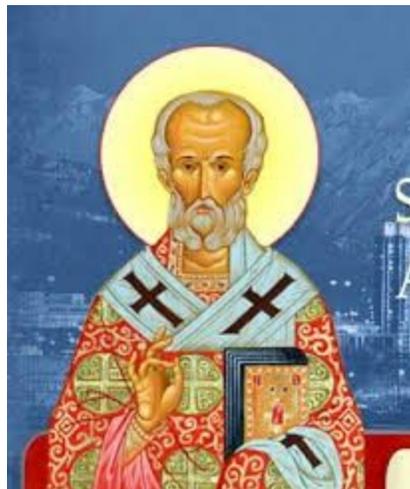


Lumen Christi

K4 Curriculum Guide

Patron Saint: Saint Nicholas



Welcome To K4

Dear Parents,

We are pleased to provide you with the curriculum standards that your child will learn this year in K4. A young child brings much experience and knowledge learned at home to the first day of school. This experience and knowledge, combined with a natural curiosity and interest, are the foundations of school learning. No doubt you've heard standards mentioned when people talk about education and what children should know at each grade level. Lumen Christi Catholic School has developed standards, a set of clear expectations, to use as a basis for teaching your child. These standards are based on how children learn and what they need to know. The K4 standards are based on developmentally appropriate practices, which means that all class activities and lessons are appropriate for your child's developmental level. All children follow the same development pattern (e.g., they learn to crawl before they learn to walk), but they have different growth rates (e.g., one may talk at age two, one at age three). At Lumen Christi your child is viewed as an individual with a uniquely-timed growth pattern. All lessons with K4 students are aligned with the developmental level of each child. All programs reflect a safe and nurturing environment that encourages a child's physical, social, emotional, intellectual, and language development. The learning experiences are meaningful and relevant, helping children make connections between what is being taught and their own life experiences.

This booklet is designed to inform you of Lumen Christi's expectations for K4 students in the five major curriculum areas: Religion, English Language Arts, Math, Social Studies, and Science. These standards spell out exactly what skills and knowledge we expect your child to be able to do and understand by the end of this year.

As a school dedicated to excellence we are continually reviewing, developing, and improving our curricular choices. Therefore, we will occasionally and purposefully make changes to our scope and sequence as we continue to grow and refine our practice of education.

Your child will enter school with the basic foundation for learning. The more skills your child has upon entering school, the easier school will be. If he or she begins with a positive attitude and a willingness to learn, he or she will have a significant advantage. Helping your child believe that he or she can accomplish anything will develop self-confidence and persistence. Your child will blaze new trails in order to reach his or her goals. Offering praise and encouragement will help your child reach new heights despite obstacles. As a parent, you are your child's most important role model. Put into practice the belief that education is a life-long process where you, as the adult and parent, continue to broaden your own horizons through learning experiences. This will be an exciting year of learning for your child. We are committed to partner with you to ensure your child achieves the highest level of academic success this year.

RELIGION

Creedal Church

- Learns that God created the world
- Learns that God made and loves him/her
- Learns that God gave us the gift of his son, Jesus
- Recognizes Jesus was part of a family with Mary and Joseph
- Begins to understand that he/she is part of God's family, which is the Church
- Identifies the Bible as a book that has stories about God
- Is familiar with the story of creation (Genesis 1-3)
- Is familiar with the story of the nativity (Luke 2:1-7, Matthew 1:18-25)
- Is familiar with the story of Jesus blessing the children (Luke 18:15-17, Mark 10:13-16, Matthew 19:13-15)
- Learns that the body is a gift from God

Liturgy and Sacraments

- Knows that Christmas is the celebration of the birth of Jesus
- Begins to understand that Advent is time of preparation and waiting for Christmas
- Begins to understand Easter as the celebration of new life
- Begins to understand some Christian symbols (candles, water, fish, cross)
 - Is familiar with the story of Easter (Matthew 26-27, Mark 14-16, Luke 22-24, John 13-21)
 - Is familiar with the story of Christmas (Luke 1-2, Matthew 1:18-25, 2:1-23)

Moral Life

- Gives examples of ways to show love by helping others
- Recognizes the need to care for God's creation
- Learns the importance of sharing with others
- Learns that Jesus taught us to love one another
- Begins to understand the importance of saying "I'm sorry"
- Identifies certain body parts as "private and special"

Christian Prayer

- Understands that it is appropriate to thank God for creation
- Knows how to make the Sign of the Cross
- Is familiar with different types of prayer (thanks, asking, silence, praise)
- Understands singing can be prayer
- Is familiar with Advent wreath
- Uses varied hand positions in prayer
- Prays before eating

LITERACY

Communicates orally

- Identify and discuss criteria for effective oral presentations, including such factors as eye contact, projection, tone, volume, rate, and articulation
- Tell autobiographical stories to class
- Participate in group readings, such as choral, echo, and shadow readings
- Talk about personal or fictional stories recalling events
- Demonstrate respect while listening through attentive and appropriate attention span
- Take turns while participating in a discussion

Listens to and comprehends oral language

- Follow basic oral directions
- Talk about personal or fictional stories recalling events
- Ask questions using who, what, where, when, why, and how

Writes for various purposes

- Compose sentences with or without pictures relating to a personal event
- Write for various audiences and purposes

Plans, drafts, revises, edits and publishes

- Apply directional conventions (left to right/top to bottom) while writing

Applies grammar and spelling skills

- Use nouns and verbs in beginning sentences
- Apply capitalization conventions in first and last name
- Use a period at the end of a sentence
- Locate beginning/ending letter sounds

Communicates using information media and technology

- Operate simple hardware devices (mouse, keyboard)
- Recognize images and symbols used in various forms

Applies letter recognition and word development

- Demonstrate understanding of the sounds which letters represent
- Demonstrate phonemic awareness

Uses reading strategies

- Predict using picture clues
- Predict using book cover
- Identify purpose of a story through questioning
- Recall main events
- Identify key points

Reads high frequency words

- Read high frequency words

Identifies and understands concepts of print and story elements

- Recognize basic concepts of print and text
- Demonstrate understanding of simple story structure
- Experience a variety of genres/forms appropriate to age and reading level
- Identify differences between real and not real

Self-selects print materials

- Determine purpose for text
- Connect different genres/forms to each other and to real-life experiences
- Connect elements of Catholic faith to real-life experiences
- Demonstrate knowledge of human experiences and Catholic teachings through reading and discussion
- Demonstrate an understanding of Catholic teachings when reflecting upon life's experiences and literary texts
- Select appropriate materials to read for discovery, appreciation, and enjoyment

MATH

Counting and Cardinality

Know and use number names and the count sequence

- Count to 20
- Represent a number of objects with a written numeral 0-5 (with 0 representing a count of no objects)

Count to tell the number of objects

- Understand the relationship between numbers and quantities to 10
- 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
- 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
- Understand that each successive number name refers to a quantity that is one larger
- Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle or as many as 5 things in a scattered configuration; given a number from 1-10, count out that many objects.

Compare Numbers

- Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group by using matching and counting strategies (1: up to 5 objects)
- Identify “first” and “last” related to order or position

Operations and Algebraic Thinking

Understand addition as adding to, and understand subtraction as taking form

- Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (“If we have 3 apples and add two more, how many apples do we have all together?”)

Understand simple patterns

- Duplicate and extend (“what comes next?”) simple patterns using concrete objects. (AB, AAB, ABB)

Measurement

Describe and compare measurable attributes

- Identify measurable attributes of objects: height, weight, and temperature. Describe them using correct vocabulary (small, big, short, tall, empty, full, heavy, light, hot, warm, cold, warmer than, as warm as, and as cool as)

Describe and compare measurable attributes

- Sort objects into categories; count the number of objects in each category (less than or equal to 10 objects)

Geometry

Identify and describe shapes (squares, circles, triangles, rectangles)

- Describe objects in the environment using names of shapes, and describe the relative positions of these objects using the vocabulary: top, bottom, up, down, in front of, behind, over, under, and next to
- Correctly name shapes regardless of size

Analyze, compare, and sort objects

- Analyze, compare, and sort two-and three-dimensional shapes and objects in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g. color, size, and shape)
- Create and build shapes from components (e.g. sticks, clay balls)

SOCIAL STUDIES

Economics

Production/Consumption/Distribution

- Identify community jobs
- Name the roles of consumer/producer

Exchange

- Explore the uses of money

History

Time

- Introduce concept of past and present

People

- Recognize important people in U.S. history

Events

- Recognize special days

Political Science

Citizenship

- Learn basic manners and social skills

Laws

- Create classroom rules to teach an understanding of the need for rules

Geography

Location

- Recognize Wisconsin on a map

Map Skills

- Differentiate between land and water on a map

Human Environment Interaction

- Name the seasons

Behavioral Science

Society

- Participate in group discussion
- Identify the qualities of a good friend
- Explore major U.S. and other cultural holidays
- Engage in simple group work experiences to reach a common goal
- Demonstrate teamwork

Catholic Social Teachings

Life and Dignity of the Human Person

- Recognizes all life as a gift from God
- Relates to others with respect

- Demonstrates the value of sharing to help others
- Responds to conflicts in a peaceful way

The Call to Family, Community, and Participation

- Identifies at a primary level the family as a basic social institution
- Recognizes examples of social responsibility
- Understands the concept of the blended family
- Shares self and material things for the good of others

The Rights and Responsibilities of the Human Person

- Begins to solve problems in a peaceful way
- Recognizes obligations of Christians to seek justice in the world
- Understands the basic rights of people

Option for the Poor and the Vulnerable

- Can discuss ways to care for the poor
- Identifies vulnerable (those who need help) members of a family, class, and neighborhood
- Expresses and shows compassion to those in need
- Practices behaviors that help others
- Can tell stories about what poor children and children who are not poor have in common

Dignity of Work and the Rights of Workers

- Practices good work habits and sees them as important
- Demonstrates good responsible behavior in class
- Shows respect for others' work

Solidarity of the Human Family

- Identifies examples of prejudice
- Displays examples of individual and cultural differences
- Participates in simple service projects that benefit others

Care for God's Creation

- Can name bad elements that hurt the environment (land, air, and water)
- Demonstrates that people can make the environment better by their actions
- Takes part in simple activities that improve the environment
- Identifies God as the maker of everything in the environment

SCIENCE

Earth Science

Weather

- Discover that wind is moving air and has strength and direction

Space

- Understand that we live on the planet Earth
- Identify that Earth is one of the many planets in the solar system

Changes in the Earth

- Investigate how the observable properties of sand change when sand is mixed with water
- Show that sand takes the shape of the container it is in
- Observe that rocks come in many different shapes, colors, and sizes
- Know that water is found in many places

Physical Science

Sound and Light

- Identify the primary colors of pigment as red, yellow, and blue
- Identify that the secondary colors green, orange, and purple are made by mixing primary colors
- Demonstrate that colors can be created in a variety of ways

Forces, motion, and energy

- Explain that things move in different ways
- Explore that the position and motion of an object can be changed by pushing and pulling
- Observe that non-living things do not move by themselves
- Explore that the Sun supplies heat and light to Earth

Matter

- Discover that objects and materials have similarities and differences
- Investigate water and how it can be compared to other liquids by observing properties of each
- Demonstrate how that water takes the shape of its container
- Observe that different objects sink and float in water

Electricity and Magnetism

- Know that magnets can be used to make some things move without being touched

Life Science

Animals

- Classification
 - Identify the many different types of animal grouping
- Cycles
 - Explore that animals need certain conditions for energy and growth
- Characteristics
 - Identify the characteristics of living and nonliving things
 - Know that animals closely resemble their parents
- Behavior
 - Show that animals have observable behavior

Plants

- Characteristics
 - Observe that most plants have stems, roots, leaves, flowers, and buds
 - Know that plants will closely resemble their parents
 - Know that people can use what they know about plant needs to care for plants
- Life Cycles

- Explore that plants need certain conditions for energy and growth
 - Investigate how seeds sprout and how they grow into plants
- Classification
 - Discover that many kinds of seeds are found in the environment

Environment

- Illustrate that water is a habitat

Human Body

- Observe that human bodies have similarities and differences
- Investigate how our ears allow us to hear sound differences, quality, and direction
- Investigate how our skin enables us to use our sense of touch
- Investigate how our eyes provide us with our sense of sight

LIBRARY MEDIA and TECHNOLOGY

DEFINITION AND IDENTIFICATION OF INFORMATION NEEDS

Information is stored in multiple formats and there are a variety of ways to access that information

- Identify appropriate print resources, with assistance
- Check out and return books using established procedures
- Recognize the library media center as a source of shared materials

INFORMATION STRATEGIES

Information skills and strategies are used to locate and effectively use print and digital resources to solve problems and conduct research

- Recognize parts of a book
 - Cover
 - Author
 - Illustrator

TECHNOLOGY USE

Computers and other technologies can be used as tools for productivity, problem solving, and learning across the content areas. Knowledge of technology tools and operational procedures enables people to use technology effectively

- Name the physical components of a computer
 - Monitor
 - Keyboard
 - Mouse/track pad
 - Speakers
- Demonstrate a basic ability to use a computer, including keyboards, mouse, and headphones
- Use content-specific software
- Seek assistance for technology problems
- Describe ways technology is used to help people work, learn and play and how it constantly changes

RESPONSIBLE USE

The integrity of the worldwide technology community depends upon its members exhibit safe and ethical use of electronic resources. The contents of books and media are owned by its creator and must be acknowledged with proper citations

- Adhere to the school's acceptable use and copyright policies
- Demonstrate proper use and care of print and digital resources

PHYSICAL EDUCATION

Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activity.

- Demonstrate basic locomotor, non-locomotor movements and balancing actions.
- Travel with control forward, backward, and sideways using a variety of locomotor patterns and change directions quickly
- Move with awareness of others in general space

Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

- Demonstrate the emerging skills of kicking, throwing, catching, and striking
- Select appropriate actions to match a steady beat
- Identify fundamental movement patterns such as pathways, levels, and directionality
- Identify movement concepts in body management, games, dance, locomotion and manipulative skills
- Apply appropriate movement concepts to performance
- Understand that the body is composed of bones, muscles and organs

Participate regularly in physical activity.

- Sustain moderate to vigorous physical activity for short periods of time
- Be aware of the physiological signs of moderate physical activity

Achieve and maintain a health-enhancing level of physical fitness.

- Demonstrate knowledge of flexibility, strength, and endurance in a variety of muscle groups through warm-ups, exercise, and other activities
- Explain why physical activity is good for health
- Recognize location and impact of exercise on both heart and lungs

Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

- Follow the rules for participating in the physical activity setting
- Develop listening skills and the ability to follow instructions in sequence during a game situation

Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- Recognize the joy of shared play
- Interact positively with students in class regardless of personal differences
- Select and participate in physical activity during unscheduled times
- Identify likes and dislikes connected with participation in physical activity

Standards and information obtained from:

- Archdiocese of Milwaukee Office of Schools
- National Benchmarks and Standards for College and Career Readiness
- Department of Defence Education Activity