



**ST. MARY ACADEMY**  
**BAY VIEW**

MODEL CONTENT STANDARDS  
&  
GRADE LEVEL EXPECTATIONS

KINDERGARTEN

*Updated 01/2019*

## **Course Title: Language Arts**

**Grade: Kindergarten**

**Full Year**

**Text:** *Reading Street*, Pearson/Scott Foresman Copyright 2013  
*Reader's & Writer's Notebook*, Pearson/Scott Foresman Copyright 2013  
*Handwriting*, Zaner-Bloser 2012; Scholastic News 2018;  
Trade books

**Course Description:** The Language Arts program for Kindergarten is a literature based approach to learning which incorporates phonics, writing with inventive spelling, and an introduction to sight words which cross the curriculum. It integrates the teaching of language arts with science and social studies. It engages the students in purposeful learning by providing opportunities for the children to express themselves in written activities and to distinguish between oral language and print. This program uses oral communication as the basis for success in reading and reading comprehension, thus fostering in the students an eagerness to read books, an appreciation of the written word, and most importantly, self-confidence in these areas.

### **Course Outcomes:**

Upon completion of this Language Arts course the student will:

1. Listen and respond appropriately to simple questions, directions, messages, and stories.
2. Participate in conversations and discussions in an age appropriate manner.
3. Identify letters and recite the alphabet.
4. Connect letters and sounds.
5. Decode simple c-v-c words.
6. Differentiate between upper and lowercase letters.
7. Recognize that groups of letters form words.
8. Identify the beginning, middle, and final sounds of a spoken word.
9. Recognize 40 high frequency words and simple word families.
10. Produce and identify rhyming words.
11. Follow print left to right and top to bottom.
12. Use story/picture context to anticipate meaning of text.
13. Identify characters, recall details, and retell a story.
14. List events in sequential order.
15. Distinguish between what is real and what is imaginary in literature.
16. Describe roles of author and illustrator.
17. Discuss basic plot, characters, and setting.
18. Demonstrate verbal and written recognition of a period, question mark, and exclamation point.
19. Use upper case letters to begin a sentence;.
20. Choose correct verb tense and singular/plural nouns in conversation.
21. Use describing words (adjectives), naming words (nouns), and action words (verbs).
22. Draw pictures to express ideas.
23. Use inventive spelling to express an idea in written form.
24. Participate in creating shared story writing.

**Course Content:**

The following outline of course material covers the various concepts and skills that form the basic substance of this course.

- I. Reading/Phonics
  - Letter/sound correspondence
  - Consonants
  - Consonant blends
  - Consonant digraphs
  - Short vowels
  - Phonograms (word families)
  - Common word patterns (c-v-c)
  - Initial and final sounds
  - Rhyming words
  - Segment one-syllable words
  
- II. Emerging Reading/Writing Skills
  - Respond to text read aloud
  - Alphabetical order
  - Upper and lowercase letter names
  - Write letters of the alphabet, both upper and lower case
  - Penmanship (e.g., holding pencil, paper position, stroke, posture)
  - Dictate messages/stories for others to write
  - Write using pictures, transitional spelling
  - Write simple sentences using known sight words with correct spelling
  - Write sentences using spacing between words and ending punctuation
  - Write messages that move left to right on a line, top to bottom on a page
  
- III. Reading Comprehension
  - Activate prior knowledge and preview
  - Understand author's purpose
  - Recognize cause and effect
  - Classify/categorize
  - Compare and contrast
  - Draw conclusions
  - Generalize
  - Infer main idea
  - Predict and verify
  - Recall and retell
  - Identify sequence of events
  - Summarize
  
- IV. Grammar
  - Verbs and verb tenses
  - Nouns
  - Adjectives
  - Phrases
  - Sentences: kinds, types, parts, fragments, run-ons, complete, combining
  - Punctuation
  - Capitalization

V. Listening and Speaking

- Expand vocabulary
- Connect experiences, ideas, and cultural traditions with those of others through speaking and listening
- Listen for various purposes
- Respond appropriately to questions, directions, text read aloud, and oral presentations
- Participate in conversations and discussions
- Speak to a group or audience in appropriate ways
- Present dramatic interpretations of literature and literary experiences
- Gain increasing control of conventional grammar and usage when speaking

***Course Objectives:***

Upon completion of this language arts course students will:

1. Participate in large group instruction.
2. Work in small cooperative groups.
3. Listen to and discuss stories read aloud.
4. Dramatize stories and illustrate them.
5. Tell and retell stories.
6. Engage in oral, choral, and poetry reading aloud.
7. Participate in hands-on activities that will reinforce concepts taught.
8. Participate in writing activities using inventive spelling, correct spelling, proper spacing and simple punctuation

***Assessments:***

1. Daily observation
2. Journaling and daily written assignments
3. Oral responses to questions
4. Retelling stories
5. Dramatic play
6. Written and oral tests

## **HISTORY AND SOCIAL STUDIES**

**Course Title:** Social Studies

**Grades: Kindergarten  
Full Year**

**Text:** (No formal textbook is used)  
Various trade books

**Course Description:** While the discipline of social sciences is not formally introduced into the academic schedule until Grade 3, students in the lower grades are routinely engaged in exploring topics universally accepted as social sciences material. Usually these topics are presented within the context of another discipline; thus not only is readiness for the formal study of the social sciences nurtured, but also the student experiences the process of learning across the disciplines—an essential aspect of holistic education.

### **Course Outcomes:**

**I.** Students will recognize and describe how individuals and families are both similar and different

Identify how individuals are similar and different.

- Describe and compare characteristics of self and others (e.g., differences in gender, height, language, beliefs, and color of skin, eyes, hair).
- Explain how people change over time (e.g., self, others).
- Demonstrate respect for each individual.
- Explain the elements of culture, including language, dress, food, shelter, and stories.

Recognize and describe how families have both similar and different characteristics.

- Identify family members (i.e., immediate and extended).
- Explain family rules and routines.
- Describe family members' duties and responsibilities within the family.
- Share how families celebrate occasions such as birthdays and holidays.
- Explain how families change over time (i.e., past, present, future).
- Describe ways that families provide love, care, food, shelter, clothing, companionship, and protection.
- Social Studies Vocabulary Students Should Know and Use: compare, rules, routine, similar, different, respect, culture, shelter, change, duty, past, present, future, celebrate, family

**II.** Students will recognize their roles and responsibilities of being a good citizen.

Demonstrate appropriate ways to behave in different settings.

- Explain why families and classrooms have rules (e.g., examples of rules and consequences).
- Demonstrate positive relationships through play and friendship.
- Identify examples of individual honesty and responsibility.

- Identify examples of honesty, responsibility, patriotism, and courage from history, literature, and folklore, as well as from everyday life (e.g., heroes of diverse cultures).
- Demonstrate respect for others, leaders, and the environment.

Identify and demonstrate safe practices in the home and classroom.

- Recite name, address, and telephone number.
- Follow safety procedures for school emergencies (e.g., fire drill, earthquake, intruder).
- Recognize and explain common traffic symbols.
- Identify school personnel to whom students can go to for help or safety.
- Identify and articulate the purpose and role of authority figures (e.g., parents, secretary, principal, teacher, librarian, police officers, firefighters, tribal leaders).

Investigate and explain how symbols and songs unite families and classmates.

- Identify school systems and traditions (e.g., mascot, song, events).
- Recognize state and national symbols (e.g., state and national flags, bald eagle, seagull, Statue of Liberty).
- Learn and sing state and U.S. patriotic songs.
- Identify the people and events honored in Utah and U.S. commemorative holidays.
- Know the words and meaning of the Pledge of Allegiance.
- Identify the rules and etiquette of citizenship (e.g., stand for the flag, hand over heart).
- Social Studies Vocabulary Students Should Know and Use: family, consequence, responsibility, honesty, courage, respect, patriotism, leader, environment, safety, symbol, tradition, holiday, citizen, friend, hero, mascot, Pledge of Allegiance, tribal leaders

### III. Students will use geographic terms and tools.

Identify geographic terms that describe their surroundings.

- Locate objects in the classroom using the terms near/far, left/right, behind/in front, and up/down.
- Identify and describe physical features (e.g., mountain/hill, lake/ocean, river, road/highway).
- Make a simple map (e.g., home, home to school, classroom).

Describe the purpose of a map or globe.

- Identify maps and globes.
- Distinguish between land and water on maps and globes.
- Determine a location by using terms such as near/far, up/down, right/left.
- Identify cardinal directions on a map.
- Social Studies Vocabulary Students Should Know and Use: near/far, left/right, behind/in front, up/down, hill, mountain, ocean, lake, river, road, highway, map, globe, north, south, east, west, land, water, home, school

### IV. Students can explain how humans meet their needs in many ways.

Recognize that people have basic needs (food, shelter, and clothing) and wants (toys, games, treats).

- Identify the difference between basic wants and needs.
- Explain that families have needs and wants.
- Describe how basic human needs, such as food, shelter, and clothing, can be met.

Explain that people have jobs and earn money to meet their needs.

- Identify the jobs in the home and in the school.
- Explain why people work (i.e., to earn money to buy the things that they need or want).
- Describe different types of jobs that people do and the tools and equipment that they use.
- Recognize various forms of United States coins and currency.

### ***Course Objectives:***

1. Students will listen to and discuss literature about social studies topics.
2. Students will appreciate the diversity of people in our country and world.
3. Students will participate in social studies related field trips.

### ***Assessments:***

1. Oral question and answer discussions.
2. Participate in class discussions.
3. Teacher observation.
4. Group and individual projects and artwork.
5. Participate in dramatic play/historical reenactments.

**Course Title: Mathematics**  
**Grade: Kindergarten**  
**Full Year**

**Text:** *enVisionMath2.0 Scott Foresman & Addison Wesley, 2017*

**Course Description:** The mathematics program for Kindergarten uses a variety of instructional strategies to ensure that students are given ample opportunities for exploration. Students are encouraged to make connections between mathematics and real-world applications. Students learn numbers and operations, probability and graphing, geometry, measurement, algebra, and problem-solving skills. This program connects math to reading and writing so all students can become successful problem solvers. Manipulating concrete objects and participating in hands-on activities help the students experience mathematics in a useful way.

**Course Outcomes:**

Upon completion of this mathematics course the student will:

1. Count by rote to at least 30;
2. Match quantities of items with corresponding numerals;
3. Compare sets of objects using appropriate language (more than, fewer than, same number of, one more than);
4. Write, order, and compare numbers through 30;
5. Use objects and drawings to model and solve addition and subtraction problems.
6. Sort and classify objects by color, shape, size, number, and other properties;
7. Identify, reproduce, describe, extend, and create patterns with simple attributes (e.g. ABAB);
8. Name, describe, sort, build and draw simple two-dimensional shapes;
9. Name, describe, sort, build and draw simple three-dimensional Shapes;
10. Use nonstandard units to measure length, weight, and capacity;
11. Collect, sort, organize, and draw conclusions about data using concrete objects, pictures, numbers, and graphs.

**Course Content:**

The following outline of course material covers the various concepts and skills that form the basic substance of this course.

- I. Numbers 0-5
  - Count 1, 2, and 3
  - Recognize 1, 2, and 3 in Different Arrangements
  - Read and Write 1, 2, and 3
  - Count 4 and 5
  - Recognize 4 and 5 in Different arrangements
  - Read and Write 4 and 5
  - Identify the Number 0
  - Read and Write 0
  - Ways to Make 5
  - Count Numbers to 5
  - Problem Solving: Construct arguments
- II. Compare Numbers 0-5

- Equal Groups
- Greater Than
- Less Than
- Compare Groups to 5 by Counting
- Compare Numbers to 5
- Problem Solving: Model with Math

III. Numbers 6-10

- Count 6 and 7
- Read and Write 6 and 7
- Count 8 and 9
- Read and Write 8 and 9
- Count 10
- Read and Write 10
- Ways to Make 10
- Problem Solving: Look for and Use Structure

IV. Compare Numbers 0-10

- Compare Groups to 10
- Compare Numbers Using Numerals to 10
- Compare Groups of 10 by Counting
- Compare Numbers to 10
- Count Numbers to 10
- Problem Solving: Repeated Reasoning

V. Classify and Count Data

- Classify Objects Into Categories
- Count the Number of Objects in Each Category
- Sort the Categories by Counting
- Problem Solving: Critique Reasoning

VI. Understand Addition

- Explore Addition
- Represent Addition as Adding to
- Represent Addition as Putting Together
- Use the Plus Sign
- Represent and Explain Addition with Equations
- Continue to Represent and Explain Addition with Equations
- Solve Addition Word Problems: Add To
- Solve Addition Word Problems: Put Together
- Use Patterns to Develop Fluency in Addition
- Problem Solving: Model with Math

VII. Understand Subtraction

- Explore Subtraction
- Represent Subtraction as Taking Apart
- Represent Subtraction as Taking From
- Use the Minus Sign
- Represent and Explain Subtraction with Equations
- Continue to Represent and Explain Subtraction with Equations
- Solve Subtraction Word Problems: Take From
- Use Patterns to Develop Fluency in Subtraction

- Problem Solving: Use Appropriate Tools

VIII. More Addition and Subtraction

- Decompose and Represent Numbers to 5
- Related Facts
- Problem Solving: Reasoning
- Fluently Add and Subtract to 5
- Decompose and Represent 6 and 7
- Decompose and Represent 8 and 9
- Decompose and Represent 10
- Solve Word Problems: Both Addends Unknown
- Find the Missing Part of 10
- Continue to Find the Missing Part of 10

IX. Count Numbers to 20

- Count and Write 11 and 12
- Count and Write 13, 14, and 15
- Count and Write 16 and 17
- Count and Write 18, 19 and 20
- Count Forward from Any Number to 20
- Count to Find How Many
- Problem Solving: Reasoning

X. Compose and Decompose Numbers 11-19

- Make 11, 12 and 13
- Make 14, 15 and 16
- Make 17, 18 and 19
- Find parts of 11, 12 and 13
- Find parts of 14, 15 and 16
- Find parts of 17, 18 and 19
- Problem Solving: Look for and Use Structure

XI. Count Numbers to 100

- Count Using Patterns to 30
- Count Using Patterns to 50
- Count Using Patterns to 100
- Count by Tens and Ones
- Count Forward from Any Number to 100
- Count Using Patterns to 100
- Problem Solving: Look For and Use Structure

XII. Identify and Describe Shapes

- Two Dimensional (2D) and Three Dimensional (3D) Shapes
- Circles and Triangles
- Squares and Other Rectangles
- Hexagons
- Solid Figures
- Describe Shapes in the Environment
- Describe the Position of Shapes in the Environment
- Problem Solving: Precision

- XIII. Analyze, Compare and Create Shapes
- Analyze and Compare Two Dimensional (2D) Shapes
  - Analyze and Compare Three Dimensional (3D) Shapes
  - Compare 2-D and 3-D Shapes
  - Problem Solving: Make Sense and Persevere
  - Make 2-D Shapes from Other 2-D Shapes
  - Build 2-D Shapes
  - Build 3-D Shapes

XIV. Describe and Compare Measurable Attributes

- Compare by Length and Weight
- Compare by Capacity
- Compare by Weight
- Describe Objects by Attributes
- Problem Solving: Precision

***Course Objectives:***

1. Students will learn concepts from direct, large and small group instruction.
2. Students will work in small cooperative groups
3. Students will work independently
4. Students will engage in appropriate hands-on activities in a Math Center
5. Students will participate in math games to reinforce concepts and skills
6. Students will learn from models of age appropriate mathematical language

***Assessments:***

1. Daily observation and questioning
2. Performance assessments
3. Topic tests
4. Homework

## **PERFORMING ARTS**

*Course Title:* Elementary – General Music

Grades: Kindergarten

Full Year

*Text:* *The Music Connection* (and accompanying CDs.), Silver Burdett Ginn, 2000

Additional Resources: Liturgical music (Breaking Bread - Oregon Catholic Press, 2006) and various other music sources, CDs and tapes.

### *Course Outcomes:*

The Elementary general music program strives to give the student an opportunity to:

1. Express herself creatively;
2. Build self-confidence;
3. Learn to interact with her fellow classmates;
4. Develop a love and appreciation for music and all the arts.

Through movement, singing, and using percussion instruments, the beginning student learns to use her whole mind, body, and spirit in experiencing the universal language of music.

### ***Course Content:***

Paying attention to the National Standards, students will have opportunities to:

- . Sing solo
- . Sing with a group
- . Develop listening skills
- . Learn to play an instrument
- . Compose their own songs
- . Learn about famous composers
- . Learn beginning music theory and form
- . Discover cultural connections with various styles of music, lyrics, and instrumentation.
- . Perform and express themselves at school liturgies and concerts.

### ***Assessments:***

1. Students are required to do their best in participating in all learning and listening skills.
2. Students are required to be respectful and patient with themselves and each other.
3. Beginning music students are encouraged to:
4. Perform in front of teacher, classmates and audience
  - . explore their God-given talents
  - . learn exciting new skills and appreciation that will last a lifetime;
  - . share their knowledge and talents generously with the world around them and beyond.

## SCIENCE

**Course Title:** Science

**Grades:** Kindergarten

**Text:** (no formal text) Various trade books

**Course Description:** The formal study of science begins in Grade 3. Before that time, however, students explore science areas through thematic units which involve language arts, religion, music, art, and math. The use of the thematic approach to teach science concepts creates the opportunity to present developmentally appropriate educational activity and hands-on projects that integrate many areas of the curriculum and afford a wide knowledge of the given topic.

### **Course Outcomes:**

Upon completion of this science course the student will:

1. Exhibit a positive attitude towards science;
2. Exhibit critical thinking skills;
3. Demonstrate an age-appropriate understanding of the concepts of the Earth and Space, Weather, Living and Non-Living things;
4. Make concepts relevant to their daily lives inside and outside of the classroom;

### **Course Content:**

I. The Processes of Science, Communication of Science, and the Nature of Science. Students will be able to apply scientific processes, communicate scientific ideas effectively, and understand the nature of science.

Generating Evidence: Using the processes of scientific investigation (i.e. framing questions, designing investigations, conducting investigations, collecting data, drawing conclusions)

- Framing questions: Observe using senses, create a hypothesis, and focus a question that can lead to an investigation.
- Designing investigations: Consider reasons that support ideas, identify ways to gather information that could test ideas, design fair tests, share designs with peers for input and refinement.
- Conducting investigations: Observe, manipulate, measure, describe.
- Collecting data: Deciding what data to collect and how to organize, record, and manipulate the data.
- Drawing conclusions: Analyzing data, making conclusions connected to the data or the evidence gathered, identifying limitations or conclusions, identifying future questions to investigate.

Communicating Science: Communicating effectively using science language and reasoning

- Developing social interaction skills with peers.
- Sharing ideas with peers.
- Connecting ideas with reasons (evidence).
- Using multiple methods of communicating reasons/evidence (verbal, charts, graphs).

Knowing in Science: Understanding the nature of science

- Ideas are supported by reasons.
- There are limits to ideas in science (i.e. what can be observed, measured, and verified).
- Differences in conclusions are best settled through additional observations and investigations.
- Communication of ideas in science is important for helping to check the reasons for ideas

**II. Earth and Space Science.** Students will gain an understanding of Earth and Space Science through the study of earth materials, celestial movement, and weather.

Investigate non-living things.

- Observe and record that big rocks break down into small rocks, e.g., boulders, rocks, pebbles, sand.
- Demonstrate how water and wind move nonliving things.
- Sort, group, and classify Earth materials, e.g., hard, smooth, rough, shiny, flat.

Observe and describe changes in day and night.

- Compare and contrast light and dark in a day/night cycle and identify the changes as a pattern.
- Investigate, interpret, and explain to others that the sun provides heat and light to Earth.
- Examine what happens when you block the sun's light. Explore shadows and temperature changes.

Compare changes in weather over time.

- Observe and record that weather changes occur from day-to-day and weather patterns occur from season to season.
- Communicate ways weather can affect individuals.
- Describe, predict, and discuss daily weather conditions and how predicting the weather can improve our lives.

**III. Physical Science.** Students will gain an understanding of Physical Science through the study of the forces of motion and the properties of materials.

Identify how non-living things move.

- Observe and record how objects move in different ways, e.g., fast, slow, zigzag, round and round, up and down, straight line, back and forth, slide, roll, bounce, spin, swing, float, and glide.
- Compare and contrast how physical properties of objects affect their movement, e.g., hard, soft, feathered, round, square, cone, geometric shapes.

Describe parts of non-living things.

- Describe how parts are used to build things and how things can be taken apart.
- Explain why things may not work the same if some of the parts are missing.

**III. Life Science.** Students will gain an understanding of Life Science through the study of changes in organisms over time and the nature of living things.

Investigate living things.

- Construct questions, give reasons, and share findings about all living things.
- Compare and contrast young plants and animals with their parents.
- Describe some changes in plants and animals that are so slow or so fast that they are hard to see (e.g., seasonal change, “fast” blooming flower, slow growth, hatching egg).

Describe the parts of living things.

- Differentiate between the five senses and related body parts.
- Identify major parts of plants, e.g., roots, stem, leaf, flower, trunk, branches.
- Compare the parts of different animals, e.g., skin, fur, feathers, scales; hand, wing, flipper, fin.

***Course Objectives:***

1. Listen to and discuss teacher-generated instruction;
2. Explore concepts and build skills by engaging in hands-on activities and experiments;
3. Participate in individual projects and research activities using trade books;
4. Participate in field trips.

***Assessments:***

1. Teacher observation
2. Participation in class discussions

## THEOLOGICAL STUDIES DEPARTMENT

The Department of Theological Studies functions to provide a complete theological foundation so as to empower its young women to live lives of faith expressed in the unfolding of their created uniqueness and in the living of just interrelationships in the context of the global community. To that end, the Theological Studies program enables the students in their self-discovery by challenging them to honest self-appraisal; exposing stereotypical thinking; examining media and cultural influences that inhibit self-valuation and the development of personal uniqueness. The department provides the student with clear doctrine, intelligent reading of the Scriptures, and moral guidelines according to the teachings of the Catholic Church. It fosters that sense of justice grounded in the Judaeo-Christian tradition which enables them to respond to the challenges of their world and in so doing to expand the reign of God.

## THEOLOGICAL STUDIES DEPARTMENT GOALS

Upon completion of the Theological Studies program, the students will:

1. Express their personal uniqueness through personal choices and lifestyles.
2. Recognize their relationship with God and express in worship, prayer, and service the faith that is in them;
3. Understand and appreciate the ways in which others find and respond to the divine Presence in the world;
4. Make informed decisions based on a clear understanding of the Judaeo-Christian tradition, integrating a relationship between personal conduct and social accountability;
5. Demonstrate understanding of the interdependence of all life through reverence of the environment as God's stewards on earth.

**Course Title: Religion**

**Grade: Kindergarten  
Full Year**

**Text:** *We Believe – God Made This World, Sadlier, 2015,*  
ISBN# 978-0-8215-3080-1

**Course Description:** The *We Believe* program consistently integrates content that is faithful to the Catholic Church and that holistically embraces the four pillars of the Catechism of the Catholic Church – Creed, Liturgy and Sacraments, Moral Life and Prayer. We rely on Scripture, Catholic Social Teaching, Vocational Awareness and Mission. Music and prayer that echo and anticipate liturgical celebrations are practiced. We also introduce reflections and activities that integrate catechesis, liturgy and life. Activities and reflections involve the children and their families in prayer and living their faith.

### **Course Outcomes:**

Upon completion of this Religion course the student will:

1. Explain that God is our creator
2. Recognize that all creation is God's gift to us

3. Show love and respect for God's creation
4. Identify that Jesus is the Son of God
5. Identify members of the Holy Family – Jesus, Mary, and Joseph
6. Recognize that saints are people who led holy lives by loving God and helping others
7. Recognize that the church is the house of God and a place of worship
8. Show reverence during prayer time
9. Recite the following prayers: The Lord's Prayer, The Hail Mary, The Sign of the Cross, and Grace before meals
10. Treat others with respect
11. Recognize the difference between good and bad choices
12. Identify ways they care about others and their world
13. Participate in community giving projects

**Course Content:**

The following outline of course material covers the various concepts and skills that form the basic substance of this course.

I. Unit 1 – God Gives Us Many Gifts

- God made all things
- God gives us light
- God gives us water
- God gives us the land
- God made the animals

II. Unit 2 – God Is Our Creator

- God made all people
- God made us
- God helps us to discover
- We learn about God with our families
- We learn about God with our friends

III. Unit 3 – Jesus Shows Us God's Love

- God chooses Mary
- God the Father gives us Jesus
- Jesus grew up in Nazareth
- Jesus teaches and helps us
- Jesus wants us to love

IV. Unit 4 – Jesus Wants Us To Share God's Love

- We belong to the Church
- We pray as Jesus did
- We celebrate Jesus' gift of himself
- We care about others as Jesus did
- We celebrate that Jesus is our friend

Seasonal Chapters;

- The church year
- Ordinary time
- Advent
- Christmas
- Lent
- The three days
- Easter

***Course Objectives:***

1. Students will participate in private/personal and liturgical prayer
2. Students will listen to stories about the lives and miracles of Jesus, Mary, and the saints and become familiar with important principles of the Catholic faith
3. Students will engage in class discussions
4. Students will participate in class and school wide community giving/charity projects
5. Through music/song, role-playing, and dramatizations, students will demonstrate an understanding of concepts taught

***Assessments:***

1. Participation in class discussions
2. Student drawings and art work
3. Participation in prayer services
4. Teacher observations

## TECHNOLOGY

### Grades: Kindergarten Full Year

**Resources:** Code.org Pre-Reader Express and Course A, Blockly programming language, CS Unplugged, Computer Science for All, Kinderlab Kibo Robot, CommonSense.org, Hello Ruby series by Linda Lukas, Legos and Typing.com.

**Course Description:** The Pre-K/Kindergarten computer class familiarizes the student with the hardware and software components of a computer. Students learn to program using commands like loops and events. The curriculum focuses on collaboration, investigation, persistence, problem solving and digital citizenship.

#### **Course Outcomes:**

Upon completion of this class, the student will be able to:

1. Identify the main components of a computer.
2. Recognize, open, and operate different programs utilizing the mouse.
3. Programming using Blockly programming language and Kibo robot.
4. Build simple structures and robots.
5. Describe how online activity creates a trail or “footprint” and rules for visiting websites.
6. Use picture journals to reflect on computer science concepts and activities.
7. Work cooperatively with other students

#### **Course Content:**

The following outline of course material covers the various concepts and skills that form the objectives of this course.

- I. Computer Basics
  - o Hardware identification
  - o Icon recognition
- II. Mouse Utilization
  - o Double clicking to open applications independently
  - o Find objects by clicking through numerous screens
  - o Dragging and dropping object on the screen
- III. Programming
  - o Identify an algorithm
  - o Program using simple algorithms
  - o Debug a program
  - o Program a Robot by scanning blocks
  - o Program motors, sounds, lights and sensors
- IV. Building
  - o Build the Kibo robot using motors, lights and sensors
  - o Build different types of structures using Legos
- V. Digital Citizenship
  - o Online privacy
  - o Rules for safely visiting websites
- VI. Journaling
  - o Using drawing and symbols reflect on computer science concepts
  - o Practice programming concepts using graphs, cutouts, pencils and markers
- VII. Cooperative Learning

- Work in groups to solve problems and challenges
- Take part in paired programming lessons

## **WORLD LANGUAGE**

**Course Title:** Lower School Spanish      **Grades:** Kindergarten

**Text:** *Spanish is Fun (Grades 4+5)*, Amsco School Publications, Inc. 1997; *Viva El Español, A+B (PreK-3)* National Textbook Company, 1995 *Total Physical Response in First Year Spanish*, Francisco Cabello. (All Grades)

**Course Description:** This early introduction to Spanish applies the natural approach used to teach children their first language. It emphasizes oral competence (speaking and listening skills). It uses various media to enhance the learning process: picture cards, videos, books, puppets, skits, songs, dances and games. Writing and reading skills are introduced in Grades 2-5. Basic grammar is introduced in Grades 4 and 5.

### **Course Outcomes:**

Upon completion of this Spanish course the student will:

1. Listen to and understand; speak on topics of general interest; read basic level reading material and write simple responses to questions.
2. Demonstrate a basic knowledge of the history, values and cultures of the Spanish-speaking countries.
3. Compare / contrast her own lifestyle with those of the Spanish-speaking peoples.
4. Relate world language study with the vision of Catherine McAuley and the Core Values and Critical and Critical Concerns of the Sisters of Mercy.

### **Course Content:**

The following outline of course material covers the various concepts and skills that form the basic substance of this course.

- I. Each grade begins with a review of previously learned material. Common phrases, vocabulary and cultural facts and experiences are added gradually as the students' comprehension increases along with their facility in the language arts.

### **Course Objectives:**

1. Students will demonstrate a comprehension of basic, relevant vocabulary used in settings familiar to children: home, school, friends, community, sports and entertainment and travel
2. Students will give appropriate responses to questions made regarding material presented in class
3. Students will grow in respect and appreciation for the customs and values of the cultures of the Spanish-speaking countries
4. Students will be able to read, write and comprehend basic vocabulary and language structures according to each class level

### **Assessments:**

1. Oral assessments

2. Individual and group projects
3. Physical responses to spoken and/or written commands
4. Written reviews
5. Homework assignments (depending on grade level)

***Course Content:***

Each grade level builds on the content taught in previous grade levels and introduces new vocabulary as well as further knowledge of the language structure and culture.

***2. Kindergarten:***

- Review of prior year's material
- Numbers 1-15
- Geometric Shapes
- Days of the week
- Some weather words
- Introduce Vowel Sounds

Cultural Celebrations at all levels: Hispanic Heritage Month, Día de la Raza, Día de los Santos, Día de los Muertos, Juan Diego y la Guadalupe, Las Posadas, La Noche Buena y la Navidad, El Día de los Reyes Magos, la Semana Santa, Cinco de Mayo.

**Mercy Mission Values:** There are many opportunities to incorporate teaching Mercy values and the Critical Concerns with special emphasis on: respect for differences, embracing our multicultural and international reality, awareness of racism, commitment to nonviolence. Also tied in with these concerns is the conscience raising regarding the way in which climate change affects the poor and third world nations.

## **VISUAL ARTS**

**Course Title:** Visual Arts     **Full Year**

### **Resources:**

In Visual Arts Grade K, the students have access to:

- Wide range of art materials
- Art Room Book Corner
- Promethean Board Art Instruction
- Apple TV
- iPad Drawing Apps
- Artist Visits
- Blank Sketchbooks for each student

### **Course Description:**

The Visual Art program for Grades Kindergarten- Grade 5 will develop students' appreciation for art as well as their creative skills. They will be introduced to varied media and instructed on how to use materials properly. Both individual and group projects will encourage their creative thought, expression, and knowledge of art. Students will learn about and be inspired by the artistic accomplishments of past and present artists and cultures, while developing skills to express their own artistic vision. Special projects that connect with classroom curriculum will be included. The schedule provides each grade with one 45-minute class per week. Lessons will span over several weeks when time is required.

### **Course Outcomes:**

Upon completion of the course the students will:

1. Develop creativity and appreciation of the arts
2. Use art materials properly
3. Develop confidence in their own artistic ability
4. Increase artistic skills
5. Develop a respect for their own and others' work and belongings
6. Gain knowledge of art and cultural history

### **Course Content:**

The following outline of course material covers the various concepts and skills that form the basic substance of this course.

#### **Kindergarten Art**

##### Skills

- Develop skills in using art materials
- Develop cutting and pasting skills
- Listening and following directions
- Sharing art tools and respecting others' work
- Develop drawing and painting skills

##### Design and Materials

- Elements of art and design
- Line and pattern
- Color and Symmetry
- How to Draw a Face

- 3 Dimensional masks
- Watercolor Techniques
- Simple Printmaking/Repeat Patterns
- Paper weaving
- Flower structure
- Materials: crayon, watercolor, paper, pencil, colored pencil, oil pastel, tempera paint, tissue paper

#### Art History and World Culture

- Teacher will read to class and show examples of historical artists and world cultures
- Students will respond by creating art inspired by art history and world cultures

#### Contemporary Art

- Teacher will read to class illustrated books by contemporary artists
- Teacher will show artwork by contemporary artists
- Students will respond by creating art inspired by contemporary art
- Artist Visit: The lower school will have a visit by an Illustrator/Author during Reading Week

#### Drawing from Nature

Students will take sketchbooks into Bay View's Garden to observe and draw from nature

### ***Course Objectives:***

#### **The student will:**

1. Increase creativity
2. Have experience with new materials, techniques, and processes
3. Increase skills with materials and tools
4. Share thoughts, ideas, and the artistic process with other students and teachers
5. Learn about artists and cultures from the past and present
6. Increase confidence and self-reflection through art

### ***Assessments:***

1. Evaluation of class work
2. Attention to directions, cooperation
3. Creativity
4. Completion of assignment