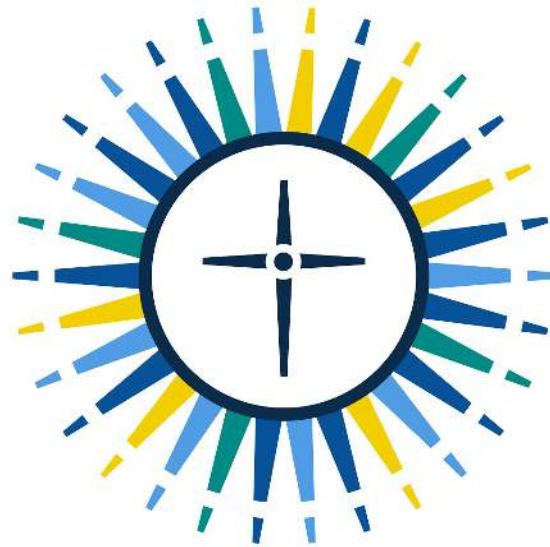


Consensus Curriculum for Early Childhood



**CATHOLIC
SCHOOLS**

DIOCESE *of* RICHMOND

Junior Kindergarten
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 JK.COM.1**The student will demonstrate listening and speaking skills.****Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Listen with increasing attention to spoken language
- b. Answers questions in complete sentences
- c. Communicate using age-appropriate and respectful language for a variety of purposes
- d. Comprehend and use question words
- e. Express and share ideas audibly through spoken language
- f. Comprehends that conversation is interactive and engages in turn-taking exchanges

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

- Listen attentively and participate in a whole group setting
- Participate in group sharing activities
- Engage in interactive activities to develop appropriate responses to questions
- Demonstrate hand-raising as a means of turn-taking
- Describe familiar people and experiences
- Communicate using question words to include "who", "what", "where", "why", "when", "how", "May I"

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- How does communication help us learn?
- How does oral language help us connect with others?
- Why is it important to share/express ideas?
- How is listening important to communication?
- How is the ability to speak/listen a gift from God?

Suggested Resources/ Experiences

Information to help support instruction

- 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
- Model appropriate responses with complete sentences
- Model respectful language
- Model asking who, what, where, when, why and how questions to obtain information
- Play learning games to promote following one and two step directions
- Listen and participate in prayers and bible lessons
- Show-and-Tell
- Read Alouds
- 20 Questions

Standard JK.FM.1**The student will demonstrate writing and coloring skills.**

Benchmarks Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> a. Hold a pencil and other writing instruments using a pincer grip b. Color within lines c. Trace and write shapes, letters, and numbers d. Manipulate small objects using one hand independently, the other hand independently, and both hands working on the same task e. Use classroom supplies including glue sticks, glue bottles, markers, and crayons with controlled movement 	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> ● Control finger and hand muscles ● Identify and reproduce straight and curved lines ● Control and organize movements between both hands ● Demonstrate correct pincer grip independently 	<ul style="list-style-type: none"> ● How did God form our bodies to manipulate objects? ● How do we manipulate objects? ● Is everyone able to manipulate objects in the same way? ● Where do you see writing and coloring?
Suggested Resources/ Experiences Information to help support instruction	
<ul style="list-style-type: none"> ● Play with playdough/modeling clay/Model Magic, small rolling pins, and cookie cutters to build muscles required for pincer grip ● Engage in fingerplays and movements ● Provide lots of opportunities to draw and color (art center /free art exploration) ● Lacing cards and beads ● Building with large and small Legos ● Play with Marble Run ● Use tweezers to pick up small items from the sensory table or other classroom areas ● Use pipettes and basters during water play ● Place cotton ball or pompom under ring and pinky finger to help develop pincer grip ● Use rock crayons, triangle crayons, golf pencils, and crayon halves to further develop pincer grip 	

Standard JK.FM.2**The student will develop correct and accurate scissor skills.**

Benchmarks Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> a. Demonstrate scissor safety b. Hold and manipulate scissors correctly c. Cut paper following straight and curved lines d. Cut out simple shapes 	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> ● Understand finger placement on scissors ● Demonstrate how to hold and use scissors safely ● Differentiate between what is appropriate and not appropriate to cut in the classroom ● Hold paper with one hand while manipulating scissors with the other 	<ul style="list-style-type: none"> ● How should we use scissors in the classroom? ● Outside of the classroom, how do people use scissors? ● Why is it important to use and carry scissors safely? ● How is safety a way to respect God's creatures?
Suggested Resources/ Experiences Information to help support instruction	
<ul style="list-style-type: none"> ● Read the story of Samson to reinforce the importance of using scissors appropriately ● Cut playdough ● Art center with scissor exploration ● Sensory table activity involving cutting paper strips into smaller pieces ● Find and cut out letters, photos, pictures from magazines for various projects ● Practice cutting various materials including plastic straws, cardboard, cardstock, felt, fabric, etc. ● Worksheets to practice cutting straight lines, curvy lines, and zigzag lines ● Cut, color, and paste activities 	

Standard JK.GM.1

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

Benchmarks	
Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> a. Demonstrate continuing forms of jumping, hopping, galloping, and skipping b. Participate in a variety of creative movements, such as action songs and dances c. Maintain balance in a variety of positions d. Alternate feet when climbing stairs e. Cross over the midline of the body with arms and legs 	
Essential Knowledge	Essential Questions
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"> ● Walk and run with alternating feet ● Differentiate between walking and running ● Differentiate between jumping and hopping ● Differentiate between skipping and galloping ● Walk in a heel, toe, heel, toe pattern on a line on the floor or a balance beam that is no more than three inches off the floor ● Stand on one foot ● Hop on one foot ● Alternate feet while climbing stairs ● Perform pattern activities and other tasks that involve crossing the midline of the body 	<ul style="list-style-type: none"> ● Why does God give us the ability to move? ● When do we have the need to run and jump? ● How are running and jumping used? ● How can we express our love for God through movement? ● Are there different ways to use our bodies to get from one place to another? ● How did God create our bodies to move?
Suggested Resources/ Experiences	
Information to help support instruction	
<ul style="list-style-type: none"> ● Sing movement songs: Teddy Bear Teddy Bear, Head Shoulders Knees and Toes, Mother May I ● Play movement games: Hokey -Pokey, Simon Says, Red Light/Green Light ● Use movement cd's which incorporate following directions songs ● Short, relay activities outside ● Outdoor activities incorporating running, walking, jumping, and hopping, skipping, and galloping ● 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) ● Practice walking into church ● Promethean/SMART Boards for interactive movement activities (GoNoodle, Yoga, Brain Breaks) ● Practice walking heel, toe, heel, toe while walking in a straight line ● Sing movement songs that incorporate standing on one foot ● Take a walk through the school and practice walking up stairs, if possible 	

Suggested Resources/ Experiences

Information to help support instruction

- 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)
- Practice jumping into and out of hula hoops and over jump ropes
- Perform activities including touching your right foot with your left hand and your left foot with your right hand, hugging themselves, washing the car/windows movement, wiping the table, figure 8 pattern with hands and feet

Standard JK.GM.2**The student will demonstrate basic motor skills.**

Benchmarks Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> a. Toss and throw a ball or object to a partner b. Catch a ball or object from a partner c. Kick a ball back and forth with a partner d. Bounce a ball back and forth with a partner 	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> ● Bounce a playground size ball ● Balance on one foot long enough to kick with the opposite foot ● Move objects from one place to another using hands and feet ● Coordinate eye/hand and eye/foot movements to toss, throw, kick, catch a ball ● Work together and communicate with a partner 	<ul style="list-style-type: none"> ● How do we manipulate objects in the world around us? ● Why does God give us choices about our movements (there is a safe/unsafe way to throw a ball)? ● How do we move when we play sports or play on the playground?
Suggested Resources/ Experiences Information to help support instruction	
<ul style="list-style-type: none"> ● Organize a variety of playground activities involving all of these skills ● Use various pieces of equipment to practice tossing, bouncing, and kicking including balls, bean bags, scarves, balloons, etc. ● Play tossing, catching, kicking games: water balloon toss, egg toss ● Bean bag games and activities 	

Standard JK.MTH.1

The student will demonstrate an understanding of numbers and number sense.

Benchmarks Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> a. Count forward to 20 orally independently b. Equate 0 to quantity of nothing c. Recognize written numbers 0 - 20 in random order d. Count a group of up to 20 objects e. Print numerals 0 - 10 f. Compare two groups of objects, use words such as more, fewer, less, equal, and same g. Use manipulatives to perform simple addition and subtraction h. Use ordinal numbers (first through fifth) when describing the position of objects or groups of children in a sequence 	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> ● Use one-to-one correspondence when counting independently ● Recognize that numbers are sequential (0-20) ● Match numerals with quantities in a set (0-20) ● Use proper descriptive words including more, same/equal, less/fewer 	<ul style="list-style-type: none"> ● How are counting and numbers used? ● Why do we need numbers? ● Why do we need to count? ● How are numbers used in the Bible?
Suggested Resources/ Experiences Information to help support instruction	
<ul style="list-style-type: none"> ● Make connections between numbers and Bible stories (ie: Noah's Ark, Three Wise Men, Trinity, the Holy Family) ● Counting book read-alouds ● Use of number cards and counters to match quantities and symbols ● Count days of the week and days in the month ● Count class votes ● Line up and count students ● Compare quantities (i.e. boys and girls, children's ages, shirt colors, etc.) ● Use Montessori Number Rods, Numerals and Counters, Spindle Box, and Short Bead Stair 	

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

Benchmarks	
Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> a. Identify colors - red, orange, yellow, green, and blue b. Sort objects by size, shape, color, weight, temperature, length, and other attributes c. Identify and describe differences in length by using the words longer and shorter d. Order objects from shortest to longest e. Identify tools used for telling time, temperature, and for measuring length, capacity, and weight: clocks, calendars, thermometers, rulers, measuring cups, and scales f. Use appropriate vocabulary when describing duration of time for example morning, afternoon, and night 	
Essential Knowledge	Essential Questions
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"> ● Observe physical differences between various objects and people ● Group/categorize objects by their attributes ● Place objects in sequential order by size and length ● Use standard tools for telling time, temperature, measuring length, weight, and capacity (clock, calendar, thermometer, ruler, measuring cup, scale) 	<ul style="list-style-type: none"> ● How are objects the same or different? ● Why did God create so many different types of things? ● What are the different ways to measure or show measurement? ● How do we compare objects? ● How does God want us to show appreciation for others' differences?
Suggested Resources/ Experiences	
Information to help support instruction	
<ul style="list-style-type: none"> ● Compare different groups by their attributes (boys/girls, long hair/short hair, shoe colors, etc) ● Use Montessori color tablets or paint samples ● Sort manipulatives (counting bears, unifix cubes, pompoms, colored blocks, dominoes, beads, buttons) ● Use Montessori Red Rods, Pink Tower, and Knobbed and Knobless cylinders ● Use tweezers to sort small objects into different groups ● Sort animals into groups of two based on Noah's Ark ● Science application: <ul style="list-style-type: none"> ○ Sort living and non-living things, animals and humans, night time or daytime, land and water animals ● Use different objects to measure (string, feet, hands, rulers, bears, etc.) 	

Standard JK.MTH.3

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

Benchmarks Key knowledge and skills we want students to know and be able to do	
a. Identify shapes: triangle, square, circle, rectangle, and rhombus b. Comprehend and demonstrate positional words: over, under, up, down, front, back, behind, above, below, in-between, near, and far c. Introduce the concept of symmetry	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> Name shapes Sort shapes Describe the attributes of shapes: triangle, circle, square, rectangle, and rhombus Place objects according to positional words Follow instructions regarding the placement of objects Recognize that a whole object can be separated into parts Understand that puzzle pieces create a whole picture Complete puzzles (12 - 24 pieces) 	<ul style="list-style-type: none"> How do certain objects relate to one another? What shapes do you see around you? How does God use shapes in creation? How do pieces fit together to make a whole?
Suggested Resources/ Experiences Information to help support instruction	
<ul style="list-style-type: none"> Play a game to demonstrate positional words (Simon Says, Hokey-Pokey, gross-motor action songs) Use grocery items to create puzzles (cut a Cheerios box to create a puzzle) Montessori Geometric Cabinet, Constructive Triangles, and Parts of Plants and Animals Puzzles. Use shape manipulatives (pattern blocks, wooden blocks, Shape playdough mats Religious pattern block puzzles Discuss shapes as they relate to Bible stories: the Cross is two rectangles, the Star of Bethlehem, rosary beads are spheres Explore geometric solids Examine symmetry in nature (butterfly wings, flowers, leaves) and then create art projects displaying symmetry and create connections between the Resurrection and butterflies 	

Standard JK.MTH.4**The student will recognize and create simple patterns.**

Benchmarks Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> a. Identify and create ABAB, AABB, and ABC patterns b. Recognize and create pictographs and simple bar graphs c. Make graphs using concrete objects 	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> ● Distinguish and identify differences between objects ● Make predictions ● Understand how to sequence and order materials ● Manipulate various sets of data to create and analyze graphs 	<ul style="list-style-type: none"> ● What patterns does God create in Nature? ● What patterns do you see around you?
Suggested Resources/ Experiences Information to help support instruction	
<ul style="list-style-type: none"> ● Use manipulatives to create patterns (i.e. counting bears, unifix cubes, linking chains) ● Use sequencing beads ● Use lacing beads ● Calendar patterns using monthly themes 	

Standard JK.RDG.1**The student will demonstrate letter knowledge and phonological awareness.**

Benchmarks Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> a. Identify letters and letter sounds b. Identify letter sounds in isolation and detect at the beginning of words c. Demonstrate an awareness of rhyming words d. Count syllables in names and spoken words 	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> ● Identify and match upper and lowercase letters ● Identify uppercase letters in familiar everyday context ● Produce consonant letter sounds in isolation ● Produce common sounds for letters ● Detect beginning sounds in words ● Segment a word into individual syllables by clapping hands ● Identify a word that rhymes with a spoken word ● Recognize pairs of rhyming words presented orally 	<ul style="list-style-type: none"> ● How are sounds used? ● What happens when we put different sounds together? ● How do sounds help us? ● How are sounds gifts from God?
Suggested Resources/ Experiences Information to help support instruction	
<ul style="list-style-type: none"> ● Model clapping for each syllable in children's names, then encourage students to follow along and do the same ● Make name clapping syllabication into a game where a child whose name was clapped out gets to select the next child whose name will be clapped out, etc. ● Chorally repeats/sings nursery rhymes, fingerplays, songs and, prayers ● Incorporate letters and sounds in games throughout the day (lining up by first letter name/sound) ● Utilize interactive Promethean board activities that feature rhymes, letters and letter sounds 	

Standard JK.RDG.2

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

Benchmarks	
Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> a. Demonstrate use of environmental print to identify student's name and classroom labels b. Develop print and book awareness to include text and picture correlation and distinction c. Identify features of a book: title, author, and illustrator d. Discuss story elements e. Retell stories 	
Essential Knowledge	Essential Questions
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"> ● Recognize and repeat high frequency sight words (i.e. word wall) ● Follow text with a finger, pointing to each word as it is read from left to right and top to bottom with assistance/materials ● Connect pictures to text to promote beginning reading skills ● Identify front cover, back cover, spine, word, spaces between words and pictures ● Recall beginning, middle and end of a story ● Identify story characters, settings, problems and solutions ● Sequence stories and events through pictures ● Dramatize story characters and events ● Make predictions and draw conclusions using personal and real-world experiences ● Repeat prayers 	<ul style="list-style-type: none"> ● How do we use print? ● How do we care for books? ● How do pictures and words help tell a story? ● How do bible stories help to guide us?
Suggested Resources/ Experiences	
Information to help support instruction	
<ul style="list-style-type: none"> ● Recognize and repeat high frequency sight words - a, and, be, by, do, for, go, I, me, my, no, on, she, he, so, it, in, look, to, the, we (sight word lists - Dolch, Frye, etc.) ● Incorporate the use of over-sized sight word flash cards, word wall, and sight word books ● Support students with beginning readers with dot underneath each word to encourage independence ● Felt boards, big books ● Reenact stories, nursery rhymes, bible stories, parables ● Allow sharing/partner time after stories to make connections ● Use prayer books and music to promote their love for Jesus ● Utilize interactive Promethean board activities that feature read alouds, sight words and bible stories ● Model intonation and expression 	

Standard JK.REL.1

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

Benchmarks Key knowledge and skills we want students to know and be able to do	
a. Identify self and others as gifts from God b. Acknowledge that everything/everyone is created by God c. Identify ways to care for God's creation d. Identify the three persons in the Holy Trinity e. Identify Jesus as a role model	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> God is the creator, Jesus is God's son, and the Holy Spirit is God's love Gift: something given to another person Identify that we use personal gifts and talents to help others Creation: making something new; the action or process of bringing something into existence Our world is God's creation Identify that all God's creation is good Identify God's love for His creation through stories 	<ul style="list-style-type: none"> What are your gifts from God? Why do you think God gave us gifts? Do we all have the same gifts? How can we use our gifts to work together? How can we take care of God's creation?
Suggested Resources/ Experiences Information to help support instruction	
<ul style="list-style-type: none"> <i>Audrey Bunny</i> by Angie Smith Show and tell of a favorite item or talent Make a shamrock/ candy corn, etc. and label each section to represent the three parts of the Holy Trinity 7 days of creation activities found at https://ministry-to-children.com/creation-bible-lessons/ 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" Have a student open a wrapped gift, explain how they feel, and how we should "unwrap" and use our own gifts 1 Peter 4:10-11 	

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

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

Standard JK.REL.3

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

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

Standard JK.REL.4**The student will identify holidays and seasons of the liturgical year.**

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

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

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

Standard JK.SCI.1

The student will make observations and conduct simple scientific investigations.

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

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

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

Standard JK.SCI.3

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

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

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

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

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

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

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

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

Standard JK.SE.3**The student will practice self-control.**

Benchmarks Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> a. Control body b. Control voice c. Control emotions d. Recognize and identify emotions of self and others 	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> • Transition between activities with support • Demonstrate an understanding of emotions • Listen when others are talking or sharing something with the class • Express emotions with words rather than actions • Demonstrate an awareness of personal space • Manage the expression of feelings, thoughts, impulses and behaviors with support • Ask and accept support to resolve social conflicts with peers 	<ul style="list-style-type: none"> • What is personal space? • When do I use self-control? • Why is it hard to control ourselves sometimes? • What would our classroom look like if everyone did what they wanted?
Suggested Resources/ Experiences Information to help support instruction	
<ul style="list-style-type: none"> • Prepare children for transitions by talking through expectations and asking them what comes next • Visual daily schedule posted in the classroom • Touring the building to practice transitions between cafeteria, specials, etc. • Posters of how to deal with specific emotions made through classroom discussions • <i>Emotions Song - Nursery Rhymes from Preschool</i> (YouTube) • Pass a ball around the circle, if you have ball it's your turn to speak, if you do not have ball it's your turn to listen • Show and tell • Use a hula hoop, carpet squares, carpet squares, etc. to define boundaries/personal space • <i>My Mouth is a Volcano</i> by Julia Cook 	

Standard JK.SS.1**The student will investigate ways in which people are alike and different.**

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

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

Key knowledge and skills we want students to know and be able to do

- a. Develop an awareness of his/her personal history
- b. Describe the difference between past and present
- c. How are you different now than when you were born?

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

- Describe ways children change over time – babies to present
- Communicate using vocabulary such as before, after, now, and then to describe past and present
- Order/sequence events and objects
- Discuss artifacts from everyday life in the past and present
- Compare and contrast past and present through stories, pictures, music, etc.

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- How does the Bible help us understand the past?
- When did God create the world?

Suggested Resources/ Experiences

Information to help support instruction

- Take on a role from a specific time using symbols and/or props to act out a story
- Share photographs or draw pictures of when they were babies and now – Human Timeline
- Read stories about birthdays – make a timeline with drawings, pictures, and words
- Share events and sort them under past or present
- Show and Tell – students share books, toys, photos, etc. that belong to their parents or grandparents
- Set up a classroom museum using tools and artifacts from the past
- Put pictures of daily routines in order
- Field trip to historical location in the community

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

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

Standard JK.SS.4**The student will investigate the cause and effect of personal choices.**

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

Standard JK.SS.5**The student will demonstrate knowledge of major symbols and figures.**

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

Standard JK.WH.1

The student will demonstrate the ability to follow one- step and two-step directions.

Benchmarks Key knowledge and skills we want students to know and be able to do	
a. Follow one-step directions without support b. Follow two-step directions with support c. Follow two-step directions without support d. Attempt to complete a task before asking for help	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> Directions: instructions on how to complete a task with more than two steps Listening: hearing what the speaker says Comprehend that directions/rules are designed for safety Maintain eye contact Demonstrate the listening position- facing the speaker, body control, and quiet voices Practice completing an activity or task with models and cues 	<ul style="list-style-type: none"> Where do we need to follow directions? Why do we need to follow directions? What would happen if we did not follow directions? Is there a difference between a choice and a direction? How does God give us directions in the Bible?
Suggested Resources/ Experiences Information to help support instruction	
<ul style="list-style-type: none"> “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. “Head, Shoulders, Knees, and Toes”, “Simon Says”, “I Spy”, Freeze Dance games that require students to listen and follow the direction “One, two, three, eyes on me.” 	

Standard JK.WH.2**The student will follow daily classroom routines.**

Benchmarks Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> a. Follow the classroom schedule of tasks/ activities to complete b. Transition between daily tasks/activities with auditory and visual cues 	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> ● Routine: steps to complete a schedule or number of tasks ● Demonstrate the ability to transition when routines change ● Practice daily classroom and school routines with modeling and support 	<ul style="list-style-type: none"> ● Where do we need to follow routines? ● Why do we need to follow routines? ● What would happen if we did not follow routines? ● Do we follow routines at mass? ● How can prayer be used in our daily routines? ● Why is prayer important to include in our daily routine?
Suggested Resources/ Experiences Information to help support instruction	
<ul style="list-style-type: none"> ● Picture schedule of the daily schedule in the classroom ● Prepare children ahead of time by talking through expectations - ask them to tell you what comes next ● Visual and auditory cues for transitions ● Use of songs, rhymes, movement, hand signals, etc. 	

Standard JK.WH.3

The student will demonstrate proper use of classroom materials and tools.

Benchmarks Key knowledge and skills we want students to know and be able to do	
a. Demonstrate where to return materials or tools after using them b. Demonstrate proper use of a material or tool for the intended purpose with modeling and support	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> • 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. • Practice and demonstrate the proper use of each material or tool 	<ul style="list-style-type: none"> • Why is important to take care of materials, tools, and toys? • What kind of materials do we use at Mass? • How are materials used safely? • What does Jesus teach us about respect and the care of things around us?
Suggested Resources/ Experiences Information to help support instruction	
<ul style="list-style-type: none"> • Picture/word cards of materials for activity completion • Classroom materials are accessible and labeled • Gradual introduction of classroom materials • Visual posters of clean and unclean workspaces • Create community supplies • Include technology care and use (i.e. desktop, tablet, SmartBoard, etc.) 	

Standard JK.WTG.1

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

Benchmarks Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> a. Distinguish print from images or illustrations b. Demonstrate holding a writing tool correctly c. Print first name independently using upper and lowercase letters correctly d. Print upper and lowercase letters using a variety of materials e. Write numbers using a variety of materials f. Copy various words associated with people or objects within the student's environment g. Demonstrate ideas through drawing pictures, dictating, and emergent writing with modeling and support 	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> ● Capitalize first letter of first name following with lower case; differentiate with higher learning groups by adding last name ● Demonstrate correct manuscript letter formation ● Demonstrate correct number formation ● Demonstrate that writing proceeds left to right and top to bottom with proper spacing between words with visual support ● Convey meaning through use of pictures/ sequencing cards as well as through student drawings or illustrations ● Develop an awareness that words can be written and used as a means to communicate 	<ul style="list-style-type: none"> ● How is writing used to help us communicate? ● How are writing tools used? ● How are pictures connected to writing? ● How is writing developed? ● How is God's written word a gift?
Suggested Resources/ Experiences Information to help support instruction	
<ul style="list-style-type: none"> ● Display written work around the room ● Manuscript print ● Form words with Play Doh, sand, paint and other tactile materials ● Incorporate the use of Catholic sight words ● Use of adaptive tools such as pencil grips ● Use digital tools to express ideas ● Discuss and respond to questions about writing/drawing ● Provide unlined journal activities where students are encouraged to draw, create or write to convey ideas 	