

# Diocese of Venice Curricular Standards: **Kindergarten**

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*English Language Arts, Mathematics, Science, & Social Studies*





*English Language Arts (ELA)  
Standards*

# *Basic Principles underlying All Standards to be used for the Planning of Curriculum for the Diocese of Venice*

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Basic principles which inform all Catholic education in the Schools of the Diocese of Venice are:

- All knowledge, in some way, reflects God's Truth, Beauty and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school; and respect for the uniqueness and dignity of each person as created in the image of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person in light of his/her ultimate end and the good of the society of which he/she is a member.
- Each subject is to be examined in the context of the Catholic faith and is to be illuminated by Gospel values.
- Learning and formation occur in the Catholic school without separation as does the development of each student on both the natural and supernatural levels.
- Curriculum and instruction seeks to promote a synthesis of faith, life and culture and to form students as disciples of Jesus.



# *Diocese Of Venice Catholic School Standards For English Language Arts (ELA)*



Using writing, speaking, and listening as the communication vehicle for their search for truth, beauty and goodness, students will demonstrate increasing sophistication in all aspects of language usage. Vocabulary, syntax, and the development, organization and presentation of ideas, will reflect the utilization of increasingly arduous content and sources.

The cultural heritage of mankind includes other values apart from the specific ambient of truth. When the Christian teacher helps a pupil to grasp, appreciate and assimilate these values, he is guiding him towards eternal realities. This movement towards the Uncreated Source of all knowledge highlights the importance of teaching for the growth of faith. *The Catholic School*, #42

Reading and literature, as in all truths, are best presented through the perspective of our Catholic faith. These standards are directed toward fostering students' understanding and working knowledge of reading, from the alphabetic principle to comprehension of complex literary and informational text. The aim of these standards "is not merely the attainment of knowledge but the acquisition of values and discovery of truth." - Sacred Congregation for the Catholic Education, (*The Catholic School*, #39)

Literary and artistic works depict the struggles of societies, of families, and of individuals. They spring from the depths of the human heart, revealing its lights and its shadows, its hope and its despair. The Christian perspective goes beyond the merely human, and offers more penetrating criteria for understanding the human struggle and the mysteries of the human spirit. *Religious Dimensions of Education in a Catholic School: Guidelines for Reflection and Renewal*, # 61

The increased attention given to science and technology must not lead to a neglect of the humanities: philosophy, history, literature and art. Since earliest times, each society has developed and handed on its artistic and literary heritage, and our human patrimony is nothing more than the sum total of this cultural wealth... The artistic and literary patrimony of Christianity is vast and gives visible testimony to a faith that has been handed down through centuries. *Religious Dimensions of Education in a Catholic School: Guidelines for Reflection and Renewal*, #60

In a Catholic school, curricular formation....

1. Involves the integral formation of the whole person, body, mind and spirit, in light of his or her ultimate end and the good of society. (1)

2. Promotes human virtues and the dignity of human person, as created in the image and likeness of God and modeled on the person of Jesus Christ. <sup>2</sup>
3. Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.
5. Encourages a synthesis of faith, life, and culture.

### ELA K-8 Catholic Integrated Faith Standards

LA.K8.IF	Integration of Faith: Kindergarten – Grade 8			
	LA.K8.IF	Catholic Curricular Standards and Dispositions in English Language Arts		
		LA.K8.IF.1	Analyze literature that reflects the Catholic culture and worldview.	
		LA.K8.IF.2	Share how literature can contribute to strengthening one’s moral character.	
		LA.K8.IF.3	Demonstrate how literature is used to develop a religious, moral, and social sense.	
		LA.K8.IF.4	Articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.	
		LA.K8.IF.5	Identify how Christian and Western symbols and symbolism communicate the battle between good and evil.	
		LA.K8.IF.6	Identify the causes underlying why people do the things they do.	
		LA.K8.IF.7	Summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times.	
		LA.K8.IF.8	Use language as a bridge for communication with one’s fellow man for the betterment of all involved.	
		LA.K8.IF.9	Write in various ways to naturally order thoughts, align them with Truth, and accurately express intent, knowledge, and feelings.	
		LA.K8.IF.10	Share how literature cultivates the aesthetic faculties within the human person.	
		LA.K8.IF.11	Share how literature ignites the creative imagination.	
		LA.K8.IF.12	Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes.	
		LA.K8.IF.13	Share how the beauty and cadence of poetry impacts human sensibilities and forms the soul.	

## ELA KINDERGARTEN

ELA KINDERGARTEN					
LA.K.FS	Language Arts: Kindergarten: Foundational Skills				
	LA.K.FS.1	Print Concepts			
			LA.K.FS.1.1		Demonstrate understanding of the one-to-one correspondence between a spoken word and a printed word or text.
			LA.K.FS.1.2		Recognize that sentences are made of words separated by spaces.
	LA.K.FS.2	Phonological Awareness			
			LA.K.FS.2.1		Identify that a sentence is made up of a group of words.
			LA.K.FS.2.2		Identify syllables in spoken words.
			LA.K.FS.2.3		Orally generate rhymes in response to spoken words.
			LA.K.FS.2.4		Distinguish between orally presented rhyming words and non-rhyming words.
			LA.K.FS.2.5		Recognize spoken alliteration or groups of words that begin with the same onset or initial sounds.
			LA.K.FS.2.6		Blend spoken onsets and rimes to form simple words (e.g., /C/, /A/, /T/ makes cat).
			LA.K.FS.2.7		Blend spoken phonemes to form one syllable words.
			LA.K.FS.2.8		Segment one syllable words into two or three phonemes (e.g., dog into /d/ /o/ /g/)
			LA.K.FS.2.9		Isolate the initial and final sound into one-syllable spoken words.
	LA.K.FS.3	Phonics and Word Awareness			
			LA.K.FS.3.1		Identify the letter names and then letter sounds.
			LA.K.FS.3.2		Identify and read 30 high frequency words from a commonly used list.
			LA.K.FS.3.3		Use letter sound knowledge to decode vowel/consonant (VC), consonant/vowel/consonant (CVC), and consonant/consonant/vowel/consonant words (CCVC).
			LA.K.FS.3.4		Recognize that new words are created when letters are changed, added or deleted.
	LA.K.FS.4	Fluency			
			LA.K.FS.4.1		Read emergent-reader texts with developmentally appropriate rate and accuracy.
	LA.K.FS.5	Comprehension			
			LA.K.FS.5.1		Identify and use words that name actions, directions, positions, sequences, and locations.
			LA.K.FS.5.2		Predict what might happen next based on the cover, title, and illustrations.
			LA.K.FS.5.3		Retell or act out important events in the story.
LA.K.W	Language Arts: Kindergarten: Writing				
	LA.K.W.1	Writing Conventions			
			LA.K.W.1.1		Use complete simple sentences.

				LA.K.W.1.2	Understand the use of past and future tenses in the context of reading.
				LA.K.W.1.3	Understand and use nouns (singular/plural) in the context of reading, writing, and speaking (with adult assistance).
				LA.K.W.1.4	Understand and use pronouns and descriptive words in the context of reading, writing, and speaking (with adult assistance).
				LA.K.W.1.5	Understand and use prepositions and simple prepositional phrases (e.g., in, on, under, over) in the context of reading, writing, and speaking.
				LA.K.W.1.6	Add drawings or visual displays to descriptions to provide additional details.
				LA.K.W.1.7	Use drawings, dictating, and writing to tell about a single event or several loosely linked events in the order in which they occurred.
				LA.K.W.1.8	Respond to questions and suggestions and add details to strengthen writing.
		LA.K.W.2	Writing Process		
				LA.K.W.2.1	Dictate or write information for lists, captions, or simple sentences.
				LA.K.W.2.2	Use a combination of drawing, dictating, and writing to tell a story (e.g., We went to the zoo) or share an opinion (e.g. My favorite book is...).
				LA.K.W.2.3	Recall information from experiences or gather information from provided sources to answer a question.
				LA.K.W.2.4	Plan a first draft by generating ideas for writing through class discussion.
				LA.K.W.2.5	Develop drafts by sequencing the action or details in the story.
				LA.K.W.2.6	Edit drafts by leaving spaces between letters or words.
				LA.K.W.2.7	Share writing with others through discussion and collaboration.
				LA.K.W.2.8	Dictate or write sentences to tell a story and put the sentences in chronological order.
				LA.K.W.2.9	Participate in shared research and writing projects (i.e. explore a number of books by a favorite author and express opinions about them).
				LA.K.W.2.10	Explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
		LA.K.W.3	Handwriting		
				LA.K.W.3.1	Form upper and lower case letters using basic conventions of print (left-to-right and top-to-bottom progression).
				LA.K.W.3.2	Capitalize the first letter in a sentence or name.
				LA.K.W.3.3	Use punctuation at the end of a sentence.





# *Mathematics Standards*

# *Diocese Of Venice Catholic School Standards For Mathematics*



Mathematics is the study of quantity, structure, space, and change. Attention should be paid to the needs of today's society in teaching mathematics by fostering real world application, enabling students to undertake responsibilities in society both locally and globally while witnessing to the faith.

Individual subjects must be taught according to their own particular methods. It would be wrong to consider subjects as mere adjuncts to faith or as a useful means of teaching apologetics. They enable the pupil to assimilate skills, knowledge, intellectual methods and moral and social attitudes, all of which help to develop his personality and lead him to take his place as an active member of the community of man. Their aim is not merely the attainment of knowledge but the acquisition of values and the discovery of truth. *The Catholic School, 39*

## **In a Catholic school, curricular formation...**

1. Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society.<sup>i</sup>
2. Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ.<sup>ii</sup>
3. Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.<sup>iii</sup>
5. Encourages a synthesis of faith, life, and culture.<sup>iv</sup>

**Mathematics Kindergarten Catholic Integrated Faith Standards**

MA.K.IF	Catholic Curricular Standards and Dispositions in Mathematics		
	MA.K.IF	Kindergarten Math Integration of Faith	
		MA.K.IF.1	Recognize the power of the human mind as both a gift from God and a reflection of Him in whose image and likeness we are made.
		MA.K.IF.2	Display a sense of wonder about mathematical relationships as well as confidence in mathematical certitude.
		MA.K.IF.3	Respond to the beauty, harmony, proportion, radiance, and wholeness present in mathematics.
		MA.K.IF.4	Show interest in the pursuit of understanding for its own sake.
		MA.K.IF.5	Exhibit joy at solving difficult mathematical problems and operations.
		MA.K.IF.6	Show interest in how the mental processes evident within the discipline of mathematics (such as order, perseverance, and logical reasoning) help us with the development of the natural virtues (such as self-discipline and fortitude).
		MA.K.IF.7	Understand why things are true and why they are false

## Kindergarten Mathematics

MA.K.CC		Kindergarten Counting and Cardinality			
		MA.K.CC.1	Know number names and the count sequence.		
				MA.K.CC.1.1	Count to 100 by ones and by tens.
				MA.K.CC.1.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
				MA.K.CC.1.3	Read and write numerals from 0 to 20. Represent a number of objects with a written numeral 0, Æ20 (with 0 representing a count of no objects).
		MA.K.CC.2	Count to tell the number of objects.		
				MA.K.CC.2.1	Understand the relationship between numbers and quantities; connect counting to cardinality; When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object; Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted; c. Understand that each successive number name refers to a quantity that is one larger.
				MA.K.CC.2.2	Count to answer ,Æhow many?,Æ questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1, Æ20, count out that many objects.

		MA.K.CC.3	Compare numbers.		
				MA.K.CC.3.1	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
				MA.K.CC.3.2	Compare two numbers between 1 and 10 presented as written numerals.
MA.K.G	Kindergarten Geometry				
		MA.K.G.1	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).		
				MA.K.G.1.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
				MA.K.G.1.2	Correctly name shapes regardless of their orientations or overall size.
				MA.K.G.1.3	Identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional (solid).
		MA.K.G.2	Analyze, compare, create, and compose shapes.		
				MA.K.G.2.1	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/„corners,“ and other attributes (e.g., having sides of equal length).
				MA.K.G.2.2	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

				MA.K.G.2.3	Compose simple shapes to form larger shapes. For example, „ÄúCan you join these two triangles with full sides touching to make a rectangle?,Äù
MA.K.MD	Kindergarten Measurement and Data				
		MA.K.MD.1	Describe and compare measurable attributes.		
				MA.K.MD.1.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
				MA.K.MD.1.2	Directly compare two objects with a measurable attribute in common, to see which object has „Äúmore of,Äù/,Äúless of,Äù the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
				MA.K.MD.1.3	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.
		MA.K.MD.2	Classify objects and count the number of objects in each category.		
				MA.K.MD.2.1	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
MA.K.NBT	Kindergarten Number and				

	Operations in Base Ten				
		MA.K.NBT.1	Work with numbers 11-19 to gain foundations for place value.		
				MAFS.K.NBT.1.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
MA.K.OA	Kindergarten Operations and Algebraic Thinking				
		MA.K.OA.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.		
				MA.K.OA.1.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
				MA.K.OA.1.2	Solve addition and subtraction word problems <sup>1</sup> , and add and subtract within 10, e.g., by using objects or drawings to represent the problem (1Students are not required to independently read the word problems.)
				MA.K.OA.1.3	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
				MA.K.OA.1.4	Fluently add and subtract within 5.

				MA.K.OA.1.5	Use addition and subtraction within 10 to solve word problems involving both addends unknown, e.g., by using objects, drawings, and equations with symbols for the unknown numbers to represent the problem. (Students are not required to independently read the word problems.)
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# *Social Studies/History Standards*

# *Diocese Of Venice Catholic School Standards For Social Studies and History*



Social Science is the study of society and the relationship of individual members within society which we use to uncover the truth of our connection with one another through time and across geographic barriers. This study also helps to discover the deeper truth of each one's relationship with God.

A curriculum that is open to the intercultural perspective presents the students with a study of civilizations that were previously unknown to them, or were remote from them, but which now are brought to their attention, as well as being brought much "closer" thanks to globalization and modern means of communication, crossing barriers of space and ideological defenses. Teaching that aims to help students understand the reality in which they live cannot ignore the aspect of encounter. On the contrary, teaching has the duty to favor dialogue, as well as cultural and spiritual exchanges.

*Educating to Intercultural Dialogue in Catholic Schools: Living in Harmony for a Civilization of Love, #68*

*Teachers should guide the students' work in such a way that they will be able to discover a religious dimension in the world of human history. As a preliminary, they should be encouraged to develop a taste for historical truth, and therefore to realize the need to look critically at texts and curricula which, at times, are imposed by a government or distorted by the ideology of the author...they will see the development of civilizations, and learn about progress...When they are ready to appreciate it, students can be invited to reflect on the fact that this human struggle takes place within the divine history [of universal salvation. At this moment, the religious dimension of history begins to shine forth in all its luminous grandeur.*

*The Religious Dimension of a Catholic School, 1988, # 58-59*

## **In a Catholic school, curricular formation...**

1. Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society.<sup>i</sup>
2. Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ.<sup>ii</sup>

3. Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.<sup>iii</sup>
5. Encourages a synthesis of faith, life, and culture.<sup>iv</sup>

### **Catholic Standards for Social Science**

Students will use Social Science to nurture respect for all human life, develop an appreciation for multicultural diversity, and understand our responsibilities as Christian citizens of our communities and the world.

- A. To understand Catholic Tradition and its positive moral actions as students identify the importance of promoting human dignity, protecting human rights, and building the common good within the political systems of the United States government, not just with those around us, but for those who have gone before us and those who will come after us. CSAD2
- B. To delineate between the rights, duties, and responsibilities to one another, to our country, and to the global society as it is defined by Catholic social justice teaching.
- C. To use Catholic doctrine in order to directly promote human dignity and the responsibility of individuals to participate in civic discourse at the local, federal, and global level: value the diversity among students in the classroom and school community as children of God. CSAD3
- D. To respond to Catholic values that directly affect human dignity and the responsibility of individuals for the betterment of society.
- E. To promote Catholic identity while working to resolve conflict and acknowledging the role of the United States government, as evidenced by its citizens, by actively participating in the promotion of peace and solidarity.
- F. To display Catholic teachings and values while understanding the role of government in protecting human rights, discerning what is positive in the world, what needs to be transformed, and what injustice must be overcome. CSAD4
- G. Strive for a habitual vision of excellence. CSAD6

**Social Studies and History K-6 Catholic Integrated Faith Standards**

SS.K6.IF	K-6 Integration of Faith - Catholic Curricular Standards and Dispositions in History		
	SS.K6.IF.1	History - General Standards	
			SS.K6.IF.1.1
			SS.K6.IF.1.2
			SS.K6.IF.1.3
	SS.K6.IF.2	History - Intellectual Property	
			SS.K6.IF.2.1
			SS.K6.IF.2.2
			SS.K6.IF.2.3
			SS.K6.IF.2.4
			SS.K6.IF.2.5
			SS.K6.IF.2.6
			SS.K6.IF.2.7
			SS.K6.IF.2.8
			SS.K6.IF.2.9

			SS.K6.IF.2.10	Explain how historical events involving critical human experiences, especially those dealing with good and evil, help enlarge perspective and understanding of self and others.
			SS.K6.IF.2.11	Identify the motivating values that have informed particular societies and how they correlate with Catholic teaching.
			SS.K6.IF.2.12	Examine how history can assist in the acquisition of values and virtues.
	SS.K6.IF.3	History - Dispositional Standards		
			SS.K6.IF.3.1	Select and describe beautiful artifacts from different times and cultures
			SS.K6.IF.3.2	Exhibit an affinity for the common good and shared humanity, not just with those nearby, but also for those who have gone before and those who will come after.
			SS.K6.IF.3.3	Demonstrate respect and solicitude to individual differences among students in the classroom and school community.
			SS.K6.IF.3.4	Discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome.
			SS.K6.IF.3.5	Justify the significance and impact of the Catholic Church throughout history.
			SS.K6.IF.3.6	Develop a habitual vision of greatness.

## Kindergarten Social Studies

SS.K.A Kindergarten American History				
	SS.K.A.1	Historical Inquiry and Analysis		
			SS.K.A.1.1	Develop an understanding of how to use and create a timeline.
			SS.K.A.1.2	Develop an awareness of a primary source.
	SS.K.A.2	Historical Knowledge		
			SS.K.A.2.1	Compare children and families of today with those in the past.
			SS.K.A.2.2	Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.
			SS.K.A.2.3	Compare our nation's holidays with holidays of other cultures.
			SS.K.A.2.4	Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.
			SS.K.A.2.5	Recognize the importance of U.S. symbols.
	SS.K.A.3	Chronological Thinking		
			SS.K.A.3.1	Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.
			SS.K.A.3.2	Explain that calendars represent days of the week and months of the year.
SS.K.C Kindergarten Civics and Government				
	SS.K.C.1	Foundations of Government, Law, and the American Political System		
			SS.K.C.1.1	Define and give examples of rules and laws, and why they are important.

			SS.K.C.1.2	Explain the purpose and necessity of rules and laws at home, school, and community.
	SS.K.C.2	Civic and Political Participation		
			SS.K.C.2.1	Demonstrate the characteristics of being a good citizen.
			SS.K.C.2.2	Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.
			SS.K.C.2.3	Describe fair ways for groups to make decisions.
SS.K.E	Kindergarten Economics			
	SS.K.E.1	Beginning Economics		
			SS.K.E.1.1	Describe different kinds of jobs that people do and the tools or equipment used.
			SS.K.E.1.2	Recognize that United States currency comes in different forms.
			SS.K.E.1.3	Recognize that people work to earn money to buy things they need or want.
			SS.K.E.1.4	Identify the difference between basic needs and wants.
SS.K.G	Kindergarten Geography			
	SS.K.G.1	The World in Spatial Terms		
			SS.K.G.1.1	Describe the relative location of people, places, and things by using positional words.
			SS.K.G.1.2	Explain that maps and globes help to locate different places and that globes are a model of the Earth.
			SS.K.G.1.3	Identify cardinal directions (north, south, east, west).
			SS.K.G.1.4	Differentiate land and water features on simple maps and globes.
	SS.K.G.2	Places and Regions		
			SS.K.G.2.1	Locate and describe places in the school and community.
			SS.K.G.2.2	Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.
	SS.K.G.3	Physical System		
			SS.K.G.3.1	Identify basic landforms.

			SS.K.G.3.2	Identify basic bodies of water.
			SS.K.G.3.3	Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.





# *Science Standards*

# *Diocese Of Venice Catholic School Standards For Science*



By the very nature of creation, material being is endowed with its own stability, truth and excellence, its own order and laws. We must respect these truths as we recognize the methods proper to every science and technique.

*Gaudium et Spes, #36*

Science is a gift of human intellect, which is given to us by God to help us understand His Creation. Science is the study of interdependent relations in our earth's systems and structures that reflect God's truth, beauty, and goodness. These standards are directed toward life, earth, and physical aspects that enable deeper incorporation of children into the Church, the formation of community within the school, and respect for the uniqueness and dignity of each person as created in the image of God recognizing that scientific knowledge is a call to serve.

Life, Earth, and Physical Science foster growth in Christian virtue and develop an appreciation for God's creation and the good of society. Science is developing our stewardship and relationship in all aspects of our faith and Gospel values.

## **In a Catholic school, curricular formation....**

1. Involves the integral formation of the whole person, body, mind and spirit, in light of his or her ultimate end and the good of society. <sup>(1)</sup>
2. Promotes human virtues and the dignity of human person, as created in the image and likeness of God and modeled on the person of Jesus Christ. <sup>2</sup>
3. Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.
5. Encourages a synthesis of faith, life, and culture.

**Science K-6 Catholic Integrated Faith Standards**

SC.K6.IF	K-6 Integration of Faith - Catholic Curricular Standards and Dispositions in Scientific Topics		
	SC.K6.IF.1	Scientific Topics - General Standards	
			SC.K6.IF.1.1
			SC.K6.IF.1.2
			SC.K6.IF.1.3
	SC.K6.IF.2	Scientific Topics - Intellectual Standards	
			IS1SC.K6.IF.2.1
			IS1SC.K6.IF.2.2
			IS1SC.K6.IF.2.3
			IS1SC.K6.IF.2.4
			IS1SC.K6.IF.2.5
			IS1SC.K6.IF.2.6
			IS1SC.K6.IF.2.7
			IS1SC.K6.IF.2.8

			IS1SC.K6.IF.2.9	Describe how the use of the scientific method to explore and understand nature differs, yet complements, the theological and philosophical questions one asks in order to understand God and His works.
			IS1SC.K6.IF.2.10	Analyze the false assumption that science can replace faith.
			IS1SC.K6.IF.2.11	List the basic contributions of significant Catholics to science such as Galileo, Copernicus, Mendel, and others.
	SC.K6.IF.3	Scientific Topics - Dispositional Standards		
			DS1SC.K6.IF.3.1	Display a sense of wonder and delight about the natural universe and its beauty.
			DS1SC.K6.IF.3.2	Share concern and care for the environment as a part of God's creation.
			DS1SC.K6.IF.3.3	Accept the premise that nature should not be manipulated simply at man's will or only viewed as a thing to be used, but that man must cooperate with God's plan for himself and for nature.
			DS1SC.K6.IF.3.4	Accept that scientific knowledge is a call to serve and not simply a means to gain power, material prosperity, or success.

**Kindergarten Science**

SC.K.E	Kindergarten Earth and Space Science				
		SC.K.E.5	Earth in Space and Time		
				SC.K.E.5.1	Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up.
				SC.K.E.5.2	Recognize the repeating pattern of day and night.
				SC.K.E.5.3	Recognize that the Sun can only be seen in the daytime.
				SC.K.E.5.4	Observe that sometimes the Moon can be seen at night and sometimes during the day.
				SC.K.E.5.5	Observe that things can be big and things can be small as seen from Earth.
				SC.K.E.5.6	Observe that some objects are far away and some are nearby as seen from Earth.
SC.K.L	Kindergarten Life Science				
		SC.K.L.14	Organization and Development of Living Organisms		
				SC.K.L.14.1	Recognize the five senses and related body parts.
				SC.K.L.14.2	Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.
				SC.K.L.14.3	Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.
SC.K.N	Kindergarten Nature of Science				
		SC.K.N.1	The Practice of Science		
				SC.K.N.1.1	Collaborate with a partner to collect information.
				SC.K.N.1.2	Make observations of the natural world and know that they are descriptors collected using the five senses.

				SC.K.N.1.3	Keep records as appropriate -- such as pictorial records -- of investigations conducted.
				SC.K.N.1.4	Observe and create a visual representation of an object which includes its major features.
				SC.K.N.1.5	Recognize that learning can come from careful observation.
SC.K.P	Kindergarten Physical Science				
		SC.K.P.8	Properties of Matter		
				SC.K.P.8.1	Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.
		SC.K.P.9	Changes in Matter		
				SC.K.P.9.1	Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.
		SC.K.P.10	Forms of Energy		
				SC.K.P.10.1	Observe that things that make sound vibrate.
		SC.K.P.12	Motion of Objects		
				SC.K.P.12.1	Investigate that things move in different ways, such as fast, slow, etc.
		SC.K.P.13	Forces and Changes in Motion		
				SC.K.P.13.1	Observe that a push or a pull can change the way an object is moving.