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| **CATHOLIC CURRICULAR STANDARDS AND DISPOSITIONS** **IN ENGLISH/LANGUAGE ARTS K-6[[1]](#footnote-1)***Literature and the arts are also, in their own way, of great importance to the life of the Church. They strive to make known the proper nature of man, his problems and his experiences in trying to know and perfect both himself and the world. They have much to do with revealing man’s place in history and in the world; with illustrating the miseries and joys, the needs and strengths of man and with foreshadowing a better life for him. Thus they are able to elevate human life, expressed in multifold forms according to various times and regions.* [*Gaudium et Spes, 1965, #62*](http://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_const_19651207_gaudium-et-spes_en.html) |
|  |  |  | *General Standards* |
| CS | ELA.K6 | GS1 | Analyze literature that reflects the transmission of a Catholic culture and worldview. |
| CS | ELA.K6 | GS2 | Analyze works of fiction and non-fiction to uncover authentic Truth. |
| CS | ELA.K6 | GS3 | Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world. |
| CS | ELA.K6 | GS4 | Share how literature can contribute to strengthening one’s moral character. |
|  |  |  | *Intellectual Standards* |
| CS | ELA.K6 | IS1 | Demonstrate how literature is used to develop a religious, moral, and social sense. |
| CS | ELA.K6 | IS2 | Articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories. |
| CS | ELA.K6 | IS3 | Recognize Christian and Western symbols and symbolism.  |
| CS | ELA.K6 | IS4 | Explain how Christian and Western symbols and symbolism communicate the battle between good and evil and make reality visible. |
| CS | ELA.K6 | IS5 | Recite poems of substance that inform the human soul and encourage a striving for virtue and goodness. |
| CS | ELA.K6 | IS6 | Identify examples of noble characteristics in stories of virtuous heroes and heroines.  |
| CS | ELA.K6 | IS7 | Identify the causes underlying why people do the things they do. |
| CS | ELA.K6 | IS8 | Identify how literature develops the faculty of personal judgment. |
| CS | ELA.K6 | IS9 | Analyze how literature assists in the ability to make judgments about what is true and what is false and to make choices based on these judgments. |
| CS | ELA.K6 | IS10 | Analyze literature to identify, interpret, and assimilate the cultural patrimony handed down from previous generations. |
| CS | ELA.K6 | IS11 | Summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times. |
| CS | ELA.K6 | IS12 | Use imagination to create dialogue between the readers and the characters in a story. |
| CS | ELA.K6 | IS13 | Determine how literature cultivates the human intellectual faculties of contemplation, intuition, and creativity. |
| CS | ELA.K6 | IS14 | Analyze the author’s reasoning and discover the author’s intent. |

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|  |  |  | *Writing Standards* |
| CS | ELA.K6 | WS1 | Use language as a bridge for communication with one’s fellow man for the betterment of all involved. |
| CS | ELA.K6 | WS2 | Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings. |
| CS | ELA.K6 | WS3 | Use grammar as a means of signifying concepts and the relationship to reason. |
|  |  |  | *Dispositional Standards* |
| CS | ELA.K6 | DS1 | Accept and value how literature aids one to live harmoniously with others.  |
| CS | ELA.K6 | DS2 | Accept and value how literature can assist in interpreting and evaluating all things in a truly Christian spirit. |
| CS | ELA.K6 | DS3 | Share how literature cultivates the aesthetic faculties within the human person. |
| CS | ELA.K6 | DS4 | Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form. |
| CS | ELA.K6 | DS5 | Share how literature ignites the creative imagination in healthy ways. |
| CS | ELA.K6 | DS6 | Share how literature assists in identifying, interpreting, and assimilating the cultural patrimony handed down from previous generations. |
| CS | ELA.K6 | DS7 | Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays. |
| CS | ELA.K6 | DS8 | Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes. |
| CS | ELA.K6 | DS9 | Share how the beauty and cadence of poetry impacts human sensibilities and forms the soul. |

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| **CATHOLIC CURRICULAR STANDARDS AND DISPOSITIONS** **IN ENGLISH/LANGUAGE ARTS 7-12[[2]](#footnote-2)***Literature and the arts are also, in their own way, of great importance to the life of the Church. They strive to make known the proper nature of man, his problems and his experiences in trying to know and perfect both himself and the world. They have much to do with revealing man’s place in history and in the world; with illustrating the miseries and joys, the needs and strengths of man and with foreshadowing a better life for him. Thus they are able to elevate human life, expressed in multifold forms according to various times and regions.*[*Gaudium et Spes, 1965, #62*](http://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_const_19651207_gaudium-et-spes_en.html) |
|  |  |  | *General Standards* |
| CS | ELA.712 | GS1 | Analyze literature that reflects the transmission of a Catholic culture and worldview. |
| CS | ELA.712 | GS2 | Analyze works of fiction and non-fiction to uncover authentic Truth.  |
| CS | ELA.712 | GS3 | Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world. |
| CS | ELA.712 | GS4 | Share how literature can contribute to strengthening one’s moral character. |
|  |  |  | *Intellectual Standards* |
| CS | ELA.712 | IS1 | Identify how literature interprets the human condition, human behaviors, and human actions in its redeemed and unredeemed state. |
| CS | ELA.712 | IS2 | Describe how the rich spiritual knowledge communicated through fairy tales, fables, myths, parables, and other stories is a reflection on the truth and development of a moral imagination and the mystery, danger, and wonder of human experience. |
| CS | ELA.712 | IS3 | Describe the importance of thinking with images informed by classic Christian and Western symbols and archetypes, including their important role in understanding the battle between good and evil and their role in making visible realities that are complex, invisible, and spiritual. |
| CS | ELA.712 | IS4 | Explain from a Catholic perspective how literature addresses critical questions related to man, such as: How ought men live in community with each other? What are an individual’s rights, duties, freedoms, and restraints? What are a society’s? What is the relationship between man and God? Between man and the physical world? What is the nature of human dignity and the human spirit? What is love? What is the good life?  |
| CS | ELA.712 | IS5 | Describe how poets and writers use language to convey truths that are universal and transcendent.  |
| CS | ELA.712 | IS6 | Analyze critical values presented in literature and the degree to which they are in accord or discord with Catholic norms. |
| CS | ELA.712 | IS7 | Use imagination to create dialogue between the reader and fictional characters by entering into the lives of the characters and uncovering deeper meanings, inferences, and relationships between the characters, nature, and God. |
| CS | ELA.712 | IS8 | Explain how literature assists in transcending the limited horizon of human reality. |
| CS | ELA.712 | IS9 | Evaluate complex literary selections for all that is implied in the concept of “person”[[3]](#footnote-3) as defined from a Catholic perspective. |
| CS | ELA.712 | IS10 | Analyze how literature helps identify, interpret, and assimilate the cultural patrimony handed down from previous generations. |
| CS | ELA.712 | IS11 | Summarize how literature can reflect the historical and sociological culture of the time period in which it was written and help better understand ourselves and other cultures and times. |
| CS | ELA.712 | IS12 | Demonstrate cultural literacy and familiarity with the great works and authors of the world and in particular the Western canon. |
| CS | ELA.712 | IS13 | Explain how the powerful role of poetic knowledge, the moral imagination, connotative language, and artistic creativity explore difficult and unwieldy elements of the human condition, which is not always explainable with technical linguistic analysis or scientific rationalism. |
| CS | ELA.712 | IS14 | Analyze the author’s reasoning and discover the author’s intent. |
| CS | ELA.712 | IS15 | Describe how the gratuitousness of literary and artistic creation reflects the divine prerogative. Explain the role of man as “maker”—as artist, poet, and creator—and how the use of language to create is reflective of our being made in the image and likeness of God. |
|  |  |  | *Writing Standards* |
| CS | ELA.712 | WS1 | Explain how language can be used as a bridge for communion with others for the betterment of all involved. |
| CS | ELA.712 | WS2 | Write in various ways to naturally order thoughts to the truth with an accurate expression of intent, knowledge, and feelings. |
| CS | ELA.712 | WS3 | Use grammar as a means of signifying concepts and the relationship to reason. |
| CS | ELA.712 | WS4 | Demonstrate the use of effective rhetorical skills in the service and pursuit of truth. |
|  |  |  | *Dispositional Standards* |
| CS | ELA.712 | DS1 | Share how literature fosters both prudence and sound judgment in the human person. |
| CS | ELA.712 | DS2 | Develop empathy, care, and compassion for a character’s crisis or choice in order to transcend oneself, build virtue, and better understand one’s own disposition and humanity. |
| CS | ELA.712 | DS3 | Display the virtues and values evident within stories that involve an ideal and take a stand for love, faith, courage, fidelity, truth, beauty, goodness, and all virtues. |
| CS | ELA.712 | DS4 | Identify with beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.  |
| CS | ELA.712 | DS5 | Share how literature ignites the creative imagination by presenting in rich context amazing lives and situations told by humanity’s best storytellers and most alive intellects. |
| CS | ELA.712 | DS6 | Display a sense of the “good” by examining the degree in which characters significantly possess or lack the perfections proper to a) their nature as human persons, b) their proper role in society as understood in their own culture or the world of the text, c) the terms of contemporary culture, and d) the terms of Catholic tradition and moral norms. |
| CS | ELA.712 | DS7 | Delight and wonder through the reading of creative, sound, and healthy stories, plays and poems. |

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| **CATHOLIC CURRICULAR STANDARDS AND DISPOSITIONS****IN HISTORY K-6[[4]](#footnote-4)***Teachers should guide the students’ work in such a way that they will be able to discover a religious dimension in the world of human history. As a preliminary, they should be encouraged to develop a taste for historical truth, and therefore to realize the need to look critically at texts and curricula which, at times, are imposed by a government or distorted by the ideology of the author…they will see the development of civilizations, and learn about progress…When they are ready to appreciate it, students can be invited to reflect on the fact that this human struggle takes place within the divine history of universal salvation. At this moment, the religious dimension of history begins to shine forth in all its luminous grandeur.* [*The Religious Dimension of a Catholic School, 1988, #58-59*](http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_catheduc_doc_19880407_catholic-school_en.html) |
|  |  |  | *General Standards* |
| CS | H.K6 | GS1 | Demonstrate a general understanding of the “story” of humanity from creation to present through a Catholic concept of the world and man. |
| CS | H.K6 | GS2 | Demonstrate an understanding about great figures of history by examining their lives for examples of virtue or vice. |
| CS | H.K6 | GS3 | Demonstrate an understanding of the cultural inheritance provided by the Church. |
|  |  |  | *Intellectual Standards* |
| CS | H.K6 | IS1 | Describe how history begins and ends in God and how history has a religious dimension. |
| CS | H.K6 | IS2 | Describe how Jesus, as God incarnate, existed in history just like we do. |
| CS | H.K6 | IS3 | Describe how reading history is a way to learn about what God does for humanity. |
| CS | H.K6 | IS4 | Explain the history of the Catholic Church and its impact in human events. |
| CS | H.K6 | IS5 | Exhibit mastery of essential dates, persons, places, and facts relevant to the Western tradition and the Catholic Church. |
| CS | H.K6 | IS6 | Explain how the central themes within the stories of important Catholic figures and saints repeat over time. |
| CS | H.K6 | IS7 | Explain how beliefs about God, humanity, and material things affect behavior. |
| CS | H.K6 | IS8 | Explain the human condition and the role and dignity of man in God’s plan. |
| CS | H.K6 | IS9 | Demonstrate how history helps us predict and plan for future events using prudence and wisdom gleaned from recognizing previous patterns of change, knowledge of past events, and a richer, more significant, view of personal experiences. |
| CS | H.K6 | IS10 | Explain how historical events involving critical human experiences, especially those dealing with good and evil, help enlarge perspective and understanding of self and others. |
| CS | H.K6 | IS11 | Identify the motivating values that have informed particular societies and how they correlate with Catholic teaching. |
| CS | H.K6 | IS12 | Examine how history can assist in the acquisition of values and virtues. |
|  |  |  | *Dispositional Standards* |
| CS | H.K6 | DS1 | Select and describe beautiful artifacts from different times and cultures |
| CS | H.K6 | DS2 | Exhibit an affinity for the common good and shared humanity, not just with those nearby, but also for those who have gone before and those who will come after. |
| CS | H.K6 | DS3 | Demonstrate respect and solicitude to individual differences among students in the classroom and school community.  |
| CS | H.K6 | DS4 | Discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome. |
| CS | H.K6 | DS5 | Justify the significance and impact of the Catholic Church throughout history. |
| CS | H.K6 | DS6 | Develop a habitual vision of greatness. |

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| **CATHOLIC CURRICULAR STANDARDS AND DISPOSITIONSIN HISTORY 7-12[[5]](#footnote-5)***Teachers should guide the students’ work in such a way that they will be able to discover a religious dimension in the world of human history. As a preliminary, they should be encouraged to develop a taste for historical truth, and therefore to realize the need to look critically at texts and curricula which, at times, are imposed by a government or distorted by the ideology of the author…they will see the development of civilizations, and learn about progress…When they are ready to appreciate it, students can be invited to reflect on the fact that this human struggle takes place within the divine history of universal salvation. At this moment, the religious dimension of history begins to shine forth in all its luminous grandeur.* [*The Religious Dimension of a Catholic School, 1988, # 58-59*](http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_catheduc_doc_19880407_catholic-school_en.html) |
|  |  |  | *General Standards* |
| CS | H.712 | GS1 | Describe how history begins and ends in God and how history has a religious dimension. |
| CS | H.712 | GS2 | Analyze stories of important Catholic figures and saints who through their actions and examples develop or re-awaken that period’s moral sense. |
| CS | H.712 | GS3 | Describe the historical impact of the Catholic Church on human events. |
| CS | H.712 | GS4 | Explain how religious and moral knowledge are a requisite for understanding human grandeur and the drama of human activity throughout history. |
| CS | H.712 | GS5 | Display personal self-worth and dignity as a human being and as part of God’s ultimate plan of creation. |
|  |  |  | *Intellectual Standards* |
| CS | H.712 | IS1 | Describe how God, Himself, through the incarnation, has “sacramentalized” time and humanity. |
| CS | H.712 | IS2 | Analyze how God has revealed Himself throughout time and history, including the things we know best and can easily verify.  |
| CS | H.712 | IS3 | Analyze how life experiences and life choices create a personal history with eternal consequences. |
| CS | H.712 | IS4 | Evaluate how history is not a mere chronicle of human events, but rather a moral and meta-physical drama having supreme worth in the eyes of God.  |
| CS | H.712 | IS5 | Analyze cultures to show how they give expression to the transcendental aspects of life, including reflection on the mystery of the world and the mystery of humanity. |
| CS | H.712 | IS6 | Develop an historical perspective and intellectual framework to properly situate each academic discipline, not only in its own developmental timeline, but also within the larger story of historical, cultural, and intellectual development. |
| CS | H.712 | IS7 | Identify, from the Catholic perspective, the motivating values, philosophies, and theologies that have informed particular societies (e.g., Mexico, Canada, early colonies in the U.S.).  |
| CS | H.712 | IS8 | Demonstrate the ways men and societies change and/or persist over time to better understand the human condition.  |
| CS | H.712 | IS9 | Evaluate how societies provide a sense of coherence and meaning to human life, shaping and forming human culture and events. |
| CS | H.712 | IS10 | Analyze great figures and events in history using the systematic frameworks of Western philosophical tradition and Catholic moral norms and virtue to better understand both those people and events.  |
| CS | H.712 | IS11 | Compare the actions of peoples according to their historical and cultural norms to the expectations of current Catholic moral norms and virtues. |
| CS | H.712 | IS12 | Demonstrate how historical events and patterns of change help predict and plan for future events. |
| CS | H.712 | IS13 | Describe how the moral qualities of a citizenry naturally give rise to the nature of the government and influence societal outcomes and destinies. |
| CS | H.712 | IS14 | Relate how the development of a broader viewpoint of history and events affects individual experiences and deepens a sense of being and the world. |
| CS | H.712 | IS15 | Analyze the thoughts and deeds of great men and women of the past. |
| CS | H.712 | IS16 | Analyze and exhibit mastery of essential dates, persons, places, and facts, relevant to the Western tradition and the Catholic Church. |
| CS | H.712 | IS17 | Examine texts for historical truths, recognizing bias or distortion by the author and overcoming a relativistic viewpoint. |
| CS | H.712 | IS18 | Analyze historical events, especially those involving critical human experiences of good and evil, so as to enlarge understanding of self and others. |
| CS | H.712 | IS19 | Distinguish the basic elements of Christian social ethics within historical events. |
| CS | H.712 | IS20 | Evaluate how Christian social ethics extend to questions of politics, economy, and social institutions and not just personal moral decision-making. |
| CS | H.712 | IS21 | Evaluate the concept of subsidiarity and its role in Catholic social doctrine.  |
| CS | H.712 | IS22 | Analyze the concept of solidarity and describe its effect on a local, regional, and global level. |
| CS | H.712 | IS23 | Compare the right to own private property with the universal distribution of goods and the distribution of goods in a socialist society. |
| CS | H.712 | IS24 | Summarize the case for the dignity of work and the rights of workers. |
| CS | H.712 | IS25 | Examine the Church’s position on freedom and man’s right to participate in the building up of society and contributing to the common good. |
| CS | H.712 | IS26 | Articulate the tension and distinction between religious freedom and social cohesion.  |
| CS | H.712 | IS27 | Identify the dangers of relativism present in the notion that one culture cannot critique another, and that truth is simply culturally created. |
|  |  |  | *Dispositional Standards* |
| CS | H.712 | DS1 | Select and describe beautiful artifacts from different times and cultures. |
| CS | H.712 | DS2 | Exhibit love for the common good and a shared humanity with those present, those who have gone before, and those who will come after. |
| CS | H.712 | DS3 | Evaluate the aesthetics (idea of beauty) of different cultures and times to better appreciate the purpose and power of both cultural and transcendent notions of the beautiful. |
| CS | H.712 | DS4 | Share Catholic virtues and values (i.e., prudence and wisdom) gleaned from the study of human history to better evaluate personal behaviors, trends of contemporary society, and prevalent social pressures and norms. |
| CS | H.712 | DS5 | Justify how history, as a medium, can assist in recognizing and rejecting contemporary cultural values that threaten human dignity and are contrary to the Gospel message. |
| CS | H.712 | DS6 | Demonstrate respect and appreciation for the qualities and characteristics of different cultures in order to pursue peace and understanding, knowledge and truth. |

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| **CATHOLIC CURRICULAR STANDARDS AND DISPOSITIONS****RELATED TO SCIENTIFIC TOPICS K-6[[6]](#footnote-6)***By the very nature of creation, material being is endowed with its own stability, truth and excellence, its own order and laws. These man must respect as he recognizes the methods proper to every science and technique…Whoever labors to penetrate the secrets of reality with a humble and steady mind, even though he is unaware of the fact, is nevertheless being led by the hand of God, who holds all things in existence, and gives them their identity.*[*Gaudium et Spes, 1965, #36*](http://www.vatican.va/archive/hist_councils/ii_vatican_countil/documents/vat-ii_const_19651207_gaudium-et-spes_en.html) |
|  |  |  | *General Standards* |
| CS | S.K6 | GS1 | Exhibit care and concern at all stages of life for each human person as an image and likeness of God. |
| CS | S.K6 | GS2 | Describe the unity of faith and reason with confidence that there exists no contradiction between the God of nature and the God of faith. |
| CS | S.K6 | GS3 | Value the human body as the temple of the Holy Spirit. |
|  |  |  | *Intellectual Standards* |
| CS | S.K6 | IS1 | Explain what it means to say that God created the world and all matter out of nothing at a certain point in time; how it manifests His wisdom, glory, and purpose; and how He holds everything in existence according to His plan. |
| CS | S.K6 | IS2 | Describe the relationships, elements, underlying order, harmony, and meaning in God’s creation.  |
| CS | S.K6 | IS3 | Explain how creation is an outward sign of God’s love and goodness and, therefore, is “sacramental” in nature. |
| CS | S.K6 | IS4 | Give examples of the beauty evident in God’s creation.  |
| CS | S.K6 | IS5 | Explain the processes of conservation, preservation, overconsumption, and stewardship in relation to caring for that which God has given to sustain and delight us.  |
| CS | S.K6 | IS6 | Describe God’s relationship with man and nature. |
| CS | S.K6 | IS7 | Describe how science and technology should always be at the service of humanity and, ultimately, to God, in harmony with His purposes. |
| CS | S.K6 | IS8 | Explain how science properly limits its focus to “how” things physically exist and is not designed to answer issues of meaning, the value of things, or the mysteries of the human person. |
| CS | S.K6 | IS9 | Describe how the use of the scientific method to explore and understand nature differs, yet complements, the theological and philosophical questions one asks in order to understand God and His works. |
| CS | S.K6 | IS10 | Analyze the false assumption that science can replace faith. |
| CS | S.K6 | IS11 | List the basic contributions of significant Catholics to science such as Galileo, Copernicus, Mendel, and others. |
|  |  |  | *Dispositional Standards* |
| CS | S.K6 | DS1 | Display a sense of wonder and delight about the natural universe and its beauty. |
| CS | S.K6 | DS2 | Share concern and care for the environment as a part of God’s creation. |
| CS | S.K6 | DS3 | Accept the premise that nature should not be manipulated simply at man’s will or only viewed as a thing to be used, but that man must cooperate with God’s plan for himself and for nature. |
| CS | S.K6 | DS4 | Accept that scientific knowledge is a call to serve and not simply a means to gain power, material prosperity, or success. |

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| **CATHOLIC CURRICULAR STANDARDS AND DISPOSITIONS****RELATED TO SCIENTIFIC TOPICS 7-12[[7]](#footnote-7)***By the very nature of creation, material being is endowed with its own stability, truth and excellence, its own order and laws. These man must respect as he recognizes the methods proper to every science and technique…Whoever labors to penetrate the secrets of reality with a humble and steady mind, even though he is unaware of the fact, is nevertheless being led by the hand of God, who holds all things in existence, and gives them their identity.*[*Gaudium et Spes, 1965, #36*](http://www.vatican.va/archive/hist_councils/ii_vatican_countil/documents/vat-ii_const_19651207_gaudium-et-spes_en.html) |
|  |  |  | General Standards |
| CS | S.712 | GS1 | Exhibit a primacy of care and concern at all stages of life for each human person as an image and likeness of God. |
| CS | S.712 | GS2 | Explain and promote the unity of faith and reason with confidence that there exists no contradiction between the God of nature and the God of the faith. |
| CS | S.712 | GS3 | Value the human body as the temple of the Holy Spirit. |
| CS | S.712 | GS4 | Share how the beauty and goodness of God is reflected in nature and the study of the natural sciences. |
|  |  |  | *Intellectual Standards* |
| CS | S.712 | IS1 | Articulate how science properly situates itself within other academic disciplines (e.g., history, theology) for correction and completion in order to recognize the limited material explanation of reality to which it is properly attuned. |
| CS | S.712 | IS2 | Demonstrate confidence in human reason and in one’s ability to know the truth about God’s creation and the fundamental intelligibility of the world. |
| CS | S.712 | IS3 | Analyze how the pursuit of scientific knowledge, for utilitarian purposes alone or for the misguided manipulation of nature, thwarts the pursuit of authentic Truth and the greater glory of God. |
| CS | S.712 | IS4 | Relate how the search for truth, even when it concerns a finite reality of the natural world or of man, is never-ending and always points beyond to something higher than the immediate object of study. |
| CS | S.712 | IS5 | Explain the processes of conservation, preservation, overconsumption, and stewardship as it relates to creation and to caring for that which God has given to sustain and delight us.  |
| CS | S.712 | IS6 | Evaluate the relationship between God, man, and nature, and the proper role in the totality of being and creation. |
| CS | S.712 | IS7 | Describe humanity’s natural situation in, and dependence upon, physical reality and how man carries out his role as a cooperator with God in the work of creation. |
| CS | S.712 | IS8 | Evaluate the errors present in the belief system of scientific naturalism or scientism[[8]](#footnote-8) (which includes materialism[[9]](#footnote-9) and reductionism[[10]](#footnote-10)), which posits that scientific exploration and explanation is the only valid source of meaning. |
| CS | S.712 | IS9 | Distinguish the difference between the use of the scientific method and the use of theologicalinquiry to know and understand God’s creation and universal truths. |
| CS | S.712 | IS10 | Articulate the limitations of science (the scientific method and constraints of the physical world) to know and understand God and transcendent reality. |
| CS | S.712 | IS11 | Identify key Catholic scientists such as Copernicus, Mendel, DaVinci, Bacon, Pasteur, Volta, St. Albert the Great, and others and the witness and evidence they supply against the false claim that Catholicism is not compatible with science. |
| CS | S.712 | IS12 | Analyze and articulate the Church’s approach to the theory of evolution.  |
| CS | S.712 | IS13 | Relate how the human soul is specifically created by God for each human being, does not evolve from lesser matter, and is not inherited from our parents. |
| CS | S.712 | IS14 | Explain how understanding the physiological properties of a human being does not address the existence of the transcendent spirit of the human person (see Appendix E). |
| CS | S.712 | IS15 | Explain the supernatural design hypothesis in terms of the Borde-Vilenkin-Guth Proof, the Second Law of Thermodynamics, entropy, and anthropic coincidences (fine tuning of initial conditions and universal constants) (see Appendix E). |
| CS | S.712 | IS16 | Articulate the details of the Galileo affair to counter the assumption that the Church is anti-science. |
| CS | S.712 | IS17 | Demonstrate an understanding of the moral issues involving in vitro fertilization, human cloning, human genetic manipulation, and human experimentation and what the Church teaches regarding work in these areas. |
|  |  |  | *Dispositional Standards*  |
| CS | S.712 | DS1 | Display a deep sense of wonder and delight about the natural universe. |
| CS | S.712 | DS2 | Share how natural phenomena have more than a utilitarian meaning and purpose and exemplify the handiwork of the Creator. |
| CS | S.712 | DS3 | Subscribe to the premise that nature should not be manipulated at will, but should be respected for its natural purpose and end as destined by the creator God. |
| CS | S.712 | DS4 | Share concern and care for the environment as part of God’s creation. |
| CS | S.712 | DS5 | Adhere to the idea of the simultaneous complexity and simplicity of physical reality. |

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| **CATHOLIC CURRICULAR STANDARDS AND DISPOSITIONS** **IN MATHEMATICS K-6[[11]](#footnote-11)***The school considers human knowledge as a truth to be discovered. In the measure in which subjects are taught by someone who knowingly and without restraint seeks the truth, they are to that extent Christian. Discovery and awareness of truth leads man to the discovery of Truth itself. A teacher who is full of Christian wisdom, well prepared in his own subject, does more than convey the sense of what he is teaching to his pupils. Over and above what he says, he guides his pupils beyond his mere words to the heart of total Truth.*[*The Catholic School, 1977, #41*](http://www.vatican.va/roman_curia/congregationsccatheduc/documents/rc_con_ccatheduc_doc_19770319_catholic-school_en.html) |
|  |  |  | *General Standards* |
| CS | M.K6 | GS1 | Demonstrate the mental habits of precise, determined, careful, and accurate questioning, inquiry, and reasoning. |
| CS | M.K6 | GS2 | Develop lines of inquiry (as developmentally appropriate) to understand why things are true and why they are false. |
| CS | M.K6 | GS3 | Recognize the power of the human mind as both a gift from God and a reflection of Him in whose image and likeness we are made. |
| CS | M.K6 | GS4 | Survey the truths about mathematical objects that are interesting in their own right and independent of human opinions. |
|  |  |  | *Dispositional Standards* |
| CS | M.K6 | DS1 | Display a sense of wonder about mathematical relationships as well as confidence in mathematical certitude. |
| CS | M.K6 | DS2 | Respond to the beauty, harmony, proportion, radiance, and wholeness present in mathematics. |
| CS | M.K6 | DS3 | Show interest in the pursuit of understanding for its own sake. |
| CS | M.K6 | DS4 | Exhibit joy at solving difficult mathematical problems and operations. |
| CS | M.K6 | DS5 | Show interest in how the mental processes evident within the discipline of mathematics (such as order, perseverance, and logical reasoning) help us with the development of the natural virtues (such as self-discipline and fortitude). |

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| **CATHOLIC CURRICULAR STANDARDS AND DISPOSITIONS** **IN MATHEMATICS 7-12[[12]](#footnote-12)***The school considers human knowledge as a truth to be discovered. In the measure in which subjects are taught by someone who knowingly and without restraint seeks the truth, they are to that extent Christian. Discovery and awareness of truth leads man to the discovery of Truth itself. A teacher who is full of Christian wisdom, well prepared in his own subject, does more than convey the sense of what he is teaching to his pupils. Over and above what he says, he guides his pupils beyond his mere words to the heart of total Truth.*[*The Catholic school, 1977, #41*](http://www.vatican.va/roman_curia/congregationsccatheduc/documents/rc_con_ccatheduc_doc_19770319_catholic-school_en.html) |
|  |  |  | *General Standards* |
| CS | M.712 | GS1 | Demonstrate the mental habits of precise, determined, careful, and accurate questioning, inquiry, and reasoning in the pursuit of transcendent truths. |
| CS | M.712 | GS2 | Develop lines of inquiry to understand why things are true and why they are false. |
| CS | M.712 | GS3 | Have faith in the glory and dignity of human reason as both a gift from God and a reflection of Him in whose image and likeness we are made.  |
| CS | M.712 | GS4 | Explain how mathematics in its reflection of the good, true, and beautiful reveals qualities of being and the presence of God.  |
|  |  |  | *Intellectual Standards*  |
| CS | M.712 | IS1 | Explain the nature of rational discourse and argument and the desirability of precision and deductive certainty which mathematics makes possible and is not possible to the same degree in other disciplines. |
| CS | M.712 | IS2 | Demonstrate how sound logical arguments and other processes of mathematics are foundational to its discipline.  |
| CS | M.712 | IS3 | Recognize how mathematical arguments and processes can be extrapolated to other areas of study, including theology and philosophy. |
| CS | M.712 | IS4 | Explain how it is possible to mentally abstract and construct mathematical objects from direct observations of reality and how one’s perception of that reality is important to what one is doing (see Appendix F). |
| CS | M.712 | IS5 | Recognize personal bias in inquiry and articulate why inquiry should be undertaken in a fair and independent manner. |
| CS | M.712 | IS6 | Evaluate the ongoing nature of mathematical inquiry, its inexhaustibility, and its openness to the infinite. |
| CS | M.712 | IS7 | Explain man’s limitations of understanding and uncovering all mathematical knowledge. |
| CS | M.712 | IS8 | Explain how fundamental questions of values, common sense, and religious and human truths and experiences are beyond the scope of mathematical inquiry and its syllogisms. |
|  |  |  | *Dispositional Standards* |
| CS | M.712 | DS1 | Display a sense of wonder about mathematical relationships, especially mathematical certitude which is independent of human opinion. |
| CS | M.712 | DS2 | Share with others the beauty, harmony, proportion, radiance, and wholeness present in mathematics. |
| CS | M.712 | DS3 | Advocate for the pursuit of understanding for its own sake and the intrinsic value or discovery of the true and the beautiful often at the requirement of great sacrifice, discipline, and effort. |
| CS | M.712 | DS4 | Exhibit appreciation for the ongoing nature of mathematical inquiry. |
| CS | M.712 | DS5 | Exhibit habits of thinking quantitatively and in an orderly manner, especially through immersion in mathematical observations found within creation. |
| CS | M.712 | DS6 | Propose how mathematical objects or proofs (such as the golden mean, the Fibonacci numbers, the musical scale, and geometric proofs) suggest divine origin. |
| CS | M.712 | DS7 | Exhibit appreciation for the process of discovering meanings and truths existing within the solution of the problem and not just arriving at an answer.  |
| CS | M.712 | DS8 | Exhibit humility at knowing that as a human being man can only grasp a portion of the truths of the universe.  |
| CS | M.712 | DS9 | Advance an understanding of the ability of the human intellect to know and the desire of the will to want to know more. |

1. See Appendix C for English Language Arts resources and a recommended reading list for Catholic schools in the United States. [↑](#footnote-ref-1)
2. See Appendix C for English Language Arts resources and a recommended reading list for Catholic schools in the United States. [↑](#footnote-ref-2)
3. A “person” includes concepts of intelligence and will, freedom and feelings, the capacity to be an active and creative agent, a being endowed with both rights and duties, capable of interpersonal relationships, called to a specific mission in the world. [↑](#footnote-ref-3)
4. See Appendix D for History resources. [↑](#footnote-ref-4)
5. See Appendix D for History resources. [↑](#footnote-ref-5)
6. The topics covered in these standards, while touching upon the natural world, nevertheless transcend the limits of strict scientific inquiry. Thus they may be explored in various disciplines. However, all science teachers in Catholic schools should be conversant in these issues from a Catholic perspective as they may arise in science class. See Appendix E for Science resources. [↑](#footnote-ref-6)
7. The topics covered in these standards, while touching upon the natural world, nevertheless transcend the limits of strict scientific inquiry. Thus they may be explored in various disciplines. However, all science teachers in Catholic schools should be conversant in these issues from a Catholic perspective as they may arise in science class. See Appendix E for Science resources. [↑](#footnote-ref-7)
8. Scientism – belief that only science can reveal the truth. [↑](#footnote-ref-8)
9. Materialism – elements of the visible world are the only things that really exist. [↑](#footnote-ref-9)
10. Reductionism –all of reality is reducible to its smallest physical parts. [↑](#footnote-ref-10)
11. See Appendix F for mathematics resources. [↑](#footnote-ref-11)
12. See Appendix F for Mathematics resources. [↑](#footnote-ref-12)