

Pre-K 4 (By 60 months)

| RELIGION (R) | |
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| STANDARD | ACTIVITES |
| Saints | |
| Verbalize that a saint is a holy person who is friends with Jesus. | Circle time discussion about saints |
| Identify Mary, St. Joseph, St. Nicholas, St. Patrick, St. Francis of Assisi | Read story of saint using pictures/visuals; flannel boards; puppets; pictures on craft sticks; act out life of saint; props/toys; songs |
| Commandments | |
| Verbalize that a commandment is a rule of God. | Read/act out the story of Moses and the Ten Commandments |
| Recognizes the commandment: Love God with all your heart. | Give examples of people acting out the commandment (Mary saying yes to God; Mother Teresa serving others; Jesus saying yes to God) |
| Recognizes the commandment: Honor your Mother and Father. | Discuss ways students can honor their parents |
| Sacraments | |
| Verbalize that a sacrament is a gift from God that helps us be more like Jesus. | Show pictures of Baptism; show Holy Water; read story of the Baptism of Jesus |
| Scripture | |
| Identify the physical representation of the Bible. | Show the Bible and have accessible in the classroom |
| Verbalize that scripture is God's word speaking to us. | Sing a Bible song before reading scripture |
| Retell the stories of: Creation story, Noah's Ark, Birth of Jesus, Easter story, Mk 10:14 (Let the children come to Me). | Read stories using pictures/visuals; flannel boards; puppets; pictures on craft sticks; act out life of saint; props/toys; songs |
| Mary | |
| Verbalize that Mary is the Mother of Jesus. | Show pictures/statues of Mary; share story of when she says yes to God; Christmas story; story of Jesus teaching in the temple; Wedding feast at Cana |
| Verbalize that Mary is our Mother. | |
| Verbalize that Mary is a part of the Holy Family. | |
| Feast Days/Holy Days/Liturgical Year | |
| Recognize the following Holy/Feast Days: Christmas, Easter, the Holy Family | Read stories using pictures/visuals; flannel boards; puppets; pictures on craft sticks; act out life of saint; props/toys; songs; Resurrection eggs; watch videos |
| Rosary | |
| Identify the physical representation of the rosary. | Show rosary and have accessible in the classroom |
| Identify the rosary as a tool for prayer. | Discuss parts of the rosary: Our Father, Hail Mary; Glory Be |
| Service | |

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| Identify that service is caring for others and helps us be more like Jesus. | Stories of Jesus' miracles; Good Samaritan story; Jesus washing the disciples' feet |
| Identify ways to participate in service. | Circle time discussion |
| Demonstrate ways to participate in service. | Participate in service activities in class/school |
| Social Justice | |
| Demonstrate Social Justice by sharing, taking turns, using kind words, and caring for God's creation. | Circle time discussion about ways to demonstrate; create a way to reinforce their positive actions; read books that model these behaviors |
| Prayers for Memorization | |
| Demonstrate the sign of the cross. | Model the sign of the cross; practice daily |
| Recite the blessing before meals. | |
| Recite the Angel of God. | |
| Personal Prayer | |
| Identify that prayer is talking with God and building a friendship with Jesus. | Prayer circles; "This week I'm thankful for..."; provide a prayer area for students to access |
| Demonstrate reverence (respect) during prayer. | Discussion and modeling |
| Identify the crucifix. | Discussion; comparison with cross; accessible to students in the classroom |
| Anti-Bullying/Beatitudes | |
| Recognize that choices (good/bad) have an impact on others. | Cause and effect activities; books modeling good and bad choices |
| Recognize that Jesus is our example of how to treat others. | WWJD (What Would Jesus Do)? |
| Virtue | |
| Identify that a virtue is a good action we do to be more like Jesus. | Discussion about different virtues |
| Mass/Liturgy of the Church | |
| Identify that Church is God's house. | A walk through the church/tour |
| Identify persons who help teach us about Jesus (priests, deacons, sisters, parents, teachers) | Circle time discussion about specific people students encounter who teach them about Jesus; pictures of the specific people |
| Identify that Church is a place where we can go to pray. | Prayer time in the church |
| Identify that we have a Church family. | Circle time discussion |
| Demonstrate reverence (respect) during Mass/service. | Discussion and modeling of kneeling, bowing, sign of the cross, handshake of peace |
| Holy Spirit | |
| Identify that the Holy Spirit is a way that God talks to you. | Circle time discussion and modeling of listening to God (quiet time) |

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| STANDARD | ACTIVITIES |
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| Engagement and Attention | |
| Sustaining attention to task despite distractions by practicing our love of neighbor* and self control. | Prayer throughout activities, weekly bible story reflections, prayer circle time, Catechesis of the Good Shepherd |
| Gathers information through listening. Can recall or retell details from Bible stories. | Weekly bible story reflections |
| Persistence | |
| Stays with a task for at least five minutes using our virtues of patience* and diligence*. | Daily/weekly prayer circle intentions |
| Carries out tasks, activities, projects or experiences from beginning to end even when frustrated or challenged using our virtues of patience* and diligence*. | Extended unit or project focusing on a religious theme (e.g. the creation story, Ten Commandments, Virtues) |
| Curiosity and Initiative | |
| Expanding our knowledge and understanding of God's creation by seeking new and varied experiences and challenges through play. | |
| Chooses activities to do alone or with others. | |
| Use our virtue of brotherly love* by inviting other children to join groups or activities. | |
| Makes and follows plans for games or activities with other children by practicing loving your neighbor as yourself*. | |
| Sense of Competence | |
| Shows pride in family composition; recognizes self as a child of God and is important to family and friends (the Holy Family, God made me special, I am a child of God). | |
| Recognizes and respects that every person is a unique child of God with similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures). | The Beatitudes, Two Great Commandments, Corporal and Spiritual Works of Mercy |
| Identify emotions by connecting words and/or facial expressions practicing our understanding* of God's children. | Units on emotions and feelings |
| Problem Solving | |
| Identifies a problem and demonstrates flexibility in solving it. | |
| Demonstrates generosity* and temperance* in problem solving by delaying gratification. | |
| Uses wisdom* and understanding* to recognize consequences of own behavior. | |
| Understands what is real and what is 'make-believe'. | |
| Creativity and Flexibility | |
| Creates new activities through play | |

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| Participates in a variety of games and adjusts behavior accordingly. | |
| Given a purpose for an activity, produces a response unique to themselves. | Images of God, heaven, angels, etc.) |
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PHYSICAL HEALTH AND DEVELOPMENT (PHD)

| STANDARD | ACTIVITIES |
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Large Motor Skills

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| Demonstrates locomotor skills with control, coordination and balance in active play (e.g., hops, jumps, runs with control and direction, climbs ladders and pumps swing on outdoor play equipment). | Won't you be a friend of mine (find a friend and do a gross motor movement to Mary Had A Little Lamb tune) |
| Demonstrates coordination in using objects during active play (e.g., riding a trike, catching a ball, throwing, balancing, pushing). | |
| Explores, practices and performs skill sets (e.g., throwing, pushing, pulling, catching, balancing). | During prayer reflection time, pass bean bag, candle, ball, etc. to take turns |

Fine Motor Skills

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| With fluency and accuracy uses classroom and household tools independently and with eye-hand coordination to carry out activities (e.g., uses scissors to cut out shapes, zips, snaps and buttons to dress self). | Sign of the Cross, genuflect, fingerplays to This Little Light of Mine, His Banner Over Me is Love, Jesus Loves Me This I Know |
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Physical Fitness

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| Participates in active play exhibiting strength and stamina. | |
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Nutrition/Healthy Eating

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| Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy because God made me special. | Faith connection: corporal work of mercy such as feeding the hungry* |
| Demonstrates increasingly complex oral motor skills. | drinking through a straw, blowing bubbles, using straws to pretend to be the wind blowing leaves |

Personal Hygiene

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| Follows basic health practices. | Puts dirty tissues in trash, washes hands, covers mouth and nose with elbow when sneezing/coughing |
| Completes personal care tasks with increasing responsibility. | bathroom routines, brushes teeth, etc. |

Safety

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| Identifies and follows basic safety rules with reminders, guidance and support as needed. | Does not talk to strangers, recognizes when someone is doing something unsafe, with reminders goes down the slide feet first |
| Demonstrates an ability to follow emergency routines with adult support. | Fire drills, tornado drills, evacuation procedures and lockdown procedures. 4 |

Pre-K 4 (By 60 months)

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| Identifies how adults help to keep us safe. | Roles of priest, sister, teacher, doctor, dentist, fire fighter, police officer etc. Happy Bear, lesson on guardian angels, practice Guardian Angel prayer |
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SOCIAL AND EMOTIONAL DEVELOPMENT (SED)

| STANDARD | ACTIVITIES |
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| Character Development | |
| Responds appropriately and shows respect* to positive and negative feedback from adults most of the time. | 4 th Commandment |
| Create a caring community by considering it a high priority to foster caring attachments between fellow students, staff and the community. | |
| Understands* the effect of own behavior on others most of the time (do unto others*). | The Good Samaritan, The Golden Rule, Jonah and the Whale |
| Recognizes examples of words and actions that are helpful or hurtful. | The Good Samaritan, The Golden Rule, Joseph and his brothers |
| Create a caring community by demonstrating mutual respect and utilizing strategies to build a safe and productive culture | |
| Shows understanding* of and responds to feelings of others with adult guidance and support. | Beatitudes |
| Create a caring community by taking steps to prevent peer cruelty and violence and dealing with it effectively when it occurs whether digitally, verbally, physically and/or relationally. | |
| Demonstrates an understanding of what it means to be a friend of Jesus (i.e., someone who cares, listens, shares ideas, and spreads the good news). | “Come follow me.” Mk 1:16-20, Jesus apostles, healing of the sick Bible stories, the Good Shepherd Jn 10:1-18 |

Pre-K 4 (By 60 months)

| RESPONSIBLE DECISION MAKING & PROBLEM SOLVING | |
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| STANDARD | ACTIVITIES |
| Consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities and short-term and long-term goals | |
| Uses wisdom* and understanding* to recognize and accept consequences of own behavior most of the time. | Story of Zacchaeus, Jonah and the Whale |
| Organize personal time and managing personal responsibilities effectively | |
| Follows predictable classroom routines, manages transitions positively most of the time with minimal adult support. | |
| Play a developmentally appropriate role in classroom management and school governance | |
| Demonstrates confidence and fortitude* by participating in most classroom activities. | |
| Interacts easily with familiar adults by engaging in conversations, responding to questions and following directions. | Loud and Proud, Strong Speaker |
| Practices being a peacemaker* by working with others as part of a team with adult assistance. | God made each child special |
| Develop, implement and model effective problem solving skills | |
| Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with minimal guidance from adults. | Happy Bear |
| Practices bring a peacemaker* by attempting to solve social problems independently, by negotiation or with adult assistance. | The Golden Rule |

Pre-K 4 (By 60 months)

| PERSONAL DEVELOPMENT | |
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| STANDARD | ACTIVITIES |
| PERSONAL AWARENESS | |
| Understand and analyze thoughts and emotions | |
| Recognizes and identifies more complex emotions (e.g., frustration, disappointment, jealousy) in self and others with adult guidance as needed. | The story of Joseph and his brothers |
| Expresses and responds to a range of emotions in Christlike ways. | |
| Identify and assess personal qualities and external supports | |
| Describes characteristics of self and others, recognizing God-given gifts and talents. | God made me special, Star Student, peer recognition of other students' gifts and talents. |
| States more complex personal information. | Names of family members, names of neighbors, church they belong to |
| SELF-MANAGEMENT | |
| Understand and practice strategies for managing thoughts and behaviors | |
| Expresses preferences in a respectful and kind* manner. | |
| Develops strategies to express strong emotion and calm self, with adult help as needed. | Examples of Jesus' struggles, turning the other cheek, Jesus' Temptation in the desert |
| Reflect on perspectives and emotional responses | |
| Recognizes and accurately describes own feelings a majority of the time. | Using "I" sentences |
| Set, monitor, adapt and evaluate goals to achieve success in school and life | |
| Demonstrates age appropriate independence in decision-making regarding activities and materials. | Fruits of the Holy Spirit* |
| SOCIAL AWARENESS | |
| Demonstrate awareness of the thoughts, feelings and perspective of others | |
| Demonstrates an understanding* and shows empathy to the needs of others. | Corporal and Spiritual works of Mercy, service projects |
| Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment. | |
| Demonstrate awareness of cultural issues and a respect for human dignity and differences | |
| Recognizes and respects that every person is a unique child of God with similarities and differences (e.g., gender, race, special needs, cultures, languages, family structures). | Two Great Commandments, Beatitudes |
| Using Jesus as an example, treats others with respect when conflict or differences occur with adult guidance as needed. | Maximillion Kolbe, Damian the leper, Mother Teresa, Saint Pope John Paul II |

Pre-K 4 (By 60 months)

| INTERPERSONAL SKILLS | |
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| Demonstrate communication and social skills to interact effectively | |
| Displays Christlike behaviors with peers (e.g., helping, sharing and taking turns). | Blessed are the peacemakers |
| Participates in conversational turn taking by listening and responding to what was said. | Intention response “Lord hear our prayer” |
| Demonstrates respect, kindness, and patience* in joining a play group with adult guidance as needed. | |
| Invites other children to join groups or activities. | |
| Develop and maintain positive relationships | |
| Develops friendships with one or two preferred peers. | |
| Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment. | |
| Demonstrate an ability to prevent, manage and resolve interpersonal conflicts | |
| Resolves conflicts with peers, seeking adult assistance when necessary. | |
| Identifies a problem with peers and demonstrates flexibility in solving it. | |
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| COMMUNICATION AND LITERACY STANDARDS | |
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| LITERATURE AND INFORMATIONAL TEXT | |
| STANDARDS | ACTIVITIES |
| Key Ideas and Details | |
| <p>L: With prompting and support, asks and answers questions about key details in a text.</p> <p>IT: With prompting and support, asks and answers questions about key details in a text.</p> | Bible stories |
| <p>L: With prompting and support, retells stories with increasing detail and accuracy.</p> <p>IT: With prompting and support, retells key details of a text.</p> | Acting out Bible stories, flannel boards and puppets |
| <p>L: With prompting and support, identifies characters, settings and major events in a Bible story.</p> <p>IT: With prompting and support, describes the connection between two events or pieces of information in a text.</p> | Noah’s Ark, Adam and Eve, The Good Shepherd |
| Craft and Structure | |
| <p>L: Asks and answers questions about unknown words in a text.</p> <p>IT: With prompting and support, asks and answers questions about unknown words in a text.</p> | Teaching articles of the Mass (e.g. garments, chalice, pew, altar, chasibles) |
| <p>L: Students interact with a variety of common types of texts.</p> <p>IT: Identifies the front cover, back cover, and title page of a book.</p> | Bible, parables, storybooks, poems, songs |
| <p>L: With prompting and support, can describe the role of an author and an illustrator.</p> <p>IT: With prompting and support, describes the role of an author and an illustrator</p> | God is the author of the Bible |
| Integration of Knowledge and Ideas | |
| <p>L: With prompting and support, uses the illustrations to retell major events in the Bible story.</p> <p>IL: With prompting and support, uses the illustrations to identify key details in the Bible story.</p> | Flannel boards, puppets, journal reflections on Bible stories |
| <p>L: With prompting and support, begins to compare and contrast the adventures and experiences of characters in familiar Bible stories.</p> | Jack and the Beanstalk vs. David and Goliath, Adam and Eve vs. Little Red Riding Hood (devil trying to trick us) |

Pre-K 4 (By 60 months)

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| <p>IT: With prompting and support, answers “why” questions based on information presented in the text.</p> | |
| <p>IT: With prompting and support identifies a similarity and difference between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).</p> | |
| <p>Range of Reading and Level of Text Complexity</p> | |
| <p>L: Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, participates in reciting rhymes and finger plays using accompanying gestures).</p> <p>IT: Actively engages in large and small group reading activities with purpose and understanding (e.g. asks for a favorite book to be read, makes appropriate noises for animals or vehicles).</p> | <p>Reciting prayers (Hail Mary, food blessing, Angel of God); sign of the cross</p> |

COMMUNICATION AND LITERACY STANDARDS

FOUNDATIONAL SKILLS

| STANDARDS | ACTIVITIES |
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| Print Concepts | |
| Demonstrates understanding of the organization and basic features of print. | |
| Follows words from left to right, top to bottom and page by page. | Transfer objects from left to right |
| Recognizes that spoken words are represented in written language by specific sequences of letter. | Word Wall with Biblical sight words (God, Jesus, Mary, Joseph); Write out Bible verse and repeat as whole class pointing to each word. |
| Recognizes that letters are grouped to form words. | Spelling/writing words such as God, Jesus, Mary, Joseph, Holy Family |
| Recognizes and names some upper and lowercase letters in addition to those in first name. | Spelling/writing words such as God, Jesus, Mary, Joseph, Holy Family, J is for Jesus, A is for Adam, C for Commandments, etc. |
| Phonological Awareness | |
| Demonstrates understanding of spoken words, syllables and sounds (i.e., phonemes): | Clapping out Biblical words (Res-ur-rec-tion) |
| Recognizes and produces rhyming words. | |
| Blends and segments syllables in spoken words (e.g., /f/+i/+sh/= fish; or clapping or snapping out syllables ap-ple= 2 claps). | Clapping out Biblical words (Res-ur-rec-tion) |
| With prompting and support blends and segments initial sounds (i.e., onset) and ending sounds (i.e., rime) of single syllable words (e.g., /d+/og/ = dog). | |
| States the initial sound (phoneme) in consonant-vowel-consonant (CVC) words (e.g., God starts with /g/). | |
| Phonics and Word Recognition | |
| Knows and applies age appropriate word analysis skills in decoding words. | |
| Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters. | |
| Identifies own name in print. | |
| Recognizes and “reads” familiar words or environmental print. | |

**COMMUNICATION AND LITERACY STANDARDS
WRITING**

| STANDARDS | ACTIVITIES |
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| Text Types and Purposes | |
| Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas. | Religious journal reflections, draw your Christmas traditions |
| Production and Distribution of Writing | |
| Recognizably writes a majority of the letters in their name. | |
| With guidance, responds to questions and suggestions and adds details to drawings or emergent writing as needed. | Journal entries |
| With guidance, explores a variety of digital tools to produce and publish emergent writing | Uses the class camera to record the growth of the class garden; asks for help searching the internet for pictures of Catholic holidays/traditions and saints to illustrate a book or directions for a task |
| Research to Build and Present Knowledge | |
| Participates in shared research and writing projects | Class book on “our church”, take pictures and have the whole class share in writing captions |
| With guidance from adults, recalls information from experiences or gathers information from provided sources to answer a question. | Baptism experience, Mass experience, Wedding experience, Christmas/Easter traditions |
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COMMUNICATION AND LITERACY STANDARDS

SPEAKING AND LISTENING

| STANDARDS | ACTIVITIES |
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| Comprehension and Collaboration | |
| Participates in collaborative conversations with diverse partners about preschool topics and texts with peers and adults in small and larger groups. | Whole group instruction (circle time); Christlike values (respect, kindness, Beatitudes, welcoming attitude, manners) |
| Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). | “Pass the Candle” – object that specifies who turn it is to talk |
| Continues a conversation through multiple exchanges, staying on topic. | |
| Confirms understanding of a Biblical or other text read aloud or information presented orally or through other media by asking and answering reasoning questions (e.g., why, how) about key details and requesting clarification if something is not understood. | Identify parts of the story (setting, characters, goal/conflict); Five finger retell; graphic organizers |
| Presentation of Knowledge and Ideas | |
| Uses some basic spatial (e.g., front/back, top/bottom) and temporal (e.g., first/last, before/after) concepts to describe familiar people, places, things and events. | The story of the Resurrection/The Passion of the Christ; “The first shall be last and the last shall be first” (Matthew 20:16); Creation days |
| Able to tell another person about what they have drawn. | Noah’s Ark; Nativity story; Adam and Eve; Easter story |
| Speaks understandably to express ideas, feelings and needs in a Christlike manner. | |

COMMUNICATION AND LITERACY STANDARDS

LANGUAGE ARTS

| STANDARDS | ACTIVITIES |
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| Conventions of Standard English | |
| Demonstrates an emerging command of the conventions of standard English grammar and usage when writing or speaking. | |
| Prints some upper-and lower-case letters (e.g., letters in their name; God, Mary, Joseph, Jesus, etc). | |
| Uses frequently occurring nouns and verbs including Catholic vocabulary. | <u>Reverence</u> during prayer; 7 gifts of the Holy Spirit; <u>Charity</u> to others around us; <u>Service</u> to others in need |
| Forms regular plural nouns orally by adding /s/ or /es/ (e.g., angel, angels; fish, fishes; loaf, loaves). | |
| Understands and uses most question words (i.e., interrogatives) (e.g., who, what, where, when, why, how). | Show and Tell; Circle Time; Bible stories and Jesus history |
| Uses the many frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). | Jesus died <u>on</u> the cross; crucifix/cross difference (Jesus is <u>on</u> the cross); Jesus is <u>with</u> us and <u>in</u> us |
| Produces complete sentences in shared language activities. | During prayer and petition time; sharing Christmas/Easter family traditions |
| Demonstrates a beginning awareness of the conventions of writing by using some letters to match sounds in words (e.g., uses the beginning letter to write or represent a word or “Gsus” for Jesus) and usually writing from left to right. May reverse some letters. | Biblical word wall |
| Vocabulary Acquisition and Use | |
| When reading text from the Bible determines or clarifies the meaning of unknown and multiple meaning words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison) | God/god difference; well – woman at the well vs. feeling well |
| With guidance and support, explores word relationships and nuances in word meanings. | Jesus’ parable and their true meanings |
| Demonstrates an understanding of some frequently occurring verbs and adjectives by relating them to their opposites (e.g., genuflect, kneel, up, down, stop, go, in, out, the gesture of the sign of the cross). | |
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Pre-K 4 (By 60 months)

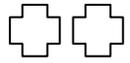
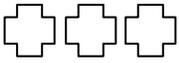
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| Distinguishes among some verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. | Bible songs with actions |
| With prompting and support, begins to use new words and phrases acquired through conversations, reading and being read to and responding to texts. | Using Biblical words in everyday conversation or discussion (e.g. we use reverence during prayer) |

MATHEMATICS

COUNTING AND CARDINALITY

| STANDARDS | ACTIVITIES |
|---|--|
| Know number names and the count sequence | |
| Counts in sequence to 30. | Countdown to the birth of Jesus; Lent; Advent |
| Represents a group of objects with a written numeral 0-12 (with 0 representing a count of no objects). | 12 apostles, 10 Commandments; 3 Magi; Noah's Ark (2 by 2) |
| Counts forward beginning from a given number (under 10) within the known sequence (instead of having to begin at 1). | |
| Count to tell the number of objects | |
| Understands the relationship between numbers and quantities to 10; connect counting to cardinality. | Loaves of bread = 5; fish = 2; days of creation = 7 |
| Uses one-to-one correspondence when counting objects, says the number names in the standard order pairing with each object (e.g., counts out remaining paper links left on the Advent/Lent prayer chain). | Praying the rosary calling attention to the number of beads in each decade |
| Understands that the last number name said tells the numbers of objects counted (cardinality) using manipulatives. | I counted 5 loaves and 2 fish, I have 7 pieces all together. |
| Understands that the number of objects remains the same regardless of the order in which the objects were counted. | |
| Demonstrates an understanding that each successive number name refers to a quantity that is one larger. | |
| Counts to answer "how many?" about as many as 10 things arranged in multiple ways (e.g. in a line, in a circle, in a group). | Counting the animals in the Nativity stable; counting the animals in Noah's ark; counting the sheep in Jesus' flock; counting the Resurrection eggs |
| Compare Numbers | |
| Identifies whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10 by using matching and counting strategies | Question of the day graphing (e.g. who went to Mass on Sunday; who said their prayers last night); compares the number of letters in Biblical names and indicates who has more or less |
| Identifies number clusters to 5 using Biblical manipulatives (e.g., instantly recognizes briefly shown collections up to 5 when presented in a variety of arrangements and verbally names the number of items). | Cross erasers; Resurrection eggs; prayer cards; animals in Noah's ark |
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| <p>Compares two numbers between 1 and 5 when presented as written numerals using pictures/manipulatives (e.g., 3 is more than 1, 4 is less than 5).</p> | <p>2  3  ^ is more</p> |
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OPERATIONS AND ALGEBRAIC THINKING

| STANDARDS | ACTIVITIES |
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| <p>Understand addition as putting together and adding to and understand subtraction as taking apart and taking from</p> | |
| <p>Demonstrates an understanding of addition and subtraction by using objects, fingers and acting out practical situations</p> | <p>If we have 2 giraffes on the ark and we add 2 elephants, how many animals would Noah have; We need 2 horses on the ark, but we have 1. How many more do we need?</p> |
| <p>Composes and decomposes numbers less than or equal to 5 into groups in more than one way by using objects.</p> | |
| <p>Identifies patterns in the real world and in numbers (e.g., +1 pattern where one more than 3 is 4, one more than 4 is 5, written numerals follow a definite number pattern as the ones digits repeat, 100's chart).</p> | <p>Liturgical colors during the Liturgical year (e.g. green is for Ordinary time, purple is for preparation, white is for celebration, red is for great love); praying the rosary with the pattern of decades.</p> |

MEASUREMENT & DATA

| STANDARDS | ACTIVITIES |
|---|--|
| <p>Describe and compare measurable attributes</p> | |
| <p>Describes and compares objects using measurable attributes (length, size, capacity and weight).</p> | <p>Length of the pews in the church; Capacity of big/small churches</p> |
| <p>Directly compares two objects with a measurable attribute in common to see which objects has "more of" / "less of" the attribute</p> | <p>Compare the heights of two holy statues and describe one statue as taller or shorter; use holy cards to measure students' heights</p> |
| <p>Classify objects and count the number of objects in each category</p> | |
| <p>Sorts objects into categories; counts the numbers of objects in each category (limit category counts to less than or equal to 10); makes comparisons between the categories based on quantity.</p> | <p>Sorting sacristy cabinet objects into groups, counting, and comparing (candle, chalice, altar cloth, extinguisher, etc.)</p> |
| <p>Collects data by categories to answer simple questions.</p> | <p>Which is your favorite holiday: Christmas or Easter?</p> |

GEOMETRY

| STANDARDS | ACTIVITIES |
|---|---|
| Identify and Describe Shapes | |
| <p><i>(Squares, circles, triangles, rectangles, cubes, cones, cylinders and spheres)</i></p> <p>Describes objects in the environment using names of shapes.</p> | <p>The Bible is a rectangle; the Host is a circle; the candles are cylinders; the altar is a rectangle; the crucifix is a cross; the tabernacle is a cube</p> |
| <p>Describes the relative positions of these objects using terms (e.g., above, below, beside, in front of, behind and next to).</p> | <p>The priest is <u>behind</u> the altar; the people are <u>in</u> the pews; the congregation is <u>in front of</u> the altar</p> |
| <p>Correctly name shapes regardless of their orientations or overall size.</p> | |
| Analyze, compare, create and compose shapes | |
| <p>Analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p> | <p>Compare a picture of a Bible and a real Bible, picture of a statue of a saint and a real statue; the altar has four corners and so does the tabernacle</p> |
| <p>Creates shapes during play by building, drawing, etc.</p> | |
| <p>Puts together several shapes to make a picture and fill simple outline puzzles.</p> | <p>Use basic shapes to make their own church; use blocks to create Nativity stable</p> |

SCIENCE

| MOTION & STABILITY: FORCES & INTERACTIONS | |
|---|---|
| Describes and compares the effects of common forces (e.g., pushes and pulls) on objects and the impact of gravity, magnetism and mechanical forces (e.g., ramps, gears, pendulums and other simple machines). | Church tower bell pulley system; handicapped ramp into the church |
| Recognizes and describes the effect of his/her own actions on objects. | |
| ENERGY | |
| Demonstrates an understanding that God created the sun that provides light and warmth. | |
| FROM MOLECULES TO ORGANISMS: STRUCTURES & PROCESSES | |
| Asks/answers questions about objects, organisms and events in their environments. | Who created the world |
| Understands and is able to explain why God created plants and animals to need air, food and water. | |
| EARTH'S SYSTEMS | |
| Observes and discusses changes in weather and seasons using common weather related vocabulary (e.g., rainy, sunny, cold, windy). | Calendar, weather; What weather did God provide today? |
| Observes and explains how plants and animals respond to God's seasonal changes in the environment. | |
| Understands how good or bad actions people take may change the environment for better or for worse, keeping in mind that we are stewards of God's earth. | Plant a tree or garden, clean up the area around the playground by throwing away trash or recycling |
| EARTH & HUMAN ACTIVITY | |
| Demonstrates an understanding that God's living things exist in different habitats (e.g., God created the air for birds and the water for fish). | |
| Demonstrates ways how God created natural resources for His people (e.g., wood for lumber to build a shelter, water for drinking). | Water for Baptism, wheat for the Eucharist, grapes for the wine |
| Demonstrates an understanding that God created weather conditions requiring different clothing/accessories (e.g., boots, mittens, rain coat). | |

SOCIAL STUDIES

| STANDARDS | ACTIVITIES |
|---|---|
| GOVERNMENT | |
| Identifies leaders at home and school (e.g., priests, Pope, Archbishop, Sisters/Brothers, parents, guardians, teachers, principal). | Classroom book of our church and school |
| ECONOMICS | |
| Recognizes that people have wants and must make choices because resources and materials are limited (e.g., offers to take turns with scissors when only one pair is available). | Corporal and Spiritual works of mercy; Generosity, Wisdom; Cardinal Virtues of Prudence, Temperance, and Justice; |
| Demonstrates an understanding that money can be exchanged for goods and services. | Parable of the Widow’s Mite; the Good Samaritan who gives the innkeeper money in exchange for taking care of the injured man; Judas receiving 30 silver coins in exchange for turning Jesus in to the Pharisees |
| GEOGRAPHY | |
| Identifies and correctly uses terms related to location, direction and distance (e.g., up/down, here/there). | Jesus was <u>here</u> on Earth and went up to heaven; the Holy Spirit came <u>down</u> on the apostles at Pentecost |
| Creates simple “maps” or drawings of familiar places in Bible history. | Map of our church; map of Israel; |
| Matches objects to usual locations and identifies features of familiar places (e.g., pew in a church, boulder that covered Jesus’ tomb). | Zacchaeus in the tree; Fishermen in the boats; Adam and Eve in the Garden of Eden; stable where Jesus was born in Bethlehem |
| Identifies the four seasons and relates each season to basic clothing choices. | Liturgical colors for Liturgical calendar |
| With adult support, participates in activities to preserve the environment (e.g., using the trash can and saving items that can be recycled). | |
| KANSAS, UNITED STATES & WORLD HISTORY | |
| Describes some of the holidays, foods and special events regarding different cultures and relates them to Catholic culture. | Acts out in dramatic play; Venn diagram of Christmas/Hannukah; Comparing: All Souls Day, Halloween, All Saints, Day of the Dead (dia de muertos) |
| Names city, state, and Church community where he/she belongs. | |
| Demonstrates an understanding of time in the context of daily experiences. | Yesterday was Sunday because we went to Mass; I know it is December because we celebrate Jesus’ birthday |
| | |

**CREATIVE ARTS
DANCE**

| STANDARDS | ACTIVITIES |
|--|---|
| Physical | |
| Explores one body part in conjunction with other body parts, balance on one foot. | Sign of the cross; genuflect; prayer hands |
| Skips, slides, leaps. | |
| Responding | |
| Dances to music with varying tempos. | Different church songs with different tempos |
| Creates simple rhythm patterns and is able to repeat them. | Pat, clap, stomp to simple Bible songs (e.g. Jesus Loves Me This I Know) |
| Moves through combinations of pathways, straight, zigzag, diagonal, curve. | Relate to following in Jesus' pathways; path of the Stations of the Cross |
| Expands movement vocabulary by exploring words (e.g., suspend, swing, point, burst, float, droop, carve, creep, open and close). | |
| Creating | |
| Creates movement based on imagery from pictures, books or other ideas.. | Act out Bible stories |
| Improvises a dance that has a beginning and an ending that uses 2 or more locomotor steps | |
| Understanding | |
| Able to listen and carry out instruction. | |
| Able to create movement and discovery. | |

MUSIC

| STANDARDS | ACTIVITIES |
|--|-----------------------------|
| Physical | |
| Participates in more complex Bible songs and involves physical movement - finger plays, chants, etc. | |
| Responding | |
| Demonstrates movement without prompting: march, hop, tiptoe, skip. | |
| Vocally repeats a note pattern using an 8 note scale. | Participates in Bible songs |
| Creating | |
| Creates own songs and movements about Jesus including rhythm instruments. | |
| | |

Pre-K 4 (By 60 months)

Understanding

| | |
|---|---|
| Demonstrates a basic understanding of music vocabulary: loud/soft - forte/piano, fast/slow - staccato/legato. | Forte = the battle horns at Jericho, Piano = Mary softly singing to baby Jesus; sing Bible song first staccato, then legato |
| Introduces basic notes and patterns: whole notes, ½ notes, ¼ notes. | Clap and hold for 4 beats (whole note); clap and hold for 2 beats (half note); clap 4 times (quarter note) |

ACTING\THEATER

| STANDARDS | ACTIVITIES |
|---|---|
| Physical | |
| Takes a role in acting out a Bible story. | Mary in the Nativity story; Jesus in the Easter story; Jesus feeds the hungry; the Good Samaritan |
| Creates dialogue specific to a type of Bible character. | What did Jonah say when he got swallowed by the whale? |
| Responding | |
| Anticipates story plot and structure of Bible story. | Predict the outcome of the Lazarus story |
| Assumes roles in dramatic play situations involving Bible tales. | The Good Samaritan; Jesus and the Fisherman; Jesus' Temptation in the Desert |
| Interacts with others in listening and responding in dramatic role. | |
| Demonstrates feelings with body and voice. | Show how Mary responded when Jesus was born; how Peter responded when he denied Jesus three times |
| Creating | |
| Dictates a story (e.g. the Christmas story, the Resurrection of Jesus, Adam and Eve, etc.). | |
| Repeats dialogue and movement to tell a story. | Using finger plays that retell various Bible stories |
| Creates roles for self and others in dramatic play situations using body and dialogue. | |
| Uses costumes to create character from the Bible with dialogue. | |
| Creates and executes complicated plot with conflict and resolution verbally and physically. | David and Goliath; Adam and Eve; Jesus' temptation; Noah's Ark; Sodom and Gomorrah |
| Uses props/objects in creative ways to promote and create Bible story. | |
| Understanding | |
| Retells Bible stories. | |
| Uses imagination to create dramatic roles from Bible tales. | |
| Uses imagination, puppets, inanimate objects as characters from familiar Bible stories. | |

Pre-K 4 (By 60 months)

| | |
|--|--|
| Critiques drama experiences and find meaning/moral in Jesus' parables. | The Mustard Seed, Precious Pearl, Parable of the Sower |
|--|--|

VISUAL ARTS

| STANDARDS | ACTIVITIES |
|---|---|
| Physical | |
| Uses a variety of materials to create art. | What does heaven look like; what does God look like; draw an angel |
| Shows skill with scissors. | |
| Responding | |
| Recognizes and describes various religious art forms - sculpture, painting, printing, artifacts. | Our Lady of Guadalupe painting; Guardian Angel painting; Sacred Heart of Jesus painting; |
| Drawings suggest real life. | |
| Drawings becoming better defined, more detail. | |
| Creating | |
| Tells stories/works out problems with drawings. | Draw picture of how we live the Golden Rule; draw picture of different virtues and works of mercy |
| Combines multiple media (e.g., builds sculpture then paints sculpture; paints paper then prints on it). | Look at a picture of a rosary, draw a picture of a rosary, make a rosary out of beads |
| Understanding | |
| Demonstrates understanding of art vocabulary and concepts. | Stained glass window with colored paper; cross collages |
| Discusses own artistic creations and those of others. | Gallery walks; Show and Share; nature walks observing God's creation |