

# Catholic Faith Integration

# MATHEMATICS

K-8





## MA.K6.IF.1

I can recognize the power of the human mind as both a gift from God and a reflection of Him in whose image and likeness we are made.





## MATHEMATICS

### MA.K8.IF.2

I can display a sense of wonder about mathematical relationships as well as confidence in mathematical certitude.





## MA.K8.IF.3

I can respond to the beauty,  
harmony, proportion,  
radiance, and wholeness  
present in mathematics.

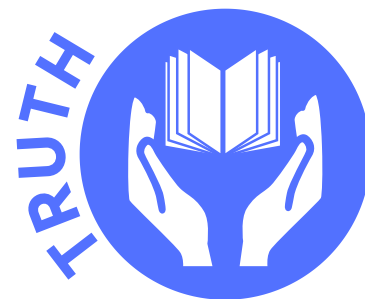




## MATHEMATICS

### MA.K8.IF.4

I can show interest in the pursuit of understanding for its own sake.





## MA.K6.IF.5

I can exhibit joy at solving difficult mathematical problems and operations.





# MATHEMATICS

## MA.K8.IF.6

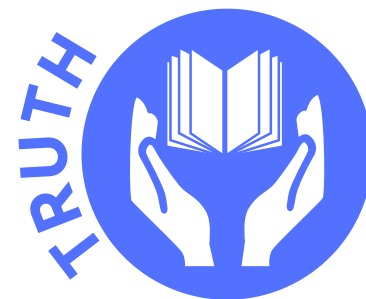
I can show interest in how the mental processes evident within the discipline of mathematics (such as order, perseverance, and logical reasoning) help us with the development of the natural virtues (such as self-discipline and fortitude).





## MA.K8.IF.7

I can understand why things are true and why they are false.







## MATHEMATICS

### MA.912.IF.1

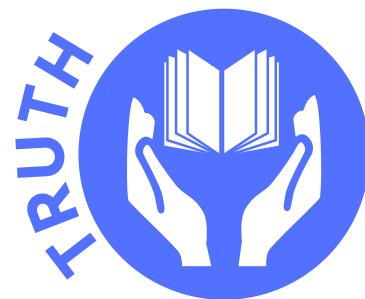
I can demonstrate the mental habits of precise, determined, careful, and accurate questioning, inquiry, and reasoning.





## MA.912.IF.2

I can develop lines of inquiry  
(as developmentally  
appropriate) to understand  
why things are true and why  
they are false.





## MA.912.IF.3

I can have faith in the glory and dignity of human reason as both a gift from God and a reflection of Him in whose image and likeness we are made.





## MA.912.IF.4

I can explain how mathematics in its reflection of the good, true, and beautiful reveals qualities of being and the presence of God





## MA.912.IF.5

I can display a sense of wonder about mathematical relationships, especially mathematical certitude which is independent of human opinion.





## MA.912.IF.6

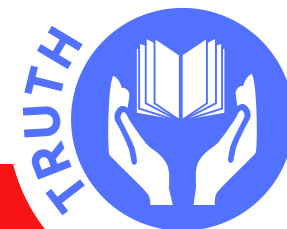
I can share with others the beauty, harmony, proportion, radiance, and wholeness present in mathematics.





## MA.912.IF.7

I can advocate for the pursuit of understanding for its own sake and the intrinsic value or discovery of the true and the beautiful often at the requirement of great sacrifice, discipline, and effort.





## MA.912.IF.8

I can exhibit appreciation for the ongoing nature of mathematical inquiry.







## MATHEMATICS

### MA.912.IF.9

I can exhibit habits of thinking quantitatively and in an orderly manner, especially through immersion in mathematical observations found within creation.





## MA.912.IF.10

I can propose how mathematical objects or proofs (such as the golden mean, the Fibonacci numbers, the musical scale, and geometric proofs) suggest divine origin.





## MA.912.IF.11

I can exhibit appreciation for the process of discovering meanings and truths existing within the solution of the problem and not just arriving at an answer.





## MA.912.IF.12

I can exhibit humility at knowing that as a human being man can only grasp a portion of the truths of the universe.





## MA.912.IF.13

I can advance an understanding of the ability of the human intellect to know and the desire of the will to want to know more.





## MATHEMATICS

### MA.912.IF.14

I can explain the nature of rational discourse and argument and the desirability of precision and deductive certainty which mathematics makes possible and is not possible to the same degree in other disciplines.





# MATHEMATICS

## MA.912.IF.15

I can demonstrate how sound logical arguments and other processes of mathematics are foundational to its discipline.





## MATHEMATICS

### MA.912.IF.16

I can recognize how mathematical arguments and processes can be extrapolated to other areas of study, including theology and philosophy.







# MATHEMATICS

## MA.912.IF.17

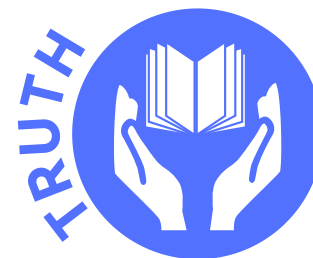
I can explain how it is possible to mentally abstract and construct mathematical objects from direct observations of reality and how one's perception of that reality is important to what one is doing.





## MA.912.IF.18

I can recognize personal bias in inquiry and articulate why inquiry should be undertaken in a fair and independent manner.





## MA.912.IF.19

I can evaluate the ongoing nature of mathematical inquiry, its inexhaustibility, and its openness to the infinite.





## MA.912.IF.20

I can explain man's limitations of understanding and uncovering all mathematical knowledge.





# MATHEMATICS

## MA.912.IF.21

I can explain how fundamental questions of values, common sense, and religious and human truths and experiences are beyond the scope of mathematical inquiry and its syllogisms.

