



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".

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
for courses in
Ninth through Twelfth Grade**

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**Theology Curriculum Framework
for grades 9-12**

Encounter

	ENCOUNTER in grades 9-12
ENC	Evangelization and Missionary Discipleship
HS.THEO.ENC.1	Adoration of the Blessed Sacrament (John 6:35; John 14:26).
HS.THEO.ENC.2	Participation in recited prayers learned in previous grades and continued growth in understanding of recited prayers (NSBECS 3.1).
HS.THEO.ENC.3	Lectio Divina of Sacred Scripture, including Scripture connected to course topics, the daily readings, and in reflection of the liturgical year (NSBECS 3.1).
HS.THEO.ENC.4	Experiences of different forms and expressions of prayer (Forms of Prayer CCC 2623-2643, Expressions of Prayer CCC 2700-2719; NSBECS 3.1).
HS.THEO.ENC.5	Recognition that God knows and loves us each personally and reflection upon the plans that God has for each of our lives (Ps 139; Isa 43:1-4; Jer 1:5).
HS.THEO.ENC.6	Recognition that personal salvation is accomplished by Jesus's death and resurrection and the gift of salvation is offered to us but requires a response from us to accept it (Rom 5:16-19; Rom 6:23; 1 Pet 2:24).
HS.THEO.ENC.7	Active participation in the Mass (NSBECS 3.1).
HS.THEO.ENC.8	Participation in service learning experiences and reflection of how such service encompasses Gospel values and the mission of the school and parish (NSBECS 3.3).

HS.THEO.ENC.9	Experiences of the unique cultural heritage and popular piety of the school/parish and of the universal Catholic Church.
HS.THEO.ENC.10	Expression of the joy of being a disciple of Jesus Christ and expression of gratitude for graces received, trusting in God's providence in daily life.
HS.THEO.ENC.11	Reflection on living as a disciple of Jesus Christ in today's world and the call we have to evangelize (Rom 1:18-32; 1 Cor 6:9-11; Gal 5:13-26).
HS.THEO.ENC.12	Reflection on life experiences and faith through retreats and other spiritual experiences (NSBECS 3.2).
HS.THEO.ENC.13	Experiences of friendship and the school community as a way of encountering Jesus Christ and living as a member of His Body.

Ninth Grade Theology
Curriculum Standards in the Diocese of Grand Rapids

Course I: The Revelation of Jesus Christ in Scripture

Students who demonstrate understanding of theology course I are able to --

How Do We Know About God?	
HS.THEO.I.1	Describe how the thirst and desire for God works within all people.
HS.THEO.I.2	Describe how natural revelation reveals the truth of God.
HS.THEO.I.3	Define Divine Revelation and describe how this revelation is transmitted through Scripture and Apostolic Tradition.
About Sacred Scripture	
HS.THEO.I.4	Explain the concepts of Divine inspiration and Biblical inerrancy.
HS.THEO.I.5	Describe the role of oral tradition in the creation of the Bible.
HS.THEO.I.6	Describe the stages in the development of the Bible and determination of the canon of Scripture.
HS.THEO.I.7	Examine and discuss the relationship between Sacred Scripture and prayer.
Understanding Scripture	
HS.THEO.I.8	Recognize the Magisterium as the teaching office of the Church, responsible for authentic interpretation of the Bible.
HS.THEO.I.9	Read and interpret Sacred Scripture within the tradition and teaching of the Church, taking into account the criteria used by the Church in its interpretation.*
HS.THEO.I.10	Study specific passages of Scripture to examine the literal, allegorical, moral, and anagogical senses of

	Scripture.*
HS.THEO.I.11	Recognize and discuss how there can be no conflict between religious truth and scientific and historical truth.
HS.THEO.I.12	Explain how interpretation of Scripture can be approached through analysis of literary forms and other modern critical methods.
Overview of the Bible	
HS.THEO.I.13	Identify the components and structure of the Old Testament, including why it is named the "Old" Testament and how it differs from the Protestant canon.
HS.THEO.I.14	Identify the components and structure of the New Testament, and articulate the relationship between the Old and New Testaments.
The Gospels	
HS.THEO.I.15	Explain the importance of the Gospels in Scripture.
HS.THEO.I.16	Explain the three stages in the formation of the Gospels.
HS.THEO.I.17	Classify and compare the elements of the Synoptic Gospels.
HS.THEO.I.18	Examine the Gospel of John in its uniqueness from and coherence to the Synoptic Gospels.
Challenges	
HS.THEO.I.19	Identify and examine potential challenges we face in understanding the Bible in the Catholic faith.
Theology of the Body	
HS.THEO.I.20	Recognize in Genesis how God created man "in the beginning": the states of original justice (original solitude, original unity, and original nakedness) and the contrast with original sin.
HS.THEO.I.21	Analyze the creation account of Genesis and how the human person is created as gift.

HS.THEO.I.22	Describe how the human person is meant to relate with God, others, and creation as gift.
HS.THEO.I.23	Describe the significance of the covenant relationships between God and man, and man and woman.

Course II: Who is Jesus Christ?

Students who demonstrate understanding of theology course II are able to --

God and Revelation	
HS.THEO.II.1	Describe how God reveals Himself through Scripture and Tradition.
HS.THEO.II.2	Define faith.
HS.THEO.II.3	Explain how faith in Jesus leads to discipleship.
HS.THEO.II.4	Examine the relationship between faith and religion.
HS.THEO.II.5	Explain how the fullness of Revelation is reflected in the life and teaching of the Catholic Church.
HS.THEO.II.6	Justify the reasons for faith in God and participation in the Catholic Church, within the context of modern society and conflicting culture, and also in light of the existence of suffering.
Jesus Christ's Revelation About God	
HS.THEO.II.7	Describe the significance of the mystery of the Incarnation.
HS.THEO.II.8	Describe how the dogma of the Holy Trinity explains to us the fullness of the nature of God.
HS.THEO.II.9	Identify the distinctive characteristics of each of the Three Persons of the Trinity.
HS.THEO.II.10	Describe the development of Trinitarian theology in relation to the major Christological controversies.
HS.THEO.II.11	Identify the unique role of the Blessed Virgin Mary in salvation history.
The Mystery of the Incarnation	
HS.THEO.II.12	Articulate God's Revelation of Jesus Christ as fully God and fully man.
Jesus Christ Teaches Us About Ourselves	
HS.THEO.II.13	Explain how Jesus embodies what has been revealed in and through creation.*

HS.THEO.II.14	Describe how Jesus redeems us and gives us his grace so that we can choose good and resist sin.
HS.THEO.II.15	Use Scripture to describe how Jesus' teachings lead us to grow in holiness and goodness.
HS.THEO.II.16	Use Scripture to explain how Jesus teaches us to pray and teaches us through prayer.
HS.THEO.II.17	Explain how the Communion of Saints connects the Christian faithful, both the living and the dead.
HS.THEO.II.18	Use Scripture to describe Jesus' messages of death, judgement, heaven, and hell.
Challenges	
HS.THEO.II.19	Identify and examine potential challenges we face in accepting the truth of our faith.
Theology of the Body	
HS.THEO.II.20	Describe the implications of the Incarnation for man's relationship with God and man's understanding of himself.
HS.THEO.II.21	Compare how the loving communion of man and woman is like that of the Trinity, a communion of persons who are love and who in giving and receiving are fruitful.
HS.THEO.II.22	Describe how the Incarnation is Jesus' total gift of self (cf. Phil 2: 5-11).
HS.THEO.II.23	Describe how discipleship entails the gift of self.

Tenth Grade Theology
Curriculum Standards in the Diocese of Grand Rapids

Course III: The Mission of Jesus Christ

Students who demonstrate understanding of theology course III are able to --

The Goodness of Creation and Our Fall from Grace	
HS.THEO.III.1	Recognize the use of figurative and symbolic language in Genesis I-11 to convey God's Truth in the creation of the world rather than to convey science.
HS.THEO.III.2	Explain the significance of the creation of human beings, created in the image and likeness of God, having both body and soul and including both men and women.
HS.THEO.III.3	Describe original sin and its consequences.
The Promise of a Messiah & Christ Our Light: Redemption Unfolds	
HS.THEO.III.4	Retrace God's promise of a Messiah from the Book of Genesis through the covenants of the Old Testament .
HS.THEO.III.5	Use the words of the Gospels as evidence to describe how Jesus is the fulfillment of Old Testament prophecies.
HS.THEO.III.6	Explain the reasons for the Incarnation.
HS.THEO.III.7	Explain how Jesus' saving mission is revealed through the events of His life and ministry.
Redemption Through the Paschal Mystery	
HS.THEO.III.8	Explain how the Passion and Death of Jesus exemplify redemptive love.
HS.THEO.III.9	Describe the significance of the Resurrection and the Ascension of Jesus, including their implications for the life of the Church.

	Moral Implications for the Life of a Believer
HS.THEO.III.10	Identify the implications that Christ's Salvation has for Christian life, death, and judgment.
HS.THEO.III.11	Recognize the universal call to holiness of life and describe how one may grow in holiness.
	Prayer in the Life of a Believer
HS.THEO.III.12	Recognize the need to grow in intimacy and communion with Jesus Christ through vocal, meditative, and contemplative prayer.
HS.THEO.III.13	Recognize and use Scripture as a source and guide for prayer.
HS.THEO.III.14	Experience and develop prayer as blessing, adoration, petition, intercession, thanksgiving, and praise.
	Challenges
HS.THEO.III.15	Identify and examine potential challenges we face in understanding Christ's suffering and our role as followers of Christ.
	Theology of the Body
HS.THEO.III.16	Propose and defend that creation should be received as a gift, not dominated or manipulated.
HS.THEO.III.17	Explain how Jesus redeems all of creation through the Paschal Mystery.
HS.THEO.III.18	Evaluate actions for self-mastery and describe how actions of self-mastery free one to make a full gift of self (TOB 15:1-4, 32:6; Romans 6: 20-23; 2 Timothy 2:1-5).

Course IV: Jesus Christ's Mission Continues in the Church

Students who demonstrate understanding of theology course IV are able to --

Christ Established His One Church to Continue His Presence and His Work	
HS.THEO.IV.1	Use Scripture to trace the origins of the Church in both the Old and New Testaments.
HS.THEO.IV.2	Identify and describe the role of the Holy Spirit in the development and presence of the Catholic Church.
HS.THEO.IV.3	Describe the role of the Apostles in the early Church.
Images of the Church	
HS.THEO.IV.4	Identify and explain various images of the Church rooted in the Old Testament and New Testament and developed in Tradition.
The Marks of the Church	
HS.THEO.IV.5	Define each of the marks of the Church and describe how each is a necessary component of understanding and living the Church in its fullness.
The Church in the World	
HS.THEO.IV.6	Describe how the Church's functions of evangelization, teaching, sanctifying, and governing act as instruments of communion with God and of unity of the human race.
HS.THEO.IV.7	Create and use a model to describe the hierarchical nature of the Church as well as the various roles and vocations of life within the Church.
HS.THEO.IV.8	Describe the role of the Magisterium and how the Church is both indefectible and infallible.
Implications of Life of a Believer	
HS.THEO.IV.9	Describe why belonging to the Church, regular reception of the sacraments, prayer, and living as disciples are all essential aspects of life in the Catholic Church.

	Challenges
HS.THEO.IV.10	Identify and examine potential challenges we face in our daily lives as members of the Catholic Church and evangelicals for the Church's teachings.
	Theology of the Body
HS.THEO.IV.11	Propose how a <i>communio of persons</i> involves the loving gift of self (i.e. the Trinity, but also the unity of the Church, the family and the unity of man and woman).
HS.THEO.IV.12	Describe God's choice to covenant with His people and how the Church is the fulfillment of His gift of self.
HS.THEO.IV.13	Describe how the Church is the sacrament of God's love in the world.
HS.THEO.IV.14	Describe how the Liturgy makes visible, and efficacious, the grace & power of Christ's Paschal Mystery (cf. CCC 1085)

Eleventh Grade Theology
Curriculum Standards in the Diocese of Grand Rapids

Course V: Sacraments as Privileged Encounters with Jesus Christ

Students who demonstrate understanding of theology course V are able to --

The Sacramental Nature of the Church	
HS.THEO.V.1	Define and explore the mystery of sacraments and grace, and compare to the definition and role as used by Eastern Churches.
HS.THEO.V.2	Explain and give examples of how both Jesus Christ and the Church are sacraments of God and salvation.
HS.THEO.V.3	Articulate the outward expressions of Christ's Sacramental presence in our lives through signs, symbols, and rituals.
HS.THEO.V.4	Develop a deeper prayer experience through liturgical prayer and various forms of personal prayer in the Catholic tradition.
Sacraments of Initiation	
HS.THEO.V.5	Explain the Scriptural basis and historical development of the Sacrament of Baptism.
HS.THEO.V.6	Describe the Rite of Baptism, including its essential elements, requirements for reception, and minister of the Sacrament.
HS.THEO.V.7	Describe the effects of Baptism and discuss the implications of reception of Baptism.
HS.THEO.V.8	Define and describe the Sacrament of Confirmation, and explain its scriptural basis and historical tradition in the Roman Catholic Church.
HS.THEO.V.9	Identify the parts of the Rite of Confirmation, including its essential elements, requirements for reception, and minister of the Sacrament.

HS.THEO.V.10	Describe the effects of Confirmation and discuss the implications of reception of Confirmation in our lives.
HS.THEO.V.12	Explain the Scriptural basis and historical development of the Sacrament of the Eucharist.
HS.THEO.V.13	Identify the parts of the Mass, including its essential elements and the connection of the actions and words of the Mass to the theology of the Eucharist.
HS.THEO.V.14	Define transubstantiation and recognize the implications of the Real Presence in our Eucharistic worship.
HS.THEO.V.15	Describe the effects of Holy Eucharist and the requirements for fruitful reception of this Sacrament.
HS.THEO.V.16	Examine the meaning of active participation in the Mass and determine the implications of receiving the Holy Eucharist.
Sacraments of Healing	
HS.THEO.V.17	Explain the Scriptural basis and historical development of the Sacrament of Penance and Reconciliation.
HS.THEO.V.18	Explain the characteristics of the three forms of the Sacrament of Penance.
HS.THEO.V.19	Describe the essential elements, requirements for reception, and minister of the Sacrament of Reconciliation.
HS.THEO.V.20	Explain how the effects and implications of Reconciliation heal and strengthen our relationships with God and the world through grace.
HS.THEO.V.21	Explain the Scriptural basis and historical development of the Sacrament of Anointing of the Sick.
HS.THEO.V.22	Describe the essential elements, requirements for reception, and minister of the Sacrament of the Anointing of the Sick.
HS.THEO.V.23	Explain the effects of Anointing of the Sick and discuss the implications of reception of the Sacrament.
Sacraments at the Service of Communion	
HS.THEO.V.24	Explain the Scriptural basis and historical development of the Sacrament of Holy Orders.

HS.THEO.V.25	Describe the Rite of Ordination, including its essential elements, requirements for reception, and minister of the Sacrament.
HS.THEO.V.26	Explain the effects of Holy Orders and discuss the implications of the reception of the Sacrament, including the distinct tasks of each ordained ministry.
HS.THEO.V.27	Explain the Scriptural basis and historical development of the Sacrament of Matrimony.
HS.THEO.V.28	Describe the celebration of Matrimony, including its essential elements, and minister of the Sacrament, and the requirements of reception.
HS.THEO.V.29	Discuss the effects of Marriage and examine the responsibilities of lifelong fidelity, procreation, and the care for the Domestic Church.
HS.THEO.V.30	Distinguish between divorce and a declaration of nullity and recognize the implications of each in light of the sanctity of marriage and the dignity of each person.
HS.THEO.V.31	Examine the elements necessary for a strong vocation to Holy Orders or Marriage and the need for ongoing enrichment with an emphasis on prayer and relationship with Christ.
Challenges to Worship and Sacraments	
HS.THEO.V.32	Identify and examine potential challenges we face by living lives that are true to worship and the Sacraments.
Theology of the Body	
HS.THEO.V.33	Explain that man, in the image of the Trinity, can only find himself through a sincere gift of himself (TOB 8:4, 9:1-3, 10:1, 15:1).
HS.THEO.V.34	Explain how the Sacraments of Healing anticipate the newness of the eschatological man and respond to Jesus' call for the renewal of heart in the Sermon on the Mount (cf. TOB Part 2, 24-63).
HS.THEO.V.35	Explain how participating in God's very love is total, faithful, fruitful, and generous (TOB 127:1; 1 Corinthians 12-13; Jn 10:10; Luke 14).

HS.THEO.V.36	Describe how marriage sacramentally participates in the love of Jesus Christ for His Church (cf TOB 87-102; Ephesians 5: 21-33).
HS.THEO.V.37	Explain how consecrated life in the Church radically imitates the life of Christ and works for the kingdom of God on earth (TOB 75:1, 75:4, 76:3, 79:2, 79:9, 81:4; CCC 915-916, 929, 932, 1579, 1618).

Course VI: Life in Jesus Christ

Students who demonstrate understanding of theology course VI are able to --

What is Life in Christ?	
HS.THEO.VI.1	Explain God's plan for humanity, including the elements that allow us to share eternal love and happiness in Heaven as well as the implications of God creating us in his image and likeness.
HS.THEO.VI.2	Identify the call to love and joy through the Beatitudes.
HS.THEO.VI.3	Explain the implications of the call to be a follower of Christ.
HS.THEO.VI.4	Defend the reality of the existence of absolute truth in the world, especially in relation to relativism.
God Has Taught Us How to Live a New Life in Christ	
HS.THEO.VI.5	Differentiate between the various expressions of moral law, including eternal law (Divine Providence), natural law, revealed law, and civil and ecclesiastical law.
HS.THEO.VI.6	Identify positive applications of each of the Ten Commandments.
HS.THEO.VI.7	Identify and explain violations of each of the Ten Commandments in actions and intentions.
HS.THEO.VI.8	Explain how the two Great Commandments of Jesus relate to the Decalogue.
HS.THEO.VI.9	Articulate the significance of the Sermon on the Mount, including how the Beatitudes and other Christian teachings require us to live in today's world.
HS.THEO.VI.10	Identify and describe the teaching authority and responsibility of the Church, including the role of the Magisterium and concepts outlined in Church law.
Living New Life in Christ Jesus and the Gospel Message Are the Basis for Catholic Moral Teaching	
HS.THEO.VI.11	Describe the meaning of our vocation to discipleship and explain the various elements of discipleship in our lives as Christians.

HS.THEO.VI.12	Define and identify the types of grace.
HS.THEO.VI.13	Define and identify the types of virtue.
HS.THEO.VI.14	Describe the specific roles of the gifts of the Holy Spirit, the fruits of the Holy Spirit, the Sacraments, and prayer in sustaining the moral life.
HS.THEO.VI.15	Identify the types of conscience, explain the proper formation of conscience, and recognize the moral responsibility of following an informed conscience as it is freely provided to us by God.
HS.THEO.VI.16	Explain how each of the sacraments offer us the grace and strength to live moral lives.
The Reality of Sin	
HS.THEO.VI.17	Explain humanity's original innocence and the effects of Original Sin.
HS.THEO.VI.18	Examine the reality of sin through an understanding of its classifications: sins of omission and commission as well as mortal, venial, and capital sins.
HS.THEO.VI.19	Recognize and discuss scriptural images of sin.
Challenges	
HS.THEO.VI.20	Identify and examine potential challenges we face by living lives that are true to God's plans and by being Christ's disciples.
Theology of the Body	
HS.THEO.VI.21	Describe the idea of a vocation and how it is the way one makes a total gift-of-self (TOB 78, 86; CCC 915-916, 929, 932, 1579, 1603, 1605, 1618-1620).
HS.THEO.VI.22	Describe what 'life according to the Spirit' is and how following the law of God leads to true freedom and happiness (TOB 15:1, 45:1, 51:5-6, 53:4-5, 54:2-4; CCC 30, 736, 1731, 1824, 1828-1832, 2514-2516, 2548).

HS.THEO.VI.23	Recognize concupiscence as a result of original sin and acknowledge the need to bring emotions and desires into harmony with what is truly good (TOB 26:5, 31:3, 31:6, 32:3, 33:1-2, 51:5-6, 54; CCC 397, 400, 405, 1707, 1865, 1949, 2514-2520, 2534-2535, 2549).
HS.THEO.VI.24	Explain how the moral and spiritual life is a response to God's gift of Himself to us in love.

Twelfth Grade Theology
Curriculum Standards in the Diocese of Grand Rapids

Course VII: History of the Catholic Church

Students who demonstrate understanding of theology course VII are able to --

Christ Established His Church	
HS.THEO.VII.1	Describe how the Church was planned by the Father, instituted by Christ, and revealed by the Holy Spirit.
HS.THEO.VII.2	Describe how the life of the apostles exemplifies the Church's mission of evangelization.
HS.THEO.VII.3	Identify how the Acts of the Apostles demonstrates the apostolic and hierarchical nature of the Church.
History of Church in Post-Apostolic Times	
HS.THEO.VII.4	Identify and explain the participation of Roman Christians in the persecution of Jesus.
HS.THEO.VII.5	Connect Eucharistic center of early liturgy to later and modern liturgies.
HS.THEO.VII.6	Evaluate the transition of Christianity into the public square and its attendant adaptations.
HS.THEO.VII.7	Identify and explain factors for inculturating Scripture, especially the enlightenment of the Greek and Roman cultures by the Gospel.
HS.THEO.VII.8	Explore the Eastern Patriarchates in relation to the See of Rome.
HS.THEO.VII.9	Explain the necessity for conciliar response to heresy.
HS.THEO.VII.10	Identify, explain, and model authentic doctrinal development as the unfolding of the deposit of faith.
HS.THEO.VII.11	Describe the collapse of the secular world in the 400s and the Church's role as protector of society.
HS.THEO.VII.12	Identify positive contributions monastic orders made to society.

HS.THEO.VII.13	Describe the conflicts between the Church and state of the Middle Ages.
HS.THEO.VII.14	Trace the rise of the mendicant orders and explain their positive contributions to education and universities.
HS.THEO.VII.15	Describe the events of the Middle Ages that were precursors of the Reformation.
HS.THEO.VII.16	Identify and examine the historical situations that led to the Crusades.
HS.THEO.VII.17	Identify major events within the Crusades and describe how the Crusades affected European culture.
HS.THEO.VII.18	Describe the Church's contributions to the revival of the arts and Western culture during the Renaissance.
HS.THEO.VII.19	Identify events and movements that were precursors to the Reformation.
HS.THEO.VII.20	Develop a timeline of the important events and people of the Protestant Reformation.
HS.THEO.VII.21	Identify distinctive Protestant beliefs and practices and articulate how these differ from Catholicism.
HS.THEO.VII.22	Explain the various actions of the Council of Trent as responses to the Protestant Reformation.
HS.THEO.VII.23	Explain how culture and saints of the Counter-Reformation exemplified the newfound confidence of the Church.
HS.THEO.VII.24	Describe the role of missionaries in the exploration of new territories and the evangelization within new cultures.
HS.THEO.VII.25	Explain how Enlightenment ideas conflicted with Catholicism and led to the French Revolution.
HS.THEO.VII.26	Identify the events and saints that promoted religious revival in post-revolutionary France.
HS.THEO.VII.27	Identify the actions of Pope Pius IX which strengthened the spiritual authority of the Pope of the Church.
HS.THEO.VII.28	Analyze the conditions and social injustices of the Industrial Revolution.
HS.THEO.VII.29	Associate the work of Pope Leo XIII with the development of Catholic Social Justice.

HS.THEO.VII.30	Examine and discuss the teachings and writings of the Church that are instrumental in promoting social justice.
HS.THEO.VII.31	Examine the pastoral actions of Pius X on communion, liturgical music, and his stance against modernism.
HS.THEO.VII.32	Describe the Church's responses to the major events of the twentieth century.
HS.THEO.VII.33	Identify the reasons why Pope St. John XXIII called the Vatican Council and the major outcomes of the Council.
HS.THEO.VII.34	Place the major events of the Pontificate of Pope Paul VI in the context of Church and world history.
HS.THEO.VII.35	Describe the historical background and impact of the events and themes of the Pontificate of Pope St. John Paul II.
HS.THEO.VII.36	Discuss the impact of the Pontificates of Benedict XVI and Francis in the Church and the world.
HS.THEO.VII.37	Identify the major personalities in the history of the United States.
HS.THEO.VII.38	Trace the major themes in the history of the Catholic Church in the United States, correlating them with the broader themes of American history.
HS.THEO.VII.39	Explain the contributions of the American saints and blessed.
Challenges	
HS.THEO.VII.40	Respond to the claim that unfortunate historical events invalidate and "disprove" the sanctity of the Church.
HS.THEO.VII.41	Conclude human discord as the cause for other churches to break away from the Church and proclaim the Church's commitment to Christian unity.
Theology of the Body	
HS.THEO.VII.42	Trace the development of Christian anthropology and its unique contribution to how we understand what it is to be human.

HS.THEO.VII.43	Describe how the life of the Church is a manifestation of Jesus' gift of Himself to His people.
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Course VIII: Living as a Disciple of Jesus Christ in Society

Students who demonstrate understanding of theology course VIII are able to --

God's Plan for His People	
HS.Theo.VIII.1	Correlate through concrete examples how happiness is dependent on a relationship with God.
HS.Theo.VIII.2	Examine how the whole human race is united through the social nature of mankind.
HS.Theo.VIII.3	Explain how Vatican II identifies the Church as the Mystical Body of Christ, the Family of God, a community of sanctified believers, a teacher, and a listener.
Social Teaching of the Church	
HS.Theo.VIII.4	Defend the argument that the Church always has stood for charity and justice through the social teachings in Scripture, the Church's history of social concern, and the corporal and spiritual works of mercy.
HS.Theo.VIII.5	Distinguish between the four types of justice, apply the specific forms of justice to social issues, and integrate the four to promote the common good.
HS.Theo.VIII.6	Engage modern Catholic Social Teaching to provide help in solving social issues.
HS.Theo.VIII.7	Extrapolate social teaching from moral law.
HS.Theo.VIII.8	Recognize how God, in ordering creation, confers authority to society in order to return all things to himself.
HS.Theo.VIII.9	Defend the truth that the perfection of the person is found in communities that model the communion of the Trinity.
HS.Theo.VIII.10	Explore how the USCCB engages social issues.
Major Themes of Catholic Social Teaching	
HS.Theo.VIII.11	Defend the dignity of human life.

HS.Theo.VIII.12	Explain and model how the family is the foundation of society, and how all people should participate in society to work for the common good.
HS.Theo.VIII.13	Foster and protect human rights, as a responsibility of the people of society.
HS.Theo.VIII.14	Defend that the goods of the earth belong to all people and must be shared appropriately and for the sake of the common good.
HS.Theo.VIII.15	Uphold work and the dignity to work as part of God's creation plan, and defend the right to work in just conditions.
HS.Theo.VIII.16	Recognize the use of solidarity in the promotion of the common good.
Sin and Its Social Dimensions	
HS.Theo.VIII.17	Explain the difference between social sin and personal sin.
HS.Theo.VIII.18	Identify the foundations of social sin.
HS.Theo.VIII.19	Recognize the social dimension of each of the first three Commandments, including the strengthening of relationship with God and defending the freedom of worship.
HS.Theo.VIII.20	Recognize the social dimension of Commandments four through twelve, including study of each Commandment through positive examples and failures.
HS.Theo.VIII.21	Recognize the social dimension of the Beatitudes, including how we are invited to live the Beatitudes and the consequences of neglecting the Beatitudes.
Challenges	
HS.Theo.VIII.22	Analyze how societal pressures and opposition to the faith contradict the model set for us by Christ.
Theology of the Body	

HS.THEO.VIII.23	Explain how sin mars, manipulates, and unravels creation (cf., Flood of Noah, David & Solomon, Job, Ecclesiastes), and how Jesus' redemption is meant for all of creation.
HS.THEO.VIII.24	Give a response, informed by Theology of the Body, to situations in which respect for human dignity and for the human person is challenged in the world today.

**Theology Curriculum Framework
for grades 9-12**

Witness

WITNESS in grades 9 to 12	
WIT	Evangelization and Missionary Discipleship
HS.THEO.WIT.1	Live as a disciple of Jesus Christ in the world today and actively seek to evangelize in his or her vocation.
HS.THEO.WIT.2	Match individual talents and interests with the needs of the community and reflect on service experiences in the light of Gospel values (NSBECS 3.3).
HS.THEO.WIT.3	Exhibit virtues consistently, generously, and in effort to live out the Gospel command to love God above all things and one's neighbor as oneself.
HS.THEO.WIT.4	Pursues justice in society persistently and works to order relationships according to the love of Christ.
HS.THEO.WIT.5	Participates in work as a call from God and a cooperation with His creative activity, seeking to do His will with excellence.
HS.THEO.WIT.6	Lead others in prayer and contribute to the prayer life of the school (NSBECS 3.1).
HS.THEO.WIT.7	Recognize the importance of membership in the parish community and discern ways to grow in service to the mission of the parish.
HS.THEO.WIT.8	Discern choices as a response to the call of God, seeking to live in harmony with His will and according to His plan.
HS.THEO.WIT.9	Pursues the life of mature discipleship and a deeper spiritual life, including friendships that contribute to this good.

**Ninth through Twelfth Grade English Curriculum Standards
(Compiled list of all standards for all ELA courses 9-12)**

Students who demonstrate understanding of high school English department requirements are able to--

	Reading Analysis
HS.Eng.R.1	Determine and discuss the relationships between an author's work and the tenets of Catholic faith.
HS.Eng.R.2	Demonstrate cultural literacy and familiarity with the great works and authors of classical and contemporary American and world literature.
HS.Eng.R.3	Interpret, synthesize, respond to, summarize, critique and analyze various types of texts.
HS.Eng.R.4	Determine and analyze relationships among the audience, purpose, context, and genre of a given work.
HS.Eng.R.5	Analyze an author's choices of content, organization, evidence, reasoning, and language use.
HS.Eng.R.6	Evaluate texts from multiple points of view, considering the complexity of perspectives that range from sympathetic or critical to the writer's position.
HS.Eng.R.7	Determine the explicit and implicit meaning of a text, and determine figurative and connotative meanings of words and phrases as used in a text.
HS.Eng.R.8	Analyze the impact of specific word choice on meaning and tone of a text.
HS.Eng.R.9	Explain how poetic knowledge, moral imagination, connotative language, symbolism, and artistic creativity explore difficult and unwieldy elements of the human condition, which is not always explainable with technical linguistic analysis.
HS.Eng.R.10	Explain how specific pieces of literature contribute to strengthening one's moral character through its addressing of critical questions related to mankind.

HS.Eng.R.11	Identify and analyze an author's use of various literary devices, such as Biblical allusions, to develop elements of the text.
HS.Eng.R.12	Compare the works of multiple authors from the same historical era to explain how literature can reflect the historical and sociological culture of its time.
HS.Eng.R.13	Describe how an author's choices, such as setting, order of events, introduction and development of characters, and omission and inclusion of details, impact the development of a narrative.
HS.Eng.R.14	Determine themes of a narrative and analyze their development over the course of a text, including how they interact and build on one another to produce a complex account.
HS.Eng.R.15	Identify and explain fallacious reasoning in a given argument.
Writing	
HS.Eng.W.1	<p>Create informational text to examine and convey complex ideas</p> <ul style="list-style-type: none"> a. using significant and relevant facts, extended definitions, quotations, and other appropriate knowledge on the subject b. using varied syntax to link sections and clarify relationships among ideas c. using precise language and content-specific vocabulary.
HS.Eng.W.2	<p>Create written arguments to support claims in analysis of substantive topics or texts</p> <ul style="list-style-type: none"> a. incorporating evidence and reasoning as support b. acknowledging and disproving counterclaims, and c. using varied syntax to link sections and clarify relationships among claim, evidence, reasoning, and counterclaim.
HS.Eng.W.3	<p>Create narratives (from real or imagined experiences) to develop effective writing techniques</p> <ul style="list-style-type: none"> a. engaging the reader by establishing a problem, situation, or observation for exploration through plot and character development

	<ul style="list-style-type: none"> b. developing characters or perspectives that interpret the human condition, human behaviors, and/or human actions in its redeemed and unredeemed state c. using techniques such as dialogue, pacing, description, reflection, and multiple plot lines in development of ideas d. using purposeful language to convey vivid images e. providing conclusion or resolution that offers reflection of the experience or observation.
HS.Eng.W.4	Develop, practice and refine various aspects of writing processes including, but not limited to, invention, research, drafting, sharing with others, revising in response to reviews, and editing.
HS.Eng.W.5	Use and offer feedback to revise texts to make them appropriate for the academic discipline or context for which the writing is intended.
HS.Eng.W.6	Articulate how different writing tasks and elements of the writing process contribute to their development as a writer.
HS.Eng.W.7	Edit and proofread one's own writing and explore the implications of editing choices.
HS.Eng.W.8	Use technology strategically and with clear purpose to enhance writing for the intended audience.
Communication	
HS.Eng.C.1	Contribute to ongoing written and spoken conversations with one's own ideas and opinions about specific topics, including analysis of texts.
HS.Eng.C.2	Select appropriate platforms to publish or present content in order to effectively convey ideas to an intended audience.
HS.Eng.C.3	Articulate a clear point of view, sequencing ideas logically and using pertinent details, to a variety of audiences.
HS.Eng.C.4	Present and defend complex content to a variety of audiences, in order to proclaim the Word of God, share the teachings of Jesus Christ, and to promote the greater good of the community.

HS.Eng.C.5	Adapt speech to a variety of contexts and tasks, demonstrating professional oral communication skills.
Documentation	
HS.Eng.D.1	Demonstrate the concept of intellectual property (i.e., ownership of ideas) as it is used in different disciplines and contexts.
HS.Eng.D.2	Select, evaluate, and use information and ideas from print and digital sources responsibly in one's own work.
HS.Eng.D.3	Use various approaches to the documentation and attribution of sources, including MLA and APA.
HS.Eng.D.4	Examine the underlying logic in commonly used citation systems, including MLA and APA.
Language Usage	
HS.Eng.L.1	Practice different conventions and analyze expectations for and effects on different audiences.
HS.Eng.L.2	Determine the placement of varied sentence structures, based on the intent, purpose, and emphasis of the content of the sentence.
HS.Eng.L.3	Place punctuation effectively, including commas, semicolons, colons, dashes, hyphens, apostrophes, and ellipses.
HS.Eng.L.4	Use commonly confused words in the correct context, including its/it's, there/their/they're, affect/effect, and who/whom.
HS.Eng.L.5	Identify differences between errors and intentional variations from expected conventions.
HS.Eng.L.6	Recognize differences in common oral language patterns and written Standard American English, and determine how and when to use formal grammatical structures (such as avoiding dangling or misplaced modifiers and using consistent verb tenses).

AP Language and Composition Curriculum Standards

Students who demonstrate understanding of AP Language and Composition are able to--

HS.Eng.APLang.1	Analyze and interpret samples of purposeful writing, identifying and explaining an author's use of rhetorical strategies.
HS.Eng.APLang.2	Analyze images and other multimodal texts for rhetorical features.
HS.Eng.APLang.3	Use effective rhetorical strategies and techniques when composing.
HS.Eng.APLang.4	Write for a variety of purposes.
HS.Eng.APLang.5	Respond to different writing tasks according to their unique rhetorical and composition demands, and translate that rhetorical assessment into a plan for writing.
HS.Eng.APLang.6	Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience.
HS.Eng.APLang.7	Evaluate and incorporate sources into researched arguments.
HS.Eng.APLang.8	Demonstrate understanding of the conventions of citing primary and secondary sources.
HS.Eng.APLang.9	Gain control over various reading and writing processes, with careful attention to inquiry (research), rhetorical analysis and synthesis of sources, drafting, revising/rereading, editing, and review.
HS.Eng.APLang.10	Converse and write reflectively about personal processes of composition.
HS.Eng.APLang.11	Demonstrate understanding and control of Standard Written English as well as stylistic maturity in their own writing.
HS.Eng.APLang.12	Revise a work to make it suitable for a different audience.

More information can be found at:

<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-english-language-and-composition-course-description.pdf>

AP Literature and Composition Curriculum Standards

Specific curriculum standards have not been written for this AP course.

AP Literature and Composition adheres to the following expectations:

<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-english-literature-and-composition-course-description.pdf>

**Diocese of Grand Rapids
Office of Catholic Schools
Curriculum Standards
for Cross-Content Literacy
in grades 9-12**

Students who demonstrate understanding of twelfth grade literacy are able to ---

HS.CL.1	Solve authentic problems through open-ended inquiry and ideation in various contexts.
HS.CL.2	Paraphrase complex content-specific texts and media in simpler but still accurate terms.
HS.CL.3	Determine to what extent an author's work is in accord or discord with Catholic teaching.
HS.CL.4	Identify important issues that remain unresolved in a traditional text or digital media.
HS.CL.5	Identify the perspective, potential bias, and credibility of primary and secondary sources based on their maker, date, place of origin, intended audience, and intended purpose.
HS.CL.6	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as used in content-rich texts.
HS.CL.7	Use content-specific vocabulary in the creation of texts and media.
HS.CL.8	Identify and evaluate the claim, evidence, reasoning and counterclaims in a piece of published work, and verify or challenge the position by using other sources of information.
HS.CL.9	Analyze and compare the elements and structures of domain-specific published work (i.e. historical primary sources, scientific research, videos, websites, etc.).
HS.CL.10	Synthesize information from a range of sources to demonstrate a clear understanding of a complex topic.

HS.CL.11	Precisely and appropriately cite sources of information for use as evidence and reasoning to enhance an argument.
HS.CL.12	Construct an argument using precise claims, counterclaims, reasoning, and evidence to demonstrate understanding of a complex topic of inquiry.
HS.CL.13	Use collaboration to connect with peers and experts to explore various points of view on particular topics in various contexts.
HS.CL.14	Inform and influence audiences, through verbal communication and the creation of media and writing, for a variety of specific purposes, including to proclaim, defend, and share the teachings of our Catholic faith and to promote the greater good of society.
HS.CL.15	Use metacognitive strategies to examine the specific and individual processes and techniques used in completing various academic tasks in order to assess one's progress toward academic goals.

**Ninth through Twelfth Grade Mathematics Curriculum Standards
(combined list of all standards for all courses)**

Students who demonstrate understanding of high school mathematics are able to --

	Number
HS.Math.N.1	Describe very large and very small numbers and use various representations of them.
HS.Math.N.2	Compare and contrast the properties of numbers and number systems, including the rational and real numbers, and use complex numbers as solutions to quadratic equations that do not have real solutions.
HS.Math.N.3	Use vectors as systems that have some of the properties of the real-number system.
HS.Math.N.4	Use matrices as systems that have some of the properties of the real-number system.
HS.Math.N.5	Use number-theory arguments to describe relationships involving whole numbers.
HS.Math.N.6	Describe the effects of multiplication, division, and computing powers and roots on the magnitudes of quantities.
HS.Math.N.7	Explain the properties of, and representations for, the addition and multiplication of vectors and matrices.
HS.Math.N.8	Use permutations and combinations as counting techniques.
HS.Math.N.9	Use mental computation or paper-and-pencil calculations for simple cases and technology for more-complicated cases to develop fluency in operations with real numbers.
HS.Math.N.10	Use mental computation or paper-and-pencil calculations for simple cases and technology for more-complicated cases to develop fluency in operations with matrices.
HS.Math.N.11	Decide the reasonableness of numerical computations and their results.
	Algebra
HS.Math.A.1	Identify and describe patterns using explicitly defined and recursively defined functions.

HS.Math.A.2	Select, convert, and use various representations for relations and functions.
HS.Math.A.3	Analyze functions of one variable by identifying rates of change, intercepts, zeros, asymptotes, and local and global behavior.
HS.Math.A.4	Perform transformations such as arithmetically combining, composing, and inverting commonly used functions, using technology to perform such operations on more-complicated symbolic expressions.
HS.Math.A.5	Compare the properties of classes of functions, including exponential, polynomial, rational, logarithmic, and periodic functions.
HS.Math.A.6	Interpret representations of functions of two variables.
HS.Math.A.7	Explain equivalent forms of expressions, equations, inequalities, and relations.
HS.Math.A.8	Write equivalent forms of equations, inequalities, and systems of equations and solve mentally or with paper and pencil in simple cases, and using technology in all cases.
HS.Math.A.9	Use symbolic algebra to represent and explain mathematical relationships.
HS.Math.A.10	Use a variety of symbolic representations, including recursive, for functions and relations.
HS.Math.A.11	Determine the meaning, utility, and reasonableness of the results of symbol manipulations, including those carried out by technology.
HS.Math.A.12	Identify essential quantitative relationships in a situation and determine the class or classes of functions that might model the relationships.
HS.Math.A.13	Use symbolic expressions, including iterative and recursive forms, to represent relationships arising from various contexts.
HS.Math.A.14	Determine reasonable conclusions about a situation being modeled.
HS.Math.A.15	Approximate and interpret rates of change from graphical and numerical data.
Geometry	

HS.Math.G.1	Identify properties and determine attributes of 2D and 3D objects.
HS.Math.G.2	Identify and describe relationships (including congruence and similarity) among classes of 2D and 3D geometric objects, make and test conjectures about them, and solve problems involving them.
HS.Math.G.3	Design a logical argument using properties, postulates, definitions, and theorems to prove something to be true, and critique similar arguments designed by others.
HS.Math.G.4	Use trigonometric relationships to determine lengths and angle measures.
HS.Math.G.5	Use Cartesian coordinates and other coordinate systems, such as navigational, polar, or spherical systems, to describe geometric situations.
HS.Math.G.6	Explain conjectures and solve problems involving 2D and 3D objects represented with Cartesian coordinates.
HS.Math.G.7	Translate, reflect, rotate, and dilate objects in the plane by using sketches, coordinates, vectors, function notation, and matrices.
HS.Math.G.8	Describe the effects of simple transformations and their compositions using various representations or models.
HS.Math.G.9	Create representations of 2D and 3D geometric objects using a variety of tools.
HS.Math.G.10	Classify 3D objects and spaces from different perspectives based on their properties and determine their cross sections.
HS.Math.G.11	Use vertex-edge graphs to model and solve problems.
Measurement	
HS.Math.M.1	Make appropriate decisions about units and scales for problems and situations involving measurement.
HS.Math.M.2	Use precision and accuracy and determine approximate error in measurement situations.
HS.Math.M.3	Develop and use formulas for the area, surface area, and volume of geometric figures, including cones, spheres, cylinders, pyramids, cubes, and prisms.

HS.Math.M.4	Check measurement computations through the use of unit analysis.
Data Analysis and Probability	
HS.Math.D.1	Describe the differences among various kinds of studies and determine which types of inferences can legitimately be drawn from each.
HS.Math.D.2	Recall the characteristics of well-designed studies, including the role of randomization in surveys and experiments.
HS.Math.D.3	Recall the meaning of the following terms: measurement data, categorical data, univariate data, and bivariate data.
HS.Math.D.4	Use histograms, parallel box plots, and scatterplots to display data.
HS.Math.D.5	Compute basic statistics and make distinctions between a statistic and a parameter.
HS.Math.D.6	Display the distribution, describe the shape, and select and calculate summary statistics for univariate measurement data.
HS.Math.D.7	Display a scatterplot, describe its shape, and determine regression coefficients, regression equations, and correlation coefficients for bivariate measurement data using technological tools.
HS.Math.D.8	Display and discuss bivariate data where at least one variable is categorical.
HS.Math.D.9	Describe how linear transformations of univariate data affect shape, center, and spread.
HS.Math.D.10	Identify trends in bivariate data and find functions that model the data or transform the data so that they can be modeled.
HS.Math.D.11	Use simulations to explore the variability of sample statistics from a known population and to construct sampling distributions.

HS.Math.D.12	Describe how sample statistics reflect the values of population parameters and use sampling distributions as the basis for informal inference.
HS.Math.D.13	Evaluate published reports that are based on data by examining the design of the study, the appropriateness of the data analysis, and the validity of the conclusions.
HS.Math.D.14	Construct sample spaces and probability distributions in simple cases.
HS.Math.D.15	Construct empirical probability distributions using simulations.
HS.Math.D.16	Compute and interpret the expected value of random variables in simple cases.
HS.Math.D.17	Describe the concepts of conditional probability and independent events.
HS.Math.D.18	Compute the probability of a compound event.
Calculus	
Calculus: Reasoning with definitions and theorems	
HS.Math.MPAC.1.a	Use definitions and theorems to build arguments, to justify conclusions or answers, and to prove results.
HS.Math.MPAC.1.b	Confirm that hypotheses have been satisfied in order to apply the conclusion of a theorem.
HS.Math.MPAC.1.c	Apply definitions and theorems in the process of solving a problem.
HS.Math.MPAC.1.d	Interpret quantifiers in definitions and theorems (e.g., "for all," "there exists").
HS.Math.MPAC.1.e	Develop conjectures based on exploration with technology.
HS.Math.MPAC.1.f	Produce examples and counterexamples to clarify understanding of definitions, to investigate whether converses of theorems are true or false, or to test conjectures.
Calculus: Connecting concepts	

HS.Math.MPAC.2.a	Relate the concept of a limit to all aspects of calculus.
HS.Math.MPAC.2.b	Use the connection between concepts (e.g., rate of change and accumulation) or processes (e.g., differentiation and its inverse process, antidifferentiation) to solve problems.
HS.Math.MPAC.2.c	Connect concepts to their visual representations with and without technology.
HS.Math.MPAC.2.d	Identify a common underlying structure in problems involving different contextual situations.
Calculus: Implementing algebraic/computation processes	
HS.Math.MPAC.3.a	Select appropriate mathematical strategies.
HS.Math.MPAC.3.b	Sequence algebraic/computational procedures logically.
HS.Math.MPAC.3.c	Complete algebraic/computational processes correctly.
HS.Math.MPAC.3.d	Apply technology strategically to solve problems.
HS.Math.MPAC.3.e	Attend to precision graphically, numerically, analytically, and verbally and specify units of measure.
HS.Math.MPAC.3.f	Connect the results of algebraic/computational processes to the question asked.
Calculus: Connecting multiple representations	
HS.Math.MPAC.4.a	Associate tables, graphs, and symbolic representations of functions.
HS.Math.MPAC.4.b	Develop concepts using graphical, symbolical, verbal, or numerical representations with and without technology.
HS.Math.MPAC.4.c	Identify how mathematical characteristics of functions are related in different representations.
HS.Math.MPAC.4.d	Extract and interpret mathematical content from any presentation of a function (e.g., utilize information from a table of values).

HS.Math.MPAC.4.e	Construct one representational form from another (e.g., a table from a graph or a graph from given information).
HS.Math.MPAC.4.f	Consider multiple representations (graphical, numerical, analytical, and verbal) of a function to select or construct a useful representation for solving a problem.
Calculus: Building notational fluency	
HS.Math.MPAC.5.a	Know and use a variety of notations.
HS.Math.MPAC.5.b	Connect notation to definitions (e.g., relating the notation for the definite integral to that of the limit of a Riemann sum).
HS.Math.MPAC.5.c	Connect notation to different representations (graphical, numerical, analytical, and verbal).
HS.Math.MPAC.5.d	Assign meaning to notation, accurately interpreting the notation in a given problem and across different contexts.
Calculus: Communicating	
HS.Math.MPAC.6.a	Clearly present methods, reasoning, justifications, and conclusions.
HS.Math.MPAC.6.b	Use accurate and precise language and notation.
HS.Math.MPAC.6.c	Explain the meaning of expressions, notations, and results in terms of a context (including units).
HS.Math.MPAC.6.d	Explain the connections among concepts.
HS.Math.MPAC.6.e	Critically interpret and accurately report information provided by technology.
HS.Math.MPAC.6.f	Analyze, evaluate, and compare the reasoning of others.

**Ninth through Twelfth Grade Science Curriculum Standards
(compiled list of all curriculum standards for science in grades 9-12)**

Students who demonstrate understanding of high school science are able to--

HS.Sci.1	Display a deep sense of wonder and awe about the natural universe, and share how the beauty and goodness of God is reflected in nature and in the study of the natural sciences.
HS.Sci.2	Recognize God's gift of human intelligence to be the means through which we inquire and explore the sciences; relate how the search for truth is never-ending and always points beyond to something higher than the immediate object of study, as God is our Creator.
HS.Sci.3	Recognize scientific knowledge as a call to serve and as not a means to gain power, material prosperity, or success; analyze how the pursuit of scientific knowledge, for utilitarian purposes or the misguided manipulation of nature, thwarts the pursuit of authentic Truth and the greater glory of God.
HS.Sci.4	Share the premise that nature should not be manipulated at will or viewed as a thing to be used, but should be respected for its natural purpose, as mankind is called to cooperate with God's plan for humanity and nature.
HS.Sci.5	Recognize God's role as Creator in relation to mankind's explanation of biological evolution, as faith and reason unite with no contradiction.
HS.Sci.6	Explain how the physiological properties of a human being do not address the existence of the transcendent spirit of the human person.
Physical Sciences	
HS.Sci.PS.1	Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.
HS.Sci.PS.2	Explain, using evidence and reasoning, the outcome of a simple chemical reaction based on the outermost electron state of the atom, trends in the periodic table, and knowledge of the patterns of chemical properties.

HS.Sci.PS.3	Use inquiry to gather evidence to compare the structure of substances at the bulk scale and to infer the strength of electrical forces between particles.
HS.Sci.PS.4	Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.
HS.Sci.PS.5	Explain, using scientific principles and evidence, the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.
HS.Sci.PS.6	Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.
HS.Sci.PS.7	Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.
HS.Sci.PS.8	Develop models to illustrate the changes in the composition of the nucleus of an atom and the energy released during the processes of fission, fusion, and radioactive decay.
HS.Sci.PS.9	Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
HS.Sci.PS.10	Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.
HS.Sci.PS.11	Design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.
HS.Sci.PS.12	Describe and predict the gravitational and electrostatic forces between objects, using mathematical representations of Newton's Law of Gravitation and Coulomb's Law.
HS.Sci.PS.13	Use inquiry to find evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.
HS.Sci.PS.14	Describe why the molecular-level structure is important in the functioning of designed materials.

HS.Sci.PS.15	Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
HS.Sci.PS.16	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and the relative position of the particles (objects).
HS.Sci.PS.17	Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.
HS.Sci.PS.18	Use inquiry to find evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).
HS.Sci.PS.19	Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.
HS.Sci.PS.20	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.
HS.Sci.PS.21	Describe how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

Life Sciences	
HS.Sci.LS.1	Explain, using evidence and reasoning, how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
HS.Sci.LS.2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

HS.Sci.LS.3	Use inquiry to describe how feedback mechanisms maintain homeostasis.
HS.Sci.LS.4	Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
HS.Sci.LS.5	Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
HS.Sci.LS.6	Explain, using evidence and reasoning, how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
HS.Sci.LS.7	Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food and oxygen molecules are broken and bonds in new compounds are formed, resulting in a net transfer of energy.
HS.Sci.LS.8	Explain factors that affect carrying capacity of ecosystems at different scales, using mathematical and/or computational representations.
HS.Sci.LS.9	Describe, using evidence and reasoning, the factors affecting biodiversity and populations in ecosystems of different scales.
HS.Sci.LS.10	Use inquiry to describe the cycling of matter and flow of energy in aerobic and anaerobic conditions.
HS.Sci.LS.11	Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
HS.Sci.LS.12	Describe the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
HS.Sci.LS.13	Describe and clarify the relationship between the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
HS.Sci.LS.14	Develop a claim based on evidence and reasoning that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

HS.Sci.LS.15	Explain the variation and distribution of expressed traits in a population, using statistics and probability.
HS.Sci.LS.16	Describe how common ancestry and biological evolution are supported by multiple lines of empirical evidence.
HS.Sci.LS.17	Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
HS.Sci.LS.18	Explain, using evidence and reasoning, how natural selection leads to adaptation of populations.

	Earth and Space Sciences
HS.Sci.ESS.1	Develop a model, based on evidence, to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
HS.Sci.ESS.2	Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.
HS.Sci.ESS.3	Describe the way stars, over their life cycle, produce elements.
HS.Sci.ESS.4	Predict, using mathematical or computational representations, the motion of orbiting objects in the solar system.
HS.Sci.ESS.5	Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
HS.Sci.ESS.6	Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
HS.Sci.ESS.7	Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

HS.Sci.ESS.8	Analyze geoscience data that supports the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
HS.Sci.ESS.9	Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.
HS.Sci.ESS.10	Use a model to describe how variations in the flow of energy into and out of the Earth's systems can result in changes in climate.
HS.Sci.ESS.11	Use inquiry to investigate the properties of water and its effects on Earth materials and surface processes.
HS.Sci.ESS.12	Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
HS.Sci.ESS.13	Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.
HS.Sci.ESS.14	Explain, using evidence and reasoning, how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
HS.Sci.ESS.15	Describe relationships among management of natural resources, the sustainability of human populations, and biodiversity.
HS.Sci.ESS.16	Analyze geoscience data and the results from global climate models to make an evidence-based claim of the current rate of global or regional climate change and associated future impacts to Earth systems.
HS.Sci.ESS.17	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.
HS.Sci.ESS.18	Evaluate various scientific approaches and opinions that aim to offer solutions to issues of the human impact on the environment, such as pollution, climate change, access to drinking water, loss of biodiversity, and global inequalities (Laudato Si 20-61).

HS.Sci.ESS.20	Address mankind's responsibility for environmental stewardship, for unraveling the "myths" of modern utilitarian progress, and for restoring the ecological equilibrium both within the human person and among mankind, the environment, and God (Laudato Si 210).
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Engineering Design	
HS.Sci.ED.1	Analyze a major global challenge, specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
HS.Sci.ED.2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
HS.Sci.ED.3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
HS.Sci.ED.4	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

**Ninth through Twelfth Grade Social Studies Curriculum Standards
(compiled list of all curriculum standards for Social Studies in grades 9-12)**

Students who demonstrate understanding of high school social studies are able to --

HS.SS.1	Apply Catholic virtues and democratic principles when working with others.
HS.SS.2	Demonstrate respect and appreciation for the qualities and characteristics of different cultures in order to pursue peace and understanding, knowledge and truth.
HS.SS.3	Compare the actions of people according to their historical and cultural norms to the expectations of Catholic moral norms, virtues, and the Catholic understanding of the human person.
Civics and Government	
HS.SS.Gov.1	Analyze the concepts of subsidiarity and solidarity and their effects on local, regional, and national governments in the pursuit of justice and peace.
HS.SS.Gov.2	Disprove the political philosophies that claim a.) society is artificial and b.) society is an impediment to personal growth, using reflection of the Catholic belief that humanity is naturally social, as embedded in the order of creation.
HS.SS.Gov.3	Identify, distinguish among, and provide examples of different forms of governmental structures by analyzing similarities and differences in sovereignty, power, legitimacy, and authority.
HS.SS.Gov.4	Explain the purposes and uses of constitutions in defining and limiting government, using examples of the past and present.
HS.SS.Gov.5	Explain the fundamental ideas and principles of American constitutional government and their philosophical and historical origins through investigation of primary documents.
HS.SS.Gov.6	Identify and explain the fundamental values of America's constitutional republic and their reflection in the principles of the United States Constitution.

HS.SS.Gov.7	Identify Catholics' civic responsibilities and explain how they are important to the preservation and improvement of American constitutional democracy.
HS.SS.Gov.8	Evaluate how Americans use the principles of Catholic Social Teaching, in either individual or collective actions, to narrow gaps between American ideals and the realities of society.
HS.SS.Gov.9	Analyze conflicts that arise in society due to competing constitutional principles or fundamental values, using past and present policies.
HS.SS.Gov.10	Analyze within historical context the ideas presented in a range of primary sources about the fundamental values of liberty, justice, and equality.
HS.SS.Gov.11	Use a model to explain the purposes, organization, functions, and processes of the three branches of government as enumerated in Articles I, II, and III of the Constitution.
HS.SS.Gov.12	Identify and examine tensions between the three branches of government, using specific case studies and examples.
HS.SS.Gov.13	Evaluate major sources of revenue for the national government, including the constitutional provisions for taxing its citizens.
HS.SS.Gov.14	Explain how the principles of enumerated powers, federalism, separation of powers, bicameralism, checks and balances, republicanism, rule of law, individual rights, inalienable rights, separation of church and state, and popular sovereignty serve to limit the power of the government.
HS.SS.Gov.15	Use historical and contemporary court cases to explain how the Constitution is maintained as the supreme law of the land.
HS.SS.Gov.16	Describe how Constitutional amendments beyond the Bill of Rights both extended and limited the power of government.
HS.SS.Gov.17	Describe limits the U.S. Constitution places on powers of the states and the federal government's power over the states.
HS.SS.Gov.18	Explain the tension among federal, state, and local governmental power using the necessary and proper

	clause, the commerce clause, and the Tenth Amendment.
HS.SS.Gov.19	Describe how state and local governments are organized, their major responsibilities, their major sources of revenue, and the mechanisms through which citizens can monitor and influence them.
HS.SS.Gov.20	Explain the meaning and importance of equal protection of the law and the considerations commonly used to deny, limit, or extend protection of individual rights, in reflection of Catholic teaching and the dignity of the human person.
HS.SS.Gov.21	Create a model to analyze the various levels and responsibilities of courts in the federal and state judicial system and explain the relationships among them.
HS.SS.Gov.22	Explain how interest groups, the media, political action committees, voluntary and civic associations, professional organizations, and individuals can influence and determine the public agenda.
HS.SS.Gov.23	Describe the evolution of political parties and their contemporary influence on public policy.
HS.SS.Gov.24	Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should and does play in public policy.
HS.SS.Gov.25	Describe the process by which United States foreign policy is made, including the powers the Constitution gives to the president, Congress and the judiciary; and the roles federal agencies, domestic interest groups, the public, and the media play in foreign policy.
HS.SS.Gov.26	Evaluate the means used to implement U.S. foreign policy with respect to current or past international issues.
HS.SS.Gov.27	Analyze the impact of U.S. foreign policy on other parts of the world and the impact of world events on U.S. foreign policy.
HS.SS.Gov.28	Describe the role and impact of the Catholic Church, as well as other non-governmental international organizations, on global events and decisions.
HS.SS.Gov.29	Identify and explain the relationships and conflicts among personal rights, political rights, and economic rights
HS.SS.Gov.30	Describe and explore the limit and scope of rights outlined in the Amendments, using specific case studies and

	examples.
Economics	
HS.SS.Econ.1	Apply the Catholic understanding of the dignity of the human person and the dignity of work to economic principles.
HS.SS.Econ.2	Evaluate how Christian social ethics extend to questions of politics, economy, and social institutions and not just personal moral decision-making.
HS.SS.Econ.3	Explain and demonstrate how economic organizations confront scarcity and market forces when organizing, producing, using, and allocating resources to supply the marketplace.
HS.SS.Econ.4	Explain, using examples as evidence, how scarcity, choice, and opportunity costs affect decisions that households, businesses, and governments make in the marketplace.
HS.SS.Econ.5	Evaluate the advantages or disadvantages of different business structures and their implications for the economy.
HS.SS.Econ.6	Describe the benefits and consequences of competition in specific markets.
HS.SS.Econ.7	Compare how supply, demand, price, equilibrium, elasticity, and incentives (monetary and nonmonetary) affect the workings of a market.
HS.SS.Econ.8	Describe the varied ways government can impact the market through policy decisions, protection of consumers, and as a producer and consumer of goods and services, and explain how economic incentives affect government decisions.
HS.SS.Econ.9	Describe inflation, unemployment, output, and growth, and the factors that cause changes in those conditions, and describe the role of money and interest rates in national markets.
HS.SS.Econ.10	Using a number of indicators, such as GDP, per capita GDP, unemployment rates, and Consumer Price Index, analyze the current and future state of an economy.
HS.SS.Econ.11	Using the circular flow model, analyze the roles of and the relationship between households, business firms,

	financial institutions, and government and non-government agencies in the economy of the United States.
HS.SS.Econ.12	Analyze the consequences--intended and unintended--of using various tax and spending policies to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.
HS.SS.Econ.13	Explain the roles and responsibilities of the Federal Reserve System and compare and contrast the consequences--intended and unintended--of different monetary policy actions of the Federal Reserve Board as a means to achieve macroeconomic goals.
HS.SS.Econ.14	Explain how different economic systems, including free market, command, and mixed systems, coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.
HS.SS.Econ.15	Identify and classify factors that affect economic growth in various developing nations.
HS.SS.Econ.16	Evaluate the diverse impact of trade policies of the World Trade Organization, World Bank, or International Monetary Fund on developing economies of Africa, Central America, or Asia, and the developed economics of the United States and Western Europe.
HS.SS.Econ.17	Compare command, market, and mixed economies, and analyze their impacts on the global economy and American economy.
HS.SS.Econ.18	Analyze the impact of transitional economies, such as in China and India, on the global economy in general and the American economy in particular.
HS.SS.Econ.19	Explain why goods and services are produced in one nation or locale versus another, using the concepts of absolute and comparative advantage.
HS.SS.Econ.20	Assess the impact of trade policies, monetary policy, exchange rates, and interest rates on domestic activity and world trade.
HS.SS.Econ.21	Describe how interest rates in the United States and globally impact the value of the dollar against other currencies, and explain value of goods and services of the United States in other markets.
HS.SS.Econ.22	Develop a personal finance strategy for earning, tithing, spending, saving and investing resources, and develop a risk management plan that uses a combination of avoidance, reduction, retention, and transfer.

HS.SS.Econ.23	Interpret within a given context the key components of personal finance, including money management, charitable giving, saving and investment, spending and credit, income, mortgages, retirement, and insurance.
HS.SS.Econ.24	Create a model to discuss the different aspects of personal finance including careers, savings and investing tools, and different forms of income generation.
Geography	
HS.SS.Geo.1	Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
HS.SS.Geo.2	Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.
HS.SS.Geo.3	Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
HS.SS.Geo.4	Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
HS.SS.Geo.5	Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
HS.SS.Geo.6	Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
HS.SS.Geo.7	Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
HS.SS.Geo.8	Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
United States History	

HS.SS.US.H.1	Use primary United States documents to identify the core democratic ideals of American society, and discuss the ways American society moved toward and/or away from its core ideals over time, and examine how such ideals adhere to or conflict with Catholic teaching.
HS.SS.US.H.2	Develop an argument about the changing character of American political society in the eras of the American Revolution and American Civil War, and the roles of key individuals across cultures in supporting the change.
HS.SS.US.H.3	Describe the major trends and transformations in American life prior to 1877, including changing political boundaries, regional economic differences, the nature of the labor force, changes in population, patterns of immigration and migration, development of cities, and major changes in Foreign Affairs.
HS.SS.US.H.4	Analyze the factors that enabled the United States to become a major industrial power by the late 1800s.
HS.SS.US.H.5	Describe the development of organized labor, the growth of populism and the populist movement, and dignity of work and rights of workers during the Industrial Revolution.
HS.SS.US.H.6	Explain the causes and consequences of American urbanization from 1870 to 1930.
HS.SS.US.H.7	Describe the social, political, economic, and cultural shifts at the end of the 19th century and beginning of the 20th century, including the development of transportation systems, the treatment of African Americans at the rise of Southern segregation, and the policies toward American Indians.
HS.SS.US.H.8	Describe the Catholic Church's role in shaping United States history, including but not limited to the history of Catholic schools, the immigration of European Catholics in the 19th century, the controversy of Catholic Americanism, and Catholic Worker Movement, Catholic political and social leaders of past and present, and the 21st century immigration of Latin American Catholics.
HS.SS.US.H.9	Describe how America redefined its foreign policy between 1890 and 1914, and discuss the causes and consequences of the United States' emergence as an imperial power.
HS.SS.US.H.10	Explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America's role in shaping the course of the war.

HS.SS.USH.11	Describe the domestic impact of WWI on the growth of the US government, the expansion of the economy, the restrictions on civil liberties, the expansion of women’s suffrage, and internal migration.
HS.SS.USH.12	Explain how Wilson’s “Fourteen Points” differed from proposals by others in the debate over the Versailles Treaty, US participation in the League of Nations, and the redrawing of European political boundaries.
HS.SS.USH.13	Evaluate major public and social issues emerging from the changes in industrial, urban, and global America from 1890 to 1930 by analyzing the solutions or resolutions developed by Americans and their consequences.
HS.SS.USH.14	Identify and explain the significance of the struggle between traditional and modernizing trends of the 1920s.
HS.SS.USH.15	Explain and evaluate the multiple causes and consequences of the Great Depression.
HS.SS.USH.16	Use primary and secondary sources to examine the factors contributing to World War II in Europe and in the Pacific region, and America’s entry into war.
HS.SS.USH.17	Evaluate the role of the United States in fighting war militarily, diplomatically, and technologically across the world.
HS.SS.USH.18	Identify and describe the changes in American life as a result of the United States’ participation in WWII.
HS.SS.USH.19	Use primary and secondary sources to analyze the Catholic, American, and international responses to genocide in the Holocaust.
HS.SS.USH.20	Describe the factors that contributed to the Cold War, compare the causes and consequences of the setbacks and successes of the American policy of “containing” the Soviet Union, and describe the factors that led to the end of the Cold War.
HS.SS.USH.21	Use population data to produce and analyze maps that show the major changes in population distribution following WWII.
HS.SS.USH.22	Use primary and secondary sources to describe major domestic issues in the Post-WWII era and the policies designed to meet those challenges.

HS.SS.USH.23	Compare Roosevelt's New Deal initiatives, Johnson's Great Society programs, and Reagan's market-based domestic policies in terms of causes, programs, and impacts of each.
HS.SS.USH.24	Using Catholic Teaching and Core Democratic Values, evaluate the competing perspectives and controversies among Americans generated by US Supreme Court decisions.
HS.SS.USH.25	Use primary sources to identify the key events, documents, and organizations involved in the Civil Rights and Women's Rights movements.
HS.SS.USH.26	Compare the ideals expressed in various primary documents of United States history, such as Martin Luther King's March on Washington speech, the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address, and describe how those ideals adhere to or conflict with Catholic teaching.
HS.SS.USH.27	Evaluate the major accomplishments and setbacks in civil rights and liberties for American minority groups during the 20th century, and examine humanity's roles and responsibilities to participate in the building up of society as contribution to the common good.
HS.SS.USH.28	Describe the causes and consequences of the civil unrest that occurred in American cities, including Detroit, in reaction to poverty and civil rights.
HS.SS.USH.29	Explain the impact of globalization on the United States' economy, politics, society, and role in the world.
HS.SS.USH.30	Describe the shifting role of the United States in the world from 1980 to present, including events and triggers that influence changes in American domestic and international policies.
World History	
HS.SS.WH.1	Analyze history as the story of humanity's various anticipations of and longing for the happiness and truth brought by Jesus Christ, and evaluate historical situations and cultures as a reflection of the quest for God written into the human heart.

HS.SS.WH.2	Identify and describe the global impact, religious influences, and significant developments caused by transoceanic travel and the linking of all the major areas of the world by the 18th century.
HS.SS.WH.3	Explain the demographic, environmental, and political consequences of European oceanic travel and conquest, and evaluate the impact of such exchanges in the late 15th and 16th centuries.
HS.SS.WH.4	Compare the causes and consequences of the trans-Atlantic slave trade system to other systems of labor during this era.
HS.SS.WH.5	Evaluate and compare the causes and global consequences of major political and industrial revolutions focusing on changes in relative political and military power, economic production, and commerce.
HS.SS.WH.6	Evaluate the causes and consequences of shifts in world population and major patterns of long-distance migrations, including the impact of industrialism, imperialism, changing diets, and scientific advances.
HS.SS.WH.7	Compare the 18th century economic and political systems of industrialism and democracy with the agriculture and absolutism of the previous era.
HS.SS.WH.8	Describe Europe's increasing global power between 1500 and 1900, and explain the influence of the Roman Catholic Church as well as other factors both internal and external to Europe that contributed to this increase of global power.
HS.SS.WH.9	Compare the growth of Nationalism and the rise of nation-states in the western context and non-western context.
HS.SS.WH.10	Compare the origins, characteristics, and consequences of industrialization in different regions and describe their social, economic, and environmental impacts
HS.SS.WH.11	Use historical evidence and maps to explain the causes and global consequences of 19th century imperialism.
HS.SS.WH.12	Use historical evidence and maps to explain the changes in the global balance of military, political, and economic power between 1900 and 1945.

HS.SS.WH.13	In examination of the fundamental right to life, the dignity of the human person, and our call to care for all of God's people, describe the causes and consequences of genocide in various regions of the world in the 20th and 21st centuries.
HS.SS.WH.14	Evaluate how significant technological and scientific innovations have both benefitted and imperiled the common good of humanity.
HS.SS.WH.15	Identify cases of significant technological and scientific innovations benefiting the common good of humanity and those that have imperiled progress of our shared responsibility to care for the world.
HS.SS.WH.16	Compare modern warfare with warfare of previous eras, including analysis of its moral implications and societal outcomes.
HS.SS.WH.17	Explain the causes, characteristics and consequences of World War I.
HS.SS.WH.18	Describe the transformations that shaped world societies between World War I and World War II.
HS.SS.WH.19	Explain the causes, characteristics, and consequences of World War II.
HS.SS.WH.20	Explain the origins of the Cold War, compare the causes and consequences of major Cold War conflicts, and explain the significance of the end of the Cold War.
HS.SS.WH.21	Compare the regional struggles for and against independence, decolonization, and democracy across the world, including the impact of imperialism after the Cold War, the changing nature of resource exploitation, and the formation of new nations.
HS.SS.WH.22	Describe economic interdependence as a result of globalization, including analysis of world trade patterns, its impact on those who labor, cultural diffusions, and the distribution of global wealth and resources.
HS.SS.WH.23	Evaluate the efforts to narrow the inequitable distribution of global resources, explain humanity's role in distributing resources that are basic and universal human rights, and construct potential long-term solutions.

HS.SS.WH.24	Discuss the causes and challenges of continuing and new world conflicts by identifying tensions resulting from ethnic, territorial, religious, and nationalist differences; describing the causes of and responses to ethnic cleansing and genocide; identifying local and global attempts at peacekeeping; and describing the types of warfare used in these conflicts.
Psychology	
HS.SS.Psy.1	Develop an understanding of the limitations of psychological study, as the human person consists of both body and soul.
HS.SS.Psy.2	Demonstrate a basic understanding of the scientific methods used in psychological investigation.
HS.SS.Psy.3	Investigate human behavior from biological, cognitive, behavioral, sociocultural, and Catholic perspectives.
HS.SS.Psy.4	Discuss theories, methodologies, and empirical findings necessary to plan, conduct, and especially interpret research results.
HS.SS.Psy.5	Adhere to and consider the impact of American Psychological Association, federal guidelines, and Catholic moral theology for the ethical treatment of human and nonhuman research participants.
HS.SS.Psy.6	Explain how the validity and reliability of observations and measurements relate to data analysis.
HS.SS.Psy.7	Collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics.
HS.SS.Psy.8	Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior.
HS.SS.Psy.9	Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people.
HS.SS.Psy.10	Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior.

HS.SS.Psy.11	Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.
HS.SS.Psy.12	Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities.
HS.SS.Psy.13	Explain how social, religious, cultural, gender, and economic factors influence behavior and human interactions in societies around the world.
HS.SS.Psy.14	Explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and wellbeing.
HS.SS.Psy.15	Use information from different psychological sources to generate research questions.
HS.SS.Psy.16	Use existing evidence and formulate conclusions about psychological phenomena.
HS.SS.Psy.17	Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and/or social issues.
HS.SS.Psy.18	Suggest psychologically based ethical solutions to actual problems including, but not limited to, those encountered in education, business and industry, and the environment.
HS.SS.Psy.19	Discuss ways in which the applications of psychological science and Catholic social teaching can address domestic and global issues.
HS.SS.Psy.20	Use and apply psychological knowledge and Catholic teaching to promote healthy lifestyle choices and civic engagement.
Sociology	
HS.SS.Soc.1	Recognize the Catholic belief that humanity is naturally social, as embedded in the order of creation.
HS.SS.Soc.2	Explain the sociological perspective and how it differs from other social sciences.

HS.SS.Soc.3	Define social context in terms of the external forces that shape human behavior.
HS.SS.Soc.4	Identify how social context influences individuals.
HS.SS.Soc.5	Illustrate how sociological analysis can provide useful data-based information for decision making.
HS.SS.Soc.6	Determine examples of the strengths and weaknesses of four main methods of sociological research: surveys, experiments, observations, and content analysis.
HS.SS.Soc.7	Identify the major components of culture.
HS.SS.Soc.8	Cite examples of how culture influences the individuals in it.
HS.SS.Soc.9	Identify and explain the role of important social and religious institutions in society.
HS.SS.Soc.10	Analyze how social structures and cultures change.
HS.SS.Soc.11	Analyze the influence of the primary agents of socialization and why they are influential.
HS.SS.Soc.12	Explain the social construction of self and groups.
HS.SS.Soc.13	Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.
HS.SS.Soc.14	Explain how in-group and out-group membership influences the life chances of individuals and shapes societal norms and values.
HS.SS.Soc.15	Identify common patterns of social inequality.
HS.SS.Soc.16	Interpret the effects of inequality on groups and individuals.
HS.SS.Soc.17	Analyze why the distribution of power and inequalities can result in conflict.
HS.SS.Soc.18	Propose and evaluate various responses to inequality.

Ninth through Twelfth Grade Technology Curriculum Standards

Reminder: Standards denoted with a letter at the end of the sequence indicate competencies that are supported across grade bands and content areas. Standards denoted with a number at the end of the sequence indicate standards that may be course-specific. For more details, please refer to the [introductory standards information](#).

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

<p style="text-align: center;">Empowered Learner</p> <p>Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.</p> <p style="text-align: center;"><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></p>	
K-12.Tech.EL.A	Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
K-12.Tech.EL.B	Build networks and customize their learning environments in ways that support the learning process.
K-12.Tech.EL.C	Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
K-12.Tech.EL.D	Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.
HS.Tech.EL.1	Explain how abstractions hide the underlying implementation details of computing systems embedded in everyday objects.
HS.Tech.EL.2	Compare levels of abstraction and interactions between application software, system software, and hardware layers.
HS.Tech.EL.3	Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.
HS.Tech.EL.4	Categorize the roles of operating system software.

HS.Tech.EL.5	Illustrate ways computing systems implement logic, input, and output through hardware components.
HS.Tech.EL.6	Evaluate the scalability and reliability of networks, by describing the relationship between routers, switches, servers, topology, and addressing.
HS.Tech.EL.7	Describe the issues that impact network functionality (e.g., bandwidth, load, delay, topology).
<p>Digital Citizen</p> <p>Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.</p> <p><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></p> <p><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></p>	
K-12.Tech.DC.A	Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
K-12.Tech.DC.B	Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
K-12.Tech.DC.C	Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
K-12.Tech.DC.D	Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.
K-12.Tech.DC.E	Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
K-12.Tech.DC.F	Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

K-12.Tech.DC.G	Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
K-12.Tech.DC.H	Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
HS.Tech.DC.1	Give examples to illustrate how sensitive data can be affected by malware and other attacks.
HS.Tech.DC.2	Recommend security measures to address various scenarios based on factors such as efficiency, feasibility, and ethical impacts.
HS.Tech.DC.3	Compare various security measures, considering tradeoffs between the usability and security of a computing system.
HS.Tech.DC.4	Explain trade offs when selecting and implementing cybersecurity recommendations.
HS.Tech.DC.5	Compare ways software developers protect devices and information from unauthorized access.
HS.Tech.DC.6	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
HS.Tech.DC.7	Test and refine computational artifacts to reduce bias and equity deficits.
HS.Tech.DC.8	Demonstrate ways a given algorithm applies to problems across disciplines.
HS.Tech.DC.9	Use tools and methods for collaboration on a project to increase connectivity of people in different cultures and career fields.
HS.Tech.DC.10	Explain the beneficial and harmful effects that intellectual property laws can have on innovation.
HS.Tech.DC.11	Explain the privacy concerns related to the collection and generation of data through automated processes that may not be evident to users.
HS.Tech.DC.12	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.
HS.Tech.DC.13	Evaluate computational artifacts to maximize their beneficial effects and minimize harmful effects on society.
HS.Tech.DC.14	Evaluate the impact of equity, access, and influence on the distribution of computing resources in a global society.
HS.Tech.DC.15	Predict how computational innovations that have revolutionized aspects of our culture might evolve.

HS.Tech.DC.16	Debate laws and regulations that impact the development and use of software.
Innovative Designer Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. <i>“It is important, too, that people at all levels of the Church use the Internet creatively to meet their responsibilities and help fulfill the Church's mission” (The Church and Internet, 10).</i>	
K-12.Tech.ID.A	Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
K-12.Tech.ID.B	Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
K-12.Tech.ID.C	Develop, test and refine prototypes as part of a cyclical design process.
K-12.Tech.ID.D	Exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.
HS.Tech.ID.1	Translate between different bit representations of real-world phenomena, such as characters, numbers, and images.
HS.Tech.ID.2	Evaluate the tradeoffs in how data elements are organized and where data is stored.
HS.Tech.ID.3	Create interactive data visualizations using software tools to help others better understand real-world phenomena.
HS.Tech.ID.4	Create computational models that represent the relationships among different elements of data collected from a phenomenon or process.
HS.Tech.ID.5	Use data analysis tools and techniques to identify patterns in data representing complex systems.
HS.Tech.ID.6	Select data collection tools and techniques to generate data sets that support a claim or communicate information.
HS.Tech.ID.7	Evaluate the ability of models and simulations to test and support the refinement of hypotheses.
Computational Thinker	

<p>Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.</p> <p><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></p>	
K-12.Tech.CT.A	Formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
K-12.Tech.CT.B	Collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
K-12.Tech.CT.C	Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
K-12.Tech.CT.D	Understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.
HS.Tech.CT.1	Create prototypes that use algorithms to solve computational problems by leveraging prior student knowledge and personal interests.
HS.Tech.CT.2	Use lists to simplify solutions, generalizing computational problems instead of repeatedly using simple variables.
HS.Tech.CT.3	Justify the selection of specific control structures when tradeoffs involve implementation, readability, and program performance, and explain the benefits and drawbacks of choices made.
HS.Tech.CT.4	Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue by using events to initiate instructions.
HS.Tech.CT.5	Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
HS.Tech.CT.6	Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.
HS.Tech.CT.7	Systematically design and develop programs for broad audiences by incorporating feedback from users.
HS.Tech.CT.8	Evaluate licenses that limit or restrict use of computational artifacts when using resources such as libraries.

HS.Tech.CT.9	Evaluate and refine computational artifacts to make them more usable and accessible.
HS.Tech.CT.10	Design and develop computational artifacts working in team roles using collaborative tools.
HS.Tech.CT.11	Document design decisions using text, graphics, presentations, and/or demonstrations in the development of complex programs.
HS.Tech.CT.12	Describe how artificial intelligence drives many software and physical systems.
HS.Tech.CT.13	Implement an artificial intelligence algorithm to play a game against a human opponent or solve a problem.
HS.Tech.CT.14	Use and adapt classic algorithms to solve computational problems.
HS.Tech.CT.15	Evaluate algorithms in terms of their efficiency, correctness, and clarity.
HS.Tech.CT.16	Compare and contrast fundamental data structures and their uses.
HS.Tech.CT.17	Illustrate the flow of execution of a recursive algorithm.
HS.Tech.CT.18	Construct solutions to problems using student-created components, such as procedures, modules and/or objects.
HS.Tech.CT.19	Analyze a large-scale computational problem and identify generalizable patterns that can be applied to a solution.
HS.Tech.CT.20	Demonstrate code reuse by creating programming solutions using libraries and APIs.
HS.Tech.CT.21	Plan and develop programs for broad audiences using a software life cycle process.
HS.Tech.CT.22	Explain security issues that might lead to compromised computer programs.
HS.Tech.CT.23	Develop programs for multiple computing platforms.
HS.Tech.CT.24	Use version control systems, integrated development environments (IDEs), and collaborative tools and practices (code documentation) in a group software project.
HS.Tech.CT.25	Develop and use a series of test cases to verify that a program performs according to its design specifications.
HS.Tech.CT.26	Modify an existing program to add additional functionality and discuss intended and unintended implications (e.g., breaking other functionality).
HS.Tech.CT.27	Evaluate key qualities of a program through a process such as a code review.

HS.Tech.CT.28	Compare multiple programming languages and discuss how their features make them suitable for solving different types of problems.
<p>Global Communicator</p> <p>Global Communicator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.</p> <p><i>The Church has a two-fold aim in regard to the media. One aspect is to encourage their right development and right use for the sake of human development, justice, and peace—for the upbuilding of society at the local, national, and community levels in light of the common good and in a spirit of solidarity” (Church and the Internet, 3).</i></p>	
K-12.Tech.GC.A	Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
K-12.Tech.GC.B	Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
K-12.Tech.GC.C	Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
K-12.Tech.GC.D	Explore local and global issues and use collaborative technologies to work with others to investigate solutions.
K-12.Tech.GC.E	Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
K-12.Tech.GC.F	Create original works or responsibly repurpose or remix digital resources into new creations.
K-12.Tech.GC.G	Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
K-12.Tech.GC.H	Publish or present content that customizes the message and medium for their intended audiences.

World Language Curriculum Standards
(Compiled list for all first year and second year courses)

Students who demonstrate understanding of second year world language are able to --

	Speaking and Listening
HS.WL.SL.1	Demonstrate understanding of common parts of the Catholic Mass in the target language.
HS.WL.SL.2	Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests.
HS.WL.SL.3	Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences.
HS.WL.SL.4	Comprehend the main idea of a visual media or live presentation (ex. commercial, short film or play).
HS.WL.SL.5	Comprehend the main idea of an audio presentation.
HS.WL.SL.6	Use the target language to recite daily prayer.
HS.WL.SL.7	Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking, or introductions.
HS.WL.SL.8	Ask and answer basic questions about the weather, health/physical conditions, self, family and friends.
HS.WL.SL.9	Recognize and use appropriate register/ honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions.
HS.WL.SL.10	Request, offer, invite, and reply appropriately using memorized phrases.
HS.WL.SL.11	Ask questions about physical appearance, character and personality traits of others, and answer using a list of traits.

HS.WL.SL.12	Ask questions about feelings, emotions and health of others and answer using a list of traits.
HS.WL.SL.13	Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits.
HS.WL.SL.14	Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life.
HS.WL.SL.15	Ask for and obtain information in everyday situations in the target language (ex. Time, place, price, size, relating to restaurants, stores, transportation, and services).
HS.WL.SL.16	Share likes and dislikes, opinions and preferences, in the target language.
HS.WL.SL.17	Read aloud or recite published songs, poems, or stories in the target language.
HS.WL.SL.18	Read aloud one's written work in the target language.
HS.WL.SL.19	Present personal descriptions on familiar topics in target language, such as self, friends, family, home, and school.
HS.WL.SL.20	Voice record prepared work in the target language using appropriate vocabulary and sentence construction.
Reading and Writing	
HS.WL.RW.1	Read common Catholic prayers in the target language.
HS.WL.RW.2	Write simple Catholic prayers in the target language.
HS.WL.RW.3	Understand main idea of written materials in the target language (ex. textbook passages, short news articles, poetry, narratives).

HS.WL.RW.4	Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences (ex. email, letters, messages, notes, and text messages).
HS.WL.RW.5	Write simple communications in the target language (ex. email messages, text messages, blogs, webpages, letters, and notes).
HS.WL.RW.6	Ask and answer basic questions in writing about the weather, health/physical conditions, self, family, and friends.
HS.WL.RW.7	Recognize and use appropriate register/ honorifics in limited, simple social correspondence.
HS.WL.RW.8	Request, offer, invite, and reply appropriately in writing using memorized phrases.
HS.WL.RW.9	Ask questions in writing about physical appearance, character and personality traits of friends, family, classmates, and answer in writing using a list of traits.
HS.WL.RW.10	Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits.
HS.WL.RW.11	Ask questions in writing about the attributes of places and things in their immediate environment, and answer in writing using a list of traits.
HS.WL.RW.12	Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life.
HS.WL.RW.13	Inquire in writing, to obtain information in the target language about time, place, price, and size relating to restaurants, stores, transportation, and services.
HS.WL.RW.14	Share likes and dislikes, opinions and preferences, in the target language in writing.
HS.WL.RW.15	Write stories about activities or events in student's personal life, in the target language.

	Understanding Culture
HS.WL.UC.1	Explain how Catholicism relates to the history and culture of a country in which the language is spoken.
HS.WL.UC.2	Explain how the Catholic faith has influenced the current culture of a country in which the language is spoken.
HS.WL.UC.3	Identify and explain the impact of major historic events, current events, and political issues in which the language is spoken.
HS.WL.UC.4	Name the governmental system(s) and key political figures in a country in which the language is spoken.
HS.WL.UC.5	Identify and explain how the language and culture expanded throughout the world.
HS.WL.UC.6	Describe family structures and the role of friends within a community or culture in which the language is spoken.
HS.WL.UC.7	Describe daily routines within a community or culture in which the language is spoken (ex. concept of time, typical activities appropriate to various periods during the day).
HS.WL.UC.8	Describe how daily needs are met within a community or culture in which the language is spoken (ex. housing, shopping, food preparation, transportation, health care, access to public services).
HS.WL.UC.9	Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken.
HS.WL.UC.10	Explain the practices and significance of important civil or religious holidays or celebrations in a country in which the target language is spoken.
HS.WL.UC.11	Explain the educational structure in a country in which the language is spoken, including the levels of instruction, courses, and typical daily school schedules and activities of their students.
HS.WL.UC.12	Identify the economic system in a community or culture in which the language is spoken.

HS.WL.UC.13	Identify ways in which people of all ages earn money and/or make a living in a community or culture in which the language is spoken.
HS.WL.UC.14	Identify countries and communities across the world in which the language is spoken.
HS.WL.UC.15	Identify major geographic features (rivers, mountains, deserts, forests) of a country in which the language is spoken.
HS.WL.UC.16	Describe the climate and typical seasonal weather patterns in various parts of a country in which the language is spoken.
HS.WL.UC.17	Identify historic and current cultural icons (ex. arts, music, literature, film, and its creators).
HS.WL.UC.18	Describe the historic and current products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (ex. housing, stores, foods, transportation, health care, public services).
HS.WL.UC.19	Identify products that are native to a community, region, or country in which the language is spoken.
HS.WL.UC.20	Identify the major natural resources, commercial products, services, and industries of a country in which the language is spoken.
Connecting and Comparing	
HS.WL.CC.1	Understand the currency of a country in which the language is spoken and understand its exchange rate to the United States dollar.
HS.WL.CC.2	Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one's own culture than in the target culture.
HS.WL.CC.3	Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words).

HS.WL.CC.4	Identify basic differences and similarities in grammatical structures between one's own language and the target language.
HS.WL.CC.5	Identify basic differences and similarities in register/ honorifics between one's own language and the target language.
HS.WL.CC.6	Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one's own language and the target language.
HS.WL.CC.7	Identify basic target culture practices and products and compare them to one's own.
HS.WL.CC.8	Identify careers where skills in the target language or cross-cultural understanding are needed.

AP Spanish Curriculum Standards

Students who demonstrate understanding of AP Spanish are able to --

	Spoken Interpersonal Communication
HS.WL.APS.SIC.1	Engage in the oral exchange of information, opinions, and ideas in a variety of time frames in formal situations.
HS.WL.APS.SIC.2	Engage in the oral exchange of information, opinions, and ideas in a variety of time frames in informal situations.
HS.WL.APS.SIC.3	Elicit information and clarify meaning by using a variety of strategies.
HS.WL.APS.SIC.4	State and support opinions in oral interactions.
HS.WL.APS.SIC.5	Initiate and sustain interaction through the use of various verbal and nonverbal strategies.
HS.WL.APS.SIC.6	Understand a variety of vocabulary, including idiomatic and culturally appropriate expressions.
HS.WL.APS.SIC.7	Use a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.
HS.WL.APS.SIC.8	Self-monitor and adjust language production.
HS.WL.APS.SIC.9	Demonstrate an understanding of the features of target culture communities.
HS.WL.APS.SIC.10	Demonstrate knowledge and understanding of content across disciplines.
	Written Interpersonal Communication
HS.WL.APS.WIC.1	Engage in the written exchange of information, opinions, and ideas in a variety of time frames in formal situations.

HS.WL.APS.WIC.2	Engage in the written exchange of information, opinions, and ideas in a variety of time frames in informal situations.
HS.WL.APS.WIC.3	Write formal correspondence in a variety of media using appropriate formats and conventions.
HS.WL.APS.WIC.4	Write informal correspondence in a variety of media using appropriate formats and conventions.
HS.WL.APS.WIC.5	Elicit information and clarify meaning by using a variety of strategies.
HS.WL.APS.WIC.6	State and support opinions in written interactions.
HS.WL.APS.WIC.7	Initiate and sustain interaction during written interpersonal communication in a variety of media.
HS.WL.APS.WIC.8	Understand a variety of vocabulary, including idiomatic and culturally appropriate expressions.
HS.WL.APS.WIC.9	Use a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.
HS.WL.APS.WIC.10	Self-monitor and adjust language production.
HS.WL.APS.WIC.11	Demonstrate an understanding of the features of target culture communities.
HS.WL.APS.WIC.12	Demonstrate knowledge and understanding of content across disciplines.
Audio, Visual, and Audiovisual Interpretive Communication	
HS.WL.APS.AVIC.1	Demonstrate comprehension of content from authentic audio resources.
HS.WL.APS.AVIC.2	Demonstrate comprehension of content from authentic visual resources.
HS.WL.APS.AVIC.3	Demonstrate comprehension of content from authentic audiovisual resources.
HS.WL.APS.AVIC.4	Demonstrate understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.

HS.WL.APS.AVIC.5	Understand the purpose of a message and the point of view of its author.
HS.WL.APS.AVIC.6	Identifies the distinguishing features of authentic audio, visual, and audiovisual resources.
HS.WL.APS.AVIC.7	Demonstrate critical viewing or listening of audio, visual, and audiovisual resources in the target cultural context.
HS.WL.APS.AVIC.8	Monitor comprehension and use other sources to enhance understanding.
HS.WL.APS.AVIC.9	Examine, compare, and reflect on products, practices, and perspectives of the target culture(s).
HS.WL.APS.AVIC.10	Evaluate similarities and differences in the perspectives of the target culture(s) and his or her own culture as found in audio, visual, and audiovisual resources.
HS.WL.APS.AVIC.11	Demonstrate an understanding of the features of target culture communities.
HS.WL.APS.AVIC.12	Demonstrate knowledge and understanding of content across disciplines.
Written and Print Interpretive Communication	
HS.WL.APS.WPIC.1	demonstrate comprehension of content from authentic written and print resources.
HS.WL.APS.WPIC.2	demonstrate understanding of variety of vocabulary, including idiomatic and culturally authentic expressions.
HS.WL.APS.WPIC.3	understand the purpose of a message and the point of view of its author.
HS.WL.APS.WPIC.4	identify the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic written and print resources.
HS.WL.APS.WPIC.5	demonstrate critical reading of written and print resources in the target cultural context.
HS.WL.APS.WPIC.6	monitors comprehension and uses other sources to enhance understanding.
HS.WL.APS.WPIC.7	examine, compare, and reflect on products, practices, and perspectives of the target culture(s).

HS.WL.APS.WPIC.8	evaluate similarities and differences in the perspectives of the target culture(s) and his or her own culture(s) as found in written and print resources.
HS.WL.APS.WPIC.9	demonstrate an understanding of the features of target culture communities(e.g., geographic, historical, artistic, social, or political).
HS.WL.APS.WPIC.10	demonstrate knowledge and understanding of content across disciplines.
Spoken Presentational Communication	
HS.WL.APS.SPC.1	produce a variety of creative oral presentations (e.g., original story, personal narrative, speech, performance).
HS.WL.APS.SPC.2	retell and summarize information in narrative form, demonstrating a consideration of audience.
HS.WL.APS.SPC.3	create and give persuasive speeches.
HS.WL.APS.SPC.4	expound on familiar topics and those requiring research.
HS.WL.APS.SPC.5	use reference tools, acknowledges sources, and cites them appropriately.
HS.WL.APS.SPC.6	self-monitor and adjust language production.
HS.WL.APS.SPC.7	demonstrate an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
HS.WL.APS.SPC.8	demonstrate knowledge and understanding of content across disciplines.
Written Presentational Communication	
HS.WL.APS.WPC.1	produce a variety of creative writings (e.g/, original story, personal narrative, script).
HS.WL.APS.WPC.2	retell or summarize information in narrative form, demonstrating a consideration of audience.

HS.WL.APS.WPC.3	produce persuasive essays.
HS.WL.APS.WPC.4	produce expository writing, including researched reports.
HS.WL.APS.WPC.5	use reference tools, acknowledges sources, and cites them appropriately.
HS.WL.APS.WPC.6	self-edit written work for content, organization and grammar.
HS.WL.APS.WPC.7	demonstrate an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social or political).
HS.WL.APS.WPC.8	demonstrate knowledge and understanding of content across disciplines.

Latin I and II Curriculum Standards

Students who demonstrate understanding of Latin I and Latin II are able to --

Standard 1.1 Students read, understand, and interpret Latin or Greek.

Sample Progress Indicators: Beginning

- Students read words, phrases, and simple sentences and associate them with pictures, and/or other words, phrases and simple sentences.
- Students demonstrate reading comprehension by answering simple questions in Latin, Greek, or English about short passages of Latin or Greek.
- Students demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level.

Sample Progress Indicators: Intermediate

- Students read and understand passages of Latin or Greek composed for acquisition of content and language skills.
- Students read and understand, with appropriate assistance, passages of Latin or Greek adapted from the original authors.
- Students read and understand short unadapted passages of Latin or Greek when provided with appropriate assistance.
 - Students demonstrate reading comprehension by interpreting the meaning of passages they read.
- Students recognize some figures of speech and features of style of the authors they read.
- Students demonstrate a knowledge of vocabulary, inflectional systems, and syntax appropriate to their reading level.

Sample Progress Indicators: Advanced

- Students read and understand prose and poetry of selected authors with appropriate assistance.
- Students interpret the meaning of the passages they read.
- Students recognize, explain, and interpret content and features of style and meter of the authors they read.
- Students demonstrate a knowledge of vocabulary, inflectional systems, and syntax appropriate to the authors they read.

Standard 1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.

Sample Progress Indicators: Beginning

- Students recognize and reproduce the sounds of Latin or Greek.

- Students respond appropriately to simple questions, statements, commands, or non-verbal stimuli.
- Students sing songs in Latin or Greek.
- Students write simple phrases and sentences in Latin or Greek. Sample Progress Indicators Intermediate
- Students read Latin or Greek aloud with accurate pronunciation, meaningful phrase grouping, and appropriate voice inflection, by imitating the models they have heard.
- Students respond appropriately to questions, statements, commands, or other stimuli.
- Students write phrases and sentences in Latin or Greek.

Sample Progress Indicators: Advanced

- Students read Latin or Greek prose and poetry aloud with attention to such features as metrical structure, meaningful phrase grouping, and appropriate voice inflection.
- Students respond appropriately to more complex spoken and written Latin or Greek.
- Students write passages of connected sentences in Latin or Greek.

Standard 2.1 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.

Sample Progress Indicators: Beginning

- Students demonstrate a basic knowledge of the daily life of the ancient Greeks or Romans.
- Students demonstrate knowledge of some famous Greeks or Romans and of selected facts of history and geography of the ancient world.

Sample Progress Indicators: Intermediate

- Students demonstrate a knowledge of the daily life and thought of the ancient Greeks or Romans, gained in part from the Latin or Greek texts they read, and apply that knowledge to an understanding of Greek or Roman culture.
- Students demonstrate a knowledge of the people and facts of Greek or Roman history and political life, gained in part from the Latin or Greek texts they read, and relate that knowledge to an understanding of Greek or Roman perspectives.

Sample Progress Indicators: Advanced

- Students demonstrate a broad knowledge of Greek or Roman history, customs, and private and political life, gained from their reading of Latin or Greek authors, and use that knowledge in analyzing Greek or Roman culture.

- Students demonstrate knowledge of philosophy, religion, and the arts of the ancient Greeks or Romans, gained from their reading of Latin or Greek authors, and relate that knowledge to an understanding of Greek or Roman perspectives.

Standard 2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.

Sample Progress Indicators: Beginning

- Students identify the principal Greek or Roman deities and heroes by their names, deeds, and spheres of influence.
- Students recognize basic architectural features and art forms of the Greeks or Romans.

Sample Progress Indicators: Intermediate

- Students relate their reading of selected texts, literary and non-literary, adapted and unadapted, to an understanding of Greek or Roman culture.
- Students demonstrate a knowledge of architectural styles, art forms, and artifacts of the Greeks or Romans and use them in analyzing Greek or Roman culture.

Sample Progress Indicators: Advanced

- Students demonstrate knowledge of an author, a genre, and/or a literary period gained from authentic materials and unadapted texts in Latin or Greek and apply it to an understanding of Greek or Roman culture.
- Students demonstrate a knowledge of archaeological evidence, art forms, and artifacts of the Greeks or Romans and use it in analyzing Greek or Roman culture.

Standard 3.1 Students reinforce and further their knowledge of other disciplines through their study of classical languages.

Sample Progress Indicators: Beginning

- Students use their knowledge of Latin or Greek in understanding a specialized vocabulary in such fields as government and politics.
- Students recognize and use Roman numerals and the vocabulary associated with counting.

Sample Progress Indicators: Intermediate

- Students recognize and make connections with Latin or Greek terminology in the sciences and technology.
- Students recognize and make connections with Latin or Greek terminology in the social sciences and history.

Sample Progress Indicators: Advanced

- Students demonstrate in their written and spoken vocabulary a knowledge of philosophical, legal, artistic, and musical terms associated with Latin or Greek.
- Students demonstrate their knowledge of Latin or Greek terminology in the social sciences and history.

Standard 3.2 Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.

Sample Progress Indicators: Beginning

- Students acquire information about the Greco-Roman world by reading passages of Latin or Greek with a culturally authentic setting.
- Students recognize plots and themes of Greco-Roman myths in the literature of other cultures.
- Students demonstrate a knowledge of the geography of the ancient world and connect it to the modern world.

Sample Progress Indicators: Intermediate

- Students acquire information about the Greco-Roman world by reading adapted or selected Latin or Greek sources.
- Students connect their knowledge of ancient history and social and political systems to events and systems in the modern world.
- Students connect their knowledge of the Latin or Greek language to their knowledge of literature and artistic achievement.

Sample Progress Indicators: Advanced

- Students acquire information about the Greco-Roman world by reading Latin or Greek literary and non-literary sources.
- Students transfer their knowledge of Latin or Greek literature to their understanding of world literature.
- Students demonstrate their knowledge of the influence of GrecoRoman mythology, history, social and political systems, and artistic achievements on world cultures.

Standard 4.1 Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.

Sample Progress Indicators: Beginning

- Students demonstrate a basic knowledge of Latin and Greek roots, prefixes, and suffixes by recognizing them in English words of Latin or Greek origin.
- Students understand some Latin or Greek phrases, mottoes, and abbreviations used in English.

- Students demonstrate an understanding of basic language patterns of English as they relate to the structure of Latin or Greek.

Sample Progress Indicators: Intermediate

- Students demonstrate the relationship of Latin or Greek words to their derivatives and cognates in English.
- Students demonstrate an increased use of English words from or related to Latin or Greek.
- Students compare and contrast the language patterns and grammar of Latin or Greek to the structure and grammar of English.

Sample Progress Indicators: Advanced

- Students demonstrate the relationship of Latin or Greek words to their derivatives and cognates in English and apply some principles of word building and word transfer.
- Students demonstrate an enhanced ability to read, write, understand, and speak English based on the vocabulary and grammar of Latin or Greek.

Standard 4.2 Students compare and contrast their own culture with that of the Greco-Roman world.

Sample Progress Indicators: Beginning

- Students look at the architectural features of the buildings around them and recognize the Greco-Roman elements in them.
- Students compare and contrast aspects of their own public and private lives to those of the Greeks or Romans.
- Students compare the themes and heroes of classical mythology to the themes and heroes of their own folklore and culture.

Sample Progress Indicators: Intermediate

- Students identify elements in their own art and literature that have their basis in the Greco-Roman world.
- Students reflect on classical influence on the political institutions, law, and history of their own culture.
- Students recognize in their reading of modern stories and literature the influence of the myths and literature of the ancient world.

Sample Progress Indicators: Advanced

- Students recognize the influence of Greco-Roman history, private and public life, art, and architecture on their own world and make comparisons and draw conclusions based on that knowledge.
- Students compare and contrast elements of the literature, mythology, and philosophy of their own world with those of the ancient world.

Standard 5.1 Students use their knowledge of Latin or Greek in a multilingual world.

Sample Progress Indicators: Beginning

- Students present and exchange information about their language experience to others in the school and in the community.
- Students recognize the influence of Latin or Greek on the specialized language of various professional fields and recognize its use in the media.

Sample Progress Indicators: Intermediate

- Students combine the tools of technology with their classical language skills to communicate with other students in a global community.
- Students interact with community members who are involved in a variety of careers to understand how they have used their study of classical languages.

Sample Progress Indicators: Advanced

- Students use their knowledge of Latin or Greek in communicating within the student and adult community of classical language learners.
- Students use their knowledge of Latin or Greek in learning other languages.

Standard 5.2 Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

Sample Progress Indicators: Beginning

- Students recognize from their study of Greco-Roman culture that cultural diversity has been an integral feature of society from antiquity.
- Students share with others in schools and communities their understanding of cultural differences in the Greco-Roman world.

Sample Progress Indicators: Intermediate

- Students compare the issues that reveal cultural differences in the ancient world with similar issues in modern cultures.
- Students combine the tools of technology with their knowledge of Greco-Roman culture to share cultural experiences.

Sample Progress Indicators: Advanced

- Students participate in the community of classical scholars in cultural events, contests, lectures, and scholarship.

- Students show evidence of connecting the past to the present by applying their knowledge of ancient cultures to their own thoughts and actions.

9-12 Fine Arts Curriculum Standards
(Combined list of all standards for all courses)

Students who demonstrate understanding of fine arts are able to --

	All Fine Arts
HS.Arts.1	Use God's gift of music and visual art to spread God's news to the world (CCC 851).
HS.Arts.2	Identify commonalities, differences, and connections among the fine arts disciplines.
HS.Arts.3	Explore social and global issues through works of art, and analyze the impact of the arts and media on society, both past and present.
HS.Arts.4	Describe and compare various careers in the arts.
HS.Arts.5	Explain ways in which the principles of various disciplines outside the arts are interrelated with those within the arts.
HS.Arts.6	Evaluate and critique works by comparing them to similar or exemplary models.
HS.Arts.7	Analyze and describe the formal characteristics of a work of art.
HS.Arts.8	Describe and evaluate an artist's work using appropriate technical terminology and responding to an artist's work.
HS.Arts.9	Identify the emotional responses a work is intending to elicit, and determine the decisions the artist made in order to produce such emotions in its audience.
HS.Arts.10	Use reasons and evidence to compare characteristics of two or more works of art within a particular historical period or style.
HS.Arts.11	Recognize and understand the relationships among personal experiences, finished products of art, and the intended audiences of the art.

	Music
HS.Arts.M.1	Recognize and respect the musical traditions of the universal Church as a treasure of inestimable value (CCC 1156).
HS.Arts.M.2	Use expression and technical accuracy while performing a large and varied repertoire of vocal and instrumental literature with a moderate level of difficulty, including some selections performed from memory.
HS.Arts.M.3	Sing music with and without accompaniment.
HS.Arts.M.4	Perform an appropriate part in large and small ensembles, demonstrating well-developed ensemble skills.
HS.Arts.M.5	Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources; perform music using traditional instruments and electronic media.
HS.Arts.M.6	Perform from an instrumental or vocal score of at least four staves.
HS.Arts.M.7	Sight read music at the appropriate level of difficulty with relative accuracy.
HS.Arts.M.8	Perform stylistically appropriate harmonizing parts.
HS.Arts.M.9	Improvise rhythmic and melodic variations given pentatonic melodies, and melodies in major and minor keys.
HS.Arts.M.10	Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality.
HS.Arts.M.11	Use the basic concepts of composing and arranging music in different styles.
HS.Arts.M.12	Arrange pieces for voices or instruments, other than those for which the pieces were written, in ways that preserve or enhance the expressive effect of the music.
HS.Arts.M.13	Create or adapt music to integrate with other media.

HS.Arts.M.14	Describe the use of musical elements, using a varied repertoire of music from diverse genres and cultures.
HS.Arts.M.15	Identify and explain compositional devices and techniques and their purposes, giving examples of other works that make similar uses of these devices and techniques.
HS.Arts.M.16	Classify by genre, style, historical periods or culture, unfamiliar examples of music and explain the reasoning behind their classifications.
HS.Arts.M.17	Identify sources of specific music genres, trace the evolution of those genres, and cite well-known musicians associated with them.
HS.Arts.M.18	Identify various roles that musicians perform, citing musicians who have functioned in each role, and describe their activities and achievements.
Visual Arts	
HS.Arts.V.1	Recognize how visual images of our Catholic faith enhance one's prayer life and relationship with God (CCC 1162).
HS.Arts.V.2	Create visual art with the intended purpose of communicating specific ideas to an audience.
HS.Arts.V.3	Exhibit, present, and publish finished works of art.
HS.Arts.V.4	Use elements and principles of design to identify and solve specific problems while creating visual art.
HS.Arts.V.5	Apply composition principles and methods to create innovative works of art and design products.
HS.Arts.V.6	Symbolize the essence of an idea by applying artistic skills and techniques.
HS.Arts.V.7	Critique and reflect upon the quality and effectiveness of one's artwork.
HS.Arts.V.8	Describe the functions and explore the meaning of specific art objects within varied cultures, times, and places.

HS.Arts.V.9	Analyze the correlation among art, history, religion, and culture throughout time.
HS.Arts.V.10	Use knowledge of art and design history to influence personal artwork.
HS.Arts.V.11	Design creative solutions that may impact everyday life.

Health Curriculum Standards

Students who demonstrate understanding of high school health are able to --

HS.Health.1	Exhibit care and concern at all stages of life for each human person as an image and likeness of God.
HS.Health.2	Value the human body as the temple of the Holy Spirit.
Develop a Long-Range Nutritional Plan	
HS.Health.N.1	Describe the significance of essential nutrients in their proper amounts.
HS.Health.N.2	Evaluate nutrition of food products and analyze food-related research.
HS.Health.N.3	Explain the consequences of excessive fat, sugar, sodium, and caffeine.
HS.Health.N.4	Identify the characteristics of the major food groups.
HS.Health.N.5	Explain the short and long term effects of fad diets, dieting, and athletic weight loss.
HS.Health.N.6	Describe the differences in nutritional needs for special populations (active teens, pregnant women, older populations, etc.).
HS.Health.N.7	Explain the benefits and consequences of using dietary supplements or excessive nutrients to maintain nutritional adequacy.
HS.Health.N.8	Understand the decision-making process for choosing healthy meals and snacks both at school and away, including restaurants, fast food influences, and home preparation of meals.
Understand God's Gift of Sexuality	
HS.Health.S.1	Know the advantages of abstinence from sexual intercourse outside of marriage.

HS.Health.S.2	Read and understand the teachings of the Catholic Church in relation to abstinence, contraception, and the vocation to chastity.
HS.Health.S.3	Understand the reproductive process and stages of pregnancy from fertilization to birth and the general process of natural family planning.
HS.Health.S.4	Explain the risk factors of inappropriate sexual behavior and understand the consequences for such behavior.
HS.Health.S.5	Describe the effects of teen pregnancy on teenagers, their children, their parents, and society.
Maintain Emotional Health	
HS.Health.E.1	Know the importance of faith, family, peers, media, and community in developing a healthy lifestyle.
HS.Health.E.2	Understand the importance of good self-esteem, including positive body image, in relation to a healthy lifestyle.
HS.Health.E.3	Make effective decisions, solve problems, and resolve conflicts in order to sustain healthy relationships.
HS.Health.E.4	Recognize how to identify and manage stress in order to foster a healthy lifestyle.
HS.Health.E.5	Understand the influences that commercial media and social media have on our sense of self and society.
HS.Health.E.6	Recognize the symptoms and signs of depression, anxiety, stress, and their relationships to suicide.
HS.Health.E.7	Know strategies for solving interpersonal conflicts without harming self or others.
HS.Health.E.8	Recognize signs and behaviors of bullying in adolescent and adult settings.
Maintain Physical Health	
HS.Health.P.1	Demonstrate basic first aid practices and emergency procedures.
HS.Health.P.2	Recognize symptoms and strategies which minimize chances of contracting a disease such as diabetes, cancer, and heart disease.

HS.Health.P.3	Know symptoms of and treatments for commonly contracted infectious diseases.
HS.Health.P.4	Understand the choices and explain the consequences related to the use and abuse of alcohol, tobacco, and drugs.
HS.Health.P.5	Identify risk factors and signs of eating disorders and understand the short-term and long-term effects of eating disorders.
HS.Health.P.6	Explain how disease can be caused by heredity, environment and/or pathogens.
Understand Community Resources	
HS.Health.C.1	Identify various organizations for counseling and other services and understand how to use them.
HS.Health.C.2	Know how local, state, federal, and private agencies protect and/or inform the individual and to what extent.
HS.Health.C.3	Identify the intended audiences and motives of various community resources, as displayed by their media presence and advertising campaigns.
HS.Health.C.4	Determine which community resources are aligned with our Catholic teachings.
HS.Health.C.5	Understand how to advocate for personal health and the health of others.

Physical Education Curriculum Standards

Students who demonstrate understanding of high school physical education are able to--

HS.Health.1	Exhibit care and concern at all stages of life for each human person as an image and likeness of God.
HS.Health.2	Value the human body as a temple of the Holy Spirit.
HS.PE.1	Take reasonable care of life and physical health, as precious gifts entrusted to us by God, taking into account the needs of others and the common good.
HS.PE.2	Exhibit responsible personal and social behavior that respects self and others in physical activity settings.
HS.PE.3	Describe the value of physical activity for health, personal challenge, spirituality, and social interaction.
HS.PE.4	Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
HS.PE.5	Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
HS.PE.6	Engage in various experiences of physical activity, including health-related fitness and activities categorized by: nets/walls, targets, invasions, striking/fielding, outdoor pursuits, and rhythm.
HS.PE.7	Self-assess and evaluate health-related fitness for muscular strength, endurance, flexibility, and body composition.
HS.PE.8	Apply the principles of training (frequency, intensity, type, time, overload, specificity).
HS.PE.9	Analyze and evaluate the effects of physical activity and nutrition on the body.
HS.PE.10	Use self-directed and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.

HS.PE.11	Participate in physical activities that are vigorous in intensity level.
HS.PE.12	Understand lifelong options for participating regularly in physical activity.
HS.PE.13	Develop and implement a plan for improving or maintaining lifelong physical fitness.