

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  
Fourth 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.



### Fourth Grade English Language Arts Curriculum Standards

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

	Full Standard	Report Card Wording
	<b>Reading</b>	
4.ELA.R.1	Uncover authentic Truth by analyzing works of various genres that reflect Catholic culture and worldview.	Uncover authentic Truth by analyzing works of various genres that reflect Catholic culture and worldview.
4.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 United States studies.	Demonstrate cultural literacy through works/authors of different eras/regions/rooted in US.
4.ELA.R.3	Determine the main ideas of narratives and informational sources in one's own words.	Determine main idea in one's own words.
4.ELA.R.4	Use visual and multimedia text features to describe the contents of a text.	Use visual/multimedia text features to describe text's contents.
4.ELA.R.5	Determine the intended audience and purpose of sources of information.	Determine intended audience/purpose.
4.ELA.R.6	Discuss how an author's perspective may influence the author's work.	Discuss how author's perspective influences work.
4.ELA.R.7	Determine the meanings of key terms and content-specific vocabulary as used in texts and media.	Determine meanings of key terms/content-specific vocabulary.
4.ELA.R.8	Classify various texts by their genres and characteristics.	Classify texts by genres/characteristics.
4.ELA.R.9	Use details to make inferences about characters, setting, and plot to strengthen understanding while reading.	Use details to make inferences about characters/setting/plot.

4.ELA.R.10	Identify noble characteristics in persons studied in fiction and nonfiction.	Identify noble characteristics in fiction/nonfiction.
4.ELA.R.11	Explore how the narrator and setting influence the plot development, tone, and themes of a narrative.	Explore how narrator/setting influence plot/tone/themes.
4.ELA.R.12	Recognize an author's use of symbolism.	Recognize author's use of symbolism.
4.ELA.R.13	Identify point of view of a narrative.	Identify point of view.
4.ELA.R.14	Identify details that support the central idea or theme of a text.	Identify details that support central idea/theme.
4.ELA.R.15	Describe the relationships among different ideas or events in a text to summarize these by time, sequence, or cause/effect.	Describe relationships of ideas/events to summarize these by time/sequence/cause/effect.
4.ELA.R.16	Discuss various decisions an author has made pertaining to a text's content and organization.	Discuss decisions author has made of content/organization.
4.ELA.R.17	Determine the mood and tone of a text.	Determine mood/tone.
4.ELA.R.18	Identify reasons and evidence an author uses to support a claim.	Identify reasons/evidence author uses to support claim.
4.ELA.R.19	Identify and determine the purpose of specific word choice and figurative language in a text.	Identify/determine purpose of word choice/figurative language.
4.ELA.R.20	Determine the meaning of unfamiliar words while reading, using the following strategies: applying knowledge of common affixes, common Greek or Latin roots, and using the context of the reading passage.	Determine meaning of unfamiliar words: using common affixes, common Greek/Latin roots, in context.
4.ELA.R.21	Read aloud appropriate grade-level texts with accuracy, fluency, and expression.	Read aloud with accuracy/fluency/expression.

	<b>Writing and Language Use</b>	
4.ELA.W.1	Create texts and media to inform or examine a specific topic, by including information from a variety of sources and choosing subtopics and information because of their importance to the goal of the writing.	Create texts/media to inform/examine a specific topic.
4.ELA.W.2	Create an argument that includes a specific topic, a clear claim, various types of facts or details as evidence, and reasoning to support the claim.	Create argument that includes specific topic, clear claim, various facts/details as evidence, and reasoning.
4.ELA.W.3	Create a narrative that includes a beginning that introduces setting and characters, explores a problem or conflict, uses transition words to signify time, creates an ending that connects to the beginning and middle, and balances a combination of action, dialogue, and thoughts.	Create narrative that includes beginning/conflict/ending.
4.ELA.W.4	Use paragraphs to intentionally separate ideas and offer an organizational structure.	Use paragraphs to intentionally separate ideas.
4.ELA.W.5	Use precise language, specific vocabulary, sensory details, and concrete words and phrases to develop effective word choice in writing.	Develop effective word choice in writing.
4.ELA.W.6	Improve the quality of a text by clarifying ideas, eliminating unimportant parts, and adding meaningful details.	Clarify ideas/eliminate unimportant parts/add meaningful details.
4.ELA.W.7	Develop and practice aspects of writing processes including invention, research and drafting.	Develop/practice writing processes including invention/research/drafting.
4.ELA.W.8	Offer feedback to the writing of others.	Offer feedback to the writing of others.
4.ELA.W.9	Consider the feedback of others while revising one's own writing.	Consider feedback of others while revising.
4.ELA.W.10	Use technology purposefully to enhance writing for its intended audience.	Use technology purposefully to enhance writing.

4.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, applying various aspects of grammatical/spelling rules.
4.ELA.W.12	Place end punctuation effectively.	Place end punctuation effectively.
4.ELA.W.13	Use commas in lists, in dialogue, and in compound sentences.	Use commas in lists/dialogue/compound sentences.
<b>Communication</b>		
4.ELA.C.1	Contribute to written and spoken conversations.	Contribute to written/spoken conversations.
4.ELA.C.2	Collaborate with others: listen to others' ideas, express one's own opinion clearly about specific topics, and link own comments to the remarks of others.	Collaborate with others: listen, express opinion clearly, link own comments to remarks of others.
4.ELA.C.3	Make decisions about publication of work by considering the purpose and intended audience of the work.	Make decisions about publication by considering purpose/audience.
4.ELA.C.4	Speak clearly and at an understandable pace: one-on-one, in small groups, and during presentations.	Speak clearly and at an understandable pace.
4.ELA.C.5	Inform or influence others within the community on various topics, including to proclaim Catholic faith and to address public issues.	Inform/influence others, including to proclaim Catholic faith/address public issues.
<b>Documentation</b>		
4.ELA.D.1	Use trusted sources of information and give credit to its authors.	Use trusted sources of information/give credit to authors.

### Fourth Grade Mathematics Curriculum Standards

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

	Full Standard	Report Card Wording
	<b>Number</b>	
4.Math.N.1	Identify the place on a number line for whole numbers, fractions, and decimals to the hundredths place, and explore values less than zero on the number line.	Identify place on number line for whole numbers/fractions/decimals to hundredths place.
4.Math.N.2	Compare (greater than, less than, equal to) whole numbers, commonly used fractions, and decimals to the hundredths place using a number line.	Compare <, >, = whole numbers/fractions/decimals.
4.Math.N.3	Use familiar applications to describe the role of numbers less than zero.	Describe role of numbers < 0.
4.Math.N.4	Use multiple models such as pictures and physical objects to describe orally and in written form place value with decimals to the hundredths place.	Use multiple models to describe place value with decimals to hundredths place.
4.Math.N.5	Recognize and generate equivalent forms of commonly used fractions, decimals, and percents.	Recognize/generate equivalent forms of common fractions/decimals/percents.
4.Math.N.6	Describe groups of numbers according to their characteristics, such as the nature of their factors and multiples within 100.	Describe groups of numbers according to characteristics.
4.Math.N.7	Develop and use strategies to estimate the results of whole number computations involved in story problems, including rounding to the nearest whole number and justifying the reasonableness of the estimate.	Develop/use strategies to estimate results of whole number computations in story problems.
4.Math.N.8	Use models and drawings to describe the effects of the multiplication and division of two-digit whole numbers.	Use models to describe effects of multiplication/division of two-digit whole numbers.
4.Math.N.9	Use visual models, benchmarks, and equivalent forms to add and subtract commonly used fractions.	Use models/benchmarks/equivalent forms to +/- common fractions.

<b>Algebra</b>		
4.Math.A.1	Represent the idea of a variable as an unknown quantity using a letter or symbol.	Represent variable using letter/symbol.
4.Math.A.2	Solve multiplication and division problems involving two-digit numbers.	Solve multiplication/division problems of two-digit numbers.
4.Math.A.3	Describe, extend, and make generalizations about geometric and numeric patterns.	Describe/extend/make generalizations about geometric/numeric patterns.
<b>Geometry</b>		
4.Math.G.1	Describe 2D shapes using the terms line segment, parallel, perpendicular, angle, right angle, and line of symmetry.	Describe 2D shapes.
4.Math.G.2	Build a 3D object from a 2D representation of that object.	Build 3D object from 2D representation of object.
4.Math.G.3	Create a 2D representation of a 3D object.	Create 2D representation of 3D object.
4.Math.G.4	Describe a motion or a series of motions that will show that two shapes are congruent.	Describe motion to show two shapes are congruent.
<b>Measurement</b>		
4.Math.M.1	Develop strategies for estimating the perimeters and areas of irregular shapes.	Develop strategies for estimating perimeters/areas of irregular shapes.
4.Math.M.2	Select and apply appropriate standard units and tools to measure length, area, volume, weight, time, and temperature.	Select/apply appropriate standard units/tools to measure.
4.Math.M.3	Develop strategies to determine the surface areas of rectangular solids.	Develop strategies to determine surface areas of rectangular solids.

4.Math.M.4	Describe the relationships among perimeter, area, and surface area.	Describe relationships among perimeter/area/surface area.
<b>Data Analysis</b>		
4.Math.D.1	Represent and interpret data using graphs and tables that include whole numbers, fractions, and decimals.	Represent/interpret data using graphs/tables that include whole numbers/fractions/decimals.
4.Math.D.2	Use measures of center (mean, median, mode) while interpreting data.	Use measures of center to interpret data.
4.Math.D.3	Predict the probability of outcomes of simple experiments and test the predictions.	Predict probability of outcomes/test predictions.

### Fourth Grade Science Curriculum Standards

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

	Full Standard	Report Card Wording
4.Sci.1	Share how the unity of faith and reason allows us to know there exists no contradiction between the God of nature and the God of faith.	Share that there exists no contradiction between God of nature/God of faith.
4.Sci.2	Explore the responsibility of using science and technology for the common good of humanity and all of God's creation.	Explore responsibility of using science/technology for common good.
<b>Physical Science</b>		
4.Sci.PS.1	Explain the relationship of the speed of an object to the energy of that object.	Explain relationship of speed/energy of object.
4.Sci.PS.2	Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	Make observations to provide evidence that energy is transferred.
4.Sci.PS.3	Ask questions and predict outcomes about the changes in energy that occur when objects collide.	Ask questions/predict outcomes about energy when objects collide.
4.Sci.PS.4	Apply scientific ideas in order to design, test, and refine a device that converts energy from one form to another.	Design/test/refine device that converts energy.
4.Sci.PS.5	Develop a model of waves to describe patterns in terms of amplitude and wavelength and to show that waves can cause objects to move.	Develop model of waves to describe patterns.
4.Sci.PS.6	Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.	Develop model of light allowing objects to be seen.



4.Sci.PS.7	Generate and compare multiple solutions that use patterns to transfer information.	Generate/compare multiple solutions that use patterns to transfer information.
<b>Life Science</b>		
4.Sci.LS.1	Describe how plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	Describe how plants/animals have structures to support life.
4.Sci.LS.2	Use a model to describe that animals receive different types of information through their senses, process the information in their brains, and respond to the information in different ways.	Use model to describe how animals receive/process/respond to information.
<b>Earth and Space Sciences</b>		
4.Sci.ESS.1	Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.	Identify evidence in rock formations/fossils to support explanation for changes over time.
4.Sci.ESS.2	Make observations and/or measurements to provide evidence of the effects of weathering, or the rate of erosion, by water, ice, wind, or vegetation.	Provide evidence of effects of weathering/rate of erosion.
4.Sci.ESS.3	Analyze and interpret data from maps to describe patterns of Earth's features.	Analyze/interpret data to describe patterns of Earth's features.
4.Sci.ESS.4	Obtain and combine information to describe that energy and fuels are derived from natural resources and to describe how their uses affect the environment.	Describe that energy/fuels are derived from natural resources.
4.Sci.ESS.5	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	Generate/compare solutions to reduce impacts of natural Earth processes on humans.
<b>Engineering Design</b>		

4.Sci.ED.1	Through observation and experience, identify a problem to be solved and develop a list of probable solutions, given a limited inventory of materials.	Identify problem/develop list of probable solutions.
4.Sci.ED.2	Create and compare multiple potential solutions to a problem while considering the criteria and constraints of the problem.	Create/compare potential solutions to a problem, considering criteria/constraints.
4.Sci.ED.3	Plan and carry out fair tests in which the variables are controlled and failure points are considered in order to identify aspects of a model or prototype that can be improved.	Plan/carry out fair tests to improve prototype.

### Fourth Grade Social Studies Curriculum Standards

The content focus of fourth grade social studies is “United States Studies”, as students learn significant social studies concepts within an increasingly complex social environment and examine fundamental concepts in geography, civics, government, and economics organized by topic, region, or issue.

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

	Full Standard	Report Card Wording
4.SS.1	Apply Catholic virtues and democratic principles when working with others.	Apply Catholic virtues/democratic principles when working with others.
4.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.
4.SS.3	Use geographic tools and technologies to describe geographic patterns of the United States in terms of elevation, climate, and population density.	Describe geographic patterns of US.
4.SS.4	Use hemispheres, continents, oceans and major lines of latitude to describe the relative location of the United States on a world map.	Describe relative location of US on world map.
4.SS.5	Locate and describe human and physical characteristics of major United States regions and compare them to the Great Lakes Region.	Locate/describe human/physical characteristics of US regions and compare to Great Lakes Region.
4.SS.6	Locate on a map and describe the modern influence of sites of historic Roman Catholic influence, identify the population density of Catholics in the United States, and describe the influence of Catholics in political and business leadership roles in the United States.	Locate on map/describe modern influence of Catholics in US.

4.SS.7	Identify factors that influence the migration of people within or to the United States, and describe the impact of immigration to the United States on the cultural development of different places or regions of the United States.	Identify factors that influence migration in US/describe impact on culture.
4.SS.8	Describe the positive and negative effects of human activities in the United States that have altered the natural environments of specific regions, as God calls us to care for our common home on earth.	Describe effects of human activities in US that have altered natural environments.
4.SS.9	Identify the purposes of government as stated in the Preamble of the Constitution.	Identify purposes of gov't as stated in Preamble.
4.SS.10	Explain how the principles of popular sovereignty, rules of law, checks and balances, separation of powers, and individual rights serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.	Explain how certain principles serve to limit powers of fed gov't.
4.SS.11	Give examples of powers granted to the federal government and those reserved for the states and how this relates to the Catholic principles of solidarity and subsidiarity.	Give examples of powers granted to fed gov't/those reserved for states and relate to solidarity/subsidiarity.
4.SS.12	Describe how the powers of the federal government are separated among the three branches of government.	Describe how powers of fed gov't are separated among three branches.
4.SS.13	Explain how the federal government uses taxing and spending to serve the purposes of government.	Explain how fed gov't uses taxing/spending.
4.SS.14	Describe some characteristics of a market economy that serves its people, and describe how positive and negative incentives influence behavior in a market economy.	Describe how market economy serves people/describe how incentives influence behavior.

4.SS.15	Explain supply and demand by using examples of how competition among buyers results in higher prices and competition among sellers results in lower prices.	Explain supply/demand.
4.SS.16	Explain how work is a form of continuing participation in God's creation, how we are called to protect the dignity of work and the basic rights of workers, and describe the circular flow model of money being exchanged for goods and services.	Explain how work is a form of continuing participation in God's creation.
4.SS.17	Explain why public goods (e.g., national monuments, interstate highways, public libraries, public parks) are not privately owned.	Explain why public goods are not privately owned.
4.SS.18	Explain how changes in the United States economy impact levels of employment and unemployment.	Explain how changes in US economy impact employment levels.
4.SS.19	Describe how global competition affects the national economy.	Describe how global competition affects national economy.
4.SS.20	Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.	Analyze information about a US public issue/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	Perform with expression and enthusiasm. <i>Students will demonstrate gratitude for God's gift of music with "shouts of joy" through various forms of song.</i>	Perform with expression/enthusiasm.
K-5.M.2	Perform and recognize rhythmic patterns appropriate to grade level. <i>Students will demonstrate the patience and perseverance necessary to recognize detailed patterns.</i>	Perform/recognize rhythmic patterns.
K-5.M.3	Compose music through a variety of experiences. <i>Students will demonstrate prayerfulness, patriotism, and playfulness in the creation and performance of music..</i>	Create music through variety of experiences.
K-5.M.4	Use music terminology appropriate to grade level. <i>Students will demonstrate respect for and responsibility to the complexity of music terminology.</i>	Use music terminology.
K-5.M.5	Participate at a level that accurately reflects personal ability. <i>Students will demonstrate gratitude for the ability of participating in music, knowing that music is a gift from God.</i>	Participate at level that accurately reflects personal ability.
K-5.M.6	Respond to music with movement. <i>Students will recognize the beauty, truth, and goodness in our God-given connection between sound and movement.</i>	Respond to music with movement.

## Kindergarten through Fifth Grade Art Curriculum Standards

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

	Full Standard	Report Card Wording
K-5.A.1	<p>Recognize the beauty and purpose of art in the world.</p> <p><i>Students will demonstrate the ability to seek God's beauty, truth, and goodness in visual arts.</i></p>	Recognize beauty/purpose of art in world.
K-5.A.2	<p>Demonstrate self-expression by creating works of art.</p> <p><i>Students will demonstrate gratitude for God's gift of art, through which we celebrate beauty, truth, and goodness.</i></p>	Demonstrate self-expression by creating works of art.
K-5.A.3	<p>Discuss and respond to art using the elements of art and principles of design.</p> <p><i>In the discussion of art, students will demonstrate respect for art's various forms and responsibility to share sincere and courteous response to art's creation.</i></p>	Discuss/respond to art using elements of art and principles of design.
K-5.A.4	<p>Create art for a variety of intentions.</p> <p><i>Students will demonstrate prayerfulness, patriotism, and playfulness in the creation of art</i></p> <ul style="list-style-type: none"> <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.