

St. Matthew Catholic School
KINDERGARTEN
Grade Level Expectations

These are the core grade level expectations based on the McRel standards and benchmarks that should be taught during kindergarten and represent what a student will learn. They are written from the student point of view. These grade level expectations are aligned with McRel standards and the standards-based progress report. The number listed is in reference to McRel 3rd edition; the number listed for Religion standard is in reference to By Their Fruits You Shall Know Them, Lorraine Ozar. Not all standards are addressed at every grade level which is appropriate considering a student's development.

RELIGION

1. Reads, interprets, and applies Scripture to life.
 - Relates the events of everyday life to the biblical stories of Jesus
 - Recognizes that God's special book is the Bible
 - Participates in discussion*
3. Illustrates basic understanding of Catholic dogma and doctrine in light of the "Catechism for the Catholic Church."
 - Increases knowledge about God and one's friendship with Jesus
 - Recognizes the members of the Holy Family
 - Understands that Mary is the Mother of Jesus and also our mother
 - Recognizes that the church is God's family; God is Creator and a loving parent.
5. Makes moral decisions consistent with Church teachings.
 - Recognizes the differences between right and wrong
7. Acknowledges and affirms the diverse cultural expressions of Catholicism.
 - Recognizes that God made each person different and that our differences make each of us special and unique
8. Applies Catholic principles to interpersonal relations (e.g., family, peers, work, society, Church, etc.)
 - Practices Christian action toward others*
 - Is willing to help*
 - 11. Critiques societal structures in light of Catholic social justice principles and apply to social and personal situations.
 - Practices Christian action toward others*
 - Recognizes the many gifts, talents and abilities that God has provided each of us and that it is important to take care of one's body.
 - Recognizes that God's gift of being created as a boy or a girl is special and good
12. Engages in service to the community (e.g., family, parish, local, national and global) in response to the Gospel call.
 - Practices Christian action toward others*
13. Exercises responsible stewardship for the gift of creation.
 - Practices Christian action toward others*
 - Understands that the five senses help one to appreciate and experience a sense of joy and wonder of God's creation
 - Understands that being a good steward means caring for and not harming animals and plants that are part of God's creation
17. Uses a variety of prayer forms (e.g., traditional, spontaneous, devotional, multicultural) to enrich and express personal and communal spirituality.
 - Experiences a sense of joy, wonder, and discovery in prayer, work and play
 - Develops a sense of prayer and celebration of God's gifts.
 - Recognizes that prayer is a special way to talk to God
 - Can recite and use the designated prayers and gestures; Sign of the Cross, Our Father, Hail Mary and Grace Before Meals* and other prayers of cultural/liturgical significance as designated.
19. Demonstrates an understanding of liturgical seasons and feasts.
 - Increases knowledge of Church's liturgical seasons of Advent, Christmas, Lent and Easter

- Understands that the church year celebrates the life of Jesus and includes special days to honor Mary and other holy people

LANGUAGE ARTS

Writing

1. Uses general skills and strategies of the writing process
 - Dictates language as adult prints and reads it aloud
 - Dictates or writes stories with beginning, middle and end
 - Applies letters/sounds to journal writing*
2. Uses stylistic and rhetorical techniques in written compositions
 - Recognizes and prints own name without a model*
 - Recites name, address, phone number and birthday*
 - Writes composition to convey basic ideas
3. Uses grammatical and mechanical conventions in written composition
 - Forms letters correctly when printing*

Reading

5. Uses general skills and strategies of the reading process
 - Matches upper and lower case letters*
 - Understands left to right progression*
 - Identifies initial, middle, and final consonant sounds*
 - Recognizes rhyming words*
 - Understands consonant sounds*
 - Understands that letters and letter sounds form spoken and written words
 - Blends sounds (phonemes) to make spoken words
 - Demonstrates comprehension through the sequence of pictures
 - Follows one and two step directions
 - Engages in daily, shared reading
 - Uses picture clues and captions for reading comprehension
6. Uses reading skills and strategies to understand and interpret a variety of literary works
 - Tells a story verbally, in picture writing, or using inventive spelling*
 - Orally shares ideas and experiences with others*
 - Communicates in front of a group*
 - Comprehends basic plot of simple stories

Listening and Speaking

8. Uses listening and speaking strategies for different purposes; listens actively*
 - Makes relevant contribution in class and group discussions
 - Asks questions to help clear up personal confusion about a topic

MATH

2. Concept of Numbers - Understands and applies basic and advanced properties of the concept of numbers
 - Recognizes, writes and counts (one-to-one correspondence) through number 20*
 - Solves problems by collecting data, making a graph and reading a graph*
 - Can count by fives*
 - Can count by tens*
 - Writes a number sentence*
 - Solves a number sentence using manipulatives*
 - Understands that a number is a symbol
3. Computation - Uses basic and advanced procedures while performing the process of computation
 - Estimates by giving sensible answers
 - Identifies objects that show halves
 - Adds two numbers to reach a sum of six
 - Subtracts numbers from six
 - Identifies coins (penny, nickel, dime, quarter) and count money up to 12 cents*
 - Can identify right hand and left hand*

4. Measurement - Understands and applies basic and advanced properties of the concept of measurement
 - Tells time to the nearest hour*
5. Geometry - Understands and applies basic and advanced properties of the concepts of geometry
 - Identifies and classifies objects by shape*
 - Recognizes and continues a pattern*
 - Creates own patterns*
6. Data analysis - Understands and applies basic and advanced concepts of statistics and data analysis
 - Understands and uses simple graphs

SCIENCE/HEALTH - listed by strands

Earth and Space

- Recognizes the weather of each season
- Explains how weather affects what we wear

Life Science

- Describes and distinguishes between the five senses
- Observes and recognizes changes in living things

Physical Science

- Makes sensible predictions
- Nature of Science and Technology
- Examines objects with a hands-on approach
- Use early childhood tools for investigation
- Recognizes the difference between objects designed by nature and those designed by humans

Health

- Knows community resources
- Identifies and shares feelings
- Knows how to recognize and respond to emergencies
- Knows and understands simple safety rules

Progress report descriptors deal with relevant concepts studied, sharing ideas, handling materials*

SOCIAL STUDIES - listed by strands

Civics

- Demonstrates respect for rights of others, property and authority
- Establishes healthy relationships with family, friends and community helpers
- Is aware of safety rules in regard to fire, strangers, ambulance and substance abuse
- Demonstrates polite manners
- Assumes responsibility for personal learning and behavior
- Knows the concepts of justice, fairness, and respecting others

Economics

- Understands that people need to make choices
- Understands that there are different occupations and that men or women can choose them
- Knows that goods and services have a price

Geography

- Verbalizes address, phone number and birth date
- Understands ways in which people depend on physical environment
- Knows locations of basic places in their lives, i.e., home, church, grocery store, school, etc.
- Knows different forms of transportation
- Knows ways people solve problems cooperatively

Historical Understanding

- Understands the need for rules

- Understands that people solve common problems by cooperating
- Understands calendar in days and weeks
- Knows family history and traditions

Progress report descriptors deal with relevant concepts studied and sharing ideas*

MUSIC

1. Sings alone and with others, a varied repertoire of music*
 - Distinguishes and demonstrates difference between loud and soft, fast and slow, high and low
 - Demonstrates ability to echo rhythmic patterns*
 - Participates in group singing
 - Participates/contributes in class activities
 - Listens and follows directions
 - Distinguishes and demonstrates between speaking voice, singing voice, shouting (outside voice), and whispering voice
2. Performs on instruments alone and with others, a varied repertoire of music
 - Performs on classroom percussion instruments
 - Keeps a steady beat*
3. Improvises melodies, variations, and accompaniments
 - Finds and performs a steady beat orally
6. Knows and applies criteria to music and musical performances, i.e., swinging and swaying
 - Demonstrates how to respond to characteristic of music (fast/slow and loud/soft) through appropriate movement
7. Understands relationships between music and history and culture
 - Knows appropriate audience behavior

ART

1. Understands and applies media techniques and processes related to visual arts
 - Demonstrates craftsmanship by coloring neatly, drawing carefully and cutting paper neatly
 - Properly uses and cares for art materials*
 - Enjoys using different art media
2. Knows how to use structures and functions of art
 - Follows simple instructions, but maintains an imagination while creating art*
3. Knows range of subject matter.
 - Uses art symbols to communicate and convey ideas

PHYSICAL EDUCATION

1. Uses variety of basic and advanced movement forms, i.e., walking, running, skipping, hopping
 - Demonstrates contrast between slow and fast movement while traveling
2. Uses movement concepts and principles in development of motor skills
 - Demonstrates changing direction and force using loco motor patterns
 - Understands a variety of relationships with objects (over/under, behind, through, etc.)
3. Understands benefits and costs associated with participation in regular participation in physical activity
 - Is aware of basic body function changes during physical activity
4. Understands how to monitor and maintain a healthy enhanced level of physical fitness
 - Participates in vigorous physical activity
 - Accepts own abilities*
5. Understands the social and personal responsibility associated with participation in physical activity
 - Demonstrates the rules of games and activities*
 - Responds appropriately to a variety of teacher signals for attention
 - Follows directions given to the group*
 - Demonstrates the willingness to join in an activity*
 - Demonstrates good sportsmanship*

TECHNOLOGY - References McRel with NETS alignment

1. Knows characteristics and computer hardware and operating systems (NETS 1)
 - Knows how to power-up computer, monitor, and start a computer program
 - Knows and is able to use the computer keyboard
2. Knows characteristics and computer software programs (NETS 2)
 - Practices responsible use of technology systems and software
 - Knows proper finger placement on home-key rows
3. Understands relationships among science, technology, society, and the individual (NETS 3, 4, 5, 6)
 - Works cooperatively and collaboratively with peers, family members, and others when using technology in the classroom.
 - Demonstrates positive social and ethical behaviors when using technology.

GUIDANCE/HUMAN GROWTH AND DEVELOPMENT - listed by strands

Working with Others

- Contributes to the overall effort of a group
- Uses conflict-resolution techniques
- Works well with diverse individuals and in diverse situations
- Displays effective interpersonal communication skills
- Demonstrates leadership skills

Self-Regulation

- Sets and manages goals
- Performs self-appraisal
- Considers risks
- Maintains a healthy self-concept
- Restrains impulsivity

Human Growth and Development

- Understands that God made all people and all things; each person is special
- Demonstrates respect for all classmates
- Understands tenets of a safe environment

SOCIAL/EMOTIONAL GROWTH*

(All items are referenced on the progress report.)

- Follows directions
- Listens well to others
- Raises hand to speak
- Shares ideas freely
- Accepts responsibility for actions
- Works and plays well with others
- Acts appropriately in group activities
- Works well independently

FINE MOTOR SKILLS*

(All items are referenced on the progress report.)

- Completes work neatly
- Uses scissors with ease
- Uses glue correctly
- Can tie shoes
- Holds pencil and crayon correctly
- Draws the following basic shapes: square, rectangle, circle, oval, triangle, diamond