

KINDERGARTEN

Third Trimester

Religion Grade Level Standards for Catholic Schools
Archdiocese of Los Angeles



<i>Scripture /Christian Life</i>	1 st	2 nd	3 rd	<i>Sacraments /Worship</i>	1 st	2 nd	3 rd
Recognizes creation as God's gift	✓	✓	✓	Experiences prayer as listening and talking to God	✓	✓	✓
Expresses thanks to God for the world and all things in it	✓	✓	✓	Prays: Sign of the Cross	✓	✓	✓
Understands that people are gifts of God's love	✓	✓	✓	Prays: Glory Be to the Father			✓
Discovers that Jesus is a sign of God's love	✓	✓	✓	Prays: Hail Mary	✓	✓	✓
Becomes familiar with stories from the Bible	✓	✓	✓	Prays: Grace before meals	✓	✓	✓
Recognizes the Bible as a book of God's love	✓	✓	✓	Prays: Angel of God	✓	✓	✓
				Expresses love of God and personal needs in spontaneous prayer (e.g. prayers of thanksgiving)		✓	✓
				Begins to pray/respond at Mass(e.g. Lord Have Mercy; Gloria; Alleluia; prayer response " And with your spirit"			✓
<i>Morality / Social Justice</i>				Celebrates rituals and activities which express our Christian beliefs, example: Advent Wreath, Christmas crib	✓	✓	✓
Knows that Jesus taught love by his example and story	✓	✓	✓				
Names how she/he loves God, self and others	✓	✓	✓	<i>Christian Faith and Practice</i>			
Shows care for others and God's creation	✓	✓	✓	Recognizes that God creates people and the world out of love	✓	✓	✓
Recognizes the need to say "I'm sorry" and begin to love again	✓	✓	✓	Begins to recognize that God sent us Jesus to show us how to live and love	✓	✓	✓
Tries to live at peace with ones self and others		✓	✓	Learns to identify Church as a community of people who come together in God's name	✓	✓	✓
Learns to develop friendships and share with others	✓	✓	✓				
Participates in Mission awareness and other Christian service activities	✓	✓	✓				

✓ indicates religion standards taught at a beginning level—not necessarily the level of mastery.

KINDERGARTEN STANDARDS
Common Core English-LANGUAGE ARTS



K.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	K.R.F.3.a	Phonics and Word Recognition: Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
K.L.1.b	Conventions of Standard English: Use frequently occurring nouns and verbs.	K.R.F.3.d	Phonics and Word Recognition: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
K.L.1.e	Conventions of Standard English: Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	K.R.I. 1	With prompting and support, ask and answer questions about key details in a text.
K.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	K.R.I.10	Actively engage in group reading activities with purpose and understanding.
K.L.2.a	Conventions of Standard English: Capitalize the first word in a sentence and the pronoun I.	K.R.I.2	With prompting and support, identify the main topic and retell key details of a text.
K.L.2.b	Conventions of Standard English: Recognize and name end punctuation.	K.R.I.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
K.L.2.c	Conventions of Standard English: Write a letter or letters for most consonant and short-vowel sounds (phonemes).	K.R.I.4	With prompting and support, ask and answer questions about unknown words in a text.
K.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	K.R.L.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
K.L. 6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	K.S.L.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
K.R.F. 1	Demonstrate understanding of the organization and basic features of print.	K.S.L.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
K.R.F. 1b	Print Concepts: Recognize that spoken words are represented in written language by specific sequences of letters.	K.S.L.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
K.R.F.1.d	Print Concepts: Understand that words are separated by spaces in print.	K.W.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book My favorite book is . . .
K.R.F.3	Know and apply grade-level phonics and word analysis skills in decoding words.	K.W. 5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

KINDERGARTEN STANDARDS

Common Core MATH



K.CC.1	Count to 100 by ones and by tens.
K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1). Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
K.CC.3	
K.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality.
K.CC.4.a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
K.CC.4.b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
K.CC.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)
K.CC.7	Compare two numbers between 1 and 10 presented as written numerals.
K.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
K.G.2	Correctly name shapes regardless of their orientations or overall size.
K.G.3	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
K.G.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
K.G.6	Compose simple shapes to form larger shapes. For example, “can you join these two triangles with full sides touching to make a rectangle?”
K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)

KINDERGARTEN STANDARDS
Common Core MATH



K.G.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
K.MD.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
K.MD.2	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
K.OA.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
K.OA.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
K.OA.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
K.NBT.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

KINDERGARTEN



Physical Sciences		Earth Sciences	
1	<i>Properties of materials can be observed, measured, and predicted.</i> <i>A basis for understanding this concept:</i>	3	<i>Earth is composed of land, air, and water.</i> <i>A basis for understanding this concept:</i>
1.a	Objects can be described in terms of the materials they are made of (e.g. clay, cloth, paper) and their physical properties (e.g. color, size, shape, weight, texture, flexibility, attraction to magnets, floating and sinking).	3.a	Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.
1.b	Water can be a liquid or a solid and can be made to change back and forth from one form to the other.	3.b	Know that changes in weather occur from day to day across the seasons, affecting Earth and its inhabitants.
1.c	Water left in an open container evaporates (goes into the air) but water in a closed container does not.	3.c	Resources from Earth and conservation.
Life Sciences		Investigation and Experimentation	
2	<i>Different types of plants and animals inhabit the earth.</i> <i>A basis for this understanding this concept:</i>	4	<i>Scientific Process is made by asking meaningful questions and conducting careful investigations. A basis for understanding this concept and addressing the content of the other 3 strands, students will develop their own questions, and perform investigations.</i>
2.a	Observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g. seed-bearing plants, birds, fish and insects).	4.a	Observe common objects by using the five senses.
2.b	Students know that stories sometimes give plants and animals attributes they do not really have.	4.b	Describe properties of common objects.
2.c	How to identify major structures of common plants and animals (e.g. stems, leaves, roots, arms, wings, legs, fins, and tail)	4.c	Describe relative position of objects by using one reference (e.g. above and below)
		4.d	Compare and sort common objects by one physical attribute (e.g. color, shape, texture, size, weight)
		4.e	Communicate observations orally and through drawings.

KINDERGARTEN



K.1	<i>Students demonstrate an understanding that being a good citizen involves acting in certain ways, in terms of:</i>	K.4	<i>Students compare and contrast the locations of people, places, and environments and describe the human and physical characteristics of places by:</i>
K.1.1	Examples of rules, such as sharing and taking turns, and the consequences of breaking them.	K.4.1	Determining the relative location of objects using near/far, left/right, behind/in front.
K.1.2	Examples of honesty, courage, determination, individual responsibility and patriotism in American and world history, in stories and folklore.	K.4.2	Distinguishing between land and water locating general areas referenced in historical-based legends and stories...
K.1.3	Beliefs and related behavior of characters in stories from times past and present...	K.4.3	Identifying traffic symbols and map symbols (legend references to land, water, roads, and cities)
		K.4.4	NOT INTRODUCED -constructing maps and models of neighborhoods, incorporating structures of buildings, roads, harbors, transportation lines, places of worship...
K.2	<i>Students recognize national and state symbols as icons such as the national and state flags, the bald eagle, and Statue of Liberty.</i>	K.4.5	Demonstrating familiarity with the school's layout, environs, and the jobs people do there.
K.2.1	The standard is the benchmark		
		K.5	<i>Students put events in temporal order by using a calendar, placing days, weeks, and months in proper order.</i>
K.3	<i>Students match simple descriptions of work that people do and the names of those jobs with examples from the school, local community, and historical accounts.</i>	K.5.1	The standard is the benchmark
K.3.1	The standard is the benchmark		
K.6	<i>Students understand that history relates to events, people, and places of other times, in terms of:</i>		
K.6.1	The purpose of, and the people and events honored in commemorative holidays, including human struggles...		
K.6.2	NOT INTRODUCED -triumphs in American legends and historical accounts through stories of such people...		
K.6.3	BRIEFLY INTRODUCED - the different ways people lived in earlier days and how their lives would be different today.....		

California Visual and Performing Arts Content Standards and Physical Education Standards



Visual Arts		Music	
1.0	<i>Artistic Perception</i> students perceive and respond to works of art, objects in nature, events, and environment.	1.0	<i>Artistic perception</i> students read, notate, listen to, analyze, and describe music.
1.1	Recognize and describe simple patterns found in the environment and works of art.	1.1	NOT INTRODUCED Use icons or invented symbols to represent beat.
1.2	Name art materials (e.g. clay, paint, crayons) introduced in lessons.	1.2	Identify and describe basic elements in music (e.g., high/low, fast/slow, loud/soft, and beat.
2.0	<i>Creative Expression</i> students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.	2.0	<i>Creative Expression</i> students apply vocal and instrumental musical skills in performing a varied repertoire of music.
2.1	Uses lines, shapes/forms, and colors to make patterns.	2.1	Use the singing voice to echo short melodic patterns.
2.2	Demonstrates beginning skill in the use of tools and processes, such as use of scissors, glue, and paper.	2.2	Sing age appropriate songs from memory
2.3	Make a collage wit cut or torn paper shapes/forms	Physical Education	
2.4	NOT INTRODUCED paint pictures expressing ideas about family/neighborhood	<i>Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</i>	
2.5	Use lines in drawings and paintings to express thoughts	1.0	Travel in a large group, without bumping into other or falling, while using locomotor skills
2.6	Use geometric shapes /forms in a work of art.	1.1	Travel forward and sideways while changing direction quickly in response to a signal.
2.7	Create a 3-D form; such as a real or imaginary animal	1.2	Demonstrate contrasts between slow and fast speeds while using locomotor skills.
1.0	<i>Artistic Perception</i> students observe their environment and respond, using the elements of theater.	1.3	Balance on one, two, three, four, or five body parts.
1.1	Use the vocabulary of theater, such as actor, character, cooperation, setting, the five senses and audience.	1.6	Balance while walking forward and sideways.
1.2	Identify differences between real people and imaginary characters.	1.7	Movement Concepts/ Flexibility/fitness concepts
		2.0/3.0/4.0	Identify / independently use personal space--why it is important
		2.2	Identify the locomotor skills of walk, jog, run, hop, jump, slide, & gallop.
		2.5	Stretch shoulders, legs, arms, and back w/o bouncing.
		3.5	Describe the role of water as an essential nutrient for the body.
		4.2	