

Kindergarten

Curriculum

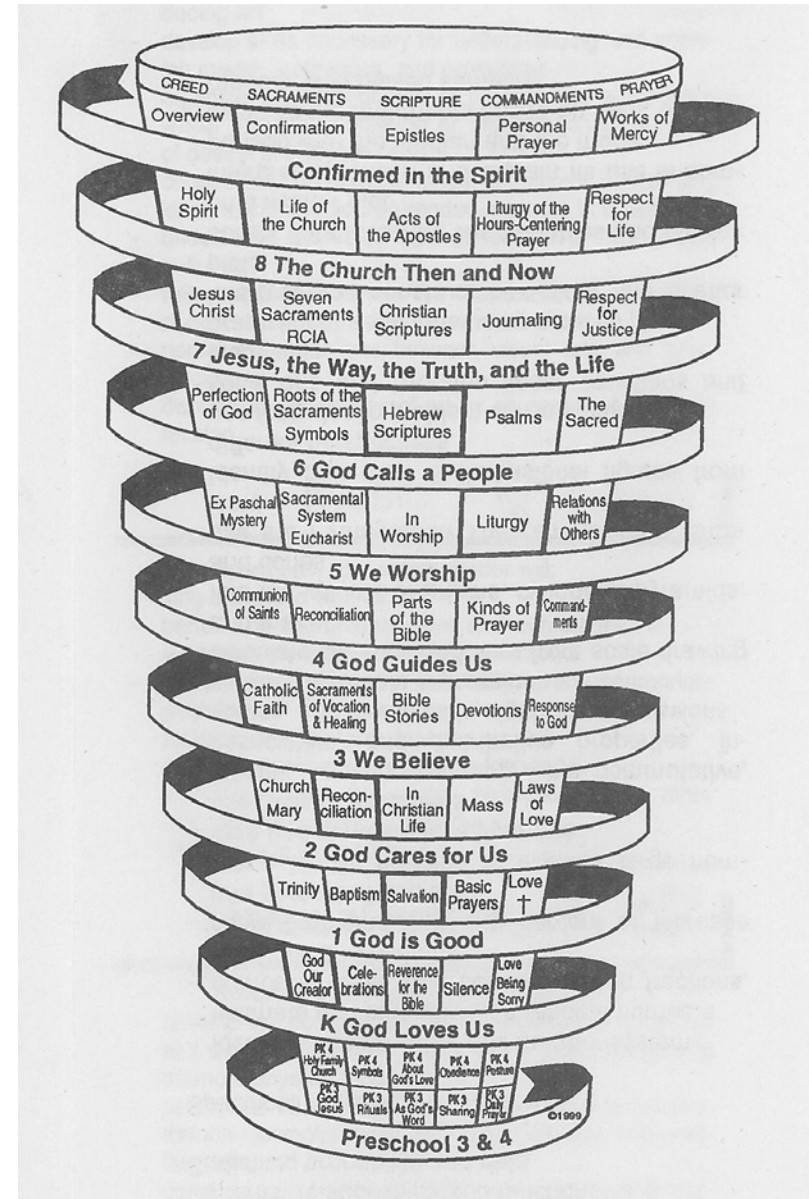
Religion

The **General Catechetical Directory** states that catechesis “must take diligent care faithfully to present the entire treasure of the Christian message” (#38). All its essential elements are to be presented as a whole, even in the initial stages of Religious Education. In the beginning this presentation will be simple, adapted to the limited capacity and experience of young children. Then it is to be progressively deepened and broadened in accordance with the level of the children’s development.

To achieve this balance in content, and to ensure consistent progress and development, our studies employ the spiral curriculum. The program for each grade level builds upon previous ones following a pattern of continuous growth in depth and in scope.

The content presented in the program falls under these headings:

- Creed (Doctrine)** – *Our Proclamation of our Faith*
- Sacraments** – *God’s Signs of Love*
- Scripture** – *God’s Word*
- Commandments** – *God’s Laws*
- Liturgy and Prayer** – *Our Response to God*



Language Arts

Goal 1: The learner will develop and apply enabling strategies and skills to read and write.

- 1.01 Develop book and print awareness
- 1.02 Develop phonemic awareness and knowledge of alphabetic principle:
- 1.03 Demonstrate decoding and word recognition strategies and skills:
- 1.04 Read or begin to read:
- 1.05 Interact for at least 10 minutes daily with self-selected texts that are consistent with the student's independent reading level.

Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.

- 2.01 Demonstrate sense of story (e.g., beginning, middle, end, characters, details and setting).
- 2.02 Demonstrate familiarity with a variety of types of books and selections (e.g., picture books, caption books, short informational texts, nursery rhymes, word plays/finger plays, puppet plays, reenactments of familiar stories).
- 2.03 Use preparation strategies to activate prior knowledge and experience before and during the reading of a text.
- 2.04 Formulate questions that a text might answer before beginning to read (e.g., what will happen in this story, who might this be, where do you think this happens).
- 2.05 Predict possible events in texts before and during reading.
- 2.06 Understand and follow oral-graphic directions.
- 2.07 Demonstrate understanding of literary language; e.g., "once upon a time" and other vocabulary specific to a genre.
- 2.08 Distinguish fantasy from reality when reading text.
- 2.09 Identify the sequence of events in a story.

Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.

- 3.01 Connect information and events in text to experience.
- 3.02 Discuss concepts and information in a text to clarify and extend knowledge.
- 3.03 Associate target words with prior knowledge and explore an author's choice of words.
- 3.04 Use speaking and listening skills and media to connect experiences and text:

Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.

- 4.01 Use new vocabulary in own speech and writing.
- 4.02 Use words that name and words that tell action in a variety of simple texts (e.g., oral retelling, written stories, lists, journal entries of personal experiences).
- 4.03 Use words that describe color, size, and location in a variety of texts: e.g., oral retelling, written stories, lists, journal entries of personal experiences.
- 4.04 Maintain conversation and discussions:
- 4.05 Use a variety of sentence patterns such as interrogative requests (Can you go with me?) and sentence fragments that convey emotion (Me, too!).
- 4.06 Write and/or participate in writing behaviors by using authors' models of language.

Goal 5: The learner will apply grammar and language conventions to communicate effectively.

- 5.01 Develop spelling strategies and skills by:
- 5.02 Use capital letters to write the word I and the first letter in own name.
- 5.03 Use legible manuscript handwriting.

Social Studies

Goal 1: The learner will investigate how individuals, families, and groups are similar and different.

- 1.01 Describe how individuals are unique and valued.
- 1.02 Identify different groups to which individuals belong.
- 1.03 Examine diverse family structures around the world.
- 1.04 Recognize that families and groups have similarities and differences.
- 1.05 Compare and contrast customs of families in communities around the world.

Goal 2: The learner will identify and exhibit qualities of responsible citizenship in the classroom, school, and other social environments.

- 2.01 Exhibit citizenship traits such as integrity, responsibility, and trustworthiness in the classroom, school, and other social environments.
- 2.02 Participate in democratic decision making.
- 2.03 Describe the importance of rules and laws.
- 2.04 Analyze classroom problems and suggest fair solutions.

Goal 3: The learner will recognize and understand the concept of change in various settings.

- 3.01 Observe and describe how individuals and families grow and change.
- 3.02 Evaluate how the lives of individuals and families of the past are different from what they are today.
- 3.03 Observe and summarize changes within communities.
- 3.04 Recognize changes in the classroom and school environments.

Goal 4: The learner will explain celebrated holidays and special days in communities.

- 4.01 Explore how families express their cultures through celebrations, rituals, and traditions.
- 4.02 Identify religious and secular symbols associated with famous people, holidays, and special days of diverse cultures.
- 4.03 State reasons for observing special, religious, and secular holidays of diverse cultures.

Goal 5: The learner will express basic geographic concepts in real life situations.

- 5.01 Locate and describe familiar places in the home, school, and other environments.
- 5.02 Create and interpret simple maps, models, and drawings of the home, school, and other environments.
- 5.03 Describe the functions of places in the home, school, and other environments.
- 5.04 Recognize and explain seasonal changes of the environment.
- 5.05 Identify and state how natural and human resources are used within the community.

Goal 6: The learner will apply basic economic concepts to home, school, and the community.

- 6.01 Distinguish between wants and needs.
- 6.02 Examine the concept of scarcity and how it influences the economy.
- 6.03 Identify examples of how families and communities work together to meet their basic needs and wants.
- 6.04 Give examples of how money is used within the communities, such as spending and savings.
- 6.05 Explore goods and services provided in communities.

Goal 7: The learner will recognize how technology is used at home, school, and the community.

- 7.01 Identify different types of media and forms of communication.
- 7.02 Explore modes of transportation at home and around the world.
- 7.03 Describe functions of computers and other electronic devices used in the home, school, and other environments.

Mathematics

Goal 1: The learner will understand numbers and ways to represent numbers.

- 1.01 Develop number sense for whole numbers from 0 through 10.
- 1.02 Model and count objects in a set and rote count:
- 1.03 Demonstrate and illustrate the meaning of joining and separating sets with objects to solve problems for whole numbers from 0-10; use informal language

Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.

- 2.01 Recognize length and mass as measurable attributes.
- 2.02 Compare and order objects with respect to a given attribute (length, mass).
- 2.03 Make connections between events and experiences and the cyclical measure of time.

Goal 3: The learner will investigate the concepts of geometry.

- 3.01 Identify, describe, compare, and sort geometric three-dimensional shapes (spheres, cubes, cylinders, and cones) by attributes.
- 3.02 Identify, model, describe, compare, and sort geometric two-dimensional shapes (triangles, rectangles including squares, and circles) by attributes.
- 3.03 Demonstrate spatial reasoning to fill shapes and model objects found in the environment.
- 3.04 Identify objects in the environment and describe their relative locations using positional and directional words.

Goal 4: The learner will collect, organize, and display data to answer questions.

- 4.01 Use the process of statistical investigation as a group activity.

Goal 5: The learner will investigate algebraic concepts including object classification, patterns and equality

- 5.01 Identify attributes, sort objects by one attribute and justify the rule used to classify
- 5.02 Identify, duplicate, extend, and create repeating patterns using actions, words and models
- 5.03 Develop an understanding of the relationship between part-part-whole and the concept of equality

Goal 6: The learner will make connections, solve problems and reason mathematically

- 6.01 Recognize and apply connections among mathematical ideas to solve problems.
- 6.02 Develop fluency in solving problems that arise in mathematics and in other contexts, building mathematical knowledge through problem solving.
- 6.03 Use reasoning to understand situations and extend thinking.
- 6.04 Use the language of mathematics and appropriate technology to communicate mathematical ideas demonstrating understanding of problems and solutions.
- 6.05 Explain personal representations that communicate mathematical ideas.

Science

Competency Goal 1: The learner will make observations and build an understanding of similarities and differences in animals.

Objectives

- 1.01 Observe and describe the similarities and differences among animals including:
- 1.02 Observe how animals interact with their surroundings.
- 1.03 Observe the behaviors of several common animals.
- 1.04 Demonstrate how to care for a variety of animals.
- 1.05 Observe the similarities of humans to other animals including:

Competency Goal 2: The learner will make observations and build an understanding of weather concepts.

Objectives

- 2.01 Observe and report daily weather changes throughout the year.
- 2.02 Identify different weather features including:
- 2.03 Identify types of precipitation, changes in wind, force, direction and sky conditions.
- 2.04 Observe and determine the effects of weather on human activities.
- 2.05 Use common tools to measure weather.

Competency Goal 3: The learner will make observations and build an understanding of the properties of common objects.

Objectives

- 3.01 Observe and describe the properties of different kinds of objects (clay, wood, cloth, paper, other) and how they are used.
- 3.02 Develop and use a vocabulary associated with the properties of materials:
- 3.03 Describe how objects look, feel, smell, taste, and sound using their own senses.
- 3.04 Observe that objects can be described and sorted by their properties.
- 3.05 Identify some common objects and organisms that are considered to be natural resources in our world.

Competency Goal 4: The learner will use appropriate tools and measurements to increase their ability to describe their world.

Objectives

- 4.01 Describe how tools can be used to make comparisons.
- 4.02 Observe and describe how various tools and units of measure are useful:
- 4.03 Use nonstandard units of measure to describe and compare objects.
- 4.04 Demonstrate the use of standard units of measure and compare with nonstandard units of measure. (Teacher demonstration)
- 4.05 Demonstrate that standard units of measure produce more consistent results than nonstandard units, allowing information to be shared.(Teacher demonstration)

Computer

Goal 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.

Goal 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.

Music

GOAL 1: The learner will sing, alone and with others, a varied repertoire of music.

GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music.

GOAL 3: The learner will improvise melodies, variations, and accompaniments.

GOAL 4: The learner will compose and arrange music within specified guidelines.

GOAL 5: The learner will read and notate music.

GOAL 6: The learner will listen to, analyze, and describe music.

GOAL 7: The learner will evaluate music and music performances.

GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts.

GOAL 9: The learner will understand music in relation to history and culture.

Art

GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes .

GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.

GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.

GOAL 5: The learner will understand the visual arts in relation to history and cultures.

GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others.

GOAL 7: The learner will perceive connections between visual arts and other disciplines.

GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Foreign Language

GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.

GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.