

## RELIGION CURRICULUM STUDENT OUTCOMES

The Religion Curriculum Student Outcomes have been developed by a committee of K-8 teachers and principals in the diocese of San Jose. These outcomes have been organized and structured to be in alignment with the Catechism of the Catholic Church and to be used with Scripture as a primary resource. Prayer is an integral part of the religion class. Worship and liturgies should be experienced frequently. Prayer is introduced at specific grade levels; it is expected that these prayers will continue to be reinforced in every grade thereafter. Academic assessment is an on-going process. Full participation in the Catechist Certification program is expected of all teachers.

Student Outcomes are divided into four major sections:

- A. Church/Doctrine
- B. Scripture
- C. Worship
- D. Christian Living

These sections provide the substance for the four major goals of the religion curriculum:

- The student will be able to articulate a knowledge of the doctrine of the Catholic church as a support for being Catholic;
- The student will be able to read, interpret and apply Sacred Scripture to his/her daily life;
- The student will understand and be able to participate in Catholic worship services;
- The student will be able to make moral decisions consistent with the teachings of the Catholic Church.

Content Theme: God our Creator gives us life and grace, and promise us eternal life through Jesus.

Instructional Focus: To identify clearly that the Bible is God's word to us; to establish that through Baptism we belong to God's family, the church; to create an awareness that we worship together through prayer and liturgy; to develop an understanding that people deserve our love and respect; to enhance further the concept that God is our creator while introducing Jesus as savior.

## LANGUAGE ARTS STANDARDS

### READING

#### Word Analysis, Fluency and Systemic Vocabulary Development

##### **Concepts About Print**

- Match oral words to printed words
- Identify the title and author of a reading selection
- Identify letters, words and sentences

##### **Phonemic Awareness**

- Distinguish initial, medial and final sounds in single-syllable words
- Distinguish long-and-short vowel sounds in orally stated single-syllable words
- Create and state a series of rhyming words including consonant blends
- Add, delete or change target sounds to change words
- Blend two to four phonemes into recognizable words
- Break apart single syllable words into their components

##### **Decoding and Word Recognition**

- Generate the sounds from all the letters and letter patterns including consonant blends and

long-and short vowel patterns and blend those sounds into recognizable words

- Read common, irregular sight words
- Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words
- Read compound words and contractions
- Read inflectional forms and root words
- Read common word families
- Read aloud with fluency in a manner that sounds like natural speech

##### **Vocabulary and Concept Development**

- Classify grade-appropriate categories of words

### READING COMPREHENSION

#### Structural Features of Information Materials

- Identify text that uses sequence or other logical order

##### **Comprehension and Analysis of Grade-Level-Appropriate Text**

- Respond to *who, what, when, where, and how* questions
- Follow one-step written instructions
- Use context to resolve ambiguities about word and sentence meanings
- Confirm predictions about what will happen next in a text by identifying key words
- Relate prior knowledge to textual information
- Retell the central ideas of simple expository and narrative passage

##### **Literary Response and Analysis**

#### Narrative Analysis of Grade-Level-Appropriate Text

- Identify and describe the elements of plot, setting and character(s) in a story, as well as the story's beginning, middle and ending
- Describe the roles of authors and illustrators and their contributions to print materials

- Recollect, talk and write about books read during the school year

### WRITING

#### **Writing Strategies**

##### *Organization and Focus*

- Select a focus when writing
- Use descriptive words when writing

##### *Penmanship*

- Print legibly and space letters, words and sentences appropriately
- ##### *Writing applications (Genres and Their Characteristics)*

- Write brief narratives describing an experience
- Write brief expository descriptions of a real object, person, place, or event, using sensory details

### WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

#### **Sentence Structure**

- Write and speak in complete, coherent sentences

#### **Grammar**

- Identify and correctly use singular and plural nouns
- Identify and correctly use contractions and singular possessive pronouns in writing and speaking

#### **Punctuation**

- Distinguish between declarative, exclamatory, and interrogative sentences
- Use a period, exclamation point, or question mark at the end of sentences

- Use knowledge of the basic rules of punctuation and capitalization when writing

#### **Capitalization**

- Capitalize the first word of a sentence, names of people, and the pronoun

## Spelling

- Spell three-and-four-letter short-vowel words and grade-level-appropriate sight words correctly

## LISTENING AND SPEAKING

### Listening and speaking strategies

#### Comprehension

- Listen attentively
- Ask questions for clarification and understanding
- Give, restate, and follow simple two-step directions

#### Organization and Delivery of Oral Communication

- Stay on the topic when speaking
- Use descriptive words when speaking about people, places, things, and events

#### Speaking Applications (Genres and Their Characteristics)

- Recite poems, rhymes, songs and stories
- Retell stories using basic story grammar and relating the sequence of story events by answering *who, what, when, where, why,* and *how* questions
- Relate an important life event or personal experience in a simple sequence
- Provide descriptions with careful attention to sensory detail

## MATHEMATICS STANDARDS

### NUMBER SENSE

#### *Understand and use numbers to 100*

- Count, read, and write whole numbers to 100
- Compare and order whole numbers to 100 using symbols (<, +, >)

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#### *Demonstrate the meaning of addition and subtraction and use to solve problems*

- Know addition and subtraction facts to 20 by memory
- Use inverse relationship (+/-) to solve problems
- Identify 1 more than, 1 less than; 10 more than, 10 less than
- Count by 2's, 5's, and 10's to 100
- Show meaning of addition and subtraction

### ALGEBRA AND FUNCTIONS

#### Model, represent, and interpret number relationships

- Write and solve addition and subtraction number sentences

### MEASUREMENT AND GEOMETRY

#### Use direct comparison and nonstandard units to describe objects

- Compare length, weight, and volume of two or more objects
- Tell time to the nearest half hour

### STATISTICS, DATA ANALYSIS, PROBABILITY

#### *Organize, represent, and compare data using simple graphs, sort/create, describe pattern by number, shape, size, rhythm, and color*

- Describe, extend next element in patterns

### MATHEMATICAL REASONING

#### *Make decisions about how to set up a problem*

- Use tools, such as manipulatives or sketches, to model problems
- #### *Solve problems and justify reasoning*
- Make precise calculations and check validity of results

#### *Make connections*

- Make connections between problems

## SOCIAL SCIENCE STANDARDS

### A Child's Place in Time and Space

#### *Students will:*

- Describe the rights and individual responsibilities of citizenship
- Compare and contrast the locations of places and people and describe the physical and/or human characteristics of places
- Know and understand the symbols, and traditions of the United States that give a sense of community across time
- Compare and contrast everyday life in different times and places around the world and recognize that some parts of people, places, and things change over time while others stay the same
- Describe the human characteristics of familiar places and the many backgrounds of American citizens and residents in those places
- Understand basic economic concepts t economy

## SCIENCE STANDARDS

### *Physical Sciences*

- Materials come in different forms (states), including solids, liquids, and gases

### *Life Sciences*

- Plants and animals meet their needs in different ways

### *Earth Sciences*

Weather can be observed, measured, and described

### *Investigation and Experimentation*

- Students ask meaningful questions and conduct careful investigations. Students should develop their own questions and perform investigations

SAINT MARY SCHOOL  
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*Rooted in the past; Educating for the future*

## What students will learn in First Grade:

- Religion
- Language Arts
- Mathematics
- Social Science
- Science

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