St. Thomas School
Kindergarten Curriculum

Mission Statement: St. Thomas is the parish school of St. Therese of Lisieux and in service to its cluster parishes. In partnership with the family, we are dedicated to nurturing the personal development of the whole child. We seek to instill Catholic values, foster self-discipline and promote academic excellence in the spirit of a caring and affirming community.

Purpose: The purpose of the Kindergarten curriculum at St. Thomas School is to provide an experience in Catholic education that prepares the students to enter the upper grades. This includes lessons and activities that focus on the development of spiritual, social, emotional, physical and intellectual abilities of the individual child. Students enter Kindergarten with a variety of skills and experiences. Kindergarten focuses on basic skills such as oral and written communication, core reading experiences, number sense, awareness of community and experiences in science. The curriculum is adjusted to the needs of each child as determined by the teacher in partnership with the family. Students learn to be responsible for their work materials and begin to develop a work ethic based on quality work.

Religion: Through activities, songs and sharing students will come to know God's love for each of them. They will participate in both formal and informal prayer experiences and learn about respecting one another. They will learn that each person has been given gifts to share with one another. Through religion classes and their daily experiences students will develop habits of mind, dispositions and skills that enable them to be:

- Gentle and Kind Respecters of Life
- Good and Faithful Servants
- Responsive and Caring Individuals
- Patient, Persevering Creators of Peace
- Humber Shares of Time, Talent and Treasure
- Self-Controlled and Joyous Lovers of Life

Scripture

S.1. Recognizes that the Bible is a special book about God
S.2. Understands that the Bible is God's Word
S.3. The Bible teaches us about people who follow God's Word
S.4. The Bible teaches us about Jesus

Knowledge of Faith

K.1. Understands that God created the world and that everything God made is good.
K.2. Students understand that there is one God.
K.3. Students understand that Jesus is God' Son.
K.4. Students will learn that Jesus was kind, good and caring.

K.5. Students know that God created each person to be special and share his/her gifts with others.
K.6. Students recognize that God created families to love and take care of one another.
K.7. Students begin to understand that the Catholic Church is a larger family.
K.8. Students understand that they can experience God's love through the love of others.
K.9. Students understand that they show God's love in their respect and kindness to others.
K.10. Students will begin to understand the liturgical seasons of the Church year- Ordinary Time, Advent, Christmas, Lent, Easter

Holy Mass and Sacraments
M.1. Students will participate in Mass.
M.2. Students will stand, kneel and sit when it is appropriate to do so during Mass.
M.2. Students will begin to learn about the parts of the Mass.
M.3. Students will understand that the church is a sacred place and how to show respect.
M.4. Students will begin to understand the sacrament of Baptism is a way of welcoming people into God's family, the Church.

Prayer
P.1. Students will explore a variety of prayers.
P.2. Students will begin to understand that praying for others is important.
P.3. Students will become aware of prayer in different situations – thanksgiving, praise, petition, sorrow
P.4. Students will learn and recite the: Sign of the Cross, Our Father, Hail Mary, Glory Be, Grace and the Guardian Angel Prayer.
P.5. Students will know and use Christian behaviors such as taking turns, listening, helping, caring, sharing, loving, thanking and celebrating in a community setting.
P.6. Students will understand that God is always with us and that they can pray at all times in all places.

Personal and Social Development

Maslow's *Hierarchy of Needs* suggests that when students' personal, social and relational needs are met they can reach their highest personal potentials. When students are provided with safe and nurturing environments they develop a healthy sense of self and the social skills necessary to function in society. These are articulated in the Guiding Principles for the Maine Learning Results. They are:

- A Clear and Effective Communicator
- A Self-Directed and Lifelong Learner
- A Creative and Practical Problem Solver
- A Responsible and Involved Citizen
- An Integrative and Informed Thinker

Students in Kindergarten will learn and practice skills that enable them to demonstrate self-control. These include seeking help when needed, expressing feelings, needs and opinions without harming themselves, others or property and demonstrating the ability to wait patiently. Students will also demonstrate the capacity to follow rules and routines as

well as using resources for the appropriate purposes. Students will also develop a growing awareness of self and the uniqueness of each person. They will be able to adjust to new situations and explore their interests. Students will separate from the family to participate in the educational experience and express pride in their accomplishments.

An important component of the Kindergarten experience is for students to begin to develop social competence. This includes an understanding of and following through of classroom and personal responsibilities. Social competence is hallmarked by the ability to interact respectfully and cooperatively with peers and adults. It also includes listening with interest and understanding to directions as well as during conversations and in class. Students will demonstrate the abilities to compromise and discuss issues when conflicts arise both in the classroom and at recess.

English Language Arts (Common Core State Standards)

Reading Standards for Literature

1. With prompting and support, ask and answer questions about details and events in text.
2. Retell familiar stories.
3. Identify characters, settings, and key events in a story.
4. Ask questions about unknown words in a text.
5. Recognize common types of texts (storybooks, poems).
6. Name the author and illustrator of a text and define the role of each.
7. Relate pictures and illustrations to the overall story in which they appear.
8. *
9. Compare and contrast the adventures of characters in familiar stories.
10. Read emergent-reader literature texts with purpose and understanding.

Reading Standards for Informational Text

1. With prompting and support, ask and answer questions about information and events in a text.
2. Identify the main topic and main ideas of a text.
3. With prompting and support, describe the connection between two events or ideas in a text.
4. Ask questions about unknown words in a text.
5. Locate basic information in a text.
6. Name the author and illustrator of a text and define the role of each.
7. Relate pictures or illustrations to the overall text in which they appear.
8. With prompting and support, recognize cause and effect relationships in a text.
9. With prompting and support, recognize basic similarities in and differences between two texts on the same topic (e.g., in illustrations or descriptions).
10. Read emergent-reader informational texts with purpose and understanding.

Reading Standards: Foundational Skills

1. Demonstrate understanding of the organization and basic features of print.
    a) Identify the front cover, back cover, and title page of a book.

b) Follow words from left to right, top to bottom, and page by page.
c) Understand that words are separated by spaces in print.
d) Recognize and name all upper and lowercase letters of the alphabet.

2. Demonstrate understanding of spoken words, syllables, and phonemes.
   a) Recite and produce rhyming words.
   b) Count, pronounce, blend and segment syllables in spoken words.
   c) Count individual words spoken in phrases or simple sentences.
   d) Blend and segment consonants and rhymes of spoken words (*/g/-/ oat /. (bl /- / ack/).*
   e) Demonstrate phonemic awareness by isolating and pronouncing initial, medial vowel, and final phonemes (sounds) in three-phoneme (CVC) words (e.g., */save/, /ham/).* (This does not include CVC's ending with */l/./x/, or /r/.*
   f) Add or substitute individual phonemes in simple, one-syllable words to make new words (e.g., */at/ - /sat/ - /mat/ - /map/).*

3. Know and apply grade-level phonics and word analysis skills in decoding words.
   a) Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
   b) Associate the long and short sounds with the graphemes for the five major vowels.
   c) Read at least twenty-five very-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 (e.g., *bat vs. sat, cat vs. can, hit vs. hot).*

4. Read with sufficient accuracy and fluency to support comprehension.
   a) Read emergent-reader texts with purpose and understanding.

Writing Standards

1. Use a combination of drawing, dictating, writing to compose opinions in which they tell a reader the name of a book or the topic they are "writing" about and give an opinion about the topic (e.g., *My favorite book is….).*
2. Use a combination of drawing, dictating, and writing to compose informative and explanatory texts in which they name what they are "writing" about and share some information about it.
3. 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 that they occurred, and provide a reaction to what happened.
4. *
5. With guidance and support from adults, add details to strengthen writing as needed through revisions.
6. *
7. *

8. Gather information from experiences or provided text sources to answer a specific question.
9. *
10. *

Speaking and Listening Standards

1. Participate in conversations with peers and adults about *kindergarten topics and texts* being studied in class.
    a) Listen to others and take turns speaking.
    b) Continue a conversation through several exchanges.
2. Confirm understanding of information presented orally or through media by asking and answering questions about key details.
3. Ask questions to get information, seek help, or clarify something that is not understood.
4. Describe familiar people, places, things, and events and with prompting and support, provide additional details.
5. *
6. *

Language Standards

1. Observe conventions of grammar and usage.
    a) Print most upper-and lower case letters.
    b) Write a letter or letters for most consonant short-vowel sounds (phonemes).
    c) Form regular plural nouns orally by adding /s/ or /es/ when speaking.
    d) Understand and use the most frequently occurring prepositions in English (e.g., *from/to, in/out,on/off, for, of, by, with)* when speaking.
    e) Produce and expand complete sentences in shared language and writing activities.
    f) Understand and use question words (e.g., *who, what, where, when, why, how)* in discussions.

2. Observe conventions of capitalization, punctuation, and spelling.
    a) Capitalize the first word in a sentence and the pronoun *I.*
    b) Name and identify end punctuation, including periods, question marks, and exclamation points.
    c) Spell simple words phonetically using knowledge of sound-letter relationships.

3. *

4. Determine word meanings (*based on kindergarten reading).*
    a) Sort common objects into categories (e.g., shapes, foods) to gain a sense of concepts the categories represent.
    b) Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* as a verb and identifying the verb *to duck).*

c) Use the most common affixes in English (e.g., -ed, -s, -re, -un, -pre,-ful,-less) as a clue to the meaning of an unknown word.

5. Understand word relationships.
   a) Build real-life connections between words and their use (e.g., note places at school that are *colorful).*
   b) Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
   c) Use common adjectives to distinguish objects (e.g., the small, blue square).
   d) Demonstrate understanding of common verbs and adjectives by relating them to their opposites (antonyms).

6. Use newly learned words acquired through conversations, reading, and responding to texts.

Mathematics (Common Core State Standards)

Maine Learning Results

1. Understand the many uses of numbers in phone numbers, ages, house numbers, direction cards, birthdays and bus numbers.

Number – Counting and Cardinality

1. Say the number name sequence to 100.
2. Know the decade words to ninety and recite them in order (ten, twenty, thirty..).
3. Say the number name sequence forward to 100, backward from 10.
4. Write numbers from 1 to 30 in base-ten notation.
5. Count to answer "how many?" questions about as many as 20 things. *Objects may be arranged in a line, a rectangular array, a circle, or a scattered configuration.*
6. Understand that when counting objects,
   a) The number names are said in the standard order.
   b) Each object is paired with one and only one number name.
   c) The last number name said tells the number of objects counted.
7. Understand that each successive number refers to a quantity that is 1 larger.
8. 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. *Include groups with up to ten objects.*
9. Put in order numbers between 1 and 10 presented in written symbols: 1,2,3……

Composing and decomposing numbers; addition and subtraction

1. Understand addition as putting together – e.g., finding the number of objects in a group formed by putting two groups together. Understand subtraction as taking apart – e.g., finding the number of objects left when one group is taken from another.
2. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), and acting out situations, verbal explanations, expressions, or

equations. *Note that drawings need not show details, but should show the mathematics in the problem.*
3. Decompose (take apart) numbers less than or equal to 10 into pairs in various ways,e.g., using objects or drawings, and record each decomposition by drawing or equation (e.g., 5 = 2 + 3). Compose numbers whose sum is less than or equal to 10, e.g., using objects of drawings, and record each composition by a drawing or equation (e.g., 3 + 1 + = 4).
4. Compose (put together) or decompose (take apart) numbers less than or equal to 10 in two different ways, and record compositions or decompositions by drawings or equations. *For example, 7 might be composed or decomposed in two different ways by a drawing showing how a group of 2 and a group of 5 together make the same number as a group of 3 and a group of 4.*
5. Understand that addition and subtraction are related. *For example, when a group of 9 is decomposed into a group of 6 and a group of 3, this means not only 9= 6+3 but also 9-3=6 and 9-6=3.*
6. Solve addition and subtraction word problems, and calculate additions and subtractions within 10, e.g., using objects or drawings to represent the problem.
7. Fluently add and subtract, for sums and minuends of 5 or less.

Two – digit numbers
1. Understand that 10 can be though of as a bundle of ones – a unit called a "ten."
2. Understand that a teen number is composed of a ten and one, two, three, four, five, six, seven, eights, or nine ones.
3. Compose and decompose teen numbers into a ten and some ones, e.g., by using objects or drawings, and record the compositions and decompositions in base-ten notation. *For example, 10 + 8 = 18 and 14 = 10+4.*
4. Put in order numbers presented in base-ten notation from 1 to 20 (inclusive), and be able to explain the reasoning.
5. Understand that decade word refers to one, two, three, four, five, six, seven, eight, or nine tens.
6. Understand that the two digits of a two-digit number represent amounts of tens and ones. *In 29, for example, the 2 represents two tens and the 9 represents nine ones.*
7. Decompose 10 into pairs of numbers, e.g., by using objects or drawings, and record each decomposition with a drawing or equation.
8. Compose numbers to make 10, e.g., by using objects or drawings, and record each composition with a drawing or equation.
9. 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.

Direct Measurement
1. Understand that objects have measurable attributes, such as length or weight. A single object might have several measurable attributes of interest.
2. Directly compare two objects with a measurable attribute in common, to see which object has "more of" the attribute. *For example, directly compare the height of two books and identify which book is taller.*

Maine Learning Results

1. Compare the length, weight, capacity using the terms more/less.
2. Identify and give the value of different coins – pennies, nickels, dimes and quarters.
3. Understand uses for clocks, calendars, money, rulers, thermometers and scales.

Representing and interpreting data

1. Classify objects or people into given categories; count the numbers in each category and sort the categories by count. *Limit category counts to be less than or equal to 10.*

Maine Learning Results

1. Formulate and solve problems by sorting by attributes such as color, size and shape. (For example: collections, weather days)
2. Create two column picture graphs, tallies are introduced.
3. Introduce the concept of chance using the terms fair/unfair and spinners.

Shapes, their attributes, and spatial reasoning

1. 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.*
2. Understand that names of shapes apply regardless of the orientation or overall size of the shape.
3. Understand that shapes can be two-dimensional or three-dimensional.
4. Understand that shapes can be seen as having parts, such as sides and vertices (corners) and that shapes can be put together to compose other shapes.
5. Analyze and compare a variety of two or three dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, component parts and other attributes.
6. Combine two or three dimensional shapes to solve problems such as deciding which puzzle piece will fit into a place in a puzzle.

Maine Learning Results

1. Recognize, name and sort models of triangles, squares, circles and rectangles using pattern blocks and polydrons.
2. Fill given shapes with pattern blocks. Model shapes with geoboards. Use pattern blocks to combine shapes to make new ones.
3. Recognize, describe, extend, copy and create two and three item patterns.

Science (Maine Learning Results 2007)

Matter and Energy
1. Describe objects in terms of what they are made of and their physical properties. Understand that matter is solid, liquid or a gas and that it occupies space.
2. Describe changes in properties of materials when mixed, heated, frozen or cut.

Force and Motion
1. Describe different ways things move and what it takes to start objects moving, keep objects moving, or stop objects.
2. Give examples of things that make sounds by vibrating.
3. Observe how magnets interact with other objects. Classify objects as magnetic or not.

Biodiversity
1. Classify matter as living and non-living.
2. Describe similarities and differences in the way plants and animals look and the things that they do.
3. Describe some features of plants and animals that help them live in different environments.
4. Describe how organisms change during their lifetime.

Ecosystems
1. Explain that animals use plants and other animals for food, shelter, and nesting.
2. Compare different animals and plants that live in different environments of the world.

Cells
1. List living things and their parts. Explain that parts of living things are so small we can only see them using magnifiers.
2. List the basic things that most organisms need to survive.

Life Cycles
1. Give examples of how organisms are like their parents and not like them.
2. Describe the life cycle of a plant or animal.

Models
1. Describe the ways in which toys and pictures are like the real things they model.
2. Use a model as a tool to describe the motion of objects or the features of plants and animals.

Skills and Traits of Scientific Inquiry
1. Ask questions and make observations about objects, organisms, and events in the environment. Use observations to construct and explanation for an event.
2. Safely conduct simple investigations to answer questions.
3. Use simple measurements with basic units of measurement to gather data and extend the senses.

4. Know what constitutes evidence that can be used to construct a reasonable explanation.
5. Use writing, speaking, and drawing to communicate investigations and explanations.

Understandings of Inquiry
1. Describe how scientific investigations involve asking and answering a question.
2. Point out the importance of describing things and investigations accurately so others can learn about them or repeat them.

Understandings about Science and Technology
1. Recognize that people have always had problems and invented tools and ways of doing things to solve problems.
2. Distinguish between objects that occur in nature and objects that are man-made.

Universe and Solar System
1. Describe how the sun and moon seem to move across the sky.
2. Describe the changes in the appearance of the moon from day to day.

Earth
1. Explain that the sun warms the air, water and land.
2. Describe the way in which weather changes over the months.
3. Describe what happens to water left in an open container as compared to water left in a closed container.

Technology

Students will acquire developmentally appropriate computer skills to enhance learning. Student instruction and practice will occur at three levels - Introduced, Practiced and Mastered.

1. Identify the major parts of a computer and peripheral devices: computer, monitor and printer. (I, P, M)
2. Identify the keyboard and CD-ROM drive (I, P)
3. Develop technology vocabulary (keyboard, mouse, monitor, printer, CD-ROM drive. (I, P)
4. Identify and demonstrate the proper use of special keys (enter, escape and arrows) to operate a computer. (I, P)
5. Use the mouse to move and point to a designated location; point and click, point and double click, drag and drop. (I, P)
6. Use computer software and CD ROMs to support content area curriculum (religion, science, English/Language Arts, social studies, mathematics). (I, P)
7. Demonstrate the safe handling of a disk and CD. (I)

Students will apply computer technology that is imbedded into discipline centered curriculum content.

1. Students will understand that there are differences among kinds of information in different forms of media. (I, P)
2. Students will identify the different types of media in the daily lives of most people. (I, P)
3. Students will describe their reactions to a variety of print and /or non-print sources. (I, P)

Social Science (Maine Learning Results)

Making Decisions Using Social Studies Knowledge and Skills

1. Share ideas and listen to the ideas of others to reach individual and collaborative decisions and make plans.
2. Make a real or simulated decision related to the classroom, school, or beyond by applying appropriate and relevant social studies skills, including research skills, and relevant information. (Including the Second Step curriculum)

Taking Action Using Social Studies Knowledge and Skills

1. Students select, plan and participate in a civic action or service-learning project based on a classroom or school asset or need, and describe the project's potential civic contribution. This includes the outreach ministries of the school.

Knowledge, Concepts, Themes, and Patterns of Civics/Government

1. Identify community workers and volunteers and the roles they play in promoting the common good.
2. Recognize national symbols and celebrations of government.
3. Participate in decision making while practicing democratic ideals.

Rights, Duties, Responsibilities, and Citizen Participation in Government

1. Describe classroom rights, duties and responsibilities including how students participate in some classroom decisions and are obliged to follow classroom rules.
2. Explain the purpose of school/classroom rules and laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.

Individual, Cultural, International, and Global Connections in Civics and Government

1. Identify and compare similar and differing interests and opinions students have related to classroom traditions and decisions.
2. Compare traditions that are similar across the nation and traditions that differ in various cultural groups including Maine Native Americans.

Economic Knowledge, Concepts, Themes and Patterns

1. Describe economics as how people make choices about how to use scarce resources to meet their wants and needs.
2. Describe how money is earned and managed in order to buy goods and services and save for the future.

Historical Knowledge, Concepts, Themes, and Patterns

1. Describe history as "stories" of the past.
2. Identify a few key figures and events from personal history and the United States, especially those associated with historically based traditions.
3. Identify past, present, and future in stories, pictures, poems, songs or videos.
4. Apply terms "before" and "after" in sequencing events.