

Number		
Domain	Essential Standard (Report Card)	Indicator Standard (Gradebook)
Evangelization and Missionary Discipleship	Discipleship	<p>K.E.1.1 Recognize that God knows and loves them personally.</p> <p>K.E.1.2 Encounter the Lord Jesus Christ through experiential activities such as guided meditations using Sacred Scripture and adoration of the Blessed Sacrament.</p> <p>K.E.1.3 Recognize that Jesus wants to be in a relationship with each person.</p> <p>K.E.1.4 Recognize that they can be very close to Jesus.</p> <p>K.E.1.5 Discuss that making good choices helps them to live in friendship with God and one another.</p>
Knowledge of Faith	Creed	<p>K.K. 1.5 With prompting and support, relate that Jesus died on the Cross for us, rose from the dead, and ascended into heaven to save us from our sins.</p> <p>K.K.1.1 Identify the three persons of the Holy Trinity: Father, Son, and Holy Spirit, demonstrate respect for their names, and know that we demonstrate our belief in the Holy Trinity when we make the Sign of the Cross.</p> <p>K.K.1.10 Discuss that it is unique to the human person to care for creation.</p> <p>K.K.1.11 Explain that the human person is made in the image and likeness of God who is one God in three persons.</p> <p>K.K.1.12 Express that creation is a gift from God who is loving.</p> <p>K.K.1.2 State that God is the creator of the world and that He made all creation good.</p> <p>K.K.1.3 State that Jesus is true God and true man, Son of God, and Son of Mary.</p> <p>K.K.1.4 State that Jesus taught us to call God our Father and helps us to know God's love.</p> <p>K.K.1.6 Identify the Holy Spirit as the Person of the Trinity who lives within the baptized and helps us to do what God asks us to do.</p> <p>K.K.1.7 Recognize heaven as living with God forever.</p> <p>K.K.1.8 Recognize that the human person has a special relationship with God in comparison to animals.</p> <p>K.K.1.9 Compare the special dignity of man's work to the activity of animals.</p>
Liturgy and Sacraments	Scripture	<p>K.K.2.1 Identify the Bible as a sacred book of the family of the Church that we treat with reverence.</p> <p>K.K.2.10 With prompting and support, retell age-appropriate parables told by Jesus.</p> <p>K.K.2.11 With prompting and support, relate some significant biblical narratives from salvation history from the Old and New Testaments.</p> <p>K.K.2.2 Identify that there are two parts of the Bible: the Old Testament and the New Testament.</p> <p>K.K.2.3 Identify the Bible as the sacred book that contains the four Gospels – important books that teach us about Jesus.</p> <p>K.K.2.4 State that the Bible is the book where we learn about how God created all that is and with prompting and support retell some biblical accounts from the Old Testament that show God's love for creation.</p> <p>K.K.2.5 State that Adam and Eve are the names of the first man and the first woman created by God.</p> <p>K.K.2.6 With prompting and support, retell some biblical accounts of the infancy and childhood of Jesus.</p> <p>K.K.2.7 Know that the Holy Family is Jesus, Mary, and Joseph.</p> <p>K.K.2.8 With prompting support, retell some biblical accounts of angels as messengers from God.</p> <p>K.K.2.9 With prompting and support, retell biblical accounts about important moments in the life of Christ.</p>
	Sacraments	<p>K.L.1.1 Understand that Jesus gave us the sacraments.</p> <p>K.L.1.2 State that, through the liturgical celebration of Baptism, we become children of God and members of the Church.</p> <p>K.L.1.3 State that Baptism is a sacrament.</p> <p>K.L.1.4 Identify water as a sign of God's life and an important part of Baptism.</p> <p>K.L.1.5 Discuss other elements of the celebration of Baptism: the sign of the cross, white garment (what it symbolizes) sacred Chrism, anointing, etc.</p> <p>K.L.1.6 Identify the Last Supper as the first Mass.</p> <p>K.L.1.7 State that Sunday is the Holy Day set for the celebration of the Eucharist that takes place at Sunday Mass.</p>
	Liturgy	<p>K.L.2.1 State that Advent, Christmas, Lent, Holy Week, and Easter are important seasons of the liturgical year.</p> <p>K.L.2.2 Identify Palm Sunday as the day that Jesus entered Jerusalem.</p> <p>K.L.2.3 Identify Holy Thursday as the day that Jesus shared the Last Supper with the apostles.</p> <p>K.L.2.4 Identify Good Friday as the day that Jesus died.</p> <p>K.L.2.5 State that Easter, when Jesus rose from the dead, is the celebration of his Resurrection.</p> <p>K.L.2.6 Demonstrate the following liturgical gestures: the Sign of the Cross, kneeling, genuflecting, bowing, and the sign of peace.</p> <p>K.L.2.7 Participate at Mass in an age-appropriate manner and give the meaning of and use properly these liturgical words: amen and alleluia.</p>

Morality	Conscience	<p>K.M.1.1 Understand that we obey God because he first loves us and we love Him.</p> <p>K.M.1.2 State that we are called to know, love, and serve God, and to love others as ourselves.</p> <p>K.M.1.3 Discuss the difference between right and wrong.</p> <p>K.M.1.4 Affirm that God gives us the freedom to make right choices.</p> <p>K.M.1.5 Discuss obedience to parents, teachers, and other legitimate authorities.</p> <p>K.M.1.6 Understand that God gives us laws to follow called the Ten Commandments.</p> <p>K.M.1.7 Show respect for God's name.</p> <p>K.M.1.8 Express love and gratitude to God for life and God's gifts to us.</p> <p>K.M.1.9 Demonstrate honesty, sharing, and respect for others.</p>
	Christian Living	<p>K.M.2.1 Recognize that we are all brothers and sisters in God's family.</p> <p>K.M.2.2 Recognize that we learn about God from the people who love us.</p> <p>K.M.2.3 Recognize that human dignity comes from being created in the image and likeness of God and therefore each person is special.</p> <p>K.M.2.4 Identify ways that people show they care for each other.</p> <p>K.M.2.5 Describe how God's grace helps us to show acts of kindness.</p> <p>K.M.2.6 Describe that Jesus teaches us to forgive others, ask for forgiveness, and demonstrate the ability to express sorrow when we have hurt others.</p>
	Vocation	<p>K.M.3.1 Understands that God calls me to love and to serve him through loving acts.</p> <p>K.M.3.2 Name the special people the Church has to help us to learn about God and to live as followers of Jesus: specifically, priests and religious sisters.</p>
Christian Prayer	Prayer	<p>K.P.1.1 Understand that prayer is talking to and listening to God.</p> <p>K.P.1.2 Know that Jesus prays and teaches his disciples to pray.</p> <p>K.P.1.3 Demonstrate different ways to pray, e.g., reading, listening, singing, formal, and spontaneous.</p> <p>K.P.1.4 Identify praise and thanksgiving as types of prayer.</p> <p>K.P.1.5 Identify appropriate times for prayer (morning, before bed, mealtime).</p> <p>K.P.1.6 Identify the rosary as a public or private prayer and understand that it is about the life of Jesus and his Blessed Mother Mary.</p> <p>K.P.1.7 Genuflect in the presence of the Blessed Sacrament.</p> <p>K.P.1.8 Identify the role of the Holy Spirit in prayer.</p> <p>K.P.1.9 With prompting and support recite the following prayers in a group setting: meal time prayers, Glory Be, Our Father, Hail Mary, Guardian Angel Prayer, Sign of the Cross, Morning Offering.</p>
Community Life	Catholic Church	<p>K.C.1.1 Identify the Church as God's family and a praying and worshipping community.</p> <p>K.C.1.2 Identify some Church leadership roles: pope, (arch)bishop, priest, deacon and recognize that the pope is the visible head of the Church.</p> <p>K.C.1.3 Identify pastors/priests as leaders of parishes and name the pastor at their parish and state what the pastor does.</p> <p>K.C.1.4 Explain that the parish is part of the universal Church and identify the parish your family and friends attend.</p> <p>K.C.1.5 Identify Mary as the mother of Jesus and as our spiritual Mother.</p> <p>K.C.1.6 Identify saints as models of Christian living and our friends and helpers and listen to simple stories of the lives of saints.</p>
	Ecumenism	<p>K.C.2.1 Understand that Jesus founded the Catholic Church and prayed that we might all be one.</p> <p>K.C.2.2 Express that God loves all people.</p> <p>K.C.2.3 Describe how each child shows love and respect for people.</p>
	Catholic Social Teaching	<p>K.C.3.1 Show concern for the poor, the hungry, and the homeless.</p> <p>K.C.3.2 Recognize the importance of fairness and justice for all people and demonstrate fairness and justice within the classroom.</p> <p>K.C.3.3 Recognize that God calls each of us to share our gifts with others.</p> <p>K.C.3.4 Display loving actions that spread Jesus' message of loving God and loving others.</p>

Reading Foundational Skills	Concepts of Print	K.RF.1 Demonstrate understanding of the organization and basic features of print.a. Follow words from left to right, top to bottom, and page by page.b. Recognize that spoken words are represented in written language by specific sequences of letters.c. Understand that words are separated by spaces in print.d. Recognize and name all upper- and lowercase letters of the alphabet.
	Phonics and Word Recognition (decoding)	K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.a. Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.b. Associate the long and short sounds with common spellings for the five major vowels.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
	Phonological Awareness (syllables and sounds)	K.RF.2 Demonstrate understanding of spoken words, syllables, and phonemes (sounds).a. Recognize and produce rhyming words.b. Count, pronounce, blend, and segment syllables in spoken words.c. Blend and segment onsets and rimes of single-syllable spoken words.d. Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)e. Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words.
	Fluency Reads with purpose and understanding	K.RF.4 Read emergent-reader texts with purpose and understanding. K.RI.10 Actively engage in group reading activities with purpose and understanding. K.RL.10 Actively engage in group reading activities with purpose and understanding and activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
Reading	Literature	K.RL.1 With prompting and support, ask and answer questions about key details in a text. K.RL.2 With prompting and support, retell familiar stories, including key details. K.RL.3 With prompting and support, identify characters, settings, and major events in a story. K.RL.4 Ask and answer questions about unknown words in a text. K.RL.5 Recognize common types of texts (e.g., storybooks, poems, Scripture). K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. K.RL.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).
	Informational Text	K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. K.RI.1 With prompting and support, ask and answer questions about key details in a text. K.RI.2 With prompting and support, identify the main topic and retell key details of a text. K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. K.RI.4 With prompting and support, ask and answer questions about unknown words in a grade appropriate text , including scripture and other Catholic works. K.RI.5 Identify the front cover, back cover, and title page of a book. K.RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). K.RI.8 With prompting and support, identify the reasons an author gives to support points in a text. K.RI.9 With prompting and support, identify basic similarities in and differences between two texts , including Scripture and other grade appropriate Catholic works, on the same topic (e.g., in illustrations, descriptions, or procedures).
Language	Grammar and Usage	K.L.1,GRAM Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.a. Print many upper- and lowercase letters.b. Use frequently occurring nouns and verbs.c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).d. Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how).e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).f. Produce and expand complete sentences in shared language activities.
	Conventions of standard English (capitalization, punctuation, spelling, etc.)	K.L.2.CONV Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.a. Capitalize the first word in a sentence and the pronoun b. Recognize and name end punctuation.c. Write a letter or letters for most consonant and short-vowel phonemes (sounds).d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
	Vocabulary Acquisition and Use	K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases including the vocabulary of the Catholic Faith, based on kindergarten reading and content.a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. K.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms (opposites).c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Writing	Drawing and Writing- Informative/Explanatory	<p>K.W.2 Use a combination of drawing, dictating, and writing to compose <u>informative/explanatory texts</u>; that namw what is being written about and supply some information about the topic.</p> <p>K.WI.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>K.WI.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
	Drawing and Writing- Narrative	<p>K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>K.WN.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>K.WN.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
	Drawing and Writing- Opinion	<p>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 being written; about and express an opinion or preference about the topic or book (e.g., My favorite book is..).</p> <p>K.WA.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>K.WA.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
	Research to Build and Present Knowledge	<p>K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
Speaking and Listening	Comprehension and Communication	<p>K.SL.1 Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).b. Continue a conversation through multiple exchanges.</p> <p>K.SL.2 Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
	Presentation of Knowledge and Ideas	<p>K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>
Handwriting	Manuscript Handwriting	<p>K.MH.FL.1 Demonstrate understanding of the organization and basic features of print; a. Form letters from top to bottom, left to right across a page.</p> <p>K.MH.FL.2 Identify and create four basic manuscript lines; a. Vertical lines b. Horizontal lines c. Circle lines (forward and backward) d. Slant lines</p> <p>K.MH.FL.3 Identify and print most uppercase letters; a.Copy uppercase leters from a model b.Recognize and form most uppercase letters independently c.Use uppercase letters at the start of first and last name</p> <p>K.MH.FL.4 Identify and print most lowercase letters; a.Copy lowercase letters from a model b.Recognize and form most lowercase letters independently</p> <p>K.MH.FL.5 Identify and print numerals; a.Trace and copy numerals 0 through 9 b.Recognize and form numerals 0 through 9</p> <p>K.MH.RF.1 Print individual uppercase letters within 5-6 seconds after dictated by the teacher</p> <p>K.MH.RF.2 Print individual lowercase letters within 5-6 seconds after dictated by the teacher</p> <p>K.MH.RF.3 Print numerals 0 to 9 in order within one minute, with or without dictation by the teacher</p> <p>K.MH.SS.1 Demonstrate understanding of the organization and basic features of print. Recognize that there are two sized (heights) of both upper- and lowercase alphabet letters; a.Short letters should begin at the midpoint dotted line and rest on the lower line/baseline b.Tall letters should begin at the top line and rest on the lower line/baseline</p> <p>K.MH.SS.2 Demonstrate understanding of the organization and basic features of print. Recognize that letters, words and sentences require appropriate spacing. a.Letters in a word shoud not touch or "crash" into each other b.Between words in a sentence the space should be the size of an individual letter c.Between sentences the space should be the size of two letters</p> <p>K.MH.SS.3 Print letters with proper proportions on grade-level-appropriate lined paper; a.Descenders should approach lower dottedline b.Ascenders should approach solid top line c.Letter midpoints should align with midpoint dotted line</p> <p>K.MH.SS.4 Control size of uppercase letters between top and bottom lines of grade-level-appropriate line paper</p> <p>K.MH.SS.5 Print whole words using correct spacing between letters</p> <p>K.MH.SS.6 Print sentences using correct spacing between words</p> <p>K.MH.SS.7 Print two-digit numerals using correct spacing</p> <p>K.MH.WA.1 Know and apply grade-level handwriting skills; a.Print letters and letter-like forms to create identifiable words b.Print first and last name c.Begin to copy sentences</p>

Health

Alcohol, Tobacco and Drugs	<p>K.ATOD.1.1 Identify family rules about medicine use.</p> <p>K.ATOD.1.2 Describe how to use medicines correctly.</p> <p>K.ATOD.2.1 Identify relevant influences of family on taking medicines safely.</p> <p>K.ATOD.3.1 Identify trusted adults at home who can help with taking medicines.</p> <p>K.ATOD.3.2 Identify trusted adults at school who can help with medicines</p> <p>K.ATOD.4.1 Demonstrate effective refusal skills, including firmly saying “no” and getting away, when offered medicine by someone other than a trusted adult.</p> <p>K.ATOD.4.2 Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed when offered medicine by someone other than a trusted adult.</p> <p>K.ATOD.5.1 Identify healthy, safe choices involving medicine.</p> <p>K.ATOD.8.1 Ask trusted adults for help with taking medicine.</p>
Healthy Eating	<p>K.HE.1.1 Name a variety of healthy foods.</p> <p>K.HE.1.2 Explain the importance of trying new foods.</p> <p>K.HE.1.3 Identify healthy foods.</p> <p>K.HE.1.4 Identify the benefits of drinking plenty of water.</p> <p>K.HE.2.1 Identify relevant influences of family on food choices and other eating practices and behaviors.</p> <p>K.HE.2.2 Identify relevant influences of school personnel, rules, and peers on food choices and other eating practices and behaviors.</p> <p>K.HE.2.3 Identify relevant influences of media and technology on food choices and other eating practices and behaviors.</p> <p>K.HE.3.1 Identify trusted adults at home who can help promote healthy eating.</p> <p>K.HE.3.2 Identify trusted adults and professionals in school who can help promote healthy eating.</p> <p>K.HE.4.1 Demonstrate effective refusal skills to avoid unhealthy food choices and promote healthy eating.</p> <p>K.HE.6.1 Identify a realistic personal short-term goal to improve healthy eating.</p> <p>K.HE.6.2 Take steps to achieve a personal goal to improve healthy eating.</p> <p>K.HE.6.3 Identify people who can help achieve a personal goal to improve healthy eating.</p> <p>K.HE.7.1 Express intention to drink plenty of water.</p> <p>K.HE.8.1 Make requests to others about preferences for healthy eating.</p>
Mental and Emotional Health	<p>K.MEH/HR.1.1 Identify a variety of feelings and recognize them as natural and important. (Ohio SEL A1.1a and 2a)</p> <p>K.MEH/HR.1.2 Explain the importance of talking with parents and other trusted adults about feelings. (Ohio SEL A1.3a)</p> <p>K.MEH/HR.1.3 Describe situations or locations that feel safe. (Ohio SEL A3.3a)</p> <p>K.MEH/HR.1.4 Identify appropriate ways to express and deal with feelings. (Ohio SEL A1.3a, SEL B1.2a)</p> <p>K.MEH/HR.1.5 Identify the purpose for having school-wide expectations and classroom rules. (SEL C2.1a)</p> <p>K.MEH/HR.2.1 Describe how your family influences your thoughts, feelings, and behaviors related to mental and emotional health.</p> <p>K.MEH/HR.2.2 Describe how your friends influence your thoughts, feelings, and behaviors related to mental and emotional health.</p> <p>K.MEH/HR.2.3 Recognize that people may influence each other with words or actions. (Ohio SEL D2.3a)</p> <p>K.MEH/HR.4.1 Demonstrate how to listen attentively. Identify and engage in positive communication skills. (SEL D1.1a)</p> <p>K.MEH/HR.4.2 Identify facial and body cues representing feelings in others. (Ohio SEL C1.1a)</p> <p>K.MEH/HR.4.3 Discuss how people can be the same and different.(Ohio SEL C3.1a)</p> <p>K.MEH/HR.4.4 Discuss the concept of and practice treating others the way you would want to be treated. (Ohio SEL C3.3a)</p>
Personal Health and Wellness	<p>K.PHW.1.1 Identify the benefits of personal health care practices such as washing hair and bathing regularly.</p> <p>K.PHW.1.2 State the steps for proper hand washing.</p> <p>K.PHW.6.1 Identify a goal to improve dental care.</p> <p>K.PHW.6.2 Identify resources needed to achieve goal.</p> <p>K.PHW.6.3 Identify people who can help achieve the goal.</p> <p>K.PHW.7.1 Identify personal health and wellness-related practices that reduce or prevent health risks.</p> <p>K.PHW.7.2 Demonstrate positive personal health and wellness practices.</p>
Safety	<p>K.SAFE.1.1 Describe how to be a safe pedestrian.</p> <p>K.SAFE.1.2 Describe how to be a responsible bus rider.</p> <p>K.SAFE.1.3 Identify safety rules for playing on playground.</p> <p>K.SAFE.1.4 Recognize safe practices and actions. (Ohio SEL E3.2a)</p> <p>K.SAFE.3.1 Explain how to locate community health helpers who can help promote safety and injury prevention.</p> <p>K.SAFE.7.1 Identify practices that promote safety and reduce or prevent injuries.</p> <p>K.SAFE.7.2 Make a commitment to practice safety and injury prevention behaviors.</p>
Violence Prevention	<p>K.VP.1.1 Identify “appropriate/safe” and “inappropriate/ unsafe” touches.</p> <p>K.VP.1.2 Explain why inappropriate touches should be reported to a trusted adult.</p> <p>K.VP.1.3 Explain that a child is not at fault if someone touches him or her in an inappropriate way.</p> <p>K.VP.3.1 Identify trusted adults at home who can help prevent violence.</p> <p>K.VP.3.2 Identify trusted adults and professionals in school who can help prevent violence.</p> <p>K.VP.3.3 Explain how to locate school health helpers who can help reduce or avoid violence.</p> <p>K.VP.3.4 Demonstrate how to locate school or community health helpers who can help reduce or avoid violence.</p> <p>K.VP.4.1 Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to prevent violence.</p> <p>K.VP.4.2 Demonstrate effective refusal skills, including firmly saying “no” and getting away, to avoid or prevent violence.</p> <p>K.VP.4.3 Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.</p>

Counting and Cardinality	Counting Objects	<p>K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality using a variety of objects including pennies.a. When counting objects, establish a one-to-one relationship by saying 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.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.c. Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.CC.5 Count to answer "how many"" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p>
	Number Comparison	<p>K.CC.6 Orally identify (without using inequality symbols) whether the number of objects in one group is greater/more than, less/fewer than, or the same as the number of objects in another group, not to exceed 10 objects in each group.</p> <p>K.CC.7 Compare (without using inequality symbols) two numbers between 0 and 10 when presented as written numerals.</p>
	Number Names and Sequence	<p>K.CC.1 Count to 100 by ones and by tens.</p> <p>K.CC.2 Count forward within 100 beginning from any given number other than 1.</p> <p>K.CC.3 Write numerals from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>
	Concepts of Addition within 10	<p>K.OA.1Add Represent addition and subtraction with objects, fingers, mental images, drawings, sounds claps, acting out situations, verbal explanations, expressions, or equations.</p> <p>K.OA.2Add Solve addition and subtraction problems (written or oral), and add and subtract within 10 by using objects or drawings to represent the problem.</p> <p>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.</p> <p>K.OA.1Sub Represent addition and subtraction with objects, fingers, mental images, drawings, sounds claps, acting out situations, verbal explanations, expressions, or equations.</p> <p>K.OA.2Sub Solve addition and subtraction problems (written or oral), and add and subtract within 10 by using objects or drawings to represent the problem.</p> <p>K.OA.3 Decompose numbers and record compositions for numbers less than or equal to 10 into pairs in more than one way by using objects and, when appropriate, drawings or equations.</p>
Operations and Algebraic Thinking	Addition and Subtraction Fact Fluency within 5	<p>K.OA.5 Fluently add and subtract within 5.</p>
	Place Value	<p>K.NBT.1 Compose and decompose numbers from 11 to 19 into a group of ten ones and some further ones by using objects and, when appropriate, drawings or equations; understand that these numbers are composed of a group of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>
Numbers and Operations in Base Ten	Classification of Objects	<p>K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. The number of objects in each category should be less than or equal to ten. Counting and sorting coins should be limited to pennies.</p>
Measurement and Data	Comparison of Objects	<p>K.MD.1 Identify and describe measurable attributes (length, weight, height) of a single object using vocabulary terms such as long/short, heavy/light, tall/short.</p> <p>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.</p>
Geometry	Shapes	<p>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.</p> <p>K.G.2 Correctly name shapes regardless of their orientations or overall size.</p> <p>K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p> <p>K.G.4 Describe and compare two- or three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, commonalities, parts and other attributes.</p> <p>K.GEOM.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>K.GEOM.6 Combine simple shapes to form larger shapes.</p>

Earth and Space Science	Daily and Seasonal Changes	K.ESS.1 Weather changes are long-term and short-term. K.ESS.2 The moon, sun and stars can be observed at different times of the day or night.
Life Science	Physical and Behavioral Traits of Living Things	K.LS.1 Living things have specific characteristics and traits. K.LS.2 Living things have physical traits and behaviors, which influence their survival.
Physical Science	Properties of Everyday Objects and Materials	K.PS.1 Objects and materials can be sorted and described by their properties. K.PS.2 Some objects and materials can be made to vibrate to produce sound.
Scientific Inquiry, Practice and Applications	Nature of Science	K.NaS.3 Students will begin to see themselves as scientists by: a. Asking questions and communicating their observations and questions with others. b. Addressing questions through collaboration with peers and continued exploration. c. Beginning to see that the answer is not always as important as the process. d. Questions often lead to other questions. K.NaS.2 Through exploring, observing events happening in regular patterns and cycles in the natural world and questioning, students will perceive that scientific knowledge is based on the assumption that God's natural laws operate today as they did in the past and will continue to do so in the future. K.NaS.1 Students will apply practices of scientific inquiry, specifically, students will be able to do the following: a. Apply knowledge of science content to real world challenges; b. Based on their own explorations, observations and questions, students plan and conduct simple scientific investigations c. Employ simple equipment and tools to gather data and extend their senses; d. Use data and mathematical thinking to construct reasonable explanations; e. Communicate about their investigations and data with others; f. Apply Catholic values to development and application of science concepts K.NaS.4 Students learn how to identify credible scientific evidence and start to revise their ideas based on new, credible scientific evidence.
A Child's Place in Time and Space	History	K.H.1 Time can be measured in days, months, and years, or as a series of events. K.H.2 Personal history can be shared through stories and pictures. K.H.3 Heritage is reflected through faith, religious celebrations, the arts, customs, traditions, family celebrations and language. K.H.4 Symbols and practices of the United States include the flag, Pledge of Allegiance and the National Anthem. Other nations are represented by symbols and practices too.
	Geography	K.G.5 Terms related to direction (eg-above, below, left, right, next to, behind) and distance (eg-near and far), as well as symbols and landmarks, can be used to talk about the relative location of familiar places. K.G.6 Models and maps represent real places (eg-maps of classroom, school, playground, community). K.G.7 Humans depend on and impact the physical environment in order to supply food, clothing and shelter. K.G.8 Individuals are unique but share common characteristics of multiple groups.
	Government	K.GV.10 The purpose of rules and authority figures is to provide order, security and safety in the home, school and community. . K.GV.9 Individuals have shared responsibilities toward the achievement of common goals in homes, schools, communities, both local and Church Communities.
	Economics	K.E.11 Individuals have many wants and needs and make decisions to satisfy those wants and needs. These decisions impact others. K.E.12 Goods are objects that can satisfy people's wants. Services are actions that can satisfy people's wants.
	Financial Literacy	K.FL.1 Choices can be made with your money. Choices include spending, saving, and donating. Money can also be saved in financial institutions. K.FL.10 Individuals must protect their identity, money, and property. K.FL.2 People may receive money as gifts, allowance, or income. People earn income by working. K.FL.3 Recognize that money is needed to purchase goods and services.