

Religion

PRE-K AND KINDERGARTEN

I. GOAL: To develop the Roman Catholic Identity of the child--individually, within the family and within the parish.

II. INSTRUCTIONAL OBJECTIVES:

REL.K.1 Profession of Faith- The Creed

- a. **Creation: Expand the child's natural sense of awe in the created world. (CCC 279-324)**
- b. **God loves us and created us to share life with him in heaven, our true home. (CCC 355-384)**
- c. **God makes himself known to us so that we can love him. (CCC 50-141)**
 - **THE BIBLE:**
 - ❖ **Old and New Testament Stories**
 - ❖ **Heroes of the Bible**
 - **JESUS IS GOD'S SON:**
 - ❖ **Stories from the life of Jesus (His teachings, parables, and miracles)**
 - ❖ **The Holy Family of Jesus, Mary and Joseph as models for us to imitate**
 - **THE CHURCH (God's family on earth):**
 - ❖ **Stories of the Saints-- examples of God's friends**
 - ❖ **Ministry of Priest, Bishop and Pope**

REL.K.2 Celebration of the Christian Mystery - Liturgy and Sacraments

- a. **The Sacrament of Baptism: (CCC 1210-1284)**
 - **Takes away sin**
 - **Gives us a share in God's life (Grace)**
 - **Makes us God's children**
 - **Makes us part of God's family, the Church**
- b. **An awareness of the Sacraments of Penance, Eucharist and Confirmation as the older students receive them. (CCC 1285-1470)**

REL.K.3 Life in Christ- Commandments (CCC 2052-2557)

- a. **A community climate permeated by the Gospel spirit of freedom and love.**
- b. **A general study of the commandments as God's rules to help us to be happy and to keep us safe.**
- c. **Age-appropriate virtues:**
 - **In loving God-**
 - ❖ **Prayerfulness, Thankfulness, Obedience, A sense of Wonder and Reverence for God's creation, Praise for his goodness.**
 - ❖ **In loving neighbor-**
 - ❖ **Respect, Courtesy, Helpfulness.**

**III. REL.K.4
TERMS TO KNOW:**

**Alleluia
Baptism
Bible
Church
Commandments
Creation
Eucharist
God
Grace**

**Heaven
Hero
Holy Family
Jesus
Obedience
Parable
Prayer
Respect
Saint/Sainthood
"Yes to God"**

**IV. REL.K.5
PRAYERS TO KNOW:**

**Genuflection (Method and Meaning)
Grace Before Meals
Hail Mary
Our Father (The Lord's Prayer)
Sign of the Cross**

VIRTUES:

REL.K.V.1 VIRTUE: PRAYER

There are four kinds of prayer: Praise, Thanksgiving, Sorrow, and Petition. (For Grades Pre-K through 3)

Prayer is the virtue by which you talk and listen to God. "It is the life of the new heart. It is the remembrance of God often awakened by the memory of the heart: "We must remember God more often than we draw breath."

SCRIPTURE/READINGS:

Mt. 11:25-26; Mk 14:36; Ep 3:16-17; Lk 7:36-50, 19:1-10; Mt 26:40; 1 Th 5:17; Ep 5:20, 6:18; Jn 15:16-17; Rm 8:14-17; Mt 14:13-21. The Children's Book of Virtues, by William J. Bennett, A Child's Prayer. p. 63.

PRACTICES:

- **Think about how good and loving God is to you as you pray your morning and night prayers. (Thank God for all he has given and done for you and tell him you are sorry for offending him.)**
- **Tell Jesus you love him everyday. Listen as he tells you that he loves you, too. (Praise God because he is so wonderful and loves you so much.)**
- **If you have problems in school, ask Jesus to help you. (Jesus wants us to ask for anything that we need.)**
- **Jesus went outside to the garden to talk to his "Abba", Daddy. Each day you can talk to and listen to God while you're outside playing with your toys, pet or riding your bike. (Thank God for all the toys, pets and friends. Praise him for the gift of himself.)**
- **If there are problems at home, talk to Jesus about them and ask his help. (Jesus tells us to ask and we will receive. He wants us to ask him for what we need.)**

REL.K.V.2 VIRTUE: THANKFULNESS

Thankfulness is a virtue by which you express your thanks to God for all that he has done and given to you. You should be thankful for your eyes to see with, your ears to hear with, your nose to smell with, your mouth to speak with, and your hands to do kind things for your mom and dad with.

SCRIPTURE:

Lk 17:11-19; Lk 22:14-19; Rm 1:8-9; 1 Cor 1:4-4; 2 Cor 1:11; Ps 100; Ps 136.

PRACTICE:

- **Thank Jesus for his many gifts to you everyday.**
- **Remember to say "thank you" to anyone who helps you or gives you anything: mom, dad, brothers, sisters, relatives, teachers, friends, etc.**

- Thank your parent/s each time they spend time with you.
- Just as Jesus gave thanks to his Father at the Last Supper, thank your parent for every meal he/she prepares for you, even for the lunch that you take to school.
- A great heart is a grateful heart so remember to thank your parents each time they take you to practice and cheer you on during sports, dance, music, etc.

REL.K.V3 VIRTUE: OBEDIENCE

Obedience is a virtue by which you have a respectful and enthusiastic willingness to do what one in authority tells you to do. A good attitude concerning obedience helps you to grow spiritually.

SCRIPTURE:

Lk 2:51-52; Ps 143:10; Rm 8:14; 17.

PRACTICE:

- Do you think Jesus did what Mary and Joseph asked Him to do? How did He do what He was asked to do?
- When you obey those over you, you are actually obeying God and His laws of love. When you don't "feel" like doing what you are asked, hop to it and do it anyway.
- When your parents tell yo to do something, do it right away, cheerfully.
- Discuss some respectful ways you can respond to those who love you, who are in authority over you and who tell you to do something: mom, dad, grandparents, teachers, baby-sitter, scout leader, coach, etc.
- Respecting someone means doing what you are asked to do when you are asked to do it. How can you make your attitude a better one?

REL.K.V4 VIRTUE: A SENSE OF WONDER IN GOD'S CREATION

A Sense of Wonder in God's Creation is a virtue which causes us to look at all that God has created and be filled with awe. Look at the world, sun, moon, stars, oceans, trees, flowers, butterflies, fish, puppies, cats and God's masterpiece, people, and know how great God is.

SCRIPTURE/OTHER READINGS

Ps 150; Ps 135; Ps 100; Ps 98; Ps 67. Book of Psalms Arch Books.

PRACTICE:

- When you pray your morning prayers, tell God He is great and wonderful for sharing all of His creation with you.
- Spend some time each day just looking very quietly at and enjoying the trees, flowers, butterflies, sky,

sun, squirrels, snow, birds, rain and people, then whisper a thank you prayer to God.

- Memorize the first two stanzas of Psalm 100 and pray it often.
- Tell your mom and dad that you love them each day.

REL.K.V.5 VIRTUE: PRAISE GOD FOR HIS GOODNESS

Praise God for His Goodness is a virtue which causes us to be awed by God's kindness and generosity to all of his people. God has given us so much and all we need to do is to cooperate with his graces.

SCRIPTURE:

Ps 8; Dn 3:52-57; Ps 117; Ps 67; Ep 1:3-10; Ps 111; Ps 148; Dn 3:57-88, 56; Ps 150.

PRACTICE:

- Just as Jesus went about doing good things, you need to do the same.
- Put your toys away when you're finished playing with them.
- Hang up your clothes when you take them off without being told.
- Offer to help set the supper table, or do the dishes.
- Help put the groceries away after mom or dad do the shopping.
- Take good care of your school materials and anything that is given to you for your use.

REL.K.V.6 VIRTUES: RESPECT/COURTESY AND HELPFULNESS

Respect, Courtesy and Helpfulness: God created everyone to be like him therefore we should respect all his creatures. By respect, courtesy and helpfulness, we mean we should be kind and helpful to everyone.

SCRIPTURE/OTHER REFERENCE:

Lk 6:27-35; Lk 19:15-17; Lk 19:35-43; Lk 13:10-13; Mk 9:33-37. The Christmas Witch by Steven Kellogg.

PRACTICE:

- Ask Jesus to help you treat other people with love.
- Do something kind for your mom/dad.
- Share your toys with other children.
- When playing sometimes let others go first.
- Once in a while let your brother or sister sit by the window when traveling by car/van.
- Help your brother or sister put their toys away.

- Try not to fight with your brothers, sisters or friends.

¹ - *Catechism of the Catholic Church*

English



READING LANGUAGE ARTS KINDERGARTEN

Overview

Kindergarten marks the beginning of the reading and writing program. The students will engage in a variety of activities which will introduce and extend emergent literacy skills. Students will be using developmentally appropriate materials to foster fluency, expression and comprehension.

MASTERY OF SKILLS

- Recognize upper case letters
- Recognize 20 Dolche sight words
- Know the difference between letters and words

Standard 1 – Oral Language

R/L.K.1 The student will develop listening and speaking skills

- Follow one-step and two-step oral directions
- Participate in choral reading and recite short poems, rhymes, and songs
- Communicate with peers and adults in social settings and in learning experiences
- Begin to follow implicit rules for conversation (e.g., taking turns and staying on topic)
- Begin to use voice level, phrasing, sentence structure, and intonation appropriate for language situation
- Listen and speak in informal conversations with peers and adults
- Obtain information by asking questions (including how and why questions) and making observations
- Use words to describe/name people, places, and things (nouns)
- Use number words to describe location (directional words/prepositions), size, color, and shape (adjectives)
- Use words to describe actions (verbs)



R/L.K.2 The student will develop phonemic awareness

- a. Recognize and generate rhyming words
- b. Identify and name the uppercase and lowercase letters of the alphabet
- c. Match initial, medial, and final consonant to the short vowel and initial consonant digraph sounds to appropriate letters
- d. Sort words orally according to beginning or ending sounds
- e. Blend sounds orally to make words
- f. Use phonics to divide single syllable words

Standard 2 – Reading/Literature

R/L.K.3 The student will develop print awareness

- a. Understand that print conveys meaning
- b. Identify common logos and signs
- c. Understand that printed materials must be held in correct position
- d. Identify the front cover, back cover and title page of a book
- e. Follow words from left to right and top to bottom on a printed page
- f. Differentiate between words, letters and sentences
- g. Match voice with print, associating oral phonemes, syllables, words, and phrases with their written forms
- h. Recognize and read any 20 Dolch sight words

R/L.K.4 The student will demonstrate comprehension of stories

- a. Use pictures to make predictions about story content
- b. Retell familiar stories using beginning, middle, and end
- c. Begin to identify elements of fiction and nonfiction
- d. Identify the roles of author and illustrator
- e. Develop meaning of words by discussing and listening to a variety of texts
- f. Discuss main ideas, characters, settings, and events
- g. Compare and contrast familiar stories, characters, settings and events
- h. Read emergent-reader texts with purpose and understanding to build fluency

Standard 3 – Writing/Grammar

R/L.K.5 The student will identify and form letters of the alphabet

- a. Identify uppercase and lowercase letters
- b. Begin to print uppercase and lowercase letters in correct formation
- c. Write full name using uppercase and lowercase letters correctly
- d. Write left to right and top to bottom



R/L.K.6 The student will begin to communicate through writing

- a. Use pictures and/or letters and phonetically spelled words to write about experiences, stories, people, objects, or events
- b. Share the content and meaning of his/her written work

Standard 4 – Technology

R/L.K.7 The student will explore the uses of available technology in the Reading Language Arts program

- a. Publish work as well as interact with work
- b. Demonstrate knowledge of the nature and operation of various technology systems
- c. Explore and use technology tools for learning
- d. Explore and use technology to express ideas

Math



MATHEMATICS KINDERGARTEN

Overview

The kindergarten math curriculum provides the initial building blocks with a focus on developmental readiness. Emphasis is placed on the following skills:

- Developing the concept of number by counting;
- Combining sorting and comparing sets of objects;
- Recognizing and describing simple repeating patterns;
- Recognizing shapes and sizes of figures and objects;
- Investigating nonstandard measurement, collecting data, and creating graphs.

MASTERY OF SKILLS

Students will develop introductory mathematical skills through manipulatives, exploratory, and teacher directed learning.



MATHEMATICS APPLICATION OF SKILLS

Standard 1 – Number Sense and Estimation

- M.K.1 Apply the following strategies to solve real-life problems:
- Trial and error;
 - Picture or object graphs;
 - Diagrams;
 - Patterns;
 - Role playing;
 - Use manipulatives;
 - Story telling.
- M.K.2 Explain answers.
- M.K.3 Problem solve in each math area as well as in other curriculum areas.
- M.K.4 Create his/her own problems from every-day situations.
- M.K.5 Express mathematical ideas orally and in writing, using proper vocabulary terms.
- M.K.6 Recognize and write numerals 1 to 31.
- M.K.7 Count numbers:
- Count to 50;
 - Count backwards from 10.
- M.K.8 Identify ordinals to fifth.
- M.K.9 Match in one-to-one correspondence.
- M.K.10 Recognize sets through 31 and identify corresponding numerals.
- M.K.11 Recognize zero quantity.



MATHEMATICS

Standard 2 - Computation and Fluency

- M.K.12 Recognize the use of the calculator.
- M.K.13 Name the number of a new set after two sets are joined.
- M.K.14 Add and subtract whole numbers using up to ten concrete objects.



MATHEMATICS

Standard 3 - Measurement

- M.K.15 Indicate the ordered position of three objects and/or pictures from left-to-right, top-to-bottom, and/or bottom-to-top.
- M.K.16 Understand and use directional words (over-under, above-below, before-after, and between).
- M.K.17 Explore the meaning of inside and outside.
- M.K.18 Recognize the concept of time for hour and half-hour using analog and digital clock.
- M.K.19 Locate numbers on calendar (day, month, and year).
- M.K.20 Name and sequence the days of the week and the months of the year.
- M.K.21 Recognize penny, nickel, dime, and quarter from either side of the coins.
- M.K.22 Utilize coins to develop counting skills and money awareness.
- M.K.23 Compare lengths and heights (long, short, and tall), using non-standard units.
- M.K.24 Compare weight (light and heavy), using scales and balances.
- M.K.25 Recognize the use of the thermometer to measure and compare temperatures.



MATHEMATICS

Standard 4 - Geometry

- M.K.26 Recognize one-half.
- M.K.27 Identify, describe, and draw rectangles, squares, triangles, circles, and ovals.
- M.K.28 Connect line segments to form basic figures using numbers up to 31.



MATHEMATICS

Standard 5 - Data Analysis and Probability

- M.K.29 Relate physical materials, pictures, and diagrams to mathematical ideas.
- M.K.30 Compare sets of objects (more, fewer, and equal).
- M.K.31 Understand and use the concept of estimation.
- M.K.32 Select a reasonable magnitude given a 1-digit numeral, a 2 digit numeral, and a 3-digit numeral (e.g. 5, 50, and 500) and explain reasonableness of choice.
- M.K.33 Collect, organize, and describe data by counting and tallying.
- M.K.34 Read and interpret displays of data (bar graphs, pictographs and tables).
- M.K.35 Understand the concept of chance (i.e. by investigating and describing the result of dropping a two-colored counter or using a multi-colored spinner).



Standard 6 - Patterns, Functions and Algebra

- M.K.36 Sort and classify objects according to similar attributes (size, shape, color).
- M.K.37 Identify, describe, and extend a repeating relationship (pattern) found in common objects, sounds, and movements.

Science



SCIENCE KINDERGARTEN

Standard 1 – Scientific Investigation, Reasoning and Logic

- S.K.1** The student will conduct investigations in which
- basic properties of objects are identified by direct observation
 - observations are made from multiple positions to achieve different perspectives
 - a set of objects is sequenced according to size
 - a set of objects is separated into two groups based on a single physical attribute
 - picture graphs are constructed using 10 or fewer units
 - nonstandard units are used to measure (length, mass and volume common objects)
 - an unseen member in a sequence of objects is predicted
 - a question is developed and predictions are made from one or more observations
 - observations are recorded
 - objects are described both pictorially and verbally
 - unusual or unexpected results in an activity are recognized

Standard 2 – Introduction to Living Things

- S.K.2** The student will explore, experience and investigate the senses of sight, hearing, touch, taste and smell. Senses allow the analysis of information in order to learn about one's surroundings.
- Concepts include:**
- sight, hearing, taste, touch and smell
 - organs associated with each sense
 - comparative description of sensory experiences (hard, soft, hot, cold, sweet, sour, smooth, etc.)
 - shapes and forms of objects
 - relative sizes and weights of objects
 - relative positions and speed of objects
- S.K.3** The student will explore and investigate the basic needs of living things and simple patterns that occur in his/her life.
- Concepts include:**
- living things need food, water and air; non-living things do not
 - living things have a life cycle with changes that can be measured
 - parents and offspring are similar



- S.K.4** The student will investigate and understand basic needs and life processes of plants and animals.
Concepts include:
- animals need adequate food, water, shelter, air and space to survive
 - plants need nutrients, water air, light and a place to grow to survive
 - plants and animals change as they grow, have varied life cycles and eventually die
 - offspring of plants and animals are similar but not identical to their parents or to one another

Standard 3 – Earth Science

- S.K.5** The student will investigate and understand that there are simple repeating patterns in his/her daily weather observations (describe and chart (visually display) the daily weather conditions.
Concepts include:
- common terms such as warm/cool, sunny/cloudy, etc.
 - relate weather trends to seasonal changes
 - shapes and forms of many natural objects including seeds, cones and leaves
 - animal and plant growth
- S.K.6** The student will observe and understand that the sun, moon, stars, clouds, birds and airplanes all have properties, locations and movements that can be observed and described.
Concepts include:
- shadows occur in nature when sunlight is blocked by an object
 - shadows can be produced by blocking artificial light
- S.K.7** The sun provides the light and heat necessary to maintain the temperature of the earth.

Standard 4 – Physical Science

- S.K.8** The student will explore the properties of matter.
Concepts include:
- colors
 - textures and feel (smooth, rough, etc.)
 - relative size and weight of objects
 - position in space (high/low, behind/ before, thin/wide, etc.) and speed of objects
 - shapes and forms
 - compare solids, liquids and gases



S.K.9

The student will investigate and understand that materials can be reused, recycled and conserved.

Concepts include:

- a) materials and objects can be used over and over again
- b) everyday materials can be recycled
- c) water and energy conservation at home and in school helps ensure resources are available for future use

Social Studies



SOCIAL STUDIES KINDERGARTEN

Overview

The Kindergarten year is an important informative year in developing a sense of family and community, introducing civics, providing a beginning knowledge of geography and map skills, and showing the importance of work in the family and society. Social Studies is taught alone as well as integrated into a daily curriculum where it can become part of the core subjects. Students will gain a basic knowledge of patriotism, national symbols, geography, and respect for the rights of others.



SOCIAL STUDIES APPLICATION OF SKILLS

Standard 1 – Catholic Identity

- SS.K.1 The student will demonstrate skills that will complement the scope of social studies, including the ability to:
- a) Incorporate the Seven Tenets of Catholic Social Teachings and civic responsibilities throughout the curriculum with an emphasis on:
 1. Care for God's creation
 - b) Employ age appropriate higher order thinking skills and decision-making activities with special attention placed on Christian morals and ethics
 - c) Incorporate virtues designated for this grade level as outlined in the Religion Guidelines (Prayer, Thankfulness, Obedience, Sense of Wonder and Reverence in God's Creation, Praise God, Respect/Courtesy & Helpfulness)



SOCIAL STUDIES

Standard 2 – Map Skills

- SS.K.2 The student will learn their personal location information
- a) Location:
 1. address
 2. phone number
- SS.K.3 The student will recognize terms that give direction, location and distance, including:
- a) Location:
 1. right/left/up/down
 2. near/far
 3. behind/next to
 4. North/South/East/West
- SS.K.4 The student will use simple maps (classroom, school, home, yard), globes and world maps to become familiar with the concepts of:
- a) Location:
 1. “Where is it?”
 - b) Place:
 1. “What is it like there?”
- SS.K.5 The student will locate areas on maps referenced in historically based legends and stories. (Location)
- SS.K.6 The student will identify simple symbols on a map legend/key including:
- a) Location:
 1. community symbols
 - i. traffic signs/lights
 - ii. street and highway markers
 - iii. etc.
 2. map symbols (legend references to land, water, roads and cities)
- SS.K.7 The student will use simple charts.
- a) Location:
 1. calendars
 2. weather charts
 3. learning center charts



SOCIAL STUDIES

Standard 3 - Civics

- SS.K.8 The student will demonstrate an understanding that being a good citizen involves important actions by:
- a) Place/Human Characteristics:
 1. taking turns and sharing
 2. taking care of his/her personal belongings and respecting what belongs to others
 3. being responsible for classroom chores
 4. identifying examples of admirable traits such as honesty, courage, and patriotism
 - 5.
 6. Identifying rules and the consequences of breaking them
- SS.K.9 The student will learn selected patriotic practices.
- a) Place/Human Characteristics:
 1. Pledge of Allegiance
 2. "Star Spangled Banner"
 3. Selected patriotic songs
- SS.K.10 The student will identify traditionally patriotic symbols associated with America, including:
- a) Place/Human Characteristics:
 1. the flag
 2. the bald eagle
 3. monuments and those associated with Virginia, including
 - i. the flag
 - ii. the cardinal
- SS.K.11 The student will understand the concept of leadership which is reinforced in the classroom with certain jobs, including:
- a) Place:
 1. President
 2. Vice-president
- SS.K.12 The student will understand the concept of freedom of religion. (Place/Human Characteristics)



SOCIAL STUDIES

Standard 4 – Appreciation of Self, Others and Family

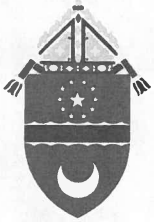
- SS.K.13 The student will learn the importance of work in family and society by:
- a) Place/Human Characteristics:
 1. recognizing oneself as a unique person
 2. identifying birthday
 3. identifying and describing one's own personal feelings
 4. recognizing that others have personal differences
 - i. likes
 - ii. dislikes
 - iii. feelings
 - iv. disabilities
 - v. etc.
 5. respecting cultural differences/similarities
 6. developing positive attitudes toward others and treating them with kindness
 7. learning the value of sharing family responsibilities
 8. identifying basic needs of families
 - i. love and support
 - ii. spiritual needs
 - iii. food
 - iv. clothing
 - v. shelter
 - vi. employment
 - vii. education
 9. recognizing various family structures
 - i. spiritual
 - ii. nuclear
 - iii. extended
 - iv. blended
 10. understanding family rules and decision making
 11. recognizing the importance of communication
 - i. family communication
 - ii. family/school communication
 - iii. conflict resolution skills
 12. recognizing the beauty of multicultural families



SOCIAL STUDIES

Standard 5 – Economics

- SS.K.14 The student will learn the importance of work in family and society by:
- a) Movement:
 1. identifying known adults by the jobs they perform
 - i. parents
 - ii. principal
 - iii. teacher
 - iv. librarian
 - v. secretary
 - vi. religious
 2. appreciating the dignity of work, understanding all jobs have value
 3. identifying community workers
- SS.K.15 The student will identify basic economic concepts, including:
- a) Movement:
 1. differences between basic needs and wants
 2. the exchange of money for goods
 3. learning the value of saving money for the future



SOCIAL STUDIES

Standard 6 – History

- SS.K.16 The student will understand that history relates to events and people of other times and places by:
- a) Human & Environmental Interaction:
 1. identifying examples of past events in legends and historical accounts, such as Paul Revere's ride and the stories of Johnny Appleseed, Booker T. Washington, and Betsy Ross
 2. identifying examples of interesting Americans through exposure to biographies of important people of the past, including George Washington and Abraham Lincoln. Other historically important people may include Harriet Tubman and Davy Crockett
 3. describing the people and events honored in commemorative national/federal holiday, including Columbus Day, Thanksgiving, Independence Day, Presidents' Day, Martin Luther King, Jr. Day, Memorial Day, and Veterans Day



SOCIAL STUDIES

Standard 7 – Technology

- SS K.17 Instructor plans and implements lessons the integrate technology to meet the diverse needs of learners in a variety of educational settings
1. Engages students in exploring real-world issues and solving authentic problems using digital tools and resources

P.E.

Kindergarten Grade Level Objectives

(Refer to monitoring sheets for guided breakdown skills.)

Skilled Movement

P.K.1 The student will demonstrate a minimum of two critical elements (isolated, small parts of the whole skill or movement) for locomotor, non-manipulative, and manipulative skills.

- a) Demonstrate a minimum of two critical elements used in the locomotor skills of walking, running, hopping, jumping and landing, galloping, sliding, and skipping.
- b) Demonstrate a minimum of two critical elements used in the non-manipulative movements of bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, balancing, and rolling.
- c) Demonstrate a minimum of two critical elements used in stationary manipulative skills (e.g., toss and throw to targets, bounce and catch, toss and catch, kick to target, strike with paddle, dribble, roll, trap, volley with hand).
- d) Demonstrate a minimum of two critical elements used in manipulative skills while moving.
- e) Demonstrate moving to a rhythm, using basic rhythmic patterns.

Movement Principles and Concepts

P.K.2 The student will demonstrate use of the movement concepts of *directions*, *levels*, *pathways*, and *effort* (force and speed) while performing locomotor skills.

Personal Fitness

P.K.3 The student will participate in moderate-to-vigorous physical activities that cause increased heart rate, breathing rate, and perspiration.

Responsible Behaviors

P.K.4 The student will use appropriate behaviors and safe practices in physical activity settings.

- a) Demonstrate good listening skills when learning procedures and receiving instruction.
- b) Demonstrate ability to share, and be cooperative and safe with others.
- c) Demonstrate an understanding of general and personal space.

Physically Active Lifestyle

P.K.5 The student will participate in regular physical activity.

P.K.6 The student will explain why physical activity is good for health.

Health

Kindergarten

Kindergarten students recognize the dignity and self-worth of the human person as a child of God. Students will begin to acquire skills and practices as well as basic facts and concepts about their bodies that keep them safe and healthy. Students learn to seek help and advice from parents/guardians and other trusted adults and begin to learn how to seek reliable health information. They understand how to make good decisions about simple health issues, to respect others, and follow school safety rules.

Essential Health Concepts

K.1 The student will identify and describe key health and safety concepts.

- a) Recognize the importance of making healthy food choices (e.g., eating a variety of foods from all food groups, eating breakfast, choosing healthy snacks, eating at least five fruits and vegetables a day).
- b) Recognize the need for regular physical activity.
- c) Describe different types of physical activity.
- d) Recognize the importance of a regular bedtime routine and enough sleep.
- e) Describe the five senses (sight, hearing, smell, taste, touch) and major body parts (e.g., head, trunk, arms, legs, hands, and feet).
- f) Identify medicine as a pill or liquid that can be taken to feel better when sick but can cause harm if misused.
- g) Identify adults that keep children healthy (e.g., parents/guardians, teachers, school counselors, nurses, doctors).
- h) Identify that hand washing reduces the chance of becoming sick.
- i) Describe the function of the teeth and how to take care of them.
- j) Recognize ways to be safe (e.g., tying shoes, wearing a helmet, using a car safety seat and seat belt).
- k) Describe pedestrian safety, to include using sidewalks and crosswalks.
- l) Describe bus safety practices, to include where to cross in front of the bus and staying in the seat facing forward.
- m) Describe emergency and nonemergency situations.
- n) Identify emotions (e.g., happiness, sadness, anger, fear, frustration).
- o) Describe what it means to be a friend and to show consideration and concern for others.
- p) Identify household products that are harmful or poisonous.

Healthy Decisions

K.2 The student will identify healthy decisions.

- a) Describe healthy meal choices that include all food groups.
- b) Identify positive physical activity options and the benefits of being physically active every day.
- c) Describe alternatives to television watching.

- d) Identify situations that require the use of each of the five senses.
- e) Describe how medicine can be helpful or harmful, and recognize poison warning labels.
- f) Describe how germs (e.g., bacteria, viruses) may cause common diseases (e.g., cold, flu).
- g) Explain how hand washing helps remove bacteria and viruses that can make people sick, and describe situations where it is important to wash hands.
- h) Discuss the benefits of personal hygiene practices (e.g., tooth brushing, flossing, hand washing, grooming).
- i) Recognize how the body's parts work together.
- j) Identify the meaning of safety signs, symbols, and warning labels.
- k) Identify safe choices when walking, riding in a car and bus, and riding a bike.
- l) Describe sun safety practices.
- m) Compare emergency and nonemergency situations.
- n) Describe positive and negative emotions that affect physical health (e.g., anger, sadness, fear, frustration, happiness, pride).
- o) Discuss how to express and handle emotions appropriately.
- p) Identify why friends are important and how to cooperate and share with others.
- q) Recognize that not all products advertised or sold are healthy or safe.
- r) Recognize that some household products are harmful if touched, ingested, or inhaled and the importance of asking adults before touching, ingesting, or inhaling unknown substances.

Advocacy and Health Promotion

K.3 The student will describe and demonstrate behaviors that promote health and prevent injury and disease.

- a) Describe a variety of healthy snacks foods.
- b) Recognize that not all food products advertised or sold are healthy.
- c) Describe ways to participate regularly in physical activities inside and outside of school.
- d) Describe ways to calm down before bed to prepare for sleeping.
- e) Describe ways to protect the five senses.
- f) Discuss why medicines should only be taken under the supervision of an adult.
- g) Demonstrate proper hand washing.
- h) Demonstrate how to brush and floss teeth correctly.
- i) Describe how safety choices can prevent injuries (e.g., wearing helmets, tying shoelaces, using seat belts and safety seats, and sitting in the back seat of vehicles with airbags).
- j) Describe common safety rules and practices for individuals, families, and communities.

- k) Identify people who can help in an emergency or in a dangerous or frightening situation (e.g., family members, adults at school, health care professionals, and public safety officials).
- l) Describe why it is important to ask adults for help in an emergency and how to ask for help. m) Demonstrate how to call 9-1-1.
- m) Practice using words to identify emotions.
- n) Identify strategies for making friends.
- o) Demonstrate acceptable behavior in classrooms and during play, to include showing respect for the personal space of others.
- p) Apply strategies for establishing social and physical barriers, to include polite refusal skills, cooperation with others, and adaptation to change.

Spanish

Kindergarten Spanish

- _____ S. K.1 Introducing oneself
- _____ S. K. 2 Basic Greetings
- _____ S. K. 3 Colors
- _____ S. K. 4 Shapes
- _____ S. K. 5 Fruit and Beverages
- _____ S. K. 6 Numbers 1-20
- _____ S. K. 7 Weather
- _____ S. K. 8 Seasons
- _____ S. K. 9 Parts of the body
- _____ S. K. 10 Parts of the Face
- _____ S. K. 11 Family
- _____ S. K. 12 Animals
- _____ S. K. 13 Opposite pairs (grande/pequeño, arriba/abajo, adentro/afuera, limpio/sucio)
- _____ S. K. 14 Clothes
- _____ S. K. 15 I like/ I do not like
- _____ S. K. 16 I want (Yo quiero...)
- _____ S. K. 17 Prayers

Music



MUSIC APPLICATION OF SKILLS: KINDERGARTEN

Standard 1 – Performance

- K.1 The student will demonstrate steady beat.
 - K.1.1 Demonstrate the difference between steady beat and rhythm
 - K.1.2 Imitate simple rhythmic patterns sung or played
 - K.1.3 Accompany songs and chants with body percussion and classroom instruments to the beat

- K.2 The student will sing in unison and play instruments.
 - K.2.1 Imitate simple melodic patterns sung or played
 - K.2.2 Demonstrate when to come in after a vocal/instrumental introduction
 - K.2.3 Sing liturgical songs and parts of the Mass

- K.3 The student will respond to music with movement.
 - K.3.1 Demonstrate locomotor, non-locomotor, fine and gross motor movements
 - K.3.2 Use the body to illustrate moods and contrasts in music
 - K.3.3 Perform with body percussion, instruments, and/or movement
 - K.3.4 Use movement to enhance children’s literature, chant, and/or song

Standard 2 – Compose & Improvise

- K.4 The student will create music through a variety of experiences.
 - K.4.1 Create using musical sounds to accompany children’s songs, stories and/or poems



Standard 3 – Music Theory

K.5 The student will aurally recognize contrast in musical sounds.

K.5.1 Identify fast/slow

K.5.2 Identify music that is loud/soft

K.5.3 Identify music that is high/low

K.6 The student will visually recognize basic musical symbols and terms.

K.6.1 Identify the *treble clef*

K.6.2 Identify quarter notes

K.6.3 Identify the quarter rest

Standard 4 – Analysis and Critique

K.7 The student will distinguish between singing, talking, whispering and calling.

K.7.1 Use the voice in speech and song

K.8 The student will identify instrumental vs. vocal music.

K.9 The student will identify percussion instruments by sight and sound.

Standard 5 – Music Culture

K.10 The student will explore music from other cultures.

Standard 6 – Cross-Curricular Connection

K.11 The student will identify the relationship between music and other disciplines.



Standard 7 – Citizenship

K.12 The student will exhibit respect for the contributions of self and others in a music setting.

K.12.1 Contribute to a group effort of making music

K.12.2 Contribute to a group effort of listening to music

K.12.3 Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship

Art

Examples are given as suggestions and not meant as requirements.

Visual Art - Kindergarten

The standards for kindergarten, first and second grades serve as building blocks for further visual arts instruction. Skills and concepts can vary among these three grade levels, with all achieved by the end of second grade. Students will learn that art is a personal expression, has value, teaches us about other times and places. It is also important for students to begin to develop an art vocabulary and fine motor skills. Students will understand that their works of art are unique and valuable as self-expression.

Emphasis should be placed on the artistic process including idea development, production and reflection to achieve a final piece of art.

Skills

- A.K.1. Demonstrate safety and stewardship of materials
- A.K.2. Identify and use the elements of art
 - A.K.2.a. Color – Primary and secondary
 - A.K.2.b. Line – Vertical, horizontal, diagonal, straight, curved, thick, thin, zigzag
 - A.K.2.c. Shape – Geometric (circle, square, triangle, rectangle and oval)
 - A.K.2.d. Space – Near, far, top, bottom, center, side, front, back, left and right
 - A.K.2.e. Texture – Identify various visual and tactile textures (*Example: rubbing plates*)
- A.K.3. Identify and use the principles of design
 - A.K.3.a. Pattern – Identify and create pattern.
- A.K.4. Paint
 - A.K.4.a. Use simple color mixing (secondary colors)
- A.K.5. Develop the use of crayon, pencil, brush, scissors and glue
- A.K.6. Develop 3-D motor skills -such as pinching, pulling, squeezing, twisting, pounding, rolling & folding

Creative Expression

Students should be encouraged to incorporate their own unique style and elements in their artwork to emphasize their individuality and avoid “cookie cutter art work”

- A.K.7. Create a work of art based on:
 - A.K.7.a. the Catholic faith
 - A.K.7.b. a social or cultural event

- A.K.7.c. service to a community (*Example: cards for a nursing home, veterans, etc.*)
- A.K.8. Create a:
 - A.K.8.a. self portrait
 - A.K.8.b. landscape
 - A.K.8.c. still life
 - A.K.8.d. abstract work of art
- A.K.9. Use masterpieces as inspiration to create a work of art
- A.K.10. Use pre-planning to initiate creative process (*Example: sketches*)
- A.K.11. Discuss artistic choices made in the creation of your artwork

Art Heritage

- A.K.12. Identify and discuss meanings of symbols/symbolism used in Catholic Sacred Art (*Example: halos indicate saints*)
- A.K.13. Identify the purposes for making art
- A.K.14. Discuss the concept that all cultures make art

Aesthetic Judgment

- A.K.15. Use age appropriate art vocabulary to:
 - A.K.15.a. Recognize the elements of art in an artwork
 - A.K.15.b. Look at, describe, and respond to works of art
 - A.K.15.c. Discuss emotions and experiences in relation to works of art (*Example: emojis*)
 - A.K.15.d. Identify works of art as still life, portrait or landscape
- A.K.16. Identify artists as - - painters, sculptors, illustrators, graphic designers

Library



LIBRARY

Kindergarten

- L.K.1.A.1 (I) Explain that libraries (school, public, other) are places to store and retrieve ideas and information
- L.K.1.B.1 (I) Locate circulation area
- L.K.1.B.2 (I) Identify different sections of the library as grade appropriate (Fic, NF, Ref, Easy, Biography, according to local organization)
- L.K.1.C.1 (I) Replace materials (books, etc.) in proper place when finished
- L.K.1.C.2 (I) Use and care for library materials appropriately
- L.K.1.C.3 (I) Follow local circulation procedures
- L.K.1.D.1 (I) Define and use grade appropriate library/media center terminology (library, librarian, early reader and picture book)
- L.K.1.D.2 (I) Define library operating systems terminology (circulation, checkout, renew, borrow)
- L.K.1.D.4 (I) Identify book components (title, author, illustrator, spine, cover, etc)
- L.K.3.1 (I) Identify and read books of various genres and formats
- L.K.3.3 (I) Identify and explain the significance of appropriate notable awards for children's literature
- L.K.3.5 (I) Distinguish between contemporary and classic literature
- L.K.3.6 (I) Discuss how illustrations and other features (ex: endpapers, cover, etc.) tell story and/or extend the text
- L.K.3.7 (I) Explain how artwork expresses mood and tone of the work
- L.K.5.1 (I) Abide by Acceptable Use Policy guidelines of school and understand the Internet is a global community
- L.K.5.2 (I) Apply Christian values to maintaining a positive digital footprint (respecting privacy, Internet habits, etc.)

Technology



KINDERGARTEN TECHNOLOGY STANDARDS

Standard 1.0 – Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

T.K.1.A Demonstrate knowledge of the nature and operation of technology systems

T.K.1.A.1 Identify the parts of the computer and their functions (Input and Output)

T.K.1.A.2 Demonstrate the proper care of the computer hardware and software

T.K.1.A.3 Basic Troubleshooting (no power, logging in, no sound, connection)

T.K.1.B Demonstrate proficiency in the use of technology

T.K.1.B.1 Follow verbal instructions to navigate within application software

T.K.1.B.2 Know the keyboard layout - Use age appropriate keyboard charts

T.K.1.B.3 Develop good mouse, trackball, touchpad and/or touchscreen and hand placement

Standard 2.0 – Digital Citizen: Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

T.K.2.A Technology and Society: Explain how technology affects people

T.K.2.A.1 Identify and explain that technology is used in their daily lives to do things better or more easily (such as telephones, microwaves, televisions, cameras, computers and SMART devices)

T.K.2.A.2 Identify examples of how technology affects the environment (including home and school environments)

T.K.2.A.3 Discuss how we take the Catholic values that we use in our real world with us into the digital world.

T.K.2.B Ethical and Legal Issues: Practice responsible and appropriate use of technology systems, software, and information

T.K.2.B.1 Understand and follow the acceptable use policy

T.K.2.B.2 Recognize responsible use of technology systems and software (such as following lab rules, handling equipment with care)

T.K.2.C Ethical and Legal Issues: Demonstrate an understanding of current standards

T.K.2.C.1 Recognize social and ethical behaviors when using technology

T.K.2.D Ethical and Legal Issues: Understand current online safety guidelines

T.K.2.D.1 Discuss safety issues related to using the Internet

T.K.2.D.2 Discuss appropriate measures to take before creating email accounts or other online accounts. Such measures should include asking parents for permission.



Standard 3.0 – Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

T.K.3.A Use technology resources and the search tool to locate information (such as bookmarked websites or shortcut icons)

Standard 4.0 – Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.

T.K.4.A Creativity/Innovation – Multimedia: Explore and use technology in an instructional setting to express ideas

T.K.4.A.1 Use multimedia tools to express original ideas with print, drawings, digital images, sounds, and/or personal recordings

T.K.4.B Learning: Explore and use technology tools in an instructional setting for learning

T.K.4.B.1 Explore and use teacher selected technology tools, including software and hardware, to learn new content or reinforce skills

Standard 5.0 –Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

T.K.5.A Productivity and Problem Solving: Explore and use technology to increase productivity

T.K.5.A.1 Use appropriate technology tools to support learning goals (e.g., word processing, graphics)

T.K.5.A.2 Identify that a variety of forms of digital content (CDs, DVDs, websites, videos) can be used to learn information about a subject

T.K.5.A.3 Define an algorithm as a sequence of instructions that can be processed by the computer (Scratch, Kodable, Daisy the Dinosaur)

Standard 6.0 - Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, and formats and digital media to appropriate their goals.

T.K.6.A Communication - Tools: Explore how technology is used for communication

T.K.6.A.1 Describe ways technology is used at home and in school for communication

T.K.6.B Communication - Media Formats



Standard 7.0 - Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

T.K.7.A Collaboration: Explore and use technology in an instructional setting to encourage collaboration

T.K.7.A.1 Participate in a class or small group lessons using technology for shared writing or language experience stories