



Religion Kindergarten

Scripture and Church Teaching (ST)

Makes connections between daily living and Bible stories.

Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
STK.1 Make connections between my experiences or explorations and Bible stories or scriptural passages.	<ul style="list-style-type: none"> • With help, I can represent a Bible story OR a Scripture passage. 	<ul style="list-style-type: none"> • I can represent a few Bible stories OR Scripture passages. 	<ul style="list-style-type: none"> • I can represent a personal connection between a few Bible stories OR Scripture passages. 	<ul style="list-style-type: none"> • I can represent with details a personal connection between a few Bible stories OR Scripture passages.

Comments



Religion Kindergarten

Prayer and Celebration

Engages in a variety of experiences to nurture a relationship with God personally and with the community.

Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
PCK.1 Examine faith symbols and practices related to liturgical seasons, including those associated with Lent, Easter, and Pentecost.	<ul style="list-style-type: none"> • With help, I can identify a few faith symbols related to liturgical seasons, including those of Lent (e.g. cross, purple cloth, water, oil, palm), Easter (e.g. light/candle, white cloth, flowers/lily, water, Easter bread), and Pentecost (e.g. wind/breath, red cloth). 	<ul style="list-style-type: none"> • I can identify a few faith symbols related to liturgical seasons, including those of Lent (e.g. cross, purple cloth, water, oil, palm), Easter (e.g. light/candle, white cloth, flowers/lily, water, Easter bread), and Pentecost (e.g. wind/breath, red cloth). 	<ul style="list-style-type: none"> • I can identify several faith symbols related to liturgical seasons, including those of Lent (e.g. cross, purple cloth, water, oil, palm), Easter (e.g. light/candle, white cloth, flowers/lily, water, Easter bread), and Pentecost (e.g. wind/breath, red cloth). 	<ul style="list-style-type: none"> • I can associate several faith symbols with the appropriate liturgical season.
	<ul style="list-style-type: none"> • I need prompting to demonstrate a few faith practices in the classroom or school (e.g. the sign of the cross, personal prayer, daily prayers, stations of the cross) in structured time. 	<ul style="list-style-type: none"> • I demonstrate a few faith practices in the classroom or school (e.g. the sign of the cross, personal prayer, daily prayers, stations of the cross) in structured OR non-structured time. 	<ul style="list-style-type: none"> • I demonstrate several faith practices in the classroom or school (e.g. the sign of the cross, personal prayer, daily prayers, stations of the cross) in structured OR non-structured time . 	<ul style="list-style-type: none"> • I demonstrate several faith practices in the classroom or school (e.g. the sign of the cross, personal prayer, daily prayers, stations of the cross) in structured AND non-structured time .
Comments				



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Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
PCK.2 Participate in a variety of school or classroom religious celebrations.	<ul style="list-style-type: none"> • I need to be encouraged to make a few contributions to classroom OR school religious celebrations. 	<ul style="list-style-type: none"> • I make a few contributions to classroom OR school religious celebrations. 	<ul style="list-style-type: none"> • I make several contributions to classroom OR school religious celebrations. 	<ul style="list-style-type: none"> • I make frequent contributions to classroom AND school, religious celebrations.
	<ul style="list-style-type: none"> • With frequent reminders, I make appropriate verbal and gestural responses during religious celebrations (e.g. blessing postures, hand gestures, kneeling). 	<ul style="list-style-type: none"> • I occasionally make appropriate verbal and gestural responses during religious celebrations (e.g. blessing postures, hand gestures, kneeling). 	<ul style="list-style-type: none"> • I frequently make appropriate verbal and gestural responses during religious celebrations (e.g. blessing postures, hand gestures, kneeling). 	<ul style="list-style-type: none"> • I almost always make appropriate verbal and gestural responses during religious celebrations (e.g. blessing postures, hand gestures, kneeling).



Religion Kindergarten

Witness (WS)

Studies what it means to see Christ in others and in him/herself

Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
WSK.1 Express one’s identity.	<ul style="list-style-type: none"> • With help, I can represent a few aspects of who I am today (e.g. physical characteristics, feelings, capabilities, the groups that are important to me i.e. family, Elders, senior citizens, friends, children’s liturgy, storytellers, classmates, members of activity groups). 	<ul style="list-style-type: none"> • I can represent a few aspects of who I am today (e.g. physical characteristics, feelings, capabilities, the groups that are important to me i.e. family, Elders, senior citizens, friends, children’s liturgy, storytellers, classmates, members of activity groups). 	<ul style="list-style-type: none"> • I can represent several aspects of who I am today (e.g. physical characteristics, feelings, capabilities, the groups that are important to me i.e. family, Elders, senior citizens, friends, children’s liturgy, storytellers, classmates, members of activity groups). 	<ul style="list-style-type: none"> • I can represent a full portrait of who I am today with great detail (e.g. physical characteristics, feelings, capabilities, the groups that are important to me i.e. family, Elders, senior citizens, friends, children’s liturgy, storytellers, classmates, members of activity groups).

Comments



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Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
WSK.2 Affirm my freedom to express appropriately my likes and dislikes.	<ul style="list-style-type: none"> • I need help to express what I like in language, gestures, and activities that respect others. 	<ul style="list-style-type: none"> • I need reminders to express what I like in language, gestures, and activities that respect others. 	<ul style="list-style-type: none"> • I can express what I like in language, gestures, and activities that respect others. 	<ul style="list-style-type: none"> • I can identify situations where expressing what I like is important.
	<ul style="list-style-type: none"> • I need help to express what I don't like in language, gestures, and activities that respect others. 	<ul style="list-style-type: none"> • I need reminders to express what I don't like in language, gestures, and activities that respect others. 	<ul style="list-style-type: none"> • I can express what I don't like in language, gestures, and activities that respect others. 	<ul style="list-style-type: none"> • I can identify situations where expressing what I don't like is important.
Comments				



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Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
WSK.3 Engage in the life of the classroom or school community through acts of service.	<ul style="list-style-type: none"> • I need help to participate in a caregiving project within the classroom or school community. 	<ul style="list-style-type: none"> • I can participate with encouragement from others in a caregiving project within the classroom or school community. 	<ul style="list-style-type: none"> • I participate in more than one caregiving project within the classroom or school community. 	<ul style="list-style-type: none"> • I participate in several caregiving projects and take a leadership role in at least one within the classroom or school community.
Comments				