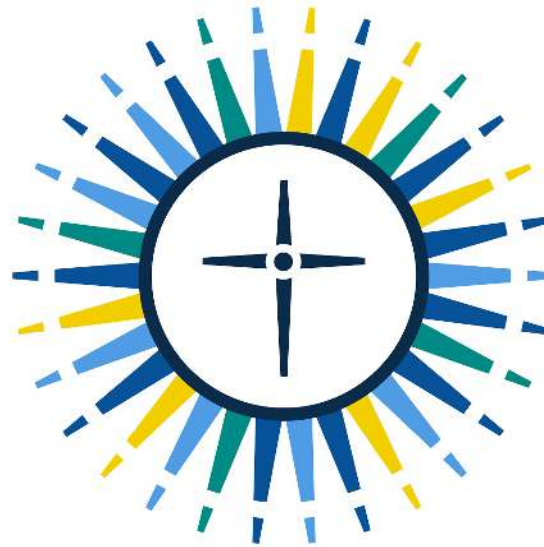


# Consensus Curriculum Framework for Early Childhood



**CATHOLIC  
SCHOOLS**  
DIOCESE *of* RICHMOND

Early Learners  
July 1, 2019

**Mission Statement**

The mission of the Office of Catholic Schools is to assist the Bishop in his mandate as Teacher of the Catholic Faith, by establishing a climate and framework for fostering excellence in catechetical and academic education in the schools of the diocese in adherence to the Magisterium of the Church.

The mission of the schools in the Catholic Diocese of Richmond is to develop and nurture the spiritual, intellectual, social, and emotional growth of each student in the spirit of the Gospels and the teachings of the Catholic Church.

**Purpose**

The purpose of the *Consensus Curriculum for Early Childhood* is to provide a consistent, developmentally appropriate foundation for learning across the Catholic Diocese of Richmond. These developmental standards are rooted in research and are intended to be taught via a multi-disciplinary approach while emphasizing the development and love of self and others as a part of a faith community.

**Framework**

This curriculum is informed by the *Virginia's Foundation Blocks for Early Learning* standards which articulates the skills and knowledge young children need to demonstrate to be successful in Kindergarten. The *Consensus Curriculum for Early Childhood* includes scaffolded standards that are developmentally appropriate for Early Learners (ages 3 and 4) and Junior Kindergarten (ages 4 and 5). Standards for Early Learners build foundational skills and allow for children to transition into a more structured educational setting. Standards for Junior Kindergarten continue to build upon those foundational skills and focus on essential readiness skills to successfully transition into Kindergarten.

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**Early Childhood Standards**

Communication  
Fine Motor  
Gross Motor  
Math  
Reading  
Religion  
Science  
Social Emotional  
Social Studies  
Work Habits  
Writing

**Standard EL.COM.1****The student will develop listening and speaking skills.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> <li>a. Listen with increasing attention</li> <li>b. Follow oral directions</li> <li>c. Respond to questions</li> <li>d. Communicate using age-appropriate and respectful language for a variety of purposes</li> <li>e. Express and share ideas</li> </ul>	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> <li>● Use/illustrate respectful and appropriate language</li> <li>● Formulate responses using words to express needs and feelings</li> <li>● Use and demonstrate listening skills in both large and small group settings</li> <li>● Begin to engage in turn-taking conversations</li> </ul>	<ul style="list-style-type: none"> <li>● How does communication help us learn?</li> <li>● How does oral language help us connect with others?</li> <li>● Why is it important to share/express ideas?</li> <li>● How is listening important to communication?</li> <li>● How is the ability to speak/listen a gift from God?</li> </ul>
<b>Suggested Resources/ Experiences</b> Information to help support instruction	
<ul style="list-style-type: none"> <li>● Circle time activities to include calendar, reciting prayers, pledge, days of the week, months of the year, seasons, songs, chants, whole brain activities and fingerplays</li> <li>● Play learning games to promote listening</li> <li>● Model appropriate responses with complete sentences</li> <li>● Model respectful language</li> <li>● Model listening skills</li> <li>● Listen and participate in prayers and bible lessons</li> </ul>	

**Standard EL.FM.1****The student will develop pre-writing and coloring skills.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> <li>a. Hold a crayon using a pincer grip</li> <li>b. Color a large shape</li> <li>c. Write or draw a straight line using a crayon</li> <li>d. Trace shapes, letters, and numbers</li> </ul>	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> <li>• Control finger and hand muscles</li> <li>• Begin to identify and reproduce straight lines</li> <li>• Differentiate between pencils and crayons</li> <li>• Control and organize movements between both hands</li> </ul>	<ul style="list-style-type: none"> <li>• How did God form our bodies to manipulate objects?</li> <li>• How do we manipulate objects?</li> <li>• Is everyone able to manipulate objects in the same way?</li> <li>• Where do you see writing and coloring?</li> </ul>
<b>Suggested Resources/ Experiences</b> Information to help support instruction	
<ul style="list-style-type: none"> <li>• Play with Play Doh/modeling clay/Model Magic, small rolling pins, and cookie cutters to build muscles required for pincer grip</li> <li>• Engage in fingerplays and movements</li> <li>• Provide lots of opportunities to draw and color (art center and other areas for free art exploration)</li> <li>• Lacing cards and beads</li> <li>• Building with large Legos</li> </ul>	

**Standard EL.FM.2****The student will develop proper use of scissors.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> <li>a. Demonstrate scissor safety</li> <li>b. Begin to hold scissors correctly</li> <li>c. Snip paper</li> </ul>	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> <li>• Understand finger placement on scissors</li> <li>• Demonstrate how to hold and use scissors safely</li> <li>• Differentiate between what is appropriate and not appropriate to cut in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• How should we use scissors in the classroom?</li> <li>• Outside of the classroom, how do people use scissors?</li> <li>• Why is it important to use and carry scissors safely?</li> <li>• How is safety a way to respect God's creatures?</li> </ul>
<b>Suggested Resources/ Experiences</b> Information to help support instruction	
<ul style="list-style-type: none"> <li>• Sing song "Open Shut Them" and practice using scissors</li> <li>• Read the story of Samson to reinforce the importance of using scissors appropriately</li> <li>• Cut playdough</li> <li>• Supervised art center with scissor exploration</li> <li>• Supervised sensory table activity involving cutting paper strips into small squares</li> </ul>	

**Standard EL.GM.1**

**The student will develop basic locomotor and non-locomotor skills through a variety of movement experiences.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> <li>a. Demonstrate walking and running skills</li> <li>b. Develop jumping and hopping skills</li> <li>c. Participate in a variety of basic creative movements, such as action songs and dances</li> <li>d. Balance while walking in a straight line</li> <li>e. Balance on one foot</li> <li>f. Begin to alternate feet while climbing stairs</li> </ul>	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> <li>• Walk and run with alternating feet</li> <li>• Differentiate between walking and running</li> <li>• Differentiate between jumping and hopping</li> <li>• Walk in a heel, toe, heel, toe pattern</li> <li>• Lift one foot while balancing on the other foot for at least 5 seconds</li> <li>• Begin to understand how to alternate feet while climbing stairs</li> </ul>	<ul style="list-style-type: none"> <li>• Why does God give us the ability to move?</li> <li>• When do we have the need to run and jump?</li> <li>• How are running and jumping used?</li> <li>• Are there different ways to use our bodies to get from one place to another?</li> <li>• How can we express our love for God through movement?</li> <li>• How did God create our bodies to move?</li> </ul>
<b>Suggested Resources/ Experiences</b> Information to help support instruction	
<ul style="list-style-type: none"> <li>• Sing movement songs: Teddy Bear Teddy Bear, Head Shoulders Knees, Toes, Mother May I, When the Saints Go Marching In</li> <li>• Use movement cd's which incorporate following directions songs</li> <li>• Short, relay activities outside</li> <li>• Outdoor activities incorporating running, walking, jumping, and hopping</li> <li>• Act out Noah's Ark and focus on animal movements (elephants walk slowly, flamingos stand on one foot, all animals walk in two by two in a straight line)</li> <li>• Practice walking into church</li> <li>• Promethean/SMART Boards for interactive movement activities (GoNoodle, Yoga, Brain Breaks)</li> <li>• Practice walking heel, toe, heel, toe while walking in a straight line</li> <li>• Sing movement songs that incorporate standing on one foot</li> <li>• Take a walk through the school and practice walking up stairs, if possible</li> <li>• Act out Noah's Ark and focus on animal movements (i.e. elephants walk slowly, flamingos stand on one foot, all animals walk in two by two in a straight line)</li> </ul>	

**Standard EL.GM.2****The student will develop basic motor skills.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> <li>a. Roll a ball</li> <li>b. Toss a ball or object</li> <li>c. Bounce a ball</li> <li>d. Kick a ball</li> </ul>	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> <li>• Bounce a playground size ball</li> <li>• Move objects using hands and feet i.e. roll a ball, kick a ball</li> <li>• Coordinate eye/hand and eye/foot movements to make contact with a ball</li> </ul>	<ul style="list-style-type: none"> <li>• How do we manipulate objects in the world around us?</li> <li>• Why does God give us choices about our movements (there is a safe/unsafe way to throw a ball)?</li> <li>• How do we move when we play sports?</li> </ul>
<b>Suggested Resources/ Experiences</b> Information to help support instruction	
<ul style="list-style-type: none"> <li>• Organize a variety of playground activities involving all of these skills</li> <li>• Use various pieces of equipment to practice tossing, bouncing, and kicking including balls, bean bags, scarves, balloons, etc.</li> </ul>	



**Standard EL.MTH.1**

**The student will develop an understanding of numbers and number sense.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> <li>a. Count forward to 10 orally</li> <li>b. Recognize written numbers 0 - 10 in random order</li> <li>c. Count a group of up to ten objects</li> <li>d. Compare two groups of objects</li> <li>e. Use words such as more and same</li> </ul>	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> <li>● Use one-to-one correspondence when counting with assistance</li> <li>● Recognize that numbers are sequential (0-10)</li> <li>● Match numerals with quantities in a set (0-10)</li> <li>● Observe and describe groups of different objects</li> </ul>	<ul style="list-style-type: none"> <li>● How are counting and numbers used?</li> <li>● Why do we need numbers?</li> <li>● Why do we need to count?</li> <li>● How is counting used in the Bible?</li> </ul>
<b>Suggested Resources/ Experiences</b> Information to help support instruction	
<ul style="list-style-type: none"> <li>● Make connections between numbers and Bible stories (ie: Noah's Ark, Three Wise Men, Trinity, the Holy Family)</li> <li>● Counting book read-alouds</li> <li>● Use of number cards and counters to match quantities and symbols</li> <li>● Count days of the week and days in the month</li> <li>● Count class votes</li> <li>● Line up and count students</li> <li>● Compare quantities (i.e. boys and girls, children's ages, shirt colors, etc.)</li> <li>● Use Montessori Number Rods, Numerals and Counters, Spindle Box, and Short Bead Stair</li> </ul>	

**Standard EL.MTH.2****The student will compare and describe objects.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> <li>a. Identify colors - red, orange, yellow, green, blue</li> <li>b. Sort and describe objects by size, shape, and other attributes</li> <li>c. Recognize difference in length by using the words longer and shorter</li> <li>d. Recognize different types of measurement tools</li> </ul>	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> <li>● Observe physical differences between various objects and people</li> <li>● Group/categorize objects by their attributes</li> <li>● Place objects in sequential order by size and length</li> <li>● Introduce and model the use of standard tools used for telling time, temperature, and for measuring length, capacity, and weight: clocks, calendars, thermometers, rulers, measuring cups, and scales</li> <li>● Sort by putting like objects together and separating different objects</li> </ul>	<ul style="list-style-type: none"> <li>● How are objects the same or different?</li> <li>● Why did God create so many different types of things?</li> </ul>
<b>Suggested Resources/ Experiences</b> Information to help support instruction	
<ul style="list-style-type: none"> <li>● Compare different groups by their attributes (boys/girls, long hair/short hair, shoe colors, etc.)</li> <li>● Use Montessori color tablets or paint samples</li> <li>● Sort manipulatives (counting bears, unifix cubes, pompoms, colored blocks, dominoes, beads, buttons)</li> <li>● Use Montessori Red Rods, Pink Tower, and Knobbed and Knobless cylinders</li> <li>● Use tweezers to sort small objects into different groups</li> <li>● Sort animals into groups of two based on Noah's Ark</li> <li>● Science application: <ul style="list-style-type: none"> <li>○ Sort living and non-living things, animals and humans, night time or daytime, land and water animals</li> </ul> </li> </ul>	

**Standard EL.MTH.3**

**The student will develop knowledge of shapes and spatial orientation in his or her environment.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> <li>a. Recognize shapes: triangle, square, circle</li> <li>b. Introduce positional words: over, under, up, down, front, back, above, below</li> <li>c. Recognize that a whole object can be separated into parts</li> </ul>	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> <li>• Name shapes</li> <li>• Sort shapes</li> <li>• Place objects according to positional words</li> <li>• Follow instructions regarding the placement of objects</li> <li>• Understand that puzzle pieces create a whole picture</li> <li>• Complete puzzles (3 - 12 pieces)</li> </ul>	<ul style="list-style-type: none"> <li>• How do certain objects relate to one another?</li> <li>• What shapes do you see around you?</li> <li>• How does God use shapes in creation?</li> <li>• How do pieces fit together to make a whole?</li> </ul>
<b>Suggested Resources/ Experiences</b> Information to help support instruction	
<ul style="list-style-type: none"> <li>• Play a game to demonstrate positional words (Simon Says, Hokey-Pokey, gross-motor action songs)</li> <li>• Use grocery items to create puzzles (cut a Cheerios box to create a puzzle)</li> <li>• Montessori Geometric Cabinet, Constructive Triangles, and Parts of Plants and Animals Puzzles.</li> <li>• Use shape manipulatives (pattern blocks, wooden blocks,</li> <li>• Shape playdough mats</li> <li>• Religious pattern block puzzles</li> <li>• Discuss shapes as they relate to Bible stories: the Cross is two rectangles, the Star of Bethlehem, rosary beads are spheres</li> <li>• Explore geometric solids</li> </ul>	

**Standard EL.MTH.4****The student will recognize simple patterns.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> <li>a. Create simple graphs with assistance</li> <li>b. Identify patterns</li> </ul>	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> <li>• Identify differences between objects</li> <li>• Begin to make predictions</li> <li>• Manipulate various sets of data to create and discuss simple graphs</li> </ul>	<ul style="list-style-type: none"> <li>• What patterns does God create in Nature?</li> <li>• What patterns do you see around you?</li> </ul>
<b>Suggested Resources/ Experiences</b> Information to help support instruction	
<ul style="list-style-type: none"> <li>• Use manipulatives to create patterns (i.e. counting bears, unifix cubes, linking chains)</li> <li>• Use sequencing beads</li> <li>• Use lacing beads</li> <li>• Calendar patterns using monthly themes</li> </ul>	

**Standard EL.RDG.1****The student will develop letter knowledge and phonological awareness.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> <li>a. Begin to identify uppercase letters</li> <li>b. Develop an awareness of letter sounds</li> <li>c. Repeat rhyming words</li> <li>d. Introduce syllables in names and spoken words</li> </ul>	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> <li>● Identify uppercase letters in familiar everyday context</li> <li>● Produce consonant letter sounds in isolation</li> <li>● Produce common sounds for letters</li> <li>● Repeat rhyming words in familiar rhymes</li> </ul>	<ul style="list-style-type: none"> <li>● How are sounds used?</li> <li>● What happens when we put different sounds together?</li> <li>● How do sounds help us?</li> <li>● How are sounds gifts from God?</li> </ul>
<b>Suggested Resources/ Experiences</b> Information to help support instruction	
<ul style="list-style-type: none"> <li>● Chorally repeats/sings the name and sound for each letter</li> <li>● Chorally repeats/sings nursery rhymes, fingerplays, songs and, prayers</li> <li>● Incorporate letters and sounds through games throughout the day (letter "P" for popcorn for snack)</li> <li>● Utilize interactive Promethean board activities that feature rhymes, letters and letter sounds</li> </ul>	

**Standard EL.RDG.2**

**The student will develop knowledge of print concepts and connections between the spoken and written word.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Demonstrate use of environmental print to identify name and classroom labels b. Introduce print and book awareness c. Identify features of a book d. Retell stories	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> <li>● Model reading from left to right and top to bottom with assistance/materials</li> <li>● Identify front cover, back cover, spine and pictures</li> <li>● Identify story elements through personal experiences</li> <li>● Recognize name in classroom labels</li> <li>● Repeat prayers</li> </ul>	<ul style="list-style-type: none"> <li>● How do we use print?</li> <li>● How do we care for books?</li> <li>● How do pictures and words help tell a story?</li> <li>● How do bible stories help to guide us?</li> </ul>
<b>Suggested Resources/ Experiences</b> Information to help support instruction	
<ul style="list-style-type: none"> <li>● Use of over-sized alphabet, big books and manipulatives to include letter magnets, letter Play-Doh mats, etc.</li> <li>● Use of felt boards and puppets to retell stories</li> <li>● Sharing stories through song and rhymes</li> <li>● Label classroom areas and materials and personal spaces with names</li> <li>● Utilize interactive Promethean board activities that feature read alouds, rhymes and bible stories</li> </ul>	

**Standard EL.REL1**

**The student will develop a relationship with our loving God by recognizing His gifts.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> <li>a. Recognize self and others as gifts from God</li> <li>b. Recognize that we use personal gifts and talents to help others</li> <li>c. Recognize that all God's creation is good</li> <li>d. Acknowledge that everything/ everyone is created by God</li> <li>e. Recognize God's love for his creation through stories</li> <li>f. Recognize ways to care for God's creation</li> <li>g. Adopt Jesus as a role model</li> <li>h. Identify the three persons of the Holy Trinity</li> </ul>	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> <li>● God is the creator, Jesus is God's son, and the Holy Spirit is God's love</li> <li>● Gift: something given to another person</li> <li>● Creation: making something new</li> <li>● Our world is God's creation</li> </ul>	<ul style="list-style-type: none"> <li>● What are your gifts from God?</li> <li>● Why do you think God gave us gifts?</li> <li>● Do we all have the same gifts?</li> <li>● How can we use our gifts to work together?</li> <li>● How can we take care of God's creation?</li> </ul>
<b>Suggested Resources/ Experiences</b> Information to help support instruction	
<ul style="list-style-type: none"> <li>● <i>Audrey Bunny</i> by Angie Smith</li> <li>● Show and tell of a favorite item or talent</li> <li>● Make a shamrock/ candy corn, etc. and label each section to represent the three parts of the Holy Trinity</li> <li>● 7 days of creation activities found at <a href="https://ministry-to-children.com/creation-bible-lessons/">https://ministry-to-children.com/creation-bible-lessons/</a></li> <li>● Encourage students to "create" things with the Playdough – talk to them as they are creating and try to get them to name the items they are "creating"</li> <li>● Have a student open a wrapped gift, explain how they feel, and how we should "unwrap" and use our own gifts</li> </ul>	

**Standard EL.REL.2****The student will identify the church as the family of God.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> <li>a. Identify self as a member of a human family and God's family</li> <li>b. Identify self as a member of the Catholic community</li> <li>c. Recognize that Jesus is present at the celebration of Mass in a special way</li> <li>d. Identify the priest and identify his special role in the local church</li> <li>e. Recognize signs and symbols of the church</li> <li>f. Identify the patron saint of the school</li> <li>g. Recognize Mary as the mother of Jesus, and Joseph as his foster father</li> </ul>	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> <li>• Signs and symbols of the church include the Sign of the Cross, genuflecting, kneeling, bowing, blessing with Holy water, statues, candles, Stations of Cross, stained glass windows, etc.</li> <li>• Mass behavior: sit down, listen, kneel or stand when appropriate</li> <li>• Community: a group of people living in the same place or having something in common</li> </ul>	<ul style="list-style-type: none"> <li>• Who are the people in your family?</li> <li>• Why do you go to church?</li> <li>• Does God have a family?</li> </ul>
<b>Suggested Resources/ Experiences</b> Information to help support instruction	
<ul style="list-style-type: none"> <li>• Tour the church and/ or chapel identifying the altar, tabernacle, baptismal font, etc.</li> <li>• Classroom visit by school's priest</li> <li>• Attend Mass with an older grade (Prayer Buddies)</li> <li>• Students can practice making the Sign of the Cross using a mirror with a cross labeled with numbers 1-4</li> <li>• Pictures of The Holy Family</li> </ul>	



**Standard EL.REL.3**

**The student will demonstrate the importance of prayer and God's Word in one's life.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Recognize that prayer is talking and listening to God b. Recite traditional prayers c. Recognize the Bible as a special book about God and His word d. Develop age appropriate behavior during prayer	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> <li>Prayer can be sung, spoken, spontaneous, rote, creative movement, etc.</li> <li>Prayers include Sign of the Cross, mealtime prayers, Our Father, and Hail Mary</li> <li>Behavior during prayer: standing or sitting still, fold hands</li> </ul>	<ul style="list-style-type: none"> <li>Why do you pray?</li> <li>Do we only pray in church?</li> <li>Is it okay if God does not answer all of our prayers?</li> </ul>
<b>Suggested Resources/ Experiences</b> Information to help support instruction	
<ul style="list-style-type: none"> <li>Model and practice prayers</li> <li>Videos and read alouds</li> <li>Provide time for reflection and prayer in the classroom – Prayer Corner</li> <li><i>Catechesis of the Good Shepherd</i></li> <li>Dramatic play – Bible stories</li> </ul>	

**Standard EL.REL.4**

**The student will recognize holidays and seasons of the liturgical year.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> <li>a. Develop an understanding of Advent</li> <li>b. Develop an understanding of Christmas</li> <li>c. Develop an understanding of Lent</li> <li>d. Develop an understanding of Easter</li> <li>e. Develop an understanding of Ordinary Time</li> </ul>	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> <li>• Advent: the liturgical season of four weeks devoted to preparation for the coming of Christ at Christmas</li> <li>• Christmas: the birth of Jesus</li> <li>• Lent: the liturgical season of forty days which begins with Ash Wednesday and ends with the Easter</li> <li>• Easter: the resurrection of Jesus</li> </ul>	<ul style="list-style-type: none"> <li>• Why do we celebrate _____?</li> <li>• What types of things do we as a family during _____?</li> <li>• What types of things do we do as a church during _____?</li> </ul>
<b>Suggested Resources/ Experiences</b> Information to help support instruction	
<ul style="list-style-type: none"> <li>• Prayer pretzels, resurrection rolls, etc. - <a href="https://stleothegreat.com/photoalbums/lent">https://stleothegreat.com/photoalbums/lent</a>, <a href="http://lynnaemccoy.com/easter-resurrection-rolls-recipe/">http://lynnaemccoy.com/easter-resurrection-rolls-recipe/</a></li> <li>• Bible stories</li> <li>• Songs, read alouds, videos, crafts</li> <li>• Celebrations</li> <li>• Prayer Corner/Table – colors and symbols of the liturgical year</li> </ul>	

**Standard EL.REL.5****The student will develop an understanding of safe environment.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Identify personal space and boundaries	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> <li>Recognize that each person is unique and should be treated with love and respect</li> <li>Demonstrate respect for the personal space of others</li> <li>Identify familiar adults to go to for help</li> <li>Communicate discomfort using words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>What does it mean to be safe?</li> <li>What makes you feel safe?</li> <li>How do you help your friends feel safe?</li> <li>Who do you go to if you do not feel safe?</li> </ul>
<b>Suggested Resources/ Experiences</b> Information to help support instruction	
<ul style="list-style-type: none"> <li>Practice using words and phrases</li> <li>Read alouds</li> <li>Drawings and pictures of friends and family</li> </ul>	

**Standard EL.SCI.1**

**The student will make observations and conduct simple scientific investigations.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Explore objects, materials, and events using the five senses b. Pose questions about the physical and natural environment c. Use simple tools and technology to safely observe and explore different objects and environments	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> <li>Describe, compare, sort, classify, and order</li> <li>The five senses - sight, sound, taste, touch, smell</li> <li>Make predictions and record observations using words, pictures, charts, graphs, etc.</li> <li>Use tools such as magnets, magnifying glasses, scales, and rulers in investigations and play</li> <li>Describe and demonstrate speed (fast/slow), direction (up/down), and force (push/pull)</li> <li>Share findings and ideas through pictures, words, dramatization, charts, graphs, etc.</li> </ul>	<ul style="list-style-type: none"> <li>How many days did it take God to create the world?</li> <li>What sorts of things did God create?</li> <li>How do we experience the world around us?</li> <li>How would you describe the world around us?</li> </ul>
<b>Suggested Resources/ Experiences</b> Information to help support instruction	
<ul style="list-style-type: none"> <li>Provide students with opportunities to use the five senses to describe how things look, feel, smell, sound, and taste</li> <li>Make an "I wonder..." board for students to pose questions to investigate later</li> <li>Create inquiry bags - students observe and describe objects</li> <li>Engineering boxes - give students a box with tools and supplies to create and build</li> <li>Incorporate "Think Outside the Box Thursday" activities</li> <li>Nature investigation tables</li> </ul>	

**Standard EL.SCI.2****The student will investigate the physical properties of objects.**

<b>Benchmarks</b>	
Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> <li>a. Describe and sort objects by their physical properties (color, shape, texture, feel, size, weight, position, speed, etc.)</li> <li>b. Recognize water in its solid and liquid forms</li> <li>c. Identify objects that sink or float in water</li> </ul>	
<b>Essential Knowledge</b>	<b>Essential Questions</b>
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> <li>• Develop language/vocabulary to describe physical properties of objects</li> <li>• Ask questions</li> <li>• Explore objects and materials</li> <li>• Discuss observations with peers and teachers</li> <li>• Record observations using words, pictures, charts, and graphs</li> <li>• Recognize that temperature affects different forms of water</li> <li>• Recognize a pattern in which objects float and which objects sink</li> </ul>	<ul style="list-style-type: none"> <li>• Why do you think God created such an interesting world?</li> <li>• How are you different from your neighbor?</li> <li>• How are you the same as your neighbor?</li> <li>• How does water change?</li> <li>• Why is water important?</li> </ul>
<b>Suggested Resources/ Experiences</b>	
Information to help support instruction	
<ul style="list-style-type: none"> <li>• Shape scavenger hunts – give students a shape and ask them to find objects of the same shape in their environment</li> <li>• Use different physical properties as transition cues (i.e. line up by shoe color)</li> <li>• Science learning area – provide a variety of items such as shells, rocks, leaves, nuts, bolts, etc. to explore, classify, and compare</li> <li>• Predict what will happen to an ice cube if left at room temperature</li> <li>• Provide opportunities to experiment with water – water table</li> <li>• Predict which items will sink or float</li> <li>• Use simple graphs to document predictions and findings</li> </ul>	

**Standard EL.SCI.3**

**The student will investigate the characteristics and needs of living things.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> <li>a. Describe what living things need to live and grow</li> <li>b. Identify basic structures for plants</li> <li>c. Identify basic structures for animals</li> <li>d. Describe how animals/humans are similar to, but not identical to their parents</li> <li>e. List parts of the body that are used for the five senses - sight, smell, hearing, taste, touch</li> <li>f. Demonstrate ways to stay healthy - nutrition, rest, exercise, and hygiene</li> </ul>	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> <li>• Communicate why living things need food, water, and air to live</li> <li>• Identify roots, stems, and leaves</li> <li>• Identify eyes, ears, mouth, nose, appendages, etc.</li> <li>• Recognize that plants and animals can make new plants and animals</li> <li>• Recognize that animals/humans can have the same coloring, body shape, body covering, appendages, etc. as their parents – similar but not identical</li> <li>• Discuss why animals and humans use the five senses to navigate the world around them</li> <li>• Recognize that good nutrition, rest, exercise, and good hygiene prevent illnesses and spread of germs</li> </ul>	<ul style="list-style-type: none"> <li>• Who created all living things?</li> <li>• How is God a part of our world?</li> <li>• How does God care for us in our world?</li> <li>• How do we protect God's creations?</li> <li>• Are you a living or non-living thing?</li> </ul>
<b>Suggested Resources/ Experiences</b> Information to help support instruction	
<ul style="list-style-type: none"> <li>• Grow a "Hairy Harry" – draw a face on a cup and fill with soil and grass seed, watch "Harry" grow, predict what will happen if you water "Harry" or forget to water "Harry"</li> <li>• Match offspring and parent – animals</li> <li>• Match seedling to full grown plant</li> <li>• Read picture books and show video clips about offspring/parents and seedlings/plants</li> <li>• Plant seeds/bulbs and measure growth over time</li> <li>• Germinate seeds in damp paper towels and examine seedlings and structures</li> <li>• Create sensory centers and/or bags and discuss which of the five senses was used</li> </ul>	

**Standard EL.SCI.4****The student will investigate the Earth's patterns and changes.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> <li>a. Describe daily weather conditions</li> <li>b. Identify and describe day and night - sun and moon</li> <li>c. Identify and describe the four seasons of the year</li> <li>d. Compare a variety of living things and how they change over time</li> </ul>	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> <li>• Make daily weather observations</li> <li>• Communicate using common weather-related vocabulary – sunny, rainy, cloudy, cold, hot, etc.</li> <li>• Discuss how weather affects daily life – what we wear, travel, etc.</li> <li>• Discuss weather safety rules – staying indoors, hydration, safe places, how heat or cold impacts activities, etc.</li> <li>• Identify the sun as an object in the daytime sky and the moon in the night sky</li> <li>• Describe the changes observed from season to season</li> <li>• Discuss the life cycles of living things – frog, butterfly, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Who created the sun and the moon?</li> <li>• Why is it important for us to understand the weather?</li> <li>• What types of things do we do during the day?</li> <li>• What types of things do we do at night?</li> <li>• What is your favorite season? Why?</li> <li>• How have you changed over time?</li> </ul>
<b>Suggested Resources/ Experiences</b> Information to help support instruction	
<ul style="list-style-type: none"> <li>• Record weather on a daily calendar – count and graph the weather at the end of each week and month, discuss patterns and how they relate to the seasons</li> <li>• Assign the job of “meteorologist” to observe and report out the weather conditions during calendar time</li> <li>• Discuss how the weather influenced what students wore to school</li> <li>• Discuss tornado drills, safe places, etc.</li> <li>• Read picture books such as <i>One Dark Night</i> to discuss weather</li> <li>• Sort activities under day and night</li> <li>• Visual activities – caterpillar to butterfly and tadpole to frog, student timeline</li> </ul>	

**Standard EL.SE.1****The student will care for personal needs.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> <li>a. Develop ability to independently put on a coat</li> <li>b. Communicate need to use the restroom</li> <li>c. Use restroom etiquette - washing and drying hands, flushing toilet, timely manner</li> <li>d. Develop age appropriate table etiquette</li> </ul>	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> <li>• Table etiquette: use utensils, clean up snack/ lunch items, push in chair, use of manners words such as please and thank you</li> <li>• Use manners such as please, may I/you, thank you</li> <li>• Raise hand when asking for help</li> </ul>	<ul style="list-style-type: none"> <li>• How should I ask to use the restroom?</li> <li>• What do I do after I am finished using the restroom?</li> <li>• When I finish eating, how do I clean my space?</li> <li>• How should I ask if I need help opening something during snack or lunch?</li> <li>• If God created my body as a temple, why is it important to take care of myself?</li> </ul>
<b>Suggested Resources/ Experiences</b> Information to help support instruction	
<ul style="list-style-type: none"> <li>• Mily Basic Skills Board Learn to Dress Boards-Zip, Snap, Button, Buckle, Lace &amp; Tie (Amazon.com)</li> <li>• <i>The Berenstain Bears Forget Their Manners</i> video (YouTube)</li> <li>• <i>Please and Thank You - Little Mandy Manners</i> video (YouTube)</li> <li>• Take a tour of the bathroom</li> </ul>	



**Standard EL.SE.2****The student will follow school and classroom rules.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> <li>a. Develop understanding of rules</li> <li>b. Develop understanding of God's rules</li> <li>c. Develop understanding of consequences</li> </ul>	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> <li>• Comprehend that a consequence can be positive or negative</li> <li>• Develop an understanding that God's rules are the Ten Commandments</li> <li>• Rule: a statement that tells what is or is not allowed</li> <li>• Consequence: what happens as a result of a positive or negative action</li> </ul>	<ul style="list-style-type: none"> <li>• What are rules?</li> <li>• What if I don't follow the rules, what is the effect?</li> <li>• What rules do I have at home?</li> <li>• What is one rule God has for us?</li> <li>• What happens if I follow rules? (at home? at school?)</li> <li>• What happens if I do not follow rules? (at home? at school?)</li> <li>• Why do we need rules?</li> <li>• What are consequences?</li> <li>• How do rules keep us safe?</li> <li>• What rules do my parents follow? What happens if they do not follow the rules?</li> </ul>
<b>Suggested Resources/ Experiences</b> Information to help support instruction	
<ul style="list-style-type: none"> <li>• Luke 6:27-31 (The Golden Rule)</li> <li>• <i>Where the Wild Things Are</i></li> <li>• Music for Classroom Management by Heidi -Songs (youtube.com)</li> <li>• Play games for following directions such as "Head, Shoulders, Knees, Toes", "Simon Says", and freeze dance</li> <li>• Poster of classroom rules</li> <li>• Students sign The Golden Rule poster to hold accountability</li> <li>• Model behavior for centers, transitions, carpet time, seat work, church, hallway, cafe, etc.</li> </ul>	

**Standard EL.SS.1**

**The student will investigate ways in which people are alike and different.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Describe the unique characteristics of self and others b. Identify self as a member of a family and a community c. Describe how people, families, and cultures are the same and different	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> <li>Recognize that we are all made in the image of God</li> <li>Identify and discuss the similarities and differences between being a member of a family and a member of a classroom community</li> <li>Identify, discuss, and celebrate the similarities and differences between self and others – physical characteristics, age, family structures, family traditions, music, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Why did God create us in His image?</li> <li>How are we the same and different?</li> <li>Can I learn from my friends?</li> <li>What does love thy neighbor mean?</li> <li>How can we please God through our thoughts and actions?</li> </ul>
<b>Suggested Resources/ Experiences</b> Information to help support instruction	
<ul style="list-style-type: none"> <li>Read stories about children, families, schools, and communities</li> <li>Tell stories and have students act out story characters</li> <li>Draw or paint pictures about self, classmates, families</li> <li>Create class books on differences among families and communities</li> <li>Dramatic play opportunities</li> <li>Introduce games, dance, music, stories, art from different cultures represented in the classroom</li> <li>Create an "All About Me" poster to celebrate students and families</li> </ul>	

**Standard EL.SS.2****The student will investigate change over time through events.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> <li>a. Develop an awareness of his/her personal history</li> <li>b. Describe the difference between past and present</li> <li>c. How are you different now than when you were born?</li> </ul>	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> <li>• Describe ways children change over time – babies to present</li> <li>• Communicate using vocabulary such as before, after, now, and then to describe past and present</li> <li>• Order/sequence events and objects</li> <li>• Discuss artifacts from everyday life in the past and present</li> <li>• Compare and contrast past and present through stories, pictures, music, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• How does the Bible help us understand the past?</li> <li>• When did God create the world?</li> </ul>
<b>Suggested Resources/ Experiences</b> Information to help support instruction	
<ul style="list-style-type: none"> <li>• Take on a role from a specific time using symbols and/or props to act out a story</li> <li>• Share photographs or draw pictures of when they were babies and now – Human Timeline</li> <li>• Read stories about birthdays – make a timeline with drawings, pictures, and words</li> <li>• Share events and sort them under past or present</li> <li>• Show and Tell – students share books, toys, photos, etc. that belong to their parents or grandparents</li> <li>• Set up a classroom museum using tools and artifacts from the past</li> <li>• Put pictures of daily routines in order</li> <li>• Field trip to historical location in the community</li> </ul>	

**Standard EL.SS.3****The student will investigate geography and location.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Describe the difference between a map and globe b. Identify and describe places and objects in a familiar area - direction, comparison, and attribute words	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> <li>Recognize visual representations of maps and globes – discuss similarities and differences</li> <li>Locate land and water features on a map and globe</li> <li>Communicate using direction words (on, under, over, behind, near, far, above, below, toward, away)</li> <li>Communicate using comparison words (closer, farther away, taller, shorter, higher, lower, alike, different, inside, outside)</li> <li>Communicate using attribute words (hard, soft, rough, smooth)</li> <li>Identify and create labels and symbols to describe places and objects</li> </ul>	<ul style="list-style-type: none"> <li>How does the Bible describe places and objects?</li> <li>What does my neighborhood, classroom, school look like?</li> <li>How do I get to ____?</li> </ul>
<b>Suggested Resources/ Experiences</b> Information to help support instruction	
<ul style="list-style-type: none"> <li>Identify and describe features of the classroom, school, neighborhood</li> <li>Make paths between objects using tape or chalk</li> <li>Create simple drawings/maps of home, school, neighborhood</li> <li>Provide real objects, models of objects, photographs, simple drawings, etc. to use in dramatic play experiences</li> <li>Provide aerial view experiences – looking down from steps, building blocks</li> <li>Play “Simon Says”, “I Spy”, “Scavenger Hunt” to practice directions and vocabulary</li> <li>Read stories aloud and note location, direction, description, and attribute words</li> <li>Sing songs like “The Hokey Pokey”</li> </ul>	

**Standard EL.SS.4**

**The student will investigate the cause and effect of personal choices.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Identify basic needs b. Identify wants c. Identify choices	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> <li>Recognize that basic needs include food, clothing, and shelter</li> <li>Recognize that wants are things we like to have but do not need</li> <li>Recognize that everyone has wants and needs</li> <li>Recognize that people make choices because they cannot have everything they want</li> <li>Practice choosing daily tasks</li> <li>Discuss how rules help us make positive choices</li> </ul>	<ul style="list-style-type: none"> <li>Why did God give us all free will?</li> <li>How do you know if something is a need or a want?</li> <li>Do you get everything we want? Why or why not?</li> <li>Who can help you make positive choices?</li> </ul>
<b>Suggested Resources/ Experiences</b> Information to help support instruction	
<ul style="list-style-type: none"> <li>Read and discuss stories where characters are making choices about wants and needs</li> <li>Make a list of wants – What two would they choose and why?</li> <li>Sort items under wants and needs</li> <li>Make a class list of one choice they made when getting ready for school and why they made that choice</li> <li>Provide a choice board for center or work times</li> <li>Provide choices throughout the day and discuss why choices were made</li> <li>Complete a shared writing activity about making choices</li> <li>Role play making different choices and discuss outcomes</li> </ul>	

**Standard EL.SS.5**

**The student will demonstrate knowledge of major symbols and figures.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Identify the American flag b. Recite the Pledge of Allegiance c. Identify the President of the United States d. Identify the Pope e. Identify the Bishop f. Identify the Priest	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> <li>Recognize the attributes of the flag – colors, stars, stripes</li> <li>Practice what to do when reciting the Pledge of Allegiance</li> <li>Introduce respect for the job/role of the President, the Pope, the Bishop, the Priest</li> </ul>	<ul style="list-style-type: none"> <li>How do we show respect?</li> <li>How does our pastor help our school?</li> </ul>
<b>Suggested Resources/ Experiences</b> Information to help support instruction	
<ul style="list-style-type: none"> <li>Display the American flag</li> <li>Practice the Pledge of Allegiance and actions associated</li> <li>Read stories about the history of the flag</li> <li>Color the American flag using a model</li> <li>Display pictures of important individuals and discuss their jobs</li> <li>Have a priest visit the class</li> <li>Write thank you letters/cards</li> <li>Match pictures with names and titles</li> </ul>	

**Standard EL.WH.1**

**The student will develop the ability to follow one-step directions.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Follow one-step directions with support b. Follow one-step directions without support	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> <li>• Directions: instructions on how to complete an activity or task</li> <li>• Listening: acknowledging, and engaging with, what the speaker says</li> <li>• Comprehend that directions/rules are designed for safety</li> <li>• Use eye contact</li> <li>• Develop the listening position- facing the speaker, body control, and quiet voices</li> <li>• Complete an activity or task with models and cues</li> </ul>	<ul style="list-style-type: none"> <li>• Where do we need to follow directions?</li> <li>• Why do we need to follow directions?</li> <li>• What would happen if we did not follow directions?</li> <li>• Is there a difference between a choice and a direction?</li> <li>• How does God give us directions in the Bible?</li> </ul>
<b>Suggested Resources/ Experiences</b> Information to help support instruction	
<ul style="list-style-type: none"> <li>• Variety of auditory and visual cues</li> <li>• "Mirror" - students can mirror you by repeating directions or gestures that represent the steps of the directions. Saying "mirrors up" and holding up your two arms by bending at the elbow is the signal for students to begin repeating. Saying "mirrors down" and putting your arms back down is the signal for them to no longer repeat.</li> <li>• "Head, Shoulders, Knees, and Toes", "Simon Says", "I Spy", Freeze Dance games that require students to listen and follow the direction</li> <li>• "One, two, three, eyes on me."</li> </ul>	

**Standard EL.WH.2****The student will participate in daily classroom routines.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> <li>a. Identify a simple classroom schedule of tasks/ activities to complete</li> <li>b. Transition between simple tasks/activities with auditory and visual cues</li> </ul>	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> <li>● Routine: steps to complete a schedule or number of tasks</li> <li>● Develop an understanding that routines can change</li> <li>● Participate in simple classroom routines with modeling and support</li> </ul>	<ul style="list-style-type: none"> <li>● Where do we need to follow routines?</li> <li>● Why do we need to follow routines?</li> <li>● What would happen if we did not follow a routine?</li> <li>● What routines do you have at home?</li> </ul>
<b>Suggested Resources/ Experiences</b> Information to help support instruction	
<ul style="list-style-type: none"> <li>● Picture schedule of the daily schedule in the classroom</li> <li>● Prepare children ahead of time by talking through expectations - ask them to tell you what comes next</li> <li>● Visual and auditory cues for transitions</li> </ul>	



**Standard EL.WH.3**

**The student will demonstrate purposeful and respectful use of materials and tools.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Develop the proper use of a material or tool for the intended purpose with modeling and support b. Show and understand where materials or tools go after using them with modeling and support	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> <li>• Demonstrate an understanding that a pencil is for writing, paint brush is for painting, crayons are for coloring, scissors are only to be used for cutting paper, etc.</li> <li>• Practice and show the proper and safe use and care of materials</li> </ul>	<ul style="list-style-type: none"> <li>• Why is it important to take care of materials?</li> <li>• What kind of materials do we use at mass?</li> <li>• How are materials used safely?</li> <li>• What does Jesus teach us about respect and the care of things around us?</li> </ul>
<b>Suggested Resources/ Experiences</b> Information to help support instruction	
<ul style="list-style-type: none"> <li>• Classroom materials are accessible and labeled</li> <li>• Gradual introduction of classroom materials</li> <li>• Visual posters of clean and unclean workspaces</li> <li>• Create community supplies</li> <li>• Include technology care and use (i.e. desktop, tablet, SmartBoard, etc.)</li> </ul>	

**Standard EL.WTG.1**

**The student will write using a variety of materials and technology to convey thoughts, ideas, and experiences.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Introduce a variety of writing tools b. Draw and trace circles, curves and lines independently c. Trace name independently using a variety of materials d. Trace uppercase letters and numbers e. Share ideas through drawing pictures	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> <li>• Demonstrate how letters are formed using circles, curves and lines</li> <li>• Trace name, letters and numbers using a variety of materials</li> </ul>	<ul style="list-style-type: none"> <li>• How is writing used to help us communicate?</li> <li>• How are writing tools used?</li> <li>• How are pictures connected to writing?</li> <li>• How is writing developed?</li> <li>• How is God's written word a gift?</li> </ul>
<b>Suggested Resources/ Experiences</b> Information to help support instruction	
<ul style="list-style-type: none"> <li>• Introduce letters using songs, bible stories, books, various learning activities, and crafts</li> <li>• Incorporate writing into centers such as writing lists in dramatic play, plans in the building area, etc.</li> <li>• Encourage writing using a writing center</li> <li>• Journaling (Ex. Drawing pictures to express ideas)</li> </ul>	