</b>		
<p><b>ANCHOR 7</b></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.
<b>ANCHOR 8</b>  K-8.Rel.8	<p style="text-align: center;">The Human Community (CCC 1877-1948)</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.	Respond to call to the human community.
<b>ANCHOR 9</b>  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> 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.	Understand the Catholic Church to be source of the Word of God/community of baptized.
<b>ANCHOR 10</b>  K-8.Rel.10	<p style="text-align: center;">Love the Lord your God (CCC 2052-2195)</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.	Describe relationship between love of God and following the commandments.
<b>ANCHOR 11</b>  K-8.Rel.11	<p style="text-align: center;">Love your Neighbor as Yourself (CCC 2196-2557)</p> Describe the relationship between the love of others and following the	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.	
<b>Pillar III: Christian Prayer</b>		
<b>ANCHOR 12</b> 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.



## First Grade English Language Arts Curriculum Standards

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

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

1.ELA.R.12	Retell stories read aloud using pictures.	Retell stories using pictures.
1.ELA.R.13	Identify the sequence of events in a story read aloud.	Identify sequence of events in a story.
1.ELA.R.14	Predict events in a story read aloud.	Predict events in a story.
1.ELA.R.15	Recognize the meaning of homophones while reading.	Recognize meaning of homophones.
1.ELA.R.16	Sort words into named categories.	Sort words into named categories.
1.ELA.R.17	Develop sentence fluency by recognizing when a sentence asks a question, makes a statement, or makes an exclamation.	Recognize when sentence asks question/makes statement/makes exclamation.
1.ELA.R.18	Identify the use of onomatopoeia.	Identify use of onomatopoeia.
1.ELA.R.19	Read assigned sight words correctly.	Read assigned sight words correctly.
1.ELA.R.20	Distinguish between spoken words with different number of syllables.	Distinguish between spoken words with different number of syllables.
<b>Writing and Language Use</b>		
1.ELA.W.1	Inform others through writing by including facts gathered from sources.	Inform others through writing.
1.ELA.W.2	State an opinion and use reasons to support or explain the opinion.	State opinion and use reasons to support/explain opinion.
1.ELA.W.3	Share a real or imagined event or situation through sentences and illustrations.	Share a real/imagined event/situation through sentences/illustrations.
1.ELA.W.4	Connect parts of writing with connection words.	Use connection words.
1.ELA.W.5	Use labels and words to offer details in illustrations.	Use labels/words to offer details in illustrations.

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

### First Grade Mathematics Curriculum Standards

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

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

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

## First Grade Science Curriculum Standards

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

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

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

## First Grade Social Studies Curriculum Standards

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

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

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



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

## Kindergarten through Second Grade Technology Curriculum Standards

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

<b>Operations and Concepts</b> <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.
<b>Social, Ethical and Human Issues</b> <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.

<b>Technology Tools</b>	
<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"> <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.