

GOAL ONE: PREKINDERGARTEN

CREED: Understand, believe and proclaim the Triune God as revealed in the signs of creation, Sacred Scripture, Catholic Tradition and human experience.

| LEARNING OUTCOME | SAMPLE ASSESSMENTS | CONNECTIONS |
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| <p>PK.01.01 Show basic understanding that God made me and loves me.</p> | <p>Say the word God. Identify God as the one who made me and loves me. Name people who love me.</p> | <p>Family Life. Identify God as the One who made each member of the family. Thank God everyday for the gift of life. Use the name of God with reverence referring to God often during the day as the One who loves and cares for us</p> |
| <p>PK.01.02 State that I am God’s child.</p> | <p>Say that I am God’s child. Show understanding that God cares for me and loves me by giving examples of care and love. In the prayer circle thank God for making me God’s child.</p> | <p>Health. Recognize that our bodies are a gift from God. Make a list of ways to take care of the body. Describe how these ways are important for health. Note that hand washing is important after using the toilet and engaging in play activities, and before eating. Family Life. Identify health practices regarding cleanliness and practice with child how to accomplish these practices. Name utensils used for cleaning: e.g. toothbrush, washcloth, soap, towel.</p> |
| <p>PK.01.03 State that God is the <u>Creator</u> of the sun, moon and stars.</p> | <p>Identify God as the one who made the sun, moon and stars. State meaning of Creator. In the prayer circle, thank God for making the sun, moon and stars.</p> | <p>Family Life. Observe the sun, moon and stars. Thank God for the sun, moon and stars.</p> |
| <p>PK.01.04 State that God is the Creator of the trees, plants and flowers.</p> | <p>State that God made the trees, plants and flowers. Name the plant forms in pictures. In the prayer circle, thank God for making the plants identified in the pictures.</p> | <p>Science. Group pictures of specific plants into categories: trees, bushes, flowers, grass. In the science center place plastic models of plant forms in the sand box and create a garden using the forms. Family Life. Identify plants in the home or yard. Thank God for the gift of plants.</p> |

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| <p>PK.01.05 State that God is the Creator of the animals.</p> | <p>Name a pet or favorite animal. State that God made all animals. In the prayer circle, thank God for the animals we named.</p> | <p>Literacy. Using pictures of animals or animal toys play an imaginative game with the animals. Name the animals. Science/Math. Group animals based on specific characteristics (e.g. legs, wings, fins). Identify where the animals live given their characteristics. Literacy. Tell a nonfiction story about animals.</p> |
| <p>PK.01.06 State that God is the Creator of the mountains, hills, deserts, rivers, lakes and oceans.</p> | <p>State that God made all the mountains, hills, deserts, rivers, lakes and oceans. In the prayer circle, thank God for the beauty of our home the earth.</p> | <p>Science. Using different colors of Play Dough make forms of mountains, hills, lakes, fields, etc., and arrange on a tray. Name the forms. Name the colors used for the forms. Have the child tell a story about what was made. Literacy. Using pictures of mountains, hills, deserts, rivers, lakes and oceans, identify each.</p> |
| <p>PK.01.07 Show understanding that God made all that is.</p> | <p>State that God made everything. Exhibit comfort in talking about God as the creator of all that is.</p> | <p>Literacy. Using a trade book about the oceans, tell a story about the sea. Literacy. Read the story of creation from a children's bible (Genesis 1).</p> |
| <p>PK.01.08 Describe God as good and loving.</p> | <p>Show a basic acceptance that God is good and loving. Articulate that God loves me like a parent, guardian or teacher. State that God wishes only what is good for me. Articulate that I do not have to be afraid of God because God is good and loving. In the prayer circle thank God for his care.</p> | <p>Music. Play a song that describes God as good and loving. Literacy. Have the child tell a story about someone he/she loves.</p> |

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| <p>PK.01.09 Describe how God cares for his creation.</p> | <p>Using various pictures of nature, children, family life, etc., share how God takes care of creation. Identify how God takes care of people through the help of others. State that we can ask God to help us anytime. In the prayer circle, thank God for caring for me when (____).</p> | <p>Family Life. Take out the family picture album. Look at the pictures and tell family history stories. Take out a particular favorite picture, frame and place in child's bedroom. Science. State how to care for creation.</p> |
| <p>PK.01.10 State that we can learn about God in creation.</p> | <p>Express how we use our senses to experience everything around. Express how seeing what God made fills us with wonder and joy. In the prayer circle identify a particular object in creation that helps me to think about God. Say thanks to God for the gift of this object.</p> | <p>Physical Education. Have the child take a deep breath and be quiet. Literacy. Using single color objects identify the color. Science. Explore activities that help the child use the senses.</p> |
| <p>PK.01.11 Show understanding that God is with me all the time.</p> | <p>State that God is with me all the time. Identify different objects (cross, bible, candle, etc.) that remind us of God's presence. In the prayer circle thank God for being with me.</p> | <p>Family Life. When getting ready for bed, talk about the things that happened during the day. Thank God with the child for taking care of the family. When in bed, sing a lullaby or play music softly to assure that the child is aware of God's love for him/her.</p> |

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| <p>PK.01.12 State that God is greater than all creation.</p> | <p>Use simple words to describe God’s greatness. Play a word game starting with “God is bigger than a (dinosaur, elephant, horse, mountain, ocean, etc.)</p> | <p>Math. Differentiate size. State which is longer and which is shorter.</p> |
| <p>PK.01.13 State that God made me to be happy with God in this life and after I die.</p> | <p>Describe what it means to be alive. Describe what it means to die. State that I will live with God after I die. Tell the story of a friend, relative or pet who died. Describe how I felt when someone I love died. State that even after someone dies God takes care of him/her. State that God takes care of us and wants us to be with him always. State that knowing God loves us and cares for us makes us happy. In the prayer circle ask God to care for all the people who are sad.</p> | <p>Science. Differentiate between living and nonliving things. Using pictures of single objects, identify which of the objects are living and which are nonliving.</p> |
| <p>PK.01.14 State that God’s only Son is Jesus.</p> | <p>Using a nativity scene or the Advent calendar, tell the story of Jesus’ birth. Identify God as the Father of Jesus.</p> | <p>Family Life. Talk about Jesus as God’s Son. State how when we go to church on Sunday we learn about Jesus.</p> |
| <p>PK.01.15 Show basic understanding that God’s Son Jesus loved people especially children.</p> | <p>Identify Jesus as God’s Son who came to earth to teach people how to love and care for each other. After listening to the story of Jesus blessing little children (Matthew 19: 13-15) identify a picture of Jesus blessing little children of many cultures.</p> | <p>Social Studies. Identify children from other cultures. Literacy. Tell the story of Jesus blessing little children (Matthew 19, 13-15). Show a picture of Jesus blessing little children of many cultures.</p> |

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| <p>PK.01.17 Show basic understanding that Jesus died for us.</p> | <p>After listening to the story of Jesus' death using very little detail and a crucifix, identify the cross or crucifix in the classroom, home or church.</p> | <p>Science. Using leaf herbs, observe how the plant looks when it is alive. Observe how the plant looks when it dies. After the plant is completely dried, rub the leaves and sniff their odor. State how these leaves are used in cooking. State how objects after they die are used for other living things.</p> |
| <p>PK.01.18 Show belief that God the Father raised Jesus from the dead.</p> | <p>After listening to the story of Jesus' rising from the dead using a simply designed picture of the resurrection, express how surprised and happy Jesus' Mother and friends felt.</p> | <p>Literacy. Read a story about a chrysalis becoming a butterfly. Draw a picture of a butterfly on a paper plate, cut out and arrange art on bulletin board.</p> |

GOAL TWO: PREKINDERGARTEN

SACRAMENTS: Understand and participate in the sacraments of the Church as efficacious signs of God’s grace, instituted by Christ and entrusted to the Church.

| LEARNING OUTCOME | SAMPLE ASSESSMENTS | CONNECTIONS |
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| <p>PK.02.01 Exhibits basic understanding that God gives us signs of his love for us.</p> | <p>State meaning of sign. Describe how we have signs that tell us about God in our lives (Sign of the Cross, water, church building, etc).</p> | <p>Family Life. Identify signs in the house that remind the family about the presence of God (crucifix, Bible, pictures, statue, etc.) Tell the child about these signs and what they mean. Literacy. Identify signs in the neighborhood that help to protect us, i.e., stop signs/lights, railroad sign, street crossing walks, etc.) Tell why it is important to know what these signs mean.</p> |
| <p>PK.02.02 Identify Baptism as a sign of incorporation into the Church.</p> | <p>State meaning of Baptism. Identify water as a sign of baptism because it washes us and prepares us for our life in God. Identify Baptism as the way we are welcomed into the community of the Church. Identify the baptismal font in the church. Role play a baptism. In the prayer circle, thank God for giving us the gift of Baptism.</p> | <p>Family Life. Take out pictures of child’s baptism and tell stories about the baptism. When in church on Sunday, take the child to the baptismal font and tell child that this is the place where he/she was baptized and welcomed into the church.</p> |
| <p>PK.02.03 State that Jesus gave his friends a sign of his love by eating with them.</p> | <p>After listening to the story about Jesus’ eating with his friends using a picture of the Last Supper, identify the bread and cup of wine as special signs by which his friends remembered Jesus. Using a picture of the priest holding up the bread and cup, identify these as signs of Jesus’ life with us. State that we see this special sign when we go with our families to Mass on Sunday.</p> | <p>Family Life. At Sunday Mass, help the child to see the bread and wine held up by the priest at the time of consecration and the Great Amen. Tell the child how Jesus used bread and wine to remind us of how much he loved people. Share the story of the loaves of bread and fish that Jesus gave to the people. Mission. Have a penny jar in the classroom for children to give their pennies for people who are hungry.</p> |

GOAL THREE: PREKINDERGARTEN

CHRISTIAN LIVING: Understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ expressed in love for God, conversion, positive self-image, personal integrity, social justice, the dignity of the human person and love of neighbor.

| LEARNING OUTCOME | SAMPLE ASSESSMENTS | CONNECTIONS |
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| <p>PK.03.01 Show a sense of being loved by parents/guardians, siblings and other family members.</p> | <p>State that we have a family to love us and help us to grow. Identify ways that our parent/guardian loves and cares for us. Bring a picture of the family to school and place on bulletin board.</p> | <p>Family Life. Tell the child that “I love you” by loving interaction, positive messages and consistent care. Take time to listen to the child. In times of difficulty, help the child to talk about a problem and solve it.</p> |
| <p>PK.03.02 Build capacity to share unselfishly with others.</p> | <p>State what sharing means. Exhibit capacity to share classroom materials with one another. Exhibit capacity to problem solve with peers.</p> | <p>Literacy. Read a story about sharing. Tell a story about sharing something in the family. Identify things that can be shared (toys, crayons) and things that cannot be shared (toothbrush, fork)</p> |
| <p>PK.03.03 Distinguish between unselfish and selfish acts.</p> | <p>State what it means to be unselfish and selfish. Construct a list of unselfish acts compared to selfish acts. Articulate why it is important to be unselfish. Explain how it might not be easy to be unselfish. Express how being unselfish makes us happy inside. In the prayer circle, thank God for being unselfish with me.</p> | <p>Family Life. Create opportunities for the child to share materials with siblings and friends. Talk about how we share as a family. Problem solve with the child when he/she does not want to share. Health and Safety. Using pictures, tell a story about an adult luring a child to do something dangerous. Problem solve about how the child might respond.</p> |
| <p>PK.03.04 Exhibit awareness that I interact with my teachers, classmates and friends.</p> | <p>Demonstrate how I speak to teachers, classmates and friends. Describe manners when with others. State how we treat one another with respect.</p> | <p>Literacy. Play a guessing game imagining situations that require problem solving about relationships. Have the child guess how he/she might solve the problem. Read a story about being in school. Identify how classmates treated each other. Identify the problems and how they were resolved. Acknowledge feelings about the situation.</p> |

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| <p>PK.03.05 Exhibit awareness that rules teach me how to act.</p> | <p>State meaning of rule. Play act with the puppet or doll how classroom rules are kept. Problem solve about the unacceptable behaviors.</p> | <p>Literacy. Tell a story about really getting mad. Dramatize by using facial grimaces how it feels to be angry. Describe the feelings verbally. Identify how the character/s addressed their anger. Have the child give examples of when he/she gets angry. Talk about how to address anger.</p> |
| <p>PK.03.05 Identify how we are to love God and others.</p> | <p>State meaning of love using pictures. Describe how we show love for our family members. Discuss why it is important to be loved and to love. State how God wants us to love one another.</p> | <p>Literacy. Read a story about pets and pet care. State what a pet needs to be happy and healthy. State how to show love for pets and how pets show affection for people. Community. Read a story or watch a DVD about being a fireperson. Examine what a fireperson does. Identify how sometimes a fireperson saves a human life even when he/she is in danger. Identify why it is important to help others.</p> |
| <p>PK.03.06 State awareness that God forgives us when we say that we are sorry.</p> | <p>State what it means to be sorry. Examine what actions require a sign of sorrow. Identify how we feel when we hurt a family member or a friend. Identify how we feel when someone says, “I forgive you.” Identify what “I am sorry” means.</p> | <p>Family Life. Talk to the child about times you have been sorry about something and ways to make up. Have the child tell about a time or situation in which he/she felt sorrow.</p> |
| <p>PK.03.07 Show awareness that I take care of the environment.</p> | <p>Using pictures of the out of doors (park, sidewalk, backyard, rooms in a home, identify how I help to keep these places clean. State why it is important to help others to have a clean environment.</p> | <p>Science. Make a worm garden using a small aquatic tank partially filled with plant soil and a green plant. Purchase or dig from the garden about a dozen worms. Tell a story about worms and what they do. Identify what worms need to live. Identify what worms do for soil. Observe worms. Find worm trails. State how worms are important for the environment. Family Life. Have the child list what he/she does to keep the classroom, bedroom, yard, etc., clean.</p> |

GOAL FOUR: PREKINDERGARTEN

SACRED SCRIPTURE: Read, comprehend and articulate salvation history as conveyed in God’s revelation through the signs of scripture.

| LEARNING OUTCOME | SAMPLE ASSESSMENTS | CONNECTIONS |
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| <p>PK.04.01 Identify the Bible as a very special book that tells us about God.</p> | <p>Identify the Bible and its importance in telling about God. Demonstrate capacity to handle the Bible with reverence and care.</p> | <p>Family Life. Place a children’s Bible in a special place. Allow the child to handle the Bible, look at the pictures. Read stories about how God made the world (Genesis 1), Adam and Eve (Genesis 2: 18-23) Noah and the animals (Genesis 6: 9-22, 7: 1-5, 7: 17-24, 8: 6-12, 9: 12-17). Read stories about Jesus, using the Church Year and Sunday Gospel readings as a guide.</p> |
| <p>PK.04.02 State that the Bible tells us that God created everything and that it was good.</p> | <p>After listening to the creation account from Genesis 1 (six days of creation), identify what God created each day and how God said that it was good. Identify the seventh day as a day of rest and associate the seventh day as Sunday when we go to church with our families. In the prayer circle, express prayers of thanks using each day of creation as objects of our gratitude (i.e., first day – God created the light).</p> | <p>Literacy. Create an “All About Today” activity board. Identify the date, day of the week, weather, temperature and season. Talk about what we are going to do today. Tell a story about the weather to be experienced that day. Literacy. Read a story about going to Mass on Sunday. Describe what happens on Sunday.</p> |
| <p>PK.04.03 Describe how God saved Noah, his family and the animals from the flood and left the rainbow as a sign of God’s promise never to destroy creation.</p> | <p>After hearing the account of Noah building the ark for his family and the animals from the children’s Bible (taken from Genesis, chapters 6 to 9), state why Noah built the boat. State how the animals were counted. State how the flood killed people and animals but anyone in Noah’s boat did not drown. State how God placed the rainbow in the sky as a promise not to send the great flood again. Dramatize the story.</p> | <p>Science. Using a story or DVD, describe the natural occurrence of rain, flooding and the rainbow. Describe how floods can be very dangerous to people and animals. Create a rainbow using different media. Family Life. Talk about what to do when it rains. Identify where to go in a storm. State family safety rules for stormy weather.</p> |

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| <p>PK.04.04 Describe Jesus as God’s Son.</p> | <p>Using pictures of the Nativity of Jesus, share the story of Jesus’ birth told in Matthew 1: 18-25. Identify Jesus as a very special person who taught us how to love God and others. State Jesus as God’s Son. In the prayer circle, thank God for sending us his Son Jesus.</p> | <p>Literacy. Using hand puppets or dolls, tell the story about the birth of Jesus. In the sacred space of the classroom during the season of Advent have an empty crèche. Add straw, animals and statues progressively in anticipation of the celebration of Jesus’ birthday on Christmas. Music. Learn “Away in a Manger” or other simple Christmas songs. Play religious Christmas music and traditional carols to acclimate the student to the season.</p> |
| <p>PK.04.05 State initial awareness that God is our Father and we are brothers and sisters in God’s family.</p> | <p>State how God is our Father. Describe how we are brothers and sisters in God’s family. State that my family is part of God’s family. In the prayer circle, pray the first words of the “Our Father” explaining “heaven” and “holy.” Thank God for our fathers.</p> | <p>Literacy. Tell stories about the father of a family using different cultural backgrounds. Describe what fathers (or uncles or male guardians) do. Have the child share a story about his/her father or guardian.</p> |
| <p>PK.04.06 Identify Mary and the Mother of God.</p> | <p>In the scripture story about the birth of Jesus in Luke, identify Mary as the Mother of God. State how Mary said “Yes” to God when she was asked by the angel to be Jesus’ mother. Identify the angel as a special messenger of God. In the prayer circle, thank God for our mothers.</p> | <p>Art. Have the children Make a paper chain with the first name of their mothers written on the chain. Place the chain in the sacred space of the classroom. Literacy. Tell stories about the mother of a family using different cultural backgrounds. Describe what mothers (or aunts, grandmothers or female guardians) do. Have the child share a story about his/her mother or guardian.</p> |
| <p>PK.04.07 State that Jesus taught us how to love one another.</p> | <p>Share stories about Jesus and how he taught us how to love. Find a picture of Jesus healing someone. Place the picture in the sacred space of the classroom. In the prayer circle, pray to Jesus thanking him for loving me.</p> | <p>Music. Listen to a song about Jesus and sing the refrain. Use gestures to go along with the song. Use a picture of children representing different cultures and races to enhance the meaning of the song.</p> |

GOAL FIVE: PREKINDERGARTEN

LITURGY: Understand and celebrate the liturgical rites of the Church as expressed in the Church Year and epitomized in the Eucharist the source and summit of Christian life.

| LEARNING OUTCOME | SAMPLE ASSESSMENTS | CONNECTIONS |
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| <p>PK.05.01 Recognize that we talk and listen to God together with the community.</p> | <p>Identify how we talk and listen to God together in the prayer circle, with our family and with other people in the church. Elaborate ways we pray together. In the prayer circle say a prayer of thanks to God for letting us talk to God.</p> | <p>Community. Tell a story about members of the community who help others: teachers in school, police in a police car, doctors in a hospital, etc. Explain why we need these people to help us live together happily. Place pictures of community helpers and story books about them in the library space.</p> |
| <p>PK.05.02 Recognize that when we make the Sign of the Cross we address God’s holy name.</p> | <p>Practice making the Sign of the Cross. Practice saying the words. Talk about how we call God Father, Son and Holy Spirit.</p> | <p>Family Life. Make the Sign of the Cross at meal times and before going to bed. Practice making the Sign of the Cross with the child and saying the names of God.</p> |
| <p>PK.05.03 Show basic understanding that in church we believe God is present in a special way.</p> | <p>Describe how the church is a special place where we can listen and talk to God. When going into church, identify the cross, the altar and the tabernacle as special signs of God’s presence.</p> | <p>Literacy. Identify buildings by their shapes: school, church, hospital, fire station, mall, etc. Place the name of each building next to its shape. Tell a story about who works in each building. Identify the occupations. State why it is important to have these people. Math. Identify shapes of buildings.</p> |
| <p>PK.05.04 Recognize the interior of the church especially the sanctuary where we genuflect or bow to show respect for God.</p> | <p>In a visit to the parish church identify the front of the church as very special. Point out the cross, altar and tabernacle as special signs of God’s presence. State how we are quiet in church to honor God’s presence. Practice genuflecting and bowing.</p> | <p>Literacy. Tell a story about going to church with the family. Music. Learn simple melodies to use in the prayer circle as a response to prayer, especially melodies for Alleluia.</p> |

| LEARNING OUTCOME | SAMPLE ASSESSMENTS | CONNECTIONS |
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| <p>PK.05.05 Recognize Christmas as the birthday of Jesus.</p> | <p>Identify Christmas as Jesus' birthday. Using the objects of the crèche, tell the story of Jesus' birth. During Christmas season go to church and look at the Christmas scene. Using a black line drawing, color a simple picture of the Christmas scene. In the prayer circle thank God for giving us his Son Jesus.</p> | <p>Family Life. Take the child to celebrate the birth of Jesus by going to Mass. Visit the Christmas crèche and name the people, especially the Baby Jesus and Mary and Joseph. At home, display a crèche and talk about the birth of Jesus. Sing "Happy Birthday to You" to Jesus. Listen to traditional religious Christmas carols.</p> |
| <p>PK.05.06 Recognize Easter as the <u>resurrection</u> of Jesus Christ.</p> | <p>Identify Easter as celebrating the resurrection of Jesus Christ. Identify the baptismal font, Easter candle and the oils in church. In the prayer circle thank God for Jesus' life with us.</p> | <p>Family Life. Read a story about the Easter egg. Color Easter eggs and place them in a special basket for Easter breakfast. On Easter Sunday, after the celebration of the Mass take the child to the baptismal font and the Easter candle. Science. In the weeks before Easter, grow grass from seed. Using a diagram, show how seeds change into grass. Identify the roots and blades. Identify what is needed to help seeds to grow.</p> |
| <p>PK.05.07 State that Sunday is the Lord's day when we go to Mass and pray as a family.</p> | <p>Explain how God wants us to use Sunday as a special day for going to church and thanking God for all the blessings in life. Identify what our family does to get ready to go to church.</p> | <p>Family Life. Take the child regularly to Sunday worship. Help the child to participate in the Mass by sitting, kneeling and standing with the community. Point to the priest as leading the community in prayer. When going to receive Holy Communion have the child accompany you to receive a blessing from the Eucharistic minister.</p> |

GOAL SIX: PREKINDERGARTEN

CHRISTIAN PRAYER AND SPIRITUALITY: Understand and express the different forms of prayer consciously recognizing the work of the Holy Spirit and the meaning of self-surrender to God.

| LEARNING OUTCOME | SAMPLE ASSESSMENTS | CONNECTIONS |
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| <p>PK.06.01 Describe prayer as talking and listening to God.</p> | <p>Identify meaning of prayer as talking and listening to God. State examples of when I pray. Exhibit a simple capacity to pray in the prayer circle. In the prayer circle practice silent and informal spoken prayer. Use postures and gestures in praying.</p> | <p>Family Life. Make up simple prayers with the child that show how we praise, thank and ask God for what we need. Take time during family prayer to be silent as part of the prayer.</p> |
| <p>PK.06.02 State that we can pray silently and with others.</p> | <p>Identify silent prayer as listening quietly. Identify spoken prayer as talking to God like we do to our parents or teachers. State that we pray to God together with our family, in the prayer circle and in church. Practice praying together in the prayer circle by creating simple responses to teacher led prayers thanking God and asking for God’s help.</p> | <p>Literacy. Practice skill of listening using music and guided movement. Follow simple instructions for accomplishing an activity. Read a story about listening. Identify meaning of listening. Examine importance of listening in a group, for safety and in one-to-one conversation.</p> |
| <p>PK.06.03 Describe how I can talk and listen to God at any time.</p> | <p>Express how I talk to God even when I am not in the prayer circle or in church.</p> | <p>Science. Go on a listening walk and have the child identify what he/she hears.</p> |
| <p>PK.06.04 Describe God as a loving Father who wants only what is good for me.</p> | <p>Identify God as a loving parent who cares for me. Tell a story about how my mother/father/guardian helped me when I was in trouble and needed help. State how I felt when my parent/guardian helped me.</p> | <p>Safety. Identify lures to be avoided by children. Using dolls or hand puppets, problem solve how to say “No!” to a lure.</p> |

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| <p>PK.06.05 Identify objects in the classroom that lead to prayer.</p> | <p>Using the sacred space of the classroom, identify objects that lead to thinking about God and praying. State how we remember how God loves and cares for us when we see or respectfully touch a sacred object.</p> | <p>Science. Using a magnifying glass explore how we can see things we might not otherwise be able to see unless they are magnified. Using leaves, find small leaf veins. Using insects, find the parts of an insect. Family Life. Identify things at home that are religious objects leading us to think about God.</p> |
| <p>PK.06.06 State how I can pray as Jesus prayed when I say the words “Our Father” to God.</p> | <p>State that Jesus taught us how to call God our Father. Practice the “Our Father.”</p> | <p>Family Life. Father/male guardian and child go on a special trip together to the zoo, a park, a museum. Enjoy conversation together while on the trip. Answer questions. Solve riddles. Tell stories. Enjoy the moments of being together.</p> |
| <p>PK.06.07 Make the Sign of the Cross.</p> | <p>Practice the gestures for the Sign of the Cross. State how the Sign of the Cross is the prayer we use to begin all of our prayers.</p> | <p>Family Life. Practice the Sign of the Cross.</p> |
| <p>PK.06.08 State how we use holy water to remind us of our belonging to the family of God when we make the Sign of the Cross.</p> | <p>Visit the parish church. Locate the holy water font. State how we use water blest by the priest to make the Sign of the Cross. Identify the holy water in the baptismal font.</p> | <p>Music. Sing an appropriate liturgical song about water. Health. State how we use water for cleanliness. Discuss the importance of drinking only pure water.</p> |
| <p>PK.06.09 Recite simple prayers used in the community.</p> | <p>Recite simple prayers of faith, hope and love Recite simple before and after meal prayers. Recite the guardian angel prayer. Listen to the Glory Be and the Hail Mary. Say Alleluia when we praise and thank God.</p> | <p>Literacy. Practice articulating prayer words.</p> |
| <p>PK.06.10 Identify “Amen” as the word we use to end every prayer.</p> | <p>Respond to each prayer with “Amen!” In the prayer circle say “Amen” when we are finished praying.</p> | <p>Literacy. Read a story or a tale. Retell the story in sequence. State what happened at the end.</p> |

GOAL SEVEN: PREKINDERGARTEN

CATHOLIC CHURCH: Understand and appreciate the mystery of the Church, the Body of Christ, the community of believers, as expressed in the Church’s origin, mission of evangelization, hierarchical structure, marks, charisms, members and the communion of saints.

| LEARNING OUTCOME | SAMPLE ASSESSMENTS | CONNECTIONS |
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| <p>PK.07.01 State that the Church is our special home.</p> | <p>State that we go to church with our parents and we can feel at home. Explain that when we go to church we pray.</p> | <p>Literacy. Identify things in your home that can be found in church. Explain how we pray in our home.</p> |
| <p>PK.07.02 State that we are given God’s own life when we are <u>baptized</u>.</p> | <p>Using a large picture of an infant baptism, describe how we are welcomed into the church in the same way. State that baptism means that we were washed with water. Identify the priest or minister of baptism. Identify parents. State what the infant was given after baptism (white dress, candle). In the prayer circle, thank God for welcoming us into the family of the Church.</p> | <p>Family Life. Describe how a new member of the family is welcomed.</p> |
| <p>PK.07.03 Recognize that many people are members of the Church.</p> | <p>Using pictures of church communities from around the world, state how many people gather in church and pray.</p> | <p>Literacy. Using a book about children from other cultures, share how children in different parts of the world look and live. Describe what is the same. Describe what is different.</p> |

GOAL EIGHT: PREKINDERGARTEN

PARISH LIFE: Understand and participate in the life of the Church as lived in the parish through its community, cultural aspects, worship, sacramental life, service, missionary endeavors and organization.

| LEARNING OUTCOME | SAMPLE ASSESSMENTS | CONNECTIONS |
|--|---|---|
| <p>PK.08.01 Identify the parish church where I go to pray with my family and classmates.</p> | <p>Identify the building of the parish church as where I go with my family and classmates to pray. Locate pictures of Jesus and Mary. Locate the crucifix in the sanctuary.</p> | <p>Literacy. Show a picture of a ceremony in church. Describe what is happening.</p> |
| <p>PK.08.01 Identify the pastor as the leader of the parish community.</p> | <p>After inviting the pastor or parish leader to visit the class, describe how the pastor leads the community.</p> | <p>Family Life. After Sunday Mass greet the pastor and give the child an opportunity to greet the pastor. Walk around the church to point out special areas of the church. Allow the child to light a small candle and say a prayer for the family.</p> |

GOAL EIGHT: PREKINDERGARTEN

VOCATION: Understand and undertake discipleship in Christ responding in faith by participating in the mission of the Church through living a specific call in the life of the Church.

| LEARNING OUTCOME | SAMPLE ASSESSMENTS | CONNECTIONS |
|--|--|---|
| <p>PK.09.01 Show understanding that God chose to make me as a very special person.</p> | <p>Express that God made me to be special not like any other person in the world. Express how I have special gifts to love God and others. In the prayer circle thank God for special gifts that I have.</p> | <p>Literacy. Have the child play a game about identifying the senses and what they do for him/her. Express how the senses help the child to appreciate his/her family and the world in which he/she lives. With a hand puppet, locate the senses.</p> |
| <p>PK.09.02 State that my parents/guardians show their love for God by loving and taking care of me.</p> | <p>Identify my parents/guardians as God’s way of loving and caring for me. Show appreciation for the love of those who care for me. Identify how my parents/guardian tell me about God. In the prayer circle thank God for my parents/guardians and their care for me.</p> | <p>Family Life. Tell a story about family life. Have the child state what is the same about family life in the story and his/her family. State what is different. Have the child express what he/she likes about living in his/her family.</p> |
| <p>PK.09.03 State that my teacher tells me about God.</p> | <p>Describe how my teacher/catechist tells me about God. In the prayer circle thank God for my teacher.</p> | <p>Literacy. Have the child look at pictures of the teacher/catechist and his/her family. Learn to say the teacher’s/catechist’s name.</p> |

GOAL TEN: PREKINDERGARTEN

ECUMENISM AND DIALOGUE: Understand and participate in the call of the Church to be a sign of unity in the world through knowledge of and collaboration with Christian churches, Jews, Muslims and all faith traditions.

| LEARNING OUTCOME | SAMPLE ASSESSMENTS | CONNECTIONS |
|---|--|---|
| <p>PK.10.01 Show that I respect others in my class as children of God.</p> | <p>Exhibit a basic respect for classmates by sharing and solving problems in a positive way. Resist fighting or bullying as a way to assert power. Wait for other children to speak in the learning circles. Pray for another student in the prayer circle. Thank God for friends.</p> | <p>Social Skills. Describe how to respect classmates. With puppets solve problems that the child may have with his/her siblings, friends and classmates. Identify how hurting people is unacceptable behavior. State how to share with others and be happy. Practice sharing objects with group activities.</p> |
| <p>PK.10.02 Express basic understanding that God made all of us different from each other.</p> | <p>Exhibit a basic awareness that we are different from each other. Understand that difference is a gift from God. Express how our special gifts help all of us to work and play better together.</p> | <p>Community. Read stories about families of different races and cultures. State how these families take care of each other and are happy. State how these families are alike. State how these families are different.</p> |
| <p>PK.10.03 Show basic awareness that people express their belief in God in different ways.</p> | <p>State that people believe in God and pray to God in different ways. Express how God loves all people. In the prayer circle thank God for giving all people the gift of knowing who God is.</p> | <p>Literacy. Read a story about a family of another faith tradition. Look at pictures of families worshipping in other churches. Describe what is happening in the pictures.</p> |