

# Religion Curriculum

## Kindergarten

By the end of Kindergarten, students will develop an understanding of each concept in the following areas: knowledge of faith, sacred scriptures, liturgy and sacraments, liturgy, 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, emotional, 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:** Abba, Adam and Eve, Alleluia, Annunciation, Apostles (Disciples), Ascension, Assumption, Baptism, Bethlehem, Bible, Blessed Trinity, Catholic Church, Christ, Creator, Creation, Earth, Faith, God the Father, God the Son (Jesus), God the Holy Spirit, Father, Heaven, Holy Trinity, Holy Family, Israel, Jerusalem, Jesus, Joseph (foster father), Kingdom of God, Prayer, Mary, Original Sin, Son

### Critical for Mastery in 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. <b>Creation:</b> Identify that God the Father is the creator of all things. (Genesis 1:1-31)	<ul style="list-style-type: none"> <li>• Reading the Bible story of creation.</li> </ul>	
2. Develop respect for all of God’s creation.	<ul style="list-style-type: none"> <li>• Using a felt board with pictures pertaining to recreate the story for more understanding.</li> </ul>	
3. Value God’s creation as good.	<ul style="list-style-type: none"> <li>• Make a mobile of God’s creation.</li> <li>• Make a bird feeder out of coke bottles, or pine cones.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Plant seeds and create a flower garden.</li> <li>• Blessing of the animals, read the story of St. Francis of Assisi.</li> </ul>	
4. Value, develop and relate how God gives us many gifts in the universe.	<ul style="list-style-type: none"> <li>• State and list the gifts that are in the universe (e.g., stars give light).</li> </ul>	
5. Identify and demonstrate that God the Father made me to know, love and serve him. (Psalm 139)	<ul style="list-style-type: none"> <li>• Give examples of how we take care of ourselves.</li> <li>• Have objects that represent the five senses. Allow students to explore.</li> </ul>	
6. Identify that God loves everyone and made us to be happy with him always.	<ul style="list-style-type: none"> <li>• Read John 13:34.</li> </ul>	
7. Identify and state that God created us and our family, relatives and friends with our uniqueness's and differences.	<ul style="list-style-type: none"> <li>• Discuss how we are different, by color, culture, etc., and describe our differences.</li> <li>• Read a story from another culture.</li> </ul>	
8. Demonstrate (by example) that we are made in the image and likeness of God.	<ul style="list-style-type: none"> <li>• Act out examples that show us being in the image and likeness of God.</li> </ul>	
9. Identify that we are all members of God's family.	<ul style="list-style-type: none"> <li>• Draw a picture of their family and write their names.</li> <li>• Read the poem <i>Here is the Church</i>; also use the sign language gestures.</li> </ul>	
10. Identify that families and friends are signs of God's love.	<ul style="list-style-type: none"> <li>• Model behavior for students to follow and apply.</li> </ul>	
11. Demonstrate (by example) and experience God through our relationships with others.	<ul style="list-style-type: none"> <li>• Model behavior for students to follow and apply.</li> </ul>	
12. Identify and illustrate the three persons in one, the Holy Trinity: <ul style="list-style-type: none"> <li>• God the Father – “Abba”</li> <li>• God the Son – Jesus, the savior of the people.</li> <li>• God the Holy Spirit – lives within us, gives us the gift of grace, and helps us make good choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a shamrock and identify the three parts as the Father, the Son and the Holy Spirit.</li> <li>• Illustrate how it represents the Holy Trinity.</li> <li>• Read the story about St. Patrick.</li> </ul>	
13. State that God's Holy Spirit lives within me and others.	<ul style="list-style-type: none"> <li>• Construct a balloon, and on an appropriate day take the class to fly the balloons. Predict and state what makes them fly.</li> </ul>	

	<ul style="list-style-type: none"> <li>Compare how the air makes our lungs inflate to breathe and how the Holy Spirit fills us up with the gift of grace.</li> </ul>	
14. State that we belong to the Catholic Church, the parish and our family of faith.	<ul style="list-style-type: none"> <li>Have the students state that we belong to the Catholic Church, then give a reason why.</li> </ul>	

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

**Vocabulary: Bible, Holy Family, 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 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. Show reverence by the way we hold the Bible and where it is placed.	<ul style="list-style-type: none"> <li>Have a special place where the Bible is kept at school and at home.</li> </ul>	
2. Identify that the Bible holds the reading of Sacred Scripture (God’s Word).	<ul style="list-style-type: none"> <li>Have a special place where the Bible is kept.</li> <li>Read and discuss Bible stories on a daily basis at school and at home.</li> </ul>	
3. Listen to, identify and recall extended Bible Stories (Sacred Scripture) from the Old and New Testament.	<ul style="list-style-type: none"> <li>Act out Bible stories.</li> <li>Read age-appropriate Bible stories.</li> </ul>	
4. Identify some major people of the Old Testament through storytelling, (such as Adam and Eve (Genesis 2:21-24),	<ul style="list-style-type: none"> <li>Use technology to show pictures of the major people in the stories of the Bible.</li> <li>Have students color pictures of the major</li> </ul>	

Abraham and Sara, Noah (Genesis 6:5-32, 7: 1-23), Moses (Exodus 2:1-10, 23-25, and 6-14).	people.	
5. Identify and recall extended Bible Stories and the most important moments in the Life of Jesus. David and Goliath (1Samuel 17:4-51), Jonah and the Whale (Jonah 2:1-11), Daniel and the Lion's Den (Daniel 6: 2-29), The Prodigal Son (Luke 15: 11-32)	<ul style="list-style-type: none"> <li>• Have the students retell a Bible story in their own words, drawing pictures or creating a project with teacher guidance.</li> <li>• Read the different Parables.</li> </ul>	
6. Recall and recite the meaning of Christmas. (Luke 2:1-20)	<ul style="list-style-type: none"> <li>• Have the students create the manger.</li> <li>• Retell the story of Christmas and its meaning.</li> </ul>	
7. Identify Jesus as an historical figure from the land of Israel. State that God the Father is Jesus' father. Jesus is truly God and truly man. (Luke 1:30-33)	<ul style="list-style-type: none"> <li>• Have an altar in your classroom with a statue of Jesus, or a picture.</li> </ul>	
8. State and identify that God gave Moses the Ten Commandments for us to follow.	<ul style="list-style-type: none"> <li>• Read the Bible story about Moses.</li> </ul>	
9. Develop the meaning and model the Ten Commandments.	<ul style="list-style-type: none"> <li>• Have the students create the tablets with the commandments written on them.</li> </ul>	
10. Identify Mary as an historical figure from the land of Israel and state she is the mother of Jesus. Annunciation (Luke 1:26-38, Luke 2:1-14)	<ul style="list-style-type: none"> <li>• Have an altar in your classroom with a statue or picture of the Blessed Virgin Mary.</li> <li>• Praying the rosary to Mary on a daily basis.</li> <li>• The month of May crown the Virgin Mary in your classroom.</li> </ul>	
11. Identify St. Joseph as an historical figure and state that he is the foster father of Jesus.	<ul style="list-style-type: none"> <li>• Read the Story of St. Joseph referring back to Christmas.</li> <li>• Create carpenter tools and belt to help students remember St. Joseph was Jesus' dad and he was a carpenter.</li> </ul>	
12. Identify and state that Jesus belonged to a family called the Holy Family and was obedient to his mother Mary and foster	<ul style="list-style-type: none"> <li>• Have students compare and contrast how Jesus was obedient and how they can be obedient to their parents.</li> </ul>	

father Joseph. (Luke 2:39-52)		
13. Identify that the feast of the Holy Family is celebrated within the Octave of Christmas.	<ul style="list-style-type: none"> <li>Remind students to attend Mass on Sundays and special feasts.</li> </ul>	
14. Discover that when Jesus grew up he taught the people about God the Father and how he cares for him. (Matthew 19:13-15)	<ul style="list-style-type: none"> <li>Read the story of how Jesus taught the disciples the Lord's Prayer.</li> <li>Read the parable of Jesus and the children.</li> </ul>	
15. Recall and relate the miracles Jesus performed. (Healing of the sick, feeding the poor, The Wedding at Cana, etc.) (John 2:1-11)	<ul style="list-style-type: none"> <li>Using the Bible stories have students recreate the different parables.</li> </ul>	
16. Develop, demonstrate and model how we follow Jesus as His Apostles did.	<ul style="list-style-type: none"> <li>Read <i>The Dudes that Did</i> a story about the Apostles.</li> </ul>	
17. State that Jesus always loves little children no matter what they do. Read the story of Jesus blessing the children (Luke 18:15-17).	<ul style="list-style-type: none"> <li>Read Matthew 19: 13-15 discuss with students.</li> <li>Create a bulletin board with sheep that the students have made. Identify the Good Shepherd with his sheep.</li> </ul>	
18. Recall and retell the Resurrection story. Discuss that Jesus died loving even those who crucified him (Luke 24: 1-12).	<ul style="list-style-type: none"> <li>Reenact Holy Week.</li> <li>Using technology show a video about The Passion. (Age appropriate)</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, Epiclesis, 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, Sacramental, Sin, Sign of the Cross, Yeast**

### Critical for Mastery in 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. Identify a Sacrament as a sign of God’s love for us.	<ul style="list-style-type: none"> <li>• Draw pictures of the signs, state and identify the signs in the church that represent the sacraments.</li> </ul>	
2. Recognize that they are members of God’s family called by name, through the gift of the Sacrament of Baptism. Identify Baptism as the way we become children of God. Develop the concept of the first three Sacraments and the signs and symbols. (Luke 15:4-7) Sacrament: <b>Baptism</b> <ul style="list-style-type: none"> <li>• Light</li> <li>• Oils</li> <li>• White Garment</li> </ul>	<ul style="list-style-type: none"> <li>• Have students make a collage of their own baptism.</li> <li>• Bring in pictures to create or add to a collage, which represent the sacraments.</li> <li>• Create a Baptismal certificate for each student to fill out.</li> <li>• Create a portfolio where each of the student’s sacraments can be collected and saved.</li> </ul>	
3. Recognize the Baptismal gifts given to us by God. <ul style="list-style-type: none"> <li>• Holy Water - Sign of new birth.</li> <li>• The Word of God - Liturgy-teaches us and transforms us.</li> <li>• The Light of Christ - Sign of Christ’s risen life inside the baptized.</li> <li>• Baptismal robe - White Garment, Sign of new person in Christ, free from original sign.</li> <li>• Holy Oils - Sign of strength given through the Holy Spirit.</li> <li>• Sign of the Cross - Sign symbolizing the baptized belongs to Christ.</li> </ul>	<ul style="list-style-type: none"> <li>• Take students to church and have them look at the signs of the different Sacraments.</li> </ul>	

<p>4. Sacrament: <b>Reconciliation (Penance)</b> Identify The Ten Commandments (Luke 15:4-7)</p>	<ul style="list-style-type: none"> <li>• Create a tablet have students copy the Ten Commandments.</li> </ul>	
<p>5. Sacrament: <b>Holy Communion</b> Identify and discover the meaning of the Holy Eucharist:</p> <ul style="list-style-type: none"> <li>• Priest asks God the Father to send down the Holy Spirit and change the bread and wine into the body and blood of Jesus Christ, called Epiclesis. (John 6:57)</li> </ul>	<ul style="list-style-type: none"> <li>• Create a picture or a chalice with the host inside the Tabernacle.</li> </ul>	
<p>6. Develop the sense of the other four sacraments.</p> <ul style="list-style-type: none"> <li>• Holy Orders</li> <li>• Matrimony</li> <li>• Confirmation</li> <li>• Anointing of the Sick</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss with students the meaning of the sacraments and how God calls us to each sacrament. Have a priest visit the class and discuss Holy Orders.</li> </ul>	
<p>7. Identify that sacred signs are called Sacramentals.</p> <ul style="list-style-type: none"> <li>• Recall and identify the Sacramentals. <ul style="list-style-type: none"> <li>· Blessings</li> <li>· Crucifix</li> <li>· Candles</li> <li>· Holy water</li> <li>· Medals</li> <li>· Palms /Ashes</li> <li>· Rosary</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Take students to church and have them look at the different Sacramental.</li> <li>• Have a Holy water font in your classroom to bless the children.</li> <li>• Have a Crucifix in the front of your classroom.</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**

**Critical for Mastery in 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 and practice that we attend Mass on Sunday and on Holy Days of Obligation. (There are six Holy Days of Obligation in the United States).	<ul style="list-style-type: none"> <li>• Attend Mass at school and at the parish of choice.</li> </ul>	
2. Develop, identify, practice and apply the primary gestures of the Mass. <ul style="list-style-type: none"> <li>• Sign of the Cross with Holy Water</li> <li>• Lavabo</li> <li>• Epiclesis (Invocation) Changing of bread and wine to the Body and Blood of Jesus Christ.</li> <li>• Offering</li> <li>• Sign of Peace</li> <li>• Genuflection</li> </ul>	<ul style="list-style-type: none"> <li>• Have students go to Mass and follow the gestures of the Mass.</li> <li>• Practice the gestures with the students.</li> </ul>	
3. Demonstrate reverence: When Jesus Christ is present in the Holy Tabernacle we must practice and demonstrate reverence.	<ul style="list-style-type: none"> <li>• Have students visit a Holy place.</li> </ul>	
4. Develop reverence by blessing oneself with Holy Water when entering or leaving Chapel or Church.	<ul style="list-style-type: none"> <li>• Have students practice entering or leaving the Chapel or Church while making the Sign of the Cross and blessing themselves.</li> </ul>	

5. Develop reverence by making the Sign of the Cross when entering Chapel or Church, when genuflecting/bowing before entering and leaving the pews.	<ul style="list-style-type: none"> <li>Practice in your classroom entering or leaving the Chapel or Church by making the Sign of the Cross.</li> </ul>	
6. Develop reverence by genuflecting/bowing in front of the Blessed Sacrament.	<ul style="list-style-type: none"> <li>Practice how to genuflect/bow in front of the Blessed Sacrament and how to enter the pews.</li> </ul>	
7. Recite the Mass responses.	<ul style="list-style-type: none"> <li>Participate by going to Mass and responding to the liturgy.</li> </ul>	
8. Develop participation in the Liturgical year (Church year) at school and with the entire parish community.	<ul style="list-style-type: none"> <li>Attend Mass as a class if possible during the school year and with parents on Sunday and Holy Days of Obligation and on weekdays.</li> </ul>	
9. Develop and practice two main parts of the Mass: <ul style="list-style-type: none"> <li>Liturgy of the Word.</li> <li>Liturgy of the Eucharist.</li> </ul>	<ul style="list-style-type: none"> <li>Attend Mass as a class if possible during the school year and with parents on Sunday and Holy Days of Obligation and on weekdays.</li> </ul>	
10. Identify the Liturgical year begins with the 1 <sup>st</sup> Sunday of Advent and ends with the Solemnity of Christ the King.	<ul style="list-style-type: none"> <li>Have students make an Advent wreath and pretend to light the candles each Sunday.</li> </ul>	
11. Identify and state that the Liturgical year has five major seasons: <ul style="list-style-type: none"> <li>Ordinary Time</li> <li>Advent</li> <li>Christmas</li> <li>Lent – Ash Wednesday</li> <li>Easter</li> </ul>	<ul style="list-style-type: none"> <li>Have an altar table in your classroom and change the tablecloth with colors representing the liturgical seasons.</li> <li>Make a model of the Church, Priest and their different vestments.</li> </ul>	
12. Identify and celebrate special days: <ul style="list-style-type: none"> <li>Holy Days of Obligation</li> <li>Saint Days</li> <li>Feast Days</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the liturgical seasons, special days and the meaning of each.</li> </ul>	

<p>13. Identify the Liturgical season through the liturgical colors and the liturgical calendar (i.e., Ordinary time: Green for growing in our love of the Lord. Advent and Lent: Purple for preparing and waiting during Advent (Christmas) and lent (Easter). Easter: White for celebrating the great feasts. Feast Days: Red for much love and feasts of the Holy Spirit.)</p>	<ul style="list-style-type: none"> <li>• Have a Holy table set up in the classroom.</li> <li>• Change the tablecloth using the colors for each season.</li> <li>• During Advent/Christmas set up a wreath, using the five different colored candles, one white, three purple and one pink. Light the candle on Friday by placing a flame out of construction paper. Also, place a Nativity with baby Jesus covered, uncovering him when returning to school after Christmas.</li> <li>• Identify the meaning of each of the candles by pointing to each candle:  1<sup>st</sup> Sunday of Advent (purple): HOPE  2<sup>nd</sup> Sunday of Advent (purple): PEACE  3<sup>rd</sup> Sunday of Advent (pink): JOY  4<sup>th</sup> Sunday of Advent (purple): LOVE  Christmas Day (white): JESUS.</li> <li>• Celebrate “Christmas around the World” listening to stories of other cultures and their religious celebrations.</li> <li>• Lent: Make cross pins with small craft sticks, place a purple ribbon on it and jewelry pin for the students to wear. Hang up the stations of the cross around your room and have students, walk around the room and say the stations of the cross.</li> </ul>	
<p>14. Recognize that Christ is always present in the Church.</p>	<ul style="list-style-type: none"> <li>• Show students the Red Sanctuary Light in Church that shows us Christ is present.</li> </ul>	
<p>15. Develop the concept that the beginning of the Church is with Christ at the Last Supper.</p>	<ul style="list-style-type: none"> <li>• Use a picture or felt pieces to recreate the Last Supper.</li> </ul>	
<p>16. Develop the concept of the Eucharist as the true body and blood of Jesus that He shared at the Last Supper. (Luke 22; 14-</p>	<ul style="list-style-type: none"> <li>• Reenact the Last supper by sharing bread and juice.</li> </ul>	

20)		
<p>17. Recognize the hierarchy of the Church.</p> <ul style="list-style-type: none"> <li>• Pope: Chosen by God to be head leader of his flock.</li> <li>• Archbishop: Chosen to lead his people.</li> <li>• Priests: Members of God’s flock who are called by the Holy Spirit to change the bread and wine into the body and blood of our Lord, Jesus Christ.</li> <li>• Religious orders (e.g., nuns) who are called by the Holy Spirit to serve God.</li> </ul>	<ul style="list-style-type: none"> <li>• Have pictures of the Pope, Archbishop and parish Priest to show the hierarchy.</li> <li>• Meet the Pastor Day: Invite the Pastor to visit and bless your classroom and students.</li> <li>• Invite a nun to visit and talk about vocations to your students.</li> </ul>	
<p>18. Recognize that the church celebrates the lives of the Saints.</p>	<ul style="list-style-type: none"> <li>• Have pictures of different Saints and/or celebrate Saints’ feast days in your class.</li> </ul>	
<p>19. Recognize and identify that saints are holy people.</p>	<ul style="list-style-type: none"> <li>• Read about their lives and draw or color a picture of that Saint. Saint of the month.</li> <li>• Create a book about different Saints; write their feast day, indicate their special gifts and why they are saints.</li> <li>• Celebrate Hollows Eve, (Halloween) by dressing up as a Saint of choice.</li> <li>• Have a Prayer Service for Blessing of the Animals, at school as a whole by bringing their pets, or as a class by bring in pictures of their animal.</li> </ul>	
<p>20. List some good things that the saints have done.</p>	<ul style="list-style-type: none"> <li>• KWL Chart to list the saints and what they did.</li> </ul>	
<p>21. Recognize the life of parish, school and classroom saints.</p>	<ul style="list-style-type: none"> <li>• Have a class patron saint displayed in your classroom.</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 Kindergarten**

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<b>Students will:</b>		
1. Recognize that God gives life and growth as seen in our bodies and in the gifts of creation.	<ul style="list-style-type: none"> <li>• Participate in ways of how we take care of the Temple God has given us.</li> </ul>	
2. Recognize and respect that each person's body is a Temple of the Holy Spirit. (Matthew 25:40)	<ul style="list-style-type: none"> <li>• Participate in the Archdiocesan "Called to Protect" program.</li> <li>• Have your school counselor talk about this program or have him/her come and talk to children about The Temple of God, your body.</li> </ul>	
3. Recognize that Jesus lives in us, loves us and calls us by name.	<ul style="list-style-type: none"> <li>• Create pictures of Jesus and the Little Children.</li> <li>• Create a collage.</li> </ul>	
4. Distinguish and recall Jesus' loving actions in stories, songs and pictures.	<ul style="list-style-type: none"> <li>• Listen to CD's and sing along.</li> <li>• Recall stories by using story sequence cards to retell the stories.</li> </ul>	
5. Identify and state why we have rules at school and at home that help us treat each other fairly and with respect.	<ul style="list-style-type: none"> <li>• Go over with your class the class rules and school rules.</li> </ul>	
6. Demonstrate (by example) how to follow the rules and how to act at home, at school and in the community.	<ul style="list-style-type: none"> <li>• Demonstrate how to follow the rules and respect and treat each other fairly.</li> </ul>	
7. Recognize the difference between right and wrong choices.	<ul style="list-style-type: none"> <li>• Pray to Jesus and ask him to help guide each child to learn appropriate and</li> </ul>	

	inappropriate behavior.	
8. State that God has given us free will to make our choices.	<ul style="list-style-type: none"> <li>State that God has given us free will to make choices and accept consequences for the wrong choices.</li> </ul>	
9. Recognize and be able to identify when other children are doing something wrong to us or others. Tell the child(ren) to stop or tell parents/teachers. (See Matthew 18: 12, 14).	<ul style="list-style-type: none"> <li>Read Bible story Matthew 18: 12, 14, and explain the meaning of the story.</li> </ul>	
10. Develop personal boundaries.	<ul style="list-style-type: none"> <li>Create an environment where students can work together and learn boundaries.</li> </ul>	

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

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

**Critical for Mastery in Kindergarten**

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<b>Students will:</b>		
1. Develop that God has entrusted to us a responsibility for the world and his creatures.	<ul style="list-style-type: none"> <li>Discuss and list in categories creatures of God’s creation.</li> </ul>	
2. State that I am a child of God, loved and created by him.	<ul style="list-style-type: none"> <li>State and thank God for creating me.</li> <li>Listen to the CD <i>If I were a Butterfly</i> and sing along.</li> </ul>	
3. Discuss and describe ways we can apply our response to Jesus’ call to love God	<ul style="list-style-type: none"> <li>Discuss and recall the commandment, “Love thy neighbor.”</li> </ul>	

and our neighbor.		
4. Demonstrate how we share love in a community and help one another.	<ul style="list-style-type: none"> <li>• Model how to show love for one another.</li> <li>• Express ways that we can show love for one another.</li> </ul>	
5. Identify ways that we can practice how to love one another, show respect for self, others in our family, parish and school.	<ul style="list-style-type: none"> <li>• Make an “Our Family Book” write a title “Thank you God, for my Family.”</li> </ul>	
6. Develop, give examples and demonstrate how to express sorrow when we hurt others, or when they have hurt us.	<ul style="list-style-type: none"> <li>• Read the Good Samaritan and discuss ways of how we can show ways of helping someone that is hurt.</li> </ul>	
7. Develop and demonstrate forgiveness towards those who hurt us or disrespect us.	<ul style="list-style-type: none"> <li>• Express in words and gestures how to forgive.</li> </ul>	

**PRAYER**

**Standard 7: Prayer: Students will know and participate in the Catholic Tradition of 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 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. Recite and experience prayer as communication with God. (Luke 18:9-14)	<ul style="list-style-type: none"> <li>• Discover prayer by placing oneself in the presence of God. Daily Prayers</li> </ul>	
2. Participate in prayer alone, in Church, with family and at school.	<ul style="list-style-type: none"> <li>• Tell in own words your feelings and thoughts in a prayer.</li> </ul>	
3. Recognize and identify that the Church is a sacred place for God’s people to gather	<ul style="list-style-type: none"> <li>• Read a story about a family that worships on Sunday.</li> </ul>	

together to pray and worship Him.		
<p>4. Recite prayers in a variety of different prayer forms:</p> <ul style="list-style-type: none"> <li>• Formal prayer</li> <li>• Spontaneous prayer</li> <li>• Silent prayer, song, dance and in sign language</li> </ul>	<ul style="list-style-type: none"> <li>• Five Finger Prayer</li> <li>• Recite traditional prayers in the morning at lunch, and before leaving for the day.</li> <li>• Spontaneous prayer</li> </ul>	
<p>5. Recite the Sign of the Cross, using the right hand to identify that Jesus Christ sits at the right hand of the God the Father.</p>	<ul style="list-style-type: none"> <li>• Practice how to make the Sign of the Cross in the classroom and at church.</li> </ul>	
<p>6. Identify, memorize and recite the following prayers at Church, home and at school:</p> <ul style="list-style-type: none"> <li>• Morning Offering</li> <li>• Grace Before and After meals</li> <li>• The Lord’s Prayer (The Our Father)</li> <li>• Hail Mary</li> <li>• Glory Be</li> <li>• Fatima Prayer</li> <li>• The Apostles Creed</li> <li>• The Hail Holy Queen</li> <li>• Act of Contrition</li> <li>• Prayer to St. Michael the Archangel</li> </ul>	<ul style="list-style-type: none"> <li>• Have students practice praying the prayers at home and in the classroom.</li> </ul>	
<p>7. Explain the meaning of Amen.</p>	<ul style="list-style-type: none"> <li>• To state “Amen” after each prayer.</li> <li>• Have students reflect and value the meaning of Amen.</li> </ul>	
<p>8. Explain how to recite the rosary to our Blessed Mother, as public or private prayer.</p>	<ul style="list-style-type: none"> <li>• Pray the rosary daily in your classroom.</li> <li>• Pray one decade daily, along with the Mystery.</li> <li>• Watch the video/CD of St. Bernadette.</li> </ul>	
<p>9. Recall the mysteries of the Rosary and their meaning: Joyful, Luminous, Sorrowful, and Glorious Mysteries.</p>	<ul style="list-style-type: none"> <li>• Recite the mystery and show pictures that relate to the Mystery.</li> </ul>	

10. Recognize that we can pray to God, Jesus Christ, the Virgin Mary and the saints to help us and others.	<ul style="list-style-type: none"> <li>Celebrate the feast days of different Saints (i.e., St. Nicholas). Have students make or bring in slipper and place a treat from St. Nicholas.</li> </ul>	
11. Recognize praying for help is called the Prayer of Petition. (Matthew 7:7-8, Mark 11:24)	<ul style="list-style-type: none"> <li>Explain and discuss the meaning of Prayer of Petition, and how we ask the saints to intercede.</li> <li>Have a prayer jar with each student's written petitions.</li> </ul>	
12. Recall that we can ask the Blessed Virgin Mary and the Saints to intercede and pray for us to Jesus.	<ul style="list-style-type: none"> <li>Pray for different intentions with your class, while praying the rosary. Teach the students a prayer to your class Saint or Church Saint.</li> </ul>	
13. Recognize and identify that we remember to pray for the dead and those who are in purgatory by reciting the Fatima Prayer.	<ul style="list-style-type: none"> <li>Pray the Fatima Prayer and explain its meaning.</li> <li>Chose a student to state a person for whom they would like the class to pray.</li> </ul>	
14. Recall that we pray also on special occasions.	<ul style="list-style-type: none"> <li>Have your class say a spontaneous prayer for Thanksgiving, Christmas and Birthdays.</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 and evangelization, hierarchical structure, marks, charisms, members and the community of saints.

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

**Critical for Mastery in 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. Identify and state that through Baptism, I belong to the Catholic Church.	<ul style="list-style-type: none"> <li>• Have the students draw a picture of their Baptism.</li> <li>• Color a picture of Jesus' Baptism.</li> </ul>	
2. State that Jesus Christ is always present in Church through the Holy Eucharist as a sign of his presence in the world.	<ul style="list-style-type: none"> <li>• Discuss as a class that the Church is a special place that we can be in total presence with Jesus, discuss how we make our First Communion and its meaning.</li> </ul>	
3. Develop an awareness that the community of people create our parish family.	<ul style="list-style-type: none"> <li>• Have students draw a picture of communities and who are part of them, (i.e., hospitals and the persons that work there) then draw a picture of a Church and themselves as a community.</li> </ul>	
4. State that the Pope, Bishop, Archbishop, and Priest were called by God to serve his Church and to care for his flock.	<ul style="list-style-type: none"> <li>• Bring in pictures of each of the hierarchy and discuss the difference of each person.</li> </ul>	
5. State and participate in (according to age) the five precepts of the Church. <ul style="list-style-type: none"> <li>• To attend Mass on Sundays and other Holy Days of Obligation.</li> <li>• To confess one's sins by receiving the Sacrament of Reconciliation.</li> <li>• To receive the sacrament of the Holy Eucharist.</li> <li>• To abstain from eating meat and observe the days of fasting.</li> <li>• To help provide for the material needs of the Church according to his/her ability.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice and recite the Act of Contrition and ask God for forgiveness, while parents and/or siblings are in confession.</li> <li>• Using envelopes for alms giving.</li> <li>• Participating in food collections, gifts for the elderly in nursing homes.</li> <li>• Participating in other ways, using the Corporal Works of Mercy.</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 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. Develop awareness of other Christian communities (denominations) who believe in Jesus Christ.	<ul style="list-style-type: none"> <li>Read a story or watch a video/DVD about other children, race or culture and the ways they go to Mass to show worship, praise and how they pray.</li> </ul>	
2. Demonstrate respect toward other Christian communities (denominations).	<ul style="list-style-type: none"> <li>List ways of how we can show respect to other Christian communities and denominations.</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 (School, Church), Identity, Image of Christ, Obedience, Relationships, Respect, Special, Touch (good and bad)**

**Critical for Mastery in 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. Identify that our bodies are temples of God, given to us by him.	<ul style="list-style-type: none"> <li>List and classify ways of how we can take care of our bodies.</li> </ul>	

2. Develop and show ways of caring for God's gift of our body.	<ul style="list-style-type: none"> <li>• Create a list what type of clothes are appropriate and inappropriate. Then have students draw a person with appropriate clothing.</li> </ul>	
3. Distinguish and identify that each person is different and special.	<ul style="list-style-type: none"> <li>• Draw a person of a different race, color or creed.</li> </ul>	
4. Identify and state that I am a child of God and demonstrate ways of how to respect other children and people of God.	<ul style="list-style-type: none"> <li>• Have students create a picture book of themselves and how they can show respect for others. Then have them write a sentence to explain.</li> </ul>	
5. Develop and distinguish between respectful touches and disrespectful touches.	<ul style="list-style-type: none"> <li>• Have the counselor from your school teach them about good touch and bad touch.</li> </ul>	
6. Develop personal boundaries according to the Archdiocesan "Called to Protect" program.	<ul style="list-style-type: none"> <li>• Have the counselor or another person in charge use the program "Call to Protect."</li> </ul>	
7. Develop and identify that my life is a special gift to share with others.	<ul style="list-style-type: none"> <li>• Share stories about things the students do (i.e., sports) and have them share their experience and acknowledge that God's gifts to us are our accomplishments.</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, Vocation**

**Critical for Mastery in 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 calls me to love and serve him.	<ul style="list-style-type: none"> <li>• Have students spontaneously state how they feel loved by God that day.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Create a Growth Wheel where each student draws themselves as they grew in Kindergarten along with something they think they did that showed love and service to our Lord.</li> </ul>	
2. Identify that we are called to participate in the mission of the Church by listening to God’s call and the vocation to which He calls us.	<ul style="list-style-type: none"> <li>• Have students think about what they want to be when they grow up, then have them write a sentence about the reason and draw a person that relates to the story.</li> </ul>	
3. Identify that my parents, teachers and other adults in the community are God’s helpers in my life.	<ul style="list-style-type: none"> <li>• List what each child’s parents do for a living then graph the different occupations.</li> </ul>	
4. Identify and recall different vocations. (Examples: Priests, Nuns, Parents, Teachers)	<ul style="list-style-type: none"> <li>• Have different persons come and talk to the class about the vocation to which God called them. Relate the vocations to the Sacraments.</li> </ul>	
5. State that the Church has special people who help us to learn and live as followers of Jesus: <ul style="list-style-type: none"> <li>• Priests</li> <li>• Religious Brothers and Sisters</li> <li>• Religious Missionaries</li> <li>• Lay Missionaries (Teachers)</li> </ul>	<ul style="list-style-type: none"> <li>• Make thank you cards for a special person that helped them learn about God. If possible allow students to give them to that person.</li> </ul>	

**EVANGELIZATION AND APOSTOLIC LIFE**

**Standard 12: Catholic Social Teaching: Students will 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 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. Identify, demonstrate (by example) ways of how we show love for our family at home, school and in the community.	<ul style="list-style-type: none"> <li>At home design a covenant to reinforce positive behavior at home, at school and in the community.</li> </ul>	
2. Participate in age appropriate activities that demonstrate support and respect of life.	<ul style="list-style-type: none"> <li>Pray to the Virgin Mary to protect the younger children especially babies and the unborn. Explain how they are a blessing from God.</li> </ul>	
3. Recognize that God calls us to serve him by sharing our gifts with everyone. (Parable of The Prodigal Son (Luke 15:11-32))	<ul style="list-style-type: none"> <li>Participate in community service projects, (i.e., sending gifts to our soldiers and thanking them for the service they perform.)</li> </ul>	
4. Demonstrate and apply ways to help others, the elderly, poor, our family and friends. (Luke 10:30-37)	<ul style="list-style-type: none"> <li>Collect clothes and food for the poor, St. Vincent de Paul or other organizations.</li> <li>Participate in other ways, using the Corporal Works of Mercy.</li> </ul>	
5. Practice and participate in church, school and community service projects. (Mark 16:15)	<ul style="list-style-type: none"> <li>Have your student council do a school wide community service project where each grade level can provide a gift at their appropriate level.</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 Kindergarten**

<b>LEARNING OUTCOMES</b> (What students will be able to do, know,	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students	<b>BEST PRACTICES</b>
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understand and value)	have achieved the Learning Outcome)	
<b>Students will:</b>		
1. Recall, identify and respect that not everyone is a Christian or Catholic.	<ul style="list-style-type: none"> <li>• Have persons from other religions come and talk about their religion, then have a class discussion.</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 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 we are followers of Jesus. (Mark 16:15)	<ul style="list-style-type: none"> <li>• List ways we can follow Jesus like the Apostles did.</li> </ul>	
2. Recall and explain that Jesus has asked us to share the Catholic faith and the good news of the Gospel with those we meet.	<ul style="list-style-type: none"> <li>• Have the students’ role-play how they can spread the good news to others.</li> </ul>	
3. State and demonstrate that Jesus asks us to share the story of his love for all.	<ul style="list-style-type: none"> <li>• Role-play how Jesus showed His love and how we can do the same.</li> </ul>	
4. State and demonstrate our love and friendship with Jesus and the love for his Church with those we meet.	<ul style="list-style-type: none"> <li>• Have the students make an “Acts of Love” necklace or bracelet, beginning with a Crucifix that is a continuous reminder of how Jesus died for us on the cross.</li> </ul>	