

DIOCESE OF VENICE, FLORIDA

PERFORMANCE STANDARDS AND CURRICULUM

CREATED: AUGUST 2011

GRADE KINDERGARTEN



LEARNING ENVIRONMENT:

Class Prayer Table: A “small” table/area should be set up in the room for 5 year olds. On this table is recommended: a Children’s Catholic Picture Bible, battery operated candle, table cloth/covering following liturgical calendar, a holy water bowl, for a few suggestions to start. Additionally, please add articles that follow class topics/liturgy/liturgical seasons. The cloth colors should match the current liturgical season color. Something to represent the Blessed Virgin Mary, pictures/books on the saints and something that represents the environment for that level child (such as: leaves in the fall, plastic re-cycle bottle, use your creativity, etc.). Children can also bring things (with adult approval) for the table.



SAFE ENVIRONMENT (Physical, Emotional and Spiritual) - Always check your room to make sure there is no hazard or potentially dangerous object(s) that can cause harm to an inquisitive/active child. Furniture should be sized appropriately. A rug for story time should be available. Boards should be lower at the child’s eye viewing level. See Addendum A (Diocesan Abuse Report).

TEACHER MATERIALS: Books purchased by the parish for Faith Formation classes. Also each catechist should be familiar with: Catholic Bible, Catechism of the Catholic Church (CCC), General Directory for Catechesis (GDC) and National Directory for Catechesis (NDC), Catechesis Tradendae (Catechesis in Our Time) by Pope John Paul II.

REMEMBER: YOU are most important to your children!



TEXT(S): Teacher should use materials purchased by the parish and follow as outlined by the company with corresponding activities .

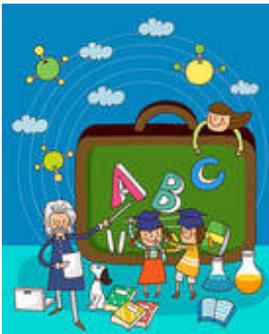
WHAT TO EXPECT: AM I READY FOR MY CLASS?



CHARACTERISTICS OF A CHILD IN KINDERGARTEN



What to expect from a 5 year old child....



Children move through stages of development as they mature. The rate of development varies from one child to another. Development is influenced by the experiences children have, as well as by hereditary factors. Children may grow rapidly in one area and more slowly in another. The direction of development is from general to specific, from dependence toward independence and interdependence, and from gross motor control toward fine motor control.

Kindergarten children, no matter what their cultural and experiential background, have characteristics in common with other children of their age and characteristics that are particularly their own.

There are three great “outward journeys” of the 5year-old. These three journeys can be represented as:



Socio-emotional Development

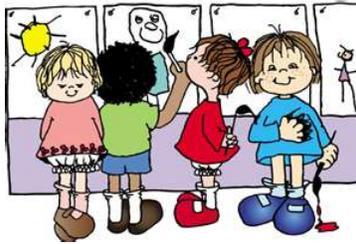
Children develop socially and emotionally during the Kindergarten year. At the beginning of the year some children may be shy and appear to lack initiative. However, as they come to know the situation, the teachers and peers, they usually gain confidence and begin to establish friendships and become an active part of the class. Other children may be too assertive prior to learning from experience more appropriate ways of relating to peers. It is a time of testing and exploring social relationships.

Kindergarten children are eager to be trusted with responsibility. They appreciate going on errands, using proper tools, participating with grown-ups in such activities as cooking, bringing things from home, and suggesting solutions to practical problems. Although there are some senses in which Kindergarten students are still egocentric (that is, tied to their own view of things) they are also able, in a suitable group environment, to be of help to each other.

They can show considerable empathy toward people and animals when their own needs do not conflict with the needs of others. When helpfulness is noticed, modeled and encouraged by the teacher, helpful behavior is likely to become more common in the classroom. Kindergarten children are developing a sense of independence but are also learning to work cooperatively with others.



Kindergarten children are more stable socio-emotionally than they were as preschoolers. They are developing a good sense of humor, which they express by delighting in nonsense and playing with language. They may develop specific fears, such as the fear of death, and mistakenly assume that they have caused such events as their parents separating. Kindergarten students take criticism, name calling and teasing very seriously because they still think that what is said exists in reality--at its face value.



Physical Development

Physical activity is one common characteristic of Kindergarten children, although children vary a great deal in the development of physical skills and abilities. Some children are slow and cautious about trying new things; others seem to accept any challenge that is presented. Most Kindergarten children are full of energy, ready to run, swing, climb and jump, and are eager to try their strength by moving big blocks or boxes. They are developing a sense of rhythm, and enjoy such activities as marching, jumping or clapping to music. These group activities need to be short and allow for more participation than standing. Required stillness is more exhausting and stressful for most Kindergarten students than movement.

Sensory development is uneven. The coordination of the eyes and other senses are still developing. Physical growth has slowed down. It is a time of consolidating gains and developing fine motor control. However, over-emphasis on fine motor activities such as writing, cutting and making very discrete visual discriminations may result in tension and frustration.



Intellectual Development

Kindergarten children love to talk. Their intellectual development is reflected in the rapid growth of vocabulary and the power to express ideas. They are developing visual and auditory memory and the ability to listen to others. Their ears are keen but they still need help in distinguishing sounds, although they can pick up another language and accurately imitate other people's intonations and inflections. They are especially keen to acquire new words (the names of dinosaurs, for example) and to use such words as "infinity" and "trillion". Kindergarten children welcome opportunities to be inventive with language, to play with rhyming, to joke, to explain things to each other and even to argue.

Kindergarten children enjoy opportunities to talk about what they are doing, what they see and what they hear help children construct meaning and learn from their experiences. The language and ideas shared by others enable children to gradually organize and attach meaning to their daily observations and activities.



Kindergarten children have a powerful urge to find out about things, to figure things out. They ask many questions, often deep unanswerable questions and they love to play guessing games or solve riddles. Their curiosity leads them to figure out concepts and relationships, and become interested in symbols. They enjoy listening to stories, but they do not learn very much from passive attention to the teacher or mere listening to information. **The intellectual growth of Kindergarten students comes from exploration, testing and investigating rather than only from listening.**

The children are still figuring out the properties of objects and are not yet able to reverse operations, that is, to understand that 250 ml of water in a tall narrow glass and 250 ml of water in a large, flat pan are equal in volume. Their reasoning, from an adult perspective, is still illogical. Happenings that occur together are thought to have a causal relationship to each other, for example, "*Because I wore my new shoes, it rained.*"

Individual Differences

Descriptions of general characteristics are helpful in understanding children. However, such normative statements do not provide the information teachers need about particular children. The teacher's systematic observations of children provide the information needed for appropriate planning.

During the Kindergarten year, the behavior of many children changes from the relatively rambunctious behavior of a four- year-old to the relatively mature and responsive behavior of a five-year-old.



MULTIPLE INTELLIGENCES



VISUAL/SPATIAL (PICTURE SMART) Learns through drawing, reading stories with pictures, arts and crafts. I use _____

BODILY-KINESTHETIC (BODY SMART) Learns through movement, dancing, acting, reading body language. I use _____

MUSICAL (MUSIC SMART) Learns through music, by listening or singing and rhythms. I use _____

INTERPERSONAL (PEOPLE SMART) Learns through interaction with others, group activities, cooperating, peacemaker. I use _____

INTRAPERSONAL (SELF-SMART) Learns through introspection, works well alone, must have personal space. I use _____

NATURALISTIC (NATURE SMART) Learns through nature, loves nature walks, good at making distinctions. I use _____

VERBAL/LINGUISTIC (WORD SMART) Learns through words, reading, word games, expressing an idea, great vocabulary. I use _____

LOGICAL/MATHEMATICAL (NUMBER SMART) Learns by thinking, problem solving, explanation of things, asks questions. I use _____

EXISTENTIAL (GOD SMART) Has an inner peace, instinctively knows right from wrong, understands God and life and death. I use _____

*****A SUCCESSFUL CATECHIST WILL TRY TO INCLUDE ACTIVITIES THAT APPEAL TO ALL (OR MOST) OF THESE INTELLIGENCES IN ORDER TO ACHIEVE THE GOALS SET OUT FOR EACH SESSION. SEE ADDENDUM B**

GRADE LEVEL PERFORMANCE STANDARDS: KINDERGARTEN

Within our kindergarten religion curriculum, students will:



Standard 1 – Sacred Scripture

Read and understanding Sacred Scripture as God's Word speaking to them.

- See and hold a Bible.
- Listen to Bible stories.
- Identify that life and all of creation are gifts from God who loves us.
- Relate how Bible stories tell about God's love for us.



Standard 2 – Doctrine

Knows and understands the basic teachings of the church and how they apply to their lives.

- Tell that God loves us and gave us the gift of life.
- Identify that God always was and will be (God has no beginning and no end).
- Identify Jesus as God's only Son.
- Recognize that God sent his Son, Jesus, to teach us how to live good lives.



Standard 3 – Sacraments

Know and appreciate the centrality of the Eucharist and importance of the Sacraments to the life of Catholics.

- Recall and talk about experiences of witnessing a Baptism.
- Recognize that we are welcomed into the Christian community of faith at Baptism.
- Attend a parish Eucharistic Liturgy.
- Participate in a Liturgy of the Word or Liturgy of the Word with Children.



Jesus loves the little children

All the children of the world
Black and yellow, red and white
They're all precious in His sight
Jesus loves the little children of the world

Whether you're rich or whether you're poor
It matters not to Him
He remembers where you're going
Not where you've been

Jesus loves the little children
All the children of the world
Black and yellow, red and white
They're all precious in His sight
Jesus loves the little children of the world

Standard 4 – Community

Understand and appreciate the role of the faith community – the Catholic Church – into which they have been baptized and through which they grow in faith to mature discipleship and will know what it means to have membership in the local, universal Catholic Church.

- Share examples of what it means to belong to a family.
- Share examples of what it means to belong to their school or religious instruction class.
- Give examples of appropriate behaviors in a community.



Standard 5 – Service

Engage in service to and exercise responsible stewardship for the various communities to which they belong: family, school, parish, civic, national and global.

- Share ways they help others.
- Describe responsible care for property.
- Express appreciation for God's creation.



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Standard 6 – Prayer

Experience and appreciate a variety of prayer forms in addition to the prayer of the Sacraments.

- Recite and demonstrate the Sign of the Cross.
- Demonstrate appropriate and respectful participation during liturgy and/or prayer service.
- Tell how to pray.
- Participate in formal prayers such as the Lord's Prayer, Hail Mary, and Glory Be.



Standard 7 – Spirituality

Know how to develop a personal relationship with God.

- Identify that God is everywhere.
- Identify that God loves them.



Standard 8 – Morality

Understand and appreciate that all humans are created in the image and likeness of God.

- Recognize that all of God’s creation is a gift and needs care.
- Understand what it means to respect life.
- Understand that God created both man and woman equally.
- Recognize that each person has self-worth and is valued by God.
- Realize that one’s body is a “temple of God.”
- Use correct terminology for genital body parts and learn to reverence and appreciate the body.



Standard 9 – Social Justice

Respond with compassionate action to occurrences of social injustice.

- Understand that every person is created in the image and likeness of God.
- Recognize that each of us belongs to many kinds of families and communities.
- Recognize that we are all special as members of God’s family.
- Recognize that all people are important to God, especially the poor.
- Recognize that all work is connected to God’s creation.
- Recognize that we are all brothers and sisters, no matter what we look like or from where we come.
- Recognize that we have a responsibility to take care of the earth since all life comes from God.



CATECHESIS:

1. God is our Father as well as Jesus' Father. (CCC 1265, 1266)

- a. God is a loving Father who cares for us.
- b. I am special, I am loved, and I belong to God's family through Baptism. (Isaiah 43)
- c. Prayer is a special way of talking to God. (CCC 2559)

2. Life is a gift from God our Father.

- a. God made each of us. (CCC 295)
- b. God shares His goodness and beauty with us in creation. (Genesis 1)
- c. God gives us special helpers to watch over and protect us – guardian angels. (CCC 328, 329-336)
- d. God shares His life with people on earth. He makes people like Himself. He gives them power over many things. (Genesis 1:27; CCC 335, 355-357, 377, 380-382)

3. Jesus is the Father's greatest gift to us. (CCC 426)

- a. We learn about Jesus from the Bible (Heb 1:1-2; John 1:1-4; CCC 65)
- b. Jesus teaches us how to love and care about others. (CCC 478, 544, 2443-2446; Luke 10:30-37)
- c. Jesus will help us forgive others who hurt us if we ask him. (CCC 1421)
- d. Jesus sent the Holy Spirit to help us become holy and to help us pray. (CCC 733, 741; Acts 2:1-4)

4. Mary was called by God to be the Mother of Jesus. (CCC 495)

- a. Jesus gave us Mary, His mother, as Mother of the Church. (CCC 963)

5. The church is a community of people gathered together to hear God's word and live out His gospel commands. (CCC 749-752)

- a. As members of God's family we listen to Jesus speak to us through the Gospels. (CCC 104, 131, 134)
- b. God's family includes people of every age, race, culture, and ability. (CCC 775)
- c. We praise and thank God in the Eucharist. (CCC 1193, 1358-1361)
- d. We join with the parish community in celebrating the Feasts of the Church year (Advent, Christmas, Lent Easter, All Saints Day). (CCC 1194-1195)

(Addendum C Kindergarten Glossary)

PREPARING FOR GRADE LEVEL PERFORMANCE STANDARDS
VOCABULARY/GLOSSARY OF TERMS TO BE USED

Taken from Diocesan Standards for Grade: Kindergarten

(More words should be added/introduced from accompanying book(s)
used)

** Defined in Kindergarten language for students to understand **



Baptism- The first sacrament of the church

Behavior – How we act

Belong – Be a part of

Bible – The Holy Word of God

Bible stories- Stories told by Jesus and others in the Bible

Catholic Church-All of the followers of Jesus in our Catholic Faith

Centrality- In the center or middle

Christian (Christian Family)-People who follow Jesus

Civic- Man's law

Community- All people where we live, work and pray

Creation-All that is made

Creator-God made everything

Demonstrate-Show how

Disciples- The first followers of Jesus

Doctrine – Teachings of Jesus and the church

Eucharist - Communion

Family –Parents and children

Faith-Believe in God

Formal prayers- Special prayers ...Our Father...Hail Mary...Glory Be

Gift-Present

Global- Around the world

God's Holy Word-from the Bible

God's Image-How God made us

Hail Mary- A formal prayer to Mary



Help – Do something for someone in need

Identify-T recognize or know

Image – What we look like

Jesus- The son of God, the Father

Kind-Help another

Likeness – Looks like

Liturgy – Celebration of the mass

Love - How you should treat everyone

National-The whole world

Parents-Mother and father or guardian

Parish-The church you belong to

Poor- No money

Pray/Prayer-Open your heart and talk to God

Recite-Speak or say out loud

Recognize – Know when you see

Relationship - Friendships

Responsible- Doing something right

Retell- Say in your own words

Sacraments- There are seven but I have only had one right now - Baptism

School-Place of learning

Self worth-How we feel about ourselves

Service-Helping others

Sign of the Cross- In the name of the Father, and of the Son and of the Holy Spirit

Spirituality – Awareness of God

Stewardship-Giving time and help to others

Temple of God-A church

Universal-The whole world

Water - In church I bless myself with holy water

Witness – Watch or see





OUTCOMES:

KINDERGARTEN: (by the end of the yearly class/program)



EACH CHILD WILL:

Express in word or picture main idea of lessons.

Know the glossary of terms from the Standards PLUS all new terms introduced from class books/materials for the grade level.

Standard 1 - Sacred Scripture

- Identify/Recognize the Catholic Bible
- Retell a Bible story
- Explain creation (in words or pictures)

Standard 2 – Doctrine

- Explain how God has no beginning or end
- Tell how Jesus is God's only son
- Explain how Jesus teaches us how to live our lives

Standard 3 – Sacraments

- Attend Mass (Eucharist is the center of our beliefs)
- Demonstrate understanding of understanding of the seven sacraments by identifying them through pictures
- Tell a story their parent/guardian told them about their baptism (bring a picture to class as they tell their story to share)

Standard 4 – Community

- Share examples (pictures, stories etc.) of how people belong to a family
- Share examples of how they belong to a community
- Give examples of positive/appropriate group behavior
-

Standard 5 – Service

- Name ways to help others
- Name responsible ways to care for property
- Explain how you show appreciation for God’s creation (earth, animals etc.)

Standard 6 – Prayer

- Recite and demonstrate how to make the Sign on the Cross
- Demonstrate appropriate participation during mass or prayer
- Participate in formal prayers

Standard 7 – Spirituality

- Tell how you pray to God

Standard 8 – Morality

- Explain how we are all created in God’s image
- Tell how men and women are created equally
- Explain why the body is called a “temple of God”

Standard 9 – Social Justice

- Give examples of how we are all part of families and communities
- Explain why YOU are special to God
- Name ways how to take care of the earth



SEE ADDENDUM:

- A. Copy of Lesson Plan (Provided by your DRE/Parish)
- B. Multiple Intelligences (Included in this document)
- C. Grade-level glossary (Included in this document)
- D. Diocesan Abuse Report (Available on Diocese of Venice, Florida web page)
- E. Catechist Job Description (Provided by your DRE/Parish)
- F. Catechist Evaluation (Available on the Diocese of Venice, Florida web page and available from your DRE)
- G. Catechist Certificate (Information is available on the Diocese of Venice, Florida web page and from your DRE/Parish)

CATECHIST CERTIFICATE

Catechist certificate will be given upon completion of the three year *Into the Fields* training program.

According to our bishops,
adult faith formation
(by which people consciously grow in the life of Christ through experience, reflection, prayer, and study,) ***must be “the central task in (this) catechetical enterprise,”***
becoming “the axis around which revolves the catechesis of childhood and adolescence as well as that of old age.”
The Diocese of Venice, Florida requires that all catechists complete a three year certificate training in Into the Fields. See your Director of Religious Education for more information.

