

# Religion Curriculum

## Pre-Kindergarten

By the end of Pre-Kindergarten, students will develop an understating of the learning outcomes in the following areas: knowledge of faith, sacred scriptures, liturgy and sacraments, morality, Christian living, prayer, Christian community within the Catholic Church, Ecumenism, Catholic principles and relationships, vocations and missionary vocations, Catholic social teachings, interreligious dialogue as well as develop a closer relationship with Jesus spiritually, emotionally, and physically.

### KNOWLEDGE OF FAITH

**Standard 1. Creed:** Students will understand, believe and proclaim the Triune and redeeming God as revealed in creation and human experience, in Apostolic Tradition and Sacred Scripture, and as entrusted to the teaching office of the Church.

**Vocabulary:** Adam and Eve, Apostles, Assumption, Annunciation, Blessed Trinity, Bible, Catholic Church, Creation, Earth, Faith, Father, God, Heaven, Holy Spirit, Holy Family, Israel, Jerusalem, Jesus, Joseph (foster father), Mary, Original Sin, Son.

### Critical for Mastery in Pre-Kindergarten

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>Students will:</b>		
1. State that God is the Holy Trinity— Father, Son and Holy Spirit—and that we demonstrate this belief when we make the Sign of the Cross.	<ul style="list-style-type: none"> <li>• Have the students form a row standing side by side and one in the middle where students can see you demonstrate how to make the Sign of the Cross. Have each student practice making the Sign of the Cross.</li> </ul>	
2. Identify God the Father, God the Son, God the Holy Spirit and Mary.	<ul style="list-style-type: none"> <li>• Repeat the above, this time having a student role play each person, God the</li> </ul>	

	Father, Jesus, Mary and God the Holy Spirit.	
3. State that respect should be shown for these names in our speech and in our prayers.	<ul style="list-style-type: none"> <li>• Demonstrate respect for these names in our speech and the use of these names in our prayer.</li> </ul>	
4. State that God created me and loves me.	<ul style="list-style-type: none"> <li>• Faith Talk: Affirm the children with phrase, “I (state their name) am special because God loves me and He created my heart to love him and be like him.”</li> </ul>	
5. Describe God as Father.	<ul style="list-style-type: none"> <li>• Draw pictures of God as Father.</li> </ul>	
6. Describe how God made all creation good.	<ul style="list-style-type: none"> <li>• Wonder Table: Create a center with objects like rocks, feathers, leaves, etc., using a magnifying glass for observing and distinguishing the creations of each item.</li> </ul>	
7. State that we are children of God lovingly made in His image.	<ul style="list-style-type: none"> <li>• Have children create a self-portrait and create a class collage “We are children of God.”</li> </ul>	
8. Recognize God as creator, “Abba” or “Daddy,” Father.	<ul style="list-style-type: none"> <li>• Draw a picture of Jesus and of their daddy, then have them draw a picture of the heavens around Jesus and their house around their daddy. Discuss the similarities and how God had different names for the name Daddy.</li> </ul>	
9. State that Jesus is true God and true Man, Son of God and Son of Mary.	<ul style="list-style-type: none"> <li>• Have students look at a picture of the Holy Family and discuss how the Holy Family is similar to our own family.</li> </ul>	
10. Recognize Jesus as friend, teacher and Savior.	<ul style="list-style-type: none"> <li>• Discover that Jesus was a child who played and prayed, and who teaches us how to pray, and how he saved us.</li> </ul>	
11. Retell stories about important moments in the life of Jesus.	<ul style="list-style-type: none"> <li>• Read the different Parables in Jesus’ life. Discuss and have the students draw pictures that are about the Bible stories. Create a picture book with their illustrations.</li> </ul>	

12. State that Jesus died on the cross for us, rose from the dead and ascended into heaven.	<ul style="list-style-type: none"> <li>• Discuss how and why Jesus died on the cross and how He rose from the dead, and ascended into heaven.</li> </ul>	
13. Recognize the Holy Spirit as the One who helps us do the right thing and lives within us.	<ul style="list-style-type: none"> <li>• Compose their own prayer asking the Holy Spirit to be with them.</li> </ul>	

**Standard 2: Sacred Scripture: Students will read, comprehend and articulate salvation history as conveyed in God’s revelation through Sacred Scripture.**

**Vocabulary: Advent, Altar, Alb, Ambo, Ashes, Ascend, Bishop, Candles, Chalice, Chasubles, Christmas, Ciborium, Commandments, Crucified, Crucifix, Deacon, Descend, Easter, Gospel, Intercession, Lectionary, Lent, Magi, Miracles, Nativity, Old and New Testaments, Octave, Paten, Psalms, Pentecost, Resurrection, Roman Missal, Sacred, Sanctuary Lamp, Scripture, Solemnity, Tabernacle, The Word of God, Vestments, Visitation**

**Critical for Mastery in Pre-Kindergarten**

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>Students will:</b>		
1. State that the Bible is a very special holy book of the family of the Church.	<ul style="list-style-type: none"> <li>• Have a special place where you would place the Bible, discuss how important this book is and all the special stories it has for us to read.</li> <li>• Demonstrate how to hold and respect the Bible. Have each student hold the Bible and blow an angel kiss to represent respect for the Bible.</li> </ul>	
2. Identify the Bible as the book where we learn about how God created all that is. (Genesis 1:1-31)	<ul style="list-style-type: none"> <li>• Read the story of creation taking a part of the story each day and coloring the pictures that represent each part.</li> </ul>	
3. Identify the Bible as the book that contains the four Gospels—important books where we learn about Jesus.	<ul style="list-style-type: none"> <li>• Using the Bible show where the four Gospels are located and discuss that each</li> </ul>	

	Gospel is written about Jesus life.	
4. State the names of Adam and Eve as the first man and first woman created by God.	<ul style="list-style-type: none"> <li>• Create a space where the students can act out the Bible stories with costumes that may represent each character of the Bible story.</li> </ul>	
5. Retell stories of Creation and Noah's Ark from the Bible.	<ul style="list-style-type: none"> <li>• Use a felt board with bright, colorful pictures to retell each Bible story.</li> </ul>	
6. Recognize that all God's creation is good.	<ul style="list-style-type: none"> <li>• Make a collage of God's creation using pictures from magazines.</li> </ul>	
7. State that everything/everyone is created by God.	<ul style="list-style-type: none"> <li>• Sing a song about God's creation.</li> </ul>	
8. State that Mary is the Mother of Jesus.	<ul style="list-style-type: none"> <li>• Have the students color a picture of the Virgin Mary.</li> </ul>	
9. State that the Ten Commandments were given to Moses.	<ul style="list-style-type: none"> <li>• Have props prepared beforehand, and then have students dramatize the Bible story.</li> </ul>	
10. Discuss the difference between the Old Testament and the New Testament.	<ul style="list-style-type: none"> <li>• Show the difference between the Old and New Testaments by using the Bible, Discuss how God the Father is the character in the Old Testament and His Son, Jesus is the main character in the New Testament.</li> </ul>	

## LITURGY AND SACRAMENTS

**Standard 3: Sacraments: Students will understand and participate in the sacraments of the Church as effective signs of God's grace, instituted by Christ and entrusted to the Church.**

**Vocabulary: Anointing, Anointing of the Sick, Baptism, Baptismal Gown, Blessing, Body (bread) and Blood (wine) of Jesus, Confirmation, Eucharist, Forgiveness, Grace (State of Grace), Garment (white), Holy Communion, Holy Water, Last Supper, Leaven, Light, Matrimony, Medals, Oils, Paschal Candle, Penance, Reconciliation, Rosary, Sacraments, Sacramentals, Sign of the Cross, Yeast**

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<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>Students will:</b>		
1. Discuss that sacraments are signs of God's love for us.	<ul style="list-style-type: none"> <li>Using pictures explain the signs of God's love.</li> </ul>	
2. State that Baptism is the sacrament through which we become children of God and members of the family of the Church.	<ul style="list-style-type: none"> <li>Have the parents send in pictures of their child's baptism and have them glue to a construction paper to create a picture book.</li> </ul>	
3. Name the gifts and signs of Baptism—water, word, light and white garment.	<ul style="list-style-type: none"> <li>Have students color pictures of the gifts and signs then add to their Baptism book.</li> </ul>	

**Standard 4: Liturgy: Students will understand and celebrate the liturgical rites of the Church as expressed in the Church Year and epitomized in the Eucharist as the source and summit of Christian life.**

**Vocabulary: Blessed Sacrament, Colors, Epiclesis, Gestures, Liturgy, Liturgical, Liturgical Year, Mass, Offering, Ordinary Time, Obligation, Sign of Peace, Reverence**

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<b>Students will:</b>		
1. Recognize that in the Church we believe that God is present in a real way in the people gathered (assembly), in the Word of God and in the Eucharist.	<ul style="list-style-type: none"> <li>Finger play: Here is the Church, here is the steeple, open the doors and see all the people.</li> <li>Demonstrate reverence for the house of God by visiting the church other than for Mass.</li> </ul>	
2. State that the Church has seasons and colors.	<ul style="list-style-type: none"> <li>Have an altar in your classroom using material of the different colors that represent the liturgical seasons and colors.</li> </ul>	

<p>3. Identify Advent, Lent, and Easter as celebrations of Jesus' life during the church year.</p>	<ul style="list-style-type: none"> <li>• Participate in the seasons of Advent, Lent, Ordinary Time, Christmas and Easter.</li> <li>• If possible take the students to Mass, if not have the students help with decoration of the Altar table in your classroom for each season.</li> </ul>	
<p>4. State that Jesus is with us in a special way at Mass.</p>	<ul style="list-style-type: none"> <li>• Explain to the students the special ways that we see Jesus at Mass, (i.e., Holy Eucharist and where He is in the Tabernacle).</li> </ul>	
<p>5. Identify Sunday as a special day when we go to church and pray as a family.</p>	<ul style="list-style-type: none"> <li>• Have a discussion about things that each student sees in their church. Have them express how they celebrate this day with their family (i.e., going to Mass, how they pray, etc.).</li> </ul>	
<p>6. Experience the Liturgy as a celebration of God's family where Jesus calls to be with Him.</p>	<ul style="list-style-type: none"> <li>• Participate in age appropriate celebrations or have monthly themes in classroom.</li> </ul>	
<p>7. Recognize the priest in Mass and explain his role within the Church.</p>	<ul style="list-style-type: none"> <li>• Have the priest visit the class and have him discuss his role within the Church.</li> </ul>	
<p>8. Demonstrate respect for God's presence in the Eucharist (or in the tabernacle) by genuflecting or bowing.</p>	<ul style="list-style-type: none"> <li>• If possible take students to the Church or chapel and show them different ways of showing respect in the Holy place of worship.</li> </ul>	
<p>9. Identify special feasts of Mary and the saints.</p>	<ul style="list-style-type: none"> <li>• Incorporate feast days into the morning prayer and daily calendar. <ul style="list-style-type: none"> <li>○ Pictures</li> <li>○ Holy Cards</li> </ul> </li> </ul>	
<p>10. Celebrate Christmas as the birthday of Jesus.</p>	<ul style="list-style-type: none"> <li>• For Christmas, students may participate in a small birthday party for Jesus.</li> </ul>	
<p>11. Use sacramentals reverently.</p>	<ul style="list-style-type: none"> <li>• When given a sacramental demonstrate reverence.</li> </ul>	
<p>12. Identify the Pope as the visible head of the Church on earth.</p>	<ul style="list-style-type: none"> <li>• Show a picture of the Pope and explain how he is the head of the Church.</li> </ul>	
<p>13. Recognize that the Eucharist is a gift of Himself that Jesus shared at the Last</p>	<ul style="list-style-type: none"> <li>• Discuss how Jesus shared the bread and wine with his friends, the Apostles, at the</li> </ul>	

Supper.	Last Supper. Students may role-play by sharing a snack with each other.	
14. Identify sacred articles used at Mass: altar, altar cloth, chalice, paten, crucifix and candles.	<ul style="list-style-type: none"> <li>• If possible take students to the Church or chapel and show them the sacred articles.</li> </ul>	
15. Discuss responsibilities of members of the Church with special ministries.	<ul style="list-style-type: none"> <li>• Role-play the different types of ministries in the Church.</li> </ul>	
16. Demonstrate reverence for the house of God by visiting the church other than Mass.	<ul style="list-style-type: none"> <li>• Let students sit in Church for quiet prayer time.</li> </ul>	

## MORALITY

**Standard 5: Conscience: Students will develop a moral conscience informed by Church teachings.**

**Vocabulary: Appropriate, Behavior, Boundaries, Choices, Conscience, Consequences, Disrespect, Free Will, Feelings, Inappropriate, Likeness of God, Manners, Personal, Respect, Reverence, Right, Self-Image, Sorrow, Wrong**

**Critical for Mastery in Pre-Kindergarten**

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>Students will:</b>		
1. Recall stories of Jesus' loving actions.	<ul style="list-style-type: none"> <li>• Retell the stories of how Jesus shows his love by healing the sick.</li> </ul>	
2. Practice and role-play Jesus' actions of love.	<ul style="list-style-type: none"> <li>• Role-play how we show actions of love.</li> </ul>	

**Standard 6: Christian Living:** Students will understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ expressed in love for God, conversion, positive self-image, personal integrity, social justice, the dignity of the human person and love of neighbor.

**Vocabulary:** Communion of Saints, Demonstrate, Discipleship, Family, Feasts, Freedom, Love, Parables, Parish, Peace, Patron Saints, Prophet Saints

**Critical for Mastery in Pre-Kindergarten**

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>Students will:</b>		
1. Discuss the difference between right and wrong, and our need of God’s grace to live as His children.	<ul style="list-style-type: none"> <li>• Discuss making right choices.</li> <li>• Distinguish between right and wrong.</li> <li>• Role-play good and bad behavior.</li> </ul>	
2. State the Great Commandment: Love God and others.	<ul style="list-style-type: none"> <li>• Read the poem <i>God Loves Us</i> (using appropriate gestures to describe the feelings.)</li> <li>• God loves us when we are angry, sad, silly and/or happy.</li> </ul>	
3. Exhibit ways to share, care for, love, apologize to and forgive others, show gratitude, cooperate, be responsible for own work and actions, express sorrow, anger, happiness and love.	<ul style="list-style-type: none"> <li>• Students play how we can show God’s love in us.</li> <li>• List people who love the child.</li> </ul>	
4. Express feelings and emotions in a developmentally appropriate manner.	<ul style="list-style-type: none"> <li>• Given a scenario, students role-play emotions and feelings.</li> </ul>	
5. Listen to and participate in the Archdiocesan program “Protection of Children and Youth.”	<ul style="list-style-type: none"> <li>• Practice personal boundaries according to the Archdiocesan program see Grades 1 and 2 “Protection of Children and Youth” program.</li> </ul>	
6. Identify that each person has feelings.	<ul style="list-style-type: none"> <li>• Students role-play their feelings and how to show good and bad behavior.</li> </ul>	
7. State that Jesus is our role model.	<ul style="list-style-type: none"> <li>• Draw a picture of Jesus as a role model.</li> </ul>	



8. State that being fair and just is how Jesus has taught us to be to one another.	<ul style="list-style-type: none"> <li>• Role-play how to treat each other and to be fair by sharing.</li> <li>• Play a game where Jesus is in the middle and He is inviting the students to play fairly.</li> </ul>	
9. State that we need God's grace to live as his children.	<ul style="list-style-type: none"> <li>• Discuss how God's grace lives in each one of us.</li> </ul>	
10. Recognize one's own gifts and talents and the talents of others.	<ul style="list-style-type: none"> <li>• Show and tell about their talents or favorite things they can do.</li> </ul>	
11. Recognize the five senses as gifts from God.	<ul style="list-style-type: none"> <li>• Have the students do an experiment using the five senses.</li> </ul>	

## PRAYER

**Standard 7: Prayer:** Students will know and participate in the Catholic tradition of prayer and acknowledge prayer as the primary way we deepen our relationship with and knowledge of God in the Community.

**Vocabulary:** Adoration, Amen, Angels, Catholic Traditions, Experience, Formal, Guardian Angels, Intentions, Intercessions, Mystery, Participation, Petitions, Praise, Prayer, Proclaim, Spontaneous, Thanksgiving

### Critical for Mastery in Pre-Kindergarten

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>Students will:</b>		
1. Recognize that prayer is talking to God and showing that we love Him.	<ul style="list-style-type: none"> <li>• Pray a simple morning offering, Jesus I give you my day today. Amen.</li> </ul>	
2. Recall that Jesus helps us to pray and taught us the Our Father.	<ul style="list-style-type: none"> <li>• Recite the Our Father daily.</li> </ul>	
3. Discuss that we may pray at any time or in any place.	<ul style="list-style-type: none"> <li>• Gather the students to different areas daily to pray or have a prayer table (center).</li> <li>• Participate in a variety of prayer forms: spontaneous prayer, art, silent prayer,</li> </ul>	

	songs, sign language prayer and dance.	
4. Identify prayer as the way we show that we love God.	<ul style="list-style-type: none"> <li>Show children that prayer can be identified as speaking to God.</li> </ul>	
5. Recognize that songs can be prayers.	<ul style="list-style-type: none"> <li>With teacher's guidance sing songs and use sign language, movement or sit in silence.</li> </ul>	
6. Recite traditional prayers: The Sign of the Cross (with gestures), Hail Mary, Our Father, Guardian Angel, Prayer Before Meals, and Glory Be.	<ul style="list-style-type: none"> <li>Recite daily one of the traditional prayers.</li> </ul>	
7. Pray before meals and give thanks to God.	<ul style="list-style-type: none"> <li>Pray before meals.</li> </ul>	
8. Show respect for the names of God the Father, God the Son (Jesus Christ) and God the Holy Spirit, in speech and when using these names in prayer.	<ul style="list-style-type: none"> <li>When using each of the names have the students say, "I love you, Jesus."</li> </ul>	
9. Participate in faith experiences such as extended prayer services in the classroom and/or in church.	<ul style="list-style-type: none"> <li>Set up a prayer table changing the cloth and religious articles that represent the Liturgical calendar.</li> </ul>	
10. Participate in the Mass age appropriately.	<ul style="list-style-type: none"> <li>Have students attend Mass on Sundays or if possible during school time Masses.</li> </ul>	

## EDUCATION FOR LIVING IN THE CHRISTIAN COMMUNITY

**Standard 8: Catholic Church:** Students will 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.

**Vocabulary:** Abstain, Abstained, Believers, Body of Christ, Community, Confession, Fasting, Parish

**Critical for Mastery in Pre-Kindergarten**

LEARNING OUTCOMES (What students will be able to do, know,	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students	BEST PRACTICES
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understand and value)	have achieved the Learning Outcome)	
<b>Students will:</b>		
1. State that we belong to a human family, God's family and the world.	<ul style="list-style-type: none"> <li>• Give the students a copy of the world along with a picture of Jesus in the middle of the world. Have them draw their family around Jesus.</li> </ul>	
2. State that the Catholic Church is the family of God.	<ul style="list-style-type: none"> <li>• Have an example of a church on your altar table with figures and have students state the church is the family of God.</li> </ul>	
3. Identify the Church as a special community of faith that comes together to worship God.	<ul style="list-style-type: none"> <li>• Have the students make a House of God Greeting card, have pictures of the altar, tabernacle, priest and community at prayer.</li> </ul>	
4. Introduce the parish as that part of the Church where we come together to worship as a community.	<ul style="list-style-type: none"> <li>• Have the parish priest come visit your classroom.</li> </ul>	
5. Identify Mary as the Mother of Jesus, God's mother and our mother.	<ul style="list-style-type: none"> <li>• Have a statue of the Virgin Mary in your classroom.</li> </ul>	
6. Identify members of the Holy Family: Jesus, Mary and Joseph.	<ul style="list-style-type: none"> <li>• Have a picture of the Holy Family and let the students identify each person.</li> </ul>	
7. Identify signs and symbols of the Church, i.e., Sign of the Cross, genuflecting, kneeling, bowing, tabernacle, blessing with Holy Water.	<ul style="list-style-type: none"> <li>• Practice by taking the students to Mass and discuss by showing them how to genuflect and the symbols of the church.</li> </ul>	
8. Identify that the angels are spirits who have been created by God to be his messengers, and that God has given each of us a Guardian Angel to watch over and protect us.	<ul style="list-style-type: none"> <li>• Create an angel and have the students decorate their angel.</li> </ul>	
9. Identify the saints as God's special friends who are part of the family of the Church in heaven.	<ul style="list-style-type: none"> <li>• Have the students bring in holy cards and create a Saint book.</li> </ul>	
10. Name child's school/parish/classroom Patron Saints.	<ul style="list-style-type: none"> <li>• Create a Saint book for your altar table.</li> </ul>	

**Standard 9: Ecumenism: Students will understand and participate in the call of the Church to be a sign of unity in the world through knowledge of and collaboration with other Catholic (Eastern), Orthodox, and Christian churches.**

**Vocabulary: Charisms, Christian, Christian Communities, Culture, Denominations, Members, Race, Unity**

**Critical for Mastery in Pre-Kindergarten**

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<b>Students will:</b>		
1. Recognize that Jesus began the Catholic Church and prayed that we might all be one. (John 17:20-23).	<ul style="list-style-type: none"> <li>Read John 17:20-23 from Children’s Bible and discuss how the Catholic Church began.</li> </ul>	

**Standard 10: Catholic Principles and Relationships: Students will apply Catholic principles to interpersonal relations.**

**Vocabulary: Authority, Bad, Caring (for our bodies and others), Different, Distinguish, Family (own, School, Church), Identity, Image of Christ, Obedience, Relationships, Respect, Special, Touch (good and bad)**

**Critical for Mastery in Pre-Kindergarten**

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<b>Students will:</b>		
1. Recognize that God gave us families to love.	<ul style="list-style-type: none"> <li>List the persons in their family, draw a picture of their family, and create a collage or a family book.</li> </ul>	
2. Recognize that we love our neighbors.	<ul style="list-style-type: none"> <li>List the persons that are neighbors and friends, draw a picture of them and add to the collage or the family book.</li> </ul>	
3. Demonstrate that we should share with others.	<ul style="list-style-type: none"> <li>Create centers where students need to share objects.</li> </ul>	

4. State that Jesus taught us to care for other people.	<ul style="list-style-type: none"> <li>• Read the different parables.</li> </ul>	
5. Retell the story of the Good Samaritan.	<ul style="list-style-type: none"> <li>• Read the story and discuss.</li> <li>• Retell the story using felt board.</li> </ul>	

**Standard 11: Vocation:** Students will 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.

**Vocabulary:** Archbishop, Bishop, Deacons, Flock, Fruits of the Spirit, Good Shepherd, Gifts, Holy Orders, Lay Missionaries, Nun, Priest, Pope, Religious Missionaries, Vocations

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<b>Students will:</b>		
1. Identify priests, religious sisters and brothers and discuss their special role in the church.	<ul style="list-style-type: none"> <li>• Have a religious person and priest visit your class and discuss their roles in the church.</li> </ul>	
2. State that priests serve God in a special way.	<ul style="list-style-type: none"> <li>• Discuss how the priest serves God and prays for them.</li> </ul>	
3. State that we are all called in a special way to serve God.	<ul style="list-style-type: none"> <li>• Give examples of how we are called to serve God in special ways (i.e., loving each other).</li> </ul>	

## EVANGELIZATION AND APOSTOLIC LIFE

**Standard 12: Catholic Social Teaching: Know, critique and apply social justice and stewardship principles to societal situations in a way that acknowledges and affirms the dignity of the human person and community.**

**Vocabulary: Assisting, Caring, Communities, Giving, Family, Service, Service Projects, Social Justice, Stewardship**

**Critical for Mastery in Pre-Kindergarten**

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<b>Students will:</b>		
1. Recognize that our individual differences are gifts from God.	<ul style="list-style-type: none"> <li>• Create a self-portrait doll using different materials that show the gifts that God has given them.</li> </ul>	
2. Recognize that all of God’s creation needs care.	<ul style="list-style-type: none"> <li>• Identify God’s creation and list ways that we can care for God’s creation.</li> </ul>	
3. State that our parish family works together to care about our world and other people.	<ul style="list-style-type: none"> <li>• List different occupations and discuss how they help in different ways by working together.</li> </ul>	
4. Explain that Jesus showed concern for all people, especially those in need and that He wants to us to help our family and friends.	<ul style="list-style-type: none"> <li>• Have students create a list of ways of helping others.</li> </ul>	
5. Demonstrate the importance of sharing faith and other things as well.	<ul style="list-style-type: none"> <li>• Participate in collecting food for the poor or other items for any organization.</li> </ul>	

**Standard 13: Inter-Religious Dialogue:** Students will understand and participate in the call of the Church to be a sign of unity in the world through knowledge of and collaboration with Jews, Muslims, and all faith traditions.

**Vocabulary:** Catholic, Christian, Inter-religious, Jew, Religious

**Critical for Mastery in Pre-Kindergarten**

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>Students will:</b>		
1. State that we belong to the Catholic Church founded by Jesus.	<ul style="list-style-type: none"> <li>See example for Standard 9 and incorporate it with Standard 13.</li> </ul>	

**Standard 14: Missionary Vocation:** Students will demonstrate an appreciation for Catholic missionary and evangelization efforts through our parish community, its culture, worship, sacramental life, and service.

**Vocabulary:** Evangelization, Missionary, Proclaim, Prophecy, Sacraments, Service, Vocations

**Critical for Mastery in Pre-Kindergarten**

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>Students will:</b>		
1. State that Jesus asks us to share the Good News of Jesus’ love for us with our family, friends and neighbors.	<ul style="list-style-type: none"> <li>Role-play and/or dramatize Bible stories. Have the older students put on a play from the Bible for the younger students.</li> </ul>	
2. Welcome and assist new classmates.	<ul style="list-style-type: none"> <li>Using a bean-bag, play the Bean Bag Game. Toss the bag to the students and have them say; I am glad you are here, I am (Child’s name).</li> </ul>	