

September 2020

Dear Catholic school families, educators, leaders and supporters,

The call to the New Evangelization is at the heart of all ministerial initiatives within the Diocese of Grand Rapids, including Catholic schools and parish faith formation programs. In 2018, the Office of Catholic Schools updated curriculum standards in all content areas to express a renewed zeal and commitment to know and love Jesus and the Church. The curriculum standards for each content area addressed key understandings of Church teaching so that a student's entire course of study was comprised of Catholic identity at its core. Throughout their studies in our Catholic schools, students grow in their love of Christ and in their understanding of the Catholic Church.

Presently, we are pleased to present the Diocese of Grand Rapids Theology Curriculum Framework for Catholic Schools and Parish Faith Formation Programs. The Curriculum Framework is structured to be comprehensive in scope. There are three parts: encounter, grow, and witness. Throughout students' experiences in our Catholic schools, they are provided intentional moments to encounter Jesus Christ through activities such as participating in Mass, receiving the sacraments, and acts of service. Students grow in their understanding of Church teaching in all subject areas, including a renewed rigor in their understanding of Catholic theology. They are also empowered to witness God's love to the world. The three parts of the paradigm are not intended to be steps in a sequence, but an integrated framework throughout a student's experience, rooted in the pillars of the Catechism of the Catholic Church. This paradigm leads the faithful into a life of discipleship.

The curriculum framework also includes an emphasis on the Theology of the Body. Beginning in 2019-20, the teachers and school leaders in the Diocese of Grand Rapids have spent substantial time in prayerful reflection and specific formation on the teachings of Saint John Paul II, specifically his 129 Wednesday audiences that address the Church's integrated vision of the human person. It is through these teachings of the Theology of the Body that we understand who we are, as created in the image and likeness of God, and who we are called to be in this life. It is with great enthusiasm that we partner with families to model the fullness of God's intention for our existence and present our Catholic worldview, which is countercultural to today's secular world. Theology of the Body offers an inspiring vision for human flourishing through the knowledge of God's great love for us, inviting us to reject sin and embrace virtue. Truly, it is a gift to our fallen world to form students in this teaching.

Developing the theology curriculum framework has been a prayerful process between the offices of Faith Formation and Catholic Schools. The drafting and review of the framework has involved educators, administrators and clergy. The final review was completed by Most Reverend David J. Walkowiak, bishop of Grand Rapids. Like with all curriculum revisions, an annual review will allow us to update the document to reflect what is best for our schools and parish faith formation programs.

In sharing this document with you, we invite you to explore how our alliance of Catholic schools strives to provide our students with an outstanding education where they can grow in faith and grace, achieve more in school and life, develop creativity and character, and feel welcome and cherished.

In Christ,

A handwritten signature in black ink, appearing to read "Jill Annable". The signature is fluid and cursive, with a long horizontal stroke at the end.

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

**Diocese of Grand Rapids
Office of Catholic Schools
Curriculum Standards
and Report Card Indicators
for all courses in
Developmental Kindergarten / Young 5's**

Table of Contents

Spiritual Development and Theology: Encounter, Grow, and Witness
Social Emotional Development
Physical Development
English Language Arts Development
Mathematics Development
Science Development
Social Studies Development
Creative Arts Development

Developmental Kindergarten / Young 5's Curriculum Standards

Students are able to--

	ENCOUNTER	
ENC	Evangelization and Missionary Discipleship (CCC 1-49)	
EC.ENC.1	Recognize his/her own goodness.	
EC.ENC.2	Recognize they are special to God.	
EC.ENC.3	Encounter God in the silent moments of prayer.	
EC.ENC.4	Recognize the love others have for us.	
EC.ENC.5	Participate in faith experiences, such as extended prayer services in classroom and/or in Church.	
THEOLOGY: GROW Pillar I: The Profession of Faith		
SCR	Sacred Scripture (CCC 50-141)	
EC.THEO.SCR.1	Listen to Bible stories and understand that this is a way that God speaks to us.	
EC.THEO.SCR.2	Give examples of God's creation.	
HIS	Faith and Church History (CCC 142-184)	
EC.THEO.HIS.1	Identify the priest and his role in the parish.	

EC.THEO.HIS.2	Identify the Holy Land as a place where the events in the Bible happened.	
CRE	The Creed (CCC 185 - 1065)	
EC.THEO.CRE.1	Recognize God the Father, Son, and Holy Spirit are one.	
	THEOLOGY: GROW Pillar II: The Celebration of the Christian Mystery	
LIT	God and the Sacred Liturgy (CCC 1066-1209)	
EC.THEO.LIT.1	Participate in activities and celebrations of the liturgical seasons.	
EC.THEO.LIT.2	Make the sign of the cross; appropriately genuflect and kneel in Church.	
SAC	Seven Sacraments of the Church (CCC 1210-1690)	
EC.THEO.SAC.1	Recognize that baptism is one of the seven sacraments and describe baptism as the sacrament that welcomes us into God's family.	
EC.THEO.SAC.2	Recognize that Jesus loves us and forgives us, and practice ways to ask for forgiveness and to forgive others.	
	THEOLOGY: GROW Pillar III: Life in Christ	
DIG	Dignity of the Human Person (CCC 1691-1876)	
EC.THEO.DIG.1	Exhibit the desire to care for and share with others.	
EC.THEO.DIG.2	Respond appropriately to the feelings and needs of others.	
COM	The Human Community (CCC 1877-1948)	

EC.THEO.COM.1	Identify that he/she belongs to a human family and God's family.	
EC.THEO.COM.2	Recognize the Holy Family.	
TOB	Theology of the Body (CCC 2201 - 2254, 2331 - 2400)	
EC.THEO.TOB.1	Recognize that human beings are special to God.	
EC.THEO.TOB.2	Express that creation is a gift from our loving God.	
MOR	Morality (CCC 1949-2557)	
EC.THEO.MOR.1	Recognize Jesus as a role model for loving God and other people.	
THEOLOGY: GROW Pillar IV: Christian Prayer		
PRA	Prayer (CCC 2558-2865)	
EC.THEO.PRA.1	Know that prayer is talking and listening to God.	
EC.THEO.PRA.2	Understand that God listens to when we pray through the spoken word or song.	
EC.THEO.PRA.3	Recite simple prayers (i.e. Blessings before meals, Angel of God).	
WITNESS		
WIT	Service / Social Justice / Servant Leadership (CCC 2419-2463)	
EC.THEO.WIT.1	Display virtuous behavior.	
EC.THEO.WIT.2	Show God's love through acts of kindness and respect.	

EC.THEO.WIT.3	Allow others to go first.	
EC.THEO.WIT.4	Wait for turn.	

Social Emotional Development		
EC.SED.1	Gaining self confidence.	
EC.SED.2	Increasing independence.	
EC.SED.3	Follow simple multi-step verbal directions.	
EC.SED.4	Appropriately seek help from adults and peers.	
EC.SED.5	Manage transitions and follow routines.	
EC.SED.6	Separate easily from adults.	
EC.SED.7	Accept rules and consequences.	

Physical Development		
EC.PD.1	Hold a writing utensil in an age appropriate manner.	
EC.PD.2	Use scissors correctly.	
EC.PD.3	Manipulate small objects.	
EC.PD.4	Show balance while moving.	
EC.PD.5	Demonstrate age-appropriate throwing, kicking, and catching.	

	English Language Arts	Report Card Wording
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	Reading	
EC.ELA.1	Identify uppercase letters.	
EC.ELA.2	Identify lowercase letters.	
EC.ELA.3	Demonstrate reading-like skills.	
EC.ELA.4	Retell and sequence story events.	
EC.ELA.5	Locate title and author on books.	
EC.ELA.6	Interact during read alouds.	
EC.ELA.7	Show awareness of rhyme.	
EC.ELA.8	Notice alliteration.	
EC.ELA.9	Notice smaller units of sounds in words (word families, syllables).	
EC.ELA.10	Recognize a few meaningful words and environmental print.	
	Writing and Language Use	
EC.ELA.11	Write uppercase letters.	
EC.ELA.12	Write lowercase letters.	
EC.ELA.13	Write first name.	
EC.ELA.14	Use a variety of early writing forms.	
	Phonics	
EC.ELA.15	Match letter sounds to their letters.	

EC.ELA.16	Produce correct letter sounds.	
Communication		
EC.ELA.17	Listen attentively.	
EC.ELA.18	Use and respond appropriately to nonverbal expressions and gestures.	
EC.ELA.19	Engage in conversation with teachers and peers of 4-5 exchanges that stay on topic and use eye contact.	
EC.ELA.20	Speech is easily understood.	
EC.ELA.21	Demonstrate growth in vocabulary and sentence use.	
EC.ELA.22	Use and respond appropriately to non-verbal expressions and gestures.	
Additional Standards for English Language Learners		
EC.ELL.1	Demonstrate an increasing ability to understand spoken English language.	
EC.ELL.2	Demonstrate an increasing ability to speak English language.	
EC.ELL.3	Demonstrate an increasing ability to interact with peers using English.	

Mathematics		
EC.M.1	Explore multiple solutions to solve problems.	
EC.M.2	Demonstrate one-to-one correspondence to 10, through counting objects and number recognition.	
EC.M.3	Count by ones to 20, 30 and 50.	

EC.M.4	Recognize and name basic shapes (circle, square, triangle, rectangle, heart, star, rhombus).	
EC.M.5	Recognize numbers up to 20.	
EC.M.6	Write numerals 1-10.	
EC.M.7	Recognize and name basic colors.	
EC.M.8	Sort and classify a group of objects by multiple characteristics.	
EC.M.9	Make comparisons.	
EC.M.10	Identify quantities that are larger, smaller, or equal up to 10.	
EC.M.11	Show awareness of positional words.	
EC.M.12	Explore simple and complex patterns.	
EC.M.13	Arrange objects in a series or sequence.	
EC.M.14	Explore and discover different ways to measure, using nonstandard units.	

	Science	
EC.S.1	Demonstrate observation and inquiry skills.	
EC.S.2	Show awareness of living and nonliving things.	
EC.S.3	Uses verbal vocabulary related to seasons and the weather.	

	Social Studies	
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EC.SS.1	Demonstrate an understanding of self, family, and others.	
EC.SS.2	Begin to use words to describe time to demonstrate a basic understanding of past, present, and future.	
EC.SS.3	Recognize that a map shows location.	

	Creative Arts	
EC.CA.1	Express feelings, thoughts, and learning through music and movement.	
EC.CA.2	Express feelings, thoughts, and learning through visual art.	
EC.CA.3	Express feelings, thoughts, and learning through dramatic art.	

Diocese of Grand Rapids 3 Year Old Preschool Curriculum

Content Areas

Spiritual Development

Shows interest and concern for God's creation.

Participates in religious activities.

Demonstrates knowledge of prayer.

Social-Emotional Development

Gaining self confidence.

Increasing independence (self-regulation).

Responds appropriately to feelings, needs, and opinions of self and others.

Follows simple, clear directions.

Uses materials purposefully, safely, and respectfully.

Appropriately seeks help from adults or peers.

Manages transitions and follows routines.

Plays cooperatively with others.

Separates easily from adults.

Practices problem solving and conflict resolution skills.

Language Development

Demonstrates reading-like behaviors.

Demonstration writing-like behaviors.

Demonstrates growth in vocabulary and sentence use.
Demonstrates an appropriate attention span.
Recognizes non-verbal expressions and gestures.
Speech is easily understood.
Math Development
Demonstrates 1:1 correspondence to 5.
Rote counts to 10 (up to ____).
Recognizes and names basic shapes - rectangle, square, circle, triangle.
Recognizes and names basic colors- red, orange, yellow, green, blue, purple, brown, black, white.
Sorts a group of objects.
Shows awareness of positional words.
Explores AB patterns.
Fine Motor Skills
Holds a writing utensil in an age appropriate manner.
Can copy a vertical line.
Can copy a horizontal line.
Can copy a circular line drawing.
Uses scissors in an age appropriate manner.
Can string objects.
Gross Motor Skills
Can stand on one foot.
Can walk on a straight line.
Can jump/hop with two feet.

Creative Arts
Participates in songs, fingerplays, and dance.
Uses one's own ideas to draw, paint, mold, and build with a variety of art materials.
Demonstrates pretend roles and situations through dramatic play.
English Language Learner (if applicable)
Demonstrates an increasing ability to understand the spoken English language.
Demonstrates an increasing ability to speak the English language.
Demonstrates an increasing ability to interact with peers using English.

Diocese of Grand Rapids 4 Year Old Preschool Curriculum

Content Areas

Spiritual Development

Shows interest and concern for God's creation

Able to make the Sign of the Cross

Participates in religious activities

Demonstrates knowledge of prayer, Bible stories, and songs

Recognizes the Holy Family

Knows Jesus is God's son

Social-Emotional Development

Gaining self confidence

Increasing independence (self-regulation)

Responds appropriately to feelings, needs, and opinions of self and others

Follows simple, multi-step verbal directions

Uses materials purposefully, safely, and respectfully

Appropriately seeks help from adults or peers

Manages transitions and follows routines

Plays cooperatively with others

Separates easily from adults
Practices problem solving and conflict resolution skills
Language Arts Development
Demonstrates reading like behaviors
Retells important events or ideas from written materials
Identifies some letters
Identifies some letter sounds
Recognizes a few meaningful words and environmental print
Participates in activities with sounds
Uses a variety of early writing forms
Writes first name
Demonstrates growth in vocabulary and sentence use
Listens attentively
Uses and responds appropriately to non-verbal expressions and gestures
Speech is easily understood
Math Development
Uses trial and error experiences to problem solve
Demonstrates 1:1 correspondence to 10
Rote counts to 20 (up to ___)
Recognizes and names basic shapes - rectangle, square, circle, oval, triangle, star, heart, diamond
Recognize numerals up to 10
Recognizes and names basic colors- red, orange, yellow, green, blue, purple, brown, black, pink, grey, white
Sorts and classifies a group of objects

Makes comparisons
Shows awareness of positional words
Explores simple patterns
Arranges objects in a series or sequence
Explores and discovers different ways to measure
Physical Development
Holds a writing utensil in an age appropriate manner
Uses scissors in an age appropriate manner
Manipulates small objects
Shows balance while moving
Demonstrates age appropriate throwing, kicking, and catching.
Actively participates in group activities
Science
Demonstrates observation and inquiry skills
Shows awareness of living and non-living things
Shows knowledge related to earth and the environment
Social Studies
Demonstrates an understanding of self, family, and others.
Demonstrates an understanding of the need for rules and consequences
Beginning to use words to describe time (past, present, future).
Recognizes community roles.
Technology
Explores technology in a developmentally appropriate way.

Creative Arts
Expresses feelings, thoughts, and learning through music and movement.
Expresses feelings, thoughts, and learning through visual arts.
Expresses feelings, thoughts, and learning through dramatic play.
English Language Learner (if applicable)
Demonstrates an increasing ability to understand the spoken English language.
Demonstrates an increasing ability to speak the English language.
Demonstrates an increasing ability to interact with peers using English.