



CATHEDRAL SCHOOL

Classic Catholic Education Since 1864

CURRICULUM GUIDES

A Work in Progress

KINDERGARTEN

Rev. 2008

Overview

The curriculum guides for Cathedral School are modeled after a report distributed by the State Board of Education entitled, Learning Results. The Learning Results were developed from a task force comprised of citizens, educators and business representatives who came together to identify what Maine students should know and be able to do by the time they leave school. Input was gained through various public process methods, such as public hearings, surveys, student meeting, etc.

The Learning Results are essential for all Maine Students because the demands of contemporary life and work require us to know and be able to do a great deal. These demands ask us to be:

- *Clear and Effective Communicators*
- *Self-Directed and Life-Long Learners*
- *Creative and Practical Problem Solvers*
- *Responsible and Involved Citizens*
- *Collaborative and Quality Workers*
- *Integrative and Informed Thinkers*

These six specific areas of knowledge and skills are called the **Guiding Principles**.

Learning Results have been developed in each of these subject areas:

- *Career Preparation*
- *English Language Arts*
- *Foreign Languages*
- *Health & Physical Education*
- *Mathematics*
- *Science*
- *Social Studies*
- *Visual & Performing Arts*

At Cathedral School, we have the unique opportunity and responsibility to teach *Religion* as a primary subject.

As you explore our new presentation for curriculum guides for each grade, please keep in mind that this is a *work in progress* and we are still fine-tuning the details. Enjoy, and please feel free to ask our Principal or your child's teacher any questions related to our curriculum or the Learning Results report.

Methodology for Kindergarten Curriculum

Through a variety of children's literature, poems, songs, fingerplays, and the daily message, kindergarten children acquire a knowledge of letters and their sounds, words, sentences, and stories to be expressed orally and in written form. The basal reading program is **Scott Foresman Reading** .

Knowledge of shapes, patterns, numbers, counting, money, time, and graphs is developed using hands-on materials such as blocks, unifix cubes, and games.

The students have music, art, gym, computer, and library programs. These classes, combined with visits from community speakers, field trips, concerts, and plays, provide the children with additional experiences to help them develop the skills needed in science, social studies, career preparation, health and physical education and in visual and performing arts.

Through prayer and their I AM SPECIAL Religion Program, and by working cooperatively with others and doing community outreach projects, kindergarteners learn about God's love for them and all creation.

Kindergarten children are an integral part of Cathedral School. They participate in school-wide activities and share experiences with their fifth grade prayer partners.

1. RELIGION

Text: I Am Special for 5 Year Olds
Our Sunday Visitor

- Develops positive attitudes about themselves, their families, and friends by discovering and learning more about the many gifts, talents and abilities that God has provided.
 - Participates in the Catholic Church's liturgical seasons of Advent, Christmas, Lent, and Easter.
 - Increases their knowledge about God and their friendship with Jesus.
 - Practices Christian actions toward others such as taking turns, listening, helping, caring, sharing, loving, thanking others, and asking for and giving forgiveness.
 - Increases their appreciation and celebration of God's love and goodness through Scripture, music and prayer.
 - Attends mass and prayer services.
- Learns Prayers: The Sign of the Cross, The Our Father, The Hail Mary and Grace for Meal Times.

2. CAREER PREPARATION

- Describes family roles and relationships and how they interrelate with community life.
- Describes ways to conserve the resources of food, clothing, and shelter.
- Differentiates between positive and negative attitudes and feelings and relates both to behaviors classified as acceptable and unacceptable at school, at home and within the community.
- Identifies strengths and interests required in a job, at home, at school, or in the community.
- Explores reasons people work.

3. READING/LANGUAGE ARTS

Text: Scott Foresman Reading
Scott Foresman Co.

- Seeks out and enjoys experiences with books and other print materials.
- Demonstrates an understanding that reading is a way to gain information about the world.
- Makes and confirms predictions about what will be found in a text.
- Figures out unknown words using a variety of strategies including rereading, context clues, and knowledge of word structures and letter-sound relationships.

- Asks questions and gives other responses after listening to presentations by the teacher or classmates.
- Distinguishes between reality and fantasy in literature and in real life.
- Identifies and shares perceived differences and similarities in stories from a variety of cultures.
- Responds to stories orally and in drawing and/or writing.
- Tells about experiences orally and in drawing and/or writing.
- Recognizes and writes the letters of the alphabet, both upper and lower case.
- Begins acquiring a sight vocabulary.
- Has a working knowledge of basic phonetic skills, especially consonant sound initial and final position

4. HEALTH AND PHYSICAL EDUCATION

- Decides which school and community health helpers are needed for given situations.
- Chooses healthful foods.
- Demonstrates personal hygiene skills.
- Demonstrates safety skills for different situations (bus, bicycle, fire, auto, etc.)
- Differentiates between negative and positive behaviors and demonstrates non-violent strategies in conflict situations.
- Demonstrates cooperative skills (following rules, turn taking sharing of equipment, space, roles) while participating in various physical activities.
- Uses equipment appropriately and responsibly.
- Describes rules and behaviors that contribute to productive participation in physical activity.
- Moves through space safely, responding appropriately to prompts of various pathways, levels, speed, and force while maintaining balance.
- Demonstrates locomotor, non-locomotor, and manipulative skills using teacher cues.
- Identifies physical changes that accompany moderate to vigorous activity, sweating, heavy breathing, and increased heart rate.
- Engages in moderate to vigorous activity.

5. MATHEMATICS

Text: Scott Foresman Mathematics

Scott Foresman Co.

- Counts to 100; and works with sets up to 25.
- Models and explains addition and subtraction using a variety of materials, strategies and symbols.
- Represents and describes both geometric and numeric relationships.
- Classifies sets of objects into two or more groups using attributes.
- Recognizes, describes, extends, and creates a wide variety of patterns.
- Uses positional words to describe the relationship of two or more objects (over, under, to the left, beside, etc.).

6. SCIENCE

- Describes and compares things in terms of number, shape, texture, size, weight, color, and behavior.
- Demonstrates scientific inquiry skills such as observing, formulating hypotheses, predicting and experimenting.
- Categorizes thing as living or non-living.
- Compares and contrasts the ways in which individuals in a species are alike and different.
- Identifies ways that organisms depend on their environment.
- Gives examples of how one change in a system affects other parts of the system.
- Determines that plants and animals need food and water to survive.
- Demonstrates the use of magnifying devices and how they enable individuals to see in more detail.
- Describes some physical properties of objects, including color, size, and texture.
- Groups objects based on observable characteristics.
- Describes weather changes that occur.
- Describes weather patterns and cycling of the seasons.
- Observes changes that are caused by water, snow and ice.
- Describes the cycles of day/night and of seasons.
- Observes the ways in which shadows of objects change based on where light is coming from.
- Demonstrates some practices for recycling and care of resource.

7. SOCIAL STUDIES

- Identifies and practices classroom rights and responsibilities.
- Describes the responsibilities of people who have authority.
- Compares the ways individuals and groups make decisions and rules.
- Recognizes that there are other nations with different traditions and practices.
- Compares how children live in different regions.
- Identifies and explores characteristics of one's own and other cultures.
- Explains where products come from and how we use them.

8. VISUAL AND PERFORMING ARTS

- Describes the qualities of works of art, music, dance, and drama in relation to the senses of sight, hearing, movement, and feeling.
- Experiments with the works exhibiting variety in style/technique, trends and culture.
- Recognizes common subjects and central ideas in stories from various cultures.
- Sees visual and performing arts by viewing performance (live or video).
- Discovers through participation that visual performing arts are a communal experience and encourage kinship with others.
- Uses space, costumes, and props to create suitable environments in dramatic activities.
- Demonstrates a basic knowledge of rhythm and mood through purposeful movement.
- Uses a variety of resources, materials, and techniques to design art work.