

# KINDERGARTEN CURRICULUM

## RELIGION

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The students will demonstrate an understanding of:

### PROFESSION OF FAITH

#### Trinity:

- The sign of the cross (the trinity of God).
- Various terminology and images for God the Father, Jesus the Son and the Holy Spirit.
- God the father and Creator.
- Jesus the Son, brother and savior.
- God, the Holy Spirit, source of strength, and guidance in decisions.

#### Jesus and Incarnation:

- The birth of Jesus.
- Jesus, Son of Joseph and Mary.
- Ministry of Jesus
- Paschal Mystery: death and resurrection

#### Catholic Beliefs:

- Jesus died for us.
- Jesus rose to give us life.
- People of God.
- Church: community, people of God.
- Angels and Saints

### THE CELEBRATION OF THE CHRISTIAN MYSTERY

#### Sacraments:

- Baptism as a celebration of membership in the Church and a welcome into God's family.
- Simple rituals involving the symbols of the oil, water, bread, candles and blessing.
- Eucharist as a meal Jesus share with us – The body and blood, gathering in praise of God.
- Reconciliation, the love and forgiveness of God.

#### Liturgy:

- Advent
- Christmas
- Ordinary Time
- Lent and Holy Week
- Easter
- Parts of the mass
- Liturgical space

## **LIFE IN CHRIST**

### **Dignity of the Human Person:**

- We are all made in the image of God.
- Scriptural stories of Jesus.
- Care and love for all creation.
- God's grace.

### **Mortality and Virtue:**

- Following Jesus.
- Jesus as the forgiver and healer.
- Commandments
- Conscience formation

### **Social Justice and Service:**

- Serving people.
- Loving and respecting people.
- Examine and make choices.
- Corporal works of mercy.
- Church ministry.

## **CHRISTIAN PRAYER**

### **Forms of Prayer:**

- Spontaneous prayer
- Prayers of petition, thanksgiving, praise and contribution.
- Prayer experienced through song, dance, and gestures.
- Liturgical prayer.

### **Traditional Prayers:**

- Our Father
- Hail Mary
- Glory Be
- Angel of God
- Meal Prayers (Bless Us O'Lord)
- Morning and night prayers
- Act of Contrition
- Apostles' Creed.

## **LANGUAGE ARTS**

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### **READING**

#### **Word Recognition and Word Study**

##### **Phonemic Awareness:**

- Illustrate sound manipulation competencies such as sound blending and deletion.

- Understand that words are composed of sounds that are blended together and that words carry meaning.

### **Phonics:**

- Understand that sounds in words are expressed by the letters of the alphabet.
- Recognize letter-sound cues of one-syllable words when presented completely out of context.
- Demonstrate letter sounds in initial and final consonants.

### **Word Recognition:**

- Memorize a number of frequently encountered words in print.
- Automatically recognize the 220 Dolch basic sight words or High-frequency words and word families.
- Read written text while pointing to matching words.
- Demonstrate the meaning of grade-level words in reading and oral language contexts.
- Use initial letters/sounds, patterns in language and picture cues to make predictions.

## **VOCABULARY**

### **Fluency:**

- Determine the meaning of a few words and phrases using picture clues, prediction, and other people.
- Demonstrate letter naming.
- Understand letter/sound identification.
- Recognize a few words in context and isolation.
- Understand concepts of print.

### **Narrative Text:**

- Be exposed to classic, multicultural, and contemporary literature which shows both common heritage and cultures around the world.
- Understand basic form of narrative genre in stories, nursery rhymes, poetry and song.
- Discuss text setting, characters and events.
- Identify how illustrations support the settings and characters
- Respond by finding evidence, discussing, illustrating and writing to make connections to texts.

### **Informational Text:**

- Understand form of a variety of information genre (environmental, concept and picture books).
- Through teacher assistance discuss text patterns.
- Understand how authors use illustrations to enhance key ideas in literature.
- Respond by finding evidence, discussing, illustrating and writing to make connections to text.

### **Comprehension:**

- By using prior knowledge, begin to make text-to-self and text-to-text connections.
- Through oral and written responses connect personal knowledge and experience to ideas in a text.

- In their own words, retell three events from a text.
- Demonstrate making predications on illustrations or parts of the text to make connections across texts
- Apply knowledge learned from grade-level science, social studies, and mathematics texts.

**Metacognition:**

- Illustrate comprehension strategies such as, making predictions on illustrations, when reading or listening to text.
- Identifying the authors perspective (first, second and third person).
- Construct and convey meaning by sorting and ordering information.

**Critical Standards:**

- Demonstrate how to assess personal writing and the writing of others.

**Reading Attitude:**

- Be enthusiastic about reading and learning how to read.
- During their free time choose books, book activities, etc. on their own.

## **WRITING**

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**Writing Genre:**

- Write a personal narrative using pictures, words, word like clusters, and sentences.
- Make connections while reading a wide variety of grade-level appropriate poetry.
- Write class informational pieces using drawings, words, word-like clusters, and sentences.
- Use the writing process to contribute to a class research project.

**Writing Process:**

- Keep in mind audience's reactions while planning narrative or informational writing.
- Brainstorm ideas for narrative or informational writing.
- When writing use semi-phonetic spelling and drawings.
- Revise writing by reading it aloud and requesting suggestion from peers.

**Personal Style:**

- Develop originality in oral, written, and visual messages in both narrative and informational writing.

**Spelling:**

- Correctly spell frequently encountered words (220 Dolch Basic Sight Words or High Frequency Words and Word Families).
- Spell less frequently encountered words relying on beginning and ending sounds and environmental sources (word wall, words printed around the room).

**Handwriting:**

- Form upper and lowercase letters.
- Leave spaces between words and word-like clusters of letters.
- Write from left to right and top to bottom.

**Writing Attitude:**

- Be enthusiastic about writing and learning to write.

**SPEAKING****Conventions:**

- Use language to communicate with a variety of audiences.
- Use language to problem solve, look for solutions, construct relationships and express courtesies.
- Speak clearly and audibly in complete, coherent sentences.
- Use sound effects for dramatic effect in class presentations.
- Present in American English (learner whose first language is not English will present in their developing version of standard American English).
- Understand that language differs from playground to classroom.
- Understand that language differs from culture to culture (group membership).

**Discourse:**

- Engage in conversations that focus on subject matter through literature discussions, paired conversations or other interactions.
- Tell or retell main ideas of story grammar using familiar experiences.
- Respond to multiple text types using reflection and making connections.
- Plan an organized presentation that states several facts and details.

**Conventions:**

- Understand and follow one and two-step directions.
- Ask appropriate questions during a presentation or report.
- Listen to or view a presentation while demonstrating appropriate social and audience skills (eye contact, attentive, supportive).
- In small or large group settings listen to each other, interact and respond appropriately.
- Learning the difference between sender and receiver.
- Begin to evaluate messages they experience.

**Response:**

- Discuss a variety of genre.
- Respond to both classic and contemporary texts recognized for quality and literary merit.
- Respond to multiple text types by discussing, daring, writing in order to reflect, make meaning and make connections.

**MATHEMATICS**

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The students will demonstrate an understanding of:

**NUMBERS AND OPERATIONS**

**Count, write, and order numbers:**

- Count objects in sets up to 100.
- Use one-to-one correspondence to compare and order sets of objects to 100.
- Compare and order numbers to 100 using phrases such as “same number”, “more than”, or “less than”.
- Read and write number to 100 and connect them to the quantities they represent.
- Count orally to 100 by ones.
- Count to 30 by 2’s using grouped objects as needed.
- Count to 100 by 5’s and 10’s using groups objects as needed.

**Compose and decompose numbers:**

- Understand the number 1 to 100 as having one, or two, or three groups of ten and some ones.
- Count by tens with objects in ten-groups to 100.
- Compose and decompose number from 2 to 10, e.g.  $5 = 4 + 1$  and  $5 = 2 + 3$ .
- With attention to the additive structure of number systems. e.g. 6 is more than 5, 7 is one more than 6.
- Use finger and object counting.
- Make drawing to represent situations involving putting together and taking apart for totals up to 10.

**Add and subtract numbers:**

- Write simple addition and subtraction sentences. e.g.,  $7+2=9$ ,  $10-8=2$ .

**Explore number patterns:**

- Create, describe, and extend simple patterns (number patterns, manipulative patterns).

**MEASUREMENT****Explore concepts of time:**

- Understand the common words for the parts of the day (morning, afternoon, evening, night) and relative time (yesterday, today, tomorrow, last week, next year).
- Identify tools that measure time (clocks, calendars).
- Identify daily landmark times to the nearest hour (lunchtime is 12 o’clock; bedtime is 8 o’clock).

**Explore other measurement attributes:**

- Compare two or more objects by length, weight, and capacity, e.g. which one is shorter, longer, taller, lighter, heavier?

**GEOMETRY**

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**Create, explore, and describe shapes:**

- Relate familiar three-dimensional object inside and outside the classroom to their geometric name. E.g. ball/sphere, box/cube, etc.
- Identify, sort, and classify objects by attribute and identify objects that do not belong in a particular group.

**Explore geometric patterns:**

- Create, describe, and extend simple geometric patterns.

**SCIENCE**

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**Science Processes****Inquiry Process:**

- Inquiry involves generating questions, conducting investigations, and developing solutions to problems through thinking and observation.
- Make observations of the natural world using their senses.
- Develop questions based on observations.
- Plan and carry out simple investigations.
- Use simple tools (for example: balances and rulers) that help with observation and data collection.
- Make appropriate measurements.
- Construct simple charts from data and observation.

**Inquiry Analysis and Communication:**

- Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.
- Share ideas about science through conversation.
- Present findings of observations.
- Develop strategies for information gathering (use a book, watch a video, etc.)

**Reflection and Social Implications:**

- Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision making and the application of science through history and within society.
- Develop an understanding that claims and evidence for their scientific merit should be analyzed.
- Understand how scientists decide what constitutes as scientific knowledge.
- Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology.
- Demonstrate scientific concepts through various illustrations, performance, models, exhibits, and activities.

**PHYSICAL SCIENCE****Force and Motion:**

- Develop an understanding that the position and/or motion of an object is relative to a point of reference.
- Understand forces affect the motion and speed of an object and net force on objects is the total of all of the forces acting on it.
- Understand the Earth pulls down on objects with a force called gravity.

- Develop an understanding that some forces are in direct contact with objects, while other forces are not in direct contact with objects.
- Understand the definition of position (a position of an object can be described by locating the object relative to other objects or background).
- Compare the position of an object (for example: above, below, in front of, behind, on) in relation to other objects about it.
- Describe the motion of an object (For example: away from or closer to) from different observers' views.
- Understand the word gravity (earth pulls down on all objects with a force called gravity).
- Develop the understanding that with very few exceptions, objects fall to the ground no matter where the object is on the earth.
- Observe how objects fall toward the earth.
- Understand the word force (a force is either a push or a pull).
- Demonstrate pushes and pulls.
- Observe that objects initially at rest will move in the direction of the push or pull.
- Observe how pushes and pulls can change the speed or direction of moving objects.
- Observe how shape (for example: cone, cylinder, sphere), size and weight of an object can affect motion.

## **LIFE SCIENCE**

### **Organization of Living Things:**

- Organisms have basic needs. Animals and plants need air, water, and food. Plants also require light. Plants and animals use food as a source of energy and as a source of building material for growth and repair.
- Develop an understanding that plants and animals (including humans) have basic requirements for maintaining life which include the need for air, water and a source of energy.
- Understand that all life forms can be classified as producers, consumers, or decomposers as they are all part of a global food chain where food/energy is supplied by plants which need light to produce food/energy.
- Develop an understanding that plants and animals can be classified by observable traits and physical characteristics.
- Understand that all living organisms are composed of cells and they exhibit cell growth and division.
- Understand that all plants and animals have a definite life cycle, body parts, and systems to perform specific life functions.
- Identify that living things have basic needs.
- Identify and compare living and nonliving things.

## **EARTH SCIENCE**

**Solid Earth:**

- Earth material that occur in nature include rocks, minerals, soils, water, and the gases of the atmosphere. Some Earth materials have properties which sustain plant and animal life.
- The learner will:
- Develop an understanding of the properties of earth materials have how those properties make materials useful.
- Understand gradual and rapid changes in earth materials and features of the surface of the Earth.
- Identify Earth materials (air, water, soil) that are used to grow plants.

**SOCIAL STUDIES**

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**HISTORY****Living and Working Together:**

- Use historical thinking to understand the past.
- Distinguish among yesterday, today, and tomorrow.
- Create a timeline using events from their own lives (example: birth, crawling, walking, loss of first tooth, first day of school).
- Identify the beginning, middle, and end of historical narratives or stories.
- Describe ways people learn about the past (example: photos, diaries, stories, videos).

**GEOGRAPHY****The world in Spatial Terms:**

- Use geographic representations to acquire, process, and report information from a spatial perspective.
- Recognize that maps and globes represent place.
- Use environmental directions or positional words (up/down, in/out, above/below) to identify significant locations in the classroom.

**Places and Regions:**

- Understand how regions are created from common physical and human characteristics.
- Identify and describe places in the immediate environment (example: classroom, home, playground).

**Environment and Society:**

- Understand the effects of human-environment interactions.
- Describe way people use the environment to meet human needs and wants (example: food, shelter, and clothing).

## **CIVICS AND GOVERNMENT**

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### **Values and Principles of American Democracy:**

- Understand the values and principles of American constitutional democracy.
- Identify our country's flag as a important symbol of the United States.
- Explain why people do not have the right to do whatever they want (example: to promote fairness, ensure the common good, maintain safety).
- Describe fair way for groups to make decisions.
- *Role of the Citizen in American Democracy*
- The learner will:
- Describe situations in which they demonstrate self-discipline and individual responsibility (example: care for a pet, completing chores, etc.)

## **ECONOMICS**

### **Market Economy:**

- Use fundamental principles and concepts of economics to understand activity in a market economy.
- Describe economic wants they have experienced.
- Distinguish between goods and services.
- Recognize situation in which people trade.

## **PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT**

### **Identifying and Analyzing Public Issues:**

- Clearly state a problem as public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.
- Identify classroom issues.
- Use simple graphs to explain information about a classroom issue.
- Compare their viewpoint about a classroom issue with the viewpoint of another person.

### **Persuasive Communication About a Public Issue:**

- Communicate a reasoned on a public issue.
- Express a position on a classroom issue.

### **Citizen Involvement:**

- Act constructively to further the public good.
- Develop and implement an action plan to address or inform others about a public issue.
- Participate in projects to help or inform others.