



SCHOOL HANDBOOK

2021 - 2022

Most Holy Trinity Catholic Academy
1229 Labrosse St. Detroit, MI. 48226

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Letter from Monsignor Kosanke

Dear Parents,

Welcome to the 2022 – 2023 academic year at Most Holy Trinity Catholic Academy. Founded in 1838, our school is the oldest continuously operating grade school in Detroit. We are proud to be part of Corktown!

Karina Lepkowski, our principal, is a talented educator who will work very hard to ensure that every child at Most Holy Trinity Catholic Academy succeeds. Our new faculty members are excited to be part of our team. We are continuing to build on several initiatives launched last year to help our school go from good to great.

Our school is part of Most Holy Trinity Catholic Parish. Our mission is to educate the whole child -- mind, heart and soul -- and to form joyful disciples of Jesus Christ. We strive for an academic program of excellence in a Christian environment. We seek to provide a global vision of the world within a diverse community. Our diversity is one of our strengths.

Our parents are significant stakeholders of our school. We are pleased that you have chosen our school to educate your child. Your engagement in your child's education is very important to his/her success.

Our faculty and administration are also important stakeholders. They work hard to help their students, your children, to achieve their potential. A strength of our small school is that our students can receive more attention from our dedicated team.

Other important stakeholders are our benefactors. We are not a public school or charter school. The cost to educate one child in our school is more than \$7,000 per year. First, the Archdiocese of Detroit gives an annual grant so that everyone pays reduced tuition. Second, we endeavor to make our educational program affordable based on economic need. This is accomplished by the generosity of benefactors who give us donations for financial aid purposes. We are all grateful for their magnanimous support.

May God bless our school, our students, and everyone who helps to ensure that Most Holy Trinity Catholic Academy succeeds in its important mission.

Sincerely yours in Christ,

Rev. Msgr. Dr. Chuck Kosanke, Pastor

Letter from Principal Lepkowski

Dear Most Holy Trinity Parents and Guardians,

Thank you for choosing Most Holy Trinity Catholic Academy. My team and I are so happy you are a part of our community.

Most Holy Trinity Catholic Academy emphasizes development of the whole child, building confidence and skills in a safe, loving and faith-based environment.

As a co-educational school for students in kindergarten through 8th grade, our teachers and staff are focused on meeting the academic, social, emotional, physical and spiritual needs of every student entrusted in our care.

We celebrate the individual learner by differentiating instruction to meet the diverse needs of our students. Our teachers encourage our students to ask questions, accept challenges, and welcome opportunities for growth.

Through weekly Mass and Religion classes, we cultivate spiritual awareness and development and infuse Catholic faith formation across all grades.

May God bless our students, families, teachers, clergy and staff.

Yours in Christ,

Ms. Karina Lepkowski
Principal

Faculty and Staff

PARISH OFFICE			
Msgr. Charles	Kosanke	Pastor	
Father Ryan	Adams	Associate Pastor	
Deacon Ken	Fry	Parish Deacon	
Anne-Marie	Fry	Pastoral Associate/Finance Program/Operations Manager	
ADMINISTRATION			
Karina	Lepkowski	Principal	klepkowski@mostholytrinityschool.org
Alicia	Bas	Academic Dean	abas@mostholytrinityschool.org
Brianna	Gutierrez	Administrative Assistant/ Admissions Office	bgutierrez@mostholytrinityschool.org
Eleticia	Feliciano	Business Office	eleticia.feliciano@steannedetroit.org
FACULTY			
Logan	Toncar	Kindergarten Teacher	ltoncar@mostholytrinityschool.org
Molly	Peterson	1 st Grade Teacher	mpeterson@mostholytrinityschool.org
Evelyn	Romero	2 nd Grade Teacher	eromero@mostholytrinityschool.org
Christine	Kim	3 rd Grade Teacher	ckim@mostholytrinityschool.org
Christina	Reyes	4 th Grade Teacher	creyes@mostholytrinityschool.org
Mark	Mazzon	5 th – 8 th Grade Math Teacher	mmazzon@mostholytrinityschool.org
Daniel	Magareno	5 th – 8 th Grade Religion Teacher	daniel.magareno@steannedetroit.org
Thomas	Gumbleton	5 th – 8 th Grade Science and Social Studies Teacher	tgumbleton@mostholytrinityschool.org
Lynn	O'Meara	5 th – 8 th Grade Literature and English Language Arts Teacher	lomeara@mostholytrinityschool.org
SPECIALS FACULTY			
Maria	Chubb	Technology	Mchubb@mostholytrinityschool.org
Chad	Gurzick	Physical Education	cgurzick@mostholytrinityschool.org
STAFF			
Gere	Lewandowski	Custodian	glewandowski@mostholytrinityschool.org
Rose Erin	Love	Kitchen	
Elizabeth	Hunter	Kindergarten Aid/AM Latchkey	ehunter@mostholytrinityschool.org
Luz	Garcia	PM Latchkey	

Archdiocese of Detroit
Most Holy Trinity Catholic Academy



All School Mass:
Fridays at 8:50 am
(Unless noted for Holy Days of Obligation)

Start/End of School
No School
Holy Days of Obligation
Dress Down Days
Half Days

JANUARY 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 02 – 03 Christmas Break cont.
- 04 School Resumes
- 16 M.L.K Jr. Day – No School
- 20 End of Quarter 2/Semester 1
- 29 Catholic Schools Week Begins

- 15 Teachers Return – PD Sessions throughout week
- 18 Meet the Teacher Night
- 24 First Day of School – Half Day

AUGUST 2022						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

- 01 – 03 Catholic Schools Week
- 17 – 20 Mid-Winter Break
- 22 Ash Wednesday – All School Mass
- 24 Quarter 3 Progress Reports

- 02 No School
- 05 Labor Day – No School
- 19 AOD PD Day – No School
- 28 MHTCA PD – Half Day
- 30 Quarter 1 Progress Reports

SEPTEMBER 2022						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MARCH 2023						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 10 P & T Conferences – Half Day
- 13 AOD PD Day – No School
- 17 St. Patrick's Day – No School
- 24 End of Quarter 3

- 17 AOD PD Day – No School
- 26 MHTCA PD – Half Day
- 28 End of Quarter 1

OCTOBER 2022						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

- 06 Holy Thursday – No School
- 07 Good Friday – No School
- 08 Easter Vigil Mass
- 10 – 14 Easter Break
- 17 School Resumes

- 01 Solemnity of All Saints – All School Mass
- 03 P & T Conferences Half Day
- 04 No School
- 23 - 25 Thanksgiving Break – No School
- 28 School Resumes

NOVEMBER 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY 2023						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 03 MHTCA PD – Half Day
- 05 Quarter 4 Progress Reports
- 07 First Holy Communion
- 22 Spring Concert
- 29 Memorial Day

- 02 Quarter 2 Progress Reports
- 07 MHTCA PD – Half Day
- 08 Solemnity of the Immaculate Conception of the BVM
- 19 Christmas Concert
- 21 Half Day – Christmas Break Begins
- 25 – Jan. 3 Christmas Break

DECEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE 2023						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

- 07 8th Grade Graduation
- 08 Kindergarten Promotion
- 09 Last Day of School – Half Day
- End of Quarter 4/End of Second Semester

Mission Statement

Most Holy Trinity Catholic Academy is a multicultural Christ-centered community dedicated to working and learning together through inquiry and rigor.

We challenge and empower all members of our community to use their God-given gifts to serve the world with a joyful purpose.

Philosophy

- ❖ Most Holy Trinity Catholic Academy provides an excellent academic education in a safe, secure, and nurturing environment that supports students' spiritual, social, and emotional growth.
- ❖ Most Holy Trinity Catholic Academy's core values are Acceptance, Love, and Service. We see Christ in everyone, and we treat everyone with dignity and respect.
- ❖ Most Holy Trinity Catholic Academy develops life-long learning habits within students and staff that inspire them to be inquiring, courageous, caring, global thinkers and communicators.
- ❖ Most Holy Trinity Catholic Academy staff ensure the success of all students by employing differentiated modes of instruction to challenge each student and meet their individual academic needs.
- ❖ Most Holy Trinity Catholic Academy encourages a collaborative learning experience for staff, students, and families. We are open to the perspectives and traditions of other individuals and communities.
- ❖ Most Holy Trinity Catholic Academy believes in placing Jesus first, others second, and ourselves last.



Use of Name

Most Holy Trinity Catholic Academy reserves the right to grant permission to utilize school logo and seal.

Discretionary Clause

This handbook was developed to enable the parents or guardian and the student to become more fully aware of the policies and procedures in effect at our school. We believe that education is the responsibility of the parents, student, and school so it is vital that all parties understand the expectations under which Most Holy Trinity Catholic Academy operates.

Statement of Amendment

Statements in this handbook are subject to amendment with or without notice. The school principal will make every effort to keep families informed of all changes as soon as practical. Any amendments will be announced through special bulletins and/or the weekly e-news blast.

Accreditation

Most Holy Trinity Catholic Academy is accredited through Michigan Association of Non-Public Schools.

School Directory

The School Directory includes student name, parent name, address, home phone, email address, grade, etc. All parents have the right to opt out of inclusion in the School Directory. No information found in the school directory can be utilized for anything other than school business. (*i.e.* Parent emails cannot be used for any unauthorized emails or business solicitation.)

Prayer

As a Catholic school, Most Holy Trinity Catholic Academy attempts to live and model the Gospel of Jesus Christ. Given this, each day begins with prayer and ends with prayer. Students also come together and pray before lunch.

Mass Expectations

Most Holy Trinity Catholic Academy holds weekly Mass on Fridays from 8:50 – 9:35 a.m. Mass is mandatory for all students. Students are expected to enter the Church with reverence for this sacred space.

Teachers, administrators, and the pastoral staff will work with students to coach them in proper church behavior and Mass responses. We respectfully request that parents discuss proper behavior during church services with their children, as this is a time to show respect for God.

Religious Education

Most Holy Trinity Catholic Academy students receive religious education every day as part of their day. Most Holy Trinity Catholic Academy offers an education centered in the teachings of Jesus Christ and the traditions of the Catholic Church according to the catechetical curriculum rubric from the Archdiocese of Detroit. We will offer programming to prepare students to receive the

sacraments and further live our faith through the celebration of the sacraments, which recognizes the importance of the whole family in faith formation according to the directives in the National Directory for Catechesis. We will model and share ways for families and students to enliven Catholic culture in their everyday lives.

Archdiocese of Detroit Policy

Archdiocese of Detroit Catholic School Policies – Enrollment and Conduct

Policy 1: “Students and their families who desire to enroll in a Catholic school in the Archdiocese of Detroit understand that a Catholic school is a center of evangelization and exists to provide an excellent academic education and formation founded upon the morals, teachings, and practices of the Catholic Church. A student may not be admitted to a Catholic school in the Archdiocese of Detroit if their conduct (or the conduct of a family member) is contrary to the teachings of the Catholic Church and poses a threat to the moral integrity of the Catholic school community.”

Policy 2: “The dismissal of a student or family from a Catholic school in the Archdiocese of Detroit may occur when the conduct of a student or family member of a student is contrary to the teachings of the Catholic Church and constitutes a threat to the physical welfare or moral integrity of the Catholic school community or compromises the school’s ability to educate and form students according to its mission. In all contexts, Catholic charity must be demonstrated”

School Hours of Operation

Full Day (Kindergarten - 8th Grade) 8:00 a.m. - 3:30 p.m.

Half-Day Schedule (Kindergarten - 8th Grade) 8:00 a.m. - 12:00 p.m. (no lunch or PM Latchkey)

Students arriving before 7:45 a.m., must sign-in for Childcare. Students arriving after the 8:00 a.m. bell must report to the school office to sign-in to enter class. There is no cost to families for before school childcare.

Students that are not picked up by 3:45 p.m., are signed in for Childcare.

Daily Schedule

7:00 am Latchkey opens for all students

7:45 am Students able to enter classrooms

7:55 am All students in classrooms

8:00 am Instructional day begins

11:10 am – 12:50 pm Lunch/Recess

3:30 pm Dismissal

School Office Hours

The school office will be open from 7:30 a.m. to 4:00 p.m. Monday through Friday.

The school office is closed Fridays from 8:45 a.m. to 9:45 a.m. for school Mass.

Before & After School Childcare

First Priority

Most Holy Trinity Catholic Academy Childcare Program's first priority is to provide a Christ-centered environment that is conducive to the children's safety, health and welfare.

Parent Satisfaction

Most Holy Trinity Catholic Academy Childcare Program welcomes and encourages parent input. We strive to meet the needs of as many parents as possible.

Childcare

Before school

- Hours of operation: 7:00-7:45 a.m.
- Location: cafeteria
- Cost: free of charge.
- Breakfast will be provided from 7:15 a.m. – 7:45 a.m. and is free of charge.

After school

- Hours of operation: 3:45 p.m. – 6:00 p.m.
- Location: cafeteria
 - Weather permitting students will be given an outdoor recess.

- **Cost:** \$7.00 an hour, which is billed in 15 minutes increments.
 - **Parents must prepay for this service within FACTS. If prepayment is not made, student will be permitted to stay but the charge will be \$25.00 regardless of pickup time.**
- Snack will be provided at 4:00 p.m.

NOTE: Parents may not enter the building before or after school and walk the hallways without signing into the school office.

Childcare Pick-up and Check Out

Parents must pick-up their child(ren) before or at 6:00 p.m. **A late fee will be assessed for pickups after the 6:00 p.m. closing time. Late fee: From 6:01 to 6:16 pm = \$7.00; 6:16 to 6:30 pm = \$14.00; any time after 6:31 pm = \$28.00.**

Most Holy Trinity Catholic Academy uses a third-party service to collect tuition and fees. All families are required to enroll in FACTS. It is the responsibility of each family to ensure all information is current and accurate. **Failure to maintain accurate account balances and information may result in the suspension of your student until corrected.**

Parents must sign their child(ren) out via the QR code provided.

Emergency School Closing/Delayed Opening Information

School closings or delayed openings because of cold or icy weather or hazardous road conditions are announced on local television stations between 5:30 a.m. and 7:00 a.m. Parents will also receive communication via email and/or text as well.

Academic Information

Report Cards

A formal notification of student evaluation (report card) is provided at the end of each quarter.

Progress Reports

A progress report will be sent to parents by the 4th week of each quarter.

Grading Scale

Early Childhood: Kindergarten through Second Grade

Early childhood students are evaluated through a standards-based report card.

- P: Proficient
- D: Developing
- N: Needs Support

Elementary and Middle School Grades: Grades 3 through 8

Students in grades 3 through 8 are given letter grades that summarize their proficiency.

- A: 93%-100%
- B: 83%-92%
- C: 72%-82%

- D: 60%-71%
- F: 59% and below

Academic Accolades

Academic Accolades will be determined on a *quarterly* basis for students in grades 3-8. These requirements must be met to qualify for one of the honor roll lists:

- High Honor Roll: All A's in academic subjects and A in Conduct.
- Honor Roll: All academic and conduct grades are A's and B's

Please Note: Any student receiving a suspension will be ineligible for honor roll and their report card will reflect a maximum grade of D in general conduct. Behavioral issues do not affect academic grades but prevent honor roll status.

Student Permanent Records

A permanent academic record is kept for each Most Holy Trinity Catholic Academy student. The following information is included in the student's academic record: the student's name, current address, dates of attendance, date of birth, date of graduation, and standardized test scores and report cards. All student transcripts and other records are the property of the school and, unless otherwise specified by law, may be withheld in the discretion of the school until all financial accounts have been satisfied.

A student's cumulative permanent record is the student's official records and shall contain only academic transcripts including:

1. Final Report Cards
2. STAR Assessment results
3. Health Records
4. Non-Public Service Plans (if appropriate)

Standardized Testing

The STAR Renaissance 360 assessment is a norm-referenced test, which means our students' scores are compared to those of other students who took the test around the nation at the same time. It is our goal for our students to score at or above the 60th percentile. This assessment is given to our students three times a year.

We ask that parents support their children during the following assessment windows by encouraging their children to get a full night's rest and eating a healthy breakfast. Additionally, we ask that parents discuss with their children to stay focus on the assessment, take their time and put forth their best effort.

STAR Assessment Windows

- **Beginning of the Year (BOY):** August 30th – October 1st
- **Middle of the Year (MOY):** January 17th – February 11th
- **End of the Year (EOY):** April 25th – May 25th

The STAR Assessment is also utilized throughout the year as a progress monitoring tool for teachers and administration.

Cooperation Policy

The education of children is a partnership between the parents and the school. Just as the parent has the right to withdraw a child if desired, the school administration reserves the right to require withdrawal of a student if it determines that the partnership is not working to the school's satisfaction.

Custodial Policy

Most Holy Trinity Catholic must have accurate, up-to-date custodial information on file. Non-custodial parents will be provided duplicate notices, and information upon request. Unless there is a court order to the contrary, non-custodial parents can access their children's records with appropriate notice.

Student Photos and Use of Photo Release

From time to time, the school takes pictures of the students performing routine activities at the school. Further, during special events at the school, photos are taken of the students' participation at these events. The school would like to use these photos to promote the school and/or special events taking place at the school (this includes the website, yearbook, Twitter, Facebook and Instagram school/teacher pages). Please consider granting permission for use of your student's photo by signing the photo release form on MyMHT.

Internet and Technology Use Policy

Most Holy Trinity Catholic School offers a technology class to all students from kindergarten to eighth grade. It is expected that all students use the technology appropriately during their time with us. Failure to do so can lead to disciplinary action.

See attached Acceptable Use Policy – Appendix C.

Admissions Policy

Admissions

Most Holy Trinity Catholic Academy admits otherwise qualified students, in accordance with its priority of admission, of any sex, race, color, national or ethnic origin, to all the rights, privileges, programs and activities accorded to students of the school.

Most Holy Trinity Catholic Academy will accept students in all grades, kindergarten through eighth grade, providing applicants meet certain specified admissions criteria and pass our entrance assessment. Current students and siblings have enrollment preference. Please note that all students accepted enter our program on probation.

- 1) No person shall be admitted as a student unless that person and his/her parents subscribe to the school's Catholic identity, educational philosophy, and agree to abide by the educational policies and regulations of the school and the Archdiocese of Detroit.
 - a) Whether Catholic or non-Catholic, the student must agree to attend religion classes and the religious activities conducted in the school.
- 2) No student shall be admitted to the school unless he/she is deemed to have reasonable hope of successfully completing the school's program.
 - a) In doubtful cases, students may be admitted on a probationary basis with dates and criteria of evaluation clearly established in writing.
- 3) Students shall not be denied admission to the school because of a disability unless this disability seriously impairs the student's ability to complete successfully the school's academic program, or

unless the school cannot provide sufficient care, or make reasonable accommodation for the disabled child.

- 4) A birth certificate as proof of age must be presented to the school prior to admission. A baptismal certificate shall be required of all baptized Catholic students. The information on birth and baptism shall be entered on the permanent office record in the proper place, but only when verified by the official document.
- 5) A child entering Kindergarten must be five (5) years old on or before September 1 and a child entering 1st grade must be six (6) years old on or before September 1.
 - a) Exceptions may be made at the discretion of the principal when students are transferring from another school.
- 6) A copy of the parent/student handbook is to be given to new applicants. Parents are to acknowledge in writing that they have read and agree to adhere to the policies and regulations therein.

All financial obligations at other Catholic schools must be paid in full before registering at Most Holy Trinity Academy. A student will not be enrolled if there are outstanding financial responsibilities at any other archdiocesan school.

Admission of Transfer Students

Upon acceptance, parents must request that all academic and behavior records from the child's previous school be sent to Most Holy Trinity Catholic Academy. Request forms can be obtained from the school office or digitally [here](#). **All previous academic and behavioral records must be requested within 30 days of acceptance.**

Program Descriptions

Academics

We believe in a curriculum design where the Archdiocesan Standards are the cornerstone that promotes personal and social integration. This is achieved through the organization of curriculum around significant problems and issues, collaboratively identified by educators and young people, without regard for subject area lines.

Content and skill will be taught, learned, and applied, as they are needed to work on themes. While knowledge is extrapolated from the traditional disciplines, students' learning will also be enhanced through differentiated instruction with an emphasis on real-life themes, contextual application of knowledge, and constructivist learning.

Early Childhood

Kindergarten

Incoming kindergarten students must pass the *STAR Early Literacy Assessment*. We have one kindergarten classroom.

Our kindergarten program provides learning experiences which will develop the foundational skills necessary for success in school. This full-day program offers opportunities to meet the developmental needs of the total child: spiritually, socially, emotionally, intellectually, and physically. ***Please see The Curriculum Overview Guide in the Appendix for further information.***

First and Second Grade

All incoming First and Second grade students are assessed with the STAR Reading and Math Assessment to determine their grade level competency. Please see the Curriculum Overview Guide in the Appendix for further information.

Elementary School

Third and Fourth Grade

All incoming Third and Fourth grade students are assessed with the STAR Reading and Math Assessment to determine their grade level competency. Incoming students must perform at their respective grade level for admission. Please see the Curriculum Overview Guide in the Appendix for further information.

Our Third and Fourth graders can participate in Junior Varsity CYO and PAL intramural athletics.

Middle School

Fifth, Sixth, Seventh, and Eighth Grades

All incoming Fifth, Sixth, Seventh, and Eighth grade students are assessed with the STAR Reading and Math Assessment to determine their grade level competency. Incoming students must perform at their respective grade level for admission. Please see the Curriculum Overview Guide in the Appendix for further information.

Promotion And Retention

Promotion

Promotion of students shall be based on completion of academic work and mastery of academic skills.

Retention

All decisions regarding retention are the responsibility of the Principal and Academic Dean in consultation with the teacher(s) after parents have been notified. In cases of slow progress, each student should be considered individually. Any decision concerning non-promotion must be made only after considering all the factors related to the student's development (emotional, physical, social as well as intellectual and academic) collected from a wide range of sources throughout the year. **Should a student accumulate more than 20 absences, the student MAY be required to repeat and/or attend summer school for the current academic year.**

A student who has a failing average for the core subjects, Math, Reading, Literature, and English, may be conditionally promoted. Meaning the student may be required to attend summer school for the current academic year.

The following are minimum procedures for retention:

1. There is consultation between teachers, Academic Dean and Principal.
2. A conference is held with the parents no later than the second quarter to advise them of the possibility of retention and to discuss possible remedial actions.
3. Follow-up conferences with the parents are held to evaluate the student's progress.
4. Evaluations and reports to parents must indicate lack of student progress.
5. A decision will be made by the end of the third quarter regarding retention.

No student shall be retained more than one year at any given grade or level. A student should not be retained more than once in either elementary school (K-5) or middle school (6-8).

Financial Information

Tuition & Fees

Detailed information regarding tuition and fees for the school year can be found in the “Registration, Tuition, Fees, and Financial Policies” document. All financial questions should be directed to the business officer **Mrs. Eleticia Feliciano** at eleticia.feliciano@steannedetroit.org or **313 – 965 – 4450**.

Financial Aid

Most Holy Trinity Catholic Academy is pleased to offer students several opportunities for financial assistance. These opportunities are outlined in the “Registration, Tuition, Fees, Financial Policies” document and on the “Application for Financial Assistance.” Copies of these can be found in the school office and on our website at mhtdetroit.org/school/tuition-and-financial-aid/. For detailed information, contact our business office.

It is essential that families remain current on all financial matters. We recognize that sudden hardships and difficulties arise. In these situations, the school will do its best to work with families on a case-by-case basis during difficult times. Parents/guardians unable to make tuition payments on schedule **MUST** contact the business office immediately.

In order to begin school a student’s tuition account **MUST be current by the first day of school, each quarter and second semester**. Any student with a delinquent balance will be suspended from class and be subject to exclusion from school activities (graduation, trips, dances, etc.) until balance is current. Parents and students will not have access to report cards, progress report, schedule, diploma, or transcripts and no records or information will be given to a third party or transferred until the account is made current.

FACTS

Most Holy Trinity Catholic Academy uses a third-party service to collect tuition and fees. All families are required to enroll in FACTS. It is the responsibility of each family to ensure all information is current and accurate. **Failure to maintain accurate account information can result in the suspension of your student until corrected.**

Federal Lunch Program

The breakfast, lunch and snacks served in Most Holy Trinity Catholic Academy cafeteria are funded by the Federal Government School Lunch Program. Lunch fees are determined according to the Federal scale. Families wishing to receive assistance should apply at <https://www.familyportal.cloud/> **before the start** of the school year to determine eligibility for Free or Reduced Lunch. Breakfast and snacks are provided for free.

Food Allergies

To keep your student safe and to clearly identify all students with special dietary needs, the Michigan Department of Education requires that families with dietary restriction complete a [Medical Statement to Request Special Meals and/or Accommodation’s form](#) and have it signed by a Medical Authority. **This MDE form must be completed for our meal program to make accommodations.** It officially replaces all doctors’ notes.

Monthly Lunch Menu

A monthly calendar is published at the end of the previous month and sent home with your child on the last Friday of the month.

Birthdays

Teachers will coordinate *pre-packaged* treats to share with every member of the class with the parents of students celebrating birthdays. The school requests that treats provided be mindful of major food allergies. Birthday treats will be given out at lunch or at the end of the instruction day. Please no crowns, balloons, flowers, or gifts.

Attendance

Student Attendance

Regular school attendance is essential for the student to make the most of his or her education, to benefit from teacher-led and school activities, to build each day's learning on the previous days, and to grow as an individual. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. **Tardiness is just as disruptive to the student's social and academic learning.**

A student that is absent for any reason is expected to make up specific assignments missed and/or to complete additional assignments assigned by the teacher to meet subject and course requirement. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment. **Should a student accumulate more than 20 absences, the student MAY be required to repeat and/or attend summer school for the current academic year and/or asked to not return the following school year.**

Absences

A student absent from school (unless for a funeral or documented doctor's appointment) may not be allowed to participate in school-related activities on that day or evening. Students out on Friday may not participate in Friday or weekend extracurricular activities unless otherwise approved by the principal.

Students that are absent due to medical reasons will require documentation from a doctor to be excused. Teacher, administration, and parent/guardian will work together to establish a plan for class work to be completed.

Tardiness

Students who are not in their classroom when the 8:00 a.m. bell rings are tardy. These students must stop at the office on their way to their room. Students must have a late slip to be admitted to class. Except in cases of inclement weather, tardiness will affect attendance.

Early Dismissal

If a child leaves school due to illness or injury during the school day, he or she will be marked absent accordingly. If a student **leaves before 10:30 a.m., they will be marked absent for a full day.** If they **leave after 10:30 a.m., they will be marked absent for a half day.** Tardiness and absences are recorded as part of a student's cumulative record.

Reporting an Absence or Tardiness

If your child will not be in attendance, please notify the office before 8:30 a.m. Parents are required to leave a message on voicemail describing the reason for the absence. If your child has seen a doctor, please send the doctor's note to school to keep for the child's permanent record.

If a student is late for school, the child must check in at the office. The child will receive a late slip to give to the teacher. **If a student enters the church late on Mass days, they must report to the office upon returning to the school to receive a tardy slip.**

Vacation or Extended Absences

Parents/Guardians are strongly encouraged to make every effort not to plan vacations or other out of school activities other than at specified vacation times and school holidays listed in the school calendar. It will be the responsibility of the parent to help students make up work that is missed due to unexcused absences (family vacations, etc.).

Advanced assignments **will not** be given before any vacation not noted on the official school calendar. The student may collect any missed work upon returning to school. The teacher will coordinate the parent on a return deadline.

Student Health

Emergency Medical Treatment

Most Holy Trinity Catholic Academy is able to give first aid only to students who are injured or become ill at school. The parents will be called for more severe injuries and illnesses.

Parents must provide emergency information. The cost of services provided by ambulance, private physician, clinic, hospital, or dentist remains the responsibility of the parent and shall not be assumed by Most Holy Trinity Catholic Academy.

For medical care in the event of an emergency, it is important that a current phone number, an alternative emergency number, and a parent's signature are on file at the school. Students may not be treated without consent except in life and death situations.

Medication

The following guidelines have been approved by the American Academy of Pediatrics Council on Child Health and endorsed by the Wayne County Division of Health.

Ideally all medication should be given at home. It is recognized that many children are able to attend regular schools because of the effectiveness of medication in the treatment of chronic disabilities and illnesses. Any student who is required to take prescribed medication during regular school hours must comply with school regulations, as follows.

1. Written orders from a physician must detail the names of the drug, dosage, time interval that the medication is to be taken, and diagnosis or reason for the medication to be given.
2. The parent or guardian requesting that the school comply with the physician's orders must provide written permission.
3. Medication must be brought to school in a container appropriately labeled by the pharmacy or physician.

The office must have a completed [Medication Dispense Form](#) signed by a doctor and parent on file before dispensing any medication. Two adults will be present when medication is dispensed (unless a registered

medical professional dispenses the medication). A log is kept in the office noting the date, child's name, medication and signature of the adult dispensing the medication. Students may possess and use a metered dose inhaler or dry powder inhaler for the relief of asthma symptoms while at school or on school sponsored activities. A written approval from a doctor and parent which allows the student to possess and use the inhaler is required. No drug substance may be in a student's possession except emergency asthma inhalers and emergency allergy EPI pens.

According to law, medication cannot be dispensed in any classroom by a teacher. **Students are not to have over the counter medications, such as Tylenol, Ibuprofen, Allegra, etc., in their possession during school hours or while on school property.** This includes throat lozenges and cough drops. (AOD Policy 5010) Students are not permitted to take cough drops or throat lozenges.

Illness

For the protection of your child and other students, your child will not be admitted if s/he displays any of the following symptoms:

- temperature of 99.6 and above
- intestinal distress
- undiagnosed rash
- eye or ear discharge

For safety reasons, we respectfully request, that students be fever- and intestinal distress- free for 24 hours before returning to school.

Immunizations

To be in compliance, as required by the Detroit Health Department all students in kindergarten, 7th grade, and any new students to Most Holy Trinity Catholic Academy must be up-to-date on their immunizations on the Michigan Care Improvement Registry (MCiR). **Students that are not in compliance will not be permitted to attend school** until they are in compliance with their immunization record, or they have a signed immunization waiver from the health department. Parents will need to contact their local health department to make an appointment for this waiver. Parents will be given notification if their child's immunizations are not up-to-date.

Each student must be immunized against certain diseases or must present a certificate or statement signed by a U.S. licensed physician that, for medical reasons, the student should not be immunized. The certificate or statement must state, in the doctor's opinion, that the immunization required would be harmful to the health and well-being of the student or any member of the student's family or household. This certificate must be renewed every two years unless the doctor has specified a lifetime exemption. Note: Please see your family pediatrician for immunization requirements or inquire for a listing at the school office.

Student Conduct and Responsibilities

Student Standards of Behavior

Most Holy Trinity Catholic Academy believes in placing Jesus first, others second, and ourselves last, therefore, students are expected to show respect, maintain safety, and focus on learning: These include but are not limited to:

1. Follow directions – in the classroom, during Specials, during lunch/recess, during Mass.

2. Speak using polite language, volume, and tone – no screaming.
3. Keep hands, feet, and objects to themselves.
4. Be in assigned location.
5. Take care of school property and personal belongings.
6. Walk, not run, quietly in the school, cafeteria, on the way to and from the playground and to and from Most Holy Trinity Church.

Behavior Expectations

While most students consistently follow these standards, and behave safely and appropriately, there are times when misbehavior warrants intervention and consequences. Teachers and other staff use a variety of classroom and behavior management strategies to address such behavior. When these strategies are not successful in changing that behavior and/or serious incidents occur, it is necessary for additional action to be taken, which may include a behavior contract. See Behavior Management Expectations – Appendix A

Please Note: Careful thought is given to individual situations, so that the school’s response to the student is appropriate. **Consequences increase in cases of serious and/or repeat offenses.** Suspensions will be considered when behavior is disruptive and detrimental to the operation of Most Holy Trinity Catholic Academy as determined by the administration.

Behavior during School Sponsored Activities/Field Trips

Students are expected to conduct themselves in a respectful and responsible manner during school-sponsored activities, programs and field trips. Behavioral expectations are consistent with school policies.

Disciplinary Review Hearing

The disciplinary review hearing shall take place no later than 7 days from the date of the last disciplinary infraction of the student. Failure to appear at the disciplinary review hearing will result in their immediate expulsion from the school.

Expulsion Review Committee

After the creation of a behavior plan, and the failure to meet its requirements a committee of teachers, pastoral and administrative staff will be convened to examine the discipline file of the student. The committee will advise the Principal on their recommendation for re-admittance or expulsion prior to the disciplinary review hearing.

Lunchroom Behavior

The lunchroom should be a safe, comfortable, inviting, and clean environment where all interactions between students and adults are respectful. Students are expected to follow directions the first time they are given. Students may not use an outdoor voice while in the cafeteria. They must stay seated unless given permission to move by an adult, keep their eating spaces clean, and practice good manners. **For health reasons, children are not allowed to share food of any kind with others.** Possible Consequences: Verbal warning, move to an assigned seat, exclusion from the lunchroom; suspension.

Lunchroom Rules

- Students must demonstrate respect for all adults
- Student must stay seated until dismissed
- Food must be consumed in the lunchroom only
- Students will clean their own table and check the floor for garbage
- Students may not leave the lunchroom without permission
- Students may not return to their lockers or classrooms during lunch or recess
- No cell phones are permitted during lunch

Student Playground Expectations

At Most Holy Trinity Catholic Academy safety is of high importance. In order for students to be safe and have an enjoyable recess or indoor recess experience, the following expectations need to be maintained.

- Students must remain in view of the recess supervisors and no tree climbing
- Students must observe and follow the directives from the recess supervisors
- Students are expected to use respectful language, to have respectful interactions and respectfully use all equipment
- Most Holy Trinity Catholic Academy is not responsible for damages of any personal toys brought from home. No toys are allowed except for footballs, soccer balls, and/or basketballs.
- No cell phones are permitted during recess

Student Bathroom Expectations

At Most Holy Trinity Catholic Academy, we believe in the value of instruction, to this end students benefit when they are present for class. When students need to use the facilities, they are expected to use them in the manner of which they were intended. Students should refrain from playing around and/or “hanging out” in the bathrooms. **Students may not put excess toilet paper or paper towels in the sinks, toilets and urinals. Students are expected to leave the bathrooms tidy and show respect for school property.**

All bathroom facilities are cleaned throughout the day, if the bathroom needs attention, students should return to their classroom and notify their teacher.

Harassment Policy – See Appendix B

Definitions

Harassment: Harassment is defined as any verbal, physical or visual conduct on the part of students that has the purpose or effect of substantially interfering with an individual’s academic performance, or of creating an intimidating, hostile, or offensive education environment.

Bullying: Bullying is defined as a conscious, willful, and deliberate hostile activity intended to harm, induce fear through the threat of further aggression, and create terror. Bullying includes these three elements-imbalance of power; intent to harm; threat of further aggression.

Teasing: Children may regularly interact in a manner that would be unacceptable among adults. Students are still learning how to interact appropriately with their peers. It is thus understandable that, in the school setting, students often engage in teasing, insults, banter, shoving, pushing that is upsetting to the students. Teasing behaviors-while needing to be addressed by school officials-

do not constitute bullying or harassment and the interventions and consequences are of another level.

Harassment of any kind is unacceptable. Harassment refers to inappropriate behavior that is unwelcome, generally considered offensive, and fails to respect the rights of others. Harassment encompasses a broad range of physical, written or verbal behavior, including, but not limited to, the following:

- **Fighting/Physical Aggression** - This includes play fighting, pushing, wrestling, hitting, punching, shoving, kicking, slapping, biting, spitting or throwing harmful objects, etc. involving two or more people. It is any form of physical confrontation with students or staff.
- **Threats and/or Verbal Abuse** - This includes any overt or implied verbal or physical threat. Examples include but are not limited to: telling someone that you will hurt them whether in jest or as a serious suggestion, any conversation or discussion where you suggest action that will cause physical harm to yourself, another person, suggesting property destruction, and the like.
- **Teasing, Verbal or Non-Verbal** - This includes name-calling, put downs, making fun of the way someone talks or walks, making fun of someone's clothing or customs. Non-verbal examples include making faces, drawing inappropriate pictures, poking or pointing, and inappropriate hand gestures.
- **Acts of Hate/Violence** - This is any act of hate/violence including, but not limited to: verbal abuse, slurs (including ethnic, religious, or gender-based) comments or threats, physical violence or conduct, vandalism or destruction of property directed against any person.
- **Inappropriate Language/Gestures** - This is the use of profanity, obscene language, or gestures, which are not acceptable in school or on the school grounds. All students and staff are entitled to an environment free from profane, hateful, racist, prejudice or obscene language and gestures.

Harassment can be a single severe incident or a persistent pattern of behavior where the purpose or the effect is to create a hostile, offensive or intimidating environment.

Allegations of harassment will be taken seriously and should be reported immediately to your homeroom teacher and/or principal.

Respect for the dignity and worth of each individual is a basic tenet of the Catholic Church and Most Holy Trinity Catholic Academy. Each individual faculty, staff member, or student is entitled to work/attend school in an environment free from discriminatory practices or any form of harassment. We will not tolerate behavior from anyone that is threatening to others. (AOD Policy 5014)

Possible Consequences for Harassment: Staff/student conference, removal from situation, referral to the administration, parent/guardian notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension/expulsion.

Weapons, Drugs or Dangerous Items

It is against federal and state laws for any person to possess, sell, give away, use, or be under the influence of alcohol, tobacco products or illegal drugs, while on school premises, or while attending school related activities, on or off school premises. Anyone found to be in violation of these laws shall be subject to disciplinary measures and may include applicable suspension or expulsion.

Weapons Policy

Weapons are forbidden on school premises. The following recommended definitions are included for clarification purposes.

A weapon is any object, which can be used to threaten or injure another. It includes but is not limited to “dangerous weapons” as defined by the state law below.

School premises include the entire campus, including the church, school building and the adjacent grounds including but not limited to: parking lot, playground, athletic fields, student lockers, and busses. Immediate vicinity of the school means within a block radius of the school.

Any student or volunteer discovered to be, or suspected of, carrying, possessing, concealing or transferring a weapon on school premises or in the immediate vicinity of the school shall be immediately excluded from classes pending investigation.

A search can be conducted to verify the suspicion or clarify the discovery. It may include, without warning, an inspection and search of a student or volunteer’s person, pockets (the individual empties his/her own pockets), book bags, purse, lunch container, desk, cubby area, and locker. If the individual refuses to cooperate or interferes with a search of a person or possessions or premises, s/he should be warned that refusal to cooperate will result in immediate suspension from school and possible expulsion.

Depending on the nature of the weapon, the local police department shall be notified and if possible, the individual detained whenever the school has reason to suspect a student or volunteer may have a weapon or when a weapon is present on school premises. Any student or volunteer found to be in violation of the school’s policy is subject to disciplinary action, up to and including expulsion (permanent dismissal). Gun-Free Schools Act of 1994.

*State law requires the reporting of possession of a “dangerous weapon” to the local law enforcement agency. “Dangerous weapon” includes a firearm, dagger, dirk, and stiletto, knife with a blade over 3 inches long, pocketknife opened by mechanical device, iron bar or brass knuckles. A firearm is any weapon including a starter gun which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any destructive device. (AOD Policy 5019)

Drug Policy

Students are not permitted to be under the influence of, use, possess, or sell drugs, alcohol or mind-altering substances on school property. Violations will result in automatic suspension or expulsion from school as per Archdiocese regulations. A student exhibiting behavior consistent with being under the influence of any substance which alters consciousness will be detained in the school office until the parents are notified and come pick her/him up. It is required that a doctor’s note be submitted to the school principal before the student will be permitted back into the classroom. The note must include the doctor’s signatures, test results, which include not only the results but a recommendation for treatment, if

any. Failure to comply with above policy will result in expulsion from school and notification of the incident to juvenile authorities. Students found to be in possession of illegal substances will be expelled from this school, and notification will be made to the juvenile authorities.

No alcoholic beverages or illegal substances are allowed at any activity sponsored by Most Holy Trinity Catholic School which includes children. Further, all chaperones of Most Holy Trinity Catholic functions shall refrain from the consumption of alcoholic beverages and illegal substances prior to and while responsible for students. The use of tobacco is also prohibited. (AOD Policy 5009)

Uniform Policy

We encourage our students to take pride in their Most Holy Trinity Catholic Academy uniform. Our dress code fosters the goals of Catholic education by promoting concepts of equality and community in young people. Therefore, proper school attire and grooming are considered an important element in creating an atmosphere in which educational objectives are met. Parents will be notified when students fail to comply with the school uniform policy and consequences may include, but are not limited to, loss of “dress down” day privileges. Our uniform can be purchased online or in store at Schoolbelles using the school code “S2927”.

All students are expected to have their shirts tucked in at all times.

Please mark all school clothes, shoes, boots, sweatshirts, and jackets with the student’s name.

Hair should be neat, trim and off the face. No make-up or artificial nails are allowed at school.

The school administration has the final decision as to what is or is not a violation of the dress code. Uniform infractions will be enforced. Parents will receive a notification of the violation.

Traditional Uniform

Grades K - 4

Girls:

- Shirt – Gray polo with embroidered school crest on left chest
- Jumper/Pants (either option) – Green/Gray Plaid tunic jumper; jumper skirt must be to the knee.
Or black pants
 - No leggings may be worn as pants
 - Tights or leggings may be worn underneath the jumpers
- Sweatshirts – Dark green with embroidered school crest on left chest
- Socks must be worn with no logos
- Black dress shoes (**No high heels, sandals, crocs, dress boots, etc.**)
 - If snow boots are necessary due to the weather, please send your child with a change of shoes

Boys:

- Shirt – Gray polo with embroidered school crest on left chest
- Pants – Black pants only
- Sweatshirts – Dark green with embroidered school crest on left chest
- Socks must be worn with no logos
- Black dress shoes (**No sandals, slides, crocs, etc.**)

- If snow boots are necessary due to the weather, please send your child with a change of shoes

Grades 5 – 8

Ladies:

- Shirt – White button-down Oxford with embroidered school crest on left pocket
 - Undershirt must be white with no logo or writing on it
- Skirt/Pants (either option) – Green/Gray Plaid; skirt must be to the knee. Or black pants with a dark belt
 - No leggings may be worn as pants
 - Tights or leggings may be worn underneath the jumpers
- Sweatshirts – Dark green with embroidered school crest on left chest
- Socks must be worn with no logos
- Black dress shoes (**No high heels, sandals, crocs, dress boots, etc.**)
 - If snow boots are necessary due to the weather, please send your child with a change of shoes

Gentlemen:

- Shirt – White button-down Oxford with embroidered school crest on left pocket
 - Undershirt must be white with no logo or writing on it
- Pants – Black pants only with a dark belt
- Sweatshirts – Dark green with embroidered school crest on left chest
- Socks must be worn with no logos
- Black dress shoes (**No slides, sandals, crocs, etc.**)
 - If snow boots are necessary due to the weather, please send your child with a change of shoes

Gym Uniform

Grades K – 4

Students may wear their gym uniform on the day that the homeroom class has gym. Students will also need to wear non-marking gym shoes. The gym uniform consists of a gray t-shirt with the school's name on the chest and black shorts/sweatpants.

Grades 5 – 8

Students will need to bring their gym uniform to change into for gym class. Students will also need to wear non-marking gym shoes. The gym uniform consists of a gray t-shirt with the school's name on the chest and black shorts/sweatpants.

Summer Uniform (August 24 – September 30th and May 1st – June)

During the first and last two months of the school year the temperature inside the classrooms can get warm. The following modifications are expected to be followed:

- Students may wear knee length shorts as part of their uniform bottoms.

For student health and safety, *sweatshirts **MAY NOT** be worn from the first day of school through September 30th and May 1st through the end of the school year.*

Dress Down Days

The last Friday of every month is designated as “dress down” or “free dress” days, students may wear casual clothing. **No ripped jeans or leggings as pants are allowed.**

Lost & Found

It is recommended that all items be marked with student’s name or initials. An effort will be made to return lost articles to their owners. We encourage parents to remind their children to check our Lost & Found. Unclaimed items from Lost & Found will be donated to a local charity at mid-year and at the end of the school year.

School Property

Textbooks

Students are responsible for the proper care of all textbook and novels. Replacement/repair costs will be levied against damaged books.

Lockers

The lockers are the property of Most Holy Trinity Catholic Academy, and the school always maintains control of the lockers and other school property. Lockers and other school property may be subject to inspection and/or search at any time whether or not the student assigned to the locker is present. Students are not permitted to have locks on their lockers at any time.

Students may not change from their assigned locker nor use additional lockers without permission from the principal. The school is not responsible for lost or damaged items.

Cellphone Policy for Students

No cellphones, smart phones or internet enabled devices such as an iWatch or similar, are permitted on students or in classrooms. Any devices that are not permitted will be confiscated by the teacher/administration and will only be returned to the parent/guardian of the child.

Administration reserves the right to revise policy. Please see administration with any questions and/or concerns.

Cell phones must remain in a student’s locker, turned off.

Academic Integrity - Cheating/Plagiarism

Plagiarism is the use of another person’s original ideas or writing as one’s own without giving credit to the true author. All teachers go over what it means to copy one’s work and what the word “plagiarism” means and looks like. Plagiarism will be considered cheating, and the student will be subject to academic disciplinary action that may include suspension or loss of credit for the work in question. The teacher and administration will have a conversation with the student to review academic expectations and how to avoid plagiarism.

- 1st Occurrence: Assignment must be redone and a conversation with the teacher and administration.
- 2nd Occurrence: Assignment must be redone, and the student is eligible for up to 80% of the grade and a conversation with the teacher, administration, and parents/guardians.
- 3rd Occurrence: Assignment must be redone and will receive “zero” credit and a conversation with the teacher, administration, and parents/guardians, as well as the

student may receive an in-school suspension.

We believe that God gives us all unique gifts and talents and we want our students to be proud of their own work and not take credit for another individual's gifts and talents.

Suspension

If a student has an in-school suspension, they will only receive half (1/2) credit on all assignments for that day.

Late or Missing Assignments

Middle School (5th – 8th Grades)

Students are expected to return work on time per the teacher's expectations. In the event that a student needs an extension they must contact the teacher. The teacher will advise the student of the new deadline. Any adjustment to deadlines is at the teacher's discretion. **Any missing/late work is due the week before the end of the quarter.**

When a student is absent on the due date of an assignment, they are expected to hand in the work on the first day back to school – and for Specials – on their next class meeting. In the event of an extended absence, the students have the number of days absent to hand in any missing work.

Field Trips

Throughout the school year, teachers may schedule field trips. This privilege can be taken away at the teacher's discretion. The purpose of the field trip is to provide experiences for children that directly relate to academic learning or experiences that enrich their knowledge. Siblings are not allowed to accompany classes on field trips. Written permission is required before a child can participate. School uniforms will be worn on all field trips. Cell phones will not be allowed on field trips. Teachers will carry their cell phones for emergency situations. **Please Note:** Verbal permission, via the phone, cannot be accepted at any time.

Chaperones must have turned in to the office the AOD Volunteer and Criminal Background Check Authorization Form and a certificate of attendance to Protecting God's Children on file to participate as a chaperone for any school or student involved event.

All chaperones must be approved by the school office 48 hours prior to field trips.

Please note: Background check and verification of Protecting God's Children certificate may take up to two weeks or more. The principal is the final authority in determining who is eligible to participate in a field trip.

Extracurricular Activities

Please Note: Suspensions carry through to ALL athletic activities.

Activity & Athletic Eligibility Requirements

All students must maintain a minimum GPA of 2.5 to participate in any extra-curricular activities or participate in any Most Holy Trinity Catholic Academy affiliated sports program. Please note: Suspensions will carry over into all school-related activities until reinstated.

Student Safety

Drills - Fire, Tornado and other Emergency Drills

Students, teachers, and other employees shall participate in periodic drills of emergency procedures. When the alarm is sounded, everyone in the building must respond and follow the direction of teachers or emergency officials quickly and in an orderly manner or be subject to disciplinary action. During all drill events student must remain silent.

Restricted Areas

- *Gym:* Due to child safety, students are not to be in the gym or stage without faculty supervision.
- *Boiler Room:* State fire regulations prohibit students from having access to the boiler room, therefore if the Custodian or maintenance is working in the boiler room, and the door is ajar, students are not to enter.
- *Emergency Egress Hallways:* Due to child safety, students are not to be in the janitor's/egress hallways without faculty supervision. Additionally, if the Custodian or maintenance is working in these hallways, and the door(s) is/are ajar, students are not to enter.
- *Stage:* At no time during indoor recess or gym class should students be on the stage and handicap elevator.

Auxiliary Services

According to MCL 340.622, whenever the Board of Education of a school district provides any auxiliary services to any of its resident children, it shall provide the same services on an equal basis to school children in attendance in the elementary and high school grades at non-public schools.

Under this law, through the Detroit Public Schools Community District, the following services are made possible at Most Holy Trinity Catholic Academy:

- Speech Therapy
- Social Work Services
- Psychological Testing
- Hearing/Vision Screening

Students are referred based on need and parent consent. Referrals may be initiated by parent, teacher or principal, and approved by the principal.

School Communications

The weekly e-newsletter from the school is the major line of communication between the school and the parents. It is important that all families read the newsletter to stay up to date on all school events and notices. This e-news is sent every Thursday evening.

Friday Folders

Friday Folders are sent home every Friday with your child. In this communication, the teacher will send any important classroom information, such as their classroom newsletter, lunch/activities calendar, student work, etc. The Friday Folder returns to school every Monday.

Messages to Students During the School Day

In our effort not to interrupt teaching/learning time, only emergency messages will be delivered to students. Lunch, required homework assignments, transportation plans, etc. should be

finalized before leaving home in the morning. Messages to teachers will be delivered to the teacher's mailbox, voicemail or email throughout the day.

Chain of Command for Effective Communication

On Matters Involving Instruction

1. Classroom Teacher
2. Principal and Academic Dean

On Matters Involving Athletics

1. Athletic Director
2. Principal

On Matters Involving Student Discipline

1. Classroom Teacher
2. Principal

On Matters Involving School Grounds

1. Principal

Classroom Volunteers

We encourage parent/guardian participation and volunteerism in our school. Out of courtesy to the teacher/or in case of special events or schedule changes, we ask that parents contact the teacher to schedule volunteering. Teachers need notice when parents are volunteering for planning purposes. Visits to Kindergarten and First Grade need to be delayed until after the first four (4) weeks of school, or at the teacher's discretion. This gives the children time to adjust to the school environment.

All parents/guardians that would like to volunteer must have the following on file prior to any classroom visits:

1. Protecting God's Children.
 - a. Seminar hosted by parishes around town. Click [here](#) for more information.
2. Volunteer and Church Personnel Criminal Background Check Authorization Form. ([digital copy](#))
 - a. iChat on file with school office.

We do not allow students from other schools or pre-school aged children to visit classrooms during the school day unless permission has been granted by the principal.

All visitors must report to the office and receive a visitors' badge. Visitors must check in at the office before proceeding to classrooms. Class visits must be approved by the principal. Student visitors are welcome during non-school hours.

Classroom Visits

Parents/Guardians are welcome to observe their child's classroom. All visits must be preapproved with 24 hours' notice. Classroom visits should not exceed 30 minutes.

Parent Conduct Expectations

We strive to collaborate with our parents because we know it is through our partnership that students can reach their potential spiritually and academically. We expect our parents to support and encourage their children enrolled at Most Holy Trinity Catholic Academy.

We encourage and expect parents to follow the communication plan outlined in our Most Holy Trinity Catholic Academy Handbook. We request all parents to use “official” emails and school hours for communication.

We ask parents to model respect and Christ-like behavior, in words and actions, when dealing with teachers, administration and other members of the community. We know that our children are always watching, listening and learning and will model the behaviors we set before them. **Dismissal time is not an appropriate time or location for meetings with a teacher and/or administration.**

We encourage and expect parents to be positive role models for their child(ren) and to refrain from any public displays of inappropriate behavior (e.g. angry outbursts, foul language, etc.)

Parent conduct should have a positive effect on a student’s experience.

Possible consequences for parent/guardian inappropriate behavior include, but are not limited to, an administration/parent conference and a Parent Code of Conduct Probation Agreement. Failure to meet the terms of the Probation Agreement will result in student expulsion without review.

School Sponsored Groups and Clubs

To encourage the growth of the whole child, the school administration may see fit to bring in afterschool groups to provide enrichment services. The decision for the school to sponsor a non-parish organization falls under the authority of the pastor and/or principal who must consider the implications of said affiliation and the school. The enrichment service must ultimately advance the school’s Catholic mission and never serve to contradict the Church’s mission or teachings.

Parent/Teacher Conferences

Parent/teacher conferences are an important link in the educational process. We strongly encourage parents/guardians to plan on attending the two formal conferences during the year. A parent, teacher, or student can initiate additional conferences, as necessary. All parent conferences should be scheduled through the teacher. For a conference to be productive, teachers need adequate time to gather important student information, and conferences must be scheduled during the teacher’s conference period. **The morning is a time for teachers to prep and prepare for their students; this is not a time for conferences.**

Appendix A: Behavior Management Expectations for Kindergarten – 2nd Grade

BE SAFE	BE RESPONSIBLE	BE RESPECTFUL AND KIND
<ul style="list-style-type: none"> • Hands to self • Walking • Inside voices • Personal space 	<ul style="list-style-type: none"> • Ready to learn • Taking care of yourself • Following directions, the first time 	<ul style="list-style-type: none"> • Treat people the way you want to be treated (all staff members, peers and adults) • Help when needed • Ask before doing • Try your best • Follow rules anywhere you are
POSSIBLE BEHAVIOR MANAGEMENT OUTCOME CONSEQUENCES		
<ol style="list-style-type: none"> 1. Verbal: Talk to the teacher 2. Take responsibility for their actions (reflect) 3. They write (dictate) a letter/phone call to parent or guardian 4. Principal involvement 5. Parent conference with teacher/principal 		<p>**Consequences may be more severe in any above category based on seriousness of the action.</p>

Appendix A: Behavior Management Expectations for 3rd – 8th Grade

<p><u>Personal Accountability</u></p> <ul style="list-style-type: none"> • Uniform violation • Use of cell phone during school hours 		
<p><u>Being Disrespectful Towards Others</u></p> <ul style="list-style-type: none"> • Mean or rude gestures • Teasing/taunting/ridiculing • Tripping • Grabbing/pinching • Pushing/shoving • Hitting/slapping/kicking • Biting/spitting • Punching/fighting • Throwing objects • Threatening • Inappropriateness via social media 	<p><u>Possible Outcomes</u></p> <p><i>Non-sequential and will be applied as necessary</i></p> <ul style="list-style-type: none"> • Documentation • Written apology of action • Parent contact is made • Student discussion with principal regarding behavior • Conduct grade may be affected • Parent meeting with Principal • Referral sent home 	<p>Please Note:</p> <p>*Consequences may be more severe in any category based on the seriousness of the action.</p> <p>*For repeated offenses, an individual behavior plan may be implemented to address a specific behavior. Further the student will be placed on Behavior Probation.</p> <p>*Failure to meet the requirements of the behavior plan will result in the student being suspended pending a disciplinary review hearing for re-admittance to the school.</p> <p>*If parent cannot be contacted, behavior report will be sent home, signed by parent and returned the next school day.</p>
<p><u>Behaviors That Could Injure Others</u></p> <ul style="list-style-type: none"> • Lying • Swearing • Stealing • Damaging property • False reporting of aggressive behavior • Severe harassment or behavior • Disrespectful to adults • Name-calling • Racial, ethnic name-calling 		

Appendix B: Harassment Behavior

Definitions

Harassment Policy

Harassment of any kind is unacceptable. Harassment refers to inappropriate behavior that is unwelcome, generally considered offensive, and fails to respect the rights of others. Harassment encompasses a broad range of physical, written, or verbal behavior. These behaviors include, but are not limited to, the following:

- **Fighting/Physical Aggression** - This includes play fighting, pushing, wrestling, hitting, punching, shoving, kicking, slapping, spitting or throwing harmful objects, etc. involving two or more people. It is any form of physical confrontation with students or staff.
- **Threats and/or Verbal Abuse** - This includes any overt or implied verbal or physical threat. Examples include but are not limited to: telling someone that you will hurt them whether in jest or as a serious suggestion, any conversation or discussion where you suggest action that will cause physical harm to yourself, another person, suggesting property destruction, and the like.
- **Teasing, Verbal or Non-Verbal** - This includes name-calling, put downs, making fun of the way someone talks or walks, making fun of someone's clothing or customs. Non-verbal examples include making faces, drawing inappropriate pictures, poking or pointing, and inappropriate hand gestures.
- **Acts of Hate / Violence** - This is any act of hate/violence including, but not limited to: verbal abuse, slurs (including ethnic, religious, or gender-based) comments or threats, physical violence or conduct, vandalism or destruction of property directed against any person.
- **Inappropriate Language/Gestures** - This is the use of profanity, obscene language, or gestures, which are not acceptable in school or on the school grounds. All students and staff are entitled to an environment free from profane, hateful, racist, prejudice or obscene language and gestures.

Harassment can be a single severe incident or a persistent pattern of behavior where the purpose or the effect is to create a hostile, offensive or intimidating environment.

Allegations of harassment will be taken seriously and should be reported immediately to the either your teacher or the principal.

Respect for the dignity and worth of each individual is a basic tenet of the Catholic Church and Most Holy Trinity Catholic School. Each individual faculty, staff member, or student is entitled to work/attend school in an environment free from discriminatory practices or any form of harassment. We will not tolerate behavior from anyone that is threatening to others. (AOD Policy 5014)

Possible Consequences for Harassment: Staff/student conference, removal from situation, referral to the administration, parent/guardian notification, parent/guardian meeting, loss of recess privileges, loss of special class privileges (music, gym, Spanish, etc.), in-school suspension, suspension/expulsion.

Appendix C – Acceptable Use Policy

Most Holy Trinity Catholic Academy strongly believes in the educational value of technology resources (including the internet) and recognizes their potential to support our curriculum and student learning. The following set of guidelines will outline the proper use of technology resources.

Technology Resources

Most Holy Trinity provides a variety of technology resources on and off campus for students which have been purchased, leased, donated or contracted for. The following are some of the technology resources that this policy applies to:

- laptop computers
- tablets
- robotic equipment
- software applications
- internet access

Proper Use of Technology Resources

- Students will only use a computer when a teacher or other parent volunteer is present.
- All technology resources are to be used for educational purposes only.
- Technology resources are provided for all students. Please use all resources safely and with respect. If you notice a resource is not in working condition, please report it to your teacher so it may be fixed for the next student.
- Students may only use the internet when the teacher approves.
- The internet is only used for educational purposes. The use of the internet in classrooms is left up to the discretion of the classroom teacher. Classroom teachers may limit internet use to a certain list of approved sites. Students should always ask before visiting websites that a teacher hasn't approved.
- Most technology resources are limited in some way to manage student use. Students will use these resources within the limitations.
- Students will remember that they are representing Most Holy Trinity Catholic Academy at all times and will use the digital citizenship guidelines taught in class.

Student Protection Efforts

- Most Holy Trinity filters the internet access of students to limit the chances of students viewing inappropriate content. Despite our efforts, it is always possible for students to come across improper material.
- As part of their education at Most Holy Trinity, students are taught how to safely search internet resources and critically review websites for their educational value, and how to distinguish between good and bad web sites.
- In keeping with the Archdiocese Protecting God's Children program, students are instructed not to use personal information on social websites (Twitter, Instagram, Facebook, etc.) and to never communicate with unknown persons (via email, instant message, etc.) despite the age they claim to be.
- Students will only use a computer when a teacher or other parent volunteer is present.

- Students should always report to their teacher (or adult supervisor) any inappropriate websites or situations they encounter while using the internet.

Student Email

- Student email will be available to Most Holy Trinity students in grades 3-8.
- Students will be given instruction on the safe and appropriate uses of email

Access at Home

- Most Holy Trinity will provide students with varying levels of access to some resources at home (e.g. Microsoft 365). Most of these resources require a broadband quality internet connection.
- Technology resources aren't always guaranteed to be working.
- Not all students will have the same programs at home that are offered at Most Holy Trinity. Some students may not have a computer or may not have the internet at home. Ask your teacher for suggestions on completing assignments (ie. using the local library, staying in at lunchtime or coming in before school starts, etc.).

Improper use of Technology Resources

- As stated above, all resources are to be used for educational purposes only. Students are provided with an individual username/password which allows them to store their own files and data. In the event students must create their own usernames, the teacher will give specific parameters for students to follow and student must seek out teacher support.
- Students will not share passwords or access another student's files.
- Students will not remove any resources from the school unless written permission is given to borrow a resource by a teacher. All resources must be returned.
- Students may access their school email only. Any other email or file sharing program is not allowed.
- Students will make only respectful and appropriate comments on school blogs, message boards and websites.

Consequences for Inappropriate Use

- The use of technology resources is a privilege and may be taken away.
- A student may lose their technology privileges for the remainder of the school day or longer at the discretion of any teacher.
- Any long-term loss of privileges will be decided upon by the technology teacher and approved by the Principal. Alternate assignments will be provided in-place of assignments or activities which require technology resources.
- Use of home-based email or other forms of technology that are not necessarily initiated at school but do involve inappropriate use of technology by Most Holy Trinity students may result in a loss of privileges at school.

Curriculum Standards and Outcomes

Most Holy Trinity Catholic Academy

Overview of Archdiocese of Detroit Standards and Outcomes Grade K – 8

The following is an Overview of the Archdiocese of Detroit Standards and Outcomes

A complete listing of all the AOD Standards as well as the Next Generation Science Standards is available to review in the Academic Dean's office.

Please contact the Academic Dean for an appointment:

Mrs. Alicia Bas

(313) 961-8855

abas@mostholytrinityschool.org

Kindergarten Curriculum Overview and Outcomes

Language Arts

I. Listening and Speaking

- A. Classroom Discussion
- B. Presentation of Ideas and Information
- C. Comprehension and Discussion of Read-Alouds: Fiction, Drama, Poetry, Nonfiction, Informational Text
- D. Oral Prayer

II. Reading

- A. Print Awareness
- B. Phonological and Phonemic Awareness
- C. Phonics: Decoding and Encoding
- D. Oral Reading and Fluency
- E. Reading Comprehension – All Texts

III. Writing

- A. Print all upper and lowercase letters

IV. Language Conventions

- A. Handwriting and Spelling
- B. Parts of Speech and Sentence Structure
- C. Capitalization and Punctuation

V. Vocabulary Acquisitions and Use

A. Determine or clarify the meaning of unknown and multi-meaning words and phrases based on Kindergarten reading and content as well as through oral context.

VI. Poetry, Fiction, Literary Terms, Sayings and Phrases

Social Studies

- I. Living and Working Together in Families and Schools
- II. The World in Spatial Terms
- III. Places and Regions
- IV. Environment and Society
- V. Values and Principles of American Democracy
- VI. Roles of the Citizen in American Democracy
- VII. Market Economy

- VIII. Identifying and Analyzing Issues (within the classroom)
- IX. Citizen Involvement

Mathematics

- I. Counting and Cardinality – count to 100; write numbers 0-30
- II. Operations and Algebraic Thinking
- III. Numbers and Operations – Base Ten
- IV. Measurement and Data
- V. Geometry

Science (Next Generation Science Standards) with cross-curricular and Catholic School Teaching links

- I. Force and Interactions: Pushes and Pulls
- II. Interdependent Relationships in ecosystems:
Animals, plants, and their environment
- III. Weather and Climate
- IV. Engineering design - Asking questions and defining problems, developing and using models, analyzing and interpreting data.

Religion

- I. Evangelization and Missionary Discipleship - God knows and loves him/her personally.
- II. Sacred Scripture – Hold the Bible with reverence. Discuss the Bible as God’s word.
- III. Church History – Identify a saint as a holy person
- IV. Doctrine- Recognize that there is one God. Identify the three persons on the Holy Trinity.
- V. Liturgy
- VI. Sacraments – Define sacrament as an opportunity to meet Jesus and grow in our relationship with Him. Define Baptism as a sacrament
- VII. Dignity of the Human Person – Recognize that all people are made in the image and likeness of God.
- VIII. Family Life/Human Sexuality – Identify family members and their roles. Recognize that we are all brothers and sisters in God’s family.

- IX. Community – Identify that the community of God includes our families, the class, the church, and the outside community.
- X. Morality – Understand that we obey God because He loves us and we love Him.
- XI. Service/Social Justice/Servant Leadership – Recognize that God calls each of us to share our gifts with others.
- XII. Prayer -Define prayer as talking to God. Recite traditional prayers in a group:
Sign of the Cross/Meal time prayers/Our Father/Hail Mary/Glory Be/ Guardian Angel.

First Grade Curriculum Overview and Outcomes

Language Arts

- I. Listening and Speaking
 - A. Comprehension and Collaboration
 - B. Presentation of Ideas and Information
 - C. Oral Prayer
- II. Literature
 - A. Key Ideas and Details
 - B. Craft and Structure
 - C. Integration of knowledge and ideas – identify word phrases in stories or poems that suggest feelings or appeal to the senses.
 - D. Range of Reading and level of complexity
 - E. Reading Comprehension – All Texts
- III. Informational Text
 - A. Key Ideas and Details
 - B. Craft and Structure – know and use various text features; locate key facts or informational text.
 - C. Integration of knowledge and ideas
 - D. Range of reading and level of text – with prompting and support. Read informational text that is appropriately complex for grade one.
- IV. Foundational Skills
 - A. Print Concepts
 - B. Phonics and Word Recognition
 - C. Fluency
 - D. Reading attitude
- V. Language
 - A. Conventions and Standard English
 - B. Print all lower and uppercase letters
 - C. Vocabulary Acquisition and Use
- VI. Writing
 - A. Text types and purpose
 - B. Production and distribution of writing
 - C. Research to build upon and present knowledge
 - D. Handwriting –write upper and lowercase letters legibly
 - E. Use correct spacing between words

Social Studies

- I. Living and Working Together in Families and Schools
- II. The World in Spatial Terms
- III. Places and Regions
- IV. Humans and Systems
- V. Environment and Society
- VI. Purposes of Government
- VII. Values and Principles of American Democracy
- VIII. Roles of the Citizen in American Democracy
- IX. Market Economy
- X. Identifying and analyzing public issues
- XI. Persuasive Communication about a public issue
- XII. Citizen Involvement

Mathematics

- I. Operations and Algebraic Thinking: Represent and solve problems involving addition and subtraction. Add/Subtract within 20.
- II. Numbers and Operations with Base Ten – Extend the counting sequence to 120. Understand place value.
- III. Measurement and Data – Measure lengths. Tell/write Time. Work with money. Represent and interpret data.
- IV. Geometry – Reason with shapes and their attributes.

Science (Next Generation Science Standards) with cross-curricular and Catholic School Teaching links

- I. Waves: Light and Sound
- II. Structure, Function, and Information Processing
- III. Space Systems: Patterns and Cycles
- IV. Engineering Design

Religion

- I. Evangelization and Missionary Discipleship – Recognize that God loves him/her personally.
- II. Sacred Scripture – Retell Bible narratives; demonstrate reverence for the Bible
- III. Church History – Listen to and retell simple stories of the saints' lives.

- IV. Doctrine – Identify the three persons of the Holy Trinity as the Father, Son, and Holy Spirit.
- V. Liturgy – Participate at Mass in an age-appropriate manner.
- VI. Sacraments – Define grace as a special gift of God’s presence and help.
Recognize that Jesus is present in the Eucharist.
- VII. Dignity of the Human Person – Recognize that all people are made in the image and likeness of God. Recognize that our behavior affects others.
- VIII. Family Life/Human Sexuality – Identify the members of their extended family. Recognize that we are all brothers/sisters in God’s family. Discuss appropriate versus inappropriate touching.
- IX. Community – Identify that the community of God includes our families, the class, the church, and the outside community.
- X. Morality – Understand that we obey God because He loves us, and we love Him. Discuss that sin is disobeying God.
- XI. Service/Social Justice/Servant Leadership – Recognize that God calls each of us to share our gifts with others. List ways we can help others.
- XII. Prayer – Define prayer as talking and listening to God. Recite traditional prayers independently: Sign of the Cross, Our Father, Hail Mary, Glory Be, Mealtimes prayers, Guardian Angel prayer.

Second Grade Curriculum Overview and Outcomes

Language Arts

I. Literature

- A. Key ideas and details – Ask and answer questions such as who, what, where, when, why, how
- B. Identify different genre
- C. Plot and character analysis
- D. Make text-to-self and text-to-text connections
- E. Map story elements across texts

II. Craft and Structure

III. Integration of knowledge and ideas

- IV. Range of Reading and level of text complexity – by the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grade 2-3 text complexity band proficiently.

V. Informational Text

- A. Key ideas and details
- B. Craft and structure
- C. Integration of knowledge and ideas
- D. Range of Reading and level of text complexity – by the end of the year, read and comprehend information text, including history/social studies, science, and technical texts, at the high end of the grade 2-3 text complexity band proficiently.

VI. Foundational Skills

- A. Phonics and Word Recognition
- B. Fluency

VII. Writing

- A. Text types and purpose
- B. Production and distribution of writing
- C. Research to Build and Present Knowledge
- D. Handwriting – Fluently and legibly write the upper and lowercase manuscript letters. Recognize the upper and lowercase cursive alphabet.

VIII. Speaking and Listening

- A. Comprehension and collaboration
- B. Presentation of Knowledge and Ideas
- C. Oral Prayer

IX. Language

- A. Conventions of Standard English
- B. Knowledge of Language – Demonstrate knowledge of language and its conventions when writing, speaking, reading, listening.
- C. Vocabulary Acquisitions and Use.

Social Studies

- I. Use historical thinking to understand the past
- II. Use geographic representations to acquire, process, and report information from a spatial perspective – construct and use maps, identify, and use cardinal direction (north, south, east, west)
- III. Understand how regions are created from common physical and human characteristics
- IV. Understand how human activities help shape the Earth’s surface.
- V. Understand the effects of human-environment interactions.
- VI. Explain why people create governments.
- VII. Understand the values and principles of American constitutional democracy.
- VIII. Describe the structure of government in the United States and how it functions to serve citizens.
- IX. Explain important rights, and how, when, and where American citizens demonstrate their responsibilities by participating in government.
- X. Use fundamental principles and concepts of economics to understand economic activity and market economy.
- XI. Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.
- XII. Utilize Catholic values in conflict resolution and problem solving.
- XIII. Communicate a reasoned position on a public issue.
- XIV. Act constructively to further the public good.

Mathematics

- I. Operations and Algebraic Thinking: Represent and solve problems involving addition and subtraction.
- II. Understand the Place Value System: Use Place Value Understanding and Properties of Operations to add and subtract
- III. Work with unit fractions
- IV. Measure and estimate lengths in standard units
- V. Relate addition and subtraction to length
- VI. Understand the concept of area and perimeter

- VII. Work with time and money
- VIII. Read thermometers
- IX. Represent and interpret data
- X. Reason with shapes and their attributes
- XI. Use coordinate systems

Science (Next Generation Science Standards) with cross-curricular and Catholic School teaching links)

- I. Structure and Properties of Matter
- II. Interdependent Relationships in Ecosystems
- III. Earth's systems: Processes that shape the Earth
- IV. Engineering Design

Catholic Religion

- I. Evangelization and Missionary Discipleship – Recognize that God knows and loves them personally and has a plan for their lives.
- II. Sacred Scripture - Retell the Bible narrative of the fall of man and Bible stories that focus on reconciliation through God's mercy and forgiveness
- III. Church History – Listen to, read, and retell simple stories of the lives of the saints.
- IV. Catholic Doctrine – Identify the role Mary plays in the faith life of the Church.
- V. Liturgy – Demonstrate reverent behavior in church. Plan and actively participate.
- VI. Sacraments -Define sacrament as an outward sign instituted by Christ to give us grace. Explain that the bread and wine become the Body and Blood of Christ at the consecration at Mass.
- VII. Dignity of the Human Person – Recognize that all people are made in the image and likeness of God. Explain that decisions have consequences that affect others.
- VIII. Family Life/Human Sexuality – Tell how families can work together. Discuss ways each of us can contribute to good family relationships.
- IX. Community – Identify that the community of God includes our families, the class, the parish, and the outside community.

X. Morality – Understand that we obey God because He loves us, and we love Him. Discuss respect for parents, teachers, and other legitimate authorities.

XI. Service/Social Justice/Servant Leadership – Define stewardship as gratefully sharing gifts of time, talent, and treasure.

XII. Prayer – Define prayer as talking and listening to God. Recite the Act of Contrition and the Morning Offering. Review traditional prayers – Our Father, Hail Mary, Glory Be, Guardian Angel, Mealttime prayers, Sign of the Cross.

Third Grade Curriculum Overview and Outcomes

Language Arts

Literature

- A. Key Ideas Details
- B. Craft and Structure
- C. Integration of Knowledge and Ideas
- D. Range of Reading and Text Complexity

Informational Text

- A. Key Ideas and Details
- B. Craft and Structure
- C. Integration of Knowledge and Ideas
- D. Range of Reading Level and Level of Text Complexity – by the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grade 3 text complexity band proficiently.

Foundational Skills

- A. Phonics and Word Recognition
- B. Fluency
- C. Text Types and Purposes
- D. Production and Distribution of Writing
- E. Research to Build and Present Knowledge
- F. Range of Writing
- G. Personal Style
- H. Handwriting – Develop cursive handwriting and use in all writing by the end of the school year.

Speaking and Listening

- A. Comprehension and Collaboration
- B. Presentation of Knowledge and Ideas
- C. Oral Prayer

Language

- A. Conventions of Standard English
- B. Knowledge of Language – Demonstrate knowledge of language and its conventions when writing, speaking, reading, listening
- C. Vocabulary Acquisitions and Use

Social Studies

- I. Use geographic representations to acquire, process, and report information from a spatial perspective – construct and use maps, identify, and use cardinal direction (north, south, east, west)
- II. Understand how regions are created from common physical and human characteristics
- III. Understand how human activities help shape the Earth’s surface.
- IV. Understand the effects of human-environment interactions - locate Michigan’s natural resources and explain the consequences of their use.
- V. Explain why people create governments.
- VI. Understand the values and principles of American constitutional democracy.
- VII. Describe the structure of government in the United States and how it functions to serve citizens.
- VIII. Explain important rights, and how, when, and where American citizens demonstrate their responsibilities by participating in government.
- IX. Use fundamental principles and concepts of economics to understand economic activity in a market economy.
- X. Use fundamental principles and concepts of economics to understand economic activity in the United States and globally.
- XI. Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate viable alternative resolutions.
- XII. Communicate a reasoned position on a public issue.
- XII. Act constructively to further the public good.
- XIII. History of Michigan through statehood.

Mathematics

Operations and Algebraic Thinking

Represent and solve problems using multiplication and division

Understand the properties of multiplication and division

Measure and estimate lengths in standard units

Multiply and divide within 144

Solve problems involving the four operations, and identify and explain patterns

Numbers and Operations in Base Ten

Use place value understanding and properties of operation to perform multidigit arithmetic.

Fractions – develop understanding of fractions of numbers

Measurement and data – solve problems involving measurement and estimation

Represent and interpret data

Geometric measurement: understand concept of area; recognize perimeter

Reason with shapes and their attributes

Data and probability – use bar graphs.

Science (Next Generation Science Standards) with cross-curricular and Catholic school teaching links.

Forces and interactions

Interdependent Relationships and Ecosystems

Inheritance and Variation of Traits: Life Cycles and Traits

Weather and Climate

Engineering Design

Catholic Religion

I. Evangelization and Missionary Discipleship - Recognize that God loves him/her personally and has a plan for their lives.

II. Sacred Scripture - Identify that the Bible is organized into books, chapters, verses. Recognize the books of the Old Testament and New Testament from a list.

III. Church History - Retell the call of the Apostles.

IV. Catholic Doctrine - Define creed as statement of faith. Explain the elements of faith in the Apostles' Creed.

- V. Liturgy - Plan and reverently participate regularly in celebrations of the Eucharist.
- VI. Sacraments -Use the Ten Commandments to write a personal Examination of Conscience. Tell how the seasons of Advent and Lent are appropriate times for celebrating the Sacrament of Reconciliation.
- VII. Dignity of the Human Person - Discuss the source of human dignity as being created in the image and likeness of God.
- VIII. Family Life/Human Sexuality - Examine human relationships as being developed out of respect for self and others. Discuss appropriate social interactions between friends and peers.
- IX. Community - Describe the Catholic Church as a community of believers.
- X. Morality - Understand that we obey God because He loves us, and we love Him.
- XI. Service/Social Justice/Servant Leadership - Recognize that the ways we serve reflect love of God and love of neighbor.
- XII. Prayer - Distinguish between memorized prayers and spontaneous prayers. Recite the rosary. Participate in traditional Marian devotions (May Crowning). Define and demonstrate the different types of prayer.

Fourth Grade Curriculum Overview and Outcomes

Language Arts

Literature

- A. Key Ideas Details
- B. Craft and Structure
- C. Integration of Knowledge and Ideas
- D. Range of Reading and Text Complexity-read and comprehend literature, including stories, dramas, poetry

Informational Text

- A. Key Ideas and Details
- B. Craft and Structure
- C. Integration of Knowledge and Ideas
- D. Range of Reading Level and Level of Text Complexity –read and comprehend informational texts, including history/social studies, science proficiently.

Foundational Skills

- A. Phonics and Word Recognition
- B. Fluency
- C. Text Types and Purposes
- D. Production and Distribution of Writing
- E. Research to Build and Present Knowledge
- F. Range of Writing - write routinely over extended time frames
- G. Handwriting – use cursive handwriting in all content areas

Speaking and Listening

- A. Comprehension and Collaboration
- B. Presentation of Knowledge and Ideas
- C. Oral Prayer

Language

- A. Conventions of Standard English
- B. Knowledge of Language – Demonstrate knowledge of language and its conventions when writing, speaking, reading, listening
- C. Vocabulary Acquisitions and Use

Social Studies

- I. Use historical thinking to understand the past
- II. Use geographic representations to acquire, process, and report information from a spatial perspective
- III. Understand how regions are created from common physical and human characteristics.
- IV. Understand how human activities help shape the Earth's surface.
- V. Understand the effects of human-environment interactions.
- VI. Explain why people create governments.
- VII. Understand values and principles of American constitutional democracy.
- VIII. Describe the structure of government in the United States and how it functions to serve citizens.
- IX. Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.
- X. Use fundamental principles and concepts of economics to understand economic activity in a market economy in Michigan, the nation, and globally.
- XI. Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.
- XII. Communicate a reasoned position on a public issue.
- XIII. Citizen Involvement - Act constructively to further the public good. Participate in Catholic service-learning projects to help or inform others.

Mathematics

- I. Operations and Algebraic Thinking
- II. Use the four operations with whole numbers to solve problems
- III. Gain familiarity with factors and multiples
- IV. Generate and analyze patterns
- V. Numbers and Operations in Base Ten
- VI. Generalize place value understanding for multi-digit whole numbers
- VII. Use place value understanding and properties of operations to perform multi-digit arithmetic.

- IX. Numbers and Operations - Fractions
- X. Extend understanding of fraction equivalence and ordering
- XI. Build fractions from unit fractions.
- XII. Understand decimal notation for fractions and compare decimal fractions.
- XIII. Measurement and Data – solve problems involving measurement and conversion of measurements.
- XIV. Represent and interpret data.
- XV. Geometric measurement: understand concepts of angle and measure angles.
- XVI. Geometry: Draw and identify lines and angles and classify shapes by properties of their lines and angles.
- XVII. Data and Probability: Represent and solve problems for given data.

Science (Next Generation Science Standards) with cross-curricular and Catholic School teaching links)

- I. Energy
- II. Waves: Waves and Information
- III. Structure, Function, and Information Processing
- IV. Earth’s Systems: Processes that Shape the Earth
- V. Engineering Design

Catholic Religion

- I. Evangelization and Missionary Discipleship -Recognize that God loves him/her personally and has a plan for each of their lives.
- II. Sacred Scripture – Discuss the idea of a covenant using the Bible narratives about Adam, Noah, Abraham, Moses, David, and Jesus.
- III. Church History -Discuss the role of the Holy Spirit in the birth and growth of the Church.
- IV. Catholic Doctrine – Define creed as a statement of belief. Understand that the Apostles’ Creed and the Nicene Creed are a list of basic truths of the Catholic Church.
- V. Liturgy -Participate regularly in the planning and celebration of the Eucharist.

- VI. Sacraments – Define sacramentals as sacred signs that bear a resemblance to the sacraments.
- VII. Dignity of the Human Person -Define virtue as a disposition to do good. Define the theological virtues (faith, hope, charity); define the cardinal virtues (prudence, fortitude, justice, and temperance_
- VIII. Family Life/Human Sexuality – Discuss the unity of the persons of the Trinity as the basis for communion of persons in the family. Discuss the body as a temple of the Holy Spirit.
- IX. Community – Explain how Jesus’ command to “love one another” applies to their own lives and school situations.
- X. Morality- Understand that we obey God because He loves us, and we love Him.
- XI. Service/Social Justice/Servant Leadership – Recognize that the ways in which we serve reflect our love of God and love of neighbor.
- XII. Prayer- Recite common prayers of the Catholic Church (Sign of the Cross, Mealtime prayers, Our Father, Hail Mary, Glory Be, Guardian Angel prayer).

Fifth Grade Curriculum Overview and Outcomes

Language Arts

Literature

- A. Key Ideas Details
- B. Craft and Structure
- C. Integration of Knowledge and Ideas
- D. Range of Reading and Text Complexity-read and comprehend literature, including stories, dramas, poetry at the fifth-grade text complexity level independently and proficiently.

Informational Text

- A. Key Ideas and Details
- B. Craft and Structure
- C. Integration of Knowledge and Ideas
- D. Range of Reading Level and Level of Text Complexity –read and comprehend informational texts, including history/social studies, science at the fifth-grade level independently and proficiently.

Foundational Skills

- A. Phonics and Word Recognition
- B. Text Types and Purposes
- C. Production and Distribution of Writing
- D. Research to Build and Present Knowledge
- E. Handwriting – use cursive handwriting to write legibly in all content areas

Speaking and Listening

- A. Comprehension and Collaboration
- B. Presentation of Knowledge and Ideas
- C. Oral Prayer

Language

- A. Conventions of Standard English
- B. Knowledge of Language – Demonstrate knowledge of language and its conventions when writing, speaking, reading, listening
- C. Vocabulary Acquisitions and Use

Social Studies

- I. Temporal Thinking - Use historical conceptual devices to organize and study the past.
- II. Use historical inquiry and analysis to study the past
- III. Use historical concepts, patterns, and themes to study the past.
- IV. Explain the basic features and difference between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.
- V. Describe the spread of people in the Western Hemisphere in Era 1.
- VI. Explain the Agricultural Revolution and explain why it is a turning point in history.
- VII. Describe and differentiate defining characteristics of early civilizations and pastoral societies, where they emerged, and how they spread.
- VIII. Describe the characteristics of early Western Hemisphere civilizations and pastoral societies.
- IX. Analyze the civilizations and empires that emerged during 1000 BC to 300 AD.
- X. Describe empires and agrarian civilizations in Mesoamerica and South America.
- XI. The world in spatial terms: Geographical habits of mind.
- XII. Spatial thinking: Use maps and other geographical tools to acquire and process information from a spatial perspective.
- XIII. Geographical inquiry and analysis about relationships between people, cultures, and their environment, and relations within the larger world context.
- XIV. Use geographical themes, knowledge about processes and concepts to study the Earth.
- XV. Describe the cultural groups and diversities among people that are rooted in places and in human constructs called regions.
- XVI. Describe the physical characteristics of places.
- XVII. Describe the human characteristics of places
- XVIII. Describe the physical processes that shape the Earth's surface and the patterns of the Earth's surface.
- XIX. Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.
- XX. Explain that human activity may be seen on the Earth's surface.

- XXI. Describe the characteristics, distribution, and complexity of the Earth’s cultural mosaic.
- XXII. Describe how technology creates patterns and networks that connect people, products, and ideas.
- XXIII. Describe patterns, processes, and function of human settlement.
- XXIV. Explain how forces of conflict and cooperation among people influence the division of the Earth’s surface and its resources.
- XXV. Explain that the physical environment is modified by human activities.
- XXVI. Describe how human actions modify the environment, and how they shape patterns on the Earth’s surface.
- XXVII. Global topic investigation and issue analysis – completion of a Capstone Project – demonstrating knowledge of a contemporary investigation by conducting research on contemporary global topics and issues, compose persuasive essays, and develop an action plan.
- XXVIII. Civics and Government – Purposes of government
- XXIX. Nature of Civic Life, Politics, and Government
- XXX. Structure and Function of Governments
- XXXI. Characteristics of Nation-States
- XXXII. Relationship of United States to Other Nations and World Affairs
- XXXIII. Conflict and Cooperation Between and Among Nations
- XXXIV. The Market, National, and International Economies – Economic systems, interdependence.
- XXXV. Public discourse, decision making, and citizen involvement

Mathematics

- I. Operations and Algebraic Thinking
- II. Write and interpret numerical expressions.
- III. Analyze patterns and relationships.
- IV. Numbers and Operations in Base Ten
- V. Understanding the place value system
- VI. Perform operations with multi-digit whole numbers and with decimals to the hundredths.
- VII. Express, interpret and use ratios; find equivalences.

- VIII. Numbers and Operations - Fractions
- IX. Use equivalent fractions as a strategy to add and subtract fractions.
- X. Apply and extend previous understandings of multiplication and division
- XI. Integers – Add and subtract integers and rational numbers
- XII. Measurement and data: Convert like measurement units within a given measurement system.
- XIII. Represent and interpret data.
- XIV. Geometric measurement – understand concepts of volume, find areas of geometric shapes using formulas.
- XV. Geometry – graph points on the coordinate plane to solve real-world and mathematical problems.
- XVI. Classify two dimensional figures into categories.
- XVII. Know the meaning of angles and solve problems
- XVIII. Data and Probability – Construct and interpret line graphs.
- XIX. Find and interpret mean and mode for a given set of data

Science (Next Generation Science Standards) with cross-curricular and Catholic School teaching links)

- I. Structure and Properties of Matter
- II. Matter and Energy in Organisms and Ecosystems
- III. Earth’s Systems
- IV. Space Systems: Stars and the Solar System
- V. Engineering Design

Catholic Religion

- I. Evangelization and Missionary Discipleship – Recognize that God knows and loves him/her personally and has plan for their lives.
- II. Sacred Scripture -Explain that the Gospels are the accounts of the life of Jesus (Matthew, Mark, Luke, John)

- III. Church History - Discuss the Church as a sacrament of Christ in the world (an outward sign of Christ in the world.)
- IV. Catholic Doctrine – Define sacrament as an outward sign instituted by Jesus entrusted to the Church by which divine life is dispensed to us.
- V. Liturgy – Participate regularly in the planning and celebration of the Eucharist. Outline the order of the Mass.
- VI. Sacraments – Define sacrament; list the seven sacraments, discuss the difference between sign and symbol; discuss the three categories of sacraments: Initiation, Healing, Vocation/Service
- VII. Dignity of the Human Person – Discuss and display appropriate attitudes toward the unborn, the sick, handicapped, aged, dying, and those who are different from us.
- VIII. Family Life/Human Sexuality – Know that we are created in God’s image as male or female.
- IX. Community – Explain vocations as a call to the single, married, consecrated, or ordained life.
- X. Morality – Understand that we obey God because He loves us and we love Him. Memorize and recite the Ten Commandments in order and discuss the application of the Ten Commandments to daily life.
- XI. Service/Social Justice/Servant Leadership- Recognize that the ways we serve reflect our love of God and love of neighbor. Participate in the school, church, and community service projects.
- XII. Prayer – Recite the common prayers of the Catholic Church. Participate in and discuss Marian devotions (honoring Mary, Our Lady Queen of Heaven), Recite the Mysteries of the Rosary. Create a plan of personal daily prayer.

Sixth Grade Curriculum Overview and Outcomes

Language Arts

Literature

- A. Key Ideas Details
- B. Craft and Structure
- C. Integration of Knowledge and Ideas

D. Range of Reading and Text Complexity – Independently self-monitor comprehension when reading or listening to text automatically using the strategies used by mature readers to increase comprehension and engage in interpretive discussions – predicting, constructing mental images.

Informational Text

- A. Key Ideas and Details
- B. Craft and Structure
- C. Integration of Knowledge and Ideas

D. Range of Reading Level and Level of Text Complexity – read and comprehend literacy non-fiction and informational texts, including history/social studies, science, and technology texts and the sixth-grade level independently and proficiently.

Writing

- A. Text Types and Purposes
- B. Production and Distribution of Writing
- C. Research to Build and Present Knowledge
- D. Range of Writing – build endurance by routinely writing over an extended period - time for research, reflection, revision for a range of tasks, purposes, and audiences
- E. Handwriting – Use cursive writing to write legibly across all content areas.

Speaking and Listening

- A. Comprehension and Collaboration
- B. Presentation of Knowledge and Ideas
- C. Oral Prayer

Language

- A. Conventions of Standard English
- B. Knowledge of Language

C. Vocabulary Acquisitions and Use - Determine or clarify the meaning of unknown and multiple meaning words or phrases based on grade 6 reading and content, choosing flexibly from a range of strategies

Social Studies - Beginnings to 1620

- I. Evaluate evidence, compare information, interpret historical records, and develop sound arguments and perspectives on which informed decisions on contemporary life can be based.
- II. Use historical inquiry and analysis to study the past.
- III. Use historical conceptual devices to organize and study the past.
- IV. Explain the basic features and differences between hunter-gatherer societies and pastoral nomads.
- V. Describe the spread of people in the Eastern Hemisphere in Era 1.
- VI. Explain the Agricultural Revolution and explain why it is a turning point in history.
- VII. Describe and differentiate defining characteristics of early civilizations and pastoral societies, where they emerged, and how they spread.
- VIII. Describe the characteristics of early Eastern Hemisphere civilizations and pastoral societies.
- IX. Analyze the civilizations and empires that emerged during 4000 BC to 1000 BC.
- X. Classical traditions, world religions, and major empires, 1000 BC to 300 AD.
- XI. Analyze classical civilization and empire and their lasting impact on institutions, politics, structures, technology, and art.
- XII. Explain how world religions or belief systems of Hinduism, Judaism, Buddhism, Christianity, Confucianism, and Islam grew and their significance.
- XIII. Study the relationships between people, places, and environments by using information that is in a spatial context.
- XIV. Use geographical themes, knowledge about processes and concepts to study the Earth.
- XV. Describe the cultural groups and diversity among people that are rooted in places and in human constructs called regions.
- XVI. Describe the physical and human characteristics of places.
- XVII. Describe the physical processes that shape the Earth's surface; the characteristics and spatial distribution of ecosystems; and the human activity that can be seen on the Earth's surface.
- XVIII. Describe the characteristics, distribution, and complexity of the Earth's cultural mosaic

- XIX. Describe how technology creates patterns and networks that connect people, products, and ideas.
- XX. Describe patterns, processes, and functions of human settlement; how people influence the division of the Earth's surface and its resource; how the environment is modified by physical and human actions
- XXI. Global topic investigation and issue analysis.
- XXII. Civics and Government – purposes of government
- XXIII. Nature of Civic Life, Politics, and Government
- XXIV. Structure and Function of governments
- XXV. Characteristics of Nation-States
- XXVI. Relationship of U.S. to other Nations and World Affairs
- XXVII. Economics – The Market Economy, Individual, Business, and Government Choices
- XXVIII. The National and International Economies
- XXIX. Economic Independence
- XXX. Citizen Involvement

Mathematics

- I. Ratios and Proportional Relationships – Understand ratio concepts and use ratio reasoning to solve problems.
- II. The Number System – Apply and extend previous understandings of multiplication and division.
- III. Compute fluently with multi-digit numbers and find common factors and multiples.
- IV. Apply and extend previous understanding of arithmetic to algebraic expressions.
- V. Reason about and solve one-variable equations and inequalities.
- VI. Represent linear functions using tables, equations, and graphs.
- VII. Solve real-world and mathematical problems involving area, surface area, and volume
- VIII. Statistics and Probability - Develop understanding of statistical variability.
- IX. Summarize and describe distributions.

Science (Next Generation Science Standards) with cross-curricular and Catholic School teaching links)

- I. Space Systems
- II. History of Earth
- III. Earth's Systems
- IV. Weather and Climate
- V. Human Impact

Catholic Religion

- I. Evangelization and Missionary Discipleship - Recognize that Jesus wants to be in a relationship with them. Explain why they need a Savior.
- II. Sacred Scripture - Identify Sacred Scripture as the speech of God as it is put down in writing under the breath of the Holy Spirit.
- III. Church History - Explain the Jewish roots of our Christian faith.
- IV. Catholic Doctrine- Identify God the Father as the Creator, Jesus as the Messiah, and fulfillment of the Old Covenant, as the Holy Spirit as the Sanctified, the breath of life, and fire of love.
- V. Liturgy - Participate regularly in the planning and celebration of the Eucharist.
- VI. Sacraments – Give some examples of Old Testament events that prefigure the sacraments.
- VII. Dignity of the Human Person - Understand that the source of one's human dignity and value comes from being created in the image and likeness of God. Defend the idea of human dignity based on the creation and covenant passages of the Old Testament.
- VIII. Family Life/Human Sexuality - Know that we are created in God's image as male or female. Explain how friendship is a gift of self that imitates Christ and leads others to a greater good.
- IX. Community- Recognize the diversity of cultures, traditions, and gifts. Review the seven themes of Catholic Social Teaching.
- X. Morality- Understand that the desire to live a moral life is animated by one's friendship with Jesus Christ in the power of the Holy Spirit.
- XI. Service/Social Justice/Servant Leadership – Define God's call to leadership as a call to service for the community.

XII. Prayer -Recite common prayers; identify the Psalms as a collection of hymns or poetry collected over several centuries and used as the public prayer of the Church.

Seventh Grade Curriculum Overview and Outcomes

Language Arts

Literature

- A. Key Ideas Details
- B. Craft and Structure
- C. Integration of Knowledge and Ideas

D. Range of Reading and Text Complexity – Independently self-monitor comprehension when reading or listening to text automatically using the strategies used by mature readers to increase comprehension and engage in interpretive discussions.

Informational Text

- A. Key Ideas and Details
- B. Craft and Structure
- C. Integration of Knowledge and Ideas

D. Range of Reading Level and Level of Text Complexity – Independently self-monitor comprehension when reading or listening to text by automatically using the strategies used by mature readers to increase comprehension and engage in interpretive discussions.

Writing

- A. Text Types and Purposes
- B. Production and Distribution of Writing
- C. Research to Build and Present Knowledge
- D. Range of Writing – build endurance by routinely writing over an extended period - time for research, reflection, revision for a range of tasks, purposes, and audiences
- E. Handwriting – Use cursive writing to write legibly across all content areas.

Speaking and Listening

- A. Comprehension and Collaboration
- B. Presentation of Knowledge and Ideas
- C. Oral Prayer

Language

- A. Conventions of Standard English
- B. Knowledge of Language

C. Vocabulary Acquisitions and Use - Determine or clarify the meaning of unknown and multiple meaning words or phrases based on grade 7 reading and content, choosing flexibly from a range of strategies

Social Studies - Foundations in U.S. History and Geography Beginnings to 1620

- I. American Indian Life in the Americas- Describe the life of people living in North America before European exploration.
- II. European Exploration – Identify the causes and consequences of European exploration and colonization.
- III. African Life before the 16th century. - Describe the lives of peoples living in western Africa prior to the 16th century.
- IV. Three World Interactions – describe the environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 16th through 17th century.
- V. Colonization and Settlement 1585-1763 – Compare the regional settlement and patterns and describe significant developments in Southern, New England, and the mid-Atlantic colonies.
- VI. European Slave Trade and Slavery in Colonial America – Analyze the development of the slave system in the Americas and its impact upon the life of Africans.
- VII. Life in Colonial America – Distinguish among and explain the reasons for regional differences in colonial America.
- VIII. Revolution and the New Nation 1754-1800 – Identify the major political, economic, and ideological reasons for the American Revolution.
- IX. Explain the multi-faced nature of the American Revolution and its consequences.
- X. Explain some of the challenges faced by the new nation under the Articles of Confederation and analyze the development of the Constitution as the new plan for governing.
- XI. Expansion and Reform 1792-1861
- XII. Analyze the challenges the new government faced and the role of political leaders in meeting these challenges.
- XIII. Region and Economic Growth – Describe and analyze the nature and impact of the territorial, demographic, and economic growth in the first three decades of the new nation using maps, charts, and other evidence.
- XIV. Reform Movement – Analyze the growth of the Antebellum American reform movements.

- XV. Civil War and Reconstruction (1850-1877) Analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.
- XVI. Identifying and Analyzing Public Issues – Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible viable resolutions.
- XVII. Communicate a reasoned position on a public issue.
- XVIII. Act constructively to further the public good.

Mathematics

- I. The Number System – Apply and extend previous understanding of operations of fractions.
- II. Ratios and Proportional Relationships – Analyze proportional relationships and use them to solve real-world mathematical problems.
- III. Use properties of operations to generate equivalent expressions.
- IV. Solve real-life math problems using numerical and algebraic expressions and equations.
- V. Understand and represent linear functions.
- VI. Understand and apply directly proportional relations and relate to linear relationships.
- VII. Understand and solve problems about inversely proportional relationships.
- VIII. Geometry – Draw, construct, and describe geometrical figures and describe the relationship between them.
- IX. Statistics and Probability – Use random sampling to draw inferences about a population.
- X. Draw informal comparative inferences about two populations.
- XI. Investigate change processes and develop, use, and evaluate probability models.

Science (Next Generation Science Standards) with cross-curricular and Catholic School teaching links)

- I. Structure, Function, and Information Processing
- II. Matter and Energy in Organisms and Ecosystems
- III. Interdependent Relationships in Ecosystems
- IV. Growth, Development, and Reproduction of Organisms
- V. Natural Selection and Adaptations

Catholic Religion

- I. Evangelization and Missionary Discipleship - Discuss what discipleship and virtuous living looks like for a 7th grade student.
- II. Sacred Scripture - Examine key events in the Gospels. Compare the style and the audiences of the four Gospels.
- III. Church History - Retell how the Apostles were selected and commissioned. Trace the establishment of the Church from the preaching of Jesus, through the Pascal mystery, Pentecost, and apostolic succession.
- IV. Catholic Doctrine- List and explain the titles of Jesus. Identify the mission of Jesus as Savior for All.
- V. Liturgy - Participate regularly in the planning and celebration of the Eucharist.
- VI. Sacraments - Identify the sacraments of initiation/define Confirmation and discuss application to their daily lives.
- VII. Dignity of the Human Person - Understand that the source of one's human dignity and value comes from being created in the image and likeness of God.
- VIII. Family Life/Human Sexuality - Identify the human life cycle and the different ages and stages present in a family unit. Discuss the value of abstinence and modesty in relationships with others and the consequences of sexual activity. Define marriage as the one flesh union between one man and one woman modeled after Christ's union with the Church.
- IX. Community- Describe the family as a source of spiritual values, religious practices, customs, and traditions that help shape a person spiritually, physically, psychologically, and socially.
- X. Morality- Discuss ways that the Gospel events and the parables of Jesus show us how to live a moral life. Define the types of sin. Discuss the mercy of God and the sacrament of Reconciliation as a way to restore the relationship with God and the community.
- XI. Service/Social Justice/Servant Leadership – Assess how Catholic values help us make social, economic, and political choices. Identify the principles of social justice. Take age-appropriate action to make his/her voice heard on social justice issues (i.e., write letters to congress, respect life essays, clean up trash, recycling, etc.) Help design, organize, and participate in student –directed service project. Identify saints who modeled social justice principles. Identify and describe lay ministerial roles and their service to the Church. Explain how the family as the basic cell of society has rights and duties.
- XII. Prayer -Recite common prayers; identify Scripture passages that demonstrate the importance of prayer; analyze the seven petitions of the Our Father; discuss the effectiveness of prayer in working toward peace and justice.

Eighth Grade Curriculum Overview and Outcomes

Language Arts

Literature

- A. Key Ideas Details
- B. Craft and Structure
- C. Integration of Knowledge and Ideas
- D. Range of Reading and Text Complexity – Read and comprehend complex literary text including stories, dramas, and poems, independently and proficiently at the eighth-grade complexity level.

Informational Text

- A. Key Ideas and Details
- B. Craft and Structure
- C. Integration of Knowledge and Ideas
- D. Range of Reading Level and Level of Text Complexity – Independently self-monitor comprehension when reading or listening to text by automatically using the strategies used by mature readers to increase comprehension and engage in interpretive discussions.

Writing

- A. Text Types and Purposes
- B. Production and Distribution of Writing
- C. Research to Build and Present Knowledge
- D. Range of Writing – build endurance by routinely writing over an extended period - time for research, reflection, revision for a range of tasks, purposes, and audiences
- E. Handwriting – Use cursive writing to write legibly across all content areas.

Speaking and Listening

- A. Comprehension and Collaboration
- B. Presentation of Knowledge and Ideas
- C. Oral Prayer

Language

- A. Conventions of Standard English
- B. Knowledge of Language

C. Vocabulary Acquisitions and Use - Determine or clarify the meaning of unknown and multiple meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies

Social Studies - Foundations in United States History and Geography

- I. The Coming of The Civil War – Analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.
- II. Civil War – Evaluate the multiple causes, key events, and complex consequences of the Civil War.
- III. Reconstruction – Using evidence, develop an argument regarding the character and consequences of the Reconstruction.
- IV. America in the Last Half of the 19th Century – Analyze the major changes in communication, transportation, demography, and urban centers, including the location and growth of cities linked by industry and trade, in the last half of the 19th century.
- V. Industrial Revolution - Explain the causes and consequences - both positive and negative – of the Industrial Revolution and America’s growth from a predominately agricultural, commercial, and rural nation to a more industrial and urban nation between 1870 and 1930.
- VI. Becoming a World Power – Describe and analyze the major changes – both positive and negative – in the role the United States played in world affairs after the Civil War and explain the cause and consequences of this changing role.
- VII. Progressivism and Reform – Select and evaluate major public and social issues emerging from the changes in industrial, urban, and global America during this period; analyze the solutions or resolutions developed by Americans, and their consequences (positive/negative - anticipated/unanticipated) including, but not limited to, the following: Social issues, Causes and Consequences of Progressive Reform, Women’s Suffrage)
- VIII. The Great Depression and World War II – Evaluate the key ideas and decisions surrounding the causes and consequences of global depression of the 1930’s and WWII.
- IX. World War II – Examine the causes and course of World War II, and the effects of the war on United States society and culture, including the consequences for United States involvement in world affairs.
- X. Investigation Topics and Issue Analysis – Use the historical perspective to investigate a significant historical topic from US History (Civil War thru WWII) that also has significance on an issue or topic in the United States today.

Mathematics

- I. The Number System- Know that there are numbers that are not rational and approximate them by rational numbers.
- II. Expressions and Equations – Work with radicals and integer exponents.
- III. Understand the connections between proportional relationships, lines, and linear equations.
- IV. Analyze and solve linear equations and pairs of simultaneous linear equations.
- V. Understand and represent linear functions.
- VI. Functions – Define, evaluate, and compare functions
- VII. Use functions to model relationships between quantities.
- VIII. Recognize, represent, and apply common formulas – Recognize and perform operations with polynomials. Understand FOIL method.
- IX. Understand and represent quadratic functions.
- X. Geometry – Understand congruence and similarity using physical models, transparencies, and geometry software.
- XI. Statistics and Probability – Investigate patterns of association in bivariate data.

Science (Next Generation Science Standards) with cross-curricular and Catholic School teaching links)

- I. Structure and Properties of Matter
- II. Chemical Reactions
- III. Forces and Interaction
- IV. Energy
- V. Waves and Electromagnetic Radiation

Catholic Religion

- I. Evangelization and Missionary Discipleship – Recognize that God knows and loves him/her personally and has a plan for each of their lives. Encounter the Lord Jesus Christ through experiential activities such as guided meditations using Sacred Scripture and adoration of the Blessed Sacrament.

- II. Sacred Scripture – Identify and discuss the New Testament passages where Jesus establishes the Church; trace the growth of the Church beginning with Pentecost and continuing through Paul’s journeys as recounted in the Acts of the Apostles and the Epistles.
- III. Church History -Explain Pentecost as the fulfillment of Old Testament prophecies and the fulfillment of Jesus’ promise to send the Holy Spirit.
- IV. Catholic Doctrine – Compare and contrast the Catholic beliefs of the Eucharist with the beliefs of non-Catholics. Understand that the Church recognizes other Christians as our brothers and sisters in the Lord.
- V. Liturgy – Participate regularly in the planning and celebration of the Eucharist.
- VI. Sacraments - Identify the sacraments of initiation/define Confirmation and discuss application to their daily lives.
- VII. Dignity of the Human Person -Understand the source of one’s human dignity and value comes from being created in the image and likeness of God.
- VIII. Family Life/Human Sexuality -Know that we are created in God’s image as male and female. Compare and contrast the true image of marital love as God intended as opposed to the contemporary media portrayals of love. Identify the two purposes of marriage as unity/mutual support and procreation. Explain the Church’s teachings regarding family planning and birth control. Discuss physical, emotional, and sexual boundaries.
- IX. Community -Explain that Baptism includes a call to transform the world through the Gospel.
- X. Morality – Understand that the desire to live a moral life is animated by one’s friendship with Jesus Christ in the power of the Holy Spirit.
- XI. Service/Social Justice/Servant Leadership – Assess how Catholic values help us make social, economic, and political choices. Identify the principles of social justice. Take age-appropriate action to make his/her voice heard on social justice issues (i.e., write letters to congress, respect life essays, clean up trash, recycling, etc.) Help design, organize, and participate in student –directed service project. Identify saints who modeled social justice principles. Identify and describe lay ministerial roles and their service to the Church. Explain how the family as the basic cell of society has rights and duties.
- XII. Prayer -Recite the common prayers of the Catholic Church. Discuss the effectiveness of prayer in deepening one’s relationship with Jesus. Demonstrate appropriate reverence during prayer. Participate in and discuss traditional Marian devotions (honoring Mary, Our Lady of Heaven).

