

RELIGION

God looked at everything He had made and He found it very good. (Gn 1:31)

KINDERGARTEN

Overview

God as Loving Creator – God has created each person. He loves each of us in a special way. Our world is filled with signs of God’s love.

Faith Background

Children in kindergarten tend to view life with surprise, delight, and excitement. Religion teachers can take advantage of these attitudes by approaching spiritual development with awe and wonder and a sense of the sacred. This can be fostered in an environment of emotional warmth and security.

Kindergarten students often view God as an invisible provider and protector. Children’s personal images of God are largely influenced by parents and other significant adults. As catechists model their own faith and engage children in religious experiences, they must be cognizant of their effect on the faith development of their students.

Creed

| | |
|------------------|--|
| KRELIGI-1 | God – The student will explore creation as an expression of God’s love. |
| KRELIGI-1A | Explain why each person is a child of God. |
| KRELIGI-1B | Describe God as a loving Father. |
| KRELIGI-1C | Explain how we belong to a whole human family. |
| KRELIGI-1D | Explain the need to love others as family. |
| KRELIGI-1E | Understand that God created the world because He loves us. (CST 7) |
| KRELIGI-1F | Tell how everything God made is good. |
| | |
| KRELIGI-2 | Jesus – The student will recognize Jesus as the greatest gift of creation. |
| KRELIGI-2A | Tell why God gave us Jesus as a Friend. |
| KRELIGI-2B | Tell how Jesus, as God’s son, teaches us. |
| KRELIGI-2C | Retell stories Jesus taught people. |
| | |
| KRELIGI-3 | Blessed Virgin Mary – The student will recognize Mary as the Mother of Jesus. |
| KRELIGI-3A | Recognize that God chose Mary to be the mother of his Son, Jesus. |
| KRELIGI-3B | Know that we honor Mary on special days. |
| | |
| KRELIGI-4 | Sacred Scripture – The student will recognize the Bible as a special book. |
| KRELIGI-4A | Identify God’s Holy Book. |
| KRELIGI-4B | Explain that the Bible contains stories of God’s love for us. |
| KRELIGI-4C | Recognize the story of creation. |
| | |

| | |
|------------------|--|
| KRELIGI-5 | Church – The student will identify the Church as a special family of God. |
| KRELIGI-5A | Recognize how the Church celebrates the liturgical seasons of Advent, Christmas, Lent, and Easter. |
| KRELIGI-5B | Understand that we go to Mass to pray and sing together as God’s family. |
| KRELIGI-5C | Actively participate in the Mass. |
| KRELIGI-5D | Recognize some religious symbols. |

Sacraments

| | |
|------------------|---|
| KRELIGI-6 | Preparing for Sacraments – The student will grow in understanding of the sacraments. |
| KRELIGI-6A | Know that we come to Mass to celebrate the sacrament of the Eucharist. |
| KRELIGI-6B | Recognize that we become members of God’s family through Baptism. |

Christian Living

| | |
|------------------|---|
| KRELIGI-7 | Christian Response – The student will appreciate creation as a gift. |
| KRELIGI-7A | Name some gifts God has given to our world. |
| KRELIGI-7B | Describe how we should keep creation beautiful. (CST 7A & 7B) |
| KRELIGI-7C | Accept ourselves and others as unique creations and special children of God. (CST 1A) |
| KRELIGI-7D | Demonstrate ways to care for God’s creation and for others. (CST 7A, 7B, 4) |
| | |
| KRELIGI-8 | Morality – The student will demonstrate respect for self and others. |
| KRELIGI-8A | Recognize the difference between right and wrong actions. |
| KRELIGI-8B | Identify and respect persons with authority. |
| | |
| KRELIGI-9 | Human Life – The student will understand that each person’s body is a temple of the Holy Spirit and he or she is worthy of love and respect. |
| KRELIGI-9A | Realize families, friends, and our Church family help us grow in love. |
| KRELIGI-9B | Develop an understanding that Saints lived holy lives. |
| KRELIGI-9C | Describe how good choices help us to be happy and that bad choices can cause unhappiness. |
| KRELIGI-9D | Recognize that small children, older children, and adults can do things, or behave in ways, that are wrong. |
| KRELIGI-9E | Know how to reject things that are harmful. |
| KRELIGI-9F | Develop good health habits. |
| KRELIGI-9G | Express different feelings in different ways. |
| KRELIGI-9H | Recognize that boys and girls are alike in some ways and different in others. |
| KRELIGI-9I | Discuss that everyone has parts of their bodies that are considered private. Know that these areas must be respected in self and in others. |
| KRELIGI-9J | Demonstrate how to show respect for ourselves and others by the ways we talk and act. |
| KRELIGI-9K | Recognize that there are people who love us and who will keep us safe. |
| KRELIGI-9L | Name three trusted adults (in addition to friends and family members) to go to with any problem. |

Prayer

| | |
|-------------------|---|
| KRELIGI-10 | Prayer – The student will be encouraged to participate more fully in prayer. |
| KRELIGI-10A | Know that prayer is talking to God. |
| KRELIGI-10B | Know that God listens to each prayer. |
| KRELIGI-10C | Learn simple and formalized (memorized) prayers to be used in daily life. |
| KRELIGI-10D | Recite Grace Before Meals prayer. |
| KRELIGI-10E | Make the Sign of the Cross. |
| KRELIGI-10F | Know how to genuflect. |
| KRELIGI-10G | Pray together as a class, school community, and church. |

LANGUAGE ARTS

KINDERGARTEN

Overview

Kindergarten introduces children to reading and writing. Therefore, it is critical that students experience the enjoyment of reading while they learn the strategies and skills that will enable them to read independently.

During the kindergarten year, students will learn the enabling skills of phonemic awareness, letter names, sound-letter correspondences, decoding skills, high frequency vocabulary, and comprehension skills as they listen and respond to a variety of texts. Students will enjoy listening to stories, relating to characters and events to their own life experiences, dramatizing stories, and responding to stories through art and writing activities.

Students will extend their speaking and listening skills when they are given opportunities to express themselves. They will learn how oral language is recorded to convey experiences and ideas as they observe their experiences and ideas being written. The kindergarten student should be immersed in a language-rich environment to develop communication skills and an appreciation for the language arts.

Reading

| | |
|------------------|--|
| KLAREAD-1 | Reading Readiness – The student will develop book and print awareness. |
| KLAREAD-1A | Understand that printed materials provide information. |
| KLAREAD-1B | Identify the front cover, back cover, and title page of a book. |
| KLAREAD-1C | Follow words from left to right and from top to bottom on the printed page. |
| KLAREAD-1D | Distinguish between letters, words, and sentences. |
| KLAREAD-1E | Read and explain own writing and drawings. |
| KLAREAD-1F | Recognize the difference between like/unlike shapes, numerals, letters, and words. |
| | |
| KLAREAD-2 | Phonemic Awareness – The student will develop phonemic awareness and knowledge of the alphabetic principle. |
| KLAREAD-2A | Recognize that letters represent sounds. |
| KLAREAD-2B | Identify letter sounds. |
| KLAREAD-2C | Identify words that rhyme orally. |
| KLAREAD-2D | Orally blend sounds to make words. |
| KLAREAD-2E | Discriminate between vowels and consonants. |
| KLAREAD-2F | Identify syllables in spoken words. |
| KLAREAD-2G | Identify all upper-case/capital and lower-case letters. |
| | |
| KLAREAD-3 | Decoding and Word Recognition – The student will demonstrate decoding and word recognition skills. |
| KLAREAD-3A | Recognize some words by sight including environmental print, such as signs, labels, and trademarks. |
| KLAREAD-3B | Recognize most beginning consonant letter-sound associations in one-syllable words. |
| KLAREAD-3C | Recognize most ending consonant letter-sound associations in one-syllable words. |
| | |

| | |
|------------------|---|
| KLAREAD-4 | Vocabulary – The student will use new vocabulary in speech and writing. |
| KLAREAD-4A | Use new vocabulary in speech and writing. |
| KLAREAD-4B | Identify color words. |
| KLAREAD-4C | Recognize number words (0-10). |
| | |
| KLAREAD-5 | Comprehension – The student will develop and apply strategies and skills to comprehend text that is read, heard, and viewed. |
| KLAREAD-5A | Use pictures and context to make predictions about story content. |
| KLAREAD-5B | Connect information found in stories to personal experiences. |
| KLAREAD-5C | Retell familiar stories in sequence using beginning, middle, and end. |
| KLAREAD-5D | Talk about characters, settings, and main events. |
| KLAREAD-5E | Distinguish between <i>make believe</i> and <i>real</i> in printed materials. |
| KLAREAD-5F | Demonstrate a sense of story (e.g. beginning, middle, end, characters, details, cause and effect). |
| | |
| KLAREAD-6 | Literary Response and Analysis – The student will demonstrate familiarity with a variety of literature. |
| KLAREAD-6A | Demonstrate familiarity with a variety of types of books and selections (e.g., picture books, short informational texts, nursery rhymes). |
| KLAREAD-6B | Identify types of everyday print materials (e.g. storybooks, poems, newspapers, signs, labels). |
| KLAREAD-6C | Note similarities and differences in various stories and poems. |

Listening and Speaking

| | |
|------------------|--|
| KLALIST-1 | Listening – The student will listen and respond to oral communication. |
| KLALIST-1A | Follow one-, two-, and three-step oral directions. |
| KLALIST-1B | Listen to a variety of literary forms, including stories, poems, fairy tales, and tall tales). |
| KLALIST-1C | Demonstrate appropriate listening behaviors (e.g. eyes on speaker, resist distractions, not interrupting). |
| KLALIST-1D | Recognize and respond to non-verbal signals (e.g. expressions of excitement, disapproval). |
| | |
| KLALIST-2 | Speaking – The student will speak in clear and coherent sentences. |
| KLALIST-2A | Speaks clearly in complete sentences. |
| KLALIST-2B | Use appropriate volume and tone of voice when responding to others. |
| KLALIST-2C | Participate in reciting poems, rhymes, songs, and stories with repeated patterns and creative dramatics. |
| KLALIST-2D | Use words to describe and name people, places, and things. |
| KLALIST-2E | Follow rules for conversation (e.g. taking turns, staying on topic). |
| KLALIST-2F | Share ideas within a group. |

Grammar and Usage

| | |
|-----------------|--|
| KLGRAM-1 | Spelling – The student will develop spelling strategies and skills. |
| KLGRAM-1A | Represent spoken language with phonetic and/or conventional spelling. |
| | |
| KLGRAM-2 | Grammar – The student will recognize that a sentence is a complete thought. |
| KLGRAM-2A | Recognize that the first letter in a sentence is capitalized. |
| KLGRAM-2B | Recognize that sentences have end marks. |

Writing

| | |
|------------------|---|
| KLAWRIT-1 | Handwriting – The student will develop handwriting skills. |
| KLAWRIT-1A | Write using left to right, top to bottom progression. |
| KLAWRIT-1B | Use dominant hand with correct paper position. |
| KLAWRIT-1C | Hold pencil correctly. |
| KLAWRIT-1D | Print upper and lower case letters and numerals 0-9. |
| KLAWRIT-1E | Correctly print first and last name. |
| KLAWRIT-1F | Write using spacing between letters and words. |
| | |
| KLAWRIT-2 | Composition – The student will begin to write for meaning. |
| KLAWRIT-2A | Create sentences, or word representations, to explain events. |
| KLAWRIT-2B | Dictate stories about personal experiences. |
| KLAWRIT-2C | Create illustrations that represent information. |

MATHEMATICS

KINDERGARTEN

Overview

The kindergarten mathematics program emphasizes counting, comparing, sorting, and ordering objects. Students learn about numbers, quantities, and shapes. They examine patterns and explore measurement. As they work and play, kindergarten students experience a variety of ways to solve simple problems.

While learning mathematics, students should be actively engaged and using concrete materials. Students should also be encouraged to correctly use the concepts, skills, symbols, and vocabulary associated with mathematics.

Number Sense and Operations

| | |
|------------------|--|
| KMATHMA-1 | The student will understand the relationship between numbers and quantities. |
| KMATHMA-1A | Compare sets of at least 10 objects to determine which set is equal to, more than, or less than the other. |
| KMATHMA-1B | Count, recognize, represent, and order numbers (up to 20). |
| KMATHMA-1C | Count by simple number groups to 100 (e.g. 2s, 5s, 10s). |
| KMATHMA-1D | Identify ordinal positions using an ordered set of objects (first through tenth). |
| KMATHMA-1E | Estimate the number of objects in a group and verify the results. |
| KMATHMA-1F | Count in sequence to 100. |
| KMATHMA-1G | Write numbers to 100 by filling in a hundreds chart. |
| | |
| KMATHMA-2 | The student will solve simple addition and subtraction problems. |
| KMATHMA-2A | Use objects and drawings to model and solve addition and subtraction problems to 10. |
| KMATHMA-2B | Determine the number of objects in a set when one object is added or subtracted. |
| KMATHMA-2C | Create and solve word/story problems. |

Patterns, Relations, and Algebraic Thinking

| | |
|------------------|--|
| KMATHMA-3 | The student will sort and classify objects. |
| KMATHMA-3A | Identify the attributes of objects as a foundation for sorting and classifying. |
| KMATHMA-3B | Sort and classify objects by color, shape, size, number, and other properties. |
| | |
| KMATHMA-4 | The student will describe, analyze, and generalize a variety of patterns, relations, and functions. |
| KMATHMA-4A | Identify, describe, and extend a repeating pattern found in common objects. |
| KMATHMA-4B | Create repeating patterns. |

Geometry

| | |
|------------------|--|
| KMATHMA-5 | The student will identify and describe geometric figures. |
| KMATHMA-5A | Identify and draw plane geometric figures (e.g. square, rectangle, circle, triangle, and oval). |
| KMATHMA-5B | Compare and sort plane figures based on observable attributes (e.g. number of sides, number of angles). |
| KMATHMA-6 | The student will compare and order objects using appropriate vocabulary. |
| KMATHMA-6A | Compare the size and shape of plane geometric figures (e.g. circle, triangle, square, and rectangle). |
| KMATHMA-6B | Describe objects in the environment using names of shapes. |
| KMATHMA-6C | Describe the relative (directional) positions of objects using terms such as above, below, beside, in front of, behind, and next to. |
| KMATHMA-6D | Recognize basic three-dimensional figures: sphere, cube, cylinder, and cone. |

Measurement

| | |
|------------------|--|
| KMATHMA-7 | The student will select and use appropriate units and instruments for measurement. |
| KMATHMA-7A | Identify instruments used to measure: length (ruler), time (clock: digital and analog), calendar (day, month, season), and temperature (thermometer). |
| KMATHMA-7B | Recognize and compare the attributes of length, volume/capacity, weight, area, and time using appropriate language (e.g. longer, taller, shorter, heavier, lighter, more, less). |
| KMATHMA-7C | Explore length, weight, and volume of objects using standard and nonstandard units. |
| KMATHMA-7D | Identify coins and their value (penny, nickel, dime and quarter). |
| KMATHMA-7E | Compare orientation in time (e.g. yesterday, today, tomorrow, days, hours, minutes, weeks, months, years, seasons). |

Data Analysis, Statistics, and Probability

| | |
|------------------|---|
| KMATHMA-8 | The student will collect, sort, organize, and draw conclusions about data using concrete objects, pictures, numbers, and graphs. |
| KMATHMA-8A | Describe ways to sort and/or group given sets of objects or data. |
| KMATHMA-8B | Collect and record information using tallies, picture graphs, or other strategies. |
| KMATHMA-8C | Interpret and observe collected data (e.g. favorite pet). |

SCIENCE

KINDERGARTEN

Overview

A kindergarten science program should begin with the lesson that the world is an amazing place, worthy of intense exploration. Students should be given as many opportunities as possible to experience and manipulate common objects and materials in their environment.

At this developmental stage, students can practice basic science skills by observing, describing, and collecting objects. Students can interpret their observations through the five senses. The class setting should provide a stimulating atmosphere for discovery.

Nature of Science: K-2nd Grade

| | |
|------------------|--|
| KNATSCI-1 | Scientific Investigations |
| KNATSCI-1A | Science investigations begin with a question. |
| KNATSCI-1B | Scientists use different ways to study the world. |
| KNATSCI-1C | Scientists look for patterns and order when making observations about the world. |
| | |
| KNATSCI-2 | Scientific Revision |
| KNATSCI-2A | Science knowledge can change when new information is found. |
| | |
| KNATSCI-3 | Science Models, Laws, Mechanisms, and Theories |
| KNATSCI-3A | Scientists use drawings, sketches, and models as a way to communicate ideas. |
| KNATSCI-3B | Scientists search for cause and effect relationships to explain natural events. |
| | |
| KNATSCI-4 | Science is a Way of Knowing |
| KNATSCI-4A | Science knowledge helps us know about the world. |
| KNATSCI-4B | Scientists study the natural and material world. |
| | |
| KNATSCI-5 | Scientific Knowledge Assumes an Order and Consistency in Natural Systems |
| KNATSCI-5A | Science assumes natural events happen today as they happened in the past. |
| KNATSCI-5B | Many events are repeated. |
| | |
| KNATSCI-6 | Science is a Human Endeavor |
| KNATSCI-6A | People practiced science for a long time. |
| KNATSCI-6B | Men and women of diverse backgrounds are scientists and engineers. |
| | |
| KSCILIT-1 | Key Ideas and Details |
| KSCILIT-1A | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| KSCILIT-1B | Identify the main topic in a paragraph. |

| | |
|------------------|--|
| KSCILIT-1C | Describe the connection between a series of scientific ideas or concepts or sequence of steps in a text. |
| KSCILIT-2 | Craft and Structure |
| KSCILIT-2A | Determine the meaning of words and phrases in a text relevant to a kindergarten topic or subject area. |
| KSCILIT-2B | Know and use various text features (e.g., captions, bold print, headings, vocabulary words, electronic menus, icons) to locate key facts or information in a text efficiently. |
| KSCILIT-2C | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |
| KSCILIT-3 | Integration of Knowledge and Ideas |
| KSCILIT-3A | Understand that specific images (e.g., different parts of a plant) can help to clarify a text. |
| KSCILIT-3B | Recognize specific points the author makes in a text. |
| KSCILIT-3C | Compare and contrast the most important points presented by two texts on the same topic. |
| KSCILIT-4 | Range of Reading and Level of Text Complexity |
| KSCILIT-4A | Read and comprehend informational texts, including science, at the kindergarten level. |

Science Processes and Inquiry

| | |
|------------------|--|
| 1SCIENC-1 | The student will engage in investigations that lead to the discovery of science concepts. |
| 1SCIENC-1A | Practice safety procedures in all scientific investigations. |
| 1SCIENC-1B | Make predictions based on patterns of observation rather than random guessing. |
| 1SCIENC-1C | Use simple tools to measure items and record measurements in standard and non-standard units. |
| 1SCIENC-1D | Compare and sort common objects based on physical attributes (i.e. color, shape, texture, size, weight). |
| 1SCIENC-1E | Use models to describe a scientific principle. |
| 1SCIENC-1F | Write, draw, or use models to communicate a sequence of steps, events, or observations. |
| 1SCIENC-1G | Use magnifiers or microscopes to extend the senses. |

Physical Science

| | |
|-------------------|---|
| KPHYSICI-1 | Force and Motion -- The student will explore force, motion, and matter. |
| KPHYSICI-1A | Identify the five senses. |
| KPHYSICI-1B | Observe, describe, sort and classify the sensory attributes of objects according to taste, smell, hearing, touch, and light. |
| KPHYSICI-1C | Compare and describe the properties of some objects (e.g. magnetic, float-sink, heavy-light, rough-smooth, hard-soft, solid-liquid, wet-dry). |

| | |
|-------------|---|
| KPHYSICI-1D | Recognize that pushes and pulls can have different strengths and directions. |
| KPHYSICI-1E | Understand that pushing or pulling an object can change the speed and direction of its motion. |
| KPHYSICI-1F | Understand that matter can be a solid, liquid, or gas. |
| KPHYSICI-1G | Recognize that a mixture is two or more substances mixed together that can be separated again after mixing. |

Life Science

| | |
|------------------|--|
| KLIFSCI-1 | Living and Nonliving Things – The student recognize that objects can be classified as living or nonliving. |
| KLIFSCI-1A | Give a simple explanation of why a given object is living or nonliving. |
| KLIFSCI-1B | Recognize what living things (including humans) need for survival (CST 2C). |
| | |
| KLIFSCI-2 | Plants and Animals – The student will recognize that different types of plants and animals inhabit the Earth. |
| KLIFSCI-2A | Identify the similarities and differences in plants (appearance, growth, and change). |
| KLIFSCI-2B | Identify the similarities and differences in animals (appearance, growth, and change). |
| KLIFSCI-2C | Recognize that plants and animals can live on land and in water. |
| KLIFSCI-2D | Recognize that plants and animals can change the places (environment) where they live to meet their needs. |

Earth Science

| | |
|------------------|--|
| KEARSCI-1 | Weather and Climate – The student will observe, describe, and measure the various types of weather. |
| KEARSCI-1A | Compare the day sky to the night sky. |
| KEARSCI-1B | Observe and record daily weather changes throughout the year. |
| KEARSCI-1C | Identify the four seasons and record seasonal patterns over time. |
| KEARSCI-1D | Identify tools used to measure weather conditions. |
| KEARSCI-1E | Explain that the sun is the source of heat and light that warms the land, air, and water (CST 7). |
| KEARSCI-1F | Explore how resources can be conserved and recycled. (CST 7) |

SOCIAL STUDIES

KINDERGARTEN

Overview

The kindergarten social studies curriculum begins with an introduction to the lives of interesting people in history. Basic concepts involving historical events, geographic direction, and economic choices are integrated into the program of study. Kindergarten students should use maps and globes to locate some of the places and geographic features discussed in class. Citizenship education will include the importance of following rules and respecting the rights of others. Students will have opportunities to learn about national symbols.

History

| | |
|------------|---|
| KSOCSTU-1 | The student will understand that history tells the story of people, places, and events of other times. |
| KSOCSTU-1A | Use a variety of media to identify and discuss interesting Americans from the past, present, and future (e.g. George Washington, Johnny Appleseed). |
| KSOCSTU-1B | Describe the people and events honored in commemorative holidays (e.g. Veterans' Day, Martin Luther King, Jr. Day). |
| KSOCSTU-1C | Recognize that we celebrate liturgical seasons and Holy Days as part of our Catholic history and heritage (e.g. All Saints Day, Advent, Lent, Feast of Guardian Angels). (CST 2B) |
| KSOCSTU-1D | Recognize similarities and differences in lifestyles of people in other cultures with our own. (CST 1A, 1B, 2C). |
| KSOCSTU-1E | Express appreciation for family heritage. (CST 2A) |

Geography

| | |
|------------|--|
| KSOCSTU-2 | The student will explore the geographic characteristics of his or her home, school, and community. |
| KSOCSTU-2A | Describe the relative location of objects using the terms: near, far, up, down, left, right, behind, in front. |
| KSOCSTU-2B | Recite address, city, state, and phone number. |
| KSOCSTU-2C | Recognize the United States of America as the country we live in. |
| KSOCSTU-2D | Recognize Oklahoma as the state we live in. |
| KSOCSTU-2E | Know the location of various places in the school and community (e.g. office, library, bathrooms, fire station, hospital). |
| | |
| KSOCSTU-3 | The student will recognize that maps and globes are different ways of representing the Earth's surface. |
| KSOCSTU-3A | Know that the globe is a model of the earth. Recognize that globes and maps show location, distance, and direction. |
| KSOCSTU-3B | Distinguish between land and water on maps and globes. |

| | |
|------------|---|
| KSOCSTU-3C | Identify a map as a drawing of a particular location. |
|------------|---|

Civics

| | |
|------------------|---|
| KSOCSTU-4 | The student will recognize the responsibilities of being a good citizen. |
| KSOCSTU-4A | Identify some actions associated with good citizenship (e.g. taking turns, sharing). (CST 2C) |
| KSOCSTU-4B | Give examples of situations involving responsibility (e.g. chores, school work, taking care of property). |
| KSOCSTU-4C | Recognize Church, school, and community workers and their services. (CST 2B, 5A, 5C) |
| KSOCSTU-4D | Explain the need for rules and authority figures and the consequences for breaking the rules.(CST 5B, 6B) |
| | |
| KSOCSTU-5 | The student will identify traditionally patriotic symbols. |
| KSOCSTU-5A | Identify the flag as a national symbol of our country. Recite the Pledge of Allegiance. |
| KSOCSTU-5B | Identify symbols associated with America (e.g. bald eagle, Liberty Bell, White House, Statue of Liberty). |
| KSOCSTU-5C | Recognize selected patriotic songs associated with the United States. |
| KSOCSTU-5D | Identify symbols associated with Oklahoma. |
| KSOCSTU-5E | Recite the Oklahoma Pledge. |

Economics

| | |
|------------------|--|
| KSOCSTU-6 | The student will understand that people do different jobs to meet basic economic needs and wants. |
| KSOCSTU-6A | Discuss different jobs in a community. (CST 2C, 5) |
| KSOCSTU-6B | Know that people work to earn money for what they need and want. (CST 5C). |
| | |
| KSOCSTU-7 | The student will identify basic economic concepts. |
| KSOCSTU-7A | Recognize the difference between basic needs (e.g. food, shelter, clothing) and wants (luxury items). (CST 1B, 4A, 4B, 4C) |
| KSOCSTU-7B | Recognize that people exchange money for goods. (CST 5C) |
| KSOCSTU-7C | Recognize that people save money for future needs and wants. (CST 3B) |

TECHNOLOGY

KINDERGARTEN

Overview

The kindergarten student will begin to develop basic proficiency in the use of technology. The student will develop an awareness of responsible use of technology and begin to discover the purpose of productivity tools. Developmentally appropriate activities will provide students with opportunities to utilize technology skills as they accomplish curriculum objectives.

Students will become accustomed to utilizing technology tools when technology is integrated into a variety of learning situations. Students will construct knowledge from information gathered online as well as from other technology resources. Applications will allow students to practice problem solving skills. The Internet will provide broad learning experiences.

Basic Operations and Concepts

| | |
|------------------|--|
| KTECHNO-1 | The student will identify the computer as a tool that helps people work and play. |
| KTECHNO-1A | Recognize common uses of technology in daily life. |
| KTECHNO-1B | Name basic computer components. |
| KTECHNO-1C | Start and exit applications. |
| KTECHNO-1D | Recognize that computers can print documents. |
| KTECHNO-1E | Take proper care of technology equipment. |
| | |
| KTECHNO-2 | The student will become familiar with the keyboard. |
| KTECHNO-2A | Identify, locate, and use keys. |
| KTECHNO-2B | Use the mouse to click and press, drag and release. |
| KTECHNO-2C | Use the mouse to click, double click and press, drag and release. |

Ethical, Legal, and Social Media

| | |
|------------------|---|
| KTECHNO-3 | The student will practice responsible use of technology. |
| KTECHNO-3A | Discuss the ownership of computer-created work. |
| KTECHNO-3B | Demonstrate respect for the work of others. |
| KTECHNO-3C | Discuss Catholic Social Teachings in relation to technology. |

Technology as a Tool for Productivity

| | |
|------------------|--|
| KTECHNO-4 | The student will use technology to produce documents. |
| KTECHNO-4A | Type name and basic words. |
| KTECHNO-4B | Use basic paint and drawing tools. |
| KTECHNO-4C | Print with assistance. |

Technology as a Tool for Communication

| | |
|-----------|---|
| KTECHNO-5 | The student will recognize that the Internet is used to interact with others. |
|-----------|---|

Technology as a Tool for Research

| | |
|-----------|---|
| KTECHNO-6 | The student will recognize that technology is used to locate information. |
|-----------|---|

VISUAL ART

KINDERGARTEN

Overview

Kindergarten students will explore the elements and principles of design as a way to communicate through art. An appreciation for art from a Catholic, historical, and cultural perspective will be developed. The visual arts will provide opportunities for self-expression and creative thinking. Students will learn to demonstrate respect for their own artwork and the artwork of others.

Language of Visual Art

| | |
|------------------|--|
| KVISART-1 | The student will identify and communicate using a variety of visual art terms. |
| KVISART-1A | Name elements of art including: line, color, form, shape, texture, value, and space. |
| KVISART-1B | Explore some of the principles of design including: rhythm, balance, patterns, contrast, movement, and repetition. |
| KVISART-1C | Use appropriate art vocabulary to describe art. |

Visual Art History and Culture

| | |
|------------------|---|
| KVISART-2 | The student will recognize the development of visual art from a historical and cultural perspective. |
| KVISART-2A | Discover and appreciate the art of the Catholic Church and its symbolism. |
| KVISART-2B | Understand that art reflects a culture. |
| KVISART-2C | Identify connections between visual art and other art disciplines. |
| KVISART-2D | Explore specific works of art produced by artists in different cultures, times and places. |
| KVISART-2E | Become familiar with appropriate art terminology to express personal opinions about art. |

Visual Art Expression

| | |
|------------------|---|
| KVISART-3 | The student will observe, select, and utilize a variety of ideas and subject matter in creating original works of art. |
| KVISART-3A | Recognize that creating art is a prayerful expression of their relationship with God. |
| KVISART-3B | Experiment with color mixing with various media. |
| KVISART-3C | Use a variety of subjects, basic media, and techniques in creating visual art (e.g. drawing, painting, weaving, sculpture, collage, and mixed media). |
| KVISART-3D | Demonstrate beginning skills of composition using the elements of art and principles of design. |
| KVISART-3E | Use art media and tools in a safe and responsible manner to create visual art. |

Visual Art Appreciation

| | |
|------------------|---|
| KVISART-4 | The student will appreciate and utilize art to make interdisciplinary connections and informed aesthetic decisions. |
| KVISART-4A | Demonstrate appropriate behavior while viewing art. |
| KVISART-4B | Demonstrate respect for personal artwork and the artwork of others. |
| KVISART-4C | Demonstrate thoughtfulness and care in completion of artworks. |
| KVISART-4D | Explore learning connections between visual art and concepts from other disciplines, such as mathematics, science, English language arts, social studies, and media arts. |

Additional Instructional Opportunities

| | |
|------------------|---|
| KVISART-5 | Additional Instructional Opportunities |
| KVISART-5A | Identify specific works of art produced by artists in different cultures. |

GENERAL MUSIC

KINDERGARTEN

Overview

In Kindergarten children explore melody and rhythm through singing, creative movement, and playing percussion instruments. Students sing and perform sacred, secular, patriotic and holiday songs.

Language of Music

| | |
|------------------|---|
| KMUSICK-1 | The student will read, notate, and interpret music. |
| KMUSICK-1A | Explore the elements of melody (high and low, up and down, leaps, and repeats). |
| KMUSICK-1B | Explore the elements of rhythm (steady beat, long and short sounds). |
| KMUSICK-1C | Sing accompanied and unaccompanied. |
| KMUSICK-1D | Explore the elements of form (introduction, repetition/contrast, solo/chorus, and verse/refrain). |
| KMUSICK-1E | Explore the elements of tone color (classroom percussion instruments and each family of orchestra instruments [strings, woodwinds, brass, and percussion]). |
| KMUSICK-1F | Explore the elements of pitch (high and low). |
| KMUSICK-1G | Explore the elements of tempo (fast and slow) |
| KMUSICK-1H | Explore the elements of dynamics (loud and soft). |
| | |
| KMUSICK-2 | The student will respond to beat or rhythm patterns. |
| KMUSICK-2A | Respond to the beat or rhythm patterns by clapping, walking, playing classroom instruments, chanting, etc. |
| | |
| KMUSICK-3 | The student will explore music through movement. |
| KMUSICK-3A | Explore music through creative movement. |

Music History and Culture

| | |
|------------------|--|
| KMUSICK-4 | The student will recognize the development of music from a historical and cultural perspective. |
| KMUSICK-4A | Differentiate between sacred and secular music. |
| KMUSICK-4B | Sing and perform action songs, chants, rhymes, singing games, and dances from a variety of cultures. |
| KMUSICK-4C | Recognize patriotic and holiday songs. |

Musical Expression

| | |
|------------------|---|
| KMUSICK-5 | The student will present an existing work formally or informally with appropriate expressive and technical skills. |
| KMUSICK-5A | Participate in music through singing and/or playing instruments. |

| | |
|------------|---|
| KMUSICK-5B | Match pitches, sing in tune, and use appropriate tone and expression. |
| KMUSICK-5C | Play simple rhythmic patterns using sounds and silences. |

Music Appreciation

| | |
|------------------|---|
| KMUSICK-6 | The student will use active listening to explore music. |
| KMUSICK-6A | Explore mood of music through movements. |
| KMUSICK-6B | Recognize basic features of familiar and unfamiliar songs. |
| KMUSICK-6C | Experience a representative sample of classical music. |
| KMUSICK-6D | Recognize and practice appropriate audience and/or performer behavior while demonstrating respect for the context and style of music performed. |

PHYSICAL EDUCATION

KINDERGARTEN

Overview

Kindergarten students will develop large and fine motor skills. Christ-like behavior will be demonstrated through communication and cooperation during a variety of discovery and movement activities. Children will engage in dynamic movement to promote good health.

Motor Skills

| | |
|------------------|--|
| KPHYSED-1 | The student will develop large and fine motor skills. |
| KPHYSED-1A | Demonstrate basic locomotor skills (walk, run, slide, skip, jump, hop, gallop, leap). |
| KPHYSED-1B | Develop body control skills (spatial awareness, boundaries). |
| KPHYSED-1C | Develop hand and eye coordination and movement through a variety of manipulative activities. |

Responsible Behaviors

| | |
|------------------|--|
| KPHYSED-2 | The student will develop responsible personal and social behavior. (CST 1A, 1B, 3B) |
| KPHYSED-2A | Recognize and apply safety guidelines related to a specific activity. |
| KPHYSED-2B | Understand that their body and physical abilities are a gift from God. (CST 1A, 1B, 3B) |
| KPHYSED-2C | Demonstrate Christ-like behavior regarding communication and cooperation. (CST 1A, 1B, 2B, 2C, 6A, 6B) |

Health and Fitness

| | |
|------------------|---|
| KPHYSED-3 | The student will participate in health and fitness activities. |
| KPHYSED-3A | Recognize the activities that promote health and wellness. |
| KPHYSED-3B | Engage in dynamic movement. |

WORLD LANGUAGES

KINDERGARTEN THROUGH FOURTH

Overview

The World Languages curriculum focuses on these areas: Catholicity, Communication, Cultural Practices, Connections, Comparisons, and Communities. Although each Diocesan school has a different configuration regarding World Languages scheduling, all students will still cover the main areas of focus, appropriate for their developmental level, regardless of the target language taught or the amount of time spent on learning a language other than English. The exception to this is Latin which is a classical language that is not used for communication or to interact with communities of today.

This curriculum is designed to give students an opportunity to:

- Develop and deepen individual faith through Catholic practices in order to connect with and participate more fully in the Universal Church.
- Communicate effectively in one or more languages in order to function in a variety of situations and for multiple purposes.
- Interact with cultural competence and understanding.
- Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
- Develop insight into the nature of language and culture in order to interact with cultural competence.
- Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

Catholicity

| | |
|--------------------|--|
| K-4WORLAN-1 | The student will understand Creed as the faith professed. |
| K-4WORLAN-1A | Listen and/or read excerpts from a Catholic Bible in the target language. |
| K-4WORLAN-1B | Translate scripture excerpts from a Catholic Bible in the target language. |
| K-4WORLAN-1C | Explore various Catholic Church documents in the target language. |
| | |
| K-4WORLAN-2 | The student will understand Sacraments as the faith celebrated. |
| K-4WORLAN-2A | Identify and participate in Catholic customs and traditions of the target language related to the sacraments. |
| K-4WORLAN-2B | Participate in some aspects of the Liturgy formally or informally in the target language. |
| K-4WORLAN-2C | Use Catholic scripture in the target language to explore the origins of the sacraments. |
| | |
| K-4WORLAN-3 | The student will understand Christian morality as the faith lived. |
| K-4WORLAN-3A | Identify and explore the target culture in relation to the Catholic Social Teachings. |
| K-4WORLAN-3B | Use the target language within and beyond the classroom to enhance participation in the Catholic faith. |
| K-4WORLAN-3C | Identify and explore influential figures from the target culture and their contributions to the Catholic Church. |

| | |
|--------------------|---|
| K-4WORLAN-3D | Identify and explore expressions of the Catholic faith within the target culture. |
| K-4WORLAN-3E | Explore sacred art from the target culture. |
| | |
| K-4WORLAN-4 | The student will understand Prayer as the faith prayed. |
| K-4WORLAN-4A | Read, recite, and/or sing common Catholic prayers and songs in the target language. |
| K-4WORLAN-4B | Compose original prayers in the target language. |

Communication

| | |
|--------------------|---|
| K-4WORLAN-5 | The student will understand, interpret, and analyze spoken and written language on a variety of topics. |
| K-4WORLAN-5A | Recognize memorized words and phrases when heard. |
| K-4WORLAN-5B | Understand words, phrases, and simple sentences related to everyday life when heard. |
| K-4WORLAN-5C | Recognize pieces of information and understand the main topic of what is being said. |
| K-4WORLAN-5D | Recognize letters and characters. |
| K-4WORLAN-5E | Understand learned or memorized words and phrases when read. |
| K-4WORLAN-5F | Understand familiar words, phrases, and sentences within short and simple texts related to everyday life. |
| K-4WORLAN-5G | Understand the main idea of what is read. |
| | |
| K-4WORLAN-6 | The student will engage in conversation, provide and obtain information, share reactions, express feelings, and exchange opinions. |
| K-4WORLAN-6A | Communicate on very familiar topics using a variety of practiced and memorized words and phrases. |
| K-4WORLAN-6B | Communicate and exchange information about familiar topics using phrases and simple sentences. |
| K-4WORLAN-6C | Participate in short social interactions in everyday situations by asking and answering simple questions. |
| | |
| K-4WORLAN-7 | The student will present information, concepts, and ideas to listeners or readers on a variety of topics. |
| K-4WORLAN-7A | Present information about self and some other very familiar topics using single words or memorized phrases. |
| K-4WORLAN-7B | Present information about self and some other very familiar topics using a variety of words, phrases, and memorized expressions. |
| K-4WORLAN-7C | Reproduce some familiar words, characters, or phrases. |
| K-4WORLAN-7D | Write lists and memorized phrases on familiar topics. |
| K-4WORLAN-7E | Write short messages and notes on familiar topics related to everyday life. |

Culture

| | |
|--------------------|---|
| K-4WORLAN-8 | The student will demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. |
| K-4WORLAN-8A | Respond to cultural expressions and gestures for greetings and farewells in appropriate social situations. |
| K-4WORLAN-8B | Initiate and respond to routine courtesy exchanges. |
| K-4WORLAN-8C | Participate in cultural activities, traditions, and holidays of the target culture. |
| K-4WORLAN-8D | Participate in children’s games representative of the target culture. |
| K-4WORLAN-8E | Identify and color flags and a few landmarks of the target culture. |
| K-4WORLAN-8F | Listen and respond simply to stories, songs, and rhymes of the target culture. |
| K-4WORLAN-8G | Name and experience foods and eating customs of the target culture. |
| K-4WORLAN-8H | Identify some beliefs and outlooks of the target culture. |
| K-4WORLAN-8I | Understand diversity and recognize the impact of stereotyping other cultures. |
| K-4WORLAN-8J | Recognize differences and similarities between the target culture and their own. |
| K-4WORLAN-8K | Recognize and write numbers according to cultural custom. |
| | |
| K-4WORLAN-9 | The student will demonstrate an understanding of the relationship between the products and perspectives of the culture studied. |
| K-4WORLAN-9A | Name and identify tangible products of everyday living. |
| K-4WORLAN-9B | Identify and explore artifacts and symbols commonly used in the target culture. |
| K-4WORLAN-9C | Identify and explore some major contributions and influential figures, past and current, from the target culture. |
| K-4WORLAN-9D | Identify and explore the impact of historical and contemporary influences from the target culture that are significant in their own culture. |
| K-4WORLAN-9E | Identify and investigate products and geographic features from civilizations, countries, regions, and tribes associated with the target language studied. |
| K-4WORLAN-9F | Recognize samples of the culture’s perspectives from the arts, media, and sports in the target culture. |

Connections

| | |
|---------------------|---|
| K-4WORLAN-10 | The student will reinforce and expand their knowledge of other areas of study using a variety of sources in the target language. |
| K-4WORLAN-10A | Identify and/or apply selected information and skills from other content areas in experiences related to the target language and culture. |
| K-4WORLAN-10B | Reinforce and/or expand learning in other content areas using authentic target language resources. |
| K-4WORLAN-10C | Identify eight colors using clothing of children and pictures. |
| K-4WORLAN-10D | Count from 0 to 15 using the target language. |

Comparisons

| | |
|---------------------|--|
| K-4WORLAN-11 | The student will demonstrate an understanding of the nature of language through comparisons of the target language and their own. |
| K-4WORLAN-11A | Recognize cognates and borrowed words when applicable and be aware of their usefulness in comprehending language. |

| | |
|---------------------|---|
| K-4WORLAN-11B | Identify and compare the sound and writing systems of the target language with their own, including stress, intonation, and punctuation. |
| K-4WORLAN-11C | Identify basic grammatical structures of the target language and compare these structures such as tense, gender, word order, and agreement to their own language. |
| K-4WORLAN-11D | Recognize and use identified idiomatic expressions that cannot be directly translated into their own language. |
| | |
| K-4WORLAN-12 | The student will demonstrate an understanding of the concept of culture through comparisons of the target culture and their own. |
| K-4WORLAN-12A | Identify similarities and differences in verbal and nonverbal behavior between cultures. |
| K-4WORLAN-12B | Recognize cross-cultural similarities and differences in the practices of the target culture. |
| K-4WORLAN-12C | Identify cross-cultural similarities and differences in the products of the target culture. |
| K-4WORLAN-12D | Recognize cross-cultural similarities and differences in the perspectives within the target culture. |

Communities

| | |
|---------------------|---|
| K-4WORLAN-13 | The student will use the target language both within and beyond the school community for personal enjoyment, enrichment, and active participation. |
| K-4WORLAN-13A | Produce short presentations for a variety of audiences. |
| K-4WORLAN-13B | Participate in activities where the ability to communicate in a second language is beneficial. |
| K-4WORLAN-13C | Take part in language-related activities to benefit the school and/or community.(CST 2B) |
| K-4WORLAN-13D | Articulate the benefits of being able to communicate in more than one language. |
| K-4WORLAN-13E | Demonstrate a willingness to interact with native speakers. |
| K-4WORLAN-13F | Discover and explore a variety of entertainment sources representative of the target culture. |
| K-4WORLAN-13G | Identify and discuss issues of interest within the target culture. |
| K-4WORLAN-13H | Discover and explore samples of art, literature, music, and sports representative in the target culture. |