

# KINDERGARTEN CURRICULUM GUIDE



This booklet contains an outline of the instructional goals in each curricular area for Kindergarten students at St. Joseph School. The topics are covered in a sequence that is responsive to the individual class of students. Overall, the philosophy of St. Joseph School emphasizes that learning is integrated, experiential, value-based and a foundation for continued and lifelong learning. Learning is designed to promote the spiritual, intellectual, social, physical and emotional growth of each unique child.

## **RELIGION**

The religion program in kindergarten includes many dimensions: instruction in doctrine, Scripture and morality; experience of prayer and liturgy; building of a value system; knowledge of the rich heritage we share in time, place and people; and respect for and love of ourselves, environment, others and God.

The following concepts and objectives are general outcomes of the kindergarten religion program. Students will be able to:

- Learn about God and his gifts to us by experiencing the familiar elements in our lives in a prayerful way
- Express feelings through art, dialogue, movement and music
- Learn the Sign of the Cross, Our Father, Hail Mary and other formal and informal prayers
- Incorporate prayer throughout the daily schedule

Text: [This is Our Faith](#), Silver Burdett Ginn, 1998

## LANGUAGE ARTS/LITERATURE

The kindergarten program promotes Language Arts proficiency by providing broad experiences in oral language and listening. The students practice good speech patterns, increase their oral vocabulary and learn to organize and express their thoughts and experiences through writing and journaling activities. The Language Arts program is a literature based/phonics program that incorporates science and social studies elements.

The following concepts and objectives are general outcomes of the kindergarten Language Arts/Literature program:

- Identify the letters of the alphabet and recognize initial sounds
- Recognize word families (rhyming words) \_at, \_ap, \_it, \_ig, \_op, \_ot, \_ug
- Recognize and write sight words - kindergarten sight word list
- Understand words in the context of a sentence, using clues within the text as well as prior knowledge
- Predict the meanings of words and read unfamiliar words based on phonics and picture clues
- Read with a purpose and be able to make and link text to previous experiences and knowledge
- Identify various forms of literature such as fiction, nonfiction and poetry
- Comprehend a reading selection using context clues and retelling
- Read age appropriate material in class as well as independently
- Formulate appropriate questions from materials read

- Verify predictions with several appropriate methods from collected data/observations
- Compare ideas, settings, authors and themes in various reading selections
- Understand the sequence of a story, accurately identifying the beginning, middle and end
- Identify dialogue, shapes, colors and conflict in a text
- Interpret and construct simple charts, tables and maps
- Identify theme, setting, plot and character in a story
- Relate to character, setting and plot of various literary works based on experience of student
- Identify and use correctly nouns, pronouns, verbs and adjectives
- Identify and use appropriate capitalization and pronunciation (. ? ! " ")
- Demonstrate language and vocabulary appropriate to a common topic as in "Show and Tell"
- Use age appropriate resources to gather information to answer questions, solve problems and communicate ideas
- Understand content of literature
- Listen attentively
- Identify facts found in non-fiction material

Text: Kindergarten Works, Silver Burdett Ginn, 1997

Text: Phonics, Modern Curriculum Press, 1990

Text: D'Nealian Handwriting, Scott Foresman Addison Wesley, 1993

## MATH

The kindergarten program incorporates an experiential approach to basic math skills. Through the use of manipulatives the students acquire a concrete knowledge of math. Students are given the opportunity to investigate math concepts through the daily routine of the class.

The following concepts and objectives are general outcomes of the kindergarten Math program. Students will be able to:

- Identify whole numbers, one to twenty, and be able to compare them using the symbols  $<$ ,  $>$ ,  $=$
- Count, group and show place value for ones and tens
- Solve one step problems with numbers one-ten using addition and subtraction
- Determine if they are to add or subtract when given a word problem
- Recognize numbers greater than twenty and be able to group these numbers in sets of ones and tens using a ten frame
- Compare numbers as  $<$ ,  $>$ ,  $=$  using a ten frame
- Identify and model fractions using concrete and pictorial representations
- Estimate and check their estimates
- Compare the number of objects in groups - one to one relationships, greater/less than and equal to concepts
- Measure length, volume and weight using various measurement tools - ruler, volume measures, balance
- Select the appropriate measurement tool

- Compare estimated measures to actual measures
- Tell time to the hour and half hour using an analog and digital clock
- Determine the date using a calendar - day of the week, month, date, year
- Identify and describe the values and relationships between coins - penny, nickel, dime, quarter
- Make exchanges and compare values of these coins (<, >, =) (i.e. penny, nickel, dime, quarter)
- Define the term perimeter as the distance around a shape and area as the space within the shape
- Identify, describe and extend simple patterns
- Solve problems, pattern identification and completion of patterns (ABABA)
- Solve simple addition and subtraction number sentences using the numbers 1-10
- Describe the basic arithmetic operations (addition, subtraction) orally, in writing, and using concrete materials and drawings
- Identify related two- and three-dimensional shapes including circles, spheres/cones, squares/cubes, quadrilateral/rectangular cube, triangles/prism
- Draw, identify and describe characteristics, similarities/differences of two-dimensional shapes - circle, square, rectangle and triangle
- Sort, classify and compare these shapes - circle, square, rectangle and triangle
- Identify symmetrical shapes as being mirror images when folded at mid-line

- Organize and display data using pictures, tallies, tables, charts and bar graphs
- Answer questions and make predictions based on data represented on pictures, tallies, tables and charts
- Analyze the data, draw conclusions and be able to communicate the results verbally
- Formulate questions of interest and design surveys or experiments to gather data
- Describe the concept of probability of events
- List outcomes of a simple one-stage experiment - flip a coin, toss a two-sided chip or toss one die

Text: McGraw/Hill Math, 2002

## **SOCIAL STUDIES**

The kindergarten Social Studies program emphasizes the concepts of citizenship and values of good citizenship. These values are applied in the classroom by following the rules, following general safety and emergency procedures.

The following concepts and objectives are general outcomes of the kindergarten Social Studies program. Students will be able to:

- Explain the difference between individual rights and the common good
- Understand local and national levels of government - how the President/Governor has responsibilities to the common good, relate this to the principal, teachers and student body
- Understand the concepts of democracy, individual rights and freedom - develop classroom rules based on individual rights shared for the common good in order to ensure a safe and orderly environment
- Understand the concept of goods and services as needed in a community
- Identify the four basic needs people share - food, clothes, shelter and love
- Identify wants as something a person would like to have, but does not necessarily need for survival
- Identify past, present and future through daily calendar activities to illustrate immediate past, present and future
- Explain the past as illustrated in historical Americans and how they made this country a better place to live

- Explain why individuals, groups, issues and events are celebrated with local, state or national holidays of recognition - Thanksgiving, Christmas, Presidents' Day, Earth Day, Easter, Memorial Day
- Identify physical characteristics of places both local and global
- Locate places on a globe or map
- Identify on a map or globe the physical components of Earth
- Explain the differences between renewable and nonrenewable resources in recycling
- Identify cultural diversity as part of the heritage of the United States
- Recognize diversity as positive differences based on culture and heritage such as food, clothing and rituals
- Identify the library, school and church as major social institutions that meet the needs of the community
- Identify and compare the roles of individuals of major institutions - student/teacher, teacher/principal

Text: All Around Me, MacMillan/McGraw Hill, 1995

## SCIENCE

Observation, class discussions, field experiences, and experiments are the avenues providing information regarding the science topics investigated in kindergarten. In the science program, meaningful connections are made between science and the student's life.

The following concepts and objectives are general outcomes of the kindergarten Science program:

- Describe verbally an observed event using the five senses
- Develop questions and collect data using various measurement instruments - a scale, a ruler, inclined planes
- Compare observations of individual and group results, similarities and differences
- Formulate a prediction - e.g. the distance a sphere will roll given a specified incline based on a simple problem
- Classify living and non-living things
- Identify and describe the component parts of animals, such as humans - brain, heart, lungs, stomach, bones and muscles
- Categorize plants by observable features - roots, stems, leaves/needles, and flowers/fruits/vegetables
- Categorize animals by observable features - feathers, number of legs, size, color and shape
- Identify the sun as one source of energy and as a basic need for living things
- Compare physical properties of objects - size, shape, color, texture and odor
- Compare objects in motion and make conclusions based on the size, shape and weight of the object

- Identify differences between strenuous and non-strenuous activities
- Identify and describe given forces in nature, such as a push or pull
- Identify landforms and water on a map or globe
- Compare seasons – weather, plant/animal changes and physical changes
- Identify renewable and nonrenewable resources and appreciate the value of each
- Identify the sun and the moon as familiar objects in the Solar System, the sun as center and energy source, the earth as a satellite of the sun and the moon as a satellite of the earth
- Understand concepts of good health – nutrition and food pyramid, teeth and dental hygiene and rest
- Understand and use the scientific method
- Test the repeatability of an experiment and the value of generalizing conclusions based on repeated, similar results
- Identify and use rulers, thermometers and balances as instruments used to measure and obtain results
- Understand effects of scientific and technological developments on everyday life – agriculture, medicine, transportation, knowledge
- Demonstrate ways to reduce, reuse and recycle materials

Text: McGraw/Hill Science, 2002

## **FOREIGN LANGUAGE - SPANISH**

Foreign language is available to all students, beginning in kindergarten. The process of learning a new language increases a student's listening capability. The Spanish curriculum is flexible to adjust to different levels of competency among the students. Catholic prayers and traditions are incorporated in keeping with the religious nature of the school.

The program goals are to:

- Develop the necessary skills to produce and receive messages in Spanish
- Enhance word recognition in the new language
- Provide instructional approaches to create interest in the new language

The following concepts and objectives are general outcomes of the kindergarten Spanish Program. The student should be able to:

- Recognize parts of the body
- State his or her name to another person
- Use greetings and farewells
- Identify four classroom objects
- Identify basic shapes and apply to structures in everyday life
- Identify ten colors
- Recognize numbers to 30
- Identify six fruits
- Recognize domestic animals and some zoo animals
- Learn three Spanish songs
- Recognize fifteen parts of the body

- Recognize immediate members of the family, using correct titles or names
- Play “Simon Says” game with numbers and parts of the body
- Make the Sign of the Cross
- Identify people and objects in the book
- Respond to simple questions with prompts

## **FINE ARTS - MUSIC**

Kindergarten music class is a special place where young students can experience the world around them through song and music activities. Music class provides opportunities for new experiences and development of new skills, many of which are interconnected to the entire kindergarten curriculum.

The students are involved in two music presentations that are presented to school families and the community. Students are involved in these programs on many levels. The goal of these programs is to encourage students to share their talents in a unified group endeavor that displays pride in our school, personal pride and magnifies the values of our Christian community.

The following concepts and objectives are general outcomes of the kindergarten Music program.

- Number songs
- Seasons
- Days of the week
- Faith-based music
- Music for liturgy celebrations
- Use of the voice
- Story dramas
- Up and Down
- Folk Music
- Steady Beat
- Echo games
- Performance
- Simple music notation
- Exposure to instruments

- Composers
- Music appreciation

Text: The Music Connection, Silver Burdett Ginn, 1998

## **FINE ARTS - ART**

The following concepts and objectives are general outcomes of the kindergarten Art program. Students will be able to:

- Identify the following elements in works of art:
  - Primary colors (red, blue, yellow)
  - Lines as distinguished from shapes
  - Basic two-dimensional geometric shapes (circle, square, triangle)
  - Simple textures (rough, smooth, shiny, dull)
  - Space (empty, full)
  - Size (small, medium, large)
- Identify the expressive qualities of happy and sad in works of art
- Manipulate materials to express the ideas that relate to family and community (the world around them)
- Create artwork demonstrating gluing, cutting, folding and bending
- Use the imagination to express the qualities of happy and sad in visual art
- Identify the media and the tool(s) used in a painting, drawing and construction
- Demonstrate how to use the media and tool(s) in a safe manner – painting, drawing and constructing
  - Painting: finger paint, paint with large brushes and other varied tools – sponges, sticks
  - Drawing: draw lines and shapes with colored chalk, crayon and large pencils emphasizing large strokes and variation of sizes
  - Printmaking: stamp with found objects or sponges to make monoprints

- Sculpture: model with hands; construct by stacking and arranging objects, tearing, cutting, folding and pasting paper
- Collage/assemblage: experiment by gluing beads, found objects and macaroni and construct collages using cotton, satin, burlap

## **PHYSICAL EDUCATION**

An effective physical education curriculum incorporates many aspects of physical, emotional, social and personal growth. The program includes the following components:

- 1) Emphasize the child as a whole person and exercise the mind as well as the body
- 2) Utilize a variety of learning strategies
- 3) Emphasize core skills, such as locomotion, throwing and catching
- 4) Emphasize the development of lifelong physical fitness
- 5) Demonstrate good sportsmanship and cooperation as fundamental core values
- 6) Emphasize participation in all sports – individual as well as team

The following concepts and objectives are general outcomes of the kindergarten Physical Education program. Students will be able to:

- Use different locomotor patterns while moving through general space
  - Skipping, running, hopping, jumping, galloping, sliding
- Chase, flee, and dodge
  - Dodge stationary and moving objects
  - Chase a moving object or person
  - Flee from a moving object or person
  - Chase, flee, dodge in a game situation

- Jump and land
  - Jump up and land on two feet
  - Jump a distance from a standing start and while running
  - Jump rope
- Kick and dribble a ball
  - Kick a moving and stationary ball
  - Start and stop in different pathways while dribbling a ball
- Throw and catch
  - Underhand/overhand throw
  - Throw to a target
  - Throw and catch during a game situation
- Perform basic stunts and tumbling moves
  - Log roll, egg roll, forward roll
  - Balance on a tripod
- Strike and volley an object at a target
- Move rhythmically to music of varying speeds
- Ability to use small apparatus - scooters, hoops, wands and parachute
- Establish good sportsmanship habits
  - Take turns
  - Be courteous of others
  - Encourage other teammates without negativity
  - Put forth full effort
- Develop individual physical fitness – cardiovascular endurance, muscular strength, flexibility and exercise stamina

## **COMPUTER**

The Computer curriculum, in a sequential and stepwise fashion from kindergarten through eighth grade, emphasizes and incorporates classroom strategies and student activities that promote the following core foundational skills – keyboarding and word processing. Students are encouraged to enhance individual skill levels and to continue to improve independently. Students are also encouraged to develop cooperative classroom skills of patience and mutual respect. The computer curriculum emphasizes lifetime skills of research, writing and document development.

The following concepts and objectives are general outcomes of the kindergarten Computer program. Students will be able to:

- Use input and output devices correctly (mouse and keyboard)
- Understand and correctly use basic computer terminology
- Begin keyboarding, thus enhancing fine motor skill, spelling skills and vocabulary development
- Apply creative skills in making projects on programs such as Microsoft Word and Microsoft Paint individually or with a partner

## LIBRARY

The following concepts and objectives are general outcomes of the kindergarten Library program. Students will be able to:

- Develop listening and discussion skills
- Care for books properly
- Appreciate various forms of literature – ABC books, counting books, Mother Goose stories, seasonal stories, and series books
- Learn library terms

Terms and Concepts Introduced:

Browsing	Dust Jacket
Library/Media Center	Cover
Care of Books	Pages
Author	Illustrator
Title	Illustrations
Spine	

Literary Genres Discussed:

ABC Books	Counting Books
Mother Goose	Halloween
Seasons	

## **HOMEWORK**

Kindergarten students should be read aloud to or read to themselves for at least 20-30 minutes per night. No regular written homework will be assigned. Special projects may be periodically assigned. The student's name should appear on all such assignments.

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