

Curriculum Guide

# Kindergarten 2009



# Religion

	Quarter 1	Quarter 2
Content	<ul style="list-style-type: none"> <li>• Mass behavior and routines</li> <li>• Creation</li> <li>• Prayers of petition</li> <li>• Common prayers</li> <li>• 10 commandments</li> <li>• Mary</li> <li>• Angels</li> <li>• We are part of God's family – we gather at church</li> </ul>	<ul style="list-style-type: none"> <li>• Jesus teaches love</li> <li>• meaning of various prayers</li> <li>• St. Albert</li> <li>• Thankfulness</li> <li>• St. Andrew</li> <li>• St. Lucia</li> <li>• Advent</li> <li>• The Christmas Story</li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>• Do the children behave appropriately in Mass?</li> <li>• Do the children know some prayers?</li> <li>• Do the children know the story of Creation?</li> <li>• Do the children actively participate in prayers of petition in the classroom?</li> <li>• Can the children identify the 10 commandments?</li> <li>• Do the children know the story of the 10 commandments?</li> <li>• Can the children identify Mary as Jesus' mother?</li> <li>• Can the children identify Angels as part of God's creation, and God's messengers/helpers?</li> <li>• Do the children identify humans as part of God's family?</li> </ul>	<ul style="list-style-type: none"> <li>• Do the students understand that Jesus teaches us to love?</li> <li>• Do the students understand the meaning of "Our Father", "Hail Mary", "Guardian Angel", "Glory Be" prayers?</li> <li>• Do the students know about St. Albert, St. Lucy, and St. Andrew?</li> <li>• Do the students pray prayers of thankfulness?</li> <li>• Do the students know what Advent is?</li> <li>• Do the students know the story of the first Christmas?</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Participation</li> <li>• Daily work</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Participation</li> <li>• Daily work</li> </ul>
Materials and Resources	<ul style="list-style-type: none"> <li>• <i>Promise</i> weekly devotional</li> <li>• The church</li> <li>• Bible Stories – from both children's Bibles, and adult Bibles</li> <li>• Books</li> <li>• music</li> <li>• videos</li> <li>• Art materials</li> <li>• Teacher created/collected worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Promise</i> weekly devotional</li> <li>• Saint workbook</li> <li>• Bible stories</li> <li>• Books</li> <li>• dramatization</li> <li>• Art Materials</li> <li>• Music</li> <li>• videos</li> <li>• Teacher created/collected worksheets</li> </ul>

	Quarter 3	Quarter 4
Content	<ul style="list-style-type: none"> <li>• Jesus gathers friends – We are Jesus’ friends</li> <li>• Miracles of Jesus – Bible stories</li> <li>• Lent</li> <li>• Rituals of Mass</li> </ul>	<ul style="list-style-type: none"> <li>• Lent</li> <li>• Stations</li> <li>• Saying “I’m sorry” and “I forgive you”</li> <li>• Palm Sunday</li> <li>• The Last Supper</li> <li>• Easter</li> <li>• May Crowning</li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>• Do students know that they are friends of Jesus?</li> <li>• Do students know the meaning of miracle?</li> <li>• Can students recall some miracles that Jesus performed?</li> <li>• Do students know about and participate in Lenten traditions?</li> <li>• Do students understand various parts of Mass, and items used at Mass?</li> </ul>	<ul style="list-style-type: none"> <li>• Do students know about and participate in Lenten traditions?</li> <li>• Do students know the story of Jesus’ Way of the Cross?</li> <li>• Can students identify the stations pictures in the church and elsewhere?</li> <li>• Do students participate in the Stations of the Cross prayer services?</li> <li>• Do students know the story of Palm Sunday and the Last Supper?</li> <li>• Do students know of the resurrection of Jesus?</li> <li>• Do students understand the purpose and participate in May Crowning?</li> <li>• Do students engage in apologies and forgiveness?</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Participation</li> <li>• Daily work</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Participation</li> <li>• Daily work</li> </ul>
Materials and Resources	<ul style="list-style-type: none"> <li>• <i>Promise</i> weekly devotional</li> <li>• Bible Stories</li> <li>• Books</li> <li>• The church</li> <li>• Videos</li> <li>• Music</li> <li>• dramatization</li> <li>• Art materials</li> <li>• Teacher created/collected worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Promise</i> weekly devotional</li> <li>• Bible Stories</li> <li>• Books</li> <li>• The church</li> <li>• Stations posters</li> <li>• Videos</li> <li>• Music</li> <li>• Dramatization</li> <li>• Art materials</li> <li>• Teacher created/collected worksheets</li> </ul>

# READING

	Quarter 1	Quarter 2
Content	<ul style="list-style-type: none"> <li>Alphabet identification and order</li> <li>Listening to stories</li> <li>Following directions</li> <li>Story dramatization</li> <li>Small group reading</li> <li>Reality vs fantasy</li> <li>Comprehension</li> <li>Rhyming</li> <li>Front to back, top to bottom, left to right progression</li> <li>Characters</li> <li>Title, author, illustrator</li> <li>Beginning/middle/end in stories</li> <li>High frequency words – A, my, the, I</li> <li>Mm, Ss, Rr, Tt, Pp, Cc</li> </ul>	<ul style="list-style-type: none"> <li>Alphabet identification and order</li> <li>Listening to stories</li> <li>Story dramatization</li> <li>setting</li> <li>Small group reading</li> <li>Large group reading</li> <li>family words: -am, -at, -ap</li> <li>decoding/blending sounds</li> <li>beginning/middle/end in words</li> <li>high frequency words – go, like, we, on, to</li> <li>Aa, Nn, Dd, Gg, Ff,</li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>Which letters can the students identify?</li> <li>Can the students identify, write and sound M, R, S, T, P, C?</li> <li>Can the students recognize the letter sounds in words – beginning position?</li> <li>Can the students listen to a story w/out interruption?</li> <li>Can the students answer simple comprehension questions after listening to a story?</li> <li>Can the students differentiate reality from fantasy?</li> <li>Can the students identify rhyming words?</li> <li>Can the students demonstrate front to back, top to bottom, and left to right progression?</li> <li>Can the students identify characters in a story?</li> <li>Does the student understand the function of the title, author and illustrator?</li> <li>Can the student describe events at the beginning, middle and end of stories?</li> <li>Can the student read the high frequency words introduced to this point?</li> <li>Do students listen attentively w/out undue interruption?</li> <li>Do students participate appropriately in dramatizations?</li> </ul>	<ul style="list-style-type: none"> <li>Which letters can students identify?</li> <li>Can the students identify, write and sound A, N, D, G, F?</li> <li>Can the students recognize letter sounds in words – in various positions?</li> <li>Can the students decode simple words?</li> <li>Can the students decode words in the designated word families?</li> <li>Can students read simple stories in a small group?</li> <li>Do students exhibit an interest in reading?</li> <li>Can students read designated high frequency words?</li> <li>Can students identify story setting?</li> <li>Do students participate appropriately in dramatizations?</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>observation</li> <li>daily work and activities</li> <li>oral reading</li> </ul>	<ul style="list-style-type: none"> <li>observation</li> <li>daily work and activities</li> <li>oral reading – both large and small groups</li> </ul>

	<ul style="list-style-type: none"> <li>• individual assessments</li> <li>• phonics tests</li> </ul>	<ul style="list-style-type: none"> <li>• individual assessments</li> <li>• phonics tests</li> </ul>
Materials and Resources	<ul style="list-style-type: none"> <li>• story books</li> <li>• activity cds</li> <li>• rhythm band instruments</li> <li>• videos</li> <li>• large picture cards</li> <li>• created “the” labels for classroom</li> <li>• Listening activities w/SRA K kit</li> <li>• “predecodables” for small group reading</li> <li>• alphabet cards for individual or group use (set for each child)</li> <li>• games/activities</li> <li>• manipulatives (such as abc puzzles, alphabet matching activities, activity boards, magnetic letters, etc)</li> <li>• images from internet (such as interesting pictures w/corresponding beginning sounds)</li> <li>• computer skill practice</li> <li>• literature extension activities</li> <li>• texts</li> <li>• teacher created/collected worksheets</li> <li>• drama props</li> </ul>	<ul style="list-style-type: none"> <li>• storybooks</li> <li>• activity cds</li> <li>• rhythm band instruments</li> <li>• videos</li> <li>• large picture cards</li> <li>• creation of our own Thanksgiving books</li> <li>• Squanto booklet w/labels</li> <li>• Beginning/middle/end templates, for sounds within words</li> <li>• Listening activities w/SRA K kit</li> <li>• “predecodables”, and “decodables” for small group reading</li> <li>• alphabet cards for individual or group use (set for each child)</li> <li>• games/activities</li> <li>• manipulatives (such as abc puzzles, rhyming puzzles, abc matching, activity boards, magnetic letters, etc)</li> <li>• images from internet (such as interesting pictures w/corresponding beginning sounds)</li> <li>• computer skill practice</li> <li>• literature extension activities</li> <li>• texts</li> <li>• teacher created/collected worksheets</li> <li>• drama props</li> </ul>

	<b>Quarter 3</b>	<b>Quarter 4</b>
Content	<ul style="list-style-type: none"> <li>• Alphabet identification and order</li> <li>• Listening to chapter book (still daily stories too!)</li> <li>• Vocabulary from chapter book</li> <li>• Read individual sentences</li> <li>• Sequencing story events</li> <li>• Beginning/middle/end sounds in words</li> <li>• Decoding unfamiliar words as well as familiar ones</li> <li>• Oral reading – both small and large group</li> <li>• Word banks</li> <li>• Main idea</li> <li>• Story dramatizations</li> <li>• Word families: -it, -ig, -ip, -ot, op</li> <li>• High frequency words – to, you, have, what, do</li> <li>• Ii, Ll, Hh, Bb, Kk, Oo, Ww</li> </ul>	<ul style="list-style-type: none"> <li>• Alphabet identification and order</li> <li>• Oral reading - both small and large group</li> <li>• Word banks</li> <li>• Main idea/plot</li> <li>• Word families: -og, -et, -en, ed, -un, -ug</li> <li>• High frequency words – see, no, look, for, come, me, little</li> <li>• Xx, Vv, Jj, Ee, Yy, Zz, Qq, Uu</li> </ul>

<p>Essential Questions</p>	<ul style="list-style-type: none"> <li>• Which letters can the students identify?</li> <li>• Can students tell the main idea of a story?</li> <li>• Do students participate appropriately in story dramatizations?</li> <li>• Can the students listen, comprehend, and follow a chapter book w/daily readings?</li> <li>• Do the students understand the vocabulary in the chapter book, and can they use said vocabulary?</li> <li>• Can the students read a sentence w/expression?</li> <li>• Can the students listen to a story and recall sequential events?</li> <li>• Can the students hear letter sounds in various positions within words?</li> <li>• Do the students attempt to decode unfamiliar words?</li> <li>• Can the students decode word families?</li> <li>• Can students match written words to pictures?</li> <li>• Can the students follow along and read w/a group?</li> <li>• Can the students read the high frequency words and use them in a sentence?</li> <li>• Can the students identify, write, and sound I, L, H, B, K, O?</li> </ul>	<ul style="list-style-type: none"> <li>• Can students identify ALL letters?</li> <li>• Can students identify ALL letter sounds?</li> <li>• Can students read simple sentences w/expression?</li> <li>• Can students listen to stories, poems, and chapter books, w/recall?</li> <li>• Can students tell main idea/plot of stories?</li> <li>• Do students participate appropriately in story dramatizations?</li> <li>• Can students hear letter sounds in beginning, middle and end of words?</li> <li>• Do students attempt to decode unfamiliar words?</li> <li>• Can student match written words to pictures?</li> <li>• Can students read all high frequency words by sight (without decoding?)</li> <li>• Do students show an interest in reading?</li> <li>• Can students identify, write, and sound X, V, J, E, Y, Z, Q, U?</li> </ul>
<p>Assessments</p>	<ul style="list-style-type: none"> <li>• observation</li> <li>• daily work and activities</li> <li>• homework – reflects current topics, and spirals</li> <li>• oral reading</li> <li>• individual assessments</li> <li>• phonics tests</li> </ul>	<ul style="list-style-type: none"> <li>• observation</li> <li>• daily work and activities</li> <li>• homework – reflects current topics, and spirals</li> <li>• oral reading</li> <li>• individual assessments</li> <li>• phonics tests</li> </ul>
<p>Materials and Resources</p>	<ul style="list-style-type: none"> <li>• storybooks</li> <li>• Chapter books – either <u>Charlottes Web</u>, or <u>Stuart Little</u></li> <li>• Activity cds</li> <li>• Large picture cards</li> <li>• Alphabet cards for individual or group use (set for each child)</li> <li>• Beginning/middle/end templates for sounds w/in words</li> <li>• “decodables” for small and large group reading</li> <li>• manipulatives (puzzles, letter cards, magnetic letters, sequencing cards, etc.)</li> <li>• images from the internet (such as interesting pictures to go w/current letter’s beginning sound)</li> <li>• computer skill practice</li> <li>• sentence templates</li> <li>• literature extension activities</li> <li>• Games/activities</li> <li>• texts</li> </ul>	<ul style="list-style-type: none"> <li>• Storybooks</li> <li>• Poetry</li> <li>• Activity cds</li> <li>• Large picture cards</li> <li>• Alphabet cards for individual or group use (set for each child)</li> <li>• Beginning/middle/end templates</li> <li>• “decodables” for small and large group reading</li> <li>• manipulatives (puzzles, letter cards, activity boards, magnetic letters, etc.)</li> <li>• images from the internet (such as pictures of a yak and yucca plant when studying the letter Y)</li> <li>• computer skill practice</li> <li>• sentence templates</li> <li>• literature extension activities</li> <li>• games/activities</li> <li>• texts</li> <li>• teacher created/collected worksheets</li> <li>• drama props</li> </ul>

	<ul style="list-style-type: none"><li>• Teacher created/collected worksheets</li><li>• Drama props</li></ul>	
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# LANGUAGE ARTS

	Quarter 1	Quarter 2
Content	<ul style="list-style-type: none"> <li>• Handwriting – first name, specific letters</li> <li>• Words – what IS a word?</li> <li>• Sentence structure – what IS a sentence? What is a question?</li> <li>• Identify capital and lower case letters</li> <li>• Capitalization - first letter of name only</li> <li>• Naming words</li> <li>• interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Handwriting – first name, specific letters</li> <li>• Sentence structure – speak in complete sentences; spacing between written words</li> <li>• Capitalization – first letter of names, first letter of sentence</li> <li>• Syllables – identify</li> <li>• Simple research</li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>• Can students write their first name, in correct form?</li> <li>• Can students write specific letters, both capital and lower case?</li> <li>• Can students identify letter, word, sentence?</li> <li>• Do students understand that each letter has 2 forms?</li> <li>• Can students identify naming words?</li> <li>• Can students interview peers, and respond to interview questions?</li> </ul>	<ul style="list-style-type: none"> <li>• Can students write their first name, in correct form?</li> <li>• Can students write specific letters, both capital and lower case?</li> <li>• Can students speak in a complete sentence?</li> <li>• Do students use spacing between words as reading cues?</li> <li>• Can students identify syllables w/in words?</li> <li>• Can students find information, pictures, or words in books?</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Oral responses</li> <li>• Daily handwriting</li> <li>• Sentence/speaking activities and opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Oral responses</li> <li>• Daily handwriting</li> <li>• sentence/speaking activities and opportunities</li> <li>• syllable identification activities</li> </ul>
Materials and Resources	<ul style="list-style-type: none"> <li>• handwriting paper</li> <li>• text worksheets</li> <li>• games / activities</li> <li>• teacher created/gathered worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• handwriting paper</li> <li>• text worksheets</li> <li>• two finger space method – would like to have spacers for each child</li> <li>• games / activities</li> <li>• fiction and non fiction books</li> <li>• teacher created/gathered worksheets</li> </ul>

	Quarter 3	Quarter 4
Content	<ul style="list-style-type: none"> <li>handwriting – first and last name w/correct spacing; specific letters</li> <li>sentence structure – speak in complete sentences; spacing between written words</li> <li>capitalization – first letter of both names only; first letter of sentences or questions</li> <li>punctuation – period, question mark, exclamation point</li> <li>journaling – invented spelling; labeling</li> <li>action words</li> </ul>	<ul style="list-style-type: none"> <li>handwriting – first and last name w/correct spacing; specific letters</li> <li>sentence structure – speak in complete sentences; spacing between written words</li> <li>capitalization – first letter of both names only; first letter of sentences or questions</li> <li>punctuation – period question mark, exclamation point</li> <li>describing words</li> <li>plurals</li> <li>journaling – invented spelling, labeling and simple sentences</li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>can students write their first and last name correctly?</li> <li>Can students speak in complete sentences and write/copy sentences correctly?- spacing, punctuation, capitalization</li> <li>Do students recognize period, question mark, exclamation point?</li> <li>Do students participate in journaling w/some invented spelling?</li> <li>Can students identify action words?</li> </ul>	<ul style="list-style-type: none"> <li>Can students write their first and last name correctly?</li> <li>Can students speak in complete sentences and write/copy sentence correctly? – spacing, punctuation, capitalization</li> <li>Do students recognize period, question mark, exclamation point, and read w/expression?</li> <li>Do students use invented spelling on all journal pages?</li> <li>Can students identify and use describing words?</li> <li>Can students identify and use simple plurals?</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>Observations</li> <li>Oral responses</li> <li>Daily handwriting</li> <li>Sentence/speaking opportunities</li> <li>Games/activities</li> <li>Journal review</li> </ul>	<ul style="list-style-type: none"> <li>Observations</li> <li>Oral responses</li> <li>Daily handwriting</li> <li>Sentence/speaking opportunities</li> <li>Games/activities</li> <li>Journal review</li> </ul>
Materials and Resources	<ul style="list-style-type: none"> <li>Handwriting paper</li> <li>Two finger space method</li> <li>Text worksheets</li> <li>Games/activities</li> <li>Spiral notebook journals</li> <li>Sentence templates</li> <li>Student readers for oral reading</li> <li>Teacher created/gathered worksheets</li> </ul>	<ul style="list-style-type: none"> <li>handwriting paper</li> <li>two finger space method</li> <li>text worksheets</li> <li>games/activities</li> <li>spiral notebook journal</li> <li>sentence templates</li> <li>student readers for oral reading</li> <li>teacher created/gathered worksheets</li> </ul>

# MATH

	Quarter 1	Quarter 2
Content	<ul style="list-style-type: none"> <li>• <b>Shapes</b>- triangle, circle, square, rectangle, oval, diamond</li> <li>• <b>Positional terms</b> – up/down; top/middle/bottom; left/right/between; inside/outside/on; above/below/on</li> <li>• <b>Sorting and classification</b> – by color; by shape; by size; by use; by kind; alike/different</li> <li>• <b>Patterns</b> – by color; by shapes; identify and extend; create; ABAB; ABBABB; AABBAABB; AABAAB; etc.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Numbers 0 thru 6</b> – identify numerals; write numerals; count groups to 6; order numerals to 6; compare numbers/numerals</li> <li>• <b>Ordinals</b> – first thru 5th</li> <li>• <b>More/less/equal</b></li> <li>• <b>Patterns w/numerals</b></li> <li>• <b>Charts and graphs</b></li> <li>• <b>1 to 1 correspondence</b></li> <li>• <b>tallying</b></li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>• Can students identify basic shapes?</li> <li>• Can students identify basic patterns, in both classwork and daily observation?</li> <li>• Can student extend patterns?</li> <li>• Can students create patterns?</li> <li>• Can students identify and use positional terms?</li> <li>• Can students sort a variety of items, by various categories?</li> <li>• Do students see shapes and patterns in real life</li> </ul>	<ul style="list-style-type: none"> <li>• Can students count to 6?</li> <li>• Can students identify numbers to 6</li> <li>• Can students identify more, less, equal groups?</li> <li>• Can students make patterns w/numerals</li> <li>• Can students order numerals to 6?</li> <li>• Can students interpret data from graphs and charts?</li> <li>• Can students organize data into graphs and charts?</li> <li>• Can students recognize amounts by tally marks?</li> <li>• Do students recognize the relevance of tally marks, graphs and charts to real life?</li> <li>• Can students use 1 to 1 correspondence, and see it's relevance to real life?</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• observation</li> <li>• classroom participation</li> <li>• daily work</li> <li>• chapter tests from text</li> </ul>	<ul style="list-style-type: none"> <li>• observation</li> <li>• classroom participation</li> <li>• daily work</li> <li>• chapter tests from text</li> </ul>
Materials and Resources	<ul style="list-style-type: none"> <li>• text</li> <li>• shape blocks</li> <li>• ven diagram mats</li> <li>• rhythm band instruments for patterning</li> <li>• games/activities</li> <li>• computer skill practice</li> <li>• classroom items</li> <li>• everyday items for patterning</li> <li>• teacher created/collected worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• text</li> <li>• every day items for graphing and charting</li> <li>• manipulatives for counting, charting and graphing</li> <li>• games/activities</li> <li>• computer skill practice</li> <li>• number cards</li> <li>• group and partner work</li> <li>• calendar</li> <li>• teacher created/collected worksheets</li> </ul>

	Quarter 3	Quarter 4
Content	<ul style="list-style-type: none"> <li>• <b>numbers 7 – 12</b> – identify numerals, write numerals; count groups to 12; order to 12; compare numbers to 12</li> <li>• <b>addition to 12</b> – horizontal, vertical, story problems</li> <li>• <b>numbers to 20</b> – identify numerals</li> <li>• <b>number words</b> – 0 - 12</li> </ul>	<ul style="list-style-type: none"> <li>• <b>subtraction w/numbers to 12</b> – horizontal, vertical, story problems</li> <li>• <b>numbers to 30</b> – identify numerals</li> <li>• <b>time</b> – to the hour; digital and analog; relate time to events</li> <li>• <b>money</b> – penny, nickel, dime, quarter; counting money; identify money; identify cent sign</li> <li>• <b>3 dimensional shapes</b> – sphere, cone, cube, cylinder; identify 3-d shapes</li> <li>• <math>\frac{1}{2}</math> - identify <math>\frac{1}{2}</math> of an object or group of objects</li> <li>• <b>measurement</b> – lengths with standard and non standard measures</li> <li>• <b>weight</b> -heavy/light</li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>• Can students identify numerals to 12?</li> <li>• Can students write numerals to 12?</li> <li>• Can students count groups up to 12?</li> <li>• Can students order numerals to 12?</li> <li>• Can students add numbers to 12, both horizontally and vertically?</li> <li>• Do students understand the addition concept?</li> <li>• Can students identify numerals to 20?</li> <li>• Can students match some number words with their numeral?</li> </ul>	<ul style="list-style-type: none"> <li>• Can students identify numerals to 30?</li> <li>• Can students subtract numbers up to 12, both horizontally and vertically?</li> <li>• Do students understand the subtraction concept?</li> <li>• Can students identify coins?</li> <li>• Do students know value of coins?</li> <li>• Can students relate coin knowledge to real life?</li> <li>• Can students tell time to the hour, both digitally and analog?</li> <li>• Can students relate time to daily events?</li> <li>• Can students identify 3-D shapes, and see them in everyday life?</li> <li>• Can student identify the heavier of 2 objects?</li> <li>• Do students understand the concept of weight and usage of scales?</li> <li>• Can students identify <math>\frac{1}{2}</math> of a shape and <math>\frac{1}{2}</math> of a group?</li> <li>• Do students understand the word “half”?</li> <li>• Can students measure length w/standard and non standard units?</li> <li>• Can students compare lengths?</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• observation</li> <li>• classroom participation</li> <li>• daily work – reflects current topics and also begins to spiral</li> <li>• homework – reflects daily work, and also spirals</li> <li>• “mighty math challenge” 3 x weekly</li> <li>• chapter tests from text</li> </ul>	<ul style="list-style-type: none"> <li>• observation</li> <li>• classroom participation</li> <li>• daily work – reflects current topics and spirals</li> <li>• homework – reflects daily work, and spirals</li> <li>• “mighty math challenge” 3 x weekly</li> <li>• chapter tests from text</li> </ul>
Materials and Resources	<ul style="list-style-type: none"> <li>• text</li> <li>• manipulatives to count and add</li> <li>• active participation, both individual and in groups, to act out addition problems</li> <li>• computer skill practice</li> <li>• games/activities</li> <li>• addition templates</li> <li>• number cards</li> </ul>	<ul style="list-style-type: none"> <li>• text</li> <li>• manipulatives to subtract</li> <li>• individual clocks</li> <li>• computer skill practice</li> <li>• games/activities</li> <li>• subtraction templates</li> <li>• number cards</li> <li>• real coins</li> </ul>

	<ul style="list-style-type: none"><li>• calendar</li><li>• teacher created/collected worksheets</li></ul>	<ul style="list-style-type: none"><li>• calendar</li><li>• rulers and “measuring sticks”</li><li>• classroom items for measuring, weighing, 3-D shape recognition</li><li>• scales</li><li>• teacher created/collected worksheets</li></ul>
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# SOCIAL STUDIES

	Quarter 1	Quarter 2
Content	<ul style="list-style-type: none"> <li>• Common signs (such as ‘stop’, ‘exit’, etc.)</li> <li>• Pledge of Allegiance</li> <li>• Rules</li> <li>• families</li> <li>• Careers – why people work</li> <li>• Columbus/America</li> <li>• Globe</li> </ul>	<ul style="list-style-type: none"> <li>• Maps</li> <li>• Halloween</li> <li>• Thanksgiving</li> <li>• Christmas</li> <li>• Voting</li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>• Can students identify the American Flag?</li> <li>• Do students stand appropriately and recite the Pledge?</li> <li>• Can students recall classroom rules?</li> <li>• Do students understand the need for rules, both in the classroom and life?</li> <li>• Can the students identify Christopher Columbus?</li> <li>• Can students locate USA on the globe?</li> <li>• Can students locate land and water on the globe?</li> <li>• Are students aware of what makes a family, and who are their own family members?</li> <li>• Are students aware of a variety of career choices?</li> <li>• Do students understand at what age they become adults?</li> <li>• Can students identify a variety of common signs?</li> </ul>	<ul style="list-style-type: none"> <li>• Can students identify a map?</li> <li>• Can students locate items on a map?</li> <li>• Do students know about and participate in Halloween traditions?</li> <li>• Do students know about and participate in Christmas traditions?</li> <li>• Do students understand the voting concept?</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Participation</li> <li>• Daily work</li> <li>• tests</li> </ul>	<ul style="list-style-type: none"> <li>• observations</li> <li>• participation</li> <li>• daily work</li> </ul>
Materials and Resources	<ul style="list-style-type: none"> <li>• National Geographic Young Explorer Magazine</li> <li>• American Flag</li> <li>• Calendar</li> <li>• MADD curriculum</li> <li>• Miniature wooden street signs</li> <li>• Books</li> <li>• Globe</li> <li>• Teacher created/collected worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• National Geographic Young Explorer Magazine</li> <li>• Calendar</li> <li>• Student created thanksgiving books</li> <li>• Books</li> <li>• Maps</li> <li>• Art materials – classroom tree</li> <li>• Teacher created/collected worksheets</li> </ul>

	Quarter 3	Quarter 4
Content	<ul style="list-style-type: none"> <li>• cardinal directions</li> <li>• communities – farm, city, neighborhood</li> <li>• Valentine’s Day</li> <li>• Patriotic Symbols</li> <li>• Presidents Day</li> <li>• Martin Luther King Jr.</li> </ul>	<ul style="list-style-type: none"> <li>• Earth day – personal responsibility</li> <li>• care for the environment</li> <li>• Mother’s day – families</li> <li>• Appreciation and tolerance for all people</li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>• Do students recognize North, south, east, west as directions?</li> <li>• Can students identify simple differences in city life and farm life?</li> <li>• Can students identify places w/in their own neighborhood?</li> <li>• Do students know about and participate in Valentine’s Day traditions?</li> <li>• Can students identify the Bald Eagle, Statue of Liberty, American flag?</li> <li>• Can students name a few American Presidents?</li> <li>• Do students understand the role of the President?</li> <li>• Do students recognize Martin Luther King, Jr?</li> </ul>	<ul style="list-style-type: none"> <li>• Do students know about and participate in Earth Day celebrations?</li> <li>• Do students understand their own part in caring for the environment?</li> <li>• Do students recognize that families are varied?</li> <li>• Do students know about and participate in Mother’s Day traditions?</li> <li>• Do students recognize the value of all people, regardless of income, housing, color, religion, etc.?</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Participation</li> <li>• Daily work</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Participation</li> <li>• Daily work</li> </ul>
Materials and Resources	<ul style="list-style-type: none"> <li>• National Geographic Young Explorer Magazine</li> <li>• <u>Stuart Little</u></li> <li>• <u>Charlotte’s Web</u></li> <li>• money</li> <li>• Art materials</li> <li>• Posters</li> <li>• books</li> <li>• Teacher created/collected worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• National Geographic Young Explorer Magazine</li> <li>• Night of the Arts (personal value/contribution to society)</li> <li>• Recycle bins in classroom and school yard</li> <li>• Playground clean up</li> <li>• Art materials</li> <li>• Books</li> <li>• Teacher created/collected worksheets</li> </ul>

# SCIENCE

	Quarter 1	Quarter 2
Content	<ul style="list-style-type: none"> <li>• Five senses</li> <li>• Healthy habits</li> <li>• The brain</li> <li>• Fall season</li> <li>• Recycling intro</li> <li>• weather</li> </ul>	<ul style="list-style-type: none"> <li>• Bats</li> <li>• Winter season</li> <li>• Magnets</li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>• Can students identify the five senses</li> <li>• Do students use healthy habits, and see their importance in real life?</li> <li>• Can student locate their brain?</li> <li>• Can students identify proper care of brain?</li> <li>• Do students understand age when brain is adult?</li> <li>• Can students recognize signs of Fall?</li> <li>• Do students understand why recycling is important?</li> <li>• Can students identify ways to recycle, and reasons to recycle?</li> <li>• Do students recycle in the classroom and home?</li> </ul>	<ul style="list-style-type: none"> <li>• Do students understand basic facts and vocabulary about bats?</li> <li>• Can students identify signs of winter?</li> <li>• Can students identify some materials that are magnetic?</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Participation</li> <li>• Daily work</li> <li>• tests</li> </ul>	<ul style="list-style-type: none"> <li>• observation</li> <li>• participation</li> <li>• daily work</li> <li>• tests</li> </ul>
Materials and Resources	<ul style="list-style-type: none"> <li>• MADD curriculum</li> <li>• National Geographic Young Explorer Magazine</li> <li>• books</li> <li>• Play-doh</li> <li>• calendar</li> <li>• Art materials – classroom tree</li> <li>• Recycling bin in classroom, and on school grounds</li> <li>• games</li> <li>• Teacher created/collected worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• National Geographic Young Explorer Magazine</li> <li>• Books</li> <li>• Videos</li> <li>• Internet sites about bats</li> <li>• Magnet sets</li> <li>• Art materials – classroom tree</li> <li>• Games</li> <li>• Teacher created/collected worksheets</li> </ul>

	Quarter 3	Quarter 4
Content	<ul style="list-style-type: none"> <li>• water cycle/forms</li> <li>• personal safety</li> <li>• rocks/geodes</li> <li>• spiders or mice</li> <li>• animal families/habitats</li> </ul>	<ul style="list-style-type: none"> <li>• butterfly life cycle</li> <li>• plants</li> <li>• living/non living</li> <li>• spring season</li> <li>• earth day/recycling</li> <li>• space</li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>• Do students understand that water exists in 3 forms?</li> <li>• Do students understand basic facts about personal safety (such as not talking to strangers, not darting into the road, asking parental permission, etc.)</li> <li>• Do students understand that rocks vary in size, shape, color, etc.?</li> <li>• Do students understand rock vocabulary – rock, stone, pebble, boulder?</li> <li>• Can students use descriptive words about rocks?</li> <li>• Do students understand basic facts about spiders or mice?</li> <li>• Can students give names for some animal families (such as sheep/ewe/ram/lamb)?</li> <li>• Can students match animal parents to their offspring?</li> <li>• Can students name some animal habitats (such as ocean animals, farm animals, etc.)?</li> </ul>	<ul style="list-style-type: none"> <li>• Can students identify the butterfly life stages?</li> <li>• Can students identify basic plant parts, and plant needs?</li> <li>• Can students differentiate living/non living?</li> <li>• Can students recognize signs of spring?</li> <li>• Are students aware of Earth Day, and some ways to participate in Earth day?</li> <li>• Do students recognize recycling as a way to care for the Earth?</li> <li>• Do students understand some basic space facts?</li> <li>• Do students know out planets' name?</li> <li>• Can students recognize a picture of Earth?</li> <li>• Do students have a basic understanding of the moon and sun?</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Participation</li> <li>• Daily work</li> <li>• tests</li> </ul>	<ul style="list-style-type: none"> <li>• observation</li> <li>• participation</li> <li>• daily work/homework</li> <li>• tests</li> </ul>
Materials and Resources	<ul style="list-style-type: none"> <li>• rock collections (collect from playground and home) – sometimes geodes</li> <li>• magnifying glasses</li> <li>• National Geographic Young Explorer Magazine</li> <li>• water/cups/paint brushes – for water painting lesson about evaporation</li> <li>• ice/plastic bags</li> <li>• Personal safety curriculum presented by school counselor</li> <li>• Posters</li> <li>• Books</li> <li>• <u>Charlotte's Web</u>, or <u>Stuart Little</u></li> <li>• Art materials – classroom tree</li> <li>• Teacher created/collected worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Butterfly habitat – raise butterflies in classroom</li> <li>• Seeds/cups/soil – grow plants in windowsill</li> <li>• National Geographic Young Explorer Magazine</li> <li>• Create space booklets</li> <li>• Posters</li> <li>• Books</li> <li>• Art materials – classroom tree</li> <li>• Teacher created/collected worksheets</li> </ul>

# SPANISH

	Quarter 1	Quarter 2
Content	<ul style="list-style-type: none"> <li>• Learn Spanish name</li> <li>• Greet each other with this name</li> <li>• Ask/tell each other their names</li> <li>• Say goodbye</li> <li>• Begin learning Spanish prayer (<i>Gloria</i>)</li> <li>• Sing <i>Hola</i> and <i>Adiós</i> songs</li> <li>• Greeting and response to How are you? in Spanish.</li> <li>• Count from 1-10</li> <li>• Identify table and chair in Spanish</li> </ul>	<ul style="list-style-type: none"> <li>• Identify colors</li> <li>• Match the colors to classroom items</li> <li>• Identify the Day of the Dead</li> <li>• Identify Our Lady of Guadalupe and state why she is important to us</li> <li>• Tell why the poinsettia and <i>posadas</i> are important to Christmas</li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>• What is your name in Spanish?</li> <li>• How do we greet each other using this name?</li> <li>• How would you tell someone goodbye in Spanish?</li> <li>• Can you count from 1-10?</li> <li>• Where do you sit in class?</li> </ul>	<ul style="list-style-type: none"> <li>• What colors are in the classroom?</li> <li>• What color is the flag, chair, table, etc.?</li> <li>• What is the Day of the Dead?</li> <li>• What are some things people put on the graves?</li> <li>• Who is Our Lady of Guadalupe?</li> <li>• Who is Juan Diego?</li> <li>• What are <i>posadas</i>?</li> <li>• What is the special story about poinsettias?</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• class work</li> <li>• quizzes – short comprehension checks</li> <li>• coloring/drawing pages</li> <li>• oral questions and answers</li> </ul>	<ul style="list-style-type: none"> <li>• class work</li> <li>• quizzes – short comprehension checks</li> <li>• coloring/drawing pages</li> <li>• oral questions and answers</li> </ul>
Materials and Resources	<ul style="list-style-type: none"> <li>• <u>Teach them Spanish</u> level K</li> <li>• Internet</li> <li>• DVD and video resources</li> <li>• Pictures to color, vocabulary cards, story books, puppets</li> <li>• Songs</li> <li>• Other books as needed</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Teach them Spanish</u> level K</li> <li>• Internet</li> <li>• DVD and video resources</li> <li>• Pictures to color, vocabulary cards, story books, puppets</li> <li>• Songs</li> <li>• Other books as needed</li> </ul>

	Quarter 3	Quarter 4
Content	<ul style="list-style-type: none"> <li>• Expand classroom object identification</li> <li>• Use the objects in sentences with numbers and colors</li> <li>• Ask/tell what items in the classroom are</li> <li>• Identify members of family</li> <li>• Ask/tell family members' names</li> </ul>	<ul style="list-style-type: none"> <li>• Identify basic food items</li> <li>• State what they like</li> <li>• Identify basic articles of clothing</li> <li>• Describe clothes using colors</li> <li>• Identify places to go</li> <li>• Locate the places on a map</li> <li>• Name specific places with generic names - la escuela → the school; la tienda → Kroger for example</li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>• Can you name some things in you classroom?</li> <li>• How many are there?</li> <li>• Do you remember their colors?</li> <li>• Who are and what are the names of members of your family?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the name of _____?</li> <li>• Do you like this particular food?</li> <li>• What are you wearing? What color is it?</li> <li>• Do you like to go to the park, the library, etc.?</li> <li>• Where are they?</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• class work</li> <li>• quizzes – short comprehension checks</li> <li>• coloring/drawing pages</li> <li>• oral questions and answers</li> </ul>	<ul style="list-style-type: none"> <li>• class work</li> <li>• quizzes – short comprehension checks</li> <li>• coloring/drawing pages</li> <li>• oral questions and answers</li> </ul>
Materials and Resources	<ul style="list-style-type: none"> <li>• <u>Teach them Spanish</u>, level K</li> <li>• Internet</li> <li>• DVD and video resources</li> <li>• Pictures to color, vocabulary cards, story books, puppets</li> <li>• Songs</li> <li>• Other books as needed</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Teach them Spanish</u>, level K</li> <li>• Internet</li> <li>• DVD and video resources</li> <li>• Pictures to color, vocabulary cards, story books, puppets</li> <li>• Songs</li> <li>• Other books as needed</li> </ul>

# TECHNOLOGY

	Quarter 1	Quarter 2
Content	<ul style="list-style-type: none"> <li>• Computer parts</li> <li>• Computer care</li> <li>• Observes computer used w/lcd projector</li> </ul>	<ul style="list-style-type: none"> <li>• Simple word processing/keyboarding – cursor; enter, backspace, space keys</li> <li>• Skill practice w/computer games/activities</li> <li>• Observes computer used w/lcd projector</li> <li>• Video conference</li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>• Can students identify basic computer parts?</li> <li>• Do students understand and demonstrate proper computer use and care?</li> <li>• Do students understand image on screen comes from a computer?</li> </ul>	<ul style="list-style-type: none"> <li>• Can students type their name on word document?</li> <li>• Can students properly use special keys?</li> <li>• Do students use computer to practice core subject skills?</li> <li>• Do students understand the cursors use?</li> <li>• Do students understand image on screen comes from a computer</li> <li>• Are students engaged in video conference?</li> <li>• Is video conference an efficient use of time?</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Participation</li> <li>• Math text</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• participation</li> </ul>
Materials and Resources	<ul style="list-style-type: none"> <li>• classroom computers</li> <li>• label cards</li> <li>• math text</li> <li>• projector</li> </ul>	<ul style="list-style-type: none"> <li>• classroom computers</li> <li>• extra keyboards</li> <li>• computer software</li> <li>• projector</li> <li>• video conference equipment</li> </ul>

	Quarter 3	Quarter 4
Content	<ul style="list-style-type: none"> <li>• simple keyboarding</li> <li>• turning computer on/off</li> <li>• skill practice</li> <li>• observes computer used w/lcd projector</li> <li>• video conference</li> </ul>	<ul style="list-style-type: none"> <li>• simple keyboarding</li> <li>• turning computer on and off</li> <li>• skill practice</li> <li>• observes computer used w/lcd projector</li> <li>• email</li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>• Do students demonstrate ability to type their name/words/sentences w/proper spacing?</li> <li>• Can students start to work on the computer w/out assistance?</li> <li>• Can students shut down the computer when finished?</li> <li>• Do students use computer games/activities to practice core subject skills?</li> <li>• Are students engaged in video conferences?</li> <li>• Are video conferences an efficient use of time?</li> </ul>	<ul style="list-style-type: none"> <li>• Do students demonstrate ability to type their names/words/sentences w/proper spacing?</li> <li>• Can students start to work on computer w/out assistance?</li> <li>• Can students shut down the computer when finished?</li> <li>• Do students use computer games/activities to practice core subject skills?</li> <li>• Do students understand what email is?</li> <li>• Are students actively engaged in sending emails from school to another source? – such as an email thank you, invitation, etc.</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Participation</li> <li>• Math text</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Participation</li> </ul>
Materials and Resources	<ul style="list-style-type: none"> <li>• classroom computers</li> <li>• extra keyboards</li> <li>• computer software</li> <li>• projector</li> <li>• video conference equipment</li> <li>• math text</li> </ul>	<ul style="list-style-type: none"> <li>• classroom computers</li> <li>• computer software</li> <li>• projector</li> </ul>

# HEALTH AND FITNESS

Every new academic year, when the tennis shoes are still squeaky clean and students are eager to please, I have to remind them that Health & Fitness class is not about sports. Yes, we spend some time on certain skills (dribbling, batting, tagging, jumping, etc.) in respect to lead-up games, but Health & Fitness class is about movement and healthy life choices. With a greater amount of our population becoming obese, especially children, it is more important than ever students find some kind of movement and aerobic activity they enjoy and will continue doing in later years.

I meet twice weekly with Grade K-4 and once a week with Grade 5-8. Each session lasts 40 minutes and begins with a quick prayer on the “prayer circle.” Students then respond to two whistle blows by hustling to their stretching and exercise spots where we usually spend 4-6 minutes warming up. At this point, some fitness activity is in order---jogging, sprinting, dancing, etc. Students are more than ready to move around after a morning or afternoon of classes! The remaining time is dedicated to instruction and a game activity. And do we cover the gamut---relay races, parachute activities, soccer skills, whistle drills, kicking, dribbling, dodging, shooting, basketball, flag football, balancing activities, cooperative games with partners, floor hockey, kickball, batting, strength exercises, and bean bag activities to name a few. Of course there’s tennis, jax, tumbling, noodle fun, bucket stilts, rhythm activities, jump rope, hula hoops, croquet, and volleyball. We can’t forget badminton, Billy Ball, Threeball, four square challenges, hurdles, and balloon play. Did I mention scooters, Alaskan football, Gertie ball, Skip It, and wiffle ball? Whew! We *do* like to keep moving, learn new skills, and fine-tune old ones.

We talk about healthy eating choices, the food pyramid, serving sizes, and calories. Other health issues are covered like tobacco /alcohol use, sleep requirements, and hygiene issues. Personal safety precautions like wearing helmets for biking and other mobile activities are topics for discussion during class. My belief is the more children hear and, better yet, see a role model being health conscious, the more likely they will incorporate these behaviors into their daily lives. It begins at home, of course, but it is certainly reinforced at St. Ann.

There are four areas in which students are graded: Readiness (25%), Participation (25%), Effort (25%), and Conduct (25%). **Readiness** simply entails wearing tennis shoes to class and being ready for the prayer circle, warm up, and instruction; **Participation** requires students to be *actively involved* throughout the period; **Effort** is trying---even if you can’t always master a skill or activity; and **Conduct**, of course, involves *listening to* and *cooperating with* me and classmates.

# THEATRE ARTS

Content	<ul style="list-style-type: none"> <li>• Name 4 Arts</li> <li>• Space: self, partner, group, and performing</li> <li>• Listen to directions</li> <li>• Observe safety rules</li> <li>• Concentration/freeze signal</li> <li>• Control touch – imitate</li> <li>• Evaluate/praise</li> <li>• 5 senses/sense memory</li> <li>• Primary Drama Tools (body, mind, voice)</li> <li>• Audience behaviors</li> <li>• Problem solve</li> <li>• Imitate action through movement</li> <li>• Imitate emotions</li> <li>• Compare to real life</li> <li>• Speak and Listen (cooperation)</li> <li>• Story Elements: Conflict/resolution (Why?)</li> <li>• Re-tell story through action</li> <li>• Pantomime</li> <li>• Imagination/Imaginary Play</li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>• What are the 4 Arts and how do we use them?</li> <li>• What is personal space?</li> <li>• What is performing space?</li> <li>• Why is it important to listen to and follow directions?</li> <li>• How can we be safe in the theatre room?</li> <li>• What is concentration and how do we do it?</li> <li>• How can we offer praise after a performance?</li> <li>• What are our 5 senses and why are they important?</li> <li>• What are our “drama tools”?</li> <li>• How can we use our body in drama?</li> <li>• How can we use our mind in drama?</li> <li>• What are some different ways we can use our voice in drama?</li> <li>• How can we be a good audience? (Audience Skills)</li> <li>• How can we show our feelings? (Voice, body, facial)</li> <li>• How can we cooperate in drama?</li> <li>• What is conflict?</li> <li>• Do stories always have conflict?</li> <li>• Why is it important that our stories resolve conflict (fix the problem)?</li> <li>• What is “imagination”?</li> <li>• How can we use our imagination in drama?</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Performance</li> </ul>
Materials and Resources	<ul style="list-style-type: none"> <li>• Getting Started With Drama – Karen I. Erickson</li> <li>• Various theatre resources</li> <li>• Internet</li> </ul>

# MUSICAL ARTS

Content	<ul style="list-style-type: none"> <li>• Music is descriptive</li> <li>• Music is made by notes</li> <li>• Music is sounds of different pitch</li> <li>• My voice can make music</li> <li>• Note Values</li> <li>• Steady Beat and Pulse</li> <li>• Note Names</li> <li>• Rhythm Instruments</li> <li>• Loud and Soft</li> <li>• Fast and Slow</li> <li>• Notes can step, leap and stay the same</li> <li>• Rests can occur in the place of notes</li> <li>• Instrument Families and Parts</li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>• What is music?</li> <li>• How can we make music?</li> <li>• Can you feel the heartbeat of music?</li> <li>• How can we express music?</li> <li>• Does music change?</li> <li>• What are the instrument families and who are their members?</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• Workbook</li> <li>• Aural evaluation</li> <li>• Observation</li> <li>• Performance</li> </ul>
Materials and Resources	<ul style="list-style-type: none"> <li>• God Made Kinder-Music workbook</li> <li>• Songbooks</li> <li>• CD's</li> <li>• Internet</li> </ul>

# VISUAL ARTS

**Note:** Students spend 2 six-week sessions in Visual Arts throughout the year. During those weeks, the lower school grades attend art classes three times per week for 40-minute classes, while upper school grades come to the art room for two 50-minute sessions per week. The block scheduling is as follows: White Cycle---Grades 8, 5, and 2; Navy Cycle---Grades 7, 4, and 1; Red Cycle---Grades 6, 3, and Kindergarten.

The table below describes in general terms the content covered in each grade. What *isn't* described here are the specific projects spring-boarding from the content---and for good reason. Most projects span 3-4 classes, from “blueprint” to final product stage. Video, picture storybooks, prints, and class-friendly artist biographies supplement instruction, but the bulk of time is dedicated to hands-on art work. Though we follow the diocesan art curriculum in respect to basic skills, a wide range of sources are used for project inspiration, including instruction books, trade periodicals, the internet (sites like *Artsonia*), local community art offerings from The Frist, Cheekwood, etc., and happenstance. (I’ve been known to wander the halls of other schools when visiting for basketball games and jotting down ideas that I see and like!) One of the most successful recent projects completed was a look at Cajun artist George Rodrigue’s *Blue Dog* series, an idea garnered from a trip to New Orleans.

In class we use a variety of medium when creating projects---oil pastels, paints, markers, colored pencils, watercolors, crayons, chalk pastels, charcoal pencils, and more. We look at master work and often delve into the unusual personalities of artists. Students are graded according to four areas: effort, participation, conduct, and, most importantly, completeness, which refers to a student’s ability to follow through with a project to its final stage in a timely manner. Parents and other visitors will often see the fruits of *art* labor in our Eagle art displays which line the upper and lower level hallways through the year.

Grade	Content
Kindergarten	<ul style="list-style-type: none"> <li>• What is Art?</li> <li>• Line---curved, straight, wavy, zig-zag, horizontal, vertical</li> <li>• Shapes---circle, square, rectangle, triangle, oval</li> <li>• Color---primary/secondary</li> <li>• Textures</li> <li>• Patterns</li> <li>• Wax Resists</li> <li>• Art Tells Stories</li> <li>• Self portrait</li> <li>• Abstract vs. Realism</li> <li>• Clay Play</li> <li>• Process: Fingerpaint</li> <li>• Watercolor</li> <li>• Art in Literature (Picture Storybooks)</li> </ul>