DIOCESE OF DULUTH
CURRICULUM STANDARDS AND OUTCOMES

The curriculum for the Diocese of Duluth should consider three elements: that which should be taught, that which is taught, and that which is assessed. At the school level, alignment should be distinguished between the written curriculum, the content and skills actually taught in the classroom, the pedagogy used, and the assessment of such instruction. The process of ensuring this alignment is guided by national, state, and diocesan standards. This curriculum forms the minimum standards for all diocesan schools. Local schools often go beyond these standards. The standards address essential concepts, but not the specific delivery of content. The local school is the best level for professional educators to make determinations regarding the pedagogy that best serves their students and community.

We believe that God has placed within the human heart a desire to know and love him and to learn and discover truth. When structured properly, the school's educational program helps us to know the mind and heart of God. There are several purposes behind this curriculum guide for diocesan schools:

1. Recognize our unique identity as Catholic schools and provide guidance for teachers for integrating Catholic teaching and moral virtues in all areas.
2. Promote academic excellence by identifying and correlating essential state and national academic standards with diocesan standards.
3. Sequence concepts and skills to ensure continuity of programs from school to school, grade to grade, and teacher to teacher. Reviewing this sequence helps schools and teachers eliminate potential gaps and overlaps in student learning.
4. Use the *National Standards and Benchmarks for effective Catholic Elementary and Secondary Schools*, March 2012.

National Standards and Benchmarks for effective Catholic Elementary and Secondary Schools March 2012

Academic Excellence:

The United States Conference of Catholic Bishops affirms the message of the Congregation on Catholic Education that intellectual development of the person and growth as a Christian go forward hand in hand. Rooted in the mission of the Church, the Catholic school brings faith, culture and life together in harmony. In 2005, the bishops noted that "young people of the third millennium must be a source of energy and leadership in our church and our nation. And, therefore, we must provide young people with an academically rigorous and doctrinally sound program of education" *(Renewing Our Commitment to Catholic Elementary and Secondary School is in the Third Millennium, 2005).*

The essential elements of "an academically rigorous and doctrinally sound program" mandate curricular experiences-including co-curricular and extra-curricular activities-which are rigorous, relevant, research-based, and infused with Catholic faith and traditions.

The following essential elements provide a framework for the design, implementation, and assessment of authentic academic excellence in Catholic school education from pre-kindergarten through secondary school.

Standard 7: An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

BENCHMARKS:

7.1 The curriculum adheres to appropriate, delineated standards, and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.

7.2 Standards are adopted across the curriculum, and include integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects.

7.3 Curriculum and instruction for the 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens.

7.4 Curriculum and instruction for 21st century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills.

7.5 Classroom instruction is designed to intentionally address the effective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind.

7.6 Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student, and accommodating students with special needs as fully as possible.

7.7 Faculty collaborate in professional learning communities to develop, implement and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement.

7.8 The faculty and professional support staff meet (arch) diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction.

7.9 Faculty and professional support staff demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values.

7.10 Faculty and staff engage in high quality professional development, including religious formation, and are accountable for implementation that supports student learning.

Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

BENCHMARKS:

8.1 School-wide and student data generated by a variety of tools are used to monitor, review, and evaluate the curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance.

8.2 School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.

8.3 Faculty use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to access student learning, including formative, summative, authentic performance, and student self-assessment.

8.4 Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered.

8.5 Faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics.

Standard 9: An excellent Catholic school provides programs and services aligned with the mission to enrich the academic program and support the development of student and family life.

BENCHMARKS:

9.1 School-wide programs for parents/guardians provide opportunities for parents/guardians to partner with school leaders, faculty, and other parents/guardians to enhance the educational experiences for the school community.

9.2 Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for students to successfully complete the school program.

9.3 Co-curricular and extra-curricular activities provide opportunities outside the classroom for students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities.

Diocese of Duluth
Technology Education Philosophy Statement

"Like good stewards of the manifold grace of God, serve one another with whatever gift each of you has received" (*New Revised Standard Version,* 1 Peter 4.10*).*

God inspires people to develop and create the technologies that are accessible for our use. We have a God-given gift in technology that requires our knowledge, understanding and appropriate use to serve one another respectfully and ethically.   As stated in the Catechism, "Science and technology are precious resources when placed at the service of man and promote his integral development for the benefit of all (CCC 2293). Science and technology by their very nature require unconditional respect for fundamental moral criteria. They must be at the service of the human person, of his inalienable rights, of his true and integral good, in conformity with the plan and the will of God (CCC 2294)."

In partnership with families and with collaboration among teachers, we are dedicated to building God's kingdom on earth, utilizing technology as a resource to develop leaders able to seek the truth, solve problems, and advance humanity in the context of our Catholic faith. Completion of these technology standards will enable our students to fulfill their Catholic and civic responsibilities in the dynamic world of technology. Students will become empowered to use a variety of current and advancing technologies to think, communicate, collaborate, problem solve, discover, and design with the amazing gifts provided to us by God. Students will learn to navigate a complex, sophisticated world rich in technological devices, immediately accessible information, and ever-changing social media. Through their educational experiences, students will learn to ethically and responsibly use technology to demonstrate that Catholic values are necessary in our real and virtual experiences.

Technology Education Outcomes

The Technology Education Outcomes for the Diocese of Duluth are adopted from the 2016 International Society for Technology in Education (ISTE) standards for students. The language and purpose for each standard and outcome have been reviewed and modified to be consistent with the teachings of the Catholic faith. The standards are about pedagogy, not tools. The outcomes are designed to can be achieved based on appropriate developmental levels, utilizing different and ever-changing technology tools, with a variety of creative projects and activities. All outcomes are instructed within the context of the Catholic faith, as students seek the truths of the Gospel, and discover the amazing gifts God has provided for us to know Him through our interactions in this world.

I-initiated, R-reviewed, M-mastered, C-continue to apply

Empowered Learner

Standard 1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

P	K	1	2	3	4	5	6	7	8	Citation	Outcome	Activities/Assessments
										ISTE 1a	Students will articulate and set meaningful learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.	
										ISTE 1b	Students build networks and customize their learning environments in ways that support the learning process.	
										ISTE 1c	Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	
										ISTE 1d	Students 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.	

Digital Citizen

Standard 2: Students recognize the connection between Catholic teachings and 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, ethical and respect the dignity of all human beings.

P	K	1	2	3	4	5	6	7	8	Citation	Outcome	Activities/Assessments
										ISTE 2a	Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.	
										ISTE 2b	Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.	
										ISTE 2c	Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	
										ISTE 2d	Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.	

Discoverer of Knowledge

Standard 3: Students critically curate a variety of resources using digital tools to discover knowledge, produced creative artifacts and make meaningful learning experiences for themselves and others.

P	K	1	2	3	4	5	6	7	8	Citation	Outcome	Activities/Assessments
										ISTE 3a	Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.	
										ISTE 3b	Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.	
										ISTE 3c	Students curate information from digital sources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.	
										ISTE 3d	Students build knowledge by actively exploring real world issues and problems, developing ideas and theories and pursuing answers and solutions.	

Innovative Designer

Standard 4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

P	K	1	2	3	4	5	6	7	8	Citation	Outcome	Activities/Assessments
										ISTE 4a	Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.	
										ISTE 4b	Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.	
										ISTE 4c	Students develop, test and refine prototypes as part of a cyclical design process.	
										ISTE 4d	Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.	

Computational Thinker

Standard 5: 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	K	1	2	3	4	5	6	7	8	Citation	Outcome	Activities/Assessments
										ISTE 5a	Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.	
										ISTE 5b	Students 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.	
										ISTE 5c	Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.	
										ISTE 5d	Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.	

Creative Communicator

Standard 6: 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	K	1	2	3	4	5	6	7	8	Citation	Outcome	Activities/Assessments
										ISTE 6a	Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.	
										ISTE 6b	Students create original works or responsibly repurpose or remix digital resources into new creations.	
										ISTE 6c	Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.	
										ISTE 6d	Students publish or present content that customizes the message and medium for their intended audience.	

Global Collaborator

Standard 7: Students use digital tools to enrich their learning and to learn and respect other perspectives to strengthen their ability to understand the truth of the Gospel through collaborating with others and working effectively in teams locally and globally.

P	K	1	2	3	4	5	6	7	8	Citation	Outcome	Activities/Assessments
										ISTE 7a	Students 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.	
										ISTE 7b	Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.	
										ISTE 7c	Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.	
										ISTE 7d	Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.	

Christian Disciple

Standard 8: Students use technology in a prudent way to obtain and share truthful information, build healthy relationships, grow in virtue, and share the Good News of Jesus Christ.

P	K	1	2	3	4	5	6	7	8	Citation	Outcome	Activities/Assessments
											Students are familiar with St. Isidore of Seville, patron of the Internet and technology.	Prayer before using the Internet. Explore why St. Isidore was chosen as patron saint of the Internet. Follow St. Isidore's example by creating a repository of information on a particular subject, helping others attain knowledge.
											Students understand that the 8th Commandment governs truthful communication, including the use of technology.	Identify the harmful effects of gossip and rumors, and be aware of how easily these can spread through the use of social media. Learn how to seek trusted sources of information and how to verify facts when using the Internet.
											Students exercise the virtue of prudence in their use of technology.	Develop a personal plan for the prudent use of technology, considering such aspects as stewardship of one's time, personal priorities and responsibilities, parents' rules, the importance of building healthy relationships, awareness of the lure of consumerism, and the development of the virtue of chastity.
											Students understand that technology is a tool that can be used for good or evil, to promote human dignity or diminish it.	Identify ways that technology is used to promote or diminish human dignity in such areas as entertainment, communications, advertisements, and social media. Study ways to protect one's privacy and the privacy of others when using technology. Examine the harmful effects of cyberbullying. Research how technology can be used to respond to the needs of people in one's local community and throughout the world.
											Students demonstrate how technology is used to promote the New Evangelization.	Research ways that the pope, bishops, priests, or religious organizations use technology to share the Good News of Jesus Christ. Use technology in a creative way to share an aspect of the faith with others.