

**Saint John the Baptist Catholic School**

# **Kindergarten Curriculum**

2017-2018



## **A Blessed Foundation**

**Saint John the Baptist Catholic School**

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# Saint John the Baptist Catholic School Kindergarten Standards

Updated: June 2017

This is an outline of the standards for the Kindergarten Curriculum. This is evolving work and standards will be revised to meet the changing needs of the students as they prepare to be productive citizens in the 21st century.

**All standards will be taught and the highlighted standards will be part of your child's report card.** The standards selected to be on the Kindergarten Report Card are identified as essential learning and skills that will take place during the school year.

These standards are based on:

#### **The Mission Statement of Saint John the Baptist Catholic School:**

*"The Mission of Saint John the Baptist Catholic School is to empower our students to be faithful Catholics by nurturing and educating each individual to become compassionate leaders in an ever-changing global community."*

#### **The Diocese of Madison Catechetical Standards and Benchmarks for Kindergarten Students:**

- Profession of Faith: Catholic school/religion education students in the Diocese of Madison will know and understand the fundamental teachings of Jesus Christ in His Church, according to the articles of our Profession of Faith.
- Liturgy and Sacraments: Catholic school/religion education students in the Diocese of Madison will know and appreciate the centrality of the Eucharist and the importance of sacraments in the life of Catholics.
- Life in Christ: Catholic school/religion education students in the Diocese of Madison will understand and reflect the dignity of the human person and his vocation to freely know, love and serve God and neighbor. With the help of grace, they will seek holiness by avoiding sin, growing in virtue and entrusting themselves to the mercy of God.
- Christian Prayer: Catholic school/religion education students in the Diocese of Madison will understand the revelation and tradition of the Catholic life of prayer.

## The Diocese of Madison Academic Standards

### Religion Standards

Units of study include:

There is One God - The Blessed Trinity	Creation
I Am Special to God Who Made Me	The Ten Commandments
Love Others as God LOves Us	God's House - The Church
Wrong Choices - Sin	God's Family - Baptism
Forgiveness is an Act of Love	Prayer
The Rosary	Mass
Jesus is God the Son	Miracles of Jesus
Jesus Says, "Come Follow Me"	Jesus, Our Example
Faith and Trust	After Death There Is Life
God Should Come First In Our Lives	God Cares for Us and All He Has Made
All Saints Day	Thanksgiving
Advent	Lent
Palm Sunday and Holy Week	Easter

#### Main Curricular Resources:

Ignatius Press - Who Am I

Highlighted standards appear on report card

CAT.K.A. Understand the revelation as God's action to make Himself known: in creation, in his relationship with Israel, and in the Person of Jesus Christ.

- Know and retell the Story of Salvation History.
- **God is a family; he is a communion of persons – Father, Son and Holy Spirit. (CCC 237)**

CAT.K.B. Understand Faith as an assent to God who reveals Himself.

- Recognize that we all have a desire to know God and be friends with him. (CCC 27)
- **Name things for which they are grateful to God. (CCC 224)**

CAT.K.C. Understand Sacred Scripture as witness to God's Self-Revelation.

- Listen and generally retell the Bible Stories of:
  - the Nativity (Lk. 2: 1-20; CCC 525)
  - Jesus blessing the children (Lk. 18: 15-17, Mk. 10: 13-16, Mt. 19:13-15)

CAT.K.D Be familiar with the structure and contents of Sacred Scripture and be able to use it.

- Recognize the Bible as the book that God gave us to tell us about his love. (CCC 81, 105)

CAT.K.E. Know and understand the articles of the Apostles' Creed.

- Express that God created all things. (CCC 290)
- Tell that God loves us and gave us the gift of life. (CCC 218-221)
- Recognize that God always was and will be (God has no beginning and no end). (CCC 212-213, 220)
- **Identify Jesus as God's only Son. (CCC, 423, 430-451)**
- Recognize that God sent his Son, Jesus, to teach us how to live good lives. (CCC 459)
- **Identify Mary as Jesus' Mother. (CCC 488)**
- Identify the Holy Spirit as the Third Person of the Holy Trinity. (CCC 151, 243)
- Recognize that those who follow God are a part of his family, the Church. (CCC 764)
- Recognize that our families, class and parish are part of the Church.
- Recognize the name of the parish priest and the diocesan bishop.
- Express that God wants all people to be with him in heaven. (CCC 1023-24, 1716-29)

CAT.K.F. Understand and participate in liturgical seasons, feasts, and celebrations. (CCC 1076-1199, 1273)

- **Participate in the Liturgy of the Word and the Liturgy of the Eucharist.**
- Recognize liturgical seasons. (CCC 1171)

CAT.K.G. Name, define, and describe each of the seven sacraments of the Church and will know how to participate in the celebration of each. (CCC Baptism 1210-84, Confirmation 1285-1321, Eucharist 1322-1419, Reconciliation 1422-98, Anointing of the Sick 1499-1532, Holy Orders 1536-1600, Matrimony 1601-66)

- Recognize that we are welcomed into the Catholic community of faith in Baptism. (CCC 1213)
- Describe a Baptism. (CCC 1213)
- Recognize that Baptism is the door by which we enter the family of the Church. (CCC 1213)
- Recognize and identify symbols/sacraments used in the Church (cross, tabernacle, candles, water). CCC 1667)

CAT.K.H. Understand the Eucharist has a special and central place in the life of the Church and in their own lives because it contains the very act of redemption which Jesus accomplished in his life, death, and resurrection. (CCC 1378-1419)

- Know that Jesus is the Tabernacle & demonstrate a reverence for the Eucharist. (CCC 1378-1379)
- Recognize that it is important that we go to Mass every Sunday and when we go to Mass He blesses us. (CCC 2176)

CAT.K.I. Understand the dignity of every human person stemming from their creation of the image and likeness of God. (CCC 1691-1876)

- State that we are created in the image and likeness of God. (CCC 1700-1715)
- Recall that God wants us to be eternally happy with him in heaven when we die. (CCC 1716-1729)

CAT.K.J. Understand that the human person is made for communion, both with God and the human community. (CCC 1877-1948)

- Recognize that our own behavior affects others. (CCC 1877-1896)
- Recognize that God loves us and wants us to show love for others. (CCC 356-357)

CAT.K.K. Understand that wounded by sin, man needs salvation by God who comes to him in Christ who teaches us the law of love and recreates us in his image through the gift of his grace. (CCC 1949-2051)

- Recognize that there are good choices and bad choices. We must always do good. When we do not do good we say sorry to others and to God. (CCC 2082-83, 2087, 277)

CAT.K.L. Understand how to judge the morality of acts and how the conscience is properly formed. (CCC 1730-1802)

CAT.K.M. Understand the Ten Commandments. (CCC 2052-2557)

- Explain that the reason God gave us laws/rules, call the Ten Commandments, is to help us know how to be happy and good. Some are: Go to Church on Sunday; Pray to God; Tell the truth; Love your parents; and don't take something that is not yours. (CCC 1730-61, 2055-56)

CAT.K.N. Understand what prayer is and revelation of prayer. (CCC 2559-2649)

- Describe prayer as our conversation with God in which we talk to and listen to God. (CCC 2564-65, 2607)
- Articulate a personal prayer of thanksgiving. (CCC 2638)
- Recognize that we can pray silently or out loud.

CAT.K.O. Understand the Catholic Christian tradition of prayer. (CCC 2650-2696)

- Explain that the church building as God's house and the place we come together as God's family to pray. (CCC 2691, 2696)
- Explain that the Mass is the most important prayer. (CCC 1074, 1118, 1324, 1326)
- Recognize the priest is the one who leads us in prayer. (CCC 1591-92)

CAT.K.P. Understand and experience the Catholic Christian life of prayer (CCC 2697-2758)

- Demonstrate prayer gestures: folding hands to pray and kneeling. (CCC 2663)
- **Recite Glory Be, the words and actions of the sign of the cross, and blessings before and after meals. (CCC 2157)**

CAT.K.Q. Understand the Lord's Prayer as a summary of the whole gospel and it's many uses within the Christian life. (CCC 2759-2865)

- Express that Amen means "I Believe". (CCC 2856)

## Language Arts Standards

### Units of Study Include:

All 26 letters of the alphabet and one sound for each.
Writing all uppercase and lowercase letters.
Blending letter-sounds to decode (read) words
Segmenting letter sounds to encode (spell) words

Reading 66 high-frequency Dolch words

Parts of speech, synonyms, antonyms, categorizing words

Comprehension and fluency skills for literary and informational texts

Writing mechanics, writing process and types of writing (narrative, opinion, informative/explanatory)

**Main Language Arts Resource:**  
**Zaner Bloser - Superkids**

**Highlighted standards appear on report card**

LA.K.A. Use effective reading strategies to achieve their purposes in reading.

- LA.K.A.1 Hear, say and manipulate sounds including rhyming and blending.
- **LA.K.A.2 Identify consonants and their common sounds and short vowel sounds.**
- **LA.K.A.3 Name all upper and lower case letters.**
- LA.K.A.4 Recognize the difference between a letter and a word.
- LA.K.A.5 Demonstrate a beginning level of phonemic awareness
  - **LA.K.A.5a Recognize and produce rhymes.**
  - **LA.K.A.5b Blend sounds to make spoken words.**
  - LA.K.A.5c Count sounds in spoken words.
- LA.K.A.6 Demonstrate awareness of punctuation marks.
- LA.K.A.7 Uses picture clues to gain meaning.

LA.K.B. Read, interpret, and critically analyze literature.

- LA.K.B.1 Recall details of a story including who, what, where, when, and why.
- LA.K.B.2 Retell a story in his/her own words in sequence.
- LA.K.B.3 Differentiate between make-believe and real life.
- LA.K.B.4 Predict what happens next in a story.
- LA.K.B.5 Relate prior knowledge and experiences to a variety of readings such as fairy tales and stories.
- LA.K.B.6 Describe what a book is and how it works, including recognizing book parts such as cover, title page, author, illustrator, front, back, and how to turn a page.
- LA.K.B.7 Show how print runs from left to right and from the top to the bottom of a page.

LA.K.E. Create or produce writing to communicate with different audiences for a variety of purposes.

- LA.K.E.1 Demonstrate correct posture and pencil grip.
- **LA.K.E.2 Print upper and lower case letters using correct letter formation, including numbers 1-20.**
- LA.K.E.3 Print first and last name with upper and lower case letters.
- **LA.K.E.4 Print simple words.**
- **LA.K.E.5 Write a simple sentence.**
- LA.K.E.6 Explain that words are separated by spaces in print.
- LA.K.E.7 Write words from left to right, top to bottom.

LA.K.F. Plan, revise, edit, and publish clear and effective writing.

- LA.K.F.1 Copy writing.
- LA.K.F.2 Illustrate sentences.
- LA.K.F.3 Dictate sentences.

LA.K.G. Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.

- LA.K.G.1 Capitalize initial words of sentences.

LA.K.H. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.

- **LA.K.H.1 Participate in reading and listening activities.**
- LA.K.H.2 Demonstrates manners.
- LA.K.H.3 States first and last name, parent's names, home address, and phone number.
- LA.K.H.4 Describe a picture.
- LA.K.H.5 Communicates using complete sentences.
- LA.K.H.6 Develop speaking skills: rate of speech, volume, and projection in classroom and liturgical activities.

LA.K.I. Listen and comprehend oral communications.

- LA.K.I.1 Apply the rules of good listening.
- LA.K.I.2 Follow two-step directions.
- LA.K.I.3 Recall the content of stories and relate the content to prior knowledge.
- LA.K.I.4 Retell simple stories in proper sequence.
- LA.K.I.5 Predict outcomes.

LA.K.J. Participate effectively in discussion.

- LA.K.J.1 Volunteer relevant information, ask relevant questions, and answer questions directly.
- LA.K.J.2 Use appropriate eye contact and other nonverbal cues.
- LA.K.J.3 Respond politely to others.

LA.K.K. Develop a vocabulary of words, phrases, and idioms as a means of improving communication.

- LA.K.K.1 Explore vocabulary based on theme, letter, or unit of study.

LA.K.L. Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.

- LA.K.L.1 Learn to communicate thoughts in daily living tasks and situations.

LA.K.M. Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.

- LA.K.M.1 Gather information through the five senses.
- LA.K.M.2 Identify likenesses and differences.

## **Library Standards**

### **Highlighted standards appear on the report card**

LA.K.B Read, interpret and critically analyze literature

- **LA.K.B.1 Recall details of a story including who, what, where, when, and why.**

- **L.A.K.B.4 Predict what happens next in a story.**
- **L.A.K.B.6 Describe what a book is and how it works, including recognizing book parts such as cover, title page, author, illustrator, front, back, and how to turn a page.**

L.A.K.I Listen and comprehend oral communications

- **L.A.K.I.1 Apply the rules of good listening.**
- **L.A.K.I.4 Retell simple stories in proper sequence.**
- **L.A.K.I.5 Predict outcomes.**

## Math Standards

Units of Study include:

<b>Number Sense (number names, counting sequence, comparing numbers)</b>
<b>Place Value</b>
<b>Addition and Subtraction (fluently add and subtract basic facts)</b>
<b>Algebraic Representation (patterns, word problems, equations)</b>
<b>Measurement (compare measurable attributes of objects)</b>
<b>Data Sets and Populations (sorting by size, shape and count)</b>
<b>Two and three dimensional figures (model, build, draw, describe and analyze shapes)</b>

**Main Math Resource: McGraw Hill - My Math**

**Highlighted standards appear on report card**

MA.K.A Communicate mathematical ideas in a variety of ways.

- MA.K.A.1 Uses manipulatives to demonstrate a solution.
- MA.K.A.2 Writes number sentences based on concrete objects.

MA.K.B Uses appropriate mathematical vocabulary, symbols and notation with understanding based on prior conceptual work.

- MA.K.B.1 Recognize the sign for (+, -, =).

MA.K.C Use reasoning skills.

- MA.K.C.1 Finds patterns in the environment.
- MA.K.C.2 Describes patterns using a variety of ways.
- MA.K.C.3 Copy patterns.
- MA.K.C.4 Extends patterns.
- **MA.K.C.5 Creates patterns.**
- MA.K.C.6 Uses manipulatives to demonstrate the relationships between concrete objects and numerals.
- MA.K.C.7 Employ problem-solving strategies.
- MA.K.C.8 Use a "one-to-one" correspondance to solve a problem.

MA.K.F Read, represent, order and interpret various rational numbers

- MA.K.F.1 Uses physical material for whole numbers.

- MA.K.F.1a Count with one-to-one correspondence.
- MA.K.F.1b Display addition through 10.
- MA.K.F.1c Display subtraction through 10.
- MA.K.F.2 Use pictorial models.
  - MA.K.F.2a Count with one-to-one correspondence.
  - MA.K.F.2b Display addition through 10.
  - MA.K.F.2c Display subtraction through 10.
- **MA.K.F.3 Count from 0-30.**
- **MA.K.F.4 Read and write numerals from 0-20.**
- MA.K.F.5 Determines what comes before and after a given number.
- MA.K.F.6 Use a number line.
- MA.K.F.7 Using verbal descriptions:
  - MA.K.F.7a Compare groups to determine more, less, same, most, least.

MA.K.G Perform and explain operations using rational numbers.

- MA.K.G.1 Count to 100 by tens.
- **MA.K.G.2 Add and subtract using concrete objects to 10.**

MA.K.H In problem-solving situations select and use appropriate procedures using rational numbers.

- MA.K.H.1 Add and subtract using concrete objects up to 10.

MA.K.I Describe geometric figures.

- MA.K.I.1 Describe two-dimensional figures by:
  - **MA.K.I.1a Identifying circles, rectangles, squares and triangles.**
  - MA.K.I.1b Comparing, sorting and classifying them:
    - MA.K.I.1b1 Compare groups of objects.
    - **MA.K.I.1b2 Sort objects into groups.**

MA.K.N Understand and demonstrate basic facts, principles, and techniques of measurement.

- MA.K.N.1 Demonstrate appropriate use of non standard units:
  - MA.K.N.1a Measure length in nonstandard units.
  - MA.K.N.1b Estimate length in nonstandard units.
  - MA.K.N.1c Compare containers using more or less.
  - MA.K.N.1d Compare objects to determine heavier or lighter.
- MA.K.N.2 List the days of the week in order.

MA.K.P **Collect, organize and display data:**

- MA.K.P.1 Work with data in the context of real-world situations.
  - MA.K.P.1a Use concrete objects.
  - MA.K.P.1b Use picture graphs.

MA.K.Q Extract, interpret, and analyze information form organized and displayed data.

- MA.K.Q.1 Draw reasonable conclusions based on data.

## Music Curriculum Standards

### Highlighted standards appear on the report card

#### ME.1 Singing, alone and with others, a varied repertoire of music.

- ME.1.A.K Recognize and match pitch.
- ME.1.B.K Identify and sing high and low sounds.
- ME.1.C.K Identify and sing loud and soft sounds.
- ME.1.D.K Demonstrate steady beat, long sounds and short sounds.
- ME.1.E.K Demonstrate varied uses of the voice.
- ME.1.F.K Sing and echo simple songs, sacred and secular.

**ME.2 Performing on instruments, alone and with others, a varied repertoire of music.**

- ME.2.A.K Echo patterns on pitched or unpitched instruments with proper technique.
- ME.2.B.K Identify and play high and low sounds.
- ME.2.C.K Identify and play loud and soft sounds.
- ME.2.D.K Demonstrate steady beat.
- ME.2.E.K Perform and echo simple songs, sacred and secular

**ME.4 Composing and arranging music within specified guidelines.**

- ME.4.A.K Compose short melodic and rhythmic patterns
- ME.4.B.K Recognize symbols that represent elements of music.
- ME.4.D.K Recognize different arrangements of music.

**ME.5 Reading and notating music.**

- ME.5.A.K Read simple rhythmic and melodic notation, using traditional and nontraditional symbols.
- ME.5.B.K Demonstrate awareness of high and low notes through physical movement or visual representation.

**ME.6 Listening to, analyzing and describing music.**

- ME.6.A.K Respond to selected characteristics of music through appropriate movement.
- ME.6.B.K Establish difference between spoken and sung voice.
- ME.6.C.K Listen to a variety of music that suggests range of events, feelings, mood or images.

**ME.8 Understanding relationships between music, the other arts, other subject areas and Catholic Identity.**

- ME.8.A.K Experience the relationship between art, music, theatre and dance.
- ME.8.B.K Experience music in relationship to other subjects.
- ME.8.C.K Experience music of the Catholic Tradition.

**ME.9 Understanding music in relation to history and culture.**

- ME.9.A.K Experience music from a variety of cultures, genres and historical settings.
- ME.9.B.K Know how music is used in daily life.
- ME.9.C.K. Demonstrate appropriate audience behavior for the context of the music performed.

**Physical Education Standards**

**Highlighted standards appear on report card**

PE.1 The physically literate individual will demonstrate competency in a variety of motor skills and movement patterns.

- **PE.1.A.K Perform simple locomotor skills such as jumping and landing, hopping, galloping, running, jogging, skipping, sliding, leaping, etc. while maintaining balance.**
- PE.1.B.K Perform locomotor skills in response to teacher-led creative dance.
- PE.1.C.K Demonstrate balance and transfer weight from one body part to another.
- PE.1.D.K Demonstrate ability to strike a nonmoving object with an implement.
- **PE.1.E.K Demonstrate ability to manipulate individually by underhand throwing, kicking, catching, rolling, dribbling and volleying.**

PE.2 The physically literate individual will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

- **PE.2.A.K Move in personal and general space to a rhythm and in different pathways.**
- PE.2.B.K Travel in general space with different speeds.

PE.3 The physically literate individual will demonstrate the knowledge and skills to achieve and maintain a health-embracing level of physical activity and fitness.

- PE.3.A.K Identify active-play opportunities outside physical fitness class.
- **PE.3.B.K Recognize that moving faster results in a faster heartbeat and breathing pattern.**
- PE.3.C.K Recognize that food provides energy for physical activity.

PE.4 The physically literate individual will exhibit responsible personal and social behavior that respects self and others.

- **PE.4.A.K Follow directions in group settings and take responsibility for behavior when prompted.**
- PE.4.B.K Accept directions when prompted.
- PE.4.C.K Share equipment and space with others.
- PE.4.D.K Recognize class routines and rules.

PE.5 The physically literate individual will recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**PE.5.A.K Recognize that physical activity is important for good health.**

PE.5.C.K Acknowledge that some physical activities are challenging or difficult.

PE.5.D.K Identify physical activities that are enjoyable.

## Science Standards

### Units of Study Include:

#### Materials in Our World -

- Observe and compare physical properties of different kinds of wood samples, using the senses.
- Observe and compare properties and structures of different kinds of paper and fabric.
- Observe how wood, paper, and fabric interact with water.
- Explore the technology of making wood products.
- Observe and describe how and where fabrics are used.
- Observe, describe, and mix earth materials with water to observe properties.
- Communicate observations made about different kinds of materials, orally and through drawings.
- Use knowledge of the properties of materials to create useful and/or aesthetic objects.

### Trees and Weather -

- Observe and compare trees, using the senses.
- Observe and compare the shapes of leaves; compare leaf shapes to geometric shapes.
- Identify trees as resources that are used in everyday life.
- Observe weather by using senses and simple tools.
- Communicate observations made about different kinds of trees, leaves, and weather conditions orally and through drawings.
- Observe and record seasonal changes to living things.

### Animals Two by Two -

- Observe and describe the structures of a variety of common animals; fish, snails, earthworms, and isopods.
- Compare structures and behaviors of different pairs of animals.
- Observe interactions of animals with their surroundings.
- Communicate observations and comparisons orally and through drawings.
- Handle animals carefully, and participate in the care and feeding of classroom animals. Describe the basic needs of animals.

### Main Science Resource: FOSS Science

#### Highlighted standards appear on report card

#### SCI.K.A: Scientists, Inventors and Inventions

- Define scientist

#### SCI.K.B: Current Events

- Participate in discussions relating to current events in science.

#### SCI.K.C: Science is ever changing

- Recognize that although science is ever changing, some things remain constant (weather, seasons)
- Recognize that science is important in our lives

#### SCI.K.D: Scientific resources, tools and instruments

- Identify science tools used in the home
- Use science tools for exploration
- Recognize that science tools are used in exploration and can extend the senses

#### SCI.K.E: Relationship between science and our faith

- Identify that life and all creation are God's gift to us
- Explain that the stories of the Bible show us God's creation and love of the world

#### SCI.K.F: Problem Solving

- Demonstrate that science involves asking questions and looking for answers
- **Pose problems, make and share observations and clearly record findings**

#### SCI.K.G: Sharing Knowledge with others

- Explain that science is helpful to work with a team and share findings

#### SCI.K.H: Models, graphs and diagrams

- Use models to demonstrate knowledge
- Sort, graph, draw pictures to compare and share information

SCI.K.I: Interconnectedness of Science

- Explain and demonstrate how an individual's and populations quality of life and ability to survive are affected by environmental factors

SCI.K.J: Careers

- Brainstorm careers and hobbies involving science

### **Kindergarten: Physical Science: Materials in Our World**

SCI.K.K: Matter

- Identify solids, liquids and gases
- Predict if objects will sink or float
- Recognize land and water masses

SCI.K.L: Forms and Properties of Matter

- Observe objects in motion
- Experiment with objects in motion

### **Kindergarten: Earth Science: Trees and Weather**

SCI.K.N: Weather and Climate

- Observe and describe the changes in weather
- Collect and display weather patterns over time
- Use simple weather instruments
- Recognize that there are different kinds of clouds
- Explain how weather affects human behavior

SCI.K.O: Astronomy

- **2. Identify and describe the four seasons**

### **Kindergarten: Life and Environmental Science: Animals Two by Two**

SCI.K.R: Ecology

**State the characteristics of living and nonliving things**

SCI.K.S: Environmental Science

- **Identify ways to recycle**
- Define a natural resource

SCI.K.S: Diversity of Life

- Explain what extinct means

SCI.K.V: Human Body

- Recite the 5 senses
- Identify private and special body parts
- Recognize that food, shelter, clothing, safety and security are basic human needs.

SCI.K.X: Ethics

- Tell why we should protect God's creation

HE.1.K Students will understand concepts of health promotion and disease control

- **HE.1.K.A Identify that healthy behaviors impact personal health**
- HE.1.K.B Recognize that there are multiple dimensions of health, including spiritual, mental, intellectual, emotional, physical and social
- HE.1.K.C Describe ways to prevent communicable diseases
- HE.1.K.D Identify ways to prevent common injuries
- HE.1.K.E Describe why it is important to seek health care

HE.2.K Students will understand the external influences on health behaviors

- HE.2.K.A Identify how the family influences personal health practices and behaviors
- HE.2.K.B Recognize that healthy practices and behaviors at school promote positive health
- HE.2.K.C Recognize that the media can influence health behaviors

HE.3.K Students will access valid information, products and services to enhance health

- HE.3.K.A Identify trusted adults and professionals who promote health
- HE.3.K.B Recognize the benefits of health products and services

HE.4.K Students will demonstrate the ability to use their decision-making skills to enhance health

- HE.4.K.A Identify situations what a health-related decision is needed
- HE.4.K.B Demonstrate healthy choices when making a decision

HE.5.K Students will demonstrate the ability to use goal-setting skills to enhance health

- HE.5.K.A Identify a short-term personal health goal and take action toward achieving that goal
- HE.5.K.B Identify who can help when assistance is needed to achieve a personal health goal
- HE.5.K.C Encourage peers to make positive health choices.

## Social Studies Standards

### Highlighted standards appear on report card

SS.K.A. Understand and utilize geographic tools.

- SS.K.A.1 Identify Wisconsin on a map.
- SS.K.A.2 Recite the cardinal directions (N, S, E, W).
- SS.K.A.3 Use positional words to create simple drawings or pictures to show spatial information (i.e. up, down, large, small, near, far, left, and right).
- **SS.K.A.4 Compare and contrast water, land, and landforms using globes and maps.**
- SS.K.A.5 Locate objects in the classroom using a simple map.
- **SS.K.A.6 Recite own name, address, phone number, and parents'/guardians' names.**

SS.K.B. Understand how geographic and human characteristics create culture and define regions.

- SS.K.B.1 Use pictures, symbols, and diagrams to describe his/her environment.

SS.K.C. Understand how human actions and the location of resources affect the development of communities, environments, and the movement of populations.

- SS.K.C.1 Compare and contrast seasons and discuss their effects on people.
- SS.K.C.2 List different types of transportation.

- SS.K.C.3 Give examples of products that should be recycled.
- SS.K.E. Understand how cultures, groups, and individuals influence society and government.
- SS.K.E.1 Recognize that there are other cultures.
- SS.K.E.2 Illustrate the holidays with political significance.
- SS.K.E.3 Identify patriotic symbols of the United States (i.e. flag, bald eagle).
- **SS.K.E.4 Recite the Pledge of Allegiance**
- **SS.K.E.5 Recognizes that there were leaders in the past. (i.e. Washington, Lincoln, Martin Luther King).**
- SS.K.E.6 Recognize the term Native Americans and their role in Thanksgiving.

SS.K.G. Understand historical sources in order to interpret events and issues.

- SS.K.G.1 Distinguish between past, present, and future time.
- SS.K.G.2 Describe oneself and family in past, present, and future terms (i.e. baby to grown-up).
- SS.K.G.3 Retell/repeat past events, legends, folk tales and Bible stories.

SS.K.J. Understand the rights and responsibilities of each citizen, and demonstrate the value of lifelong civic action.

- SS.K.J.1 Identify and apply ways to show respect using manners and social skills.
- SS.K.J.2 Identify rules that apply in school and at home.
- SS.K.J.3 Identify and explain the individual's responsibility to family, peers, church, and community. (i.e., the need for civility, respect for diversity, etc.)

SS.K.K. Understand the concepts of our American system of government.

- SS.K.K.1 Identify the school leader.
- SS.K.K.2 Name a past or the current President of the United States.

SS.K.N. Understand how economic needs and wants influence individual and group decisions.

- SS.K.N.1 Describe the difference between needs and wants.
- SS.K.N.2 Explain that people earn money by working.
- SS.K.N.3 Explain that people exchange money for goods.

SS.K.O. Understand how economic conditions impact people's lives.

- **SS.K.O.1 Give examples of different types of jobs.**

SS.K.T. Understand the role an individual in group dynamics.

- SS.K.T.1 Tell about the roles performed by people in the community.
- SS.K.T.2 Describe ways to cooperate and work together to solve a problem.

SS.K.U. Understand the process of how humans develop, learn, and internalize their culture.

- SS.K.U.1 Recognize that we are all God's children with similarities and differences.
- SS.K.U.2 Identify and distinguish similarities and differences among individuals in their class.
- SS.K.U.3 Define family.

SS.K.V. Understand current social issues and respond to them according to Catholic identity.

- SS.K.V.1 Identify behaviors that will help to build a positive classroom environment (i.e., sharing, listening, helping, etc.).

## Technology Education Standards

### Units of Study Include:

Introduction to Safe Surfing on the Internet
Introduction to Apple Computers
Introduction on how to use 'mobile devices'.
Introduction to word processing
Introduction on how to save and access student folders
Introduction to coding
Introduction to educational resources
How to Print
Activities involving counting, basic spelling and rhyming
Appropriate use of a computer, including a mouse

### Main Curricular Resources:

#### Highlighted standards appear on report card

IT.1.K Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology

- IT.1.K.B Create original work

IT.2.K Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- **IT.2.K.A Recognize that technology can be used to communicate**

IT.3.K Students apply digital tools to gather, evaluate and use information

- IT.3.K.A Utilize digital tools to evaluate information within original work

IT.4.K Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.

- IT.4.K.A Identify a problem

IT.5.K Students understand human, cultural and societal issues related to technology and practice legal and ethical behavior

- **IT.5.K.A Recognize that there is a need for safety**
- **IT.5.K.B Exhibit awareness of available technologies**
- **IT.5.K.C Demonstrate responsible and ethical use of technology**

IT.6.K Students demonstrate a sound understanding of technology concepts, systems and operations.

- **IT.6.K.A Identify functions of digital tools**
- **Visual Art Standards**

The theme for Kindergarten is “Artists Experiment, Making and Learning From our Mistakes”. Inspired by the element of discovery, Kindergarten students will be introduced to materials, techniques and ideas that are new to them. The lessons provide a structured time where students can learn to express themselves and discover their artistic abilities. Projects are designed with the flexibility to allow students to process rather than a cookie cutter end project. Venturing ‘outside the lines’ is allowable, as perfection is not the goal. Projects are playful and mistake-proof, ensuring confidence in a task completed beautifully.

**Units of Study Include:**

<b>Different Strokes for Different Folks: Reinforcing Listening Skills and Following Directions - Artist: Irvin Artwork: Hackford Series #11</b>
<b>Modern Mosaics: Patterning with Mosaics Artist: Mondrian Artwork: Broadway Boogie Woogie</b>
<b>Seeing Double: A Study of Symmetry/Self Portrait Artist: Miro Artwork: Bonjour Max Ernst</b>
<b>Sky Scenes: Finding Familiar Shapes in Works of Art Artist: Van Gogh Artwork: Starry Night</b>
<b>Underwater Gardens: Unlocking the Mysteries of the Unseen Artist: Monet Artwork: Water Lilies</b>
<b>Beautiful Doodles: Music Inspires Art Artist: Kandinsky Artwork: Improvisation 31</b>
<b>Shape Studies: A Simple Still Life Introduces Color, Composition and Shape Artist: Picasso Artwork: Enamel Saucepan</b>
<b>My Quilt: Exploring Patterns through Printmaking Artist: Howard Artwork: Aqua Flowers</b>
<b>Floral Fantasies: Layering Shapes to Create 3-Dimensional Art Artist: Sargent Artwork: Carnation, Lily, Lily, Rose</b>

**Main Visual Arts Resource: Zaner Bloser - Creative Curricula Artworks**

**Highlighted standards appear on report card**

**VA.1.K. Create art using various media, techniques and processes**

- VA.1.K.A Identify various media and tools
- VA.1.K.B Recognize that creating art is a process

VA.2.K Investigate and apply the principles of design and elements of art

- VA.2.K.A Differentiate between line, shape and form
- **VA.2.K.B Identify primary and secondary colors by name**
- VA.2.K.C Identify light and dark
- **VA.2.K.D Demonstrate full use of surface space**
- VA.2.K.E Recognize and identify various textures
- VA.2.K.F Understand pattern

VA.3.K Perceive and visualize artistic work

- VA.3.K.A Identify uses of art
- VA.3.K.B Identify the subject matter and describe relevant details

VA.4.K.A Relate artistic ideas and works with societal, cultural and historical context

- VA.4.K.A Identify the purpose of a work of art

## World Language Standards

Highlighted standards appear on the report card.

WL.K.A Students in Wisconsin will engage in conversations, provide and obtain information, express feelings and exchange opinions in a language other than their own.

- WL.K.A.3 Students will state personal preferences and feelings with some explanation.
- **WL.K.A.5 Students will ask for repetition and repeat to ensure understanding.**
- WL.K.A.10 Students will ask for simplification and clarification.
- WL.K.A.15 Students will ask for clarification and be able to paraphrase to ensure understanding.

WL.K.B Students in Wisconsin will understand and interpret a language other than their own in its written and spoken form on a variety of subjects.

- **WL.K.B.1 Students will understand spoken language on familiar topics that has strong visual support.**
- WL.K.B.2 Students will comprehend simple daily conversations on familiar topics and selected age-appropriate authentic recordings, broadcasts and videos.
- WL.K.B.6 Students will understand spoken language that incorporates familiar vocabulary and structure
- **WL.K.B.7 Students will comprehend the main idea and some supporting ideas of selected authentic materials including recordings, broadcast and videos.**
- WL.K.B.9 Students will comprehend the main idea and some supporting ideas of selected authentic written materials.
- WL.K.B.12 Students will comprehend the main ideas and supporting ideas of oral presentations and selected authentic materials including videos and radio and television broadcasts
- WL.K.B.16 Students will understand a spoken language on a wide variety of topics.

WL.K.C Students in Wisconsin will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a language other than their own.

- WL.K.C.4 Students will tell a simple story.

WL.K.D Students in Wisconsin will demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

- **WL.K.D.1 Students will observe and imitate appropriate patterns of behavior (such as greetings or gestures) used with friends and families in the cultures studied.**
- **WL.K.D.2 Students will participate in and learn about age-appropriate cultural activities (such as games, songs, and holiday celebrations).**