

GRADE KINDERGARTEN

GOAL ONE

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
<p>K.01.01 Show understanding that God created me and loves me.</p>	<p>State that God is our creator. Define to create. Verbalize the concept of God’s creating and loving me. State how I sense that God loves me. State words or phrases that describe how I love myself and write on chart paper. Draw a picture of myself. Share picture and state why “I am beautiful.” Pray Psalm 139 and thank God for creating me. <i>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</i></p>	<p>Science. Have the child take magnifying glasses, look at fingers/hand through the glass, and state what he/she sees. With paint or ink make a fingerprint of forefinger of each student on white post-it note. Compare fingerprints using the magnifying glass. State how every fingerprint is unique to the person. Place the fingerprints with student’s name on chart paper with the words “I am special.”</p>
<p>K.01.02 Describe how God made all creation good.</p>	<p>Define creation. State that God made all of the things of creation. List natural objects in creation and find pictures of these objects. Pray a prayer of gratitude for creation. <i>L.K.2(d): Spell simple words phonetically, drawing on the knowledge of sound-letter relationships.</i></p>	<p>Science. Take a nature walk in the schoolyard or park. Collect objects of nature during the walk and place in a bag given to each student. Identify the objects collected. On chart paper, glue one object representing what students gathered (ex: stick, leaf, stone, feather, etc.). Write the name of the object and count how many times the same object was collected. Write total number next to the object. Place chart on science bulletin board.</p>
<p>K.01.03 Identify the universe as belonging to God.</p>	<p>Define universe. State how the universe is God’s creation and belongs to God. State how I belong to God. Express why we want to belong to God.</p>	<p>Music. Sing the song “He’s Got the Whole World in His Hands.” Create movements with the words. Art. Using various shapes/sizes of leaves, white paper, and crayons, arranges leaves on top of table. Place paper on top of the leaves and rub crayon on the leaves. With a broad brush and watercolor, paint a wash of color on the design. Literature. Read a story from another culture about the creation of the world.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
K.01.04 Describe God as Father .	State who a father/mother/guardian is and what he/she does for the family.	<p>Family Life. Identify a sacred space in the home and place the Bible in the space and decorate with seasonal decorations. Refer to the Bible as the book in which we learn about God our Father. Place a picture of the family in the sacred space and pray for the needs of the family everyday.</p> <p>Art. Write: “God is my Father” in large letters on the chart paper. Draw with marker or stamp red hearts on the chart paper (one for each student and teacher/s) and write name on or next to a heart.</p>
K.01.05 Identify self and my family as belonging to God’s family.	State what a family is. Name the members of my family. Participate in a prayer ritual in which we thank God for our families and pray for them.	<p>Music. Learn first verse of “Now Thank We All Our God” or another song of thanks, using physical movement to express the words.</p>
K.01.06 State that God’s Holy Spirit lives in me.	State name of Holy Spirit. Create a prayer ritual that thanks God for the Holy Spirit living in me.	<p>Science. Assemble some kites. On an appropriate day take a class excursion to fly the kites. State what makes the kite fly. Take photos of the kite flying activity and place on bulletin board.</p> <p>Health. Do a breathing exercise helping students to see how air helps us to live. Compare the Holy Spirit to air breathing life into us.</p>
K.01.07 State that God made me to know, love and serve him and to be happy with him always.	Describe to know, to love and to serve. State that I show how I love God by loving others especially my family. State that I serve God when I help others. Demonstrate with hand gestures “know, love and serve God,” and recite from memory.	<p>Family Life. Write a list of activities that need to be done by the family. Assign activities according to appropriate person/s. Identify how many times the child’s name comes on the list. State how work is a natural part of family life.</p>
K.01.08 State that Jesus is the Son of God and Son of Mary .	State that Jesus is the Son of God and Son of Mary. Find a picture of Jesus with Mary his mother. After listening to Luke 1: 35, retell the story of how God chose Mary to be his Son’s mother.	<p>Music. Learn the Introduction of “Hail Mary, Gentle Woman.” Use physical movement to learn the song.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
K.01.09 Identify angels as God’s special messengers.	Define angel. State that angels do what God wants them to do. Tell a story about an angel.	Science. Research messenger birds. Identify what a messenger bird does. Find a picture of a messenger bird a place in science bulletin board. Have the child write a message to a classmate and find ways of delivering the message without using hands or feet.
K.01.10 Describe faith as believing in God even though we cannot see him.	Describe faith as believing in God but not seeing him. State that faith is a gift from God. State that faith helps me want to know God better and love God. Recite a simple act of faith: O God, I believe in you. In the prayer circle, participate in a prayer ritual based on Psalm 138: 1-2, 2-3, 6, 8 using the response: I thank you, O God, with all my heart!	Family Life. During the family meal prayer, thank God for the gift of faith. At bedtime, parent/guardian blesses the child with the Sign of the Cross on the forehead and wishes the child a peaceful night in the arms of God. Literature. Read a story about Helen Keller. State how Helen learned to speak even though she could not see or hear. Draw a picture of Helen with her teacher Ann Sullivan. Describe the picture.
K.01.11 Describe how God gives us many gifts in the universe.	State how everything is a gift from God. Name objects in the universe and respond with the prayer: “Thank you, God, for the gift of …” <i>L.K.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</i>	Science. Describe the earth rotating around the sun by role-playing with balls being the earth and the sun. Describe the earth rotating on its axis by role-playing. Identify day and night in the earth’s rotation. Make a chart showing the earth’s rotation around the sun using an ellipse. Art. Draw a picture of the horizon using crayons and paint to wash background with blue.
K.01.12 Show understanding that we are made in the image and likeness of God.	Describe image and likeness. Describe how I am made in God’s image. Identify how I see myself as good. Express how I feel when I doing something good for another person. Complete the sentence: “I feel ____ when I help someone.” <i>L.K.2(a): Capitalize the first word in a sentence and the pronoun I.</i>	Science. State the five senses and what they do to help us learn. Identify the five senses on a simple chart of the body. Role-play what the five senses do for us. Memorize the five senses. Art. Paint a picture. Identify the senses used to paint the picture.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>K.01.13 State how when we are afraid we can ask God to help us.</p>	<p>Identify times I am afraid and how I feel. Role-play to whom I go for help when I am afraid. Participate in a prayer ritual using the words; “Help me, O God!” after each phrase that describes a fear. <i>SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</i></p>	<p>Literature. Read a story or watch a video about a character afraid of something. Discuss what the character feared and how the fear was addressed. Draw a picture about the story. Family Life. State to child that parent/guardian loves and cares for him/her all the time. State that when child is afraid he/she should tell parent/guardian about the fear. Assist the child in understanding the fear.</p>

KINDERGARTEN

GOAL TWO

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
<p>K.02.01 Show understanding that we receive special signs that God loves and cares for us.</p>	<p>Define sign. State that I receive special signs of God’s love in the church. Identify the church as a special place where I go to listen to and talk to God. Identify the tabernacle as a special place that houses God’s Son Jesus. <i>L.K.2(d): Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</i></p>	<p>Family Life. Take an excursion into the neighborhood. Find street signs. Identify what they mean. Play a game of imitating what the street sign is telling us what to do. Find a game about street signs and play the game with the child. Family Life. In the sacred space of the home place a small cross on or near the family Bible. State that this is a sacred sign of Jesus’ love for us. Make the Sign of the Cross helping the child to memorize the words.</p>
<p>K.02.02 Exhibit understanding that my parent/s/guardian and family members show me love and affection as a sign of their love for me.</p>	<p>Identify what signs of affection my parents/guardians use to show me they love me. State that only people who are close to me can give me these signs. Participate in a prayer ritual that thanks God for giving me signs of love through my family. <i>SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</i></p>	<p>Music. Sing “Da Gracias al Señor/Salmo 136” memorizing the word Alleluia. State <i>gracias</i> as meaning “thank you.” Family Life. Talk to the child about what are safe signs of affection and what are unsafe. Identify to whom the child may talk if someone makes the child feel uncomfortable or unsafe in showing their affection. Give hugs and kisses as appropriate.</p>
<p>K.02.03 State that Baptism incorporates us into the church.</p>	<p>Identify the word Baptism as the way I am welcomed into the church. State the meaning of church as a special family of people who come together to pray to God. Identify a picture of an infant receiving Baptism.</p>	<p>Family Life. After Sunday Mass, stay awhile longer to show the child the baptismal font. Feel free to walk close to the font so the child can see the objects in detail. Describe how the child was baptized in this font or a font like it. Help the child bless him/herself with the baptismal water.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>K.02.04 Identify the bread and wine at Mass as a special sign of God’s Son Jesus present among us.</p>	<p>State Mass as the time we go church on Sunday to praise and thank God for all his gifts. State that Mass is a time to ask God to help us. State that God gives us special blessings at Mass. After a parish Mass, describe what the priest was doing. Describe what the people were doing. <i>L.K.8: With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</i></p>	<p>Music. Learn “Jesus Christ, Bread of Life” melody, refrain and first verse, or another Eucharistic song. Family Life. Make a quick bread or yeast loaf with the children. Identify the ingredients. Have children assist in adding ingredients and kneading or mixing as appropriate. Ask God’s blessing on the bread at the family meal using the prayer at Mass for the preparation of the gifts for bread. Respond with: “Blessed be God forever.” Pray a meal prayer.</p>
<p>K.02.05 Identify the tabernacle as a place where the Blessed Sacrament is kept in the form of bread.</p>	<p>State meaning of tabernacle. State meaning of Blessed Sacrament as the presence of Jesus in the form of bread and wine. Identify the objects used at the altar for Mass.</p>	<p>Parish Life. Arrange for a meeting of the students with the parish staff. Show the students the tabernacle opened so that they can see what is inside. Identify the Blessed Sacrament as the presence of Jesus staying with us in the form of bread. State that this is what is received in Holy Communion.</p>
<p>K.02.06 State that during the Mass the parish family receives Jesus in Holy Communion.</p>	<p>Identify Holy Communion as the Blessed Sacrament. Describe who receives Holy Communion. State that when people receive Holy Communion they receive Jesus in a very special way. State when I will be ready to receive Holy Communion. <i>L.K.1(f): Produce and expand complete sentences in shared language activities.</i></p>	<p>Art. Cut out of a pattern Xeroxed on paper the host with the cross and cup used at Mass. Glue the cut forms on colored paper. Color the host and cup. Place on bulletin board with pictures of the priest holding up the bread and wine at Mass. Place other symbols on the bulletin board such as pictures of grapes, sheaves of wheat, and an outdoor scene of a golden wheat field and of a grape arbor.</p>
<p>K.02.07 Describe sacrament as an effective sign of God’s love for us.</p>	<p>Identify sacrament as an effective sign of God’s love. State Baptism and Holy Eucharist as sacraments. Express that people receive God’s Son Jesus in the Holy Eucharist during Mass.</p>	<p>Family Life. Share photos of child’s baptism. Describe what happened. Identify people in the picture especially godparents. Describe why you gave the child his/her name. Place a photo of this event in the sacred space with the Bible.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>K.02.08 Show understanding that God forgives us when we say we are sorry.</p>	<p>Define forgive. Give examples of being forgiven. Define being sorry. Think about times I have hurt others. Tell about times I have hurt others. Articulate a prayer of sorrow. State that when I tell God that I am sorry God will forgive me. SL.K.1(b): <i>Continue a conversation through multiple exchanges.</i></p>	<p>Music. Learn refrain of “I Have Loved You,” or another song of God’s loving care and forgiveness. Literature. Read a story or watch a video of a character that does something that requires forgiveness. Recount the story. State how we feel when we are forgiven.</p>

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GOAL THREE

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

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>K.03.01 Show understanding that I am a gift from God who is good and lovable.</p>	<p>Identify things that I like about myself. State when I feel happy. State when I feel sad. Explain how God loves me when I am happy and sad. Explain that my family loves me when I am happy and sad. Participate in a prayer ritual naming each person in my class and thanking God for the special gift that he/she is. <i>SL.K.1(b): Continue a conversation through multiple exchanges.</i></p>	<p>Literature. Read a tale or story about an unhappy character. Act out the story. Describe what made the character unhappy. Describe the feelings the character experienced. Identify what helped the character to change the unhappy feelings. Draw a picture of the character as unhappy and as happy. Language Arts. Write group story about Mr. and Mrs. Smile. Identify what the characters look like. Draw pictures of the characters. Place a “smiley face” sticker on each student. Practice smiling.</p>
<p>K.03.02 Show understanding that God wants me to love myself and others.</p>	<p>Express what it means to love myself. Exhibit a sense of the other and acceptance of them. List activities that I do to take care of myself. List activities that I do to show how I love others.</p>	<p>Health. Read a story or watch a video on personal hygiene. Act out the motions of the hygiene habits described in the book. Invite a nurse aide to show students how to groom themselves. Give students free hygiene products such as toothbrush, toothpaste, soap, comb, etc. Send these products home with any brochures given by nurse to students.</p>
<p>K.03.03 Exhibit how to respect others.</p>	<p>Show through appropriate behavior respect for others. Identify how I feel when I respect others and when I do not. State importance of showing respect. Finish the sentence “I show respect by _____.” <i>L.K.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</i></p>	<p>Literature. Read a story or watch a video about a character who disrespects others (ex. the Grinch stories, etc.) Identify how the character disrespects others. Describe how this makes the characters feel. State how the character changed his/her behaviors. Describe how this changed how people felt. View a DVD or video of the story.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>K.03.04 State understanding that Jesus the Good Shepherd cares for us.</p>	<p>Describe how Jesus was kind to others. Look at a picture of Jesus the Good Shepherd. After listening to Jesus' story in Mt. 18: 10-14, participate in a guided meditation about this story. Thank God for helping me to learn how to love others as Jesus did. <i>RL.K.2: With prompting and support, retell familiar stories, including key details.</i></p>	<p>Science. Read about sheep dogs. State how the sheep dogs help shepherds. Find pictures of sheepdogs at work online or <i>National Geographic</i> and place in science bulletin board. Find a video or DVD on shepherds. Point to sheepdogs in the film. Explain how dogs are helpful to people. Art. Find cultural images of Jesus the Good Shepherd. Identify the cultures from which the images come. Compare/contrast the images.</p>
<p>K.03.05 Identify the importance of caring for God's creation.</p>	<p>State the importance of caring for creation. Examine actions I can do to take care of our world. Identify that creation belongs to God.</p>	<p>Language Arts. Write a story about a little fish exposed to dirty water. Describe what makes the water dirty. Describe how the fish feels. Express what happens to the fish. Family Life. Create a list of jobs for the family's environment. Assign jobs to family members as appropriate. Explain why care of indoor and outdoor environment is important. If there is a family pet, describe importance of pet care. Science. State an environmental problem using a DVD, video or pictures to help students envision the problem. Identify an environmental stress. Observe the situation. Describe the situation. Brainstorm how the problem might be solved. If possible, identify a class project for environmental cleanup.</p>
<p>K.03.06 Show the beginnings of rightly formed conscience by distinguishing right from wrong actions.</p>	<p>Distinguish the difference between right and wrong. Express how I know if action is right or wrong. State how I feel when I choose to do something that hurts myself or others. State how I feel when I choose to do something good for myself or others. <i>SL.K.1(b): Continue a conversation through multiple exchanges.</i></p>	<p>Family Life. Read a story or watch a DVD about someone who must make a decision about doing something that is right. Talk about how the character feels in the dilemma. State how the character feels when a decision is made and accomplished. Identify how to apply the lesson of the story in family life.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>K.03.07 Show understanding that Jesus teaches us to love others as we love ourselves.</p>	<p>State the Golden Rule (Mt. 7: 12). Describe the meaning of the rule, “Do to others whatever you would have them do to you.” Identify ways in which I practice this Rule at school and at home. <i>RI.K.1: With prompting and support, ask and answer questions about key details in a text.</i></p>	<p>Physical Education. Play the game, “Simon Says.” State the importance of listening in this game. Mission. Provide an experience for students to practice an “Act of Kindness.” It might be sharing an article of clothing, collecting money or food for a food pantry or making a Christmas card for a homebound person. Discuss why it is important to give to others.</p>
<p>K.03.08 Identify classroom rules as ways of showing respect for others.</p>	<p>Identify the rules of the class and how they show respect for others. Express how these rules help me to practice good habits. Identify habits that show self-care. Identify habits that show respect for others.</p>	<p>Media. Using a commonly watched children’s TV program or DVD discuss how characters make choices. Identify some choices that are good/healthy and some choices that are not good/healthy. Problem solve how better choices may have been made and role play.</p>

KINDERGARTEN

GOAL FOUR

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

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>K.04.01 Show understanding that the Bible is a very special book that tells us about God.</p>	<p>Identify the Bible in the sacred space in the classroom. State that the Bible teaches me about God and God’s Son Jesus. Demonstrate how I listen with respect to God’s words in the Bible and its stories.</p>	<p>Geography. On a world map locate the city of Chicago. Locate Bethlehem. Identify countries and states from where students or their families came. Mark these locations. Find how many miles from Chicago each location is.</p>
<p>K.04.02 Identify the seven days of creation as a story about how God created all that is.</p>	<p>Identify what God does on the six days of creation in the Bible story. Draw pictures that depict the days of creation. <i>W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</i></p>	<p>Literature. Find a creation story from another culture. Identify the country from which the story came and locate on the world map. Find pictures of the country and place on bulletin board. Draw a picture of the story. Math. Name the days of the week. Write the names of the days on chart paper.</p>
<p>K.04.03 State the names of Adam and Eve as the names of the man and the woman created by God.</p>	<p>Tell how God made Man and Woman. State their names. State how God loved what he created because it was beautiful. State that God loved Adam and Eve.</p>	<p>Family Life. Find pictures of parents, grandparents, great grandparents. Identify their first names. Tell a story about them. Place pictures in next to Bible.</p>
<p>K.04.04 Identify some major characters of the Old Testament through storytelling and drama.</p>	<p>Identify major characters of the OT: Noah and the ark; Abraham, Sarah, Isaac; Joseph and the coat of many colors; Moses’ infancy story; Ruth and Naomi; David, shepherd and king; Jonah. Draw pictures of the stories. State how God takes care of people in very special ways. <i>RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</i></p>	<p>Play. In a special area of the classroom place articles such as stuffed animals, small plastic animals, shepherd’s crook, crown, play clothes/costumes, boat, etc., for children to play act the stories heard from Old Testament. Language Arts. Draw a picture story and share it.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>K.04.05 State that Jesus belonged to a family.</p>	<p>Identify Mary as Jesus’ mother. State Joseph as Jesus’ foster father. Define foster father.</p>	<p>Art. Make a “family tree” using a large branch or a tree made of construction paper cut for bulletin board. Have the child draw a picture of his/her family and hang on the tree. Place a picture of Jesus’ family on the tree.</p>
<p>K.04.06 State how Jesus grew up in a family and was obedient to his mother and foster father.</p>	<p>Retell the Bible story from Luke 2: 41-52 about how Jesus’ parents lovingly raised him and he obeyed them. Describe what it means to obey my parents/guardians. State how God takes care of me through my family. <i>RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</i></p>	<p>Family Life. Keep Sunday sacred with the family. Find ways to celebrate Sundays by going to Mass, making a Sunday meal, celebrating the Gospel reading of the day, resting without technology, playing noncompetitively, walking in the neighborhood or playing in a park.</p>
<p>K.04.07 Show understanding that when Jesus grew up he taught people about how God cares for them.</p>	<p>Describe how Jesus shows he takes care of everyone and everything in Matthew 6: 25-34. State how God cares for me through the love of my parents/guardian and family. <i>RL.K.3: With prompting and support, identify characters, settings, and major events in a story.</i></p>	<p>Language Arts. Talk about someone who is worried or afraid. Tell the story to the teacher or class. Problem-solve how the worry or fear might be addressed.</p>
<p>K.04.8 State how Jesus healed sick people and fed poor people.</p>	<p>Retell the stories about Jesus healing of the man’s daughter in Mark 5: 21-24, 35-43 and feeding the people in Mark 6: 30-44. Describe how I would ask Jesus to help me. <i>RL.K.3: With prompting and support, identify characters, settings, and major events in a story.</i></p>	<p>Social Studies. Identify what doctors, nurses and health technicians do. Find pictures of health care professionals. Write a picture story about one of the pictures. Tell the story. Articulate why it is important to have people help us when we are sick.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>K.04.10 State that Jesus told the people that they should ask God for what they need.</p>	<p>State the saying of Jesus in Luke 11: 9-10. State how Jesus taught me how to ask God for what I need in prayer. In the prayer circle ask God for something that I need. <i>L.K.1(f): Produce and expand complete sentences in shared language activities.</i></p>	<p>Mission. Find information about Food for the Poor or the Chicago Food Depository. Share information with students. Examine why it is important to feed people who are poor. Keep a penny bank in the classroom to collect and count money for giving to a food distribution organization.</p>
<p>K.04.11 State how Jesus loved his friends all through his life.</p>	<p>Recount the story of the Last Supper in John 13: 3-14. Identify how Jesus showed his love for his friends. Identify a picture of Jesus' last meal with his friends. <i>RL.K.3: With prompting and support, identify characters, settings, and major events in a story.</i></p>	<p>Family Life. During Thursday evening meals celebrate how Jesus shared meals with his family and friends. Ask God's blessing on bread, break it and share the bread at the meal. Attend the Holy Thursday Mass.</p>
<p>K.04.12 Show basic understanding that Jesus died loving even those who killed him.</p>	<p>Recount the story of Jesus' death in Luke 23: 33-43. State what to die means. Share my experiences of death. Place a cross or simply designed crucifix in the prayer circle. Pray for people who have died. <i>RL.K.3: With prompting and support, identify characters, settings, and major events in a story.</i></p>	<p>Family Life. Talk about death as a natural part of life. If/when a relative, friend or pet dies share what happens to someone when they die. Pray for the person or pet. Make a memorial meal incorporating some of the favorite foods of the dead person. Tell stories about the person during the meal.</p>
<p>K.04.13 Show basic understanding that God raised Jesus from death.</p>	<p>Recount the story of Jesus' rising from the dead in Luke 24: 1-12. Share how God will give me life after death as well. In the prayer circle thank God for giving us life. <i>RL.K.3: With prompting and support, identify characters, settings, and major events in a story.</i></p>	<p>Science. Research the life cycle of the butterfly. Find pictures of the cycle from chrysalis to butterfly stage. Place on science bulletin board. Find pictures of butterflies and moths and place on bulletin board.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>K.04.14 State basic understanding that we follow Jesus as his friends did.</p>	<p>Retell the story of Jesus' friends being called by Jesus when they were fishing in Mark 1: 16-20. Tell about how I follow Jesus. <i>RL.K.3: With prompting and support, identify characters, settings, and major events in a story.</i></p>	<p>Mission. Invite a staff member of the Holy Childhood Association to share stories about their work. Give students pictures of children served around the world. Send information materials about the Holy Childhood Association home.</p>
<p>K.04.15 State that Jesus loves little children.</p>	<p>Dramatize the story of Jesus blessing little children in Mark 10: 13-16. In the prayer circle thank Jesus for blessing us. <i>RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text.</i></p>	<p>Family Life. At bedtime pray a special prayer of gratitude with your child and bless the child before sleep. If anything negative happened that day, assure the child of love and forgiveness. Pray a simple night prayer with the child. Use recorded traditional lullaby music to help child to fall asleep. Music. Learn song "All Through the Night," or another appropriate lullaby.</p>

KINDERGARTEN

GOAL FIVE

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
<p>K.05.01 Recognize how religious signs and symbols tell us about God.</p>	<p>State that the Bible, crucifix or cross, statues, pictures of Jesus, Mary, the Holy Family, holy water, etc., remind us of God’s active presence in our lives. Show respect for these symbols. Use Holy Water to bless self. Participate in a center in the classroom that is sacred space where symbols and ritual can be used.</p>	<p>Family Life. Locate a sacred space in the home where the family places symbols for observation and use by family members. Symbols may include the Bible, crucifix or cross, statue of Mary, picture of Jesus, Mary, the saints, rosary, Holy Water, candle, etc. Name these objects and how they tell us about God.</p>
<p>K.05.02 Show basic understanding that when we pray together we create ritual to help us do this.</p>	<p>Participate in the prayer circle in the classroom. Use ritual gestures when praying informally in the circle such as folding hands, placing hands on lap, making the “Sign of the Cross,” opening and lifting hands, clapping, raising hands, lifting hands in blessing, bowing head. Demonstrate the learning of church rituals such as genuflecting, bowing, sitting, standing, kneeling, silence. Sing and respond to spoken prayers. Use: “Amen”; “Alleluia;” “Holy, holy, holy”; “Our Father”; “Lamb of God.”</p>	<p>Family Life. When praying as a family, use ritual actions such as, folding hands, bowing, closing eyes, opening and lifting hands, blessing, breaking bread, silence, making the “Sign of the Cross,” etc.</p>
<p>K.05.03 Show basic understanding that when we go to church we are in God’s presence and we pray.</p>	<p>Show reverence and quiet, a sense of the sacred, when in church. Identify the sanctuary, altar and tabernacle as sacred and deserving of respect. Genuflect. Bow.</p>	<p>Family Life. Teach children the need for reverence and quiet in church. Assist children in doing the liturgical gestures at Mass as appropriate to attention and strength.</p>
<p>K.05.04 Make the “Sign of the Cross.”</p>	<p>Make the “Sign of the Cross” using Holy Water in church or in the classroom. Recite the words of the Holy Trinity in the Sign of the Cross.</p>	<p>Music. Learn a “Holy, holy, holy” melody commonly used at Sunday Mass. Use as appropriate in the class prayer circle.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>K.05.05 Identify the tabernacle as a special place of reverence for Jesus.</p>	<p>Visit the parish church with a member of the parish staff. Explain the use of the tabernacle in church. Express reverence for the tabernacle as a special place of reverence for Jesus by genuflecting or bowing.</p>	<p>Family Life. Before or after Sunday Mass take your child with you to say a prayer before the tabernacle.</p>
<p>K.05.06 Recognize that the priest leads us in prayer.</p>	<p>Identify the priest during the Mass. State some of the actions of the priest during the Mass. Participate in prayers in the prayer circle.</p>	<p>Biography. Tell the story of St. Patrick. Celebrate the feast of St. Patrick by wearing green. Identify the shamrock as a teaching tool that Patrick used to teach people about God the Father, Son and Holy Spirit. Make a shamrock. Place a picture of St. Patrick in sacred space next to Bible.</p>
<p>K.05.07 Identify the Mass as a very special prayer of people who gather in church on Sunday.</p>	<p>Several times in the school year, attend Mass with other students. Listen to the Gospel for Sunday Mass and recount the story or lesson. Demonstrate sitting, standing and kneeling during the Mass.</p>	<p>Family Life. Talk about a family tradition that you do together.</p>
<p>K.05.08 Recognize Christmas and Easter as special celebrations of the life of Jesus.</p>	<p>Describe the story of Jesus' birth. Celebrate Easter by telling the story of Jesus' rising from the dead. Decorate the classroom with Christian signs of resurrection such as the symbols of the Easter candle placed on a special candle for the classroom, Easter water located in the sacred space of the classroom, pussy willow branches in water and blooming. <i>L.K.1(f): Produce and expand complete sentences in shared language activities.</i></p>	<p>Biography. Tell the story of St. Nicholas. Draw a picture story about giving a gift to someone. State why it is important to give gifts. Identify Santa Claus as a gift giver whose name comes from St. Nicholas. Celebrate the feast of St. Nicholas. Family Life. Enact the story of Jesus' birth with the family sharing various roles each time the story is enacted. Using statues from a crèche in the home, identify the images and tell the story. Family Life. Celebrate the feasts of Christmas and Easter by retaining special family rituals from year to year. Go to Mass on Christmas and Easter dressing up for the occasion. Talk about your family traditions. Use Christian symbols to decorate your home.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>K.05.09 Identify Good Friday as the day we remember the death of Jesus.</p>	<p>State Good Friday as the day we remember that Jesus died. Recount the story of the death of Jesus in prayer circle using a simply designed crucifix.</p>	<p>Family Life. Prepare a simple meal for Good Friday. Have a purple cloth, cross and candle at the table to remember the death of Jesus.</p>
<p>K.05.09 Show basic recognition of Advent and Lent as special times of preparation for Christmas and Easter.</p>	<p>State Advent as a time of preparation for Christmas. Demonstrate the use of the Advent wreath during the four weeks of Advent. In the prayer circle pray the words, “Come, Lord Jesus.” State Lent is a time of preparation for Easter. Describe the ways I can prepare myself for Easter.</p>	<p>Family Life. Use the Advent wreath during the four weeks of Advent. Science. Identify the seasons of the year. Draw a picture of each season. Make a picture story about enjoying one of the seasons. Share the story. Art. Make paper decorations for Christmas trees using geometric shapes cut from used Christmas cards. Decorate with glitter and hang on classroom Christmas tree. Identify the shapes. Culture. Celebrate some special cultural event during Advent that highlights the culture of some students or area. (Mexican, Filipino, etc.) Literature. Read the story of Our Lady of Guadalupe. Find the image of Our Lady of Guadalupe and place in the classroom with roses.</p>
<p>K.05.10 Show recognition that the church celebrates the lives of holy people called saints.</p>	<p>Identify the name of the saint whose name I have. Tell a story about some saints. <i>SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</i></p>	<p>Family Life. Have each child learn about the saint after which they are named. Celebrate the name day. Find pictures of these saints and place in the home. Drama. Celebrate All Saints Day by dressing in saints’ costumes or with crowns.</p>
<p>K.05.11 Give the Sign of Peace to classmates during the Mass.</p>	<p>State meaning of peace. Share what it means to live peacefully with others. Show how to give the Sign of Peace to another student. In the prayer circle share the sign of peace. Identify ways that I show peace to the others in the classroom.</p>	<p>Biography. Tell the story of St. Francis of Assisi. State how Francis worked for peace. Learn the first line of Francis’ prayer: “Lord, make me an instrument of your peace.”</p>

KINDERGARTEN**GOAL SIX**

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
K.06.01 Show basic understanding that prayer is talking and listening to God.	State meaning of prayer as talking and listening to God. Practice praying in the prayer circle by closing eyes and listening to God. Talk about what is in my heart.	Physical Education. Practice simple yoga exercises. State how these exercises help us to relax and release us from our worries.
K.06.02 Show basic awareness that I can tell God my thoughts and feelings at anytime.	Describe thoughts and feelings that I might tell God in prayer. State that I can pray to God at anytime and that God will listen. List the feelings I share with God. Identify others with whom I share these feelings. In the prayer circle, thank God for a stated feeling by saying, "Thank you, dear God, for loving me." <i>L.K.1(f): Produce and expand complete sentences in shared language activities.</i>	Family Life. At a time when the child is sad, help the child use words to describe the feeling. Problem solve with the child helping the child to verbalize how the feeling might be resolved. If the child cannot do this, hug the child and talk about it another time. State how God is like a parent/guardian who listens to how we feel. Pray with the child.
K.06.03 Express importance of prayer in my life.	State how prayer is very important for my life. Give examples of people in my life who pray: parents, guardians, siblings, teacher, friends, classmates, etc. State how I know they are praying. Describe what I do when someone else is praying. <i>L.K.1(f): Produce and expand complete sentences in shared language activities.</i>	Music. Dance to a liturgical song. Let students express however they want to move. Use all parts of the body.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>K.06.04 Describe how God wants me to be close to him and unafraid.</p>	<p>Describe how God is close to me. State why it is important not to be afraid of God. Meditate on the closeness of God. Breathe in the life of God’s Spirit as the breath of life. Breathe out all that worries me. Thank God for his presence with me. <i>L.K.1(f): Produce and expand complete sentences in shared language activities.</i></p>	<p>Science. Design a problem situation. State the problem. Problem solve with students arriving at possible solutions. Test the solutions. Identify which solution best resolved the problem. Literature. Read a story about family life.</p>
<p>K.06.05 State that Jesus prayed and taught his friends how to pray.</p>	<p>Using a picture of Jesus at prayer state that Jesus prayed to God his Father. State that Jesus called God “Father.” State that Jesus taught his friends to call God “Father.” Recite the “Our Father” in prayer circle and at Mass.</p>	<p>Music. Learn a simple melody for the “Our Father.” Use gestures to learn the melody and words.</p>
<p>K.06.06 Introduce “Sign of the Cross,” “Hail Mary,” and prayers before and after meals.</p>	<p>Make the “Sign of the Cross” and pray the words. Pray the “Hail Mary.” Pray the prayers before and after meals.</p>	<p>Family Life. Teach child simple prayers such as the “Sign of the Cross,” “Hail Mary,” prayers before and after meals, “Guardian Angel” prayer. Use these prayers often with the child so the words can be remembered.</p>
<p>K.06.07 Introduce the forms of prayer: praise, asking, sorrow and thanking.</p>	<p>Describe the basic types of prayer. In the prayer circle use prayers that praise God, ask for needs, say I’m sorry and thank God for his blessings and gifts.</p>	<p>Math. Using various three dimensional shapes, group shapes that are similar. Identify how many shapes are in each group. Literacy. Write the prayer a student composes. State what type of prayer it is.</p>
<p>K.06.08 Identify objects in the room that can lead to prayer.</p>	<p>Name objects, such as the crucifix, a picture of Jesus, a statue of Mary, the Bible or trade books that tell us about Jesus, simple prayer books, etc., that help me to think about God and pray.</p>	<p>Family Life. Find objects in the home that help us to pray even when others are working or playing. Reinforce the idea that we can pray at any time.</p>

KINDERGARTEN

GOAL SEVEN

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
<p>K.07.01 Identify the Church as a special community of faith that comes together to worship God.</p>	<p>State meaning of Church and community. Express how I belong to a community. Identify what is in my community (homes, churches, fire stations, stores, etc.) Identify the church as a special place where I come with my family to pray to God and receive God's blessings. <i>L.K.2(d): Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</i></p>	<p>Social Studies. Take a field trip to the fire station. State how firemen help others. Identify why it is dangerous to start a fire. Describe what to do when a fire happens in your home.</p>
<p>K.07.02 State basic understanding that I belong to the Church because I am baptized.</p>	<p>Identify Baptism as a special sign of God's welcoming me into God's life and the life of the Church. In the prayer circle, thank God for giving me the gift of Baptism. <i>SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</i></p>	<p>Parish Life. Take the students to church and make a prayer circle around the baptismal font. Thank God for the gift of Baptism and for bringing us into the Church. Take a photo of this activity and place on bulletin board. If a student is not baptized, thank God for the life of that person and for making him/her God's child. Literacy: Bring a picture of my Baptism to school and share with classmates.</p>
<p>K.07.03 Identify that the Church is as big as the world and has many members.</p>	<p>Using a globe, express how the Church is all over the world.</p>	<p>Social Studies. Choosing a country, find pictures of the geography, people, towns and cultural life of the country. Show these pictures to students and tell something about the people of this country.</p>
<p>K.07.04 State that Jesus gave the Church as a sign of his living presence in the world.</p>	<p>State that Jesus gives us the Church. Express how the Church does what Jesus did – teaches and helps others leading them to God.</p>	<p>Family Life. Share that the family is the member of the Church. Witness to this membership by participating in the life of the Church.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>K.07.05 Give examples of saints who loved God and others very much.</p>	<p>State that saints are people who are very special because they loved and served God. <i>W.K.6: With guidance and support, explore a variety of digital tools to produce and publish writing, concluding in collaboration with peers.</i></p>	<p>Social Studies. Show pictures of saints from around the world, different cultures, races, etc. Tell a story about how these saints helped others.</p>

KINDERGARTEN

GOAL EIGHT

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
K.08.01 Show basic understanding that the parish is my home in the Church.	Identify the parish as the place where my family goes to church and joins the community in prayer.	Literature. Read a story about a family who attends worship on Sunday. State what the family does to prepare for going to church. State what the family does when they are in church. Have the child draw a picture of his/her family going to church.
K.08.02 Identify the pastor as the leader of the parish.	Name my pastor as the head of my parish. Listen to my pastor talk about what he does. Tell my family what my pastor does.	Language Arts. Draw a story picture about a helper in the neighborhood. Share the story. Express how the person is helping others. State why it is important to help others.
K.08.03 Learn the name of the parish.	State the name of my parish. Using a picture of the saint, tell a story about the saint for whom my parish is named. <i>W.K.6: With guidance and support, explore a variety of digital tools to produce and publish writing, concluding in collaboration with peers.</i>	Family Life. Place a picture of the parish church on the family bulletin board. Make a list of when the family goes to the parish church. Keep the phone number of the parish to call for special needs or emergencies.
K.08.04 Show understanding that we go to the parish church to celebrate the Mass .	State meaning of the Mass. Attend Mass with my school/RE program. State how we celebrate Mass with the priest, our families and the people on Sundays. <i>W.K.6: With guidance and support, explore a variety of digital tools to produce and publish writing, concluding in collaboration with peers.</i>	Play. Arrange blocks as homes along streets. Locate where the church, fire station, mall, police station, theater are. Explain what each block is.

KINDERGARTEN

GOAL NINE

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>K.09.01 State that God calls me to love and serve him.</p>	<p>Describe the word “call” as a way of saying that God wants me to do special things for him. After listening to the story of the boy Samuel in 1 Samuel 3: 1-10, identify how many times God called Samuel and he did not recognize God’s voice. State what Samuel’s teacher told him to do. State what Samuel said to God. Draw a picture of the story. <i>RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text.</i></p>	<p>Language Arts. Identify how people listen to each other. State how I listen to others. Examine why it is important to listen.</p>
<p>K.09.02 Show a basic understanding that my life is a special gift from God to share with others.</p>	<p>Express how God greatest gift to me is life. State how I learn to live my life as a gift from God. Identify how I share my life with my family, friends and classmates. In the prayer circle, thank God for the gift of life.</p>	<p>Family Life. Find pictures of child as an infant. Tell a story about the child as an infant. Frame one picture of child as an infant and place in bedroom.</p>
<p>K.09.03 Identify my parents, teachers and other adults in the community as God’s helpers in my life.</p>	<p>State how my parents, friends, others help me. Express how I treat those who help me <i>SL.K.1(b): Continue a conversation through multiple exchanges.</i></p>	<p>Community Life. Research the life of a doctor, teacher, etc. Draw a picture story of someone in my family helping me. Share the story.</p>
<p>K.09.04 State that the Church has special people who help us to learn about God and to live as followers of Jesus.</p>	<p>Identify the priest as God’s special minister who helps others. Share stories about the parish priest helping others. <i>SL.K.1(b): Continue a conversation through multiple exchanges.</i></p>	<p>Language Arts. Write safety rules for the classroom. Express why it is important to keep these rules. State how rules help us. Family Life. Discuss family members who help us to learn about God. Describe how they live as followers of Jesus.</p>

KINDERGARTEN

GOAL TEN

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>K.10.01 Show basic understanding that God loves all people.</p>	<p>Express in simple language that God loves all people. State how God wants all people to live in unity and peace. In the prayer circle, pray for the people of the world.</p>	<p>Music. Listen to the song “Jesus Loves the Little Children,” or another song demonstrating God’s love.</p>
<p>K.10.02 Show basic understanding that we love and respect people who are different from us.</p>	<p>Describe how I show love and respect for people who are different from me by speaking about them with respect. Show a basic respect for others. <i>SL.K.1(b): Continue a conversation through multiple exchanges.</i></p>	<p>Literature. Read a story or watch a video/DVD about a child of another race or culture. Identify how the child is like me. Identify how the child might be different from me. Share the story.</p>
<p>K.10.03 Express that the Church recognizes those who have part of the truth and who serve others.</p>	<p>After listening to the story of another great religious leader, e.g., Rev. Martin Luther King, Jr., or the Dahli Lama, or Mahatma Gandhi, identify how this person helped others. Talk about how this person is created in the image and likeness of God. <i>W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</i></p>	<p>Language Arts. Describe how you would feel if someone disrespected you. Write these words on chart paper. State how it is important to show respect to others different from us. Describe how people feel when they are shown respect. Write these words on chart paper. Social Studies. Find stories about people of other cultures who help others.</p>