

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,



Jill Annable
Assistant Superintendent for Curriculum, Instruction, and Technology Integration
Office of Catholic Schools, Diocese of Grand Rapids

Cathedral Square Center
360 Division Avenue South
Grand Rapids, MI 49503

T 616.246.0590
F 616.551.5650

CatholicSchools4U.org

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

Table of Contents

Kindergarten through Second Grade Spiritual and Social Development	2
Kindergarten through Second Grade Work Habits	3
Anchor Standards for use in Kindergarten through Eighth Grade Religion Courses	4
Second Grade English Language Arts Curriculum Standards	8
Second Grade Mathematics Curriculum Standards	12
Second Grade Science Curriculum Standards	15
Second Grade Social Studies Curriculum Standards	17
Kindergarten through Second Grade Technology Curriculum Standards	20
Kindergarten through Fifth Grade World Language Curriculum Standards	22
Kindergarten through Fifth Grade Music Curriculum Standards	24
Kindergarten through Fifth Grade Art Curriculum Standards	25
Kindergarten through Fifth Grade Physical Education Curriculum Standards	26

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> 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.
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> 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.
ANCHOR 10 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.
ANCHOR 11 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.	
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.

Second Grade English Language Arts Curriculum Standards

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

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

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

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

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

Second Grade Mathematics Curriculum Standards

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

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

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

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

Second Grade Science Curriculum Standards

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

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

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

Second Grade Social Studies Curriculum Standards

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

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

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

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

2.SS.17	Use data found in graphs, charts and primary sources to examine a public issue in the local community and evaluate various potential resolutions.	Examine a public local issue/evaluate resolutions.
---------	---	--

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>	
--	---	--

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.