2012

Curriculum - Kindergarten

Kindergarten

This curriculum document was written by administrators and teachers in the Diocese of Ft. Worth, Texas.

Catholic Diocese of Fort Worth
6/1/2012

KINDERGARTEN CURRICULUM

PHILOSOPHY

In the Catholic Diocese of Fort Worth, Texas, kindergarten education believes in the value of all members of society, including children. Our schools nurture the spiritual, intellectual, physical, and social/emotional growth of each child. The kindergarten environment fosters love of God, love of self, love of others and provides opportunities for children to participate in contributing to their home, school, and church communities. The program provides active, hands-on learning based on the knowledge of how and when a child learns and develops. The curriculum is academically rigorous and incorporates differentiated instruction to meet the needs of students. Within this atmosphere, the kindergarten child grows as a unique person in God's world.

RATIONALE

In our Catholic schools' students hear the Gospel Message proclaimed daily, learn and appreciate the teachings of our Church, build community, pray, worship, and participate in Christian service with the guidance of their pastor, administrator, and teachers. In all courses offered in our schools, "it is necessary, therefore, that religious instruction in school appear as a scholastic discipline with the same systematic demands and the same rigor as other disciplines. It must present the Christian message and the Christian event with the same seriousness and the same depth with which other disciplines present their knowledge. It should not be an accessory alongside of these disciplines, but rather it should engage in a necessary interdisciplinary dialogue" (GDC 73). Thus, all courses in our Catholic schools will reflect the Gospel message, teachings of the Church, and traditions of the Church. Each student, parent, teacher and administrator is a valued member of our Catholic school community and will seek to attain and give the fullness of Christ's love to one another.

The following standards encompass the kindergarten curriculum:

Standard I: Religious Formation: Students will understand the presence of God in their lives, their families, and their communities.

Standard II: Foundational Reading Skills: Students master reading readiness skills and become successful emergent readers.

Standard III: Foundational Reading Comprehension Skills: Students master basic reading comprehension skills enabling them to understand the meaning of various texts.

Standard IV: Foundational Writing Skills: Students master age appropriate writing by communicating with others through drawing, dictating, writing, and other mediums including technology.

Standard V: Foundational Listening Skills: Students engage in attentive listening to gain knowledge, appreciation, and meaning of people, events, and the world around them.

Standard VI: Foundational Speaking Skills: Students will speak confidently in a variety of situations for a variety of purposes.

Standard VII: Foundational Mathematic Skills: Students master basic math concepts.

Standard VIII: Foundational Science Skills: Students master basic science concepts.

Standard IX: Foundational Social Studies Skills: Students master basic social studies concepts.

Standard X: Aesthetics: Students acquire an appreciation for the arts through creating, performing and responding to various art forms.

ACKNOWLEDGEMENTS

Appreciation is extended to:

All PreK and Kindergarten teachers in Fort Worth Diocesan Catholic Schools for editing and piloting this curriculum during the 2010-2012 school years.

Charlene Hymel, Associate Superintendent

Merilynne Ainsworth
Annette Addis
Vanessa Carpenter
Pam Dangelmayr
Martha Dixson
Bonnie Govlik
Robin Hermes
Charaisie Latiolais
Jametta Masters
Bandi McLean
Kathy Oliver
Debbie Phifer
Hilda Raga
Eileen Shapiro
Megan Sikes
Angie Staats
Sharon Waldrep
Maria Willey
Jessica Young
Evelyn Aleman
Cindi Bara
Deana Castillo
Barbara Davidson
Tonia Fishman
Debbie Hataway
Sharon Kinsey
Linda Laughry
Kristen McAdoo
Leesa Musacchio
Linda Petrey
Ashley Potts
Janet Renteria
Katheryn Shaw
Laura Smith
Amy Seyer
Karen Weidner
Margaret Wingo
Consuelo Araujo
Kelly Bernier
Patricia Cooper
Karen Deem
Daphne Gomez
Patsy Henry
Jennifer LaCicero
Peggy Mask
Sharon McGee
Beth Nimz
Debbie Pfeifer
Denise Pulido
Sylvia Rivera
Whitney Smith
Lisa Smith
Sandy Townsend
Mary Ann Walsh
Eileen Yanaros

DIOCESE OF FORT WORTH

June, 2012

The Catholic Schools office of the Diocese of Fort Worth expresses gratitude to the preschool and kindergarten teachers for their work in revising and updating the PreKindergarten Curriculum Standards.

Those who work in the field of education recognize God's gift of the human mind and its capacity to participate in the betterment of all mankind as a great challenge. As educators our work begins when the first three-year-old walks through the school's doorway. It is our mission to identify the student's gifts, challenges, and interests, engage him in activities and performances that will increase his abilities and capabilities, and watch as the student uses his newly learned knowledge to engage fully in the betterment of all mankind.

Teachers are expected to be creative as they teach their students. The infusion of Catholic teachings, traditions, and beliefs into all content areas allows teachers to help students grow and develop a Catholic worldview. The integration of knowledge, communication, technology, and deep understandings of the Catholic faith will guide the students to solve real world, cross-curricular problems. With the guidance of their teachers and their Catholic formation, students will become competent in making informed decisions which affect their daily lives, their futures, and the lives of others.

The interest, curiosity, faith, and mastery of content knowledge of each student will be developed through the teacher's use of the PreKindergarten Curriculum Standards. Working together, we are able to provide a quality Catholic education for our students.

Sincerely,

Donald Miller, Superintendent of Catholic Schools in Fort Worth

TABLE OF CONTENTS

Introduction to Curriculum Standards 7-8
Standard I: Religious Formation. 9-11
Suggested Activities for Standard I 12
Standard II: Foundational Reading Skills 13
Suggested Activities for Standard II 14
Standard III: Foundational Reading Comprehension Skills 15-16
Suggested Activities for Standard III 17
Standard IV: Foundational Writing Skills 18-19
Suggested Activities for Standard IV 20
Standard V: Foundational Listening Skills 21
Suggested Activities for Standard V 22
Standard VI: Foundational Speaking Skills 23
Suggested Activities for Standard VI 24
Reading/Vocabulary Development 25
Standard VII: Foundational Mathematic Skills 26-28
Suggested Activities for Standard VII 29
Standard VIII: Foundational Science Skills 30-34
Suggested Activities for Standard VIII 35
Standard IX: Foundational Social Studies Skills 36-39
Suggested Activities for Standard IX 40
Standard X: Aesthetics 41-42
Suggested Activities for Standard XI 43
Technology Knowledge and Development 44
Accommodations 45-47
Differentiation. 48-49
Vocabulary 50-51
Lesson Planning Templates 52-56
References 57-58

INTRODUCTION TO CURRICULUM STANDARDS

Introduction

Diocese of Fort Worth Catholic Schools follows a standards based curriculum. The standards are the backbone on which all decisions hinge: identifying essential learning objectives, formulating formative and summative assessments, selecting teaching strategies and accommodating differences among students. The way content is organized and presented in the classroom is based on the standards. Standards can be organized and presented with many different emphases and perspectives.

Standards when implemented correctly, insist that instruction in religion, reading, writing, speaking, listening, and language be a shared responsibility across content areas. With this in mind, the majority of student learning is done through the use of well constructed interdisciplinary units. Assessment of learning happens throughout the unit as both formative and summative assessments. To prove success with standards, students will demonstrate learning though authentic assessments.

Diocese of Fort Worth Catholic Schools follows backwards design lesson planning (Wiggins, McTighe, 2005). First, the standard and objectives to be taught are identified, and then the assessment that will be used to document students' success in learning will be determined. This is followed by selecting the appropriate strategies and activities to engage the students in acquiring the knowledge necessary to meet the standard. The questions guiding instructional planning are:

1. What do students need to know?
2. How will students demonstrate mastery of this knowledge?
3. How are the students different after acquiring this knowledge?

Format

The format is designed to be a framework for kindergarten teachers.

The first section of this guide contains the 2012 standards, objectives, assessments, and enabling outcomes. The assessments and enabling outcomes are suggestions, and teachers can replace them or supplement them with assessments or outcomes of superior quality that better match the abilities and needs of their students. Following each standard are sample activities.

The second section of this guide is sample unit plans that can be implemented by teachers or used to guide teachers in designing original units. Each unit designed for schools in the Diocese of Fort Worth must include: content maps identifying critical attributes of the unit, standard(s), objective(s), summative assessment, length of the unit, resources and materials needed for the unit, and daily lesson plans used throughout the unit.

The fourth section is a list of accommodations for addressing students' specific needs.

The last section of this guide is a list of resources and references.

Standard 1: Religious Formation: Students will identify the presence of God in their lives, their families, and their community.

Objective	Enabling Outcomes
A. Students hear scripture read and identify God as a loving God and Creator through scripture *Assessment: Students retell Old Testament stories explaining God's role in the story.*	1. Students identify the Bible as a Holy Book full of God's stories 2. Students read scripture daily and reflect on God's Word 3. Students retell stories from the Old Testament, such as Creation, Noah's Ark, David and Goliath 4. Students identify God's gifts and the responsibility humans have to care for God's gifts 5. Students explain that God created us because He loves us and His love is a gift to us
B. Students hear stories about Jesus's life and rephrase Jesus's life, deeds, death, and resurrection as told through scripture *Assessment: Students retell New Testament stories explaining Jesus's role in the story.*	1. Students identify the Bible as a Holy Book that includes the story of Jesus's birth, life, death, and resurrection 2. Students retell the story of Jesus's life from stories in the New Testament 3. Students explain how Jesus is our leader and model 4. Students identify Mary as Jesus's mother and ours 5. Students identify Joseph as the husband of Mary and foster father to Jesus 6. Students identfy Jesus, Mary, and Joseph as the Holy Family 7. Students explain Jesus is our friend and He lived, died, and rose from the dead to save us
C. Students identify the following sacraments: Baptism, Reconciliation, and Holy Eucharist *Assessment: Students tell, write, and illustrate baptismal stories especially their own as the story of their entry into the Church.* .	1. Students identify baptism as becoming a member of God's family and the Church 2. Students identify the signs of baptism: pouring of water, baptismal candle, white garment, oil 3. Students identify reconciliation a time of contrition, confession, and satisfaction as the sacrament of peace 4. Students identify the signs of the Eucharist: bread and wine 5. Students identify that love is the foundation for the sacrament of Eucharist 6. Students list the Sacraments of Initiations: Baptism, Eucharist, Confirmation

	7. Students identify and explain physical features and uses of Church building and furnishings: altar, podium, baptismal font, cross, etc. as they relate to the sacraments
D. Students identify and explain the importance of the Mass as the centrality of our faith *Assessment: Students identify Sunday as the Lord's Day and explain the Mass, roles of people involved in the Mass including themselves, and proper etiquette at Mass.* *Students demonstrate proper etiquette and participate in Mass.*	1. Students identify the Mass as a special Eucharistic meal Jesus celebrates with His family 2 Students identify Sunday as the Lord's Day – a day when God's people gather to love and worship Him at Mass 3. Students identify the church priest as the leader of worship 4. Students use church etiquette, especially silence and respectful attire within the Church 5. Students identify roles of people in the church: Pope, bishop, priest, sister, brother, deacon, parishioners, etc.
E. Students recite Catholic prayers and participate in liturgical celebrations throughout the school year *Assessment: Students will participate in and lead prayers with the understanding that they are talking to and listening to God.* *Students will assist with planning and participate in celebrating the liturgical seasons, Holy Days, Feast Days, and special events in the Church.*	1. Students describe prayer as a conversation with God that builds their relationship to Him 2. Students recite age appropriate prayers: Sign of the Cross, Guardian Angel prayer, Our Father, Hail Mary, Glory Be, Blessing before and after meals, Alleluia, Holy, Holy, Holy, Amen, Glory to God, Lord Hear Our Prayer 3. Students identify and celebrate Advent and Christmas as a time of waiting and birth 4. Students identify and celebrate Lent and Easter as a time of preparation for and celebration of Jesus's death and resurrection 5. Students identify Palm Sunday, Holy Thursday, Good Friday, and Holy Saturday and explain what happened on those important days 6. Students identify and celebrate special feast days of saints, such as Dec. 6 – Feast of St. Nicholas, Dec. 8 – Feast of the Immaculate Conception, Dec. 12 – Feast of Our Lady of Guadalupe, etc. 7. Students discuss how all of God's children are called to be saints
F. Students identify Christ's expectations for living a moral life	1. Students explain they are responsible for their actions 2. Students explain they are made in the image of God through

Assessment: Students' behavior towards one another, school staff members, and the school grounds and facilities will be Christ-like.	His love (Hope) 3. Students identify right and wrong choices under the guidance of God's divine laws 4. Students tell about the virtue of Charity (Love) in their personal lives and in their relationships with their parents and loved ones 5. Students explain the Ten Commandments and the Golden Rule and apply them in their daily lives

SUGGESTED ACTIVITIES TO USE WITH STANDARD I

Make a mural of the story of creation	During Advent have pieces of paper representing straw cut and placed in a bowl. When students do an act of kindess, place straw in crib, preparing bed for baby Jesus.
List things God created and tell how we care for them	Read Goodfellows from newspaper, talk about kindness of people during the Christmas season, challenge students to show kindness all year long, keep a journal of kindness throughout the year
Engage in a class recycling project	Using newspapers and magazines cut out letters and words of Our Father and paste to poster board, decorate and take home (may need to be done at home as well as school since it is time intensive)
Make art from trash	Make envelopes with felt, sequins, lace, etc. and pattern for Jesse tree

	symbol. Have students work with parents to make their symbol. Return them to school to decorate classroom Christmas tree. Discuss meaning of Jesse tree
Create a puppet show about creation	Have students make family tree as homework with parents. Compare their family tree with Jesse's tree
Act out the creation story	Learn Christmas carols and visit nursing home to sing
Role play Baptism	Invite a priest to visit the classroom
Visit the church and identify the baptismal font and reconciliation room	Show the video *Come on In* about the church
Make their own Mass books/Mass Journals	Discuss and list actions that exemplify the "Golden Rule"
Participate in school liturgy	Collect food as a service project
Recite prayers – Standard Catholic prayers, original prayers, spontaneous prayers	Participate in Stations of the Cross
Participate in living Rosary	Reenact the Passion
Dress as saints and tell their stories on All Saints Day	Make a Prayer Wall with students' intentions
Make Advent calendars, wreaths, etc. used to count days of Advent	Bake bread, have priest bless it and share with prayer partners (students in an upper grade class)

Standard II: Foundational Reading Skills: Students master reading readiness skills and become successful emergent readers.

Objectives	Enabling Outcomes
A. Students explain the organization and basic features of print *Assessments: Students handle books and written material appropriately and "read" them.* *Students name, recognize and match letters of the alphabet, recognize that letters make words, and words form sentences. They describe this to teachers and parents.*	1. Students name upper and lower case letters of the alphabet 2. Students identify the difference between letters and words 3. Students identify parts of a book, such as front and back covers and pages 4. Students follow words from left to right, top to bottom, page by page 5. Students explain printed words represent spoken works 6. Students explain spaces separate words and demonstrate one-to-one correspondence between spoken and printed words

B. Students employ phonological awareness in decoding words *Assessment: Students read words to their teacher and parents using phonological skills.*	1. Students identify and produce rhyming words 2. Students count, pronounce, blend and segment syllables in spoken words 3. Students isolate and pronounce initial, medial vowel and final sound in three-phoneme words and combine sounds to form simple words 4. Students add or substitute individual sounds in simple one-syllable words to make new words 5. Students identify spoken alliteration or groups of words that begin with the same onset or initial sound, such as baby boy bounces the ball 6. Students locate the long and short sounds with common spellings (graphemes) for the five major vowels 7. Students read common high-frequency words by sight to teachers and parents 8. Students identify and compare similarly spelled words by identifying the sounds of the different letters
C. Students read grade appropriate text *Assessment: Students read orally emergent-reader texts to parents and teacher*	1. Students read emergent-reader texts with purpose and understanding

SUGGESTED ACTIVITIES TO USE WITH STANDARD II

On poster board students place "letters," "words," "sentences" in appropriate columns	
Students make "nature" book, include covers (front and back), title page with author and illustrator, table of contents, pages of text.	
Have nursery rhyme contest – Which student knows the most nursery rhymes? Other students pick out the rhyming words in the nursery rhyme	
Teacher says words and students clap out syllables. Teacher claps out syllables and students think of word that fits	

Use magnetic letters and magnetic white boards to make words – invented spelling will be accepted – individual boards & letters	
Students will write the consonant sounds with one color and vowel sounds with another color to decode three letter words.	
Students clap for the words in a sentence and stomp their feet when they come to the end.	
Students look at picture cards and find words with the same beginning, middle and ending sounds.	
Students will use letter cards to change the beginning, medial, or ending letter to blend a new word: cat to cot, cot to cog, cog to dog, etc.	
Students will identify recorded sounds on tapes/CD	

Standard III: Foundational Reading Comprehension Skills: Students master basic reading comprehension skills enabling them to understand the meaning of various texts.

Objectives	Enabling Outcomes
A. Students comprehend a variety of texts (poetry, literary fiction, informational text, expository text) by using reading strategies.. *Assessment: Students answer questions, make predictions, compare and contrast characters, settings, events, or items in texts read to them.*	1. Students name author and illustrator of story and define the role of each. 2. Students identify common types of texts, such as story book, Bible, poems, etc. 3. Students identify and explain the way authors group information in text 4. Students identify the meaning of specific signs, such as traffic signs, warning signs, etc. 5. Students use the text title, cover, and illustrations to predict what might happen 6. Students ask and respond to questions about texts read aloud 7. Students follow pictorial directions, such as recipes and science experiments 8. Students retell familiar stories including key ideas and details 9. Students describe characters in a story and support description with references to text 10. Students describe characters' actions in a story and support them with evidence from the story 11. Students use words that name actions, directions, positions, sequences, and locations to

	give meaning to texts 12. Students use picture dictionaries to find meanings of words 13. Students identify elements of a story, such as setting, character, and key events 14. Students identify and discuss the key idea of well known folktales and fables 15. Students describe sensory details: texture, colors, shapes, sounds, tastes 16. Students identify topics and supporting details from non-fictional texts 17. Students compare and contrast adventures of characters in familiar stories 18. Students compare and contrast traits of items, such as rocks, clouds, weather, animals, etc., in non-fiction texts 19. Students actively participate in group and individual reading activities
B. Students identify the use of media to impact meaning *Assessment: Students identify and discuss various forms of media*	1. Students identify different forms of media, such as advertisements, newspapers, radio programs, social media (Facebook, YouTube, texting, etc.), magazines, etc. 2. Students identify techniques used in media, such as sound and movement
C. Students read and comprehend emergent-reader texts *Assessment: Students read emergent-reader texts orally to parents and teachers and then answer questions correctly.*	1. Students read leveled readers 2. Students advance to higher level readers as their skills increase

SUGGESTED ACTIVITIES TO USE WITH STANDARD III

With teachers help, students create a themed class book with a story from each child. Students as authors	
On graphic organizer students compare/contrast tall tale, folk tale, fairy tale, fable (Paul Bunyan, Magic Fish, Cinderella, The Fox and the Crow)	
Students create picture dictionaries to support themes of units, such as Cowboys & Rodeos, Rainforest, Astronaut & Space	
Create word wall with sensory detail words – write a story using the words or edit a previous story to include more sensory words	
Students compare point-of-view in Three Little Pigs and The Wolf's Tale	

Students read Madeline in Paris and Madeline Goes to School then compare settings and key events	
Students feel, look at and compare hardness of rock samples after reading Book on Rocks	
Students reread favorite stories and create new endings	
Students read or listen to two or more books on one nonfiction topic and make a report about the topic with teacher's help	
Students keep a reading journal with title and authors of books	

Standard IV: Foundational Writing Skills: Students master age appropriate communication with others through drawing, dictating, writing, and other mediums including technology

Objectives	Enabling outcomes
A. Students write in multiple genres (literary texts, expository and procedural texts) to express ideas, feeling, and information to specific audiences *Assessment: Students dictate or write as a means of communicating information or ideas to others*	1. Students dictate or write sentences to tell a story. The sentences are in chronological order. 2. Students dictate or write expository and procedural information for lists, captions, and invitations 3. Students write their own names demonstrating correct letter formation, size and spacing 4. Students identify specific purposes for writing (describe, inform, persuade, entertain) 5. Students participate in prewriting to generate ideas: brainstorming, clustering, outlining, storyboard, etc. 6. Students dictate messages such as news and human interest stories for others to write
B. Students use the conventions of academic language when speaking and writing *Assessments: Students use invented spelling as well as correct spelling and basic conventions of capitalization and punctuation in original written texts used to convey information or feelings to others.*	1. Students speak and write in complete sentences 2. Students use past and future tenses when speaking and writing 3. Students use singular and plural nouns correctly when speaking and writing 4. Students use prepositions and simple prepositional phrases appropriately when speaking and writing 5. Students use pronouns correctly when speaking and writing 6. Students form upper-and lower-case letters legibly using basic convention of print 7. Students capitalize the first letter in a sentence

When speaking students use conventions of academic language with accuracy appropriate to students' developmental levels.	8. Students use punctuation at the end of a sentence 9. Students use phonological knowledge and letter-sound correspondences to spell words
C. Students determine, locate, and explore a full range of relevant sources addressing a research question and systematically record the information they gather *Assessment: With teacher's assistance students gather information on a topic and record information on a graphic organizer then share information with others orally using aid of graphic organizer*	1. Students compile information from provided text sources 2. Students use pictures in conjunction with writing when documenting research

Insert Emergent Literacy Writing Domain

SUGGESTED ACTIVITIES TO USE WITH STANDARD IV

Students will complete story starters using uppercase letters to begin sentences, names and the word "I"	
Students will be given dictated spelling tests to test punctuation, capitalization and spelling	
Using a flip chart or whiteboard, teachers will write dictated stories made by the class	
Students will keep a writing journal. At the beginning of the year it will be mainly pictures, but as the year progresses written content will increase	
While talking about a writing topic, teacher will make a word wall on the chalk or whiteboard to help students write their paper	
Have guest author speak to class	
Field trip to the newspaper	
Students collect information and produce a class newspaper with the teacher's help	
Students will use the writing process to produce papers and keep papers in a writing portfolio. At parent teacher conferences, the students will share their portfolio with parents explaining favorite pieces of writing, showing growth, etc.	
Daily writing in all subjects connected by thematic units	

Standard V: Foundational Listening Skills: Students engage in attentive listening to gain knowledge, appreciation, and meaning of people, events, and the world around them.

Objectives	Enabling Outcomes
A. Students explain the purpose(s) for listening, such as getting information, solving problems, enjoyment and appreciation *Assessment: Students answer the question. "Why do we listen to _____?" and respond with answers such as to learn about _____, " for fun, to understand, etc.*	1. Students practice listening to gather information, such as the 5 senses, living and non-living things, etc. 2. Students practice listening to solve problems, such as, "Iif I have the following equipment can I play soccer? If I hear a siren, what might it mean and what should I do?" 3. Students listen to a favorite Bible story 4. Students listen to music, poems, etc. 5. Students identify musical elements of literary language, such as rhymes or repeated sounds
B. Students listen critically to interpret and evaluate texts *Assessment: After listening to a literary piece students answer critical thinking questions, such as compare, infer, draw a conclusion, evaluate, etc. Answers may be recorded by teacher on a graphic organizer for additional class discussion.*	1. Students listen to stories, poems, etc. and interpret their meanings using information from the text 2. Students evaluate stories, songs, poems, etc. based on criteria determined by class 3. Students compare/contrast similar songs, stories, poems, etc. and determine which they like best
C. Students connect experiences and ideas with those of others through listening to texts and speaking about texts *Assessment: Students share family stories and find similarities and differences between themselves and others in the class or others in stories they have read, heard, or watched through video or pictures. Information can be recorded on graphic organizer.*	1. Students identify similarities and differences between themselves, their environment, their customs, their feelings with others through stories about different cultures, countries, ethnicities, etc. 2. Students compare/contrast language and oral traditions (family stories) that reflect customs, regions, and cultures through stories

SUGGESTED ACTIVITIES TO USE WITH STANDARD V

Identify steps of active listening and demonstrate active listening during Show and Tell – Discuss good listening	
Take a walk around the school listening and not talking. When return to classroom, compare what each student heard.	
Take a walk outside listening not talking. When return to classroom, compare what each student heard	
Play games that call for listening and following directions, such as Simon Says and Mother May I	
Students retell stories after listening to them	
Tape students talking throughout the school day (bits of conversation or single word). Play the tape and see if students can identify speaker by voice	
Play tapes, CD of sounds. Identify sounds	
Invite a person who works with the deaf and uses sign language to visit the class and speak to students	
Read story of Helen Keller	
Lesson on the sense of hearing, parts of ear, how it works, etc. Make chart on care of the ear	
Coordinate hearing test by school nurse with lesson on sense of hearing	
Read poems rich with rhyming words, onomatopoeia, and alliteration. Discuss sounds in the poems	
Play "Gossip" – sentence begins with 1st student is whispered to next student and said orally by last person	

Standard VI: Foundational Speaking Skills: Students will speak confidently in a variety of situations for a variety of purposes.

Objectives	Enabling Outcomes
A. Students speak for multiple purposes to a wide variety of audiences ***Assessment:*** *Students speak clearly and loudly with confidence when speaking to others*	1. Students talk about experiences, customs, and cultures 2. Students make announcements, give directions, and make introductions 3. Students act out plays, poems, and stories
B. Students connect experiences and ideas with those of others when speaking about texts ***Assessment:*** *Students share knowledge and family histories, customs, stories with others through oral language discussion and presentations*	1. Students identify similarities and differences between themselves, their environment, their customs, and their feelings with others through stories about different cultures, countries and ethnicities. They share these similarities and differences in discussions about texts and events 2. Students compare language and oral traditions (family stories) that reflect customs, regions, and cultures through oral stories

SUGGESTED ACTIVITIES TO USE WITH STANDARD VI

Classroom procedures for oral speaking established at the beginning of the year. I recommend students stand when speaking and speak loud enough for every member of the class to hear their responses. Students repeat themselves until all can hear	
Students memorize and recite nursery rhyme, poem, or prayer to class weekly	
Role play introducing friends to one another	
Read stories with repetitive phrases, such as *Three Billy Goats Gruff*. Encourage students to say repetitive phrase when appropriate	
Frequent choral reading	
Class talent show emphasizing speaking with feeling and with projection to back of room	
Show and Tell at the end of each day during last few minutes of class while waiting for dismissal. Students assigned their day in advance	
"Toastmasters" for children. Students speak on variety of subjects. Teacher names student who will speak first, names the topic and gives student 2 minutes to think about the topic. The student then speaks on topic to class. Can be used to review instruction in content areas	
Record students giving presentation and allow them to view themselves and critique presentation skills	

Reading/Vocabulary Development

When teaching literary skills, vocabulary is an essential tool for acquiring knowledge, sharing knowledge and success at the next level. Vocabulary is to be embedded in all instruction. Kindergarten classrooms should have extensive student libraries, word walls, picture dictionaries and labels on rooms, items students use, etc. Kindergarten students should be in a "print rich" environment. When reading to kindergarten students, teachers should not replace higher-level, more difficult words with simpler words the students can understand. Rather the teacher should provide pictures, explanations and make the meaning of the more difficult words understood by all students. When writing invented spelling is to be allowed. This allows students to use more difficult words rather than choosing simple words they can spell correctly (e.g. using fantastic or superb rather than good).

Standard VII: Foundational Mathematic Skills: Students master basic math concepts.

Objectives	Enabling Outcomes
A. Students identify, describe and explain numbers, operations, and quantitative reasoning *Assessments: Given a set of manipulatives students follow directions for creating sets, placing objects in relative position, and placing objects in ordinal position.* *Students explain whole and part by following oral directions using manipulatives.* *Students count objects to answer, How many?" using up to 20 things.* *Students solve addition and subtraction problems by using concrete objects.*	1. Students say the number names in the standard order, pairing each object with one and only one number name and each number name with only one object 2. Students use one-to-one correspondence and language to describe relative sizes of sets and of concrete objects (e.g. more than, same as, or two less than, etc.). 3. Students use sets of concrete objects to represent quantities given in verbal or written form 4. Students use numbers to describe how many objects are in a set 5. Students use language to describe relative position in a sequence of events or objects (e.g. as before, after, etc.). 6. Students identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group 7. Students identify inequalities using the symbols < and > 8. Students name ordinal positions in a sequence (e.g. first, second, etc.). 9. Students place objects in designated ordinal position 10. Students separate a whole by separating it into equal parts and explain why a given part is half of the whole 11. Students match numeral symbols and addition signs to the activity that describes the joining of sets 12. Students match numeral symbols and subtraction signs to the activity that describes the separating of sets 13. Students represent addition and subtraction with objects, fingers, mental images, drawings, sound, acting out situations, verbal explanations, expressions, or equations 14. Students solve addition and subtraction word problems and add and subtract within 10 by using objects or drawings to represent the problems 15. Students decompose numbers less than or equal to 10 into pairs in more than one way, by using objects or drawings and record each decompositions by drawing or equation (e.g. 5 = 2 + 3 and 5 = 4 + 1). 16. For any number from 1 to 9, students identify the number that makes 10 when added to the given number (e.g. use objects or drawings and record the answer with a drawing or equation). 17. Students add and subtract within 5 18. Students compose and decompose numbers from11 to 19 into ten ones and some further ones, by using objects or drawings and record each composition or decomposition by a drawing or equation (e.g. 18 = 10 + 8) understand that these numbers are composed of ten

	ones, and one, two, three, four, five, six, seven, eight or nine ones
B. Students identify, extend, and create patterns, relationships, and algebraic thinking *Assessments: Using sound, physical movement, and concrete objects students identify, extend, and create patterns.* *Students count from 1 to 100.*	1. Students identify patterns of sound, physical movement, and concrete objects 2. Students extend patterns of sound, physical movement and concrete objects 3. Students create patterns of sound, physical movement, and concrete objects 4. Students use patterns to predict what comes next, including cause-and-effect relationships 5. Students count to 100 by ones and tens 6. Students count forward beginning from a given number within the known sequence rather than having to begin at one 7. Students write numbers 0 to 20
C. Students describe the world around them using geometry and spatial reasoning *Assessments: Students orally identify and describe shapes using the shapes attributes (e.g. a circle has no sides or corners, a triangle has three sides and three corners, etc.).* *Students use classroom materials to build shapes or form new shapes from existing shapes.*	1. Students describe one object in relation to another using informal language (e.g. over, under, above, below, etc. 2. Students place objects in specified position 3. Students describe and identify objects by their attributes using informal language 4. Students compare two objects based on their attributes 5. Students sort objects according to their attributes and describe how the groups are formed 6. Students recognize shapes in real-life objects and models of solids 7. Students describe, identify, and compare circles, triangles, and rectangles including squares 8. Students identify shapes as two-dimensional (lying in a plan, "flat") or three-dimensional ("solid") 9. Students model shapes in the world by building shapes from components (e.g. sticks and clay balls, drawing shapes, etc.). 10. Students compose simple shapes to form larger shapes (e.g. "Can you join these two triangles with full sides touching to make a rectangle?").
D. Students compare and order objects in the world around them using measurement *Assessment: Students compare objects by length, capacity, and weight using the appropriate tool (e.g. measuring tape or ruler, measuring cups, scales, etc).*	1. Students compare two or three concrete objects using length, capacity, or weight 2. Students identify objects as the same as, less than, or greater than according to length, capacity, or weight 3. Students compare situation and objects according to temperature, hotter or colder 4. Students compare events according to duration (e.g. more time than or less time than). 5. Students investigate patterns on a calendar (e.g. sequence events and read a calendar using days, weeks and months). 6. Students estimate the number of standard units needed to measure a given property of an object and check estimated measurement by actual measurement
E. Students construct and evaluate	1. Students construct graphs with the teachers' help to answer real questions

graphs to answer questions *Assessments: Students construct graphs using real questions (e.g. such which do you like better ice cream or cake, etc.),* *Students answer questions using information found on a graph.*	2. Students collect data, make grafts using concrete objects or pictures of objects, draw conclusions from graphed data, and make predictions based on experience or data 3. Students use basic information from a graph of real pictures or objects in order to answer questions 4. Students use various types of graphs, such a pictographs, tally graphs, circle graphs, etc.
F. Students solve problems connected to every day experiences and activities in and outside of school using math *Assessment: Given word problems orally and in written form, students solve the problems using an appropriate mathematical strategy.* *Students follow a recipe or construct an object using measurement*	1. With guidance, students use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness 2. With guidance, students select or develop an appropriate problems –solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem 3. Students use tools (e.g. real objects, manipulatives, words, pictures, numbers and technology) to solve problems 4. Students explain and record observations using objects, words, pictures, numbers and technology
G. Students solve problems and make decisions using time *Assessment: Students answer questions based on time element (e.g. such as "How do you know when it is time for supper?").*	1. Students identify hour (60 minutes) on analog and digital clocks 2. Students identify half hour on analog and digital clocks
H. Students identify and give value to money Assessments: Students identify a penny, nickel, dime and quarter when asked to select one from a group.	1. Students identify and give value to a penny 2. Students identify and give value to a nickel 3. Students identify and give value to a dime 4. Students identify and give value to a quarter

SUGGESTED ACTIVITIES TO USE WITH STANDARD VII

Students use number lines to count forward and backward	
Students will use an Advent calendar to count to 25	
Students will identify missing numbers on Whiteboard	
Using dice students will throw the dice then add the two numbers together. The same can be used with decks of cards.	
After teacher has given students a set of numbers, students will generate word problems using the numbers. Teacher will write the problems on flipchart.	
Using blocks, students will create patterns.	
Using rulers, students will identify the longest piece of string, paper, etc.	
Using a scale, students will determine the heaviest object	
Students will use PlayDoh to make shapes and objects made from shapes	
Students will make dominoes and play with each other.	
One student will line students up according to height, length of feet, etc.	
One student will group students according to color of hair, eyes, etc.	
With teacher's help students graph favorite recess game, favorite food, number of family members, etc.	
Divide paper into 2, 3, 4 equal parts by folding	

Standard VIII: Foundational Science Skills: Students master basic science concepts.

Objectives	Enabling Outcomes
A. Students apply appropriate safety precautions when engaged in science investigations *Assessment: Observe students during science investigations*	1. Students employ safe practices during classroom investigations 2. Students employ safe practices during field investigations 3. Students conserve resources and materials
B. Students apply appropriate safety precautions when there is the possibility of a crisis situation *Assessments: Observe students during school drills related to fire, tornado, etc.* *Class discussion, " What to do if. . .".*	1. Students describe and enact safe practices during fire 2. Students describe and enact safe practices during a thunderstorm 3. Students describe and enact safe practices during a flood 4. Students describe and enact safe practices during a tornado 5. Students describe and enact safe practices during excessively hot weather 6. Students describe and enact safe practices when confronted by a stranger
C. Students apply appropriate behaviors which show responsibility for their own health *Assessment: Students select healthy food, use precautions to maintain good health for themselves and others.*	1. Students explain how dental hygiene, cleanliness, and exercise will maintain and improve health 2. Students describe how communicable diseases are transmitted 3. Students describe how the body uses food and how various foods contribute to health
D. Students apply the scientific process to answer questions related to science *Assessment: With teacher assistance, students perform scientific investigations (e.g. growing a plant from a seed, what items are magnetic, etc.).*	1. Students ask questions about organisms, objects and events 2. Students formulate possible answers to their questions 3. Students observe common objects using the five senses 4. Students gather information using simple equipment and tools to extend senses as they search for the answers to their questions 5. Students use computers and information technology tools to support their investigations 6. Students construct reasonable explanations using information they obtained during their search 7. Students construct graphs, charts, tables, maps and diagrams using tools including computers to describe and evaluate data 8. Students summarize and communicate their findings orally and through drawings

	9. Students make decisions based on information they acquire and then discuss and justify the merits of their decisions
E. Using age-appropriate tools and models. students observe, measure, and predict properties of materials. *Assessments: Given a variety of materials, students make predictions about each one then chart similarities and differences between the materials by observing and measuring their physical properties* *Students pull 8 items out of a grab bag and place their objects into two groups according to similar physical properties. They measure the objects in each group on a balance and arrange the objects in each group in order of increasing weight.*	1. Students use senses as tools of observation 2. Students use tools (e.g. hand lenses, balances, cups, bowls, computers, magnifying glass, magnets, etc.) to support their investigations 3. Students use computers and technology tools to support their investigations 4. Students describe objects in terms of the materials they are made of (e.g. clay, cloth, paper, etc.) 5. Students describe and compare objects in terms of their physical properties (e.g. size, color, shape, weight, texture, flexibility, attraction to magnets, floating, sinking, etc.) 6. Students observe and discuss how water can be a liquid or a solid and how it can be made to change from one state to the other 7. Students observe and discuss that water left in an open container evaporates (goe into the air) but water in a closed container does not.
F. Students identify different types of common plants and animals that inhabit the earth *Assessment: Students compare and contrast the major structures of plants and animals.*	1. Students identify major structures of common plants including leaves, roots, stems, and flowers and describe how they work together to sustain the plants' lives 2. Students identify major structures of animals (e.g. wings, feet, heads, and tails) and describe how they work together to form the whole animal 3. Students identify the visible parts of the human body (e.g. head, arms, legs, etc.) and describe how they work together to form the whole person 4. Students identify the major organs of the body (e.g. brain, heart, stomach, etc.) 5. Students sequence life cycles of plants and animals 6. Students observe and explain how plants and animals closely resemble their parents
G. Students identify and explain the differences between living organisms and non-living objects *Assessment: Students complete graphic organizer comparing and contrasting living organisms and non-living objects*	1. Students identify and group organisms and objects as living or non-living 2. Students identify the basic needs of living organisms 3. Students give examples of how living organisms depend on each other 4. Students identify the ways that Earth provides resources for life
H. Students identify how the natural	1. Students identify the habitats of different plants

world provides habitats for living organisms *Assessment: Teacher and students tour the school campus identifying habitats* *Students construct model habitats for various animals* *Students construct a terrarium and an aquarium to observe and compare the appearance and behavior of land and aquatic plants and animals. They determine what will be necessary to place in each model in order for plants and animals to live.*	2. Students identify the habitats of different animals 3. Students identify natural habitats from man-made habitats 4. Students explain how conservation efforts are necessary to maintain habitats and sustain life for plants and animals
I. Students explain that the natural world is composed of land, air, and water *Assessments: With teacher's assistance students label major land forms and bodies of water on a salt map made by the students.* *With teacher's assistance students experiment with erosion using a water/sand table.*	1. Students observe and describe properties of rocks, soil, water, and air 2. Students identify characteristics of major land forms (e.g. continents, oceans, mountains, lakes and rivers) on a map 3. Students observe that fossils provide evidence about plants and animals that lived long ago 4. Students identify resources from Earth that are used in everyday life, and list ways that resources can be conserved
J. Students identify that the sun, moon and earth move in predictable patterns *Assessment: With teacher's help students construct models of the sun, moon, and earth* *Students make a class list of what they see outdoors in the sky during the day and*	1. Students identify the sun and its properties (source of light and heat, causes physical change in matter due to heat, identify natural vs. artificial light) 2. Students identify the moon and its properties 3. Students identify the earth and its properties (magnetic core, gravity, magnets) 4. Students recognize that day and night repeat in a predictable pattern 5. Students recognize that seasons repeat in predictable patterns over time 6. Students know the sun, moon, and stars can be observed at certain times of day 7. Students recognize and measure an object's shadow during the course of a day

another list of what they see in the sky at night. Students compare and contrast the information on the lists. *Students discuss what they know about shadows and then explore making shadows by placing different objects between the light source and the wall. They discuss the features and position of their shadows* *Students role-play and act out communications between what a satellite sees and what the people on Earth at mission control see over a week's time. (A darkened classroom, light source, and globe may be used as props to demonstrate that the sun is a star that always shines and gives off light to the Earth. When the light is on one side of the earth, its day and when it is on the other side, its night. Students rotate (spin) the globe to show that the pattern repeats itself over and over again).*	
K. Students identify changes in the seasons and changes in weather in the world around them *Assessments: Students graph and chart changes in the weather and seasons.* *Students identify the differences in the weather during each season, and how humans' behavior is affected by the seasons*	1. Students name the four seasons in sequential order 2. Students observe and record weather changes from day to day over seasons of the year 3. Students explain how weather affects people and earth 4. Students record and discuss changes in temperature as it applies to weather 5. Students identify that heat causes change (e.g. such as ice melting, the sun warming the air, etc.)
L. Students identify ways humans engage in science to improve our	1. Students identify men and women who have made contributions to science and technology 2. Students identify careers people choose in the field of science

world *Assessment: Students design and implement conservation programs at home and school.*	3. Students identify and engage in conservation efforts

SUGGESTED ACTIVITIES TO BE USED WITH STANDARD VIII

Invite upper grade student(s) to talk about science safety when engaged in experimentation and visit science lab to view safety features	Group pictures, models or other replications of different types of animals (e.g. farm animals, pets, wild animals, zoo animals, etc. Discuss identifying traits of each group.
Invite firefighters to talk about fire safety. Practice stop, drop, and roll	Sing Head, Shoulders, Knees and Toes and other songs to identify body parts.
Visit a fire stations	Construct model of human body showing vital organs
Work with parents to make evacuation plan in case of fire; identify where smoke detectors and fire extinguishers are in the home and school.	Compare/contrast living and non-living organisms and objects on graphic organizer.
Explain and practice school fire, tornado, and lock down drills.	After reading and discussing traits of rocks, soil and water, identify them on a classroom map. Have students make models of various landforms.
Divide students into work groups. Provide each group with different containers, liquid measures, and a pitcher of water. Practice predicting and measuring.	Ask upper grade teacher to invite your students when they do labs on rocks, volcanoes, etc. Let upper grade students teach your students about the importance of the lab as it relates to landforms
Give each student a magnifying glass, practice using the magnifying glass with classroom objects then go on an outdoor walk looking at familiar things using the magnifying glass. Draw a picture of an object, e.g. a leaf the way it looks without the magnifying glass then draw a picture of the object the way it looks with the magnifying glass. Discuss the differences.	Grow plants in various ways to see roots, stem, leaves Read poems about the seasons and describe the changes that occur and the conditions that are necessary when one season moves into another.

Standard IX: Foundational Social Studies Skills: Students master basic social studies concepts.

Objectives	Enabling Outcomes
A. Students identify that holidays signify special events to a group of	1. Students explain reasons for religious holidays (e.g. Christmas and Easter) and recognize symbols and traditions associated with the holiday

people *Assessment: Students generate graphic representations of holidays, including the name, importance or significance, symbols, country of origin, and traditions attributed to each holiday.*	2. Students explain reasons for national patriotic holidays (Presidents' Day and Independence day) and recognize symbols and traditions associated with the holiday 3. Students match holidays with the cultures that generated them (St. Patrick's Day, Dia Las Muertas, etc.)
B. Students identify historical figures and their contributions to our community, state and nation C. *Assessment: With teacher's help, students generate presentations on selected historical figures, using multiple sources of information and a variety of presentation formats.*	1. Students identify current leaders (e.g. Pope, President, Governor, etc.) 2. Students identify historical leaders (Christopher Columbus, John Smith, Pocahontas, George Washington, Martin Luther King, Jr., etc.) 3. Students explain the significance of selected historical figures and their contributions to society
D. Students identify customs, symbols, and celebrations that contribute to our national identity *Assessment: Students memorize and recite or sing national or state pledges and songs.* *Students identify national symbols and monuments from multiple sources (postcards, books, video, newscasts, etc.)*	1. Students identify current civil and church leaders 2. Students identify flags of the United States and Texas 3. Students recite the Pledge of Allegiance and sing the Star Spangled Banner and other songs of national significance 4. Students recite the Pledge to the Texas flag 5. Students sing the Yellow Rose of Texas and other songs of state significance 6. Students recognize national monuments (Statue of Liberty, Lincoln Memorial, etc.) 7. Students recognize the Bald Eagle as national symbol 8. Students recognize state bird, flower, tree, etc. 9. Students explain voting as a method for group decision making
E. Students use appropriate vocabulary, map and globe skills to express chronology, location, and physical and human characteristics of the environment *Assessments: Using maps and globes students locate and trace routes from one designated location to another.*	1. Students explain chronological order using vocabulary related to time (before, after, next, first, etc.) 2. Students describe location using terms (over, under, near, left, right, etc. to describe relative location) 3. Students locate places on the school campus, in their neighborhoods, and in their homes and describe their relative location 4. Students trace routes on maps 5. Students identify and locate the continents and oceans on maps and globes 6. Students identify and locate the United States and Texas on maps and globes 7. Students identify physical characteristics of places and things (e.g. landforms, bodies of

Students construct or acquire physical maps and identify multiple land forms and bodies of water including oceans, lakes and rivers. *Looking at multiple sources of information students make inferences about housing, clothing, food, and location of settlements.*	water, natural resources, weather, etc.) 8. Students identify human characteristics of places (types of houses, types of buildings and their purposes, etc.)
F. Students identify basic human needs and how they are met in their own culture and in other cultures *Assessment: Students accurately identify ethnic and cultural differences among selected groups of people including language, foods, and clothing.*	1. Students discuss the different kinds of people in the world, recognizing that they may look, speak, and dress differently 2. Students discuss that all people belong to the human family 3. Students demonstrate respect for the ideas and beliefs of others 4. Students demonstrate sensitivity to the feelings of others 5. Students identify types of food and how they are obtained 6. Students identify ethnic foods of other cultures 7. Students identify types of shelter and how they are constructed 8. Students identify types of shelter used by other cultures 9. Students identify types of clothing appropriate for the weather conditions 10. Students identify materials needed for making clothing 11. Students identify attire of other cultures 12. Students identify safe and unsafe places 13. Students identify how to obtain help if needs are not met or are in danger
G. Students identify ways people organize for the production, distribution, and consumption of goods and services *Assessment: Students participate in bartering simulations.* *Students participate in simulations of a free enterprise situation.*	1. Students identify occupations in the home, school and community 2. Students recognize working people earn money 3. Students experience bartering and identify how people meet their needs through bartering 4. Students learn to count and sort currency and recognize it as a means to obtain goods and services 5. Students associate tools, uniforms, and vehicles with appropriate workers 6. Students identify and compare/contrast consumers and producers
H. Students identify role of government as it impacts their lives I. *Assessment: Students discuss the need for*	1. Students identify governments have rules to provide order, security and safety at home and school 2. Students identify authority figures in government, school and home 3. Students explain how authority figures make and enforce rules

order to provide safety and security. They compare the similarities of home, school, and city in providing order so security and safety are maintained. Following discussion a graphic organizer is constructed showing the similarities between home, school, and city.	
J. Students identify similarities and differences between themselves and those of other cultures *Assessment: Students read and listen to stories about a variety of cultures. They compare similarities and differences among the characters in the books.*	1. Students identify attributes common to all people (e.g. physical characteristic) 2. Students identify differences among people (e.g. country of origin, ethnicity, gender, etc.) 3. Students identify family customs and traditions and explain their importance 4. Students listen to stories about customs and traditions of other cultures 5. Students compare traditions and customs of multiple cultures 6. Students describe the customs of their local community
K. The students identifies and use technology as it relates to social studies and students' lives and tasks *Assessment: With the help of the teacher, students use technology to gather information and make presentations to the class.*	1. Students identify technology used at home and school 2. Students list ways technology helps meet people's needs 3. Students describe how technology accomplishes specific tasks and uses appropriate technology to complete student tasks (e.g. satellites tell about weather) 4. Students use technology to obtain information about a topic (e.g. tape recorders for interviews or conversations, pictures, maps, artifacts, etc.) 5. Students apply critical thinking to organize and use information acquired from a variety of sources including electronic technology to communicate orally and visually with others 6. Students create and interpret visuals including pictures and maps
L. Students participate in problem-solving activities and decision making-skills to solve problems with a social studies basis while working alone and with others *Assessment: Working in cooperative groups, students are given scenarios. Each scenario presents a problem. Students use a problem solving strategy to develop an original solution.*	1. Students use the problems solving process: identify a problem, gather information, list and consider options, choose and implement a solutions, and evaluate the effectiveness of the solution with teacher guidance

SUGGESTED ACTIVITIES TO USE WITH STANDARD IX

Students make a collage of different patriotic holiday – one holiday per student	Students will discuss and list the differences between wants and needs.

Students use a graphic organizer to compare how holidays are celebrated in different cultures, e.g. Christmas, Easter, etc.	Students will set up an authentic bartering system using a variety of foods, school supplies, beads or treasures, etc.
Students match pictures of historical leaders with their names and identify why they were important to the U.S.	Students will match workers with their uniforms or clothing, tools and vehicles.
Students recite the Pledge of Allegiance and the Pledge to the Texas Flag	Students will discuss supply and demand using the most popular new toys sold at Christmas or the most popular tennis shoes.
Students identify national and state symbols, e.g. flower, bird, motto, flag, etc.	Students will identify goods as thing people make and grow. They will show through drawings the steps to make goods.
Students use a pictorial map of the community and locate familiar places	Students will identify services as general attention to customer's needs, e.g. mechanic, beautician, salesman, waitress, etc.
Students draw a map showing the location of their homes.	Students demonstrate understanding of goods and services through dramatic play
Students identify features on a globe, e.g. continents, states, mountains, rivers, etc.	Field trip to a farm or produce market.
Students will make a book or other product identifying the 4 seasons and the special attributes of each one.	Field trip to the U.S. Treasury (mint)>
Students will compare clothing, housing, food, language, etc. of people from several cultures.	Field trip to bank.
Students will share family stories, traditions, and customs evidenced by pictures and other personal artifacts.	Students participate in a democratic process by establishing classroom rules. Teacher compares it to U. S. government.
Students will learn different cultural dances to celebrate different cultures.	Students identify laws and the reason they are in place.
Students will use a growth chart to show how they change over time.	
Students will use the calendar to show passage of days of the week and months of the year and to schedule and plan events.	

Standard X: Aesthetics: Students acquire an appreciation for the arts through creating, performing and responding to various art forms.

Objectives	Enabling Outcomes
A. Students create original art works using a variety of media *Assessment: Students design and create original works of art incorporating a variety of color, texture, and forms.*	1. Students identify colors, textures, forms, and subjects in the environment 2. Students arrange a variety of colors, lines, forms, and materials intuitively to create artwork 3. Using drawing, painting, printmaking, etc. students construct

	original artwork
B. Students explain that art history and culture are records of human achievement *Assessment: Students identify various forms of art and relate them to a time and people (e.g. cave paintings, still life, modern art, etc)*	1. Students identify simple subjects expressed in artwork 2. Students discuss ideas about artworks of others, demonstrating respect for differing opinions 3. Students compare art to everyday life 4. Students identify three favorite artists and identify their works, may be illustrators of children's books
C. Students evaluate personal artwork and the artworks of others *Assessment: Students evaluate personal and peers' artwork based on a rubric.*	1. Students discuss personal artworks, portfolios, and exhibitions and evaluate their merits 2. Students discuss peers' artworks, portfolios, and exhibitions and evaluate their merits
D. Students create a variety of sounds *Assessment: Students perform variety of sounds made with their voices as well as sounds made with musical instruments. This may be evaluated with a rubric.*	1. Students clap to rhythmic beat of rhymes and marches 2. Students identify sounds in the natural environment to sound expressions in music 3. Students contrast two musical pieces 4. Students mimic sounds in the environment 5. Students identify high and low sounds in simple written music 6. Students identify differences and similarities in tones and melodies 7. Students identify and react to differences in melodies
E. Students identify orchestral instruments by their sound and tell how they create sound *Assessment: While listening to recordings of musical instruments or compositions, students identify sounds made by various instruments.* *Students explain and demonstrate how sounds are made with percussion, wind, and brass instruments.*	1. Students identify different musical instruments 2. Students explain how individual instruments produce sound 3. Students create rhythm, melody and harmony using classroom instruments 4. Students demonstrate how instruments are used to create sound effects
F. Students participate in musical and dramatic performances *Assessment: Students engage in dramatic and musical performances for peers and families throughout the year. Some may be classroom performances others school-wide performances.*	1. Students learn and sing a variety of songs (e.g. patriotic, seasonal, hymns, etc.) 5. Students mimic feeling and moods through facial and body expressions 6. Students mimic nature through body movement (e.g. swaying trees, blooming flowers, etc.) 7. Students participate in dramatic play using clothing and props

	found in the classroom or at home 8. Students recite memorized rhymes with vocal expression and body movements, if appropriate 9. Students participate in short dramatic events

SUGGESTED ACTIVITIES TO USE WITH STANDARD X

Technology Knowledge and Development

Technology is embedded in instruction throughout the school day. It is also used by students to communicate or enhance communication relevant to the school experience. Students will have access to iPads, computers, Promethean Boards and other technologies in their classrooms.

Students will obtain the technology foundation skills of:

- Using appropriate terminology, starting and exiting programs, using a variety of input devices (e.g. mouse, keyboard, disk, drive, modem, voice/sound recorder, scanner, digital video, CD-ROM, or touch screen);
- Demonstrating touch keyboarding techniques for operating the alphabetic, numeric, punctuation, and symbol keys as grade-level appropriate;
- Using language skills including capitalization, punctuation, spelling, word division, and use of numbers and symbols as grade-level appropriate.

Students will obtain information acquisition using technology foundation skills of:

- Appling key word searches to acquire information;
- Acquiring information including text, audio, video, and graphics;
- Determining the success of strategies used to acquire electronic information;
- Using software programs with audio, video, and graphics to enhance learning experiences.

Students will obtain problem solving foundation technology skills of:

- Determining use of font attributes, color, white space, and graphics to ensure products are appropriate for the defined audience;
- Determining use of font attributes, color, white space, and graphics to ensure products are appropriate for the communication media (e.g. multimedia screen display or printed materials);
- Evaluating the product for relevance to the assignment or task.

All students are to follow acceptable use policies when using computers. Students are to model respect of intellectual property by not illegally copying software or another individual's electronic work.

ACCOMMODATIONS

An increasing number of students are being identified with learning disabilities each year. Students with learning disabilities have average to above average intelligence, but they may have trouble acquiring and demonstrating knowledge. Learning disabilities are related to central nervous system dysfunction and are manifested differently for each individual. It may take some students who have learning disabilities longer to process information. A student with a learning disability may have auditory, visual, or tactile

information jumbled during transmission, receipt, processing, or re-transmission (http://www.washingiton,edu/dict/Faculty/Strategiesdisability?LD/ .

To enable all students to meet the high expectation of our schools, accommodations may be necessary. Classroom accommodations make it possible for students to learn and demonstrate their learning. They are variable in terms of types of adjustments. Assessment accommodations make it possible for students to demonstrate their knowledge. Accommodations are not to be confused with modifications. Modifications are substantive changes in targeted content and skills. For a student to need modification the grade-level curriculum might be only partially appropriate for the child.

Teachers make accommodations for students based on natural differences in students' ability, readiness, and maturity. To determine if a student has a learning disability that exceeds normal differences in students, a professional evaluation is necessary.

When using accommodations, teachers need to remember:

- Be consistent in follow-through;
- Don't use the simplest accommodation without regard to need;
- Monitor the effectiveness of the accommodation;
- Remember there may be a need for different accommodations for the classroom and for testing

The following pages provide suggestions for accommodations.

Accommodations

Accommodations in Presentation

- Provide audiotape and videotape of class session

- Provide large print
- Reduce the number of items per page
- Provide a designated reader
- Present instructions orally
- Reinforce directions verbally
- Allow for a fellow student to share his/her notes
- Incorporate visual, aural, and tactile demonstrations in instruction
- Provide lecture outlines
- Provide books on tape
- Break large amounts of information or instruction into smaller segments
- Use educational videos, films, or talking books to provide information
- Provide table of facts
- Provide calculator
- Provide detailed instructions for projects on audio tape and in print
- Use poetry, rhymes, songs, and mnemonics to help develop memory and listing skills and improve performance
- Use multisensory approaches to teach spelling: saying, spell aloud, and write words
- Use word webs
- Use graphic organizers
- Provide dictionary and thesaurus
- Provide handouts for students who cannot copy from the board or take dictation accurately
- For left-handed students, place lists of words at the right margin
- Be patient
- Allow sufficient wait time
- Teach oral and written language together as much as possible
- Use illustrations in books to generate conversation, vocabulary and concepts
- Translate material that is read into a verbal summary, word web, visual organizer, or a computer presentation

Accommodations in Response

- Allow verbal responses

- Allow answers to be dictated to a scribe
- Use tape recorder to capture responses
- Permit responses via the computer
- Permit use of computer and spell check
- Permit use of scratch paper
- Provide assistance with proofreading written work
- Allow assistive spelling and grammar devices for essays
- Permit use of calculator for exams
- Permit alternative evolution methods (e.g. portfolios, oral and video presentations)

Accommodations in Timing

- Allow frequent breaks
- Extend allotted time for tests
- Provide assignment early

Accommodations in Classroom Setting

- Preferential seating
- Provide special lighting or acoustics
- Provide space with minimal destractions
- Administer tests in small group setting
- Administer test in private room or alternative site
- Administer test at a specific time of day
- Use software to enlarge screen images
- Provide quiet uncluttered work space

DIFFERENTIATION

The Diocese of Fort Worth recognizes that the uniqueness of each student places a responsibility on teachers, schools, administrators, and the Catholic Schools Office to consider the range of cultural diversity and learning characteristics among their students when planning instruction.

To address the cultural diversity among our students, instructional planning should include opportunities for students to learn of the contributions of different peoples to the advancement of the human race. Teachers should provide students with learning opportunities to become more culturally knowledgeable and competent by providing their students with opportunities to read multicultural literature, biographies and autobiographies, invite guest speakers, and learn from the various cultures represented by the students in their school. Another important skill needed to foster cultural sensitivity is critical thinking. Teachers should give students multiple opportunities to analyze and synthesize information, and to view situations from multiple perspectives. Students who learn to think for themselves are less likely to accept stereotypes and formulate opinions based on prejudices and ignorance. Students, who are culturally different from the minority groups in the school, will achieve more and enjoy their educational experience more if they are in a culturally sensitive school. Students in the majority group will be better prepared to become leaders in the world's global society if they have been educated to understand and respect the various cultures of the world.

When considering the learning characteristics among students in our schools, educators make accommodations to enable those with learning differences to achieve to their full potential. Another learning difference that must be addressed is the gifted child.

"To provide appropriate and challenging educational experiences for gifted students, differentiation may include:

- acceleration of instruction;
- in-depth study;
- a high degree of complexity;
- advanced content; and/or
- variety in content and form.

Problems occur when teachers attempt to meet the needs of gifted students by limiting learning experiences to:

- offering more of the same level of material or the same kind of problem;
- providing either enrichment or acceleration alone;

- focusing only on cognitive growth in isolation from affective, physical, or intuitive growth;
- teaching higher order thinking skills (e.g. research or criticism) in isolation from academic content;
- presenting additional work that is just different from the core curriculum; and/or
- grouping with intellectual peers without differentiating content and instruction" (National Association for Gifted Children).

Differentiation for gifted children, as for all children, calls for carefully planned, coordinated learning experiences that meet the specific learning needs of each student. It calls for carefully thought out curricular strategies that provides flexibility and diversity. Appropriate differentiation allows each child to advance in his/her learning using a substantive curriculum that responds to his/her learning needs. Differentiation is essential to maximize the educational experiences of all children. Appropriate educational experiences are most successful when differentiated materials and activities are planned in advance and easily accessible. It is through differentiation that students will reach their full academic potential.

VOCABULARY

Accommodation – providing what is needed for the student to learn

Alignment – how the curriculum connects across grade levels.

Assessment – an official valuation of students' learning for the purpose of determining the success of the instruction.

Compacting – the instructional practice of assessing students' prior knowledge and skills and modifying and/or eliminating curriculum that would be repetitious or could be learned at an accelerated rate. Pre-assessments are an essential component of the compacting process.

Curriculum Mapping – a strategy for describing the relationships of major concepts in an interdisciplinary unit or between subjects or grade levels

Differentiation – modifications to meet the needs of the differences in students' learning styles or learning abilities

Differentiated Instruction – a teacher's response to varying learner characteristics (e.g. students' readiness, interests preferred styles and learning rate). Most commonly, the focus of differentiation efforts involves adjustments to content, process, products, and the learning environment.

Enabling Outcomes – skills taught that will enable students to master specific learning objectives

Enrichment – involves offering topics, experiences and resources that go beyond the regular curriculum to provide greater challenge and opportunities for depth of learning.

Formative Assessment – assessment given during the course of instruction to provide guidance to the instructor for determining the needs of the students and the modifications needed (e.g. move forward, reteach, provide more time, develop a new lesson, provide

tutorials for some students, etc.) to ensure students' success with learning. Some examples of formative assessment are: classroom questions, observations, and drafts of papers.

Integrated or Interdisciplinary Curriculum – curriculum that consciously applies methodology and language from more than one discipline to examine a central theme, issue, problem, topic, or experience.

Lesson – a piece of instruction

Objective – essential skills the students should obtain in each content area during each specific grade level facilitating the growth necessary to meet standards delineated in the Profile of a High School Graduate from the Diocese of Fort Worth Catholic Schools.

Performance Tasks/Projects/Assessments – assessments that are authentic and mirror issues and problems faced by adults; range in complexity from short-term tasks to long-term, multifaceted projects; generally allow students to personalize the task.

Prompts – open-ended questions or problems that require students to engage in critical thinking and prepare a response or project

Scope – refers to the comprehensiveness of a curriculum

Sequence – refers to the organization and ordering of curriculum experiences to maximize learning

Standard – an instructional target having recognized and permanent value that facilitates student's success at the next level.

Summative Assessment – assessment given at the completion of an instructional unit to determine if students can apply learning when called for in new situations throughout their lives. Examples of summative assessment include post-assessment tools (e.g. projects presentations, end-of-unit self-assessment, and teacher-made examinations).

Lesson Planning Templates

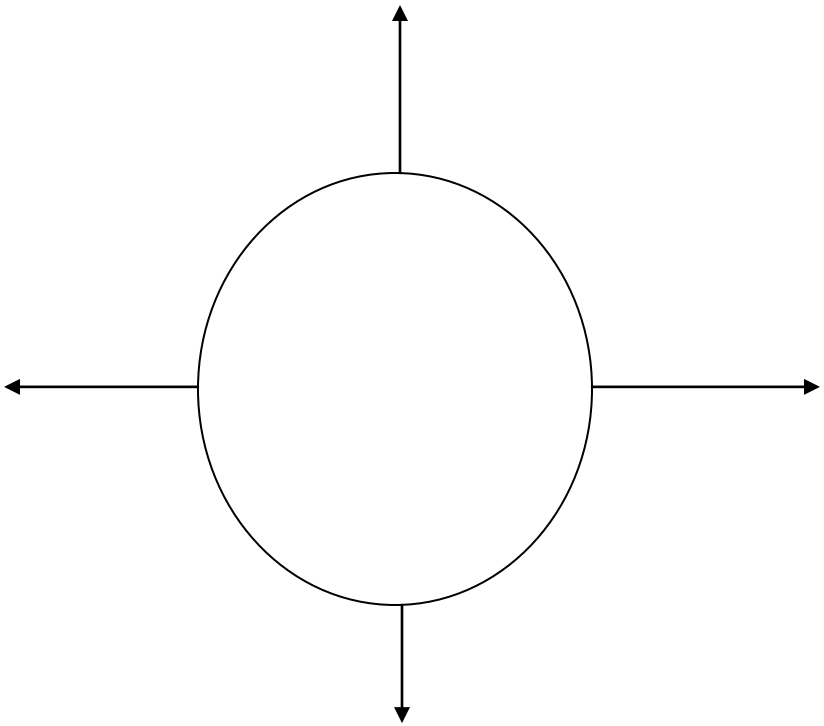
- Year-Long-Plan (YLP)
- Content Map
- Unit Plan
- Daily Lesson Plans

YEAR-LONG PLAN

2012-1013

August/September	October	November/December	January
February	March	April	May

CONTENT MAP



Unit Planner

Teacher:_____ School Year:_____ Grade:_____Unit:_____

Subject:_____Est. Time:_____

Standards and Objectives	Assessment Plans	Instructional Plan
Standards: Objectives:	Summative Assessment: Formative Assessment:	

Daily Lesson Plans to go with Unit

Teacher:_______________ Week of:____________ Grade:______ Unit Name______________ Subject:_____________Est. Time:______

Week _______________ of ____________week Unit

Objectives/Outcomes	Objectives/Outcomes:	Objectives/Outcomes:	Objectives/Outcomes:	Objectives/Outcomes:
Assessment (Summ. or Form.)	Assessment (Summ. or Form.)	Assessment (Summ. or Form.)	Assessment (Summ. or Form.)	Assessment (Summ. or Form.)
Activities:	Activities:	Activities:	Activities:	Activities:
Materials/Resources:	Materials/Resources:	Materials/Resources:	Materials/Resources:	Materials/Resources:
Practice/Homework:	Practice/Homework:	Practice/Homework:	Practice/Homework:	Practice/Homework:
Re-teaching:	Re-teaching:	Re-teaching:	Re-teaching:	Re-teaching:

References

Archdiocese of Hartford early childhood curriculum standards (2011-2012). Bloomfield, CT: Office of Catholic Schools.

Dialogue on early childhood science, mathematics, technology education. Washington, D.C.: American Association for the Advancement of Science, 1999.

Calkins, L. (1994). *The art of teaching writing.* Portsmouth, New Hampshire:

Catechism of the Catholic church, Sacred Congregation for Catholic Education, 1997.

De La Torre, M. (2003-2004). *Catholic religious education curriculum: grades Pre-K through 8th grade.*

Edwards, C.P., L. Gandini, and G.E. Forman (eds.). (1993). *The hundred languages of children: The Reggio Emilia approach to early childhood education,* 1st ed. Norwood, N.J.: Ablex Publishing Corporation.

Performance standards and benchmarks for three and four year old children (Spring 2002). University of New Mexico: Center for Development and Disability.

Principles of learning in early childhood (2002). The New York City Department of Education, Division of Instructional Support, Office of Early Childhood Education.

Revised Texas prekindergarten guidelines (2008). The University of Texas System and Texas Education Agency.

2012 Scholastic Guided & Leveled Reading Catalog provides sets of books for Guided Reading in the following areas: Fiction Focus, Content Areas Focus, Nonfiction Focus, and en español

2012 Scholastic Guided & Leveled Reading Catalog provides Everyday Literacy for K – 6th grade. Everyday Literacy includes 10 different everyday texts, 25 copies of each; 10 teaching cards; 1 professional guide- CD-ROM for Interactive whiteboard or PC use; storage bin

2012 Scholastic Guided & Leveled Reading Catalog provides Common Core State Standards Collections for K – 6th grade

2012 Scholastic Guided & Leveled Reading Catalog provides Classroom Magazines

Head start program performance standards (February 20, 2001). United States Department of Health and Human Services Administration for Children and Families/Administration on Children, Youth, and Families AFC/ACYF, Head Start Bureau. Washington D.C.

Wiggins, G. and J. McTighe (2005). *Understanding by design.* Alexandria, Virginia: ASCD.

.