

CURRICULUM MAP FOR KINDERGARTEN - Updated May 2020	QTR 1	QTR 2	QTR 3	QTR 4
RELIGION				
Worship				
Students will identify basic vocabulary of worship: Mass, Holy Eucharist readings	x	x		
Students will participate in activities recognizing Advent as a time of anticipation and Christmas		x		
Prayer				
Students will perform the Sign of the Cross.	x	x	x	
Students will describe prayer as a way to talk to God when they are happy, sad, lonely or want	x	x	x	
Students will recite basic prayers: Hail Mary, Our Father. Morning Prayer, Glory Be to the Father,	x	x	x	
Sacrament				
Students will describe Baptism as becoming part of God's family.		x	x	
Students will describe Eucharist as God's food for us.		x	x	
Scripture				
Students will show interest in the Bible as the story of God and his people, especially the story of	x	x	x	x
Students will demonstrate respect when handling the Bible.	x	x	x	x
Students will read the accounts of St. Margaret of Scotland, Moses and St. Catherine of Siena.	x	x	x	x
Doctrine				
Students will identify Father, Son, Holy Spirit and the term, "Trinity."	x	x	x	x
Students will identify Church as God's family.	x	x	x	x
Students will discuss the catholic social teaching of solidarity in terms of all people belonging to	x	x	x	x
Students will identify Mary as the Mother of Jesus and our Mother.	x	x	x	x
Service				
Students will show interest and participate in service projects sponsored by the school and	x	x	x	x
Evangelization				
Students will try to act like followers of Jesus.	x	x	x	x
Students will welcome newcomers to the school faith community.	x	x	x	x
Family Life				
Students will distinguish between home family and school family.	x	x	x	x
Students will describe their bodies as gifts from God.	x	x	x	x
LANGUAGE ARTS				
Reading Literary Text				
Ask and answer questions about key details in a text.	x	x	x	x
Retell familiar stories, including key details.	x	x	x	x

Identify characters, settings, and major events in a story.	x	x	x	x
Ask and answer questions about unknown words in a text.	x	x	x	x
Recognize common types of texts (e.g., storybooks, poems).	x	x	x	x
Name the author and illustrator of a story and define the role of each in telling the story.	x	x	x	x
Describe the relationship between illustrations and the story in which they appear (e.g., what	x	x	x	x
With prompting and support, compare and contrast the adventures and experiences of	x	x	x	x
Reading Informational Text				
Ask and answer questions about key details in a text.	x	x	x	x
Identify the main topic and retell key details of a text.	x	x	x	x
Describe the connection between two individuals, events, ideas, or pieces of information in a	x	x	x	x
Ask and answer questions about unknown words in a text.	x	x	x	x
Identify the front cover, back cover, and title page of a book.	x	x	x	x
Name the author and illustrator of a text and define the role of each in presenting the ideas or	x	x	x	x
Describe the relationship between illustrations and the text in which they appear (e.g., what	x	x	x	x
Identify basic similarities in and differences between two texts on the same topic with prompting	x	x	x	x
Print Concepts				
Follow words from left to right, top to bottom, and page by page.	x	x	x	x
Recognize that spoken words are represented in written language by specific sequences of	x	x	x	x
Understand that words are separated by spaces in print.	x	x	x	x
Recognize and name all upper- and lowercase letters of the alphabet.	x	x	x	x
Reading Foundations				
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	x	x	x	x
Recognize and produce rhyming words.	x	x	x	x
Count, pronounce, blend, and segment syllables in spoken words.	x	x	x	x
Blend and segment onsets and rimes of single-syllable spoken words.	x	x	x	x
Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme	x	x	x	x
Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new	x	x	x	x
Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the	x	x	x	x
Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	x	x	x	x
Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	x	x	x	x
Read emergent-reader texts with purpose and understanding.	x	x	x	x
Writing				
Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell			x	x
Use a combination of drawing, dictating, and writing to compose informative/explanatory texts	x	x	x	x
Use a combination of drawing, dictating, and writing to narrate a single event or several loosely	x	x	x	x
Respond to questions and suggestions and add details to strengthen writing as needed.		x	x	x

Participate in shared research and writing projects (e.g., explore a number of books by a favorite	x	x	x	x
Recall information from experiences or gather information from provided sources to answer a	x	x	x	x
Speaking and Listening				
Participate in collaborative conversations with diverse partners about kindergarten topics and	x	x	x	x
Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking	x	x	x	x
Stories of Creation, the Nativity and Easter.	x	x	x	x
Retell and re-create stories from the Bible (Stories of Creation, the Nativity and Easter) and from	x	x	x	x
Ask and answer questions in order to seek help, get information, or clarify something that is not	x	x	x	x
Describe familiar people, places, things, and events and, provide additional detail.	x	x	x	x
Speak audibly and express thoughts, feelings, and ideas clearly.	x	x	x	x
Language				
Print many upper- and lowercase letters.	x	x	x	x
Use frequently occurring nouns and verbs.	x	x	x	x
Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).			x	x
Understand and use question words(interrogatives) (e.g., who, what, where, when, why, how).		x	x	x
Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).			x	x
Produce and expand complete sentences in shared language activities.		x	x	x
Capitalize the first word in a sentence and the pronoun I.		x	x	x
Recognize and name end punctuation.		x	x	x
Write a letter or letters for most consonant and short-vowel sounds (phonemes).		x	x	x
Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		x	x	x
MATHMATICS				
Number Sense				
Count to 100 by ones and by tens.		x	x	x
Count forward beginning from a given number within the known sequence (instead of having to		x	x	x
Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0	x	x	x	x
Understand the relationship between numbers and quantities; connect counting to cardinality.	x	x	x	x
Understand that the last number name said tells the number of objects counted. The number of	x	x	x	x
Understand that each successive number name refers to a quantity that is one larger.	x	x	x	x
Identify whether the number of objects in one group is greater than, less than, or equal to the		x	x	x
Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by		x	x	x
Compare two numbers between 1 and 10 presented as written numerals.	x	x	x	x
Operations and Algebraic Thinking				

Represent addition and subtraction with objects, fingers, mental images, drawings to show		X	X	X
Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using		X	X	X
Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using		X	X	X
For any number from 1 to 9, find the number that makes 10 when added to the given number,		X	X	X
Fluently add and subtract within 5.		X	X	X
Measurement and Data				
Describe and compare measurable attributes (length, weight, size)				X
Classify objects and count the numbers of objects in each category.				X
Geometry				
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones,	X			X
Describe objects in the environment using names of shapes, and describe the relative positions				X
Correctly name shapes regardless of their orientations or overall size.				X
Identify shapes as two-dimensional (lying in a plane, “flat”) or three dimensional (“solid”).				X
Analyze, compare, create, and compose shapes.				X
SOCIAL STUDIES				
Documents Shaping Constitutional Democracy				
Identify reasons for making rules within the school.	X	X	X	X
Discuss the concept of individual rights	X	X	X	X
bookmark10				
bookmark74				
Recite the Pledge of Allegiance.	X	X	X	X
Governance Systems				
Create a personal history.				
Compare your family in the past and present.			X	
bookmark19				
Economics				
bookmark69				
Describe examples of needs and wants within your family and school.				X
Geographical Study				
Identify maps as representations of real places.	X	X	X	X
Read, construct, & use maps of familiar places such as the classroom, the bedroom, the home etc				
Match legend symbols to map features.				
People, Groups, and Cultures				

bookmark21				
Explain how to resolve disputes peacefully in the classroom and on the playground.	X	X	X	X
bookmark22				
Label and analyze different sources with guidance and support.	X	X	X	X
Use artifacts (building structures and materials, works of art representative of cultures, fossils,	X	X	X	X
Use visual tools to communicate information.	X	X	X	X
Students will share findings about a topic.	X	X	X	X
Ask questions and find answers about a topic, with assistance.	X	X	X	X
SCIENCE				
Physical				
Investigate the effects of pushes and pulls on an object using varying strengths. (BBC Science				X
Make observations to determine the effect of sunlight on Earth's surface.			X	
Life				
Describe what plants and animals need to survive.	X	X	X	X
Earth				
Identifies various types of weather and characteristics of the four seasons.	X	X	X	X
Describe how plants and animals can use the environment to meet their needs.	X	X	X	X
Connect a living thing to its habitat based on its needs.	X	X	X	X
Communicate solutions that will reduce the impact of humans on the land, water, air, and other	X	X	X	X
Human Anatomy				
Investigate the layers of the skin and determine ways to care for their skin.	X			X