



Good Shepherd Little Rams Preschool

Archdiocese of Kansas City
in Kansas
Preschool Curriculum



"Growing together as Children of God."

Good Shepherd Catholic School

Preschool Curriculum

Overview

At Good Shepherd, we nurture each child as a beloved child of God. Our preschool curriculum supports the growth of the whole child spiritually, academically, socially, and physically. Instruction is rooted in our faith and presented through hands-on, developmentally appropriate experiences that meet children where they are and help them grow with confidence.

Through daily prayer, play, exploration, and guided learning, children build strong foundations in literacy, math, science, and social development while learning to treat others with kindness and respect. This curriculum reflects our commitment to nurturing each child as a unique and valued child of God while preparing them for continued success in school.

Religion

Children grow in their understanding of God, Jesus, the Church, and the saints while learning to live with kindness, respect, and responsibility.

Scripture	<ul style="list-style-type: none">• Knows that scripture is God's word speaking to us.• Identify the physical representation of the Bible• Student retells scripture stories, including Creation (Gen. 1:1-24), Noah's Ark, Birth of Jesus, Easter Story, Let the Children Come to me (Mk. 10:14), and other stories of Jesus.
Saints	<ul style="list-style-type: none">• Verbalize that a saint is a holy person who is friends with Jesus• Identify Mary, St. Joseph, St. Nicholas, St. Patrick, and St. Francis of Assisi
Commandments	<ul style="list-style-type: none">• Verbalize that a commandment is a rule of God• Recognize the commandment: Love God with all your heart• Recognize the commandment: Honor your Mother and Father

Mary	<ul style="list-style-type: none"> • Verbalize that Mary is the Mother of Jesus • Verbalize that Mary is our Mother • Verbalize that Mary is part of the Holy Family
Doctrine	<ul style="list-style-type: none"> • Knows that God made all people and all things. • Learns that Jesus is the son of God, Mary is the mother of Jesus, and Joseph is the foster father (Holy Trinity). • Recognizes sacred images, statues, and the crucifix.
Feast Days/ Holy Days	<ul style="list-style-type: none"> • Recognize the following: Christmas and Easter
Social Justice	<ul style="list-style-type: none"> • Demonstrate social justice by sharing, taking turns, using kind words, and caring for God's creation
Church/Liturgy	<ul style="list-style-type: none"> • Identify the Church as God's house • Knows that the Church is a place where we come to pray • Knows that the priest is a special person who teaches about Jesus. • Demonstrate reverence (respect) during Mass/service. • Identify that we have a Church family
Prayer	<ul style="list-style-type: none"> • Recognizes that prayer is a conversation with God. • Prays simple prayers such as: Sign of the Cross, Angel of God, and blessing before meals • Identify the crucifix
Anti-Bullying/ Beatitudes	<ul style="list-style-type: none"> • Recognizes that choices (good/bad) have an impact on others • Recognize that Jesus is an example of how to treat others
Virtue	<ul style="list-style-type: none"> • Identify that a virtue is a good action we do to be more like Jesus.
Service	<ul style="list-style-type: none"> • Identify that service is caring for others and helps us be more like/ Jesus. • Demonstrate ways to participate in service.

Social-Emotional Development

Students build friendships, manage emotions, and learn how to work, play, and solve problems with others.

<p style="text-align: center;">Character Development</p>	<ul style="list-style-type: none"> ● Student demonstrates a sense of self as a child of God. ● Develops positive social relationships. ● Working to respond appropriately and show respect to positive and negative feedback from adults ● Starts to understand the effect of their own behavior on others ● Recognizes examples of words and actions that are helpful or hurtful ● Shows understanding of and responds to feelings of others with adult guidance and support ● Demonstrates an understanding of what it means to be a friend of Jesus (i.e., someone who cares, listens, shares ideas, and spreads the good news).
<p style="text-align: center;">Decision Making and Problem-Solving</p>	<ul style="list-style-type: none"> ● Understands and accepts the consequences of one's own behavior ● Follows predictable classroom routines and manages transitions positively most of the time with minimal adult support. ● Demonstrates confidence and fortitude by participating in most classroom activities ● Interacts easily with familiar adults by engaging in conversations, responding to questions, and following directions. ● Practices being a peacemaker by attempting to solve social problems independently, by negotiation, or with adult assistance (The Golden Rule) ● Manages (i.e., expresses, inhibits, or redirects) emotions, impulses, and behaviors with minimal guidance from adults
<p>Personal Development</p>	
<p style="text-align: center;">Personal Awareness</p>	<ul style="list-style-type: none"> ● Recognizes and identifies more complex emotions (e.g., frustration, disappointment, jealousy) in self and others with adult guidance as needed. ● Expresses and responds to a range of emotions in

	<p>Christlike ways.</p> <ul style="list-style-type: none"> • Describes characteristics of self and others, recognizing God-given gifts and talents. • States more complex personal information
Self-Management	<ul style="list-style-type: none"> • Expresses preferences. • Develops strategies to express strong emotion and calm self, with adult help as needed • Recognizes and accurately describes own feelings • Demonstrates age-appropriate independence in decision-making regarding activities and materials.
Social Awareness	<ul style="list-style-type: none"> • Demonstrates understanding and empathy for others' needs. • Demonstrates an understanding of which forms of emotional expression are acceptable in a given environment. • Recognizes and respects that every person is a unique child of God with similarities and differences (e.g., gender, race, special needs, cultures, languages, family structures). • Using Jesus as an example, treat others with respect when conflict or differences occur, with adult guidance as needed.
Interpersonal Skills	<ul style="list-style-type: none"> • Displays Christlike behaviors with peers (e.g., helping, sharing, and taking turns) • Participates in conversational turn-taking by listening and responding to what was said. • Demonstrates respect, kindness, and patience* in joining a play group with adult guidance as needed • Invites other children to join groups or activities • Develops friendships with one or two preferred peers • Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment • Identifies a problem with peers and demonstrates flexibility in solving it

Communication and Literacy

Children develop listening, speaking, reading, and early writing skills through stories, conversations, and hands-on activities.

Literature and Informational Text

Key Ideas and Details	<ul style="list-style-type: none">• With prompting and support, asks and answers questions about key details in a text.• With prompting and support, retells stories with increasing detail and accuracy• With prompting and support, identifies characters, settings, and major events in a Bible story• With prompting and support, describes the connection between two events or pieces of information in a text
Craft and Structure	<ul style="list-style-type: none">• Asks and answers questions about unknown words in a text• Interact with a variety of common types of texts• Identifies the front cover, back cover, and title page of a book• With prompting and support, can describe the role of an author and an illustrator
Integration of Knowledge and Ideas	<ul style="list-style-type: none">• With prompting and support, uses the illustrations to retell major events in a story• With prompting and support, uses the illustrations to identify key details• With prompting and support, begins to compare and contrast the adventures and experiences of characters in familiar stories.• With prompting and support, answers “why” questions based on information presented in the text• With prompting and support, identifies a similarity and difference between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)
Range of Reading and Level of Text Complexity	<ul style="list-style-type: none">• Actively engages in large and small group reading activities with purpose and understanding (e.g.,

	asks for a favorite book to be read)
Foundational Skills	
Print Concepts	<ul style="list-style-type: none"> • Demonstrates understanding of the organization and basic features of print • Follows words from left to right, top to bottom, and page by page • Recognizes that spoken words are represented in written language by specific sequences of letters • Recognizes that letters are grouped to form words • Recognizes and names some upper and lowercase letters in addition to those in the first name
Phonological Awareness	<ul style="list-style-type: none"> • Demonstrates understanding of spoken words, syllables, and sounds (i.e., phonemes) • Recognizes and produces rhyming words • Blends and segments syllables in spoken words (e.g., /f/+/i/+/sh/= fish; or clapping or snapping out syllables ap-ple= 2 claps) • With prompting and support, blends and segments initial sounds (i.e., onset) and ending sounds (i.e., rime) of single-syllable words (e.g., /d/+/og/ = dog) • States the initial sound (phoneme) in consonant-vowel consonant (CVC) words (e.g., God starts with /g/)
Phonics and Word Recognition	<ul style="list-style-type: none"> • Knows and applies age-appropriate word analysis skills in decoding words • Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters • Identifies own name in print • Recognizes and “reads” familiar words or environmental print
Writing	
Text Types and Purposes	<ul style="list-style-type: none"> • Uses a combination of drawing, dictating, or emergent writing to express thoughts and ideas.
Production and Distribution of Writing	<ul style="list-style-type: none"> • Recognizably writes a majority of the letters in their name

	<ul style="list-style-type: none"> • With guidance, responds to questions and suggestions, and adds details to drawings or emergent writing as needed • With guidance, explores a variety of digital tools to produce and publish emergent writing
Research to Build and Present Knowledge	<ul style="list-style-type: none"> • Participates in shared research and writing projects • With guidance from adults, recalls information from experiences or gathers information from provided sources to answer a question
Speaking and Listening	
Comprehension and Collaboration	<ul style="list-style-type: none"> • Participates in collaborative conversations with diverse partners about preschool topics and texts with peers and adults in small and larger groups • Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion) • Continues a conversation through multiple exchanges, staying on topic • Confirms understanding of a Biblical or other text read aloud or information presented orally or through other media by asking and answering reasoning questions (e.g., why, how) about key details and requesting clarification if something is not understood
Presentation of Knowledge and Ideas	<ul style="list-style-type: none"> • Uses some basic spatial (e.g., front/back, top/bottom) and temporal (e.g., first/last, before/after) concepts to describe familiar people, places, things, and events. • Able to tell another person about what they have drawn • Speaks understandably to express ideas, feelings
Language Arts	
Conventions of Standard English	<ul style="list-style-type: none"> • Demonstrates an emerging command of the conventions of standard English grammar and usage when writing or speaking • Prints some upper- and lower-case letters

	<ul style="list-style-type: none"> ● Uses frequently occurring nouns and verbs ● Forms regular plural nouns orally by adding /s/ or /es/ (e.g., angel, angels; fish, fishes; loaf, loaves) ● Understands and uses most question words (i.e., interrogatives) (e.g., who, what, where, when, why, how) ● Uses the many frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) ● Produces complete sentences in shared language activities ● Demonstrates a beginning awareness of the conventions of writing by using some letters to match sounds in words (e.g., uses the beginning letter to write or represent a word, and usually writes from left to right)
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<p>Vocabulary Acquisition and Use</p>	<ul style="list-style-type: none"> ● When reading text determines or clarifies the meaning of unknown and multiple-meaning words with assistance or cues from an adult (e.g., providing a frame of reference, context, or comparison) ● With guidance and support, explores word relationships and nuances in word meanings ● Demonstrates an understanding of some frequently occurring verbs and adjectives by relating them to their opposites ● Distinguishes among some verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings ● With prompting and support, begins to use new words and phrases acquired through conversations, reading, and being read to, and responding to
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Mathematics

Students explore numbers, shapes, patterns, and measurement through counting, comparing, and problem solving.

Counting and Cardinality

Number Names and Count Concepts	<ul style="list-style-type: none">● Counts in sequence to 30● Represents a group of objects with a written numeral 0-12 (with 0 representing a count of no objects)● Counts forward beginning from a given number (under 10) within the known sequence (instead of having to begin at 1)
Count to Tell Number of Objects	<ul style="list-style-type: none">● Understands the relationship between numbers and quantities to 10; connects counting to cardinality● Uses one-to-one correspondence when counting objects, says the number names in the standard order, pairing with each object● Understands that the last number name said tells the number of objects counted (cardinality) using manipulatives● Understands that the number of objects remains the same regardless of the order in which the objects were counted● Counts to answer "how many?" about as many as 10 things arranged in multiple ways (e.g., in a line, in a circle, in a group)
Compare Numbers	<ul style="list-style-type: none">● Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group up to 10 by using matching and counting strategies● Identifies number clusters to 5 using manipulatives (e.g., instantly recognizes briefly shown collections up to 5 when presented in a variety of arrangements and verbally names the number of items)● Compares two numbers between 1 and 5 when presented as written numerals using● Demonstrates an understanding of addition and subtraction by using objects, fingers, and acting out practical situations● Composes and decomposes numbers less than or equal to 5 into groups in more than one way by

	<p>using objects</p> <ul style="list-style-type: none"> Identifies patterns in the real world and in numbers (e.g., +1 pattern where one more than 3 is 4, one more than 4 is 5, written numerals follow a definite number pattern as the ones digits repeat, 100's chart)
Measurement and Data	
Compare Measurable Attributes	<ul style="list-style-type: none"> Describes and compares objects using measurable attributes (length, size, capacity, and weight) Directly compares two objects with a measurable attribute in common to see which object has "more of" / "less of" the attribute
Classify/Count Objects	<ul style="list-style-type: none"> Sorts objects into categories; counts the number of objects in each category (limit category counts to less than or equal to 10); makes comparisons between the categories based on quantity. Collects data by categories to answer simple questions
Geometry	
Identify and Describe Shapes	<ul style="list-style-type: none"> Describes objects in the environment using names of shapes (squares, circles, triangles, rectangles, cubes, cones, cylinders, and spheres) Describes the relative positions of these objects using terms (e.g., above, below, beside, in front of, behind, and next to) Correctly name shapes regardless of their orientations or overall size
Analyze, Compare, Create, and Compose Shapes	<ul style="list-style-type: none"> Analyzes and compares 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) Creates shapes during play by building, drawing, etc. Puts together several shapes to make a picture and

fill a simple outline puzzle

Science

Children investigate the world around them, learning about living things, physical processes, Earth, and God's creation.

Motions and Stability: Forces & Interactions

- Describes and compares the effects of common forces (e.g., pushes and pulls) on objects and the impact of gravity, magnetism, and mechanical forces (e.g., ramps, gears, pendulums, and other simple machines)
- Recognizes and describes the effect of his/her own actions on objects.

Energy

- Demonstrates an understanding that God created the sun, which provides light and warmth.

Molecules to Organisms: Structures & Processes

- Asks/answers questions about objects, organisms, and events in their environments
- Understands and is able to explain why God created plants and animals to need air, food, and water.

Earth Systems

- Observes and discusses changes in weather and seasons using common weather-related vocabulary (e.g., rainy, sunny, cold, windy)
- Observes and explains how plants and animals respond to God's seasonal changes in the environment
- Understands how good or bad actions people take may change the environment for better or for worse, keeping in mind that we are stewards of God's earth

Earth and Human Activity

- Demonstrates an understanding that God's living things exist in different habitats (e.g., God created the air for birds and the water for fish)
- Demonstrates ways in which God created natural resources for His people (e.g., wood for lumber to

	<p>build a shelter, water for drinking)</p> <ul style="list-style-type: none"> • Demonstrates an understanding of weather conditions requiring different clothing/accessories (e.g., boots, mittens, raincoat)
Social Studies	
Students learn about families, communities, leaders, traditions, and cultural practices in their environment.	
Government	<ul style="list-style-type: none"> • Identifies leaders at home and school (e.g., priests, Pope, Archbishop, parents, guardians, teachers, principal)
Economics	<ul style="list-style-type: none"> • Recognizes that people have wants and must make choices because resources and materials are limited • Demonstrates an understanding that money can be exchanged for goods and services.
Geography	<ul style="list-style-type: none"> • Identifies and correctly uses terms related to location, direction, and distance (e.g., up/down, here/there) • Creates simple "maps" or drawings of familiar places in Bible history • Matches objects to usual locations and identifies features of familiar places • Identifies the four seasons and relates each season to basic clothing choices • With adult support, participates in activities to preserve the environment (e.g., using the trash can and saving items that can be recycled)
Kansas, United States & World History	<ul style="list-style-type: none"> • Describes some of the holidays, foods, and special events regarding different cultures • Names the city, state, and Church community where he/she belongs • Demonstrates an understanding of time in the context of daily experiences.

Physical Health and Development

Children build gross and fine motor skills, practice safety, and learn healthy habits for daily life.

Large Motor Skills	<ul style="list-style-type: none">• Demonstrates locomotor skills with control, coordination, and balance in active play (hops, jumps, runs with control and direction, climbs, swings)• Demonstrates coordination in using objects during active play (riding a trike, catching a ball, throwing, balancing, pushing)• Explores, practices, and performs skill sets (throwing, pushing, pulling, balancing, catching)
Fine Motor	<ul style="list-style-type: none">• With fluency and accuracy, uses classroom and household tools independently and with eye-hand coordination to carry out activities (using scissors, zips, snaps, and buttons to dress)
Safety	<ul style="list-style-type: none">• Demonstrates an ability to follow emergency routines with adult support• Identifies and follows basic safety with reminders and guidance
Physical Fitness	<ul style="list-style-type: none">• Participates in active play, exhibiting strength and stamina
Nutrition/Healthy Eating	<ul style="list-style-type: none">• Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy• Demonstrates increasingly complex oral skills (drinking through a straw, blowing bubbles)
Personal Hygiene	<ul style="list-style-type: none">• Follows basic health practices (wash hands, cover mouth when sneezing/coughing, use a tissue)• Completes personal care tasks (bathroom routine, brushes teeth, etc.)

Creative Arts

Students express themselves through music, movement, drama, and visual arts,

developing imagination and creativity.

Dance

Physical	<ul style="list-style-type: none">• Explores one body part in conjunction with other body parts, balancing on one foot.• Skips, slides, leaps
Responding	<ul style="list-style-type: none">• Dances to music with varying tempos• Creates simple rhythm patterns and can repeat them• Moves through combinations of pathways, straight, zigzag, diagonal, and curved• Expands movement vocabulary by exploring words (e.g., suspend, swing, point, burst, float, droop, carve, creep, open, and close)
Creating	<ul style="list-style-type: none">• Creates movement based on imagery from pictures, books, or other ideas• Improvises a dance that has a beginning and an ending that uses 2 or more locomotor steps
Understanding	<ul style="list-style-type: none">• Able to listen and carry out instructions• Able to create movement and discovery

Music

Physical	<ul style="list-style-type: none">• Participates in more complex songs and involves physical movement - finger plays, chants, etc
Responding	<ul style="list-style-type: none">• Demonstrates movement without prompting: march, hop, tiptoe, skip.• Vocally repeats a note pattern using an 8-note scale
Creating	<ul style="list-style-type: none">• Creates own songs and movements, including rhythm instruments
Understanding	<ul style="list-style-type: none">• Demonstrates a basic understanding of music vocabulary: loud/soft - forte/piano, fast/slow - staccato/legato

	<ul style="list-style-type: none"> Introduces basic notes and patterns: whole notes, ½ notes, ¼ notes
Acting/Theater	
Physical	<ul style="list-style-type: none"> Takes a role in acting out a story
Responding	<ul style="list-style-type: none"> Anticipates the story plot and structure of a story Assumes roles in dramatic play situations involving tales Interacts with others in listening and responding in a dramatic role Demonstrates feelings with body and voice
Creating	<ul style="list-style-type: none"> Dictates a story (e.g., the Christmas story, the Resurrection of Jesus, Adam and Eve, etc.) Repeats dialogue and movement to tell a story Creates roles for self and others in dramatic play situations using body and dialogue Uses costumes to create a character from the story with dialogue Creates and executes complicated plots with conflict and resolution verbally and physically Uses props/objects in creative ways to promote and create a story.
Understanding	<ul style="list-style-type: none"> Retells Bible stories Uses imagination to create dramatic roles Uses imagination, puppets, and inanimate objects as characters from familiar stories Critiques drama experiences and finds meaning/moral in Jesus' parables
Visual Arts	
Physical	<ul style="list-style-type: none"> Uses a variety of materials to create art Shows skill with scissors
Responding	<ul style="list-style-type: none"> Recognizes and describes various art forms - sculpture, painting, printing, and artifacts

	<ul style="list-style-type: none">• Drawings suggest real life• Drawings are becoming better defined, more detailed
Creating	<ul style="list-style-type: none">• Tells stories/works out problems with drawings• Combines multiple media (e.g., builds a sculpture, paint; paints paper, and prints)
Understanding	<ul style="list-style-type: none">• Demonstrates understanding of art vocabulary and concepts.• Discusses own artistic creations and those of others.