



Catholic Standards – K-6

Standard	Description
General Standards	
DOA.CSS.K6.GS1	Exhibit care and concern at all stages of life for each human person as an image and likeness of God.
DOA.CSS.K6.GS2	Describe the unity of faith and reason with confidence that there exists no contradiction between the God of nature and the God of faith.
DOA.CSS.K6.GS3	Value the human body as the temple of the Holy Spirit.
Intellectual Standards	
DOA.CSS.K6.IS1	Explain what it means to say that God created the world and all matter out of nothing at a certain point in time; how it manifests His wisdom, glory, and purpose; and how He holds everything in existence according to His plan.
DOA.CSS.K6.IS2	Describe the relationships, elements, underlying order, harmony, and meaning in God's creation.
DOA.CSS.K6.IS3	Explain how creation is an outward sign of God's love and goodness and, therefore, is "sacramental" in nature.
DOA.CSS.K6.IS4	Give examples of the beauty evident in God's creation.
DOA.CSS.K6.IS5	Explain the processes of conservation, preservation, overconsumption, and stewardship in relation to caring for that which God has given to sustain and delight us.
DOA.CSS.K6.IS6	Describe God's relationship with man and nature.
DOA.CSS.K6.IS7	Describe how science and technology should always be at the service of humanity and, ultimately, to God, in harmony with His purposes.
DOA.CSS.K6.IS8	Explain how science properly limits its focus to "how" things physically exist and is not designed to answer issues of meaning, the value of things, or the mysteries of the human person.
DOA.CSS.K6.IS9	Describe how the use of the scientific method to explore and understand nature differs, yet complements, the theological and philosophical questions one asks in order to understand God and His works.
DOA.CSS.K6.IS10	Analyze the false assumption that science can replace faith.
DOA.CSS.K6.IS11	List the basic contributions of significant Catholics to science such as Galileo, Copernicus, Mendel, and others.
Dispositional Standards	
DOA.CSS.K6.DS1	Display a sense of wonder and delight about the natural universe and its beauty.
DOA.CSS.K6.DS2	Share concern and care for the environment as a part of God's creation.
DOA.CSS.K6.DS3	Accept the premise that nature should not be manipulated simply at man's will or only viewed as a thing to be used, but that man must cooperate with God's plan for himself and for nature.
DOA.CSS.K6.DS4	Accept that scientific knowledge is a call to serve and not simply a means to gain power, material prosperity, or success.

Best Practice Suggestions for Science in Catholic Schools

- Present scientific concepts from a superordinate (whole view) perspective before breaking them down into subordinate concepts. This approach (whole to part) can manifest itself in the alignment of courses of study (general biology in younger grades to micro-biology in high school) to the organization and presentation of curricular materials (superordinate concepts first then parallel and underlying concepts).
- Incorporate nature notebooks for observation to facilitate opportunities of wonder and awe (K-6).
- Formation of set groups of teachers at workshops designed to address scientific issues of human and cosmic origin from philosophical and theological perspectives (i.e., religion and science teachers, religion and math teachers, and religion and literature teachers). These groupings are to facilitate dialogue and build an inter-disciplinary culture within the school. This will allow theology teachers to address scientific topics from a theological perspective as they are concurrently being taught in the science classroom.
- Avoid interjection of theological doctrine into scientific inquiry in older grades. Consider incorporating a course designed specifically for the discussion of topics of faith and reason.
- Supplement all science textbooks with biographies of Catholic scientists, such as Copernicus, Mendel, Bacon, St. Albert the Great, and so forth.
- Consider using an apologetic approach based on facts and evidence (7-12) (Magis Center materials).

[\(See Appendix E for Resources\)](#)