

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  
Third Grade**

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### Third through Eighth Grade Spiritual and Social Development

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

3-8th	Spiritual and Social Development
3-8.SD.1	Expresses gratitude for God's gifts.
3-8.SD.2	Shows God's love through acts of kindness and generosity.
3-8.SD.3	Demonstrates Christian virtues.
3-8.SD.4	Participates in prayer and demonstrates reverence during Mass.
3-8.SD.5	Uses courtesy and respect in speech and actions.
3-8.SD.6	Collaborates well with others.
3-8.SD.7	Actively contributes to class discussions.
3-8.SD.8	Demonstrates self control and assumes responsibility for actions.
3-8.SD.9	Listens attentively when others are speaking.
3-8.SD.10	Shows desire and interest in learning.
3-8.SD.11	Demonstrates servant leadership.
3-8.SD.12	Treats others with dignity.

### Third through Eighth Grade Work Habits

A student who demonstrate grade level work habits --

3-8th	Work Habits
3-8.WH.1	Applies God's gifts and talents to achieve personal best.
3-8.WH.2	Begins and pursues tasks independently.
3-8.WH.3	Follows written and oral directions.
3-8.WH.4	Demonstrates organizational skills.
3-8.WH.5	Shows focus and attention to given tasks.
3-8.WH.6	Seeks help when needed.
3-8.WH.7	Follows routines and procedures.
3-8.WH.8	Chooses appropriate strategies to problem solve.
3-8.WH.9	Produces legible and neat work.
3-8.WH.10	Transitions smoothly between tasks.
3-8.WH.11	Takes risks and accepts mistakes.
3-8.WH.12	Comes prepared for the school day.
3-8.WH.13	Exhibits appropriate confidence.
3-8.WH.14	Uses time management skills to complete tasks.
3-8.WH.15	Produces work that reflects ability.

**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> <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.
<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> <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.
<b>ANCHOR 10</b>  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.
<b>ANCHOR 11</b>  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.	
<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.

### Third Grade English Language Arts Curriculum Standards

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

	Full Standard	Report Card Wording
	<b>Reading</b>	
3.ELA.R.1	Uncover authentic Truth by analyzing works of fiction and nonfiction that reflect Catholic culture and worldview.	Uncover authentic Truth by analyzing works of fiction/nonfiction that reflect Catholic culture/worldview.
3.ELA.R.2	Demonstrate cultural literacy through the study of a variety of great works and authors spanning different eras and regions of the world and with those authors specifically rooted in Michigan history.	Demonstrate cultural literacy through works/authors of different eras/regions/rooted in MI history.
3.ELA.R.3	Determine the main idea and central message of a text.	Determine main idea/central message.
3.ELA.R.4	Determine how visual and multimedia text features add meaning to a text.	Determine how visual/multimedia text features add meaning.
3.ELA.R.5	Infer the perspectives and viewpoints of an author by examining their work.	Infer perspectives/viewpoints of author.
3.ELA.R.6	Notice the characteristics of various genres and classify a text by its genre.	Notice characteristics of various genres/classify text by its genre.
3.ELA.R.7	Understand increasingly complex key terms and content-specific vocabulary used in texts and media.	Understand increasingly complex key terms/vocabulary used in texts/media.
3.ELA.R.8	Make inferences about characters, setting, and plot while reading.	Make inferences about characters/setting/plot.
3.ELA.R.9	Identify positive attributes of heroic characters in narratives.	Identify positive attributes of heroic characters.

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

	reasoning or evidence to support the claim.	topic/claim/reasoning/evidence.
3.ELA.W.3	Create a narrative that includes a beginning, middle, and end and explores a problem or situation using action, dialogue, and thoughts.	Create narrative that includes beginning/middle/end and explores a problem.
3.ELA.W.4	Organize ideas with intention by grouping similar information into paragraphs or sections within a writing piece.	Organize ideas with intention by grouping similar information.
3.ELA.W.5	Use transitional words to connect sentences and paragraphs.	Use transitional words to connect sentences/paragraphs.
3.ELA.W.6	Use nonfiction text features within a writing piece in order to add to the understanding of the content presented.	Use nonfiction text features in writing.
3.ELA.W.7	Use specific vocabulary and sensory details to develop effective word choice in writing.	Use specific vocabulary/sensory details.
3.ELA.W.8	Revise written work to improve its content, word choice, structure and grammatical use.	Revise written work to improve its content/word choice/structure/grammatical use.
3.ELA.W.9	Offer feedback to the writing of others in order to strengthen the elements of the piece.	Offer feedback to the writing of others.
3.ELA.W.10	Consider the feedback of others while revising one's own writing.	Consider feedback of others while revising.
3.ELA.W.11	Edit and proofread one's own writing, applying various and increasingly complex aspects of grammatical and spelling rules.	Edit/proofread one's own writing.
3.ELA.W.12	Use correct punctuation at the ends of sentences.	Use correct punctuation at the ends of sentences.
3.ELA.W.13	Use commas in lists.	Use commas in lists.
3.ELA.W.14	Punctuate dialogue using commas and quotation marks.	Punctuate dialogue using

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

### Third Grade Mathematics Curriculum Standards

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

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

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

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

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

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

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

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

### Third Grade Social Studies Curriculum Standards

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

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

	Full Standard	Report Card Wording
3.SS.1	Apply Catholic virtues and democratic principles when working with others.	Apply Catholic virtues/democratic principles when working with others.
3.SS.2	Pursue peace and truth through the demonstration of respect for the attributes of various cultures, as we are called to be one human family on earth.	Pursue peace and truth / demonstrate respect for the attributes of various cultures.
3.SS.3	Create a timeline to sequence and describe major events in Michigan history.	Create timeline of major events in MI history.
3.SS.4	Describe the causal relationships between various events in Michigan’s past.	Describe causal relationships between various events in MI’s past.
3.SS.5	Compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.	Compare how American Indians/settlers in MI adapted to/used/modified environment.
3.SS.6	Use traditional stories of American Indians who lived in Michigan to study their people’s motivating values in history and how those compare to the values expressed in Catholic teaching.	Study values within traditional American Indian stories in MI and compare to values expressed in Catholic teaching.
3.SS.7	Create a historical narrative about life in the early settlements of Michigan (pre-statehood) by examining primary and secondary sources.	Create historical narrative about life in early settlements of MI.
3.SS.8	Describe how Michigan attained statehood.	Describe how MI attained statehood.

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

		Constitution.
3.SS.18	Explain how specialization leads to increased interdependence of the economics of Michigan and the other states.	Explain how specialization leads to increased interdependence of the economics of MI and other states.
3.SS.19	Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.	Analyze information about a public issue in MI/evaluate alternative resolutions.

### Third through Fifth Grade Technology Curriculum Standards

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

<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>	
3-5.Tech.O.1	Use a variety of media and technology resources for directed/independent learning activities.
3-5.Tech.O.2	Communicate about technology using developmentally appropriate and accurate terminology.
3-5.Tech.O.3	Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.
<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>	
3-5.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.
3-5.Tech.S.2	Build cooperative and collaborative networks of peers and experts to customize and support the learning process.
3-5.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.
3-5.Tech.S.4	Demonstrate awareness of the permanence of actions in the digital world.

3-5.Tech.S.5	Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
3-5.Tech.S.6	Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness and reliability of electronic information sources.
3-5.Tech.S.7	Establish and maintain a positive digital identity and reputation.
3-5.Tech.S.8	Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
3-5.Tech.S.9	Manage personal data to maintain digital privacy and security and build awareness of data-collection technology used to track people's navigation online.
<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>	
3-5.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.
3-5.Tech.T.2	Articulate and set learning goals, use technology to help achieve them, and reflect on the learning processes to improve goal outcomes.
3-5.Tech.T.3	Use a variety of technologies within a design process to identify and solve problems.
3-5.Tech.T.4	Create developmentally-appropriate, original multimedia products with support from teachers, family members, or peers.
3-5.Tech.T.5	Publish, present, or share original products for authentic audiences.
3-5.Tech.T.6	Use productivity tools and peripherals to facilitate learning.
3-5.Tech.T.7	Explore the use of automation and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

3-5.Tech.T.8	Use digital tools to collect, analyze, and represent information in various ways to facilitate problem-solving and decision-making.
3-5.Tech.T.9	Select and use digital tools effectively and productively.
3-5.Tech.T.10	Plan and employ effective research strategies to locate information and other resources.
3-5.Tech.T.11	Curate and organize information from digital resources using a variety of tools and methods.
3-5.Tech.T.12	Model processes and systems that satisfy <i>if-then</i> statement with increased complexity.
3-5.Tech.T.13	Use the concepts of <i>compose</i> and <i>decompose</i> to demonstrate understanding of specific organizational patterns.
3-5.Tech.T.14	Explore using various coding languages as a way to create, control, and interact with digital spaces.

## 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.