**St. Theodore School**

**KINDERGARTEN**

**RELIGION**

**We believe**

* *Scripture has great meaning for life today*
* Describe how the Bible is a special book to be treated with reverence and respect
* Recognize that the Bible tells us about God’s love for each person
* Describe how Bible stories tell about Jesus and His teachings on being kind, loving, and helpful
* *The early Church has a profound impact on the current church today*
* List Jesus’ origins and key events of His life
* Understand who Mary is and describe how one becomes a saint
* *The doctrine and dogma of the church are found in the Creedal statements*
* Identify God as a loving Creator and Jesus as God’s Son
* Describe Jesus’ life, suffering, death, resurrection, and ascension
* Describe who Jesus is and why He lived on earth
* *The Trinity is revealed to all people in the person, word, and works of Jesus*
* Demonstrate and describe the importance of the Sign of the Cross
* List the elements of a loving friendship with Jesus Christ

**We Worship**

* *Sacraments are important moments in the life of the community, especially the centrality of the Eucharist*
* Describe how each person becomes a member of God's special family through Baptism
* Discuss how reconciliation means saying, "I'm sorry."
* *The Eucharistic Liturgy (the Mass) is the communal celebration of the Paschal Mystery in which each person is called to full and active participation*
* Explain how in the Eucharistic Liturgy the faithful remember God’s gift of Jesus
* Illustrate the liturgical seasons of the year
* Recite the responses used at the Eucharistic Liturgy

**We pray**

* *Catholic prayer and traditions are an important aspect of the life of the church*
* Describe what prayer is
* Experience all forms of prayer: formal, informal, spontaneous, reflective, personal, Jesus prayer, music and movement, guided meditation, and communal
* Experience community prayer by praying in a group, attending liturgies or para-liturgies, and visiting the Church
* Explain how Jesus teaches each person how to listen to and talk with God
* Compose simple petitions
* Participate communally in the tradition of prayers for the Church: Sign of the Cross, Our Father, Hail Mary, Grace before Meals, Doxology (Glory to the Father...)

**We live**

* *We understand how God loves each person by understanding how people love each other*
* Explain why we need to respect each person and the property of others
* Explain why we need others and need to share with others
* Explain why we need to show gratitude
* Describe how choices have consequences
* Show how to act appropriately in response to feelings
* *The seven key principles of the Catholic social teachings can be applied to personal and societal situations*
* Know that each person is loved by God and deserves to be treated with kindness
* Know that life is a gift from God
* Know that each person is a member of a family and list the responsibilities associated with being a member of the family
* Know that Christians are called to treat each person with respect and to resolve any conflicts that arise among them in ways consistent with Jesus’ teaching and example
* Describe others who are poor and needy and know that Christians are called to respond to the needs of all Christ’s people, especially the poor and needy
* Know that it is one's work in life to use and share God-given talents with others
* Appreciate the work of others and know it is one's duty to complete class work on time, take care of supplies, and participate in school
* Discuss how, by virtue of Baptism, every Christian is called to service and that this call is fulfilled through a variety of lifestyles and ministries
* Explain why all people are one human family
* Describe how each person is called to be a caretaker of the earth; list ways to appreciate the world God has given each person by conserving the resources God created and by living in peace with all peoples and creatures of the earth

**We are God’s Family**

* *Each person is drawn to God who, in creating them, has placed a desire for happiness in their hearts*
* Illustrate the wonders of God’s creation, which are gifts to each person
* Give examples of how each person shows love for others, their families, their friends and all children of God
* Know that each person is special because God created him or her and that Jesus, his Son, desires a loving friendship with us
* Know that the family of God is one and that God assists each person in respecting and helping one another
* *The Church is the People of God, the Body of Christ, and the Community of Faith*
* Explain how each person is a member of God’s family and that each person becomes a member of God’s special family and the Church through Baptism
* Know what it means to be a Catholic Christian
* Describe how various cultures celebrate holy days of the Church
* Discuss how lay people, priests, religious sisters, religious brothers, and deacons are called by God to reflect God’s love through their special roles in the Church
* *The church expresses basic principles of Catholic teaching on the family*
* Describe how everyone is special and unique
* Describe how humans grow and how our body and our five senses are a gift from God
* Discuss how family is a gift from God

**COMMUNICATION ARTS**

**Reading**

* With assistance, develop and demonstrate reading skills in response to read-aloud by:
  + A. predicting what might happen next in a text based on the cover, title, and illustrations
  + B. asking and responding to questions about texts read aloud
  + C. retelling main ideas or important facts about a read aloud or familiar story
  + D. recognizing beginning, middle, and end

With assistance develop an understanding of vocabulary by:

* A. identifying and sorting pictures of objects into conceptual categories
* B. demonstrating an understanding of opposites (antonyms)
* C. distinguishing meaning between verbs describing the same action
* D. using words and phrases acquired through conversations, reading and being read to, and responding to texts
* Read independently for sustained periods of time by:
* A. engaging with text as developmentally appropriate
* With assistance, read, infer, and draw conclusions to:
* A. Identify elements of a story, including setting, character, and key events
* B. retells a main event from a story read aloud and familiar stories
* C. recognize sensory details and recurring phrases
* D. recognize different types of texts
* E. name author and illustrator of a story and describe how each is telling the story
* F. compare and contrast adventures of characters in familiar stories
* G. ask and answer questions about unknown words in text
* With assistance, read, infer, and draw conclusions to:
* A. ask and answer questions to clarify meaning
* B. identify basic similarities and differences between two texts on the same topic
* C. name the main topic and recall key details of the text
* D. ask and answer questions about unknown words in a text
* Develop print awareness in the reading process by:
* A. identifying all upper and lower case letters
* B. sequencing the letters of the alphabet
* C. demonstrating that books are read left to right, top to bottom
* D. demonstrating that written words are made up of different letters
* E. knowing that a sentence is comprised of a group of words separated by spaces
* F. demonstrating one to one correspondence between spoken words and written words
* Develop phonemic awareness in the reading process by:
* A. identifying sounds in spoken words
* B. producing rhymes in response to spoken words
* C. distinguishing orally presented rhyming pairs of words from non-rhyming pairs
* D. recognizing spoken alliteration or groups of words that begin with the same onset or
* initial sound
* E. blending spoken onsets and rimes to form simple words
* F. blending spoken phonemes to form one-syllable words
* G. isolating the initial, medial, and final sounds in spoken words
* H. segmenting spoken words into two or three phonemes
* Develop phonics in the reading process by:
* A. producing and writing letter(s) for most short vowel and consonant sounds
* B. reading high frequency words
* C. blending letter sounds to decode simple words
* D. recognizing that new words can be created when letters are changed, added, or

deleted and using letter-sound knowledge to write simple messages and words

* **Writing**
* With assistance, follow a writing process to design a writing plan by:
* A. using mentor texts and brainstorming
* B. telling one's story across pages
* C. illustrating pictures and labeling (using letters or words and/or form words) to create sentences on each page
* With assistance, connect to genre of choice and create a draft from prewriting by:
* A. sequencing a story across pages
* B. illustrating pictures and labeling (using letters or words and/or form words) to create sentences on each page
* With assistance, revise and edit drafts to:
* A. reread one's writing piece
* B. respond to questions and suggestions by adding details in illustration and or writing
* C. using spaces between words, proper linear awareness (when applicable), and printing left to right, and proper letter formation
* With assistance, explore a variety of conventional/digital tools to produce and publish writing
* With assistance, construct an opinion text that:
* A. tells an opinion about a topic
* B. develops and provides logical reasons and suggestions about a topic
* C. lists specific steps for others to follow or a specific course of action (if applicable)
* With assistance, write informative/explanatory texts that name and inform about a topic
* With assistance, write fiction and non-fiction narratives and poems that:
* A. narrate a story or experience that one has had or imagined
* B. tell the story in order, across pages
* With assistance, apply concepts from the research process to:
* A. formulate a list of open-ended questions about topics of interest
* B. determine what sources or people can answer these questions
* C. gather evidence from sources to develop and document research
* **Language**
* Apply concepts of Standard English grammar (in both speech and written form) when:
* A. identifying nouns and verbs
* B. using plural words when speaking
* C. expressing time and space
* Apply concepts of Standard English when:
* A. demonstrating use of complete sentences in writing and shared language
* B. formulating sentences using question words
* Reproduce and recognize upper and lowercase letters in print
* Use correct spelling of own first and last name with proper capitalization
* When constructing words, use inventive spelling with beginning, final, and medial sounds
* **Speaking & Listening**
* Develop and apply effective listening skills and strategies in formal and informal settings by:
* A. following classroom listening rules
* B. continuing a conversation through multiple exchanges
* C. following two step instructions, according to classroom expectations
* D. demonstrating active listening skills, according to classroom expectations
* E. demonstrating active listening, according to classroom expectations
* Speak clearly and audibly using conventions of language when presenting individually or with a group by:
* A. taking turns speaking, according to classroom expectations
* B. continuing a conversation through multiple exchanges
* C. confirming comprehension by retelling and asking appropriate questions based on read-alouds or other media
* D. describing a personal experience using a prop, picture, or other visual aids
* E. speaking in complete sentences
* **MATH**
* **Number Sense**
* *Know number names and count sequence*
* Count to 100 by ones, fives, and tens
* *Understand the relationship between numbers and quantities; connect counting to cardinality*
* Read and write numerals and represent a number of objects from 0 to 20
* Understand that a number can be used to represent "how many" are in a set
* *Compare Numbers*
* Compare two or more sets of objects and identify which set is equal to, more than, or less than the other
* Compare two numerals, between 1 and 10, and determine which is more than or less than the other
* **Number Sense & Operations in Base 10**
* *Work with numbers 11-19 to gain foundations for place value*
* Work with numbers 11-19 to gain foundations for place value (Compose and decompose numbers from 11 to 19 into sets of tens with additional ones)
* **Relationships & Algebraic Thinking**
* *Understand addition as putting together or adding to, and understand subtraction as taking apart or taking from*
* Represent addition and subtraction within 10
* **Geometry & Measurement**
* *Reason with shapes and their attributes*
* Compare the measurable attributes of two objects
* *Work with time and money*
* Demonstrate an understanding of concepts of time and devices that measure time, on a clock to the hour and half hour
* Identify pictures, values, and verbally name pennies, nickels, dimes, and quarters
* *Analyze squares, circles, triangles, hexagons, cubes, cones, cylinders, and spheres*
* Identify shapes and describe objects in the environment using names of shapes, recognizing the name stays the same regardless of orientation or size
* Identify and describe attributes of shapes, and use the attributes to sort a collection of shapes
* Compose simple shapes to form larger shapes using manipulatives
* **Data & Statistics**
* *Classify objects and count the number of objects in each category*
* Compare category counts using appropriate language
* **SCIENCE**
* **Physical Science**
* Make qualitative observations of the physical properties of objects (i.e. size, shape, color, and mass)
* Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object [Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other]
* Describe ways to change the motion of an object (i.e. how to cause an object to go slower, go faster, go farther, change direction, and stop)
* Make observations to determine the effect of sunlight on Earth’s surface
* With prompting and support, use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area
* **Life Science**
* Use observations to describe patterns of what plants and animals (including humans) need to survive [Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water]
* **Earth & Space Science**
* Make observations during different seasons to relate the amount of daylight to the time of year [Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall]
* Use and share observations of local weather conditions to describe patterns over time
* With prompting and support, construct an argument using evidence for how plants and animals (including but not limited to humans) can change the environment to meet their needs
* Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live
* Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things
* **Engineering Technology**
* Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved.
* Develop a simple sketch, drawing or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
* **SOCIAL STUDIES**
* **Civics**
* Identify reasons for making rules within the school and at home
* Describe why groups make decisions and fairways those decisions are made in families and classrooms
* Explain how to resolve disputes peacefully in the classroom and on the playground
* Describe roles and responsibilities of people in authority in families and in groups
* Describe the contributions of people associated with holidays and saints’ feast days
* Describe and show respect for cultural characteristics of one‘s family and class members including language, celebrations, customs, holidays, artistic expression, food, dress, and traditions
* Identify and describe the importance of our country's flag as a symbol of the United States and recite the Pledge of Allegiance
* **Economics**
* Identify the difference between wants and needs and goods and services
* Identify the benefits and costs of making various personal decisions
* **Geography**
* Identify maps as representations of real places
* Construct a map of a familiar place using symbols and labels
* **History**
* Create a timeline using events from one's own life
* Compare life in the past to life today
* **TECHNOLOGY**
* **Computing Systems**
* Use appropriate terminology in naming and describing the function of common computing devices and components (i.e. mouse is used to control the cursor, desktop computer, laptop computer, tablet device, monitor, keyboard, mouse, and printer)
* **Data & Analysis**
* With guidance, collect information and present it
* **Digital Citizenship**
* Discuss different ways in which types of technologies are used in daily life
* With guidance, identify appropriate manners and behaviors while participating in an online environment
* Exhibit good digital citizenship using technology safely, responsibly, and ethically
* **Innovative Designer**
* Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems
* Select and use digital tools to plan and manage a design process that considers design constraints and calculated risk
* Develop, test, and refine prototypes as part of a cyclical design process
* Exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems
* **ART**
* **Create**
* Engage in exploration and imaginative play with materials
* Engage collaboratively in creative art-making in response to an artistic problem
* Through experimentation, build skills in various media and approaches to art-making
* Identify safe and non-toxic art materials, tools and equipment
* Explain the process of making art while creating
* **Present**
* Select art objects for personal portfolio and display, explaining why they were chosen
* Explain the purpose of a portfolio or collection
* Explain what an art museum is and distinguish how an art museum is different from other buildings
* **Respond**
* Describe what an image represents
* **Connect**
* Create art that tells a story about a life experience
* **MUSIC**
* **Create**
* With guidance, explore and experience music concepts (such as beat and melodic contour)
* With guidance, generate musical ideas (such as movements or motives)
* With guidance, organize personal musical ideas using iconic notation and/or recording technology
* **Perform**
* With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance
* With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creator's expressive intent
* Perform appropriately for the audience
* **Respond**
* With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music
* With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent
* **Connect**
* Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life
* **P.E. & HEALTH**
* **Movement & Manipulative Skills**
* Demonstrate manipulative skills in a stationary position (i.e. rolling, throwing, catching, and kicking)
* Demonstrate ways to balance on different body parts at different levels
* Demonstrate selected non-locomotor skills (i.e. push, pull, bend, twist, stretch, turn)
* **Strategy & Applying Skills**
* Demonstrate simple movements to music (i.e. march to beat)
* Demonstrate safe use of general and personal space
* **Health & Fitness**
* Identify major body parts and their relationship with one another (i.e. head, neck, arm, shoulders, elbow, legs, knee, hip, feet, back, fingers, and toes)
* Explain that food provides fuel and energy for the body and that healthy foods provide the best energy
* Explain that being active is important for good health and that people are healthy when they are not sick

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