

# A CURRICULUM GUIDE FOR FAMILIES



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## KINDERGARTEN

RELIGION

LANGUAGE ARTS/READING

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FINE ARTS

HEALTH & PHYSICAL EDUCATION

TECHNOLOGY

OFFICE OF CATHOLIC EDUCATION

REVISED 2022



Dear Family,

The purpose of this *Curriculum Guide for Families* is to communicate to parents and guardians the major skills and concepts that will be presented and developed in Kindergarten. As a parent or guardian it is important that you are aware of the skills and concepts your child will be learning in the school setting. As the primary teacher, you will want to work with the teacher to reinforce that learning. By working together we, teacher and parent or guardian, can ensure maximum student learning.

You are encouraged to use this Guide as a basis for working with your child. You can use the Guide to support learning in the classroom by following the suggestions of ways you might work with your child. This Guide is a reminder of the key role you play in the education of your child. When home and school work together, student learning and achievement is more readily accomplished.

The *Curriculum Guide for Families* is an overview of the major learning objectives that will be taught in each of the content areas during Kindergarten. The classroom teacher, in implementing the complete curriculum, will make decisions about the order in which concepts and skills are taught and the types of learning experiences that will be provided. In making these decisions, the teacher carefully considers:

- the experiences, needs, interests, and skills of each child,
- information shared by parents and guardians about the child, and
- appropriate teaching methods to be used.

In order to ensure that the curriculum is current, the Guide is reviewed every three years and modifications made if necessary. Every six years the curriculum undergoes a complete review and revision.

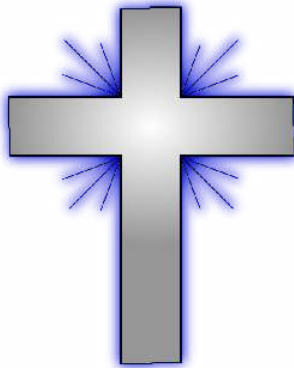
If you have any questions about the progress of your child in the educational program, please contact the teacher and/or principal.

We wish you well in your efforts to work with us to provide a quality Catholic education for your child.

The Office of Catholic Education  
Catholic Diocese of Cleveland

# MISSION

**The Catholic Schools  
of the Diocese of Cleveland  
will work together  
to provide a faith-centered  
Catholic Education  
rooted in the Gospel message  
and evidenced  
in community life,  
family life  
and  
Christian witness  
in service to others.**



# PROFILE

## OF A CATHOLIC SCHOOL GRADUATE

### ***A Catholic School Graduate is a faith-filled disciple of Christ who is***

Called by Baptism and nourished by the Eucharist;  
Active in the sacramental life of the Church through weekly  
participation in the Eucharist and regular participation in Reconciliation;  
Centered in Gospel values;  
Prayerful.

(As we describe the faith commitment of the Catholic School graduate,  
we understand that students of other faiths express these values  
in alternate faith commitments.)

### ***A Catholic School Graduate is a Christian leader who is***

A decision-maker whose conscience is formed  
by the teachings of the Catholic Church;  
A witness to the Faith;  
A person of integrity;  
Respectful;  
Committed to justice;  
Collaborative;  
A community builder;  
A steward of the environment;  
Active in parish life.

### ***A Catholic School Graduate is a centered, well-rounded person who is***

Self-confident;  
Self-disciplined;  
Open to growth;  
Responsible;  
An active and productive citizen.

***A Catholic School Graduate is  
a loving person who is***

Compassionate;  
Kind;  
Appreciative of diversity;  
Welcoming;  
A peace-filled mediator;  
Respectful of the talents and abilities of others.

***A Catholic School Graduate is  
a life-long learner who is***

Articulate;  
Creative;  
Technologically literate;  
Academically and spiritually competent;  
A critical thinker;  
A problem-solver.

***A Catholic School Graduate is  
a healthy person who is***

Respectful of life;  
Practicing good health habits;  
Committed to reaching his/her full potential;  
A good sport.

# CATHOLIC IDENTITY

## INTEGRATED THROUGHOUT THE CURRICULUM

The Catholic schools of the Diocese find their true justification in the mission of the Church. Our schools are a means for the local church to evangelize, educate and contribute to the formation of a healthy and morally sound lifestyle among its members. Our schools fulfill this responsibility by ensuring that all aspects of the school are rooted in Catholic education philosophy, which brings faith, culture and life into harmony. (Adapted from: *Guidelines for Ohio Catholic Schools*. 2002)

Our school communities actively promote discipleship of Jesus Christ as integral to their Catholic culture and mission. Our schools offer a curriculum infused with Catholic beliefs and teachings and Gospel values. In particular, our schools provide a curriculum infused with the *Catholic Social Justice Teachings* and guided by the *Rights of Children*. In addition, all curricula are infused with Catholic Standards which are based on the *Catechism of the Catholic Church*. These Catholic Standards fall into the categories of The Profession of Faith, Life in Christ, The Celebration of the Christian Mystery, and Christian Prayer.

### Catholic Social Justice Teachings

#### **Life and Dignity of the Human Person**

This principle is the foundation for the other six and calls for a reverence of life at all stages. Issues range from poverty to abortion, war, and economic policies and systems.

#### **Call to Family, Community, and Participation**

We live life in various communities. Our responsibilities include service to school and parish and involvement in the political system.

#### **The Rights and Responsibilities of Every Person**

This call involves both our personal and societal rights and duties.

#### **The Preferential Option for the Poor and Vulnerable**

Essential to the Gospel, this challenging theme calls for consideration of the marginalized and most in need in society. Concern for those left out, left alone, or left behind requires action for justice.

## **The Dignity of Work and the Rights of Workers**

The right of the worker is key to making a living. Issues involve just wages and safe and healthful working conditions, as well as opportunities for education and training and societal support for those in situations limiting their ability to work or find work.

## **Love of Neighbor: Solidarity with All Peoples**

The justice principles apply to all racial, ethnic, and religious groups. Respect for cultural and religious differences and valuing the contributions to society by every group is essential.

## **Care for Creation**

Response to this theme encompasses awe and wonder, gratitude and reverence for the beauty, intricacies, and mysteries of creation on micro and macro scales: past, present, and future.

## **The Rights of Children**

### **ALL CHILDREN HAVE:**

- **THE RIGHT TO A CATHOLIC COMMUNITY** that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.
- **THE RIGHT TO A SAFE ENVIRONMENT** that promotes care, protection, and security.
- **THE RIGHT TO BE RESPECTED AS INDIVIDUALS** with human dignity.
- **THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT** through the development of their gifts and talents.
- **THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION** and challenges its members to critical and reflective thinking in their search for truth.
- **THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS** and to recognize the rights of others to be safe and free from harassment and abuse.
- **THE RIGHT TO LEARN THE SKILL OF SELF-PROTECTION** by identifying safe and unsafe situations.
- **THE RIGHT TO LEARN RESPONSIBILITY** for themselves and their actions.
- **THE RIGHT TO MAKE RESPONSIBLE DECISIONS** founded on religious conviction.
- **THE RIGHT TO GUIDANCE FROM THE CHURCH** in their development as loving people.



# RELIGION

The curriculum is organized around the four strands of the *Catechism of the Catholic Church*.

## The Profession of Faith

CCC 14. “Those who belong to Christ through faith and Baptism must confess their baptismal faith before men’ (Cf. Mt 10:32, Rom 10:9). First therefore the Catechism expounds revelation, by which God addresses and gives himself to man, and the faith by which man responds to God (Section One). The profession of faith summarizes the gifts that God gives man: as the Author of all that is good; as Redeemer; and as Sanctifier. It develops these in the three chapters on our baptismal faith in the one God: the almighty Father, the Creator; his Son Jesus Christ, our Lord and Savior; and the Holy Spirit, the Sanctifier, in the Holy Church (Section Two).”

## The Celebration of Christian Mystery

CCC 15. “The second part of the Catechism explains how God’s salvation, accomplished once for all through Christ Jesus and the Holy Spirit, is made present in the sacred actions of the Church’s liturgy (Section One), especially in the seven sacraments (Section Two).”

## Life in Christ

CCC 16. “The third part of the Catechism deals with the final end of man created in the image of God: beatitude, and the ways of reaching it - through right conduct freely chosen, with the help the twofold commandment of charity, specified in God’s Ten Commandments (Section Two).”

## Christian Prayer

CCC 17. “The last part of the Catechism deals with the meaning and importance of prayer in the life of believers (Section One). It concludes with a brief commentary on the seven petitions of the Lord’s Prayer (Section Two), for indeed we find in these the sum of all the good things which we must hope for, and which our heavenly Father wants to grant us.”

## As a parent or guardian at home, you can help your child in religion by:

- listening to your child retell the story of creation;
- asking your child what he or she is learning about God;
- joining together in prayer, including the *Sign of the Cross*, the *Our Father*, and the *Hail Mary*;
- affirming tasks of kindness and helpfulness;
- visiting church together and observing various items;
- reminding him or her to care for the creation of God;
- celebrating with family and celebrating family history, heritage, and uniqueness;
- letting your child lead grace before and after meals;
- talking about Mary as our Mother and the Mother of Jesus;
- going as a family to celebrate Mass with the Church family;
- showing how to forgive others when they have hurt us;
- celebrating being a family;
- planting flowers, feeding birds, taking care of pets;
- making a “chore” chart and monitoring responsibilities;
- helping those in need -- collecting food, clothes, pencils, etc.



# LANGUAGE ARTS

The Language Arts Curriculum is aligned to Ohio's New Learning Standards and develops the skills of communication in Reading: Literature, Informational Text, and Foundational Skills; Writing; Listening and Speaking; and Language. The new standards have brought about three shifts in language arts:

**Informational Text:** In addition to literature, students will be reading more non-fiction pieces from across all content areas.

**Evidence from Texts:** Students will also have to read more carefully to understand the message the author is trying to convey. Writing will focus more on opinion rather than narration.

**Complex Text and Academic Language:** The standards create a staircase of complexity, so all students will be exposed to complex text for their reading level and given strategies for understanding this text in order to be prepared for success in college or the career of their choosing in future years.

## Capacities of the Literate Individual

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

## Reading: Literature

### **Key Ideas and Details**

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, retell familiar stories, including key details.
- With prompting and support, identify characters, settings, and major events in a story.

### **Craft and Structure**

- Ask and answer questions about unknown words in a text.
- Recognize common types of texts (e.g., storybooks, poems).

- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

### **Integration of Knowledge and Ideas**

- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

### **Range of Reading and Level of Text Complexity**

- Actively engage in group reading activities with purpose and understanding.

## **Reading: Informational Text**

### **Key Ideas and Details**

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, identify the main topic and retell key details of a text.
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

### **Craft and Structure**

- With prompting and support, ask and answer questions about unknown words in a text.
- Identify the front cover, back cover, and title page of a book.
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

### **Integration of Knowledge and Ideas**

- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- With prompting and support, identify the reasons an author gives to support points in a text.
- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

### **Range of Reading and Level of Text Complexity**

- Actively engage in group reading activities with purpose and understanding.

## **Reading: Foundational Skills**

### **Print Concepts**

- Demonstrate understanding of the organization and basic features of print.
  - a. Follow words from left to right, top to bottom, and page by page.
  - b. Recognize that spoken words are represented in written language by specific sequences of letters.

- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

### **Phonological Awareness**

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
  - a. Recognize and produce rhyming words.
  - b. Count, pronounce, blend, and segment syllables in spoken words.
  - c. Blend and segment onsets and rimes of single-syllable spoken words.
  - d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant, vowel, consonant, or CVC) words.
  - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

### **Phonics and Word Recognition**

- Know and apply grade-level phonics and word analysis skills in decoding words.
  - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
  - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
  - c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
  - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

### **Fluency**

- Read emergent-reader texts with purpose and understanding.

## **Writing**

### **Text Types and Purposes**

- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ... ).
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

### **Production and Distribution of Writing**

- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

### **Research to Build and Present Knowledge**

- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

## **Speaking and Listening**

### **Comprehension and Collaboration**

- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  - b. Continue a conversation through multiple exchanges.
- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

### **Presentation of Knowledge and Ideas**

- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- Add drawings or other visual displays to descriptions as desired to provide additional detail.
- Speak audibly and express thoughts, feelings, and ideas clearly.

## **Language**

### **Conventions of Standard English**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Print many upper- and lowercase letters.
  - b. Use frequently occurring nouns and verbs.
  - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
  - d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
  - e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

- f. Produce and expand complete sentences in shared language activities.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Capitalize the first word in a sentence and the pronoun I.
  - b. Recognize and name end punctuation.
  - c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
  - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

### **Vocabulary Acquisition and Use**

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
  - a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
  - b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- With guidance and support from adults, explore word relationships and nuances in word meanings.
  - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
  - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
  - c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
  - d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## **As a parent or guardian at home, you can help your child in language arts by:**

- telling a story to be retold by your child;
- playing learning games such as identifying rhyming words;
- identifying sounds as loud or soft or as near or far;
- practicing giving your child directions and having your child follow them step-by-step;
- listening to him or her recite the alphabet;
- reading to your child and expressing joy in his/her listening response;
- helping your child to print his/her name and write simple sentences;
- gathering pictures, alphabet letters or other objects—let your child tell you which objects are alike, which are different and why.

# MATHEMATICS

The Mathematics Curriculum is built upon Ohio's New Learning Standards for Mathematical Practice and Mathematical Content. Developing a solid mathematical foundation means nurturing the confidence of students and increasing their successes. In Kindergarten, instructional time should focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

Three important shifts have occurred in mathematics as a result of the new standards:

**Focus:** Each year, teachers will spend more time teaching important areas in mathematics. By focusing deeply on specific content, students will gain a strong foundation and a solid understanding of the concepts.

**Coherence:** The standards logically progress from grade to grade. The majority of standards at each grade level are not new topics, but extensions of what students have learned in previous years.

**Rigor:** Students are expected to have conceptual understanding of certain topics, fluency and skill in procedural calculations, and the ability to apply what they have learned in the classroom in everyday situations.

## Standards for Mathematical Practice

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

## Counting and Cardinality

**Know number names and the count sequence.**

- Count to 100 by ones and by tens.
- Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- Write numbers from 0 to 20. Represent a number of objects with a



written numeral 0-20 (with 0 representing a count of no objects).

### **Count to tell the number of objects.**

- Understand the relationship between numbers and quantities; connect counting to cardinality.
  - a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
  - b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
  - c. Understand that each successive number name refers to a quantity that is one larger.
- Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

### **Compare numbers.**

- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
- Compare two numbers between 1 and 10 presented as written numerals.

## **Operations and Algebraic Thinking**

### **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**

- Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ ).
- For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation
- Fluently add and subtract within 5.

## **Number and Operations in Base Ten**

### **Work with numbers 11–19 to gain foundations for place value.**

- Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or

equation (e.g.,  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

## Measurement and Data

### **Describe and compare measurable attributes.**

- Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

### **Classify objects and count the number of objects in categories.**

- Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

## Geometry

### **Identify and describe shapes.**

- Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- Correctly name shapes regardless of their orientations or overall size.
- Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

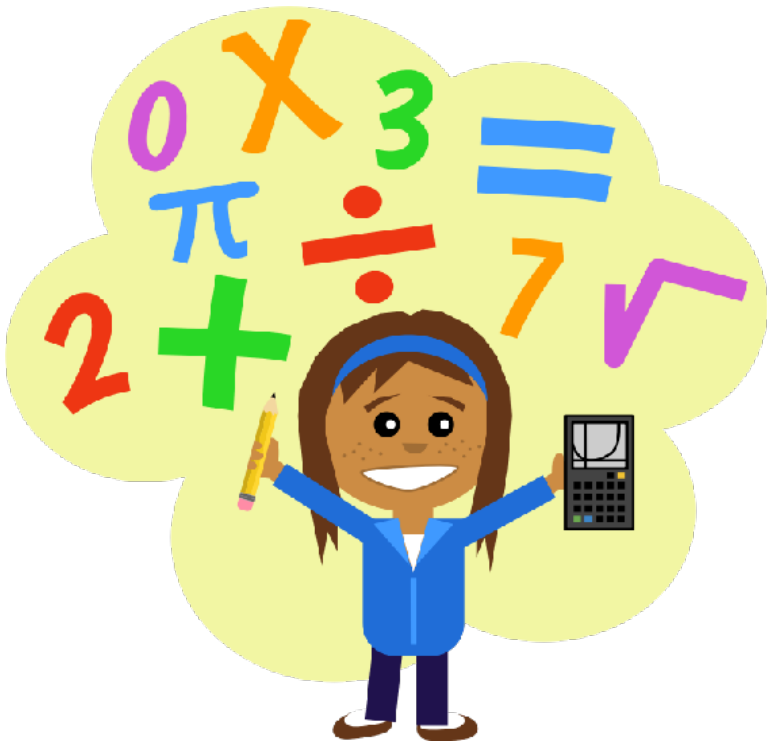
### **Analyze, compare, create, and compose shapes.**

- Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
- Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”

## **As a parent or guardian at home, you can help your child in mathematics by:**

- having your child sort out 5 or 10 spoons, forks, knives;
- playing counting games including counting backwards from 10 or skip counting by 2, 5, to 20;
- having your child estimate whether something will be more or less, larger or smaller;

- letting your child count windows in the house, also chairs, doors, etc.;
- providing objects as a norm for measuring things as taller or shorter;
- playing games of recognizing or matching circles, squares, triangles, rectangles, spheres, cubes, and cones and then drawing them;
- using a tape measure or yard stick and measuring your child;
- playing guessing games based on observations;
- relating things in nature and life experiences to math (for example, let your child count coins, look for patterns in flowers, leaves or other forms of nature);
- having your child recognize numbers by reading license plates;
- putting things into groups—for example, when sorting laundry have your child put all the socks in one pile, all the shirts in one pile, and all the pants in another pile;
- sort and count objects by color.



# SCIENCE

The Science Curriculum is designed to give learners a greater awareness of how science is integrated in their daily lives and its importance for survival. It is our hope that students will learn to apply science concepts to their world. But most importantly, the science curriculum is a foundation for greater understanding of science in relation to our Catholic beliefs and a deeper appreciation of our Creator. Teaching students to respect God, themselves, others, and our world is vitally important. We are guests of God in creation and have a responsibility to care for the earth.

## Science Inquiry and Application

**Theme: Observations of the Environment.** This theme focuses on helping students develop the skills for systematic discovery to understand the science of the physical world around them in greater depth by using scientific inquiry. During the years of PreK-4 all students must use the following scientific processes to construct their knowledge and understanding in all science content areas:

- Observe and ask questions about the natural environment;
- Plan and conduct simple investigations;
- Employ simple equipment and tools to gather data and extend the senses;
- Use appropriate mathematics with data to construct reasonable explanations;
- Communicate about observations, investigations and explanations;
- Review and ask questions about the observations and explanations of others.

## Earth and Space Science (ESS)

### **Topic: Daily and Seasonal Changes**

- Weather changes are long term and short term.
- The moon, sun and stars are visible at different times of the day or night.

## Physical Science (PS)

### **Topic: Properties of Everyday Objects and Materials**

- Objects and materials can be sorted and described by their properties.
- Some objects and materials produce sound.

## Life Science (LS)

### **Topic: Physical and Behavioral Traits of Living Things**

- Living things are different from nonliving things.
- Living things have physical traits and behaviors, which influence their survival.

### **As a parent or guardian at home, you can help your child in science by:**

- encouraging your child to identify animals and plants by name;
- having your child tell you what he or she observes in the changing seasons;
- pointing out features of animals and plants to your child;
- describing the life cycle of a plant or animal, e.g., caterpillar;
- identifying flowers and trees;
- talking about the wonders of creation to your child;
- encouraging your child to join in a prayer of praise and thanks for creation;
- taking your child to the zoo, Science Center or Metro Parks;
- making sure your child knows that litter is trash thrown away in the wrong place;
- helping your child reuse or recycle objects and materials;
- creating a weather calendar with symbols;
- having your child identify the sun, moon, and stars at various times of the day.



# SOCIAL STUDIES

Social Studies is a multifaceted discipline, integrating the study of social sciences and humanities. The purpose of the Social Studies Curriculum is to promote civic competence and responsible behaviors that enable students to actively participate in our democratic society. Our approach in the teaching of Social Studies integrates our Christian values with the development of civic attitudes and responsibilities. We consciously connect responsible citizenry with the Social Justice Teachings of the Catholic Church, establishing real-world applications for Social Justice in the study of historical events and figures, economic conditions, cultural influences and appreciation, political issues, and the participation of civilizations in society.

## History

**Theme: A Child's Place in Time and Space**

**Topic: Historical Thinking and Skills**

- Time can be measured.
- Personal history can be shared through stories and pictures.

**Heritage**

- Heritage is reflected through diverse cultures and is shown through the arts, customs, traditions, family celebrations and language.
- Symbols and practices of the United States include the flag, Pledge of Allegiance and the National Anthem. Other nations are represented by symbols and practices too.

## Geography

**Theme: A Child's Place in Time and Space**

**Topic: Spatial Thinking and Skills**

- Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.
- Models and maps represent places.

**Topic: Human System**

- Humans depend on and impact the physical environment in order to supply food, clothing and shelter.
- Individuals are unique but share common characteristics of multiple groups.

## Government

**Theme: A Child's Place in Time and Space**

**Topic: Civic Participation and Skills**

- Individuals share responsibilities and take action toward the achievement of common goals in homes, schools and communities.

**Topic: Rules and Laws**

- The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.

## Economics

**Theme: A Child's Place in Time and Space**

**Topic: Scarcity**

- People have many wants and make decisions to satisfy those wants. These decisions impact others.

**Topic: Production and Consumption**

- Goods are objects that can satisfy people's wants. Services are actions that can satisfy people's wants.

## **As a parent or guardian at home, you can help your child in social studies by:**

- having your child draw your home and tell address and street name;
- asking your child to look for pictures of Lincoln and Washington and other famous Americans;
- talking with them about how people are alike and how they are different;
- using globes, maps, photos for learning the ABCs of the world;
- showing them about the history or customs of your family;
- having your child describe the neighborhood and give areas of interest;
- talking to your child about new friends they are making at school;
- talking about natural resources and how they are used to make things we use everyday;
- talking about rules with your child, including traffic rules and safety rules at the swimming pool or park;
- asking your child to identify the qualities of good citizenship that are portrayed in the characters of stories you read with them;
- explaining to your child how decisions are made about which items to buy when on a shopping trip;
- asking your child to repeat the directions back to you when they have been given a task.

# FINE ARTS

## ART AND MUSIC

The Fine Arts play a major role in Christianity. Stained glass windows have told biblical stories and cathedrals have told stories of faith in stone. Music, whether Gregorian chant or polyphonic pieces, has bound faith communities together in faith and worship. The arts have enhanced ritual and religious drama from Medieval mystery, morality, and miracle plays to vestments, incense, and bells. The arts depict symbols and have often been a means of breaking down barriers, developing understanding, and bonding people together in peace. Art and music are a part of every culture. They are the vehicle for expressing inner thoughts and emotions. Art and music expand the world view and appreciation for diverse nationalities in an individual.

## ART

### Perceiving/Knowing (PE)

- Describe the meaning in the marks they make on paper.
- Name and point out subject matter and details observed in works of art.
- Describe different ways that an artwork expresses an emotion or mood.
- Distinguish between common visual art forms (e.g., painting, drawing, sculpture).
- Identify and name materials used in visual art.
- Recognize and point out basic elements of art in their own artworks and that of others.
- Explore their environments and experiences for artmaking ideas.

### Producing/Performing (PR)

- Explore and experiment with a range of art materials and tools to create and communicate personal meaning.
- Generate ideas and images for artwork based on observation, memory, imagination and experience.
- Discover, select and combine art and design elements to communicate subject matter in various visual forms.
- Reduce objects into basic shapes and lines in relation to the whole image.



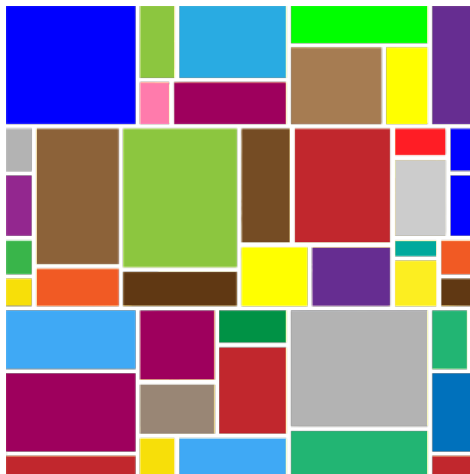
- Engage in artmaking that explores and combines various forms of symbolic representation including words, symbols, images, music and movement.
- Create artwork that explores a central theme across disciplines.

### **Responding/Reflecting (RE)**

- Describe their artworks and efforts and share their artmaking processes.
- Show confidence and pride in their artistic accomplishments.
- Connect their personal experiences to what they see in works of art.
- Communicate the ideas and stories they see in works of art.
- Describe what they see and feel in selected works of art.
- Recognize and point out the similarities and differences between artistic styles.
- Recognize that people have different opinions and responses to works of art.
- Consider and talk about why people make and enjoy works of art.

### **As a parent or guardian at home, you can help your child in art by:**

- having your child sort laundry by name and color;
- encouraging them in artistic expression;
- letting them play with clay, chalk, or other material;
- taking them to visit museums or art galleries;
- pointing out art works in the environment;
- hanging their artwork in a prominent place in the home.



# MUSIC

## Perceiving/Knowing/Creating (CE)

- Identify same and different (e.g., fast/slow, loud/soft, high/low and long/short).
- Explore steady beat and rhythm.
- Listen to and explore the music of various styles, composers, periods and cultures.
- Explore and identify a wide variety of sounds, including the human voice.
- Explore a variety of classroom instruments. (e.g., metals, skins and woods).
- Attend live music performances.
- Identify a musician and his or her role (e.g., composer, conductor and performer).
- Explore connections between sound and its visual representation.

## Producing/Performing (PR)

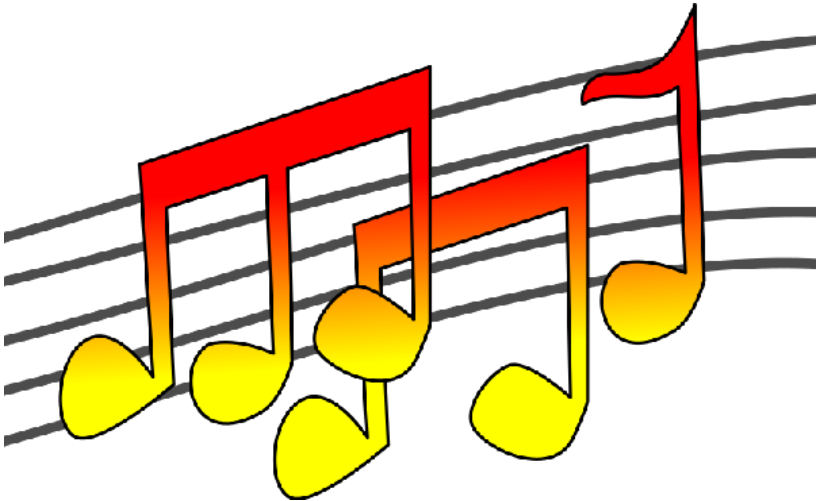
- Demonstrate same and different (e.g., fast/slow, loud/soft, high/low and long/short).
- Demonstrate a steady beat and maintain it while performing.
- Sing (using head voice and appropriate posture) and move to music of various and contrasting styles, composers and cultures.
- Create a wide variety of vocal and instrumental sounds.
- Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.
- Demonstrate audience behavior appropriate for the context and style of music performed.
- Create a visual representation of sound.

## Responding/Reflecting (RE)

- Share ideas about musical selections of various and contrasting styles, composers and musical periods.
- Describe how sounds and music are used in our daily lives.
- Describe the difference between steady beat and rhythm.
- Identify and connect a concept shared between music and another curricular subject.
- Identify and discuss various uses of music in the United States and the various meanings of the term “musician.”
- Respond to sound with a drawing of how the sound makes them feel.
- Offer opinions about their own musical experiences and responses to music.

## **As a parent or guardian at home, you can help your child in music by:**

- encouraging your child to listen to different kinds of music;
- taking them to concerts and musical performances;
- encouraging your child to play an instrument;
- demonstrating a pattern (clap, clap) and having your child repeat the pattern and then creating new patterns;
- listening to music with your child;
- encouraging your child to sing along at Church services;
- helping your child name various musical instruments.



# HEALTH

Health is an integral part of all learning. The Health Curriculum contributes to critical thinking and problem solving. It provides a solid foundation for lifetime wellness. Through the curriculum students appreciate the sanctity of life, Christian values and principles, and take responsibility to make healthy choices in an ever-changing society. The curriculum focuses on nutrition, growth and development, disease prevention and control, safety, abuse prevention and first aid, and health issues and dangerous substances. Each area enables students to understand the importance of a healthy lifestyle.

## Health Promotion and Disease Prevention

- Identify that healthy behaviors affect personal health.
- Recognize that there are multiple dimensions of health.
- Describe ways to prevent communicable diseases.
- List ways to prevent common childhood injuries.
- Describe why it is important to seek health care.

## Influence of Factors on Health Behaviors

- Identify how the family influences personal health practices and behaviors.
- Identify what the school can do to support personal health practices and behaviors.
- Describe how the media can influence health behaviors.

## Valid Information, Products and Services

- Identify trusted adults and professionals who can help promote health.
- Identify ways to locate school and community health helpers.

## Interpersonal Communication Skills

- Demonstrate healthy ways to express needs, wants and feelings.
- Demonstrate listening skills to enhance health.
- Demonstrate ways to respond when in an unwanted, threatening or dangerous situation.
- Demonstrate ways to tell a trusted adult if threatened or harmed.

## Decision-Making Skills

- Identify situations when a health-related decision is needed.
- Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

## Goal-Setting Skills

- Identify a short-term personal health goal and take action toward achieving the goal.
- Identify who can help when assistance is needed to achieve a personal health goal.

## Health-Enhancing Behaviors

- Demonstrate healthy practices and behaviors to maintain or improve personal health.
- Demonstrate behaviors that avoid or reduce health risks.

## Advocacy

- Make requests to promote personal health.
- Encourage peers to make positive health choices.

## **As a parent or guardian at home, you can help your child in health by:**

- reminding your child of good hygiene practices;
- advising your child to report signs of illness to you;
- advising your child about dangerous substances and warning labels on household items;
- inviting your child to talk with you about questions and feelings;
- reminding your child of ways to prevent the spread of germs by covering mouth, etc.;
- helping your child to be aware of different occupations in the medical field;
- reminding your child that he/she is not to respond to or go with strangers;
- locating a spot outside that can be a meeting place in case of fire;
- using a mirror to have your child identify ways that he or she is special;
- instructing your child on saying NO when being asked to take or accept something questionable.

American Cancer Society. *National Health Education Standards: Achieving Excellence, Second Edition*. (Atlanta, GA: American Cancer Society, 2007), 8, [cancer.org/bookstore](http://cancer.org/bookstore).

# PHYSICAL EDUCATION

The Physical Education Curriculum helps our students acquire knowledge about movement and the development of skills through progressively designed experiences. This knowledge enables them to participate in a variety of movement experiences and fosters the desire for continued participation throughout life. The Physical Education Curriculum encourages thinking and self-discovery for the development of a positive self-concept with regard to the body and physical activities. It fosters qualities of self-confidence, self-discipline, and self-direction. Students learn to make choices related to physical education based on Christian values.

## Competency of Motor Skills and Movement Patterns

### **Demonstrate locomotor and non-locomotor skills in a variety of ways.**

- Demonstrate walk, run and slide locomotor skills using critical elements.
- Explore locomotor skills of jump, gallop, skip, hop and leap in a stable environment.
- Use non-locomotor skills (e.g., bend, twist, turn, sway, stretch) in exploratory and a stable environment.
- Balance using a variety of body parts (e.g., 1/2/3/4 point balances) and body shapes (e.g., wide, narrow, twisted).
- Transfer weight by rocking and rolling.
- Move in time with a changing beat (e.g., music, drum, clap, stomp).

### **Demonstrate developing control of fundamental manipulative skills.**

- Throw objects in a variety of ways to oneself.
- Catch a bounced ball.
- Use different body parts to strike a lightweight object (e.g., balloon) and keep it in the air.
- Kick a stationary ball.
- Dribble objects with the hand in a closed or stable environment.
- Roll a ball underhand.

## Knowledge of Movement and Performance

### **Demonstrate knowledge of movement concepts related to body, space, effort and relationships.**

- Establish a movement vocabulary through exploration of body, space, effort and relationships.

- Recall pathways, direction, levels and relationships (e.g., near/far, lead/follow).
- Distinguish between different degrees of effort (e.g., strong, weak, fast, slow, bound, free).
- Identify boundaries for self-space and general space.

**Demonstrate knowledge of critical elements of fundamental motor skills.**

- Differentiate among locomotor skills.
- Repeat cue words for fundamental motor skills.

## Level of Physical Activity and Fitness

**Describes current level of physical activity and identifies additional physical activity opportunities.**

- Recognize and differentiate between physical activity and inactivity.
- Track the amount of physical activity within physical education.
- Recognize that food provides energy for physical activity.

**Understand the principles, components and practices of health-related physical fitness.**

- Recognize activities that could be used to improve each component of health-related fitness.
- Recognize that when one moves fast, the heart beats faster and breathing becomes faster.
- Recognize the importance of muscular strength to support body weight.
- Identify ways to stretch muscles in the body.

## Behavior That Respects Self and Others

**Know and follow procedures and safe practices.**

- Respond positively to reminders of appropriate safety procedures.
- Follow directions and handle equipment safely.
- Work independently and safely in self and shared space.
- Explain rules related to safety and activity-specific procedures.

**Responsible behavior in physical activity settings.**

- Follow instructions and class procedures while participating in physical education activities.
- Demonstrate cooperation and consideration of others in partner and group physical activities.
- Demonstrate willingness to work with a variety of partners in physical education activities.

## Value of Physical Activity

**Identifies health benefits as reasons to value physical activity.**

- Recognize physical activity has positive health benefits.

**Identifies reasons to participate in physical activity.**

- Identify physical activities that are fun.

## As a parent or guardian at home, you can help your child in physical education by:

- having your child move from one side of the room to another in different ways (hopping, skipping, etc.);
- developing gross motor skills by having your child move to music;
- taking walks with your child and observing nature, identify colors, animals and trees during your walk;
- playing catch or hopscotch to develop coordination skills;
- practicing jump rope;
- encouraging physical activities or outdoor games;
- playing games where child jumps up and down, skips, hops, steps backward, and nods head from side to side;
- beginning to work and play cooperatively;
- helping your child tie shoes.





# TECHNOLOGY

An integral part of preparing students with core knowledge and skills for the future is the incorporation of technology into educational programs. Technology provides the framework for transforming teaching and learning. Technology is used by both students and teachers as a means of enhancing the teaching/learning environment. It is through exposure and experiences with integrated activities using technology that student achievement improves.

## Information and Communications Technology

- Identify and use appropriate digital learning tools and resources to accomplish a defined task.
- Use digital learning tools and resources to locate, evaluate and use information.
- Use digital learning tools and resources to construct knowledge.
- Use digital learning tools and resources to communicate and disseminate information to multiple audiences.

## Society and Technology

- Demonstrate an understanding of technology's impact on the advancement of humanity – economically, environmentally and ethically.
- Analyze the impact of communication and collaboration in both digital and physical environments.
- Explain how technology, society, and the individual impact one another.

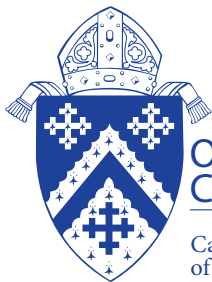
## Design and Technology

- Define and describe technology, including its core concepts of systems, resources, requirements, processes, controls, optimization and trade-offs.
- Identify a problem and use an engineering design process to solve the problem.
- Demonstrate that solutions to complex problems require collaboration, interdisciplinary understanding, and systems thinking.
- Evaluate designs using functional, aesthetic and creative elements.

## **As a parent or guardian at home, you can help your child in technology by:**

- explaining reasons for adhering to Acceptable Use Policies for computers in schools, libraries, home, and other places;
- monitoring use of devices by your child;
- exploring and using educational sites together;
- encouraging stewardship in the care and use of electronic media.





Office of  
Catholic Education

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Catholic Diocese  
of Cleveland