

## ND Lower School KINDERGARTEN CURRICULUM

Last reviewed September, 2019

**The six Transdisciplinary Themes explored throughout the Kindergarten year include:**

WHO WE ARE

HOW THE WORLD WORKS

WHERE WE ARE IN PLACE AND TIME

HOW WE ORGANIZE OURSELVES

HOW WE EXPRESS OURSELVES

SHARING THE PLANET

*\*See the Programme of Inquiry (POI) for unit specifics.*

### Disciplines and IB Strands Include:

#### Math Strands

- Data Handling
- Measurement
- Shape and Space
- Pattern and Function
- Number

#### Science Strands

- Living Things
- Earth and Space
- Materials and Matter
- Forces and Energy

#### Social Studies Strands

- Human Systems and Economic Activities
- Social Organization and Culture
- Continuity and Change Through Time
- Human and Natural Environments
- Resources and Environments

#### Language Strands

- Oral Language
  - Listening
  - Speaking
- Visual Language
  - Viewing
  - Presenting
- Written Language
  - Reading
  - Writing

#### Religion

## Math

### IB Math Strands

- Data Handling
- Measurement
- Shape and Space
- Pattern and Function
- Number

IB Strand	Objectives	Unit Taught
<b>Data Handling</b>	<ul style="list-style-type: none"> <li>• Directly compare two objects with a measurable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference.</li> <li>• Read a graph to count objects that have been classified into categories. Solve problems by using the strategy use logical reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>• STP</li> <li>• STP</li> </ul>
<b>Measurement</b>	<ul style="list-style-type: none"> <li>• Describe several measurable objects attributes of a single object</li> <li>• Directly compare the lengths of two objects. Directly compare the height of two objects. Solve problems by using the strategy draw a picture. Directly compare the weights of two objects.</li> </ul>	<ul style="list-style-type: none"> <li>• STP</li> <li>• STP</li> </ul>
<b>Shape and Space</b>	<ul style="list-style-type: none"> <li>• Identify shapes as two dimensional (Flat) or three dimensional (solid)</li> <li>• Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</li> <li>• Correctly name shapes regardless of their orientations or overall size</li> <li>• Analyze and compare two and three dimensional shapes, in different sizes and orientations, using informal, language to describe their similarities, differences, parts e.g., number of sides/vertices/ “corners”) and other attributes (e.g., having sides of equal length).</li> <li>• Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</li> <li>• Compose simple shapes to form larger shapes</li> </ul>	<ul style="list-style-type: none"> <li>• WWA</li> <li>• WWA</li> <li>• HTWW</li> <li>• HTWW</li> <li>• HTWW</li> </ul>
<b>Pattern and Function</b>	<ul style="list-style-type: none"> <li>• Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (Claps), acting out situations, verbal explanations, expressions, or equations.</li> <li>• Solve addition and subtraction word problems. Add and subtract within 10, e.g., by using objects or drawings to represent a problem.</li> <li>• Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5=2+3</math> and <math>5=4+1</math>)</li> <li>• Compose and decompose numbers from 11-19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., <math>18=10+8</math>); understand that these numbers are composed of ten ones and eight or nine ones.</li> <li>• Fluently add and subtract within 5.</li> <li>• For any number from 1-9, find the number that makes 10 when added to the given number, by using objects or drawings, and record the answer with a drawing or equation</li> </ul>	<ul style="list-style-type: none"> <li>• HWEO</li> <li>• HWEO</li> <li>• HWEO</li> <li>• WWAIPAT</li> <li>• HWEO</li> <li>• WWA</li> </ul>
<b>IB Strand</b>	<b>Objectives</b>	<b>Unit Taught</b>

<p><b>Number</b></p>	<ul style="list-style-type: none"> <li>• Write numbers from 0-20</li> <li>• Represent a number of objects with 0-20</li> <li>• Count to 100 by ones and tens.</li> <li>• Count forward beginning from a given number within the known sequence (instead of having to begin at 1)</li> <li>• Count to answer “how many?” questions about as many as 20 things in a line, rectangular array, or circle, or as many as 10 things in a scattered configuration</li> <li>• Understand the relationship between numbers and quantities</li> <li>• When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with only one object</li> <li>• Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</li> <li>• Understand that each successive number name refers to a quantity that is one larger.</li> <li>• Connect counting to cardinality</li> <li>• Compare two numbers between 1 and 10 presented as written numerals.</li> <li>• Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, by using matching and counting strategies</li> </ul>	<ul style="list-style-type: none"> <li>• HWO0</li> <li>• HWO0</li> <li>• WWAIPAT</li> <li>• WWA</li>   <li>• WWA</li>   <li>• HWO0</li> <li>• HWO0</li>   <li>• HWO0</li>   <li>• HWO0</li>   <li>• HWO0</li> <li>• WWA</li>   <li>• HWEO</li> </ul>
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## Science

- (Aligned with NGSS)

### IB Science Strands

- Living Things
- Earth and Space
- Materials and Matter
- Forces and Energy

IB Strands	Objectives	Unit Taught
<b>Inquiry Process</b>  <b>And Materials and Matter</b>	<ul style="list-style-type: none"> <li>• Make purposeful observations of the natural world using the appropriate senses</li> <li>• Generate questions based on observations</li> <li>• Plan and conduct simple investigations</li> <li>• Manipulate simple tools that aid observation and data collection</li> <li>• Make accurate measurements with appropriate (non-standard) units for the measurement tool</li> <li>• Construct simple charts from data and observations</li> <li>• Share ideas about science through purposeful conversation</li> <li>• Communicate and present findings of observations</li> <li>• Develop strategies for information gathering</li> <li>• Develop scientific concepts through various illustrations, performances, models, exhibits and activities</li> </ul>	<ul style="list-style-type: none"> <li>• WWA</li> <li>• STP</li> <li>• WWA</li> <li>• WWA</li> <li>• HWOO</li> <li>• STP</li> <li>• WWA</li> <li>• WWA</li> <li>• HWOO</li> <li>• HTWW</li> </ul>
<b>Forces and Energy</b>	<p><b>Pushes and Pulls</b></p> <p>K-PS2-1. 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.</p> <p>K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.</p>	<ul style="list-style-type: none"> <li>• HWOO</li> <li>• HTWW</li> <li>• HTWW</li> <li>• HTWW</li> <li>• HTWW</li> <li>• HTWW</li> <li>• HWOO</li> <li>• HTWW</li> </ul>
<b>Living Things</b>	<p><b>Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment</b></p> <p>K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive</p> <p>K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.</p> <p>K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</p> <p>K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.</p>	<ul style="list-style-type: none"> <li>• STP</li> <li>• STP</li> </ul>
<b>Earth and</b>	<p><b>Weather and Climate</b></p> <p>K-ESS2-1. Use and share observations of local weather conditions to describe patterns</p>	<ul style="list-style-type: none"> <li>• HWOO</li> <li>• STP</li> </ul>

<b>Space</b>	over time K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface. K-PS3-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.	
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## Social Studies

### IB Social Studies Strands

- Human Systems and Economic Activities
- Social Organization and Culture
- Continuity and Change Through Time
- Human and Natural Environments
- Resources and Environments

Units of Study	Objectives	Unit Taught
<b>IB Strand: Continuity and Change Through Time</b>  <b>IB Strand: Continuity and Change Through Time</b>	<b>History</b> <ul style="list-style-type: none"> <li>• Create a timeline of events from students’ own lives: what happened last night, yesterday, today, this morning</li> <li>• Describe ways people learn about the past (photos, artifacts, diaries, stories, videos)</li> </ul> <b>Living and working together in communities</b> <ul style="list-style-type: none"> <li>• Explore different types of communities</li> <li>• Learn roles and responsibilities of community members</li> </ul>	<ul style="list-style-type: none"> <li>• WWAIPAT</li> <li>• WWAIPAT</li> <li>• HWOO</li> <li>• HWOO</li> </ul>
<b>IB Strand: Human and Natural Environments</b>	<b>Geography</b> <ul style="list-style-type: none"> <li>• Recognize that maps and globes represent places</li> <li>• Use environmental directions or positional words (up/down, in/out, above/below) to identify significant locations in the classroom</li> <li>• Identify and describe places in the immediate environment (classroom, home, playground)</li> <li>• Describe ways people use the environment to meet human needs and wants</li> </ul>	<ul style="list-style-type: none"> <li>• HWOO</li> <li>• HWOO</li> <li>• HWOO</li> <li>• STP</li> </ul>
<b>IB Strand: Social Organization and Culture</b>	<b>Civics and Government</b> <ul style="list-style-type: none"> <li>• Identify our country’s flag as an important symbol of the United States</li> <li>• Describe fair ways for groups to make decisions</li> <li>• Describe situations in which students demonstrated self-discipline and individual responsibility (following essential agreements, group work, taking turns)</li> <li>• Appreciate reasons people belong to groups, their roles and different ways people interact within groups</li> </ul>	<ul style="list-style-type: none"> <li>• HWEO</li> <li>• HWOO</li> <li>• HWOO</li> <li>• HWOO</li> </ul>
<b>IB Strand: Resources and the Environment</b>	<b>Economics</b> <ul style="list-style-type: none"> <li>• Describe economic wants students have experienced</li> <li>• Distinguish between goods and services</li> <li>• Recognize situations in which people trade</li> </ul>	<ul style="list-style-type: none"> <li>• WWA</li> <li>• HWOO</li> <li>• HWOO</li> </ul>



<p><b>Speaking and Listening</b></p>		<p><u>Foundational Skills</u> RF.K1</p> <p>a. Follow words from left to right, top to bottom, and page by page          b. Recognize that spoken words are represented in written language by specific sequences of letters.          c. Understand that words are separated by spaces in print.</p> <p><u>Fluency</u> RF.K4          Read emergent-reader texts with purpose and understanding</p> <p><u>Speaking and Listening</u></p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.          SL.K.1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).          SL.K.1b. Continue a conversation through multiple exchanges.          SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	
<p><b>Reading</b></p> <p><b>Visual</b></p>	<p><b>Readers Read Pattern Books</b></p>	<p><u>Literature</u></p> <p>RL.K.1. With prompting and support, ask and answer questions about key details in a text.          RL.K.2. With prompting and support, retell familiar stories, including key details.          RL.K.3. With prompting and support, identify characters, settings, and major events in a story.          RL.K.4. Ask and answer questions about unknown words in a text.          RL.K.5. Recognize common types of texts (e.g., storybooks, poems).          RL.K.10. Actively engage in group reading activities with purpose and understanding.</p> <p><u>Informational Text</u></p> <p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.          RI.K.2. With prompting and support, identify the main topic and retell key details of a text.          RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.          RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><u>Foundational Skills-Print and Phonetic Awareness</u></p> <p>RF.K.1. Demonstrate understanding of the organization and basic features of print.          RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p><b>HWEO</b></p>



<p><b>Speaking and Listening</b></p> <p><b>Language</b></p>		<p><u>Speaking and listening</u></p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><u>Language</u></p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	
<p><b>Reading</b></p> <p><b>Visual</b></p> <p><b>Speaking and Listening</b></p>	<p><b>Readers Use Strategies to Read</b></p>	<p><u>Literature</u></p> <p>RL.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2. With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3. With prompting and support, identify characters, settings, and major events in a story</p> <p>RL.K.4. Ask and answer questions about unknown words in a text.</p> <p>RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RL.K.10. Actively engage in group reading activities with purpose and understanding.</p> <p><u>Foundational text</u></p> <p><b>Print Concepts-RF.K.1</b></p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p><b>Fluency-RF.K.4.</b>Read emergent-reader texts with purpose and understanding.</p> <p><u>Speaking and Listening</u></p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1b. Continue a conversation through multiple exchanges.</p> <p>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering</p>	<p><b>WWAIPAT</b></p>

		<p>questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><u>Language</u></p> <p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>	
<p><b>Reading</b></p> <p><b>Visual</b></p> <p><b>Speaking and Listening</b></p>	<p><b>Informational Reading</b></p>	<p><u>Informational Text</u></p> <p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.5. Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RI.K.10. Actively engage in group reading activities with purpose and understanding.</p> <p><u>Foundation Skills-Fluency</u></p> <p>RF.K.4. Read emergent-reader texts with purpose and understanding</p> <p><u>Speaking and Listening</u></p> <p>Comprehension and Collaboration</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1b. Continue a conversation through multiple exchanges.</p> <p>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b>HTWW</b></p>



		<ul style="list-style-type: none"> <li>• Retell up to three events from familiar text using students' own words or phrasing</li> <li>• Begin to make connections across texts by making meaningful predictions based on illustrations or portions of text</li> <li>• Apply significant knowledge from grade-level science, social studies and mathematics texts</li> </ul>	<ul style="list-style-type: none"> <li>• WWA</li> <li>• WWA</li> <li>• HWO0</li> </ul>
<b>Written</b>	<b>Reading Attitude</b>	<ul style="list-style-type: none"> <li>• Become enthusiastic about reading and learning how to read</li> <li>• Choose books, book activities, word play and writing on students own during free time in school and at home</li> </ul>	<ul style="list-style-type: none"> <li>• WWA</li> </ul>

## Language Arts (Writing)

<b>Strand</b>	<b>Units of Study</b>	<b>Objectives</b>	<b>Unit Taught</b>
<b>Writing</b>	<b>Writing Genre</b>	<ul style="list-style-type: none"> <li>• Write a brief personal narrative using pictures, words, word-like clusters, and/or sentences as support</li> <li>• Approximate poetry, using copy change and teacher guidance, based on reading a wide variety of grade-appropriate poetry</li> <li>• Write a brief informational piece, such as a page for a class book, using drawings, words, word-like clusters, and/or sentences</li> <li>• Write a report using MLA format for title and author</li> </ul>	<ul style="list-style-type: none"> <li>• WWA</li> <li>• WWAIPAT</li> </ul>
<b>Writing</b>	<b>Writing Process</b>	<ul style="list-style-type: none"> <li>• With teacher assistance, consider the audience's reaction as they plan narrative or informational writing</li> <li>• Brainstorm to generate and structure ideas for narrative or informational writing</li> <li>• Draft focused ideas using semi-phonetic spelling to represent narrative and informational text when writing, incorporating pictures and drawings</li> <li>• Attempt to revise writing based on reading it aloud, requesting suggestions and clarifications that support meaning</li> </ul>	<ul style="list-style-type: none"> <li>• WWAIPAT</li> <li>• WWA</li> <li>• WWA</li> <li>• HTWW</li> </ul>
<b>Writing</b>	<b>Personal Style</b>	<ul style="list-style-type: none"> <li>• Develop originality in oral, written and visual messages in both narrative and informational writing</li> </ul>	<ul style="list-style-type: none"> <li>• WWA</li> </ul>
<b>Writing</b>	<b>Spelling</b>	<ul style="list-style-type: none"> <li>• In the context of writing, correctly spell a small number of frequently encountered and personally meaningful words</li> <li>• In the context of writing, correctly spell less frequently encountered words, relying on structural cues (beginning and ending sounds) and environmental sources (word wall, word lists)</li> </ul>	<ul style="list-style-type: none"> <li>• HWEO</li> </ul>
<b>Writing</b>	<b>Handwriting:</b>	<ul style="list-style-type: none"> <li>• Form upper and lowercase manuscript letters</li> <li>• Leave space between words and word-like clusters of letters</li> <li>• Write from left to right and top to bottom</li> </ul>	<ul style="list-style-type: none"> <li>• WWA</li> <li>• HWO0</li> <li>• WWA</li> </ul>
<b>Writing</b>	<b>Writing Attitude</b>	<ul style="list-style-type: none"> <li>• Become enthusiastic about writing and learning to write</li> </ul>	<ul style="list-style-type: none"> <li>• WWA</li> </ul>
<b>Writing</b>	<b>Grammar and Usage</b>	<ul style="list-style-type: none"> <li>• Identify nouns, proper nouns, verbs and plurals</li> <li>• Capitalize first word of sentences and proper nouns</li> <li>• Punctuation: period, question mark, exclamation point</li> </ul>	<ul style="list-style-type: none"> <li>• HWO0</li> <li>• HWO0</li> <li>• HWEO</li> </ul>

## Language Arts (Speaking: Oral)

Strand	Units of Study	Objectives	Unit Taught
<b>Oral</b>	<b>Conventions</b>	<ul style="list-style-type: none"> <li>• Explore and use language to communicate with a variety of audiences and for different purposes, including problem-solving, explaining, looking for solutions, constructing relationships, and expressing courtesies</li> <li>• Speak clearly and audibly in complete, coherent sentences, and use sound effects or illustrations for dramatic effect in narrative and informational presentations</li> <li>• Present in standard American English</li> <li>• Understand, providing examples of how language differs from playground and classroom as a function of linguistic and cultural group membership</li> </ul>	<ul style="list-style-type: none"> <li>• WWA</li> <li>• HWEO</li> <li>• WWA</li> <li>• WWA</li> </ul>
<b>Oral</b>	<b>Discourse</b>	<ul style="list-style-type: none"> <li>• Engage in substantive conversations, remaining focused on subject matter with interchanges beginning to build on prior responses in literature discussions, paired conversations or other interactions</li> <li>• Briefly tell or retell about familiar experiences or interests focusing on basic story grammar or main ideas and key details</li> <li>• Respond to multiple text types by reflecting, making meaning and making connections</li> <li>• Plan and deliver presentations using a descriptive informational organizational pattern providing several facts and details to make a point clearly and audibly</li> </ul>	<ul style="list-style-type: none"> <li>• HWEO</li> <li>• WWA</li> <li>• WWAIPAT</li> <li>• WWAIPAT</li> </ul>
<b>Oral</b>	<b>Listening and Viewing</b>	<ul style="list-style-type: none"> <li>• Understand and follow one- and two-step directions</li> <li>• Ask appropriate questions during a presentation or report</li> <li>• Listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (eye contact, attention, support) in small and large group settings; listen, interact and respond appropriately</li> <li>• Begin to evaluate messages students experience, learning to differentiate between sender and receiver</li> <li>• Listen to or view and respond knowledgeably to a variety of genres</li> </ul>	<ul style="list-style-type: none"> <li>• WWA</li> <li>• HWOO</li> <li>• WWA</li> <li>• WWAIPAT</li> <li>• HWOO</li> </ul>

## Religion

### The Great Commission

1. recognize that God knows and loves him/her personally (Ps 139, Isa 43:1-4, Jer 1:5)  
G.EMD.K.1
2. encounter the Lord Jesus Christ through experiential activities such as guided meditations using Sacred Scripture and adoration of the Blessed Sacrament (Ps 32:8, John 6:35, John 14:26, Heb 4:12)  
G.EMD.K.2
3. recognize that Jesus wants to be in a relationship with him/her (John 15:9, John 15:16, 1 John 4:19)  
G.EMD.K.3
4. recognize that they can be very close to Jesus (Ps 145:18, John 10:27-28, James 4:8a)  
G.EMD.K.4
5. discuss that making good choices helps them to live in friendship with God and one another (John 15:10)  
G.EMD.K.5

### 2. Sacred Scripture

1. hold the Bible with reverence  
I.SAS.K.1
2. listen to narratives from the Bible with reverence  
I.SAS.K.2
  - 2a) Creation, Adam & Eve (Gen 1-3)  
I.SAS.K.2a
  - 2b) Christmas stories (Matt 1:18-25; Luke 2:1-20)  
I.SAS.K.2b
  - 2c) Easter stories (Matt 28:1-8; Mark 16:1-13; Luke 24:1-12; John 20:1-31)  
I.SAS.K.2c
3. discuss the Bible as God's Word  
I.SAS.K.3
4. identify God as the creator of all things  
I.SAS.K.4
5. recognize Jesus as the Son of God  
I.SAS.K.5
6. list some examples of God's creation  
I.SAS.K.6
7. list some ways they experience God's love  
I.SAS.K.7
8. treat God's creation with respect and responsibility  
I.SAS.K.8
9. identify the Holy Family as Jesus, Mary as His Mother, and Joseph as His earthly father  
I.SAS.K.9
10. tell how Bible stories help us to see God at work in our lives  
I.SAS.K.10

### 3. Church History

1. identify a saint as a holy person  
I.CHH.K.1
  2. listen to simple stories of the saints' lives  
I.CHH.K.2
  3. list some good things that saints do in their lives  
I.CHH.K.3
- The student will:  
Strand:
4. Doctrine
    1. recognize that there is one God (Deut 4:35)  
I.DOC.K.1
    2. identify the three persons of the Holy Trinity (CCC 261)

I.DOC.K.2

3. recognize heaven as living with God forever

I.DOC.K.3

5. Liturgy

1. attend school and parish liturgies

II.LIT.K.1

2. participate at Mass in an age appropriate manner

II.LIT.K.2

3. recognize that Jesus is present at Mass in a special way

II.LIT.K.3

4. participate in seasonal liturgical activities

II.LIT.K.4

5. tour the parish church

II.LIT.K.5

6. demonstrate reverent behavior in church

II.LIT.K.6

7. identify the liturgical seasons of Advent, Christmas, Lent, Easter

II.LIT.K.7

## **6. Sacraments**

1. define sacrament as an opportunity to meet Jesus and grow in our relationship with Him (CCC 1129)

II.SAC.K.1

2. define Baptism as a sacrament (CCC 1131, 1213-1216)

II.SAC.K.2

3. recognize that they become a member of the Christian community through the liturgical celebration of Baptism (CCC 1267-1270)

II.SAC.K.3

4. identify Baptism as the moment when they become a child of God (CCC 1996-1997, 2782)

II.SAC.K.4

5. identify water as a sign of God's life and an important part of Baptism (CCC 1238,1278)

II.SAC.K.5

6. discuss other symbols and signs of Baptism (i.e. light, oil, white garment) (CCC 1234-1245)

II.SAC.K.6

7. Dignity of the Human Person

1. recognize that all people are made in the image and likeness of God (Gen 1:26; CCC 1702)

III.DHP.K.1

2. recognize that each person is special (CCC 1703)

III.DHP.K.2

3. identify ways that people show they care for each other (Phil 2:1-4)

III.DHP.K.3

8. Family Life/Human Sexuality

1. identify family members and their roles

III.FHS.K.1

2. identify members of the Holy Family and recognize them as models for our families

III.FHS.K.2

3. recognize that we learn about God from the people who love us

III.FHS.K.3

4. recognize that we are all brothers and sisters in God's family (CCC 2232, 2233)

III.FHS.K.4

5. demonstrate respect for the personal space of others

III.FHS.K.5

6. discuss appropriate versus inappropriate touching

III.FHS.K.6

## **9. Community**

1. identify that the community of God includes our families, the class, the church, and the

outside community

III.COM.K.1

2. recognize and identify the priests at the parish

III.COM.K.2

3. begin to demonstrate care and concern for classmates

III.COM.K.3

4. give examples of appropriate behavior in community (i.e. being welcoming, etc.)

III.COM.K.4

5. describe the Church as a praying and worshipping community

III.COM.K.5

The student will:

Strand:

10. Morality

1. understand that we obey God because He loves us and we love Him (CCC 1709)

III.MOR.K.1

2. discuss the difference between right and wrong

III.MOR.K.2

3. affirm that God gives us the freedom to make right choices

III.MOR.K.3

4. discuss obedience to parents, teachers and other legitimate authorities

III.MOR.K.4

5. understand that God gives us laws to follow, the Ten Commandments (CCC Glossary: Commandments)

III.MOR.K.5

6. recognize and apply the virtues, gifts and fruits of the Holy Spirit as recommended in the cycles of The Virtues Project

III.MOR.K.6

### **11. Service/Social Justice/Servant Leadership**

1. recognize that God calls each of us to share our gifts with others

III.SSS.K.1

2. list ways that we can help others

III.SSS.K.2

3. identify some church leadership roles: priest, deacon, religious sisters, brothers, laity, Pope, Archbishop/Bishop, etc.

III.SSS.K.3

4. participate in school, church and/or community service projects

III.SSS.K.4

5. demonstrate care and respect for all of God's creation

III.SSS.K.5

### **12. Prayer**

1. define prayer as talking to and listening to God

IV.PRA.K.1

2. listen to God in meditation (CCC 2705 -2708)

IV.PRA.K.2

3. recite traditional prayers in a group:

IV.PRA.K.3

a) Sign of the Cross

IV.PRA.K.3a

b) Meal time prayers

IV.PRA.K.3b

c) Our Father

IV.PRA.K.3c

d) Hail Mary

IV.PRA.K.3d

e) Glory Be

IV.PRA.K.3e

f) Guardian Angel Prayer



- IV.PRA.K.3f  
 4. identify appropriate times for prayer (morning, before bed, meal time, etc.)  
 IV.PRA.K.4  
 5. demonstrate spontaneous prayer  
 IV.PRA.K.5  
 6. identify and pray the rosary as a public or private prayer  
 IV.PRA.K.6  
 7. genuflect in the presence of the Blessed Sacrament  
 IV.PRA.K.7  
 8. participate in Praise and Worship  
 IV.PRA.K.8

## Health

(Aligned with the Michigan Model for Health K-5 Scope and Sequence)

Topics	Objectives	Unit Taught
Social and Emotional Health	<ul style="list-style-type: none"> <li>- Showing respect and caring</li> <li>- Making and keeping friends</li> <li>- Caring touch in positive relationships</li> <li>- Identifying and describing feelings</li> <li>- Managing strong feelings</li> <li>- Recognizing and expressing feelings</li> <li>- Giving and receiving compliments and appreciation</li> <li>- Being responsible at home and school</li> <li>- Identifying people who can help</li> </ul>	HWOO  WWAIPAT  WWA  HWEO
Nutrition and Physical Activity	<ul style="list-style-type: none"> <li>- Variety in foods and snacks for good health</li> <li>- Drinking water for good health</li> <li>- Categorize foods and snacks into the five food groups</li> <li>- Importance of physical activity for good health</li> <li>- Examples of ways to be physically active</li> </ul>	STP  WWAIPAT
Safety	<ul style="list-style-type: none"> <li>- Dangerous and destructive situations that need adult help</li> <li>- Pedestrian safety</li> <li>- Rule for dangerous objects and weapons</li> <li>- How and when to dial 911</li> <li>- Avoiding inappropriate touch</li> <li>- Trusted adults who can help</li> </ul>	HWEO  HTWW
Alcohol, Tobacco and Other Drugs	<ul style="list-style-type: none"> <li>- How to safely use over-the-counter and prescription medicines</li> <li>- Household products that can be dangerous</li> <li>- Rules for avoiding poisons</li> <li>- Trustworthy sources of information</li> </ul>	WWA
Personal Health	<ul style="list-style-type: none"> <li>- Hand washing GERMS</li> <li>- Taking care of teeth</li> </ul>	WWA

and Wellness	- Encouraging peers to make positive choices for personal health	
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