



## PRE-KINDERGARTEN ACADEMIC CURRICULUM & STANDARDS

*The Roman Catholic Archdiocese of Washington Catholic Schools is committed to providing a rigorous academic curriculum based on the teachings of the Catholic Church. Curriculum standards reflect a continuum of learning from Pre-K to 8<sup>th</sup> grade. We continuously update curriculum documents to ensure they are academically challenging and developmentally appropriate to encourage and nurture life-long learners.*

### MATH

#### NUMBER SENSE

- Apply one-to-one correspondence with objects and people and count each object only once.
- Imitate counting behavior using the names of large numbers.
- Identify first and last.
- Use whole numbers and match number symbols with amounts up to 10.
- Identify when objects are the same number, even if the arrangement is changed.
- Give “all” objects when asked. Give “some” and give “the rest” when asked.
- Communicate the meaning of “half”.
- Identify the concept of “none”.
- Rote counts to 10.
- Identify the next number in a series of numbers up to 10.
- Count backward from 10.

#### COMPUTATION

- Trade several smaller items for a larger item.
- Identify and use the concepts of “one more” and “one less”.
- Make a collection of items larger by adding items, when asked.
- Make a collection of items smaller by taking away items, when asked.
- Make guesses related to quantity.
- Describe addition situations for numbers less than 5.
- Describe subtraction situations for numbers less than 5.
- Break apart a whole quantity into multiple sets.
- Combine a whole quantity of something.

#### ALGEBRA & FUNCTIONS

- Follow along and imitate patterns of sound and movement.
- Reproduce three patterns of sounds and movement.
- Reproduce simple AB patterns of concrete objects.
- Predict what comes next when shown a simple AB pattern of concrete objects.
- Classify categories of objects and name the group of objects.
- Sort a group of objects by more than one attribute.
- Communicate when something does not belong or should not happen.

#### GEOMETRY

- Give clues for finding hidden objects.
- Discriminate an object that is pulled apart and one that is put together.
- Identify parts of an object.
- Copy vertical and horizontal lines.
- Identify attributes of an object and sort a group of objects by one attribute.
- Use position words, “in” or “out”, “on” or “off”, “here” or “there”, “beside” or “next to” to indicate where things are in space. Follow instructions to place an object in the indicated space.
- Identify and copy circles, squares, triangles, and rectangles.

#### MEASUREMENT

- Follow steps in a routine, such as a daily schedule. Tell what activity comes first and what follows in sequence in a three-event sequence.
- Order three objects by size.
- Use any descriptive word or gesture to express amount or size and communicate the size of things in relation to self.
- Use cups and other measuring tools in the correct context.
- Identify when something is hot or cold.
- Sort objects into long and short and use the words to describe what they are doing.
- Relate time to events. Associate time-related concepts.

## LANGUAGE ARTS

### WORD RECOGNITION, FLUENCY, & VOCABULARY

- Pretend to read a book while holding the book right side up, looking at the print and pictures, and turning the pages one at a time from the front to the back.
- Follow printed words as a story is read or a caption of a video is played for ten or more minutes.
- Name objects from a picture book.
- Distinguish print from pictures.
- Name 13 uppercase letters.
- Point to and name 6 letters.
- Tell a story to others while holding a book.
- Tell something that a favorite character does in a story.
- Sing the alphabet song.
- Generate sounds from letters.
- Generate and blend the sounds of letter patterns into recognizable words.
- Imitate simple rhymes by reciting or singing one rhyme.
- Clap out syllables in word songs.
- Match the same letter in different styles.
- Identify the first letter of their name.
- Match the sound that begins their name with the sound that begins another word or name.
- Recognize their name in isolated print.
- Match like letters.
- Use new vocabulary learned from experience.
- Identify 5 common signs or symbols.

### READING COMPREHENSION

- Request or select a favorite story by the title of the book.
- Tell simple stories from pictures and books.
- Share own information related to a story event.
- Tell one thing that happens in a familiar story.
- Identify the beginning, middle, and end of the story.

### LITERACY RESPONSE & ANALYSIS

- Act out an imaginary event.
- Identify types of print material and ask an adult to read it to them.
- Talk about the cover and illustrations prior to the story being read.
- Find named pictures or textures in books. Actively look for or keep attending to things that an adult points to, shows or talks about.
- Describe the place pictured in a book.
- Identify a favorite story and/or Bible story.

### WRITING PROCESS

- Draw pictures, scribbles, letters and words to generate and express ideas.
- Use known letters or approximations of letters to represent written language.
- Associate writing with words.
- Dictate something for an adult to write down.
- Position paper for writing.
- Draw at the top or bottom of the page, when requested.
- Read own writing by “reading what it says”; allow students to read and explain their scribbles and writing.

### WRITING APPLICATIONS

- Use writing or symbols to share an idea with someone and give writing to someone as a means of communication.
- Copy a vertical line from top to bottom.
- Copy a horizontal line from left to right.
- Copy a circle in a counterclockwise direction.
- Combine strokes and shapes to represent letters.
- Use the correct grasp of the writing tool.
- Write letters in strings from left to right.
- Use different combinations of letters to achieve sounds.
- Write more than one word correctly.

## LISTENING & SPEAKING

- Name sounds heard in the environment.
- Follow one-step and two-step directions without additional prompts.
- Share information about themselves, upon request.
- Use language instead of physical force to resolve conflicts, with adult assistance.
- Engage in reciprocal conversations for 2 to 3 exchanges.
- Use courtesy words.
- Identify attributes of family members, pets, or self, using two familiar attributes.
- Identify categories of objects in pictures and classify categories of words.
- Repeat simple five-word sentences as presented.
- Tell stories using five-word sentences with nouns, verbs, auxiliary verbs, pronouns and plurals.
- Express what might happen after the action in a picture. Generalize a solution to a new situation.

## SCIENCE

### PHYSICAL SCIENCE

- Investigate and describe the characteristics of matter.
- Participate in activities using materials with a variety of properties.
- Understand there are different forces of nature which impact our world.

### LIFE SCIENCE

- Understand the different types of plants and animals that inhabit the earth.
- Observe and describe objects using the five senses (hear, see, smell, taste, touch).
- Use a variety of tools to investigate the environment and gather information.

### EARTH & SPACE SCIENCE

- Investigate the physical surroundings to gain understanding that not all physical environments are the same.
- Understand that the physical environment affects the living environment and vice versa.

## SOCIAL STUDIES

### HISTORY

- Recall information from the immediate past and relate new experiences to these past experiences.
- Distinguish between past, present, and future.
- Listen to and retell stories about biblical and historical civic heroes.
- Sequence recurring events and show anticipation for regularly scheduled events.
- Use terms relative to time sequence.
- Retell a story or event in sequential order.
- Gauge time using their own vocabulary.
- Verbalize the days of the week and the names of the months.

### CIVICS & GOVERNMENT

- Identify the roles and responsibilities of key school personnel.
- Remind others about the rules and things children shouldn't do to others and why.
- Identify that there are different rules for different places.
- Tell the consequences of behaviors and choices.
- Identify symbols associated with being citizens of the United States, e.g. the American flag.
- Respond positively to options rather than commands and follow simple directions.
- Listen to and talk about stories that illustrate the concept of being responsible.
- Show self-control by following rules in different places.
- By age 4, compromise, share and take turns.

### GEOGRAPHY

- Name body parts and point to the location of each.
- Move in directions on command.
- Use toys to represent buildings, roads and other elements in their neighborhood.
- Use a simple map.
- Give information about where they live.
- Use words to describe surfaces.
- Describe familiar places and match objects to the locations where they belong.
- Determine what type of clothing to wear based on the weather.

- Identify seasons by temperature or other characteristics.
- Identify and describe people who live in different places for different reasons.
- Recognize that people live in different types of homes.
- Play the role of different family members through dramatic play.
- Understand that families are different.
- Discuss the need for a clean environment and help keep the house and classroom clean.

#### ECONOMICS

- Are aware that adults work to earn money to buy the food, clothing and housing that a family needs and that sometimes you can't buy what you want because you don't have enough money.
- Role-play different types of occupations.
- Talk about what they want to be when they grow up.

#### INDIVIDUALS, SOCIETY, & CULTURE

- Identify ways in which people are alike and different.
- Discuss how grandparents and older people look and act differently from children.
- Identify differences between people of different cultures, backgrounds, and abilities.

### RELIGION

#### KNOWLEDGE OF THE FAITH

- Know that God is the Holy Trinity and that we demonstrate this belief when we make the Sign of the Cross.
- Show understanding that God created me and loves me, and that God made all creation good.
- Describe that Jesus died on the Cross for us, rose from the dead, and ascended into heaven.

#### SACRED SCRIPTURE

- Show understanding that the Bible is a very special holy book of the family of the Church where we learn about how God created all that is and that contains the four Gospels – important books where we learn about Jesus.
- State the names of Adam and Eve as the names of the first man and the first woman created by God.

#### SACRAMENTS & LITURGY

- Exhibit basic understanding that sacraments are signs of God's love for us.
- Learn about Baptism as the sacrament through which we become children of God and members of the Church.
- Understand the liturgical rites of the Church as expressed in the liturgy year.
- Show basic understanding that in the Church we believe God is present in a real way in those gathered, in the Word of God, and in the Eucharist.
- Identify Sunday as a special day when we go to church and pray as a family.
- Demonstrate respect for God's presence in the Eucharist (or in the tabernacle) by genuflecting or bowing.
- Identify Christmas and Easter as celebrations during the church year.

#### MORALITY

- Identify visual representations of Jesus' loving actions and imitate Jesus' actions of love.
- Understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ expressed in love for God, conversion, positive self-image, personal integrity, social justice, dignity, and love of neighbor.
- Distinguish between right and wrong.
- Know that it is important to be fair and just because that is how Jesus has taught us to be to one another.

#### PRAYER

- Identify prayer as the way we show we love God, and that songs can be prayers.
- Pray before meals and give thanks to God.
- Follow and recite the Sign of the Cross and the Glory Be.
- Repeat the prayer to the Guardian Angel.

#### LIVING IN THE CHRISTIAN COMMUNITY

- Identify the Church as a special community of faith that comes together to worship God.
- Identify that the angels are spirits who have been created by God to be his messengers, and that God has given each of us a Guardian Angel to watch over and protect us.
- Identify the saints as God's special friends who are part of the family of the Church in heaven.
- Understand the call of the Church to be a sign of unity in the world through knowledge of and collaboration with other Catholic (Eastern), Orthodox, and Christian churches.
- Understand that Jesus founded the Catholic Church and prayed that we might all be one.
- Know that we love our families and our neighbors.
- Understand that we should share with others.

- State that Jesus taught us to care for other people.
- Know that priests serve God in a special way.

#### EVANGELIZATION & APOSTOLIC LIFE

- Recognize that our individual differences are gifts from God.
- Know that all of God's creation needs care.
- State that our parish family works together to care about our world and other people.
- Understand that Jesus showed concern for all people, especially those in need
- Learn the importance of sharing faith and other things as well.
- Realize that Jesus asks us to share the Good News of his love for us with our family, friends and neighbors.
- Help new classmates feel welcome.
- Recognize that Jesus wants us to help our family and friends.

### PHYSICAL EDUCATION

#### LOCOMOTOR & NON-LOCOMOTOR SKILLS

- Perform locomotor (traveling actions) and non-locomotor skills (movement in place) skills at a basic level.
- Perform stability skills alone and/or with a partner
- Manipulate objects by throwing, catching large balls with two hands, striking, swinging, and pulling at a basic level.
- Perform basic rhythmical skills alone and/or with a partner.

#### MOVEMENT CONCEPTS & MOTOR SKILLS

- Identify and use a variety of spatial relationships with objects.
- Apply movement concepts to specific movement situations.
- Integrate a variety of educational concepts in games and rhythmic/fitness activities.
- Identify and solve problems through active explorations.

#### HEALTHY LIFESTYLE

- Avoid potentially harmful objects, substances and activities.
- Show a growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.
- Follow basic safety rules.

#### PHYSICAL FITNESS

- Participate actively in games, outdoor play and other forms of exercise that enhance physical fitness.
- Participate in a variety of gross/fine motor and sensory activities.
- Attempt novel gross/fine motor and sensory activities as part of free time.
- Experience satisfaction from regular participation in activity during and after school.

#### USING POSITIVE INTERPERSONAL SKILLS

- Demonstrate an understanding of the reasons for rules, regulations and safety practices.
- Play cooperatively with others during physical activities.
- Work cooperatively with other students.

#### RESPECT FOR DIFFERENCES AMONG PEOPLE IN PHYSICAL SETTINGS

- Treat others with respect during physical activities.
- Resolve conflicts in socially accepted ways during physical activities.

#### EXHIBITING SELF-CONFIDENCE

- Exhibit self-confidence while participating in movement activities.
- Express both positive and negative feelings about participating in physical activities.
- Demonstrate a determination to develop skills through repetitive practice.