

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
K.01.01 Show understanding that God create me and loves me.	State who God is. Define to create. Able to verbalize 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 with crayon on a piece of drawing paper that has the words "I am beautiful." Written on it. Share picture and state why "I am beautiful." Pray Psalm 139 and thank God for creating me.	Science. Take magnifying glasses and look at fingers/hand through the glass. State what you see. With paint or ink make a fingerprint of forefinger of each student on white post-it note. Compare one another's 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."
K.01.02 Describe how God made all creation good.	State meaning of creation. State that God made all of the things of creation. Make a list of natural objects in creation that students brainstorm and find pictures of these objects. Play a mimicking game in which students mimic these objects and end each action with the words: "And God made (object) good!" Sit in a prayer circle, legs crossed with hands resting on lap and eyes closed. Lead students in a meditative prayer of gratitude for creation.	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.
K.01.03 Identify the universe as belonging to God.	State meaning of 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. Find colorful pictures of nature that come from calendars or nature magazines and place on a special area of the bulletin board. Have a student choose a picture and describe what is in the picture.	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, arrange leaves on top of table. Place paper on top of the leaves and rub crayon on the leaves. (If time) 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>K.01.04 Describe God as Father.</p>	<p>State who a father/mother/guardian is and what he/she does for the family and write on chart paper. 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>	<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>K.01.05 Identify self and my family as belonging to God's family.</p>	<p>State what a family is. Name the members of my family. Create a prayer ritual in which students thank God for their families and pray for them.</p>	<p>Music. Learn first verse of "Now Thank We All Our God" using physical movement to express the words. (Rinckart & Winkworth, traditional, WLP).</p>
<p>K.01.06 State that God's Holy Spirit lives in me.</p>	<p>State name of Holy Spirit. Create a prayer ritual that thanks God for God's Holy Spirit living in me. 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>	<p>Science. Assemble some kites. On an appropriate day take a class excursion to fly the kites. State what makes the kite fly. With teacher aides, have students fly the kites. Take photos of the activity and place on bulletin board.</p>
<p>K.01.07 State that God made me to know, love and serve God and to be happy with God always.</p>	<p>State what it means to know, to love and to serve. State that we know God in creation and the Bible. State that we show how we love God by loving others especially our families. State that we serve God when we help others. List on chart paper how we help others. In a prayer circle use hand gestures to commit to memory "know, love and serve God."</p>	<p>Family Life. Write a family list of activities that need to be done by the family. Assign activities according to appropriate person/s. Identify how many times the student's name comes on the list. (Do not associate this work with any kind of reward or allowance.) State how work is a natural part of family life.</p>
<p>K.01.08 State that Jesus is the Son of God and Son of Mary.</p>	<p>State that Jesus is the Son of God and Son of Mary. Find a picture of Jesus with Mary his mother. Tell the story of how God chose Mary to be his Son's mother using Mt. 1, 18-24.</p>	<p>Music. Learn the Introduction of "Hail Mary, Gentle Woman." (Carey Landry, WLP) Use physical movement to learn the song.</p>

K.01.09

Identify [angels](#) as God's special messengers.

State meaning of angel. State that angels do what God wants them to do. Read a trade book story about an angel. State that we cannot see angels just as we cannot see God but they are real and take care of us.

Science. Research messenger birds. Identify what a messenger bird does. Find a picture of a messenger bird a place in science bulletin board. Write a message to a classmate. Find ways of delivering the message without using hands or feet.

K.01.10

Describe [faith](#) as knowing but not seeing God.

State the meaning of faith as knowing God but not seeing God. Share that faith is a gift from God to help us know about God in creation and in the Bible. State that faith helps us to want to know God better and love God. Learn the simple act of faith: O God, I believe in you. In the prayer circle, create 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 bless the child with the Sign of the Cross on the forehead and wish 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 me 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 ____." Find pictures of these objects in magazines, cut out, and arrange on chart paper.

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.

State meaning of image and likeness. Describe how we are made in God's image. Identify how I see myself as good. Express how I feel when I doing something good for another person. Write these feelings on chart paper using the sentence "I feel ____ when I help someone."

Science. State the five senses and what they do to help us learn. Identify the five senses on a simple chart of the body. Draw a picture of the five senses. Role play what the five senses do for us. Memorize the five senses. Art. Draw a finger paint picture. Identify the senses used to paint the picture.

K.01.13

State how when we are afraid we can ask God to help us.

Identify times when we are afraid and how we feel. Write those times and feelings on chart paper. Role play to whom we go for help when we are afraid. Create a prayer ritual using the words, "Help me, O God!" after each phrase that describes a child's fear.

Literature. Read a trade book or tale 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.

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
K.02.01 Show understanding that we receive special signs that God loves and cares for us.	State what a sign means. Show examples of traffic signs that students should learn to recognize. State why signs are important. State that we receive special signs of God’s love in the church. Visit the church to identify that the church is a special place where we go to listen to and talk to God. Show the tabernacle as a special place that houses God’s Son Jesus. Find a photo of the parish church sanctuary and place it in the parish life bulletin board.	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.
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.	State what sign means in the context of human affection. Identify what signs of affection are expressed in family life and write on a chart. Explain why we share these signs with family members. Explain how only people who are close to us can give us these signs. Create a prayer ritual that thanks God for giving me signs of love through my family.	Music. Sing “Dad Gracias al Señor/Salmo 136” (Palozón, OCP, WLP) 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.
K.02.03 State that my church family gives me a special sign of welcome called Baptism .	Identify the word Baptism as the way we are welcomed into the church. State the meaning of church as a special family of people who come together to pray to God. With pictures, show how an infant is received into the church through the action of Baptism.	Family Life. At Sunday Mass, stay awhile longer after Mass 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. If water is available in the baptismal font help the child bless him/herself with the baptismal water.

K.02.04

Identify the bread and wine at [Mass](#) as a special sign of God's Son Jesus living with us.

State Mass as the time we go church on Sunday to praise and thank God for all his gifts. State that it is a time to ask God to help us. State that when we go to Mass we receive special blessings from God to help us in the ways we need. After a school or special parish Mass, ask students what they observed the priest doing. Describe what they observed people doing.

Music. Learn "Jesus Christ, Bread of Life" (Dvořák and Schaubel, WLP) melody, refrain and first verse.

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. Bless 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 the regular before meal prayer.

K.02.05

Identify the [tabernacle](#) as a place where the [Blessed Sacrament](#) is kept in the form of bread.

State meaning of tabernacle. State meaning of Blessed Sacrament as the presence of Jesus in the form of bread and wine. Draw a picture of the bread and wine used at Mass. In the classroom have a learning center fitted with the objects used at the altar for Mass. Allow students to examine these objects and "play" with them ritually.

Parish Life. Arrange for a meeting of the students with the pastor, deacon or associate at church. Show the students the tabernacle opened so that they can see what is inside. Identify the bread as the presence of Jesus staying with us. State that this is the bread received in Holy Communion. (08)

K.02.06

State that during the Mass the parish family receives Jesus in [Holy Communion](#).

Identify Holy Communion with 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 the students will prepare to receive Holy Communion.

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 holy up the bread and wine at Mass. Place other symbols on the bulletin board such as pictures of grapes, shafts of wheat, and outdoor scene of a golden wheat field and of a grape arbor.

K.02.07

Describe [sacrament](#) as a special sign of God's love for us.

Identify sacrament as a special sign of God's love. State Baptism and Holy Eucharist as sacraments. Express when people receive God's Son Jesus in the Holy Eucharist at Mass.

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.

K.02.08

Show understanding that God forgives us when we say we are sorry.

State meaning of forgive. Give examples of being forgiven. State meaning of being sorry.

In a prayer circle have children sit with eyes closed and hands on lap. Prayerfully lead students to think about times they have hurt others. Verbalize examples appropriate to age. Articulate a prayer of sorrow. State that we can always tell God that we are sorry and God will forgive us.

Music. Learn refrain of "I Have Loved You." (Michael Joncas, GIA)

Literature. Read a story or tale of a character that does something that requires forgiveness. Recount the story. State how we feel when we are forgiven.

KINDERGARTEN

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
K.03.01 Show understanding that I am a gift from God who is good and lovable.	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. On paper creased in the center, draw a picture of myself when I am happy on one side and when I am sad on the other side. Explain the drawings in the sharing circle. Create a prayer ritual naming each student and thanking God for the special gift that he/she is using the self-identifiers in first exercise. Place drawings in the faith portfolio.	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.
K.03.02 Show understanding that God wants me to love myself and others.	Express a sense of what it means to love self. Exhibit a sense of the other and acceptance of them. List on a chart activities that I do to take care of myself. List on a chart activities that I do show how I love others. (Include actions like praying for others, wishing others well in my heart, etc. as well as outward actions.)	Health. Read a trade book 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.
K.03.03 Exhibit how to respect others.	Show through appropriate behavior respect for others. Role play actions showing respect for others. Role play actions showing lack of respect for others. Identify how I feel when I respect others and when I do not. State importance of showing respect. Make a chart to finish the sentence “I show respect by _____.” List the different ways students finish the sentence.	Literature. Read a tale or story 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 (if available).

K.03.04

State understanding that Jesus taught us how to love others.

Tell the story in Mt. 9, 27-30 dramatically to the students. Act out the story using costumes. Describe how Jesus was kind to others. Find a picture of Jesus the Good Shepherd. Tell Jesus' story in Mt. 18, 10-14 dramatically. Lead the students in a guided meditation about this story. End the meditation with having students thank God for helping us to learn how to love others as Jesus did. Place the picture of Jesus the Good Shepherd in the sacred space of the classroom.

Science. Research sheep dogs. State how the sheep dogs help shepherds. Find pictures of sheepdogs at work online or *National Geographic* 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. Place one of the images in the sacred space of the classroom per week. During that week research some aspect of the culture depicted in the image.

K.03.05

Identify the importance of caring for God's creation.

Examine actions that we can do to take care of our world. State the importance of caring for creation. Identify to whom creation belongs. Identify a class project for environmental cleanup. Make a list of activities to help clean the classroom at the end of the day. Assign jobs to students and alternate assignments weekly. Help students to see the importance of a clean environment in the classroom.

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. Or use a sandbox to create an environmental stress. Observe the situation. Describe the situation. Brainstorm how the problem might be solved. In the case of the sandbox example, engage in a cleanup activity.

K.03.06

Show the beginnings of rightly formed conscience by distinguishing right from wrong actions.

Identify how we can learn what is right and what is wrong by listening to our parents/guardians, teachers and inside ourselves. List actions that students commonly do in the classroom. Express how we might know that the action is right or wrong. State how we feel when we choose to do something that hurts self or others. State how we feel when we choose to do something good for self or others.

Family Life. Read a trade book story 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.

K.03.07 Show understanding that Jesus teaches us to love others as we love ourselves.

Read the Golden Rule in Mt. 7, 12. State that Jesus taught this rule to his friends. Describe the meaning of the rule. Identify ways in which we practice this Rule in the classroom. Write the rule, "Do to others whatever you would have them do to you" on chart paper and place prominently in classroom.

Physical Education. Play the game, "Captain, May I." 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.

K.03.08

Identify classroom rules as ways of showing respect for others.

Identify the rules of the class and how they show respect for others. Express how these rules help us to practice good habits. Identify the habits that show self-care. Identify the habits that show respect for others.

Media. Using a commonly watched TV program 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.

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
K.04.01 Show understanding that the Bible is a very special book that tells us about God.	Identify the Bible in the sacred space in the classroom. State that the Bible teaches us about God and God’s Son Jesus. State that when we read the Bible or tell Bible stories we listen with respect to God’s words.	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.
K.04.02 Identify the seven days of creation as a story about how God created the universe.	Read from the children’s Bible or a trade book, the account of the seven days of creation as written in Genesis 1 and 2, 1-4 in dramatic fashion. (It may take several sessions to read the account.) Role play each day of creation. Identify what God does in the story. Show pictures that depict the days of creation. Identify what God created on each of the days. Place pictures on bulletin board and review what God made each of the days.	Art. With tempera, using only two colors paint designs that contrast dark and light. Literature. Find a creation story from another culture. Role play the story. 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.
K.04.03 State the names of Adam and Eve as the names of the man and the woman created by God.	Read from the children’s Bible or a trade book, the account of God’s creating Adam and Eve and their life in the garden in Gn. 2, 4b-7, Gn. 2, 15, Gn. 2, 18-22, Gn. 2, 25. Role play God making the Man and the Woman. State their names. Using a culturally sensitive picture of Adam and Eve in the Garden, have children describe what they see in the picture. State how God loved what he created because it was beautiful. State that God loved Adam and Eve. Place picture on bulletin board with the creation pictures.	Science. Research the history of the olive tree. Find pictures of the olive tree. Contrast the shape and growth of the olive tree from a short needle pine tree. Compare the leaves. Identify the products of the olive tree. Bring some of these products to exhibit in the classroom. Identify the country from which the olive tree originates. Locate on the world map. Family Life. Find pictures of parents, grandparents, great grandparents. Identify their first names. Tell a story about them. Place pictures in next to Bible.

K.04.04
Identify some major characters of the Old Testament through story telling and drama.

Tell stories including: Noah and the ark; Abraham, Sarah and Isaac; Joseph and the coat of many colors; Moses infancy story; Ruth and Naomi; David, shepherd and king; Jonah and the whale. Using costumes recount the stories in dramatic play. Find culturally sensitive pictures of the stories and exhibit them. Draw pictures of the stories. State how God takes care of people in very special ways.

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 the story.

K.04.05
Name Jesus as [Son of God](#).

Tell the story Jesus' birth using Luke 2, 1-20 and Matthew 2, 1-12. Identify Jesus as the Son of God told by the angels to the shepherds in Luke 2, 11. Dramatize the birth stories using costumes. State meaning of angels. Write the name of Jesus.

Music. Sing "Away in a Manger," "Silent Night," "Angels We Have Heard on High," and "Joy to the World." (Traditional) Memorize first verse of carols.

K.04.06
State that Jesus belonged to a family.

Identify Mary as Jesus' mother. State Joseph as Jesus' foster father. Clarify meaning of foster father.

Art. Make a "family tree" using a large branch or a tree made of construction paper cut for bulletin board. On a white paper plate, draw a picture of my family and hang on the tree. Place a picture of Jesus' family on the tree.

K.04.07
State how Jesus grew up in a family and was obedient to his parents.

Using Luke 2, 51-52, recount how Jesus' parents lovingly raised him and he obeyed them. Describe what it means to obey our parents/guardians. State how God takes care of us through our families.

Family Life. Keep Sunday sacred with the family. Using the seasons of the Church Year 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.

K.04.08
Show understanding that when Jesus grew up he taught people about how God cares for them.

Tell the teaching of Jesus about dependence on God as stated in Matthew 6, 25-34. Identify things about which we need not worry. State how God cares for us through the love of our parents/guardian and family.

Language Arts. Draw a picture story 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.

K.04.09

State that Jesus was named the [Good Shepherd](#).

Recount the story of Jesus naming himself as the Good Shepherd in John 10, 11-17 using an age appropriate picture of Jesus the Good Shepherd. State how Jesus takes care of God's children like a shepherd cares for sheep.

Literature. Read the tale of "The Boy Who Cried Wolf." Identify what the boy did. State how the character misled the townspeople. Identify what happened to the boy. Problem solve about how the boy might have acted differently to change the outcome of the story.

K.04.10

State how Jesus healed sick people and fed poor people.

Tell the story of the healing of the man's daughter in Mark 5, 21-24, 35-43. Retell the story using dramatic play. Tell the story of the healing of the blind man in Mark 8, 22-26.

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.

K.04.11

State that Jesus told the people that they should ask God for what they need.

Tell the story of Jesus feeding the people in Mark 6, 34-44 with students acting out the story. Describe what Jesus did for people. Identify why Jesus did these things. Tell the saying of Jesus in Luke 10, 25-28. State how Jesus taught us how to ask God for what we need in prayer. In the prayer circle ask God for something that I need.

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 in which students can place pennies. At end of year count the pennies and send the total amount as a contribution to the Depository or other.

K.04.12

State how Jesus loved his friends all through his life.

Recount the story of the Last Supper in John 13, 3-14. Identify how Jesus showed his love for his friends. Find a picture of Jesus' last meal with his friends. Place in sacred space with the Bible and a plate and unbreakable goblet.

Family Life. During Thursday evening meals celebrate how Jesus shared meals with his family and friends. Bless bread, break it and share the bread at the meal.

K.04.13

Show basic understanding that Jesus died loving even those who killed him.

Recount the story of Jesus death in Luke 33-43 in simple fashion highlighting vs. 34, and vs. 42-43. State what it means to die. Share any experience of death students have had. Place a cross or simply designed crucifix in the prayer circle. Pray for people who have died.

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.

K.04.14

Show basic understanding that God raised Jesus from death.

Recount the story of Jesus' rising from the dead in Luke 24, 1-12. Dramatize the story. Share how God will give us life after death as well. Share that life is a great gift that God gives to us. In the prayer circle thank God for giving us life.

Science. Research the life cycle of the butterfly. Find pictures of the cycle from cocoon to butterfly stage. Place on science bulletin board. Find pictures of butterflies and moths and place on bulletin board.

K.04.15

State basic understanding that we follow Jesus as his friends did.

Recount the story of Jesus' friends being called by Jesus when they were fishing in Mark 1, 16-20. Dramatize the story. Write a picture story about following Jesus. Write, "Come, follow me!" on chart paper. Tell a story about how we might follow Jesus. Find a picture of Jesus on shore with his fishermen friends. Place the picture in the sacred space of classroom with the Bible.

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 with students. (07, 08)

K.04.16

State that Jesus loves little children.

Tell the story of Jesus blessing little children in Mark 10, 13-16. In the prayer circle thank Jesus for blessing them. Give each child a blessing and hug as a sign of care for each one.

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" (Traditional Welsh)

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
K.05.01 Recognize how religious signs and symbols tell us about God.	Identify the Bible, crucifix or cross, statues, pictures of Jesus, Mary, the Holy Family, Holy Water, liturgical colors, etc., remind us of God's active presence in our lives. Show respect for these symbols. Use Holy Water to bless self. Create a block in the classroom that is sacred space where symbols and ritual can be used.	Family Life. Locate a sacred space in the home where sacred symbols are kept 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, liturgical colors, etc. Name these objects and how they tell us about God.
K.05.02 Show basic understanding that when we pray together we create ritual to help us do this.	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, closing eyes, silence, bowing head. In church, learn rituals of genuflection, bowing, sitting, standing, kneeling, silence. Sing and respond to spoken prayers. Use: "Amen"; "Alleluia;" "Holy, holy, holy God"; "Our Father in heaven"; "Lamb of God."	Family Life. When praying as a family, use ritual actions when praying, such as, folding hands, bowing, closing eyes, opening and lifting hands, blessing, breaking bread, silence, making the "Sign of the Cross," etc.
K.05.03 Show basic understanding that when we go to church we are in God's presence and we pray.	Visit the parish church. 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.	Family Life. Teach child the need for reverence and quiet in church. Assist child in doing the liturgical gestures at Mass as appropriate to attention and strength.
K.05.04 Make the " Sign of the Cross ."	Make the "Sign of the Cross" using Holy Water in church or, if available, in the classroom. Learn the words of the Holy Trinity in the Sign of the Cross.	Music. Learn a "Holy, holy, holy" melody commonly used at Sunday Mass. Use as appropriate in the classroom prayer circle.

K.05.05

Identify the [tabernacle](#) as a special place of reverence for Jesus.

Visit the parish church with the pastor or pastoral associate. 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.

Health. Name special clothes that we wear during warm weather and cold weather. State why it is important to wear clothes as protection. Make a chart of the clothing types worn for the seasons.

K.05.06

Recognize that the [priest](#) leads us in prayer.

Identify the priest during the Mass. State some of the actions of the priest during the Mass. Invite the pastor to visit the students and talk to them. Have the pastor lead the prayer in the prayer circle and bless each student. Write a picture story of this event. Tell the story.

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. Find a picture of St. Patrick and place in sacred space next to Bible.

K.05.07

Identify the [Mass](#) as a very special prayer of people who gather in church on Sunday.

Several times in the school year, attend Mass with other students. Prepare the students by reading the Gospel for the Mass and recounting the story or lesson. Practice sitting, standing and kneeling during the Mass. When others receive Communion, get in line for a blessing from the minister.

Research. Find pictures of churches. Compare how the churches look. Identify how similar, how different. Place pictures of churches on bulletin board with a picture of the parish church.

K.05.08

Recognize [Christmas](#) and [Easter](#) as special celebrations of the life of Jesus.

Celebrate Christmas by telling the story of Jesus' birth. Enact the story with students sharing various roles each time the story is enacted. Using statues from a crèche in the classroom, identify the images and tell the story.

Celebrate Easter by telling the story of Jesus' rising from the dead. Decorate the classroom with Christian signs of resurrection such as Easter eggs, 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.

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. Have St. Nicholas visit the classroom and give a small gift to each child. Celebrate the feast of St. Nicholas.

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. Prepare a festive meal and pray a prayer of thanks for the feast.

K.05.09

Identify [Good Friday](#) as the day we remember the death of Jesus.

State Good Friday as the day we remember Jesus' death. Recount the story of the death of Jesus in prayer circle using a simply designed crucifix.

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.

K.05.09

Show basic recognition of [Advent](#) and [Lent](#) as special times of preparation for Christmas and Easter.

Use the Advent wreath during the four weeks of Advent. The wreath can be made from drawing the outline of students' hands on green paper and cutting out. Arrange on bulletin board in the form of a wreath and cut out paper candles using the traditional colors. "Light" a candle for each week of the season and in the prayer circle pray the words, "Come, Lord Jesus."

During Lent, find bush branches and place in water. Watch the branches sprout new leaves and/or flowers during the season. Identify these as signs of new life.

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 sacred space of the classroom with roses.

K.05.10

Show recognition that the church celebrates the lives of holy people called [saints](#).

Identify names of saints taken from names of the students. Tell a story about some of these saints. Celebrate the name day of the students. List students' saints' names on chart paper. Find pictures of these saints and place next to their names.

Family Life. Celebrate the name day of child if child has a saint's name for first or middle name. Find a picture of the name saint, frame and place in child's room. Tell the child to ask the saint to pray for him/her everyday.

K.05.11

Give the [Sign of Peace](#) to classmates during the Mass.

State meaning of peace. Share what it means to live peacefully with others. Give examples. Show how to give the Sign of Peace to another student. In the prayer circle provide opportunities for students to share the sign of peace. Identify ways that we show peace to one another in the classroom.

Biography. Tell the story of St. Francis of Assisi. State how Francis worked for peace among warring people. Learn the first words of Francis' peace prayer: "Lord, make me an instrument of your peace."

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 listening to and talking to God.	State meaning of prayer as listening to and talking to God. Practice praying in the prayer circle by closing eyes and listening to God. Practice praying in the prayer circle by closing eyes and talking to God, telling God what is in our hearts. Draw a picture story of myself praying to God. Share the story.	Physical Education. Practice simple yoga exercises. State how these exercises help us to relax and release us from our worries. Literature. Read a story about a family of another culture praying together. Identify how their prayer is similar to ours. Draw a picture of this family.
K.06.02 Show basic awareness that I can tell God my thoughts and feelings at anytime.	Identify thoughts and feelings that I might tell God in prayer. Help students to understand that they can pray to God at anytime and that God will listen. List the feelings we share with God. Identify others with whom we share these feelings. State how God is like a parent/guardian who listens to how we feel. In the prayer circle, thank God for a stated feeling by saying, "Thank you, dear God, for loving me."	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.
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.	Music. Dance to a liturgical song. Let students express however they want to move. Use all parts of the body.

K.06.04

Describe how God wants me to be close and unafraid.

In the prayer circle lead students in a meditation on the closeness of God. Sit quietly with hands on lap and eyes closed. Using quiet music, tell students to breathe in and breathe out. Imagine that when they breathe in they are taking in the life of God's Spirit as the breath of life. Imagine that when they breathe out they let go of all that worries them. Imagine God sitting with them. Imagine what God is saying. Imagine your response. End by thanking God for his presence with us.

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.

K.06.05

State that Jesus prayed and taught his friends how to pray.

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." Teach the "Our Father" explaining what each phrase means. Help children to pray the "Our Father."

Music. Learn a simple melody for the "Our Father." Use gestures to learn the melody and words.

K.06.06

Introduce "[Sign of the Cross](#)," "[Hail Mary](#)," and prayers before and after meals.

Help students to make the "Sign of the Cross" and learning the words. Lead students in praying the "Hail Mary" explaining the prayer very simply. Lead students in praying the prayers before and after meals.

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. (Do not memorize.)

K.06.07

Introduce the forms of prayer: [praise](#), asking, [sorrow](#) and thanking.

Identify 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. Write for the student a prayer that he/she composes. State why type of prayer it is.

Math. Using various three dimensional shapes, group shapes that are similar. Identify how many shapes are in each group.

K.06.08

Identify objects in the room that can lead to prayer.

Show 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 us to think about God and pray.

Family Life. Find objects in the home helping us to pray even when others are working or playing. Reinforce the idea that we can pray at any time.

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
K.07.01 Identify <u>Church</u> as a special <u>community</u> who come together to pray to God.	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 we come with our families to pray to God and receive God's blessings.	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.
K.07.02 State basic understanding that I belong to the Church because I am baptized.	Identify Baptism as a special sign of God's welcoming me into God's life and the life of the Church. Bring a picture of my Baptism to school and share with classmates. In the prayer circle, thank God for giving me the gift of Baptism.	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.
K.07.03 Identify that the Church is as big as the world and has many members.	Using a globe, express how the Church is all over the world.	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.
K.07.04 State that Jesus gave the Church as a sign of his living presence in the world.	State that Jesus gives us the Church. Express how the Church does what Jesus did – teach and help other leading them to God.	Family Life. Share that the family is the member of the Church. Witness to this membership by participating in the life of the Church.
K.07.05 Give examples of the community of saints who loved God and others very much.	State that there are people who are very special because they loved and served God.	Social Studies. Show pictures of saints from around the world, different cultures, races, etc. Tell a story about how these saints helped others.

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. Draw a picture of my family going to church.
K.08.02 Identify the priest as the leader of the parish.	Name the pastor as the head of the parish. Invite the pastor to visit the class and tell the children what he does. Give the students an opportunity to ask questions.	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 the parish. Tell a story about the saint for whom the parish is named. Find a picture of the saint and place it in the sacred space of the classroom.	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. Provide appropriate times for students to attend Mass with the school/CCD program. State how we celebrate Mass with the priest, our family and the people on Sundays.	Play. In the sand box or another large box, 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
K.09.01 State that God calls me everyday to love and serve God.	Identify the word “call” as a way of saying that God wants us to do special things for him. State that I God calls me. Tell the story of the boy Samuel in 1 Samuel 2, 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.	Language Arts. Write a poem using descriptive words about listening. Identify how people listen to me. State how I listen to others. Examine why it is important to listen.
K.09.02 Show a basic understanding that my life is a special gift from God to share with others.	Express how God greatest gift to me is life. State how we learn to live our lives as a gift from God. Identify how we share our lives with our families, friends and classmates. In the prayer circle, thank God for the gift of life.	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.
K.09.03 Identify my parents, teachers, adults in the community as God’s helpers in my life.	State how my parents, friends, others help me. Express how I treat those who help me. Draw a picture story of someone in my family helping me. Share the story.	Science. Research the life of an astronaut. Identify what an astronaut does. Find a picture of the astronaut in space. Identify what needed to be done to keep the astronaut alive and healthy. Find a video or DVD about astronauts. Draw a picture of an astronaut in space. Share how astronauts help us.
K.09.04 State that the Church has special people who help us to learn about God and to live as followers of Jesus.	Identify the priest as God’s special minister who helps others. Share stories about the parish priest helping others.	Language Arts. Write safety rules for the classroom. Express why it is important to keep these rules. State how rules help us and our classmates.

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.”</p>
<p>K.10.02 Show basic understanding that we love and respect people who are different from us.</p>	<p>Identify that we show love and respect for people who are different from us by speaking about them with respect. Show a basic respect for others.</p>	<p>Literature. Read a trade book story about a child of another race or culture. Identify how the child is like me. Identify how the child might be different from me. Draw a picture story about the child. Share the story.</p>
<p>K.10.03 Express that we belong to a Church that love and serves people around the world even though they do not belong to the Church.</p>	<p>Tell the story of another great religious leader, eg, Rev. Martin Luther King, Jr., or the Dahli Lama, or Mahatma Ghandi. Identify how this person helped others. Talk about how this person is created in the image and likeness of God. Place a picture of this person on the bulletin board. Find other trade stories about this person and place in library of classroom.</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. Write a poem about respecting others.</p>