

## 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 is a loving Creator

Instructional Focus: To establish that God is the Creator of all things; to begin to identify and enjoy God's creation; and to create an awareness that we are members of God's family.

## LANGUAGE ARTS STANDARDS

### READING

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

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

- Identify the front cover, back cover and title page of a book.
- Follow words from left to right and from top to bottom on the printed page.
- Understand that printed materials provide information.
- Recognize that sentences in print are made up of separate words.
- Distinguish letters from words.
- Recognize and name all upper and lower case letters of the alphabet.

##### **Phonemic Awareness**

- Track (move sequentially from sounds to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes.
- Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted or repeated.
- Blend vowel-consonant sounds orally to make words or syllables.
- Identify and produce rhyming words in response to an oral prompt.

- Distinguish orally stated one-syllable words and separate into beginning or ending sounds.
- Track auditorily each word in a sentence.
- Count the number of sounds in syllables and syllables in words.

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

- Match all consonant and short-vowel sounds to appropriate letters.
- Read simple one-syllable and high-frequency words.
- Understand that as letters of words change, so do the sounds.

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

- Identify and sort common words in basic categories.
- Describe common objects and events in both general and specific language.

### READING COMPREHENSION

#### *Structural Features of Information Materials*

- Locate the title, table of contents, name of author, and name of illustrator.

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

- Use pictures and context to make predictions about story content.
- Connect to life experiences the information and events in texts.
- Retell familiar stories.
- Ask and answer questions about essential elements of a text.

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

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

- Distinguish fantasy from realistic text.
- Identify types of everyday print materials.
- Identify characters, settings, and important events.

### WRITING

#### **Writing Strategies**

Students write words and brief sentences that are legible.

#### **Organization and Focus**

- Use letters and phonetically spelled words to write about experiences, stories people, objects, or events.
- Write consonant-vowel-consonant words.
- Write by moving from left to right and from top to bottom.

#### **Penmanship**

- Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.

### WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

#### **Sentence Structure**

- Recognize and use complete, coherent sentences when speaking.

#### **Spelling**

- Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.

### LISTENING AND SPEAKING

#### **Listening and speaking strategies Comprehension**

- Understand and follow one-and two-step oral directions.
- Share information and ideas, speaking audibly in complete, coherent sentences.

### Speaking Applications (Genres and Their Characteristics)

- Describe people places, things, locations, and actions.
- Recite short poems, rhymes, and songs.
- Relate an experience or creative story in a logical sequence.

## MATHEMATICS STANDARDS

### NUMBER SENSE

#### Understand the relation between numbers and quantities:

- Compare sets of objects to 10
- Count, recognize, represent, name and order numbers up to 30
- Know that larger numbers equal larger sets

#### Understand addition and subtraction:

- Use concrete objects to add and subtract

### ALGEBRA AND FUNCTIONS

#### Sort and classify objects:

- Identify, sort, and classify objects by attribute

### MEASUREMENT AND GEOMETRY

#### Understand concept of time and units to measure:

- Compare length, weight, and capacity of objects
- Know time (morning, yesterday, etc.)
- Name days of the week
- Identify time to the nearest hour

### Identify common objects and describe geometric features.

### STATISTICS, DATA ANALYSIS, PROBABILITY

#### Collect information:

- Describe and extend simple patterns

### MATHEMATICAL REASONING

#### Make decisions about a problem:

- Determine strategies to be used
- Use tools and strategies with manipulatives to model problems

#### Solve Problems and Justify Reasonings:

- Use concrete objects and pictorial representations
- Make precise calculations and check validity

## SOCIAL SCIENCE STANDARDS

### Learning and Working Now and Long Ago

#### Students will:

- Be a good citizen and act in certain ways.
- Recognize national and state symbols, such as the national and state flags, the bald eagle, and the Statue of Liberty.
- Match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from history.

- Compare and contrast the locations of people, places, and environments and describe their characteristics.

- Put events in time order using a calendar, placing days, weeks, and months in proper order.

- Understand that history relates to events, people, and places of other times.

## SCIENCE STANDARDS

### *Physical Sciences*

- Properties of materials can be observed, measured, and predicted

### *Life Sciences*

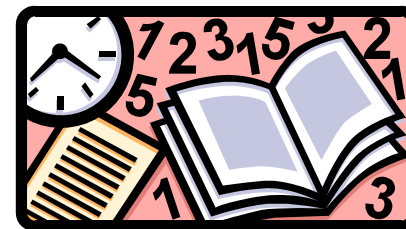
- Different types of plants and animals inhabit the earth

### *Earth Sciences*

Earth is composed of land, air, and water

### *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 Kindergarten:

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

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