



**2015 - 2016**  
**CURRICULUM GUIDE**  
**KINDERGARTEN**

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## **KINDERGARTEN**

**AUGUST 2015**

**Subject:** Religion

**Goals:** The students will:

1. behave in a Christian manner.
2. identify Bible stories.
3. participate in liturgical celebrations.
4. pray formally and informally.

**Essential Content Topics and Concepts:**

1. christian manners at home and at school
2. bible stories: Creation, Jonah, David and Goliath, Moses, and Jesus from birth to death
3. liturgical celebrations: Mass and Prayer Services
4. Stations of the Cross, morning prayers, meal prayers, general petitions
5. service

**Resources:** *We Believe*, Sadlier, copyright 2011, videos on saints

**Activities:** read Old and New Testament stories, participate in All Saints, Christmas, Valentine's, and End-of-Year Prayer Services, participate in Holy Week activities: Palm Sunday parade, Washing of Feet, visit Stations in church. Each child crowns Mary during May, make a rosary

**Assessments:** memorization of prayers, teacher observation, teacher-made assessments

**Home Activities:** discuss good works at home and doing them, read and discuss Bible stories, attend Mass and other liturgical celebration, practice and say prayers, use [www.webelieve.com](http://www.webelieve.com).

**Subject:** Art

**Goals:** The students will:

1. interpret art using appropriate terminology.
2. apply various media and tools to create art.
3. explain and analyze the visual arts in their historical and cultural contexts.
4. relate the visual arts to other subject areas of the curriculum.
5. use higher level thinking skills to create and critique art.
6. recognize the relationship of art in the real world.

**Essential Content Topics and Concepts: Knowledge/Skills/Values**

1. color – Recognition and use of red, orange, yellow, green, blue, violet, black, brown, and white/ introduction of properties of mixing pigments/ identification of primary and secondary colors.
2. line – Recognition and use of various types of line: long, short, curved, straight, etc.
3. shape – Recognition and use of basic shapes (i.e. circles, squares, rectangles).
4. space – Demonstrate how to fill up the size and space of a paper (not drawing too small for the size of the paper).
5. texture – Identify the differences between rough and smooth, bumpy, soft, etc.
6. media techniques – Experiment and manipulate various media like tempera paint, printmaking, watercolor, wet on wet, pastels, paper, paste, etc.
7. art history – Identify and repeat styles of artists such as Piet Mondrian, Claude Monet, Michelangelo, Georgia O’Keeffe or “Artist of the Month”.

**Resources:** “Getting to Know the World’s Greatest Artists,” “Art Projects that Dazzle and Delight K-1” (Scholastic), teacher ideas, Internet, Archdiocesan Art Curriculum, Arts and Activities Magazine

**Activities:** participation in art fair K-8, projects, group murals

**Assessments:** teacher observation of work, effort, skill, and time to complete.

**Home Activities:** any kind of free drawing on paper to spark imagination and creativity (not coloring books), building with clay or play-dough.

May 2008

**Subject:** Computer

**Goals:** The students will demonstrate:

1. knowledge and use of technological materials/equipment.
2. knowledge and use of software to create, manipulate and analyze data.
3. access information locally and globally in an organized manner.
4. use technology to achieve cross-curriculum objectives.
5. apply technology to communicate.
6. demonstrate ethical practices with technology, data and information.

**Essential Content Topics and Concepts: Knowledge/Skills/Values**

1. parts of a computer
2. mouse manipulation
3. drawing tools
4. paint tools
5. backgrounds
6. stamps
7. graphics
8. slideshows
9. computer etiquette

**Resources:** Kid Pix program, Jumpstart Kindergarten program, Magic School Bus cds

**Activities:** create pictures, name parts of the computer, insert and play CDs

**Assessments:** assignments, teacher observation

**Home Activities:** point out various uses of computer technology when you are out in the world with your child. Have your child use the computer and show you what he/she knows how to do on it.

**Subject:** English/Grammar

**Goals:** The students will:

1. write letters, words, sentences.
2. identify sentence structure.
3. use the D'Nealian method of letter formation.

**Essential Content Topics and Concepts: Knowledge/Skills/Values**

1. modeling proper language
2. D'Nealian Handwriting practice of letters, words, sentences
3. sentence formation—capital letters at beginning, period, question mark, and exclamation mark at the end
4. parts of sentences nouns, verbs, adjectives, pronouns
5. journal writing

**Resources:** Scott Foresman *Language Arts*, Pearson *Reading Street* c 2013

**Activities:** journal writing using letters, words, sentences, write stories  
read different story books, act out nursery rhymes and stories

**Assessments:** finish words, letters, sentences in journal

**Home Activities:** Have your child write the grocery list, thank you notes, letters, cards. Read nursery rhymes and books.

**Subject:** Mathematics

**Goals:** The students will:

1. count, write, and order numerals through 100.
2. recognize fractions (whole, half, third, fourth).
3. identify and compare sets and basic geometric figures.
4. solve simple problems involving addition and subtraction.
5. complete and repeat patterns—number, shape, color, size.
6. make and interpret simple graphs.
7. demonstrate knowledge of money, time, and measurement.

**Essential Content Topics and Concepts:**

1. numeration and place value
2. arithmetic computation-addition and subtraction to 20
3. graphs and probability
4. geometry-basic shapes and patterns
5. measurement-U.S.
6. money-bills and coins up to one dollar
7. Classification of objects-sorting
8. sets and logic-patterns and grouping

**Resources:** Montessori and teacher-made materials, Textbook: *Harcourt Math*, Harcourt, Inc. 2004

**Activities:** manipulatives, hands-on

**Assessments:** assignments, teacher observation

**Home Activities:** count ordinary objects at home whenever possible. Sort everyday objects together—laundry, rocks, dishes. When given change at a retail store, ask your son/daughter to identify the coins and bills. Math Attack starting in January.



**Subject:** Music

**Goals:** The students will:

1. demonstrate the ability to sing alone and with others a varied repertoire of music.
2. perform on instruments, alone or with others, a varied repertoire of music.
3. improvise melodies, variations, and accompaniments.
4. be able to read and notate music.
5. describe and evaluate music and music performances.

**Essential Content Topics and Concepts: Knowledge/Skills/Values**

1. melodic movement: up, down, repeated; match pitches
2. rhythm: steady beat, patterns using quarter notes, eighth notes, and quarter rests
3. harmony: sing with an accompaniment/ not accompaniment
4. media (tone color): source of sound as vocal or instrumental, body percussion
5. expression: mood or feeling, fast or slow tempo, loud or soft dynamics
6. form: phrases as long or short, same or different
7. liturgical music: psalm response, alleluia, gospel acclamation, refrains of hymns

**Resources:** *Share the Music*, MacMillan/ McGraw-Hill, c 2003;  
*Music K-8 Magazine*

**Activities:** videos, listening lessons, CD's, tapes, singing, movement, playing pitched and un-pitched instruments, Christmas Program

**Assessments:** tests – written and oral, observation of skill development, participation and effort

**Home Activities:** model good singing habits by singing at Sunday liturgies. Play and sing along to children oriented CD's/ Tapes when traveling in the car

**Subject:** Physical Education

**Goals:** The students will:

1. show an appreciation of physical activity as an important aspect of daily living.
2. engage in safe and health-related activities which promote a physically active, positive self- concept.
3. participate in and become proficient with perceptual motor skills.
4. display proficiency with the basic movement/motor skills and combinations thereof.
5. demonstrate competency in gymnastic and rhythmic activities as a means of self-expression.
6. participate in activities to promote an optimal level in the areas of health and physical fitness.
7. display manipulative skills using different objects and equipment.
8. demonstrate increased competency with specific sports-related skills necessary to participate in various games and activities (both team and individual).
9. demonstrate responsible personal and social behavior, safety practices, cooperation, fair play, good sportsmanship, teamwork, and leadership.

**Essential Content Topics and Concepts: Knowledge/ Skills/ Values**

1. basic movement/body awareness: Introduce and develop all locomotor movement and perceptual motor skills and body and spatial awareness
2. rhythms and dance: Introduce games/activities performed to a beat
3. gymnastics: Introduce basic mat/tumbling activities/ balance activities
4. manipulative skills: Introduce jump rope activities, parachute activities, and fine motor skill development activities of bean bags and other objects
5. fitness: Introduce exercises and their importance to total body fitness
6. play games and group activities: Introduce social behavior, cooperation, fair play, and rules.
7. sport skills: Introduce basic ball handling skills
8. health-related issues: Introduce safety issues

**Resources:** no textbook—Various physical education/activity Reference books, especially *Physical Education for Elementary Schools*, Monica R. Wild, PhD., and Doris E. White, M.A., Iowa State Teachers College, 1959, Great Activities Newspaper and internet sites are used

**Activities:** individual movement practice, partner activities and movements, small group relays, large group movement practice, organized small/large group/whole class games, Field Day

**Assessments:** teacher observation

**Home Activities:** family walks and exercise to encourage activity and movement; jump rope (with someone else spinning the rope and then by themselves)

June 2010

**Subject:** Reading/Phonics/Spelling

**Goals:** The students will:

1. identify the letter/sound relationship.
2. recognize capital and lower case letters.
3. identify chart words, sight words, and rhyming words (word families).
4. use a variety of reading strategies for comprehension.
5. identify basic literary elements in various genres.
6. identify beginning, middle, and end of the story.

**Essential Content Topics and Concepts: Knowledge/Skills/Values**

1. letter recognition, capital and lower case
2. letter/sound association
3. vocabulary
4. listening skills
5. sequencing of alphabetical letters
6. sequencing, drawing conclusions, making predictions
7. word families

**Resources:** Scott Foresman, Pearson *Reading Street* c2013

**Activities:** place letters in order, spell out words-match with an object, place story cards in order, read leveled books, read charts, listen, sing songs, read nursery rhymes, sequence story cards, and retell story DEAR (Drop Everything And Read) time, AR Reading students ,partner/paired reading

**Assessments:** teacher checklist, letters, sounds, blending, reading, AR Reading Assessment

**Home Activities:** read to your child everyday, practice letters, sounds using games, review vocabulary, read nursery rhymes together, read leveled books

**Subject:** Science

**Goals:** The students will:

1. recognize animals, insects and birds as well as their life changes and habitats.
2. identify the five senses.
3. record weather and temperature.
4. recognize and identify seasonal changes in plants and trees.
5. identify examples of change in nature.
6. identify problems in ecology; learn to recycle.
7. monitor plant growth through observation and care.
8. recognize good health and safety practices.

**Essential Content Topics and Concepts:**

1. life changes and habitat of animals, insects and birds— chickens, caterpillars, and live births
2. senses: feeling, seeing, hearing, tasting, smelling
3. seasonal changes/nature-weather and temperature
4. recycling
5. plant growth/cycle
6. nutrition, hygiene, good health, and safety

**Resources:** library books, teacher-made materials, songs, Science, Scott Foresman, copyright 2003

**Activities:** art projects, simple experiments, field trips, songs

**Assessments:** teacher observation, completion of projects,

**Home Activities:** Recycle at home and talk about the importance of recycling. Talk about seasonal weather changes and how they affect people and animals. Visit the zoo and talk about the habitats of the animals and birds.

**Subject:** Social Studies

**Goals:** The students will:

1. demonstrate knowledge of self/family/community.
2. recognize rules of home, school, community.
3. recognize historical figures.
4. recognize how other people live.
5. recognize maps.

**Essential Content Topics and Concepts:**

1. personal information
2. community workers
3. Columbus, Washington, Lincoln
4. Indians, Pilgrims, Afro-Americans, Chinese
5. world, U.S., Missouri
6. current events

**Resources:** *Horizons: All About Me* (2005), library books, maps, globe, teacher materials, Weekly Reader

**Activities:** a fire safety book, celebrate birthday/timeline of life, a classroom album of families in class, make a class Halloween book, also make holiday booklets for Thanksgiving, Christmas, and the presidents, a classroom Native American teepee decorated with signs, maps of the U.S. and continents, a book of Missouri, Chinese New Year

**Assessments:** oral tests, completion of books, maps

**Home Activities:** Help your child learn his/her full name/address/phone number. Discuss historical figures with your child. Have your child identify his/her place on a world map, U.S. map and Missouri map.

June 2010