

## CATHOLIC CURRICULAR STANDARDS AND DISPOSITIONS IN ENGLISH/LANGUAGE ARTS K-6<sup>1</sup>

*Literature and the arts are also, in their own way, of great importance to the life of the Church. They strive to make known the proper nature of man, his problems and his experiences in trying to know and perfect both himself and the world. They have much to do with revealing man's place in history and in the world; with illustrating the miseries and joys, the needs and strengths of man and with foreshadowing a better life for him. Thus they are able to elevate human life, expressed in multifold forms according to various times and regions.*

*Gaudium et Spes, 1965, #62*

<i>General Standards</i>			
CS	ELA.K6	GS1	Analyze literature that reflects the transmission of a Catholic culture and worldview.
CS	ELA.K6	GS2	Analyze works of fiction and non-fiction to uncover authentic Truth.
CS	ELA.K6	GS3	Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.
CS	ELA.K6	GS4	Share how literature can contribute to strengthening one's moral character.
<i>Intellectual Standards</i>			
CS	ELA.K6	IS1	Demonstrate how literature is used to develop a religious, moral, and social sense.
CS	ELA.K6	IS2	Articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.
CS	ELA.K6	IS3	Recognize Christian and Western symbols and symbolism.
CS	ELA.K6	IS4	Explain how Christian and Western symbols and symbolism communicate the battle between good and evil and make reality visible.
CS	ELA.K6	IS5	Recite poems of substance that inform the human soul and encourage a striving for virtue and goodness.
CS	ELA.K6	IS6	Identify examples of noble characteristics in stories of virtuous heroes and heroines.
CS	ELA.K6	IS7	Identify the causes underlying why people do the things they do.
CS	ELA.K6	IS8	Identify how literature develops the faculty of personal judgment.
CS	ELA.K6	IS9	Analyze how literature assists in the ability to make judgments about what is true and what is false and to make choices based on these judgments.
CS	ELA.K6	IS10	Analyze literature to identify, interpret, and assimilate the cultural patrimony handed down from previous generations.
CS	ELA.K6	IS11	Summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times.
CS	ELA.K6	IS12	Use imagination to create dialogue between the readers and the characters in a story.
CS	ELA.K6	IS13	Determine how literature cultivates the human intellectual faculties of contemplation, intuition, and creativity.
CS	ELA.K6	IS14	Analyze the author's reasoning and discover the author's intent.

<sup>1</sup> See Appendix C for English Language Arts resources and a recommended reading list for Catholic schools in the United States.

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

## CATHOLIC CURRICULAR STANDARDS AND DISPOSITIONS IN ENGLISH/LANGUAGE ARTS 7-12<sup>2</sup>

*Literature and the arts are also, in their own way, of great importance to the life of the Church. They strive to make known the proper nature of man, his problems and his experiences in trying to know and perfect both himself and the world. They have much to do with revealing man's place in history and in the world; with illustrating the miseries and joys, the needs and strengths of man and with foreshadowing a better life for him. Thus they are able to elevate human life, expressed in multifold forms according to various times and regions.*

*Gaudium et Spes, 1965, #62*

<i>General Standards</i>			
CS	ELA.712	GS1	Analyze literature that reflects the transmission of a Catholic culture and worldview.
CS	ELA.712	GS2	Analyze works of fiction and non-fiction to uncover authentic Truth.
CS	ELA.712	GS3	Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.
CS	ELA.712	GS4	Share how literature can contribute to strengthening one's moral character.
<i>Intellectual Standards</i>			
CS	ELA.712	IS1	Identify how literature interprets the human condition, human behaviors, and human actions in its redeemed and unredeemed state.
CS	ELA.712	IS2	Describe how the rich spiritual knowledge communicated through fairy tales, fables, myths, parables, and other stories is a reflection on the truth and development of a moral imagination and the mystery, danger, and wonder of human experience.
CS	ELA.712	IS3	Describe the importance of thinking with images informed by classic Christian and Western symbols and archetypes, including their important role in understanding the battle between good and evil and their role in making visible realities that are complex, invisible, and spiritual.
CS	ELA.712	IS4	Explain from a Catholic perspective how literature addresses critical questions related to man, such as: How ought men live in community with each other? What are an individual's rights, duties, freedoms, and restraints? What are a society's? What is the relationship between man and God? Between man and the physical world? What is the nature of human dignity and the human spirit? What is love? What is the good life?
CS	ELA.712	IS5	Describe how poets and writers use language to convey truths that are universal and transcendent.
CS	ELA.712	IS6	Analyze critical values presented in literature and the degree to which they are in accord or discord with Catholic norms.
CS	ELA.712	IS7	Use imagination to create dialogue between the reader and fictional characters by entering into the lives of the characters and uncovering deeper meanings, inferences, and relationships between the characters, nature, and God.
CS	ELA.712	IS8	Explain how literature assists in transcending the limited horizon of human reality.

<sup>2</sup> See Appendix C for English Language Arts resources and a recommended reading list for Catholic schools in the United States.

CS	ELA.712	IS9	Evaluate complex literary selections for all that is implied in the concept of “person” <sup>3</sup> as defined from a Catholic perspective.
CS	ELA.712	IS10	Analyze how literature helps identify, interpret, and assimilate the cultural patrimony handed down from previous generations.
CS	ELA.712	IS11	Summarize how literature can reflect the historical and sociological culture of the time period in which it was written and help better understand ourselves and other cultures and times.
CS	ELA.712	IS12	Demonstrate cultural literacy and familiarity with the great works and authors of the world and in particular the Western canon.
CS	ELA.712	IS13	Explain how the powerful role of poetic knowledge, the moral imagination, connotative language, and artistic creativity explore difficult and unwieldy elements of the human condition, which is not always explainable with technical linguistic analysis or scientific rationalism.
CS	ELA.712	IS14	Analyze the author’s reasoning and discover the author’s intent.
CS	ELA.712	IS15	Describe how the gratuitousness of literary and artistic creation reflects the divine prerogative. Explain the role of man as “maker”—as artist, poet, and creator—and how the use of language to create is reflective of our being made in the image and likeness of God.
			<i>Writing Standards</i>
CS	ELA.712	WS1	Explain how language can be used as a bridge for communion with others for the betterment of all involved.
CS	ELA.712	WS2	Write in various ways to naturally order thoughts to the truth with an accurate expression of intent, knowledge, and feelings.
CS	ELA.712	WS3	Use grammar as a means of signifying concepts and the relationship to reason.
CS	ELA.712	WS4	Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.
			<i>Dispositional Standards</i>
CS	ELA.712	DS1	Share how literature fosters both prudence and sound judgment in the human person.
CS	ELA.712	DS2	Develop empathy, care, and compassion for a character’s crisis or choice in order to transcend oneself, build virtue, and better understand one’s own disposition and humanity.
CS	ELA.712	DS3	Display the virtues and values evident within stories that involve an ideal and take a stand for love, faith, courage, fidelity, truth, beauty, goodness, and all virtues.
CS	ELA.712	DS4	Identify with beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.
CS	ELA.712	DS5	Share how literature ignites the creative imagination by presenting in rich context amazing lives and situations told by humanity’s best storytellers and most alive intellects.
CS	ELA.712	DS6	Display a sense of the “good” by examining the degree in which characters significantly possess or lack the perfections proper to a) their nature as human persons, b) their proper role in society as understood in their own

<sup>3</sup> A “person” includes concepts of intelligence and will, freedom and feelings, the capacity to be an active and creative agent, a being endowed with both rights and duties, capable of interpersonal relationships, called to a specific mission in the world.

			culture or the world of the text, c) the terms of contemporary culture, and d) the terms of Catholic tradition and moral norms.
CS	ELA.712	DS7	Delight and wonder through the reading of creative, sound, and healthy stories, plays and poems.

## CATHOLIC CURRICULAR STANDARDS AND DISPOSITIONS IN HISTORY K-6<sup>4</sup>

*Teachers should guide the students' work in such a way that they will be able to discover a religious dimension in the world of human history. As a preliminary, they should be encouraged to develop a taste for historical truth, and therefore to realize the need to look critically at texts and curricula which, at times, are imposed by a government or distorted by the ideology of the author...they will see the development of civilizations, and learn about progress...When they are ready to appreciate it, students can be invited to reflect on the fact that this human struggle takes place within the divine history of universal salvation. At this moment, the religious dimension of history begins to shine forth in all its luminous grandeur.*

*The Religious Dimension of a Catholic School, 1988, #58-59*

<i>General Standards</i>			
CS	H.K6	GS1	Demonstrate a general understanding of the "story" of humanity from creation to present through a Catholic concept of the world and man.
CS	H.K6	GS2	Demonstrate an understanding about great figures of history by examining their lives for examples of virtue or vice.
CS	H.K6	GS3	Demonstrate an understanding of the cultural inheritance provided by the Church.
<i>Intellectual Standards</i>			
CS	H.K6	IS1	Describe how history begins and ends in God and how history has a religious dimension.
CS	H.K6	IS2	Describe how Jesus, as God incarnate, existed in history just like we do.
CS	H.K6	IS3	Describe how reading history is a way to learn about what God does for humanity.
CS	H.K6	IS4	Explain the history of the Catholic Church and its impact in human events.
CS	H.K6	IS5	Exhibit mastery of essential dates, persons, places, and facts relevant to the Western tradition and the Catholic Church.
CS	H.K6	IS6	Explain how the central themes within the stories of important Catholic figures and saints repeat over time.
CS	H.K6	IS7	Explain how beliefs about God, humanity, and material things affect behavior.
CS	H.K6	IS8	Explain the human condition and the role and dignity of man in God's plan.
CS	H.K6	IS9	Demonstrate how history helps us predict and plan for future events using prudence and wisdom gleaned from recognizing previous patterns of change, knowledge of past events, and a richer, more significant, view of personal experiences.
CS	H.K6	IS10	Explain how historical events involving critical human experiences, especially those dealing with good and evil, help enlarge perspective and understanding of self and others.
CS	H.K6	IS11	Identify the motivating values that have informed particular societies and how they correlate with Catholic teaching.
CS	H.K6	IS12	Examine how history can assist in the acquisition of values and virtues.
<i>Dispositional Standards</i>			
CS	H.K6	DS1	Select and describe beautiful artifacts from different times and cultures
CS	H.K6	DS2	Exhibit an affinity for the common good and shared humanity, not just with those nearby, but also for those who have gone before and those who will come after.
CS	H.K6	DS3	Demonstrate respect and solicitude to individual differences among students in the classroom and school community.

<sup>4</sup> See Appendix D for History resources.

CS	H.K6	DS4	Discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome.
CS	H.K6	DS5	Justify the significance and impact of the Catholic Church throughout history.
CS	H.K6	DS6	Develop a habitual vision of greatness.

## CATHOLIC CURRICULAR STANDARDS AND DISPOSITIONS IN HISTORY 7-12<sup>5</sup>

*Teachers should guide the students' work in such a way that they will be able to discover a religious dimension in the world of human history. As a preliminary, they should be encouraged to develop a taste for historical truth, and therefore to realize the need to look critically at texts and curricula which, at times, are imposed by a government or distorted by the ideology of the author...they will see the development of civilizations, and learn about progress...When they are ready to appreciate it, students can be invited to reflect on the fact that this human struggle takes place within the divine history of universal salvation. At this moment, the religious dimension of history begins to shine forth in all its luminous grandeur.*

*The Religious Dimension of a Catholic School, 1988, # 58-59*

<i>General Standards</i>			
CS	H.712	GS1	Describe how history begins and ends in God and how history has a religious dimension.
CS	H.712	GS2	Analyze stories of important Catholic figures and saints who through their actions and examples develop or re-awaken that period's moral sense.
CS	H.712	GS3	Describe the historical impact of the Catholic Church on human events.
CS	H.712	GS4	Explain how religious and moral knowledge are a requisite for understanding human grandeur and the drama of human activity throughout history.
CS	H.712	GS5	Display personal self-worth and dignity as a human being and as part of God's ultimate plan of creation.
<i>Intellectual Standards</i>			
CS	H.712	IS1	Describe how God, Himself, through the incarnation, has "sacramentalized" time and humanity.
CS	H.712	IS2	Analyze how God has revealed Himself throughout time and history, including the things we know best and can easily verify.
CS	H.712	IS3	Analyze how life experiences and life choices create a personal history with eternal consequences.
CS	H.712	IS4	Evaluate how history is not a mere chronicle of human events, but rather a moral and meta-physical drama having supreme worth in the eyes of God.
CS	H.712	IS5	Analyze cultures to show how they give expression to the transcendental aspects of life, including reflection on the mystery of the world and the mystery of humanity.
CS	H.712	IS6	Develop an historical perspective and intellectual framework to properly situate each academic discipline, not only in its own developmental timeline, but also within the larger story of historical, cultural, and intellectual development.
CS	H.712	IS7	Identify, from the Catholic perspective, the motivating values, philosophies, and theologies that have informed particular societies (e.g., Mexico, Canada, early colonies in the U.S.).
CS	H.712	IS8	Demonstrate the ways men and societies change and/or persist over time to better understand the human condition.
CS	H.712	IS9	Evaluate how societies provide a sense of coherence and meaning to human life, shaping and forming human culture and events.

<sup>5</sup> See Appendix D for History resources.



CS	H.712	IS10	Analyze great figures and events in history using the systematic frameworks of Western philosophical tradition and Catholic moral norms and virtue to better understand both those people and events.
CS	H.712	IS11	Compare the actions of peoples according to their historical and cultural norms to the expectations of current Catholic moral norms and virtues.
CS	H.712	IS12	Demonstrate how historical events and patterns of change help predict and plan for future events.
CS	H.712	IS13	Describe how the moral qualities of a citizenry naturally give rise to the nature of the government and influence societal outcomes and destinies.
CS	H.712	IS14	Relate how the development of a broader viewpoint of history and events affects individual experiences and deepens a sense of being and the world.
CS	H.712	IS15	Analyze the thoughts and deeds of great men and women of the past.
CS	H.712	IS16	Analyze and exhibit mastery of essential dates, persons, places, and facts, relevant to the Western tradition and the Catholic Church.
CS	H.712	IS17	Examine texts for historical truths, recognizing bias or distortion by the author and overcoming a relativistic viewpoint.
CS	H.712	IS18	Analyze historical events, especially those involving critical human experiences of good and evil, so as to enlarge understanding of self and others.
CS	H.712	IS19	Distinguish the basic elements of Christian social ethics within historical events.
CS	H.712	IS20	Evaluate how Christian social ethics extend to questions of politics, economy, and social institutions and not just personal moral decision-making.
CS	H.712	IS21	Evaluate the concept of subsidiarity and its role in Catholic social doctrine.
CS	H.712	IS22	Analyze the concept of solidarity and describe its effect on a local, regional, and global level.
CS	H.712	IS23	Compare the right to own private property with the universal distribution of goods and the distribution of goods in a socialist society.
CS	H.712	IS24	Summarize the case for the dignity of work and the rights of workers.
CS	H.712	IS25	Examine the Church's position on freedom and man's right to participate in the building up of society and contributing to the common good.
CS	H.712	IS26	Articulate the tension and distinction between religious freedom and social cohesion.
CS	H.712	IS27	Identify the dangers of relativism present in the notion that one culture cannot critique another, and that truth is simply culturally created.
			<i>Dispositional Standards</i>
CS	H.712	DS1	Select and describe beautiful artifacts from different times and cultures.
CS	H.712	DS2	Exhibit love for the common good and a shared humanity with those present, those who have gone before, and those who will come after.
CS	H.712	DS3	Evaluate the aesthetics (idea of beauty) of different cultures and times to better appreciate the purpose and power of both cultural and transcendent notions of the beautiful.

CS	H.712	DS4	Share Catholic virtues and values (i.e., prudence and wisdom) gleaned from the study of human history to better evaluate personal behaviors, trends of contemporary society, and prevalent social pressures and norms.
CS	H.712	DS5	Justify how history, as a medium, can assist in recognizing and rejecting contemporary cultural values that threaten human dignity and are contrary to the Gospel message.
CS	H.712	DS6	Demonstrate respect and appreciation for the qualities and characteristics of different cultures in order to pursue peace and understanding, knowledge and truth.

## CATHOLIC CURRICULAR STANDARDS AND DISPOSITIONS RELATED TO SCIENTIFIC TOPICS K-6<sup>6</sup>

*By the very nature of creation, material being is endowed with its own stability, truth and excellence, its own order and laws. These man must respect as he recognizes the methods proper to every science and technique...Whoever labors to penetrate the secrets of reality with a humble and steady mind, even though he is unaware of the fact, is nevertheless being led by the hand of God, who holds all things in existence, and gives them their identity.*

*Gaudium et Spes, 1965, #36*

<i>General Standards</i>			
CS	S.K6	GS1	Exhibit care and concern at all stages of life for each human person as an image and likeness of God.
CS	S.K6	GS2	Describe the unity of faith and reason with confidence that there exists no contradiction between the God of nature and the God of faith.
CS	S.K6	GS3	Value the human body as the temple of the Holy Spirit.
<i>Intellectual Standards</i>			
CS	S.K6	IS1	Explain what it means to say that God created the world and all matter out of nothing at a certain point in time; how it manifests His wisdom, glory, and purpose; and how He holds everything in existence according to His plan.
CS	S.K6	IS2	Describe the relationships, elements, underlying order, harmony, and meaning in God's creation.
CS	S.K6	IS3	Explain how creation is an outward sign of God's love and goodness and, therefore, is "sacramental" in nature.
CS	S.K6	IS4	Give examples of the beauty evident in God's creation.
CS	S.K6	IS5	Explain the processes of conservation, preservation, overconsumption, and stewardship in relation to caring for that which God has given to sustain and delight us.
CS	S.K6	IS6	Describe God's relationship with man and nature.
CS	S.K6	IS7	Describe how science and technology should always be at the service of humanity and, ultimately, to God, in harmony with His purposes.
CS	S.K6	IS8	Explain how science properly limits its focus to "how" things physically exist and is not designed to answer issues of meaning, the value of things, or the mysteries of the human person.
CS	S.K6	IS9	Describe how the use of the scientific method to explore and understand nature differs, yet complements, the theological and philosophical questions one asks in order to understand God and His works.
CS	S.K6	IS10	Analyze the false assumption that science can replace faith.
CS	S.K6	IS11	List the basic contributions of significant Catholics to science such as Galileo, Copernicus, Mendel, and others.
<i>Dispositional Standards</i>			
CS	S.K6	DS1	Display a sense of wonder and delight about the natural universe and its beauty.
CS	S.K6	DS2	Share concern and care for the environment as a part of God's creation.
CS	S.K6	DS3	Accept the premise that nature should not be manipulated simply at man's will or only viewed as a thing to be used, but that man must cooperate with God's plan for himself and for nature.

<sup>6</sup> The topics covered in these standards, while touching upon the natural world, nevertheless transcend the limits of strict scientific inquiry. Thus they may be explored in various disciplines. However, all science teachers in Catholic schools should be conversant in these issues from a Catholic perspective as they may arise in science class. See Appendix E for Science resources.

CS	S.K6	DS4	Accept that scientific knowledge is a call to serve and not simply a means to gain power, material prosperity, or success.
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## CATHOLIC CURRICULAR STANDARDS AND DISPOSITIONS RELATED TO SCIENTIFIC TOPICS 7-12<sup>7</sup>

*By the very nature of creation, material being is endowed with its own stability, truth and excellence, its own order and laws. These man must respect as he recognizes the methods proper to every science and technique...Whoever labors to penetrate the secrets of reality with a humble and steady mind, even though he is unaware of the fact, is nevertheless being led by the hand of God, who holds all things in existence, and gives them their identity.*

*Gaudium et Spes, 1965, #36*

<i>General Standards</i>			
CS	S.712	GS1	Exhibit a primacy of care and concern at all stages of life for each human person as an image and likeness of God.
CS	S.712	GS2	Explain and promote the unity of faith and reason with confidence that there exists no contradiction between the God of nature and the God of the faith.
CS	S.712	GS3	Value the human body as the temple of the Holy Spirit.
CS	S.712	GS4	Share how the beauty and goodness of God is reflected in nature and the study of the natural sciences.
<i>Intellectual Standards</i>			
CS	S.712	IS1	Articulate how science properly situates itself within other academic disciplines (e.g., history, theology) for correction and completion in order to recognize the limited material explanation of reality to which it is properly attuned.
CS	S.712	IS2	Demonstrate confidence in human reason and in one's ability to know the truth about God's creation and the fundamental intelligibility of the world.
CS	S.712	IS3	Analyze how the pursuit of scientific knowledge, for utilitarian purposes alone or for the misguided manipulation of nature, thwarts the pursuit of authentic Truth and the greater glory of God.
CS	S.712	IS4	Relate how the search for truth, even when it concerns a finite reality of the natural world or of man, is never-ending and always points beyond to something higher than the immediate object of study.
CS	S.712	IS5	Explain the processes of conservation, preservation, overconsumption, and stewardship as it relates to creation and to caring for that which God has given to sustain and delight us.
CS	S.712	IS6	Evaluate the relationship between God, man, and nature, and the proper role in the totality of being and creation.
CS	S.712	IS7	Describe humanity's natural situation in, and dependence upon, physical reality and how man carries out his role as a cooperator with God in the work of creation.
CS	S.712	IS8	Evaluate the errors present in the belief system of scientific naturalism or scientism <sup>8</sup> (which includes materialism <sup>9</sup> and reductionism <sup>10</sup> ), which posits that scientific exploration and explanation is the only valid source of meaning.
CS	S.712	IS9	Distinguish the difference between the use of the scientific method and the use of theological inquiry to know and understand God's creation and universal truths.

<sup>7</sup> The topics covered in these standards, while touching upon the natural world, nevertheless transcend the limits of strict scientific inquiry. Thus they may be explored in various disciplines. However, all science teachers in Catholic schools should be conversant in these issues from a Catholic perspective as they may arise in science class. See Appendix E for Science resources.

<sup>8</sup> Scientism – belief that only science can reveal the truth.

<sup>9</sup> Materialism – elements of the visible world are the only things that really exist.

<sup>10</sup> Reductionism –all of reality is reducible to its smallest physical parts.

CS	S.712	IS10	Articulate the limitations of science (the scientific method and constraints of the physical world) to know and understand God and transcendent reality.
CS	S.712	IS11	Identify key Catholic scientists such as Copernicus, Mendel, DaVinci, Bacon, Pasteur, Volta, St. Albert the Great, and others and the witness and evidence they supply against the false claim that Catholicism is not compatible with science.
CS	S.712	IS12	Analyze and articulate the Church's approach to the theory of evolution.
CS	S.712	IS13	Relate how the human soul is specifically created by God for each human being, does not evolve from lesser matter, and is not inherited from our parents.
CS	S.712	IS14	Explain how understanding the physiological properties of a human being does not address the existence of the transcendent spirit of the human person (see Appendix E).
CS	S.712	IS15	Explain the supernatural design hypothesis in terms of the Borde-Vilenkin-Guth Proof, the Second Law of Thermodynamics, entropy, and anthropic coincidences (fine tuning of initial conditions and universal constants) (see Appendix E).
CS	S.712	IS16	Articulate the details of the Galileo affair to counter the assumption that the Church is anti-science.
CS	S.712	IS17	Demonstrate an understanding of the moral issues involving <i>in vitro</i> fertilization, human cloning, human genetic manipulation, and human experimentation and what the Church teaches regarding work in these areas.
			<i>Dispositional Standards</i>
CS	S.712	DS1	Display a deep sense of wonder and delight about the natural universe.
CS	S.712	DS2	Share how natural phenomena have more than a utilitarian meaning and purpose and exemplify the handiwork of the Creator.
CS	S.712	DS3	Subscribe to the premise that nature should not be manipulated at will, but should be respected for its natural purpose and end as destined by the creator God.
CS	S.712	DS4	Share concern and care for the environment as part of God's creation.
CS	S.712	DS5	Adhere to the idea of the simultaneous complexity and simplicity of physical reality.

## CATHOLIC CURRICULAR STANDARDS AND DISPOSITIONS IN MATHEMATICS K-6<sup>11</sup>

*The school considers human knowledge as a truth to be discovered. In the measure in which subjects are taught by someone who knowingly and without restraint seeks the truth, they are to that extent Christian. Discovery and awareness of truth leads man to the discovery of Truth itself. A teacher who is full of Christian wisdom, well prepared in his own subject, does more than convey the sense of what he is teaching to his pupils. Over and above what he says, he guides his pupils beyond his mere words to the heart of total Truth.*

*The Catholic School, 1977, #41*

<sup>11</sup> See Appendix F for mathematics resources.

<i>General Standards</i>			
CS	M.K6	GS1	Demonstrate the mental habits of precise, determined, careful, and accurate questioning, inquiry, and reasoning.
CS	M.K6	GS2	Develop lines of inquiry (as developmentally appropriate) to understand why things are true and why they are false.
CS	M.K6	GS3	Recognize the power of the human mind as both a gift from God and a reflection of Him in whose image and likeness we are made.
CS	M.K6	GS4	Survey the truths about mathematical objects that are interesting in their own right and independent of human opinions.
<i>Dispositional Standards</i>			
CS	M.K6	DS1	Display a sense of wonder about mathematical relationships as well as confidence in mathematical certitude.
CS	M.K6	DS2	Respond to the beauty, harmony, proportion, radiance, and wholeness present in mathematics.
CS	M.K6	DS3	Show interest in the pursuit of understanding for its own sake.
CS	M.K6	DS4	Exhibit joy at solving difficult mathematical problems and operations.
CS	M.K6	DS5	Show interest in how the mental processes evident within the discipline of mathematics (such as order, perseverance, and logical reasoning) help us with the development of the natural virtues (such as self-discipline and fortitude).

## CATHOLIC CURRICULAR STANDARDS AND DISPOSITIONS IN MATHEMATICS 7-12<sup>12</sup>

*The school considers human knowledge as a truth to be discovered. In the measure in which subjects are taught by someone who knowingly and without restraint seeks the truth, they are to that extent Christian. Discovery and awareness of truth leads man to the discovery of Truth itself. A teacher who is full of Christian wisdom, well prepared in his own subject, does more than convey the sense of what he is teaching to his pupils. Over and above what he says, he guides his pupils beyond his mere words to the heart of total Truth.*

*The Catholic school, 1977, #41*

<i>General Standards</i>			
CS	M.712	GS1	Demonstrate the mental habits of precise, determined, careful, and accurate questioning, inquiry, and reasoning in the pursuit of transcendent truths.
CS	M.712	GS2	Develop lines of inquiry to understand why things are true and why they are false.
CS	M.712	GS3	Have faith in the glory and dignity of human reason as both a gift from God and a reflection of Him in whose image and likeness we are made.
CS	M.712	GS4	Explain how mathematics in its reflection of the good, true, and beautiful reveals qualities of being and the presence of God.
<i>Intellectual Standards</i>			
CS	M.712	IS1	Explain the nature of rational discourse and argument and the desirability of precision and deductive certainty which mathematics makes possible and is not possible to the same degree in other disciplines.
CS	M.712	IS2	Demonstrate how sound logical arguments and other processes of mathematics are foundational to its discipline.
CS	M.712	IS3	Recognize how mathematical arguments and processes can be extrapolated to other areas of study, including theology and philosophy.
CS	M.712	IS4	Explain how it is possible to mentally abstract and construct mathematical objects from direct observations of reality and how one's perception of that reality is important to what one is doing (see Appendix F).
CS	M.712	IS5	Recognize personal bias in inquiry and articulate why inquiry should be undertaken in a fair and independent manner.
CS	M.712	IS6	Evaluate the ongoing nature of mathematical inquiry, its inexhaustibility, and its openness to the infinite.
CS	M.712	IS7	Explain man's limitations of understanding and uncovering all mathematical knowledge.
CS	M.712	IS8	Explain how fundamental questions of values, common sense, and religious and human truths and experiences are beyond the scope of mathematical inquiry and its syllogisms.
<i>Dispositional Standards</i>			
CS	M.712	DS1	Display a sense of wonder about mathematical relationships, especially mathematical certitude which is independent of human opinion.
CS	M.712	DS2	Share with others the beauty, harmony, proportion, radiance, and wholeness present in mathematics.

<sup>12</sup> See Appendix F for Mathematics resources.



CS	M.712	DS3	Advocate for the pursuit of understanding for its own sake and the intrinsic value or discovery of the true and the beautiful often at the requirement of great sacrifice, discipline, and effort.
CS	M.712	DS4	Exhibit appreciation for the ongoing nature of mathematical inquiry.
CS	M.712	DS5	Exhibit habits of thinking quantitatively and in an orderly manner, especially through immersion in mathematical observations found within creation.
CS	M.712	DS6	Propose how mathematical objects or proofs (such as the golden mean, the Fibonacci numbers, the musical scale, and geometric proofs) suggest divine origin.
CS	M.712	DS7	Exhibit appreciation for the process of discovering meanings and truths existing within the solution of the problem and not just arriving at an answer.
CS	M.712	DS8	Exhibit humility at knowing that as a human being man can only grasp a portion of the truths of the universe.
CS	M.712	DS9	Advance an understanding of the ability of the human intellect to know and the desire of the will to want to know more.