



*Learn, Live and Love Through Jesus*

# **SAINT MONICA SCHOOL 2009-2010 K4 CURRICULUM GUIDE**

Curriculum for Grades K4-K5





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## RELIGION

*“Suffer the little children to come unto me, and forbid them not: for of such is the kingdom of God.”*

St. Mark, 10. 14

Junior Kindergarten children are very curious about God and eager to hear His stories from the Bible. They take God’s messages to heart and want to please Him. Daily prayer, a deep appreciation for our natural world, lives of the Saints, and a beginning awareness of liturgical seasons and holy days help to frame early faith experiences for our students.

### Characteristics of a Junior Kindergarten Child:

- Sits still for limited amount of time unless highly motivated
- Enjoys manipulative play and projects
- Is a sensory learner
- Is imaginative and creative
- Enjoys stories, rhymes, and nonsense songs and poems
- Can be aggressive and explosive due to emotional immaturity
- Likes to make choices and begins to see wisdom in rules
- Is developing sensitivity to the feelings and attitudes of adults
- Needs experiences where s/he feels respected, is given freedom to make a choice and can succeed
- Needs to be affirmed when s/he shows kindness and friendliness
- Benefits from opportunities to practice thoughtfulness
- Lacks understanding of cause and effect relationships and intentional and unintentional actions
- Sees predominantly from his/her own point of view and developmentally is still very self-centered
- Needs encouragement to share possessions with others, but does not want to be forced
- Enjoys celebrations and being part of a group

- Is capable of beginning to understand God’s love by experiencing human love
- Benefits from experiences that can raise awareness and appreciation of God’s creation
- Can use signs and symbols as a basis for liturgical awareness
- Needs to have demonstrated to him/her that God made each child unique and special
- Knows that prayer can be talking to God in his/her own words

**By the end of Junior Kindergarten a SMS student is acquiring the skills to:**

### Creedal Church

- State that God created the world
- Discuss that God made and loves him/her
- Discuss that God gave us the gift of His son, Jesus
- Recognize Jesus as part of a family with Mary and Joseph
- Begin to understand that s/he is part of God’s family, which is the church
- Identify the Bible as a holy book that has stories about God
- Be familiar with the story of creation (Genesis 1-3)
- Be familiar with the story of the nativity (Luke 2:1-7, Matthew 1:18-25)
- Be familiar with the story of Jesus blessing the children (Luke 18:15-17, Mark 10:13-16, Matthew 19:13-15)
- Recall Bible stories that show people helping others, e.g. the parable of the Good Samaritan, Joseph and the many colored coat
- Recall Mary’s willingness to say “Yes” to what God asked her to do at the Annunciation
- Recognize that the body is a gift from God



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### Liturgy and Sacraments

- Identify Christmas as the celebration of the birth of Jesus.
- Begin to understand that Advent is a time of waiting and preparation for Christmas.
- Begin to understand Easter as the celebration of new life.
- Begin to understand some Christian symbols (candles, water, fish, cross).
- Become familiar with the story of Easter (Matthew 26-27, Mark 14-16, Luke 22-24, John 13-21).
- Become familiar with the story of Christmas (Luke 1-2, Matthew 1:18-25, 2: 1-23)

### Moral Life and Service

- Give examples of ways to show love by helping others.
- Recognize the need to care for God's creation.
- Learn the importance of sharing with others.
- Learn that Jesus taught us to love one another.
- Begin to understand the importance of saying, "I'm sorry."
- Identify certain body parts as "Private and special"

### Prayer

- Understand prayer is talking to God.
- Understand that it is appropriate to thank God for creation.
- Know how to make the Sign of the Cross.
- Be familiar with different types of prayer (thanks, asking, silence, praise).
- Understand singing can be prayer.
- Be introduced to the Stations of the Cross.
- Become familiar with the Advent wreath.
- Use varied hand positions in prayer.
- Know the Child's Morning Prayer used daily before snack time.
- Use a variety of prayer forms:
  - Memorized prayers
  - Song prayers
  - Creative prayers

### Learning Extensions

Ideas, suggestions, and activities to use at home for reviewing, strengthening, broadening, and extending classroom learning:

- Pray with your child(ren) every day, upon rising, before and after meals, and at bedtime
- Read to your child from a children's Bible every day and discuss God's role in our life
- Read your adult Bible frequently when and where your child(ren) can see you
- Attend Mass every week with your child(ren)
- Have your child help with extra household chores to increase his/her awareness of the poor and needy, then together donate food, clothing or other items to help those in need
- Discuss your relationship with God with your child(ren)
- Visit and attend Mass at other churches note similarities to our own church
- Participate enthusiastically at Mass modeling desired worship behavior
- When in church always model reverential behavior, insisting that your child always remember the church is God's house
- Point out the seasonal symbols, religious statues and windows in the church and talk about the Saint, holy symbol, or portion of church history that is represented there
- Provide some religious symbols in your home (statue of Mary, crucifix, statue or print of child's patron Saint)
- Give your child a framed photo of their own Baptism and hang it with much celebration in their room, then notice it frequently and talk about it encourage your child to draw a picture or write a note to Father Jerry or Father Paul, after attending Mass or seeing them at a church function



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## READING

*"The more that you read, the more things you will know."*

Dr. Seuss

Young children deserve to be surrounded by books and allowed time and freedom to explore them. They enjoy hearing multitudes of stories, poems and songs. In a print rich environment they are proud to "read" labels and signs and begin to think of themselves as readers. Junior Kindergarten is the perfect time to establish and build a strong love for learning to read in each individual child. Young children who are read to, love books and story time are building oral comprehension, vocabulary, and beginning phonics skills that will make learning to read easier and quicker.

**By the end of Junior Kindergarten a SMS student is acquiring the skills to:**

### Pre-reading

- View a book, front to back, one page at a time, following text from left to right.
- Self select books
- Predict using title and picture clues
- Activate background knowledge about story theme
- Ask questions about the story
- Set a purpose for reading

### During Reading

- Use context (illustrations, text, prior knowledge)
- Use print knowledge (repetitive language, rhyming patterns)
- Understand concept of letter, word, and that words are made up of letters

- Understand concepts of print:
  - Hold book right side up
  - Read from left to right,
  - Top to bottom,
  - Front to back
- Grasp main idea
- Evaluate predictions while reading/listening
- Pose questions to clarify understanding
- Understand and use story structure (character, setting, goal, events, ending) to demonstrate comprehension
- Acquire a beginning reading vocabulary (recognize some common sight words (I, a, the, you))

### Post Reading

- Answer orally literal and inferential questions about text
- Write, draw, or dramatize story structure
- Sequentially retell story
- Recall story details (paraphrase plot, characters, and events)
- Relate story to own life experiences
- Identify cause and effect relationships
- Pose questions to clarify understanding
- Discuss feelings and opinions about the story
- Distinguish realistic fiction, fantasy, and poetry
- Compare and contrast with other stories and/or authors
- Enjoy a variety of literature
- Read and interpret environmental signs such as traffic signs, safety signs, bathroom signs
- Use story mapping, webbing, and lists as strategies for comprehension
- Discuss the difference between "good and bad" behavior in reading materials
- Retell familiar stories using beginning, middle and end



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## MATH

*“Pure mathematics is, in its way, the poetry of logical ideas.”*  
Albert Einstein

Young children begin to develop mathematical understanding through experiences with a wide variety of real objects (blocks, cubes, pegs, buttons, cooking, counters, puzzles, etc.) provided in classroom learning areas and practical situations. Math activities focus on concepts of counting, classifying, combining, comparing, creating, deciding, estimating, ordering, patterning, problem solving, shape recognition, sorting, grouping and verifying.

**By the end of Junior Kindergarten a SMS student is acquiring the skills to:**

### Numbers Operations and Relationships

- Identify numerical value 1 – 10
- Identify and write numbers 1 – 10
- Understand one-to-one correspondence
- Count by ones to 50
- Use manipulatives to show addition and subtraction to 5

### Measurement

- Compare and/or sequence objects by size
- Know days of the week

### Algebraic Relationships

- Identify and copy patterns (AB)
- Complete patterns (AB)
- Sort and classify objects with one attribute

### Geometry

- Identify basic shapes (circle, square, rectangle, triangle)
- Match and use shapes to create new designs

### Probability and Statistics

- Read graphs by telling most-least

### Learning Extensions

Ideas, suggestions, and activities to use at home for reviewing, strengthening, broadening, and extending classroom learning...

- Provide your child with opportunities to count objects, and sort them by size, color and shape, etc.
- Encourage your child to help with chores that include counting, sorting, measuring, and cooking
- Share your use of numbers in your home, as you shop, measure, eat out, and drive
- Use the family calendar to reinforce number recognition
- Help your child to recognize penny, nickel, dime, quarter and dollar bills
- Read clocks with your youngster often, use analog/traditional and digital clocks begin by pointing out the time at the hour or half hour
- Look for and identify geometric shapes represented in everyday household items (circle, square, triangle, rectangle, etc)
- Have your child number the items on your grocery list
- Estimate with your child how many items might be in a package, “read” the label for number clues
- Measure with your child how many cups of milk fit in the kettle to make hot chocolate
- Count everything inside and outside your home with your child, how many squares are in the sidewalk on your block, how many steps from main floor to the second floor, from the main floor to the basement



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### Learning Extensions, cont.

- Use math vocabulary “more or less” in everyday conversation. Who has the most teddy grahams? Do I have more or less than you?
- Talk about position and placement of objects using the words, over, under, beside, next to, on, in, behind, larger than, farther away, etc)
- Create simple story problems with objects at hand. I have one book and you have two books how many books do we have all together?
- Notice and describe the patterns in people’s clothing. (“Dad, the stripes on your necktie are green, blue, green, blue.”)
- Give your child old coupons and have them look for numbers on them and perhaps count coins to match the money indicated

### SCIENCE

*“Men (children) love to wonder, and that is the seed of science.”*  
Ralph Waldo Emerson

Young children begin to develop scientific understanding through experiences with nature, animals, plants, living and non-living things, gravity, simple machines, etc. Junior Kindergarten students enjoy learning about everything in their environment. They naturally want to test how things work, break things down to their parts, and find ways to make things change, move and/or create something new.

**By the end of Junior Kindergarten a SMS student is acquiring the skills to:**

### EARTH SCIENCE

#### Weather

- Observe and describe some daily weather conditions
- Recognize that weather conditions are constantly changing
- Classify weather conditions associated with each season
- Discover that wind is moving air and has strength and direction

#### Space

- Understand that we live on the planet Earth
- Describe that materials of Earth, land air and water, all necessary to support living things
- Identify that Earth is one of many planets in the solar system
- Identify the sun and the moon in the sky
- Observe and record that the moon is sometimes, but not always in the daytime sky

#### Changes in the Earth

- Investigate how the observable properties of sand change when sand is mixed with water
- Show that wet sand takes the shape of the container it is in
- Observe that rocks come in many different shapes, colors and sizes
- Know that water is found in many places

### LIFE SCIENCE

#### Animals

#### Classification

- Identify some different types of animal grouping
- Create classification systems and classify animals (pets, babies, wild animals, farm animals)
- Compare and classify animals by skin covering
- Recognize some similarities and differences among animals



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### **Cycles**

- Explore that animals need certain conditions for energy and growth
- Recognize that people are responsible for meeting the needs of household pets
- Recognize that people use animals for food, clothing, work and companionship

### **Characteristics**

- Identify the characteristics of living and non-living things
- Know that young animals closely resemble their parents
- Sort and group a variety of living and non-living things based on their physical properties (shape, color, appendages, body covering)

### **Behavior**

- Show that animals have observable behavior
- Observe animals at the zoo and on the farm
- Compare zoo and farm animals
- Handle animals carefully

## **LIFE SCIENCE**

### **Plants**

#### **Characteristics**

- Observe that most plants have stems, roots, leaves, flowers, and buds
- Know that plants will closely resemble their parents
- Know that people can use what they know about plant needs to care for plants
- Compare similarities and differences of trees and leaves in the schoolyard

### **Life Cycles**

- Explore that plants need certain conditions for energy and growth
- Investigate how seeds sprout and how they grow into plants
- Classify tree differences associated with each season

### **Classification**

- Discover that many kinds of seeds are found in the environment
- Classify seeds by size, color and variety
- Investigate that seeds are part of the plant fruit

### **Environment**

- Illustrate that water is a habitat
- Use hand magnifying lenses to examine and observe familiar organisms
- Explore what a desert habitat might look like
- Investigate the diversity of the Rainforest habitat

### **Human Body**

- Observe that human bodies have similarities and differences
- Recognize eyes, ears, tongue, nose and skin as primary sensory organs
- Investigate how our ears allow us to hear sound differences, quality, and direction
- Investigate how our skin enables us to use our sense of touch
- Investigate how our eyes provide us with our sense of sight
- Investigate how our tongues provide us with our sense of taste
- Investigate smells with our nose
- Describe some of the ways people change as they grow
- Classify by sound, texture, taste and smell
- Classify objects by observing and identifying common characteristics



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## PHYSICAL SCIENCE

### Sound and Light

- Identify the primary colors of pigment as red, yellow, and blue
- Identify that the secondary colors green, orange, and purple are made by mixing primary colors
- Demonstrate that colors can be created in a variety of ways

### Matter

- Discover that objects and materials have similarities and differences
- Investigate water and how it can be compared to other liquids by observing properties of each
- Demonstrate that water takes the shape of its container
- Observe that different objects sink and float in water
- Observe some changes that occur in materials and substances (dissolving, ice melting, water freezing, water turning to steam)

### Force, Motion, and Energy

- Explain that things move in different ways
- Explore that the position and motion of an object can be changed by pushing and pulling
- Observe that non-living things do not move by themselves
- Explore that the sun supplies heat and light to the Earth

### Electricity and Magnetism

- Know that magnets can be used to make some things move without being touched
- Explore the polarity of magnets

### Scientific Inquiry

- Know that learning can come from careful observations and simple experiments
- Know that in science it is helpful to work with a team and share findings with others
- Recognize that science is a part of everyday life
- Make observations and report properties of objects
- Notice that expected outcomes don't always occur
- Use past experiences and observations to make predictions
- Utilize problem solving skills in science exploration
- Recognize that math is an important tool of science
- Use standard and non-standard units of measure to compare and graph
- Observe, describe, and record changes
- Know that tools can be used to gather information and extend the senses

### Science and Technology

- Recognize that technology affects our lives in many ways
- Recognize that science is assisted by technology
- Investigate how models represent the real thing
- Investigate how a structure is affected by balance, stability, and the material of which it is made

### History and Nature of Science

- Recognize that science has a historical component
- Recognize that science is constantly changing as new facts are acquired
- Recognize that all cultures, races, and sexes have made contributions to science
- Know that scientific investigations are reproducible



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### **Catholic Social Teachings**

- Analyze social issues based on whether human dignity is valued or harmed
- Participate in service projects and identify these with the Christian community
- Articulate basic human rights and responsibilities
- Share self and material things for the good of others
- Realize that many different people of varied cultures have made contributions that benefit both science and society
- Display and awareness of responsibility to others around the world
- Discover that every individual shares stewardship of the Earth, directly affecting the quality of life

### **Learning Extensions**

Ideas, suggestions, and activities to use at home for reviewing, strengthening, broadening, and extending classroom learning...

- Talk constantly with your youngster about the everyday things in your environment, count steps and other common objects, observe smoke from chimneys, smell the flowers, compare the shapes and edges of leaves, feel the texture of bark, bricks, metal etc.
- Visit Mitchell Park Domes with your child and savor the desert dome and the rainforest dome, noticing the differences and similarities
- Encourage your youngster to draw or record some of the things they observed at the domes
- Visit area parks, zoo, beaches, farms, stores and neighborhoods; while there notice the wildlife, plant life and terrain with your young student
- Observe weather conditions upon rising every day and discuss how it relates to the clothing you choose to wear

- Encourage your child to assist when you are cooking and baking, they will enjoy watching and helping to mix new frosting colors, spreading frosting on cupcakes or cookies and decorating with sprinkles, wetting dry ingredients, cracking open fresh eggs and investigating what is inside, watching liquid batters cook to solid pancakes, etc.
- Investigate air currents in front of an electric fan (supervise this carefully) and show them how to make their own paper fans and test the air currents they produce
- Answer the many “why” and “how” questions your youngster constantly asks about how things work
- Teach reverence for all life when your child finds a bug or small animal, examine it gently and then always replace it where it was found so it can return to its family, find food, and resume the life God gave it
- Cherish the flowers, rocks, seeds, and leaves your child might bring to you, point out the beauty these things have from God
- Watch service workers with your child and point out how the machines they use might work, try constructing a similar machine with materials at home and test how it works
- Visit area children’s museums and let your youngster try out the simple machines available for exploration





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## SOCIAL STUDIES

*"Some men see things as they are and say why. I dream things that never were and say, Why not?"*

John Fitzgerald Kennedy

Social Studies in Junior Kindergarten focuses on the child's day to day life. Young children want to know about themselves and where they fit in their classroom peer group and in the larger world. They learn to relate to teachers and other adults as authority figures and extensions of their families, to make friends, be friends, and to work in small and large groups.

**By the end of Junior Kindergarten a SMS student is acquiring the skills to:**

### Catholic Social Teachings

#### Life and Dignity of the Human Person

- Recognize all life as a gift from God
- Relate to others with respect
- Demonstrate the value of sharing to help others

#### The Call To Family, Community and Participation

- Identify at a primary level the family as a basic social institution
- Recognize examples of social responsibility
- Understand the concept of the blended family
- Share self and material things for the good of others

#### The Rights and Responsibilities of the Human Person

- Begin to solve problems in a peaceful way
- Recognize obligations of Christians to seek justice in the world
- Understand the basic rights of people

### Option for the Poor and Vulnerable

- Discuss ways to care for the poor
- Identify vulnerable (those who need help) members of a family, class, and neighborhood
- Express and show compassion to those in need
- Practice behaviors that help others
- Identify common traits in children who are poor

### Dignity of Work and the Rights of Workers

- Practice good work habits and see them as important
- Demonstrate good responsible behavior in class
- Show respect for other's work

### Solidarity of the Human Family

- Identify examples of prejudice
- Display examples of individual and cultural differences
- Participate in simple service projects that benefit others

### Care for God's Creation

- Name bad elements that hurt the environment (land, air, and water)
- Demonstrate that people can make the environment better by their actions
- Take part in simple activities that improve the environment
- Identify God as the maker of everything in the environment

### Economics

#### Production/Consumption/Distribution

- Identify community jobs
- Name the roles of consumer/producer



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### Exchange

- Explore the uses of money

### Geography

#### Location

- Recognize Wisconsin on a map

### Map Skills

- Differentiate between land and water on a globe/map

### Human Environment Interaction

- Name the seasons

### Political Science

#### Citizenship

- Learn basic manners and social skills

### Laws

- Create classroom rules to teach an understanding of the need for rules

### History

#### Time

- Introduce concept of past and present
  - Pilgrims
  - Bible history
  - Classroom timeline

### People

- Recognize important people in U.S. History
  - George Washington
  - Abraham Lincoln
  - Martin Luther King

### Events

- Recognize special days
  - Christmas
  - Easter
  - Halloween
  - Saint's Feast Days
  - Valentine's Day
  - Mother's Day
  - St. Patrick's Day

### Behavioral Science

#### Society

- Participate in group discussion
- Field trip to health Education Center to learn about dental health
- Identify the qualities of a good friend
- Explore major U.S. and other cultural holidays
- Recognize school's focus culture of the year

### Learning Extensions

Ideas, suggestions, and activities to use at home for reviewing, strengthening, broadening, and extending classroom learning...

- Use maps and a globe to show children where you live, where you are going on vacation, etc.
- Discuss community people who help us, doctors, firefighters, police officers, etc
- Talk with your children about how and why you celebrate certain holidays
- Discuss family traditions and encourage your children to take an active role in those traditions
- Provide a chore list for your child to help maintain your home and neighborhood such as sorting recyclable items from the trash, picking up litter, raking the yard, turning off lights and water when not in use, etc



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- Visit a farm and find out about the origins of the foods your family eats
- Take advantage of community safety days to acquaint your children with community helpers and learn ways to help keep the family safe
- Teach your child how to use the telephone correctly
- When helping another family with child care have your child participate (for example: if babysitting ask your youngster to fetch a dry diaper, or pick up the baby's toy when dropped on the floor, etc.)
- Visit the Mitchell Park Domes and notice the differences between the desert and rainforest geographical areas displayed there. Look on a map and locate deserts and rain forests
- Go to a bank and set up a savings account with and for your children then encourage your child to make regular deposits
- Visit a map store and obtain a street map of your neighborhood then mark your home and the homes of your child's friends and the businesses which you frequent with your children

## WRITING AND LANGUAGE

### Writing

- Write own first name using correct letter formation and capitalization
- Write daily for a variety of purposes
- Form some upper and lower case letters in print
- Become familiar with the shapes of the consonant letters
- Begin to use left to right directionality in writing
- Listen to a variety of genres: poetry, narrative, letters, descriptive, basic directions, simple reports
- State a purpose for writing

### Grammar

- Recognize a period at the end of a statement
- Identify a question mark
- Identify an exclamation mark
- Be introduced to comma, quotation marks, and apostrophe

### Spelling/Vocabulary

- Begin to use inventive spelling to write, record data, create signs, label projects, etc.
- Spell their own name and a few words of personal importance correctly

### Oral Language, Research, and Inquiry

- Listen and speak in informal conversation with peers and adults
- Use appropriate voice level for a situation
- Initiate conversations and participate in discussions about everyday experiences, events and objects, about what is being learned



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### **Oral Language, Research, and Inquiry, cont.**

- Begin to follow rules for conversation: staying on topic and taking turns
- Generate own questions
- Participate in field trips: observing, helping, listening, smelling, touching, questioning, and tasting when allowed
- Recognize that information is gained from books, experiences, and non-print materials
- Use words to describe people, places and actions
- Use a friendly tone of voice when talking with peers and adults
- Follow directions

### **Learning Extensions**

**Ideas, suggestions, and activities to use at home for reviewing, strengthening, broadening, and extending classroom learning...**

- Read nursery rhymes and poems to your child
- Look for familiar words in your environment (STOP, McDonald's, K-Mart, Pizza Hut)
- Label toy storage areas in your home with word and picture labels and practice matching the toys to the correct shelf location when your child is cleaning up after a play session
- Play alphabet games while riding in the car
- Display your child's name card from school in a central spot so it can be used whenever your child has an opportunity to write his/her name
- Watch your child's pencil grip and gently encourage him/her to work toward a mature grasp holding the pencil with thumb, index and middle fingers near the writing tip.
- Design a letter box to house all the kinesthetic letters we make in class and other letter related projects
- Use magnetic letters on the refrigerator to spell own and family names

- Display writing and drawing materials attractively in a convenient place and model and encourage their frequent use
- Record family activities in a journal or small notebook
- Model correct language and grammar use when speaking in front of your children
- Reinforce personal responsibility at home and at school (expect your child to do his jobs, hang up clothing, set table, remove things from his school bag for you to see)
- Provide opportunities for your child to share his/her thoughts and ideas, use active listening skills
- Read the school library book that your child selects and brings home, remind him/her to return the book on time
- Use a variety of voices when reading a story to your child,
- Visit your local public library regularly with your Junior Kindergartner and allow him/her to self select some titles.
- Record book titles read on the Lap Reading Pages provided in class
- Encourage your JK student to retell one or more of the stories on his Lap Reading List when reviewing the List at the end of the month
- Talk through and explain to your Junior Kindergartner your own steps to find answers when you are looking for information
- Visit public places where you and your child can have a personalized field trip, share what is learned in a drawing or notebook, or have your child report on the trip to his/her teacher and classmates or grandparents





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## HEALTH

*"The greatest wealth is health." — Virgil*

Young children are curious about and eager to learn and practice good personal hygiene. Junior Kindergartners also begin to recognize their own feelings and emotions and need guidance to help them express those feelings and emotions in acceptable and appropriate ways. They need many opportunities to develop and refine large and small motor skills through indoor and outdoor games and activities that benefit personal fitness and well being. They want to know about making good decisions, emergency procedures, and acceptable social skills.

**By the end of Junior Kindergarten a SMS student is acquiring the skills to:**

### Health Promotion and Disease Prevention

#### Human Growth and Development

- Recognize each member of a family is important
- Recognize that there are many roles family members play as individuals and as a group
- Recognize that every person needs to experience feelings of belonging to a family, friends, class, parish, community
- Understand that every person deserves respect and courtesy, because every person is special and unique
- Understand that people grow individually in different ways physically, emotionally, intellectually, socially and culturally
- Understand that every person has the right to be safe
- Recognize people and other living things are precious and deserve to be treated kindly

- Understand that all living things reproduce themselves
  - Plants
  - Animals
  - Humans
- Understand that each part of the body is important
- Understand that keeping the body clean is important for grooming and prevention of disease

### Personal Health

- Demonstrate ways to care for teeth, including brushing and flossing
- Name basic body parts and the five senses
- Discuss the need for proper sleep habits
- Understand that humans grow individually in different ways

### Disease Prevention and Control

- Know the value of good personal hygiene habits, rest exercise, rest and diet
- Discuss the importance of immunizations

### Healthy Behaviors

#### Substance Use and Abuse

- Distinguish between helpful and harmful substances
- Explain reasons for consulting a responsible adult before using medicines or chemical substances

#### Safety and Injury Prevention

- Recite own name, phone number and address
- Explain what to do if they are lost or need help
- Recite the names of people who can help in the case of an accident
- Describe hazards at home, school, on the bus, and on the playground and ways to avoid them



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### **Safety and Injury Prevention, cont.**

- Know and practice fire and tornado safety procedures for home and school
- Recognize that strangers, or even people they know can be harmful

### **Nutrition**

- Discriminate between food and non-food items
- Identify nutritious snacks
- Prepare a simple snack or meal
- Investigate the different food groups

### **Emotionally Healthy Relationships**

- Identify common feelings
- Describe positive ways to express feelings
- Discuss ways of coping with upset feelings
- Explore how helping others and working hard makes one feel good about oneself
- Name persons to go to for help when ill, hurt, concerned or frightened

### **Learning Extensions**

Ideas, suggestions, and activities to use at home for reviewing, strengthening, broadening, and extending classroom learning...

- Practice correct hand washing techniques at home, model thorough and careful washing after toileting, playing outdoors, sneezing, playing with an animal/pet, before cooking or handling food, before eating and again after eating, etc.
- Help your JK student to floss his/her teeth each day
- Supervise and assist with your child's tooth brushing especially before bedtime

- Assign regular household chores to your JK student. Four year olds are ready to have some family/household responsibilities like; put napkins and silverware on the table for mealtimes, carry dishes to the counter after a meal, put dirty clothing into the laundry basket or chute, sort and match pairs of socks from the dryer, fold clean washcloths, feed and water the family pet, etc.
- Teach your child how then expect your child to clean up any spills or messes he creates or are caused by a younger sibling or pet
- Limit the time your child spends watching television or playing on the computer
- Play outdoors with your child whenever possible, practice ball skills, running skills, jumping skills, climbing skills, etc.
- Take your child to learn-to-swim classes
- As a family take a hike in a park or forest and enjoy the fresh air and exercise
- Ride bikes in your neighborhood teaching your child how to ride responsibly – with all family members wearing a helmet
- Wear protective sunscreen and apply if often to your child when outdoors
- Everyone wear seat belts at all times when in the car
- Practice regularly how to get out of the house in the event of a fire and where to meet
- Teach your child how to dial 9-1-1 and what to say
- Teach your child about emergency situations that might require him/her to call 9-1-1
- Make sure your child knows his name, address and phone number
- Talk with your child about stranger danger, and ways to get help if s/he feels threatened or frightened



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## TECHNOLOGY

*"We're changing the world with technology." — Bill Gates*

Today's children are born into a world where computers have always existed. They are eager to try out their skills as soon as they can get their hands on a keyboard, camera, microphone, or mouse. They begin by trial and error - seeing what works or what happens. Computers expand student's ability to acquire information, solve problems and communicate with others. In Junior Kindergarten challenging early learning software programs in science, mathematics, early literacy, social studies, and art help young students learn to navigate the programs, enrich their learning of curriculum content and concepts while refining technology skills.

**By the end of Junior Kindergarten a SMS student is acquiring the skills to:**

### Computer Skills

- Name the physical components of a computer system (monitor, keyboard, mouse, speakers, etc.)
- Use appropriate mouse skills
- Use a keyboard/or mouse to access and launch a software program
- Identify and locate special function keys (shift, enter, backspace, and delete keys, and space bar
- Use basic navigating skills with programs (click, double click, right click, place cursor in a specified location)
- Locate and use letters and numbers keys
- Edit text using delete and/or backspace keys
- Exit a software program
- Type first name on projects
- Create a product using a graphic or word processing application
- Share with a peer a product that was created using technology (sign, picture, word, name)

- Demonstrate appropriate computer use habits and behaviors
- Respect another's workspace

### Other Classroom Technology

- Write/trace correctly formed letters at the Leap Frog Alphabet Desk
- Listen to taped stories, turning the tape player on and off to begin and end
- Listen attentively to audio forms of media in large group
- View video media individually or with entire class using appropriate behaviors
- Handle audio books with care
- Demonstrate appropriate phone behavior
- Adjust speaker volume controls to appropriate classroom levels

### Learning Extensions

Ideas, suggestions, and activities to use at home for reviewing, strengthening, broadening, and extending classroom learning...

- If you have a computer at home reinforce the above tasks when using your own software programs. Kid Pix is one program we use at SMS
- Help your child with some beginning search skills on the Internet to find age appropriate information on unit topics being taught at school
- Show your child how to print information or creations when you have approved
- Allow your child to use the telephone when appropriate with grandparents and other relatives and friends
- Provide educational, age appropriate audio and video media for use in your home when time permits
- Visit public places that have technology available for use (library, children's museum, museum, zoo etc.) and spend time using it with your child



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### Learning Extensions, cont.

- Many of today's toys have technological components that are aimed at teaching children – help your child to make the most of his/her toys
- Visit the public library and allow your child to select books on tape or DVD for listening or viewing sessions at home either with the family or individual use
- Discuss and watch with your children how businesses use technology (grocery store scanners, fork lift trucks, credit card operated gas pumps, etc.)
- Teach your child how to send an email message to a grandparent then send a card or letter via the Post Office – compare the speed of each service
- Obtain an inexpensive disposable camera and let your child take some photos when on a family outing or vacation
- Teach your child to type or write out captions to go with the photos taken on the outing

### ART

*“Every child is an artist.” — Pablo Picasso*

Young children need a rich supply of art materials and time and freedom to explore them. They readily see themselves as artists and confidently use lines and colors to create projects that are pleasing to themselves. Most eagerly try out a wide variety of tools, brushes, sponges, stamps, markers, scissors, glue, pencils, tape, punches, clay, modeling dough, blocks, parquetry shapes, recyclable materials, etc. every day.

**By the end of Junior Kindergarten a SMS student is acquiring the skills to:**

### Aesthetic Perception

- Develop greater awareness of the world around him/her through a wide range of multi sensory experiences
- Draw what is perceived as most important about a subject – may be highly exaggerated
- Place objects haphazardly – little understanding of space
- Use color to express emotion rather than reality

### Creative Communication and Expression

- Be proficient in the “scribble” stage of development and is able to “name” and tell stories about what is drawn
- Create art on own time
- Name basic colors and shapes
- Use a variety of lines, colors, textures and shapes
- Develop skill in cutting, taping and gluing

### Historical/Cultural Integration

- Be introduced to master works of art depicting common life experiences
- Compare master works of art by subject matter, colors used, place, etc.

### Aesthetic/Spiritual Valuing

- Respect own work and work of others
- Access a quiet place within for short periods of imaginative visualization and “listening” to “heart messages”

### Environmental Integration

- Recognize, respect and care for art tools, work areas, and materials
- Display own art pieces for others to enjoy or to enhance the environment



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### Learning Extensions

Ideas, suggestions, and activities to use at home for reviewing, strengthening, broadening, and extending classroom learning...

- Provide simple art materials for your child and a space in your home where it is OK to create artwork
- Spend time drawing, creating and designing with your child
- Talk about lines, colors, shapes and textures as your child works on art related projects
- Find Library books about famous artists and art pieces and talk about them with our child
- Search out an art print or two for display in your home, discuss why it appeals to you with your child
- Visit a local art museum with your child and spend time viewing and talking about the art pieces
- Attempt to obtain some of the same materials used by a particular artist and then show your child that artist's techniques and finally let your child create his/her own pieces
- Talk with family members who are artists, visit them with your child and look at what they do (quilt makers, cake decorators, sewers, jewelers, card makers, crafters, home decorators, gardeners, flower arrangers, etc.)
- After a memorable/special day help your child to draw, paint or record something of the experience to keep. If using photographs mount them and add captions and drawings to personalize the keepsake
- Write and illustrate a journal while on a vacation or trip
- Have an art play date for your child and a friend, providing art resources, materials, supplies and space to create several works of art while they visit
- When out shopping talk with your child about the many store displays, colorful signs and attractively packaged products – what does the artist who created this package/display want us to see, think, do?

### GUIDANCE

The Guidance curriculum for each grade level includes classroom guidance, individual/small group counseling (as needed basis), consultation and collaboration with parents, teachers and outside professionals in the counseling field. Students in grades K-2 come to Guidance class once every other week. Those students in Kindergarten come for 15 minutes, while those in grades 1-2 come for 30 minutes.

- Develop an understanding of our school's Anti-Bully Program by identifying characteristics of bullies
- Gain knowledge of effective study skills by following directions and demonstrating good listening skills
- Develop increased self-understanding through knowledge of one's characteristics, feelings, attitudes, interests, and behaviors
- Recognize similarities and differences between self and others
- Become increasingly responsible for his/her own behavior by taking turns and sharing, identifying examples of admirable character traits and identifying examples of rules and consequences of breaking them
- Develop an understanding of different feelings, and how to express these appropriately





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## MUSIC

All K4 students attend general music class once a week for twenty-five minutes. They are exposed to a variety of songs that help to increase their sense of pitch, sense of rhythm, and appreciation of music. They also learn how songs are used as prayer. They understand how to echo rhythmic and melodic patterns and learn to use classroom instruments. K4 students experiment with moving to music and show an ability to cooperate with others to create an enjoyable music experience.

### Music Outcomes

- Sing a variety of songs in various keys, meters, and genres, representing different cultures, and becoming increasingly accurate in rhythm and pitch
- Sing songs with a purpose of prayer and praise to God
- Experiment with the range of the voice
- Echo short rhythmic patterns
- Maintain a steady beat with instruments and movement
- Experiment with a variety of classroom instruments
- Respond through movement to music to express what they hear and feel
- Demonstrate ability to cooperate with others

## PHYSICAL EDUCATION

The program consists of three formal 20-minute periods per week. The basis for four year kindergarten physical education program is to generate an emphasis upon muscular coordination and body control that results in the development of perceptual motor skills. The physical education curriculum is to provide a program of instruction for the development of the whole individual through physical activities by emphasizing the relationship among the physical, intellectual, emotional, and social well being of the individual. The curriculum will provide experiences that will develop positive attitudes toward wellness and contribute to lifelong participation in physical activities.

### Students at all grade levels are expected to:

- Engage in physical activity and know that it is important
- Participate regularly in activities of their choice outside of physical education class on a regular basis
- Demonstrate safety while participating in physical activity
- Experience enjoyment while participating in physical activity
- Regularly participates in physical activity for the purpose of setting goals to help improve skillful performance and physical fitness levels
- Participate in activities showing sportsmanship and fair play
- Demonstrate knowledge of cooperation, sharing, and consideration
- Demonstrate self-discipline and responsibility while actively participating in class
- Wear proper clothing and footwear to class with limited reminders
- Play and cooperate with others regardless of personal differences (e.g., gender, ethnicity, ability level)

### Physical Education Outcomes

- Perform fundamental motor skills through instruction and physical activity
- Travel using various locomotor skills, in a large group without bumping anyone or falling
- Demonstrate locomotor movements (walk, run, skip, gallop, slide, hop, and jump)
- Place a variety of body parts in high, medium, and low levels
- Support their own body weight
- Explore a rhythmic sequence set by the teacher
- Demonstrate beginning elements of selected movement skills (striking, kicking, rolling, overhand throwing, underhand throwing, and catching)
- Recognize when the heart is beating faster (increased heart rate)
- Sustain moderate to vigorous physical activity for a short period of time
- Identify likes and dislikes connected with participation in physical activity