



*Learn, Live and Love Through Jesus*

# SAINT MONICA SCHOOL K-5 CURRICULUM GUIDE

Curriculum for Grades K4-K5





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## RELIGION

The kindergarten child is just beginning to realize that s/he is a unique and special being and not just an appendage of his/her parents. They wonder about who they are, where they came from and how the world works. They are very sensory learners and relate well to nature and hands-on experiences. Five year olds are very naturally curious and eager to learn and love to explore deep mysteries. Learning about God and His creations is a favorite part of the kindergarten day.

### Characteristics of a Kindergarten child:

- Learns through active involvement
- Learns through repetition and review
- Is curious and eager to learn
- Begins to distinguish fantasy from reality
- Listens and follows 2 and 3 step directions
- Is able to stay focused and on task (15 minutes)
- Thinks literally
- Needs to feel God made him/her unique and special
- Needs to feel loved and accepted
- Needs individual attention and praise for accomplishments
- Desires to be independent, but needs support and guidance
- Begins to show concern for others
- Prefers social play
- Learns to cooperate in a group
- Needs reassurance of God's love through trust relationships with others
- Needs a sense of belonging in family, school and church
- Has a sense of wonder about God's creation
- Is ready for exposure to scripture and a variety of prayer experiences

### Creedal Church

- Identifies the Bible as a special book that tells about God
- Learns about God's gift of His Son, Jesus
- Learns about Jesus as Teacher
- Learns that Jesus helped others
- Learns that the Church is God's family
- Understands that the Pope is the leader of our Church
- Learns about the family of Jesus – His mother Mary and St. Joseph
- Understands that there are different kinds of families
- Recognize one's own family as special
- Learns stories from the life of Jesus
  - Wedding at Cana
  - The First Christmas
  - The miracle of Easter,
  - Jesus heals the blind man
  - Jesus calms the storm
  - The last supper
- Understands that Jesus was raised in the Jewish faith and that Christianity began after He rose from the dead
- Learns about the lives of some of the saints
- Recognizes and cares for the body as a gift from God

### Moral Life

- Expresses thankfulness to God
- Knows the story of Adam and Eve
- Is familiar with the 10 Commandments
- Learns stories of giving/receiving in the life of Jesus (the Good Samaritan, story of the lepers, the story of the Golden Rule...)
- Learns about how/why we share with others
- Appreciates the need to care for God's creation
- Learns about the importance of saying "I'm sorry" when acting wrongly



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### **Moral Life, cont.**

- Explores emotions and how to deal with anger, sadness, guilt, fear ...
- Learns about the need to be of service to others
- Learns about special and private parts of one's body and the need to show respect and care for the body
- Learns about Jesus' call to bring peace to others and how we can spread peace and justice within our families, schools and communities
- Learns about the life of Martin Luther King
- Understands the difference between needs/wants
- Participates in various collections for the needy

### **Prayer**

- Experiences prayer as talking to God
- Participates in a variety of types of prayer – praise, thanksgiving, asking
- Learns that prayer can be silent, sung, solitary, communal or experienced as listening quietly for God to speak to your heart
- Learns the Sign of the Cross
- Prays before eating and as a natural part of the school day
- Learns about prayer in other cultures/faiths
- Offers prayer intentions for the group to pray for

### **Liturgy and Sacrament**

- Visit church and learn about what is contained in God's house
- Begins to participate in prayer experiences and liturgy
- Knows that Advent is a time of preparation and waiting – Advent wreath
- Learns about the story of the nativity
- Participates in a Christmas nativity play
- Learns about Lent as a time for renewal and repentance
- Recognizes the crucifix as a sign of God's love for us
- Makes wooden crucifix for use at home

### **Liturgy and Sacrament, cont.**

- Understands Easter as a celebration of new life
- Learns that through baptism, we become children of God
- Walks the Stations of the Cross in Lent
- Reenacts the Last Supper
- Study and celebrate the lives the saints

### **LITERACY**

As children enter kindergarten, there is a broad and acceptable range of interest and skill in all areas of development. This wide range is especially apparent in the area of literacy. Some students are already quite fluent readers and writers, while others do not yet even recognize the letters in their own name. The curriculum is designed to allow both ends of this spectrum to grow and develop their skills.

**Literacy Skills: By the end of Senior Kindergarten, students will be able to:**

#### **Pre-reading**

- Know that new information can be learned through reading
- Predict using picture and title clues
- Activate background knowledge about story theme
- Ask questions about the story
- Set a purpose for reading

#### **During Reading**

- Understand that words are made up of sounds
- Use print knowledge (repetitive language, rhyming patterns, phonemic awareness, visual memory clues) to gain meaning
- Use context (illustrations, text, prior knowledge)
- Know difference between letters, words, sentences
- Understand that reading is "talk written down"



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### During Reading, cont.

- Understand and use story structure (setting, character, goal etc.) to demonstrate comprehension
- Pose questions to clarify meaning
- Grasp main idea
- Evaluate predictions during reading
- Understand concepts of print – hold book right side up, work left to right and top to bottom to follow text
- Recognize high frequency words (the, my, love, to, that...)

### Post Reading

- Retell a story in sequential order
- Recall story details, grasp the main idea and pose appropriate questions
- Answer questions about the text, both literal and inferential
- Relate story to own life and discusses feelings/ opinions
- Identify cause and effect relationships
- Distinguish between fact, fantasy and poetry
- Compare story with other stories/authors
- Enjoy looking at books and other literature sources
- Read environmental print (i.e. McDonalds, Coke, etc.) as well as classmates' names and classroom labeling

### Writing

- Develop sufficient hand/eye coordination to write/draw ideas independently
- Work from left to right, top to bottom when writing
- Begin to use writing as a part of playtime experiences
- Use correct pencil grasp
- Write from dictated spelling
- Begin to leave spaces between words
- Copy from board or other sources
- Know appropriate formation of all alphabet letters

### Grammar

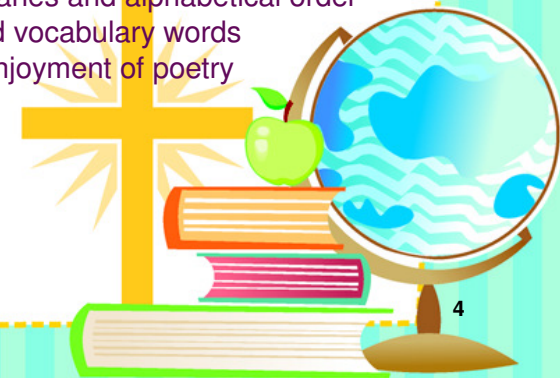
- Understand that a sentence is a group of words expressing a complete thought
- Identify a question mark and exclamation mark
- Be introduced to quotation marks, comma

### Spelling/Vocabulary

- Use inventive spelling to write, record data, create signs etc.
- Learn to spell own name and some other words of personal importance with proper spelling
- Learn to read some high-frequency words

### Oral Language, Research and Inquiry

- “Read” his/her written work to others
- Volunteer information and ask questions appropriate to topic being discussed
- Speak comfortably in front of group
- Speak loudly enough to be heard by all in group
- Make appropriate conversation with peers in play setting
- Hold a conversation with a familiar adult
- Recite simple prayers, poems and other memorized material
- Ask about the meaning of unfamiliar words
- Dictate a story that makes sense
- Create a story to tell with beginning, middle, ending
- Become familiar with dictionaries and alphabetical order
- Learn increasingly advanced vocabulary words
- Gain a familiarity with and enjoyment of poetry





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### Phonemic Awareness/Listening Skills

- Hear/name letter sounds in initial, middle or end of words
- Blend learned sounds to read words
- Use phonics, context and pictorial clues to find meaning and predict
- Identify rhyming words
- Recognize words in same “family” (i.e. “cat, hat, bat...”)
- Follow text with finger while reading (voice/print match)
- Listen politely while others are speaking
- Follow oral directions
- Gain familiarity with synonyms and antonyms
- Distinguish between same and different sounds

### MATH

To make math a part of their lives, kindergarteners need to feel comfortable in the world of number, quantity, measurement, shape and design. This cannot be accomplished during “math time” alone. Math learning must occur throughout the day, embedded in authentic experiences through play, classroom routines and active learning. As children see how math helps them navigate their day, they will see themselves as capable and confident with numbers. This confidence and a strong foundation in the way numbers work will give our students the best opportunity for later math success.

**By the end of Senior Kindergarten, the students will be able to:**

### Numbers Operations and Relationships

- Identify numerical value 1- 20
- Add and subtract manipulatives to 10
- Write/order whole numbers 1- 30
- Understand that a number is a symbol for a given amount
- Use counting to represent numbers (ordinal nos. “first, second, third...”)

- Counts by 1’s, 5’s, 10’s to 100
- Uses manipulatives to count/compare numbers
- Understand terms more, less, greater, equal

### Probability and Statistics

- Read/build graphs to represent number ideas
- Use comparative vocabulary (more, least, less) about graphs

### Measurement

- Identify names/values of pennies, nickels, dimes
- Understand basic clock usage - tells time on the hour
- Measure using standard and non-standard units of measurement
- Make reasonable estimates
- Knows the months of the year and days of the week
- Locate and identify temperature on a thermometer

### Geometry

- Know fraction terms- whole, half
- Recognize shapes - circle, oval, triangle, octagon, square
- Understand properties of shapes (i.e. number of sides/corners)
- Understand spatial concepts- in, out, on, under, beside
- Create and copy symmetrical pattern block designs
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### Algebraic Relationships

- Recognize and produce patterns that repeat (ABC/ABAB)
- Complete and create patterns (ABC)
- Sort and classify items with one or more common attributes
- Use math symbols (=, +, -) to make simple equations

### SCIENCE

St. Monica School is currently evaluating a new science program to be implemented in the 2009-2010 school year.

### SOCIAL STUDIES

Kindergarteners are very social people! They are just beginning to realize that they are part of a larger world than themselves and their own families. They are beginning to want to know how the world outside works and how they can participate. They are eager social studies students. By the end of Senior Kindergarten, the students will:

#### Catholic Social Teachings

- Life and Dignity of the Human person
  - Recognize all life as a gift of God
  - Learn to treat others with respect and consideration
- The call to Family, Community and Participation
  - Identify the family as the key social structure
  - Share self and material belongings for the good of others
- The Rights and Responsibilities of the Human Person
  - Begin to learn to resolve differences peacefully
  - Understand Jesus' call to seek justice in the world
  - See others as just as deserving of justice as oneself
- Option for the Poor and Vulnerable
  - Learn to identify others in need
  - Begin to view oneself as a caretaker
  - Express and show care for those in need

- Dignity of Work and Rights of Workers
  - Identify and practice good work habits
  - Be respectful of the work of others
- Solidarity of the Human family
  - Identify similarities and differences in habits and patterns of living and culture across the globe
  - Participate in simple projects that benefit others
  - Learn about prejudice and its consequences
- Care for God's Creation
  - Explore the various ways people affect the environment
  - Learn ways to reduce our negative impact on the earth

#### Economics

- Production/Consumption/Distribution
  - Explore various modes/uses of transportation
  - Learn about a variety of occupations
  - Understand the difference between needs and wants
- Exchange
  - Learn about the use of money
  - Explore the concept of bartering and what makes a fair trade

#### History

- Time
  - Understand idea of yesterday, today and tomorrow
  - Introduce concepts of past, present and future time
  - Discuss Native Americans as being first people on this land
- People - learn about some famous people of the past
  - George Washington
  - Abraham Lincoln
  - Martin Luther King
  - Rosa Parks



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### History, cont.

- Ghandi
- Aesop
- Mother Teresa
- Various saints, authors and artists

### Events

- Recognize special days ( i.e. Christmas, 4<sup>th</sup> of July..)
- Learn about some special historic events
- First white people to America
- The Revolutionary War
- The Civil War
- First man on the moon

### Political Science

- Citizenship
  - Practice good manners and social interactions in the classroom
  - Learn The Pledge of Allegiance and proper flag etiquette
- Laws
  - Recognize and explain the need for laws and rules in schools, family life and in society
  - Recognize the President as the leader of our country
  - Mayor as Leader of our city
  - Pope as leader of our church
  - Principal as Leader of our school
  - Teacher as leader in the classroom.

### Geography

- Location
  - Know that we live in the North American continent
  - Learn that there are 7 continents
  - Understand that we live in Wisconsin in the USA
  - Identify some major world landmarks: Great Wall of China, Eiffel Tower, Statue of Liberty
- Map skills
  - Locate USA on a world map
  - Study and create maps (real and imaginary)
  - Locate poles, equator and identify north, south, east and west
- Movement
  - Name different types of transportation and how people move
  - Learn what immigration means
- Place
  - Become aware of different cultures of the world
  - Identify purposes for various places in a community

### Human Environment Interaction

- Compare the seasons and their effects
- Identify community helpers and why they are needed

### Behavioral Sciences

- Society
  - Participate appropriately in group discussion
  - Learn about being both a leader and follower
  - Engage in simple group work to reach a common goal



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## TECHNOLOGY

Our K-5 technology curriculum focuses on a variety of fun and exciting online sites that encourages listening to directions, reading, navigating and sharing with others the many learning opportunities on a computer. We strive to use technology to maximize the student's God-given talents and encourage them to learn, live and love through Jesus.

### Students will be able to:

- Recognize "the computer" as a wonderful tool that can make learning fun
- Demonstrate correct care and use of computer hardware and software
- Identify the physical components of a computer system
- Type name on paper and write the alphabet, print
- Type name on paper and write 1-100, pressing enter after each number
- Create and print seasonal religious pictures using Tux Paint
- Internet Navigation skills for using starfall.com and Christmas Internet sites

## 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 K5 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. K5 students learn to read basic musical notation and identify music concepts when they appear in music they are singing, playing, or listening to.

### 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 and melodic patterns
- Maintain a steady beat with instruments and movement
- Play easy rhythmic patterns accurately on classroom percussion instruments
- Read musical notation for quarter note, eighth note, and quarter rests
- Identify the basic musical concepts of high/low, loud/soft, fast/slow, long/short
- Identify the sounds of a variety of 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 two formal 25 minute periods per week. The basis for five 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)



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### Physical Education Outcomes

- Demonstrates emerging skills for: skips, gallops, slides runs, leaps, jumps
- Demonstrates emerging skill level for: throwing, striking and catching
- Balances using a variety of body shapes
- Identifies jumping, throwing and striking
- Identifies vocabulary to include: spaces levels speeds and safety cues
- Applies movement concepts during activity (e.g. changes directions while moving to avoid others)
- Associates proper nutrition with feeling good
- Sustains moderate to vigorous activity for short periods of time (increasing heart rate)
- Identifies how to find heart rate or pulse for 6 seconds
- Performs multiple curl-ups
- Performs push ups without losing form
- Demonstrate two different flexibility stretches
- Quickly finds self space without direction from teacher

### HEALTH

Kindergarteners are just beginning to realize that they are completely separate entities from their parents and that they can affect their own future by their actions. They need to learn how to care for their own physical needs and to develop good health practices to grow strong and healthy.

By the end of senior kindergarten, a SMS student will:

#### Human Growth and Development

- recognize all life as a gift from God
- understand that human life begins in a mother's womb

- learn that we are nurtured and cared for in a family, and that families vary
- learn that our bodies require care to work properly
- understand that some parts of our bodies are meant to be more private than others
- know that God has a plan and a use for each person
- Personal Health
- understand the importance of proper hand washing as a deterrent to the spread of germs
- begin to develop good health habits for maximizing nutrition, exercise, cleanliness, safety and sleep.
- Disease Prevention and Control
- accept responsibility for proper disposal of used tissues/ bandaids, how to cough/sneeze to minimize germ spread and proper bathroom habits
- understand the need for immunizations
- learns to recognize signs of illness

#### Healthy Behaviors

- learn about making good choices about what we put in our bodies
- understand that cigarettes are harmful
- know that making good decisions is sometimes made difficult by peer pressure

#### Safety and Injury Prevention

- recognizes and obeys authority figures
- learns rules for keeping oneself safe:
  - Seatbelt and helmet use
  - Stranger awareness
  - Street crossing safety
  - Use of sunscreen
  - Use of 911 system
- Knows and recites name and phone numbers to help if lost and how to find help if separated from caregivers



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## 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 Senior 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

