WELCOME TO CURRICULUM NIGHT

2017-2018

EVERY CHILD IS GIFTED.

THEY JUST UNWRAP THEIR PACKAGES AT DIFFERENT TIMES

General Parent Information:

Star of the Week-

Each student will have an opportunity to be Star of the Week. The schedule for the year has been given out and it can also be found on the school web site on the Kindergarten page. I will give the student a poster board to decorate and put pictures of themselves and family members doing things that they would like to share with the class. Students will also select items to put into the guesstimation jar. Fifty items or less before January, and up to 100 items after the first of the year.

Thursday morning at 8:30 AM is designated as "Family Sharing" time. Parents, siblings, grandparents and other family members are invited to come into the classroom and share. What families might want to share: special family interests, information about your occupation, what activities do you enjoy doing most with your child.

Scientist of the Day-

This a program where each student will have an opportunity to practice and present an experiment before the class. The experiments are simple by design and most of the items needed will be found around the house. If there is hot water or matches involved assistance will be provided. All demonstrations are designed to engage children by asking them to make predictions, discuss results, and then record their observations. Your child will be given the experiment a week before so they may practice often and be prepared.

When your child is scientist of the day they will bring all the items they need for the experiment to school on that day. Students will put on their lab coat, do the experiment, and help classmates decide on the steps to draw in their science journals to illustrate the experiment.

I am providing you with the letter that I will send home when your child is Scientist of the Day and the rubric I will be using for grading purposes. Scientist of the Day will occur on Thursdays at 2:00. All parents are invited to attend.

Weekly Newsletter-

Each Friday I will send home a newsletter. It is my way of communicating with you about what we are learning and upcoming events. I want the children to learn that they are responsible for giving you the newsletter each week.

Health If your child has a fever please observe the 24 hour rule. They must be fever free for at least 24 hours before returning to school.

**** IMPORTANT DATES: DAD'S PUMPKIN CARVING NIGHT THURSDAY, OCTOBER 26th AT 7:00 IN THE KINDERGARTEN CLASSROOM.

GRANDPARENTS' TEA THURSDAY, NOVEMBER 16th FROM 9-11 IN THE SCHOOL CAFETERIA

KINDERGARTEN PRAYERS

Sign of the Cross- - In the name of the Father and of the Son and of the Holy Spirit. Amen

Grace Before Meals- Bless us, O Lord and these thy gifts, which we are about to receive from thy bounty through Christ our Lord, Amen

Grace After Meals- We give thee thanks, for all thy benefits, Almighty God, who lives and reigns forever. Amen

Guardian Angel Prayer- Angel of God, my guardian dear, to whom God's love commits me here, ever this day be at my side, to light and guard, to rule and guide. Amen

THE DAILY 5

The Daily 5 is a literacy structure that teaches independence and gives children the skills needed to create a lifetime love of reading and writing. It consists of five different tasks that are introduced individually. When introduced to each task, the children discuss what it looks like, sounds like, and feels like to engage in the task independently. Then the children works on building stamina until they are successful at being independent while doing that task.

These are the five tasks:

- Read to Self
- Work on Writing
- Read to Someone
- Listen to Reading
- Word work

When all five tasks have been introduced and the children are fully engaged in reading and writing, I am able to work with small groups and confer with children one-on one. The structure is effective, the results are amazing and the children look forward to Daily 5. I anticipate your student will tell you about the class stamina and how we are working toward independence.

AUTHOR At Work

Dear Parents/Guardians.

We have just finished our first unit in writing. It is time to celebrate the beginning.

Learning to write works the same way as learning to talk. At times the meaning may be hard to determine. Yet, we are overjoyed with their first attempts.

As a parent, you know that children learn to talk by talking. Teachers help children learn to write the way parents and families help them to learn to talk.

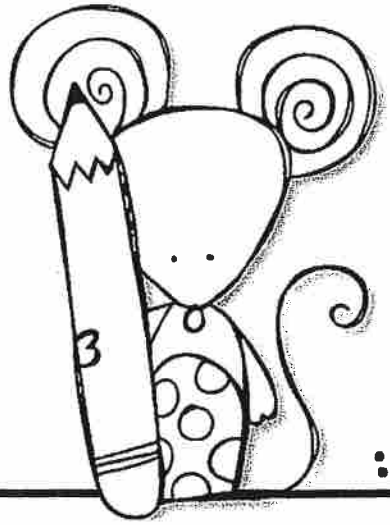
We invite students to use their oral language in their writing, even if they can't spell all the words correctly, we give them the freedom to use invented spelling and to say what they mean. When we support and applaud their "best attempts", we see their writing take off.

Do we have a time to teach spelling, grammar, punctuation, and handwriting? Absolutely! We do this during our whole group instruction, small group instruction, and individual conferences. We select one or two teaching points that are within your child's writing development and support them as they take on this new skill.

My goal in sharing my thoughts with you is to encourage you to share in your child's joy of writing. This will be an amazing year of growth for your little writer. The skills will come with time. Just remember... We learn to write by writing!

Sincerely,

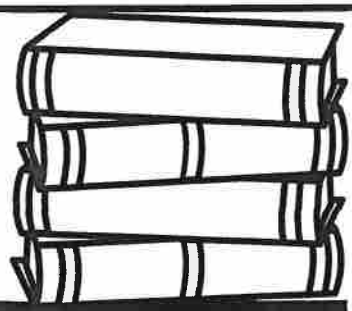
Mrs. Wachob



Stages of Writing	Stages
1.  apple	*Pictures*
2.  the apple	*Lines*
3. BYTEQXH the apple	*Random Letters*
4. IE4NTYA31 I like apples	*Random Letters & Numbers*
5. ILRA I like red apples	*Initial Consonants*
6. I lc bg rd aps bs I like big red apples best	*Intial & Final Sounds*
7. I lik beg rad apls bes. I like big red apples best.	*Medial Sounds*
8. I lik big red juse apls and aplsos. I like big red juicy apples and applesauce.	*All Syllables Represented*
9. My mom is nise to me and my sister. wen we go to the stoer she lets us by sum ice craem and sum cande. I like togo shoping weth my famule we bve menee things.	*Uses multiple sentences with many words in conventional spelling: uses some punctuation*

Name _____

MASTER LIST



COMBINED LIST

STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5	STAGE 6	STAGE 7
a	all	can	are	an	about	after
and	am	could	big	ask	any	away
as	by	did	come	been	around	again
for	at	do	get	came	blue	call
he	be	down	has	day	don't	every
his	but	each	if	find	from	four
I	go	little	like	first	good	going
in	had	many	me	its	got	green
it	have	not	more	long	how	help
of	her	other	my	made	into	here
on	him	out	one	may	just	jump
said	is	see	them	no	know	let
she	look	so	this	now	part	make
that	or	then	two	over	put	old
the	out	these	way	ride	red	pretty
they	some	use	went	than	right	ran
to	there	were	will	very	take	saw
was	up	what	would	water	too	their
with	we	when	write	who	want	think
you	with	which	yes	your	where	well

Kindergarten 2017-2018 Year at a Glance

	September	October	November	December	January	February	March	April	May	June
Writing	Pictures have meanings	I begin a sentence with an uppercase letter	I can write a sentence	We respond to literature through writing and pictures	Narrative writing - Beginning - Middle - End	Informational writing	Opinion writing	Procedural writing	Writing poetry	Writing about Kindergarten memories
	We can label stories	I write sounds that I hear	I can add punctuation to my sentence		Descriptive words make writing interesting					
	Speech Bubbles									
Science	Weather	Weather		Habitats		Liquids and Solids	Fish	Birds	Plants	
	Observing the Sun and Moon	Trees	Living and nonliving things	Ecosystems	Lego education, begining simple machines	Force and Motion			Snails	Earth Materials, Soils and rocks
		Seasons								
		Scientist of the day	Scientist of the day	Scientist of the day	Scientist of the day	Scientist of the day	Scientist of the day	Scientist of the day	Scientist of the day	
Social Studies	Preamble to the Constitution		We vote for class mascot		Martin Luther King	Presidents' Day	Economics wants and needs	Earth Day	Memorial Day	Flag Day
	We are good citizens at Holy Rosary School	We are citizens of our school, city, country, continent and Planet	Pioneers		Rosa Parks			Geography		
			Laurel Ingalls Wilder							
			Oregon Trail							
			Veterans' Day							
			Time Line							
			Pilgrims							

Kindergarten 2017-2018 Year at a Glance

	September	October	November	December	January	February	March	April	May	June
Religion	Creation	We are part of God's family	We give thanks to God for our Blessings	Advent	Liturgical year	Parables	Lent	People and items we find in Church	Mass	Prayer Service
	Bible	We pray the Rosary	Saints	Christmas	Creed	Jesus teaches love and forgiveness	Prayer, Sacrifice Almsgiving.	Holy Week	Sacraments	
	Love God and Neighbor	Mary is our Mother	All Souls Day	Angels	The Trinity		Rice Bowl	Easter	May Crowning	
Math	Numbers 1-5	Numbers 6-10	Interval Counting	Size, Position	Solid and Flat shapes	Numbers to 100	Calendar Patterns	Addition facts to 10	Addition and Subtraction Stories	Measurement
	odd/even	Writing teen numbers	How many in all	Ordinal Numbers	Patterns	Comparing sets	Counting on and counting back	Subtraction	Math Facts	Money
	writing 1-10	Comparing numbers	Composing & Decomposing numbers	Numbers to 20	Place Value	Finding the difference		Part/Whole		
	Calendar Binder	Calendar Binder	Calendar Binder	Calendar Binder	Calendar Binder	Calendar Binder	Calendar Binder	Calendar Binder	Calendar Binder	Calendar Binder
	Math Journals	Math Journals	Math Journals	Math Journals	Math Journals	Math Journals	Math Journals	Math Journals	Math Journals	Math Journals
Reading	Concepts of Print	Difference between fiction and nonfiction	Stories have characters	Compare and contrast stories	Creating mental images when we read	Readers ask questions before, during and after reading	Reads nonfiction books to gather information about a topic	Main Idea		Poetry
	Three ways to read a book	Does picture match the words	Stories have settings	Identify problem in the story	Literature Circles	Sequencing events in a story	Text features of non-fiction books	Inference	Summarizing	Compare and contrast
	Nursery Rhymes		Making predictions		Comprehension	Elements of a story				
			Text to Self Connection	Text to text Connection		Literature Circles	Literature Circles	Literature Circles	Literature Circles	
Phonics	Consonants	Consonants	Consonants	Short Vowels	Short Vowels	Long Vowels	Long Vowels	Blends	Blends	Blends
		Use beginning and ending sounds	Stretch sounds and reread		Chunk letters and sounds together	Word Families	Flip the sound		Diagraphs	Diagraphs
	Phonemic awareness	Phonemic awareness	Phonemic awareness	Phonemic awareness	Phonemic awareness	Phonemic awareness	Phonemic awareness	Phonemic awareness	Phonemic awareness	Phonemic awareness

Kindergarten 2017-2018 Year at a Glance

	September	October	November	December	January	February	March	April	May	June
Art	Self Portraits	Paint Fall Trees	Pioneer Quilt	Gingerbread Houses	Snow Globe Art	Valentine's Day	Leprechaun Houses	Painting Birds	Mother's Day Project	Father's Day Project
	Painting Fall Leaves	Pumpkin Art Projects	Sew pioneer pillows		Geometric Art					Scenery for the Prayer Service
Technology	Computer basics to enhance math and reading skills	Reading skills practice	Math, reading skills practice	Math, reading skills practice	Narrative stories	Coding	Math, reading skills practice	Computer bird research	Computer typing of poetry book	
		Math Practice				Geometry project				
Field Trips and Special Projects	St. Vincent de Paul Food Bank visit and food donations	Evening Pumpkin carving with Dads	Edmonds Museum	Edmonds Landing Gingerbread Houses			Rice Bowls	Bird Talk		
			Grand Parents Tea	Polar Express						
			Cards for Veterans	Nature Vision						
			Make cards for St. Vincent de Paul food baskets	Make cards for St. Vincent de Paul food baskets						
			Thanksgiving feast with 8th grade buddies							

Scientist of the Day

Student: _____

Date of presentation: M T W Th F , _____ _____ at _____
month date time

Title of science experiment: #___, _____

Attached is a science experiment your child will be performing for the class

Dear Parents,

As part of our science program, I am asking students to present simple science experiments to the class. As Scientist of the Day, your child will set up the equipment brought from home, perform the experiment, and ask his or her classmates appropriate questions during and after the presentation.

Students always enjoy watching these experiments, and they learn a good deal from them. I know that it will help nurture their love of science and learning. Preparing for and presenting the experiments will also give students experience in public speaking. All class members will be keeping science notebooks based on what they observe during the presentations.

I have selected experiments that use materials you will probably have at home. Please help your child organize and practice the experiment so the presentation will go smoothly in class. You will see places on the experiment description where your child should stop and ask questions of the audience. The "scientist" does not have to be able to explain why the experiment works the way it does: we'll all be wondering and speculating. I will discuss the explanation section of the experiment at the end of the presentation. The student shouldn't memorize it or read it to the class unless it is very simple. This section is there for adults and older students, and so young children will learn that there are scientific explanations for the reactions--it's not just magic!

If the experiment I sent home doesn't work well, please let me know. I have many, so I can send a different one. If you cannot help your child with this assignment for some reason, please let me know. I can help with the preparation and practice at school.

Come watch your child's Scientist of the Day presentation if you can, but please let your child do the presentation on his or her own. I'll lend a hand if necessary.

Thank you.

_____
teacher

RUBRIC FOR SCIENTIST OF THE DAY

_____ I brought all the materials I needed
to do my science experiment on that day.

_____ It was evident that I had practiced my
experiment at home with my family.

_____ I knew when and how to ask my
classmates for predictions.

_____ I could successfully help my classmates
in drawing and labeling the important parts
of my experiment . I helped them understand
the "science" behind the experiment.

3- I met all the expectations.

2- I met part of the expectations.

1. I know I can do a better job next time.

COMMON CORE STANDARDS FOR MATHEMATICS
KINDERGARTEN

Counting and Cardinality

Count to 100 by ones, tens, and fives. Count by 2's to 20
Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
Students will use a number line to count forward and backward from specific numbers. Student will know numbers get larger as they move forward on a number line and smaller as they move backward.
Students will be able to write numbers from 0-31.
Students will be able to read numbers 0-100.
Students will identify ordinal numbers 1-10
Students will estimate a number of objects (less than 100)
Recognition of number arrangements 1-6
Introduce concepts of counting on, counting back
Introduce concepts of even and odd numbers
Use vocabulary: more than, less than, equal to, how many more/less
Given a number from 0-31 students will count out that many objects.
Students count sets of objects to match a number less than 31.
Students count and name a number of objects in sets of different configurations.

Operations and Algebraic Thinking

Student will use manipulatives to solve addition and subtraction problems to 10

Students *add to* or *join* sets to show addition or *take apart* or *take from* to show subtraction.

Students will solve addition and subtraction word problems by using drawings or objects to represent the problem.

Student will decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and recording each decomposition through drawing or writing an equation (5=2+3 and 5= 4+1).

Using counters students will build different combinations of original numbers.

Students will be able to read addition and subtraction sentences.

When given a number from 1-9 students will be able to find the number that makes 10 when added to the given number.

Students will fluidly add and subtract within 5.

Numbers and Operations in Base Ten

Students will compose and decompose numbers from 11-19 and some further ones, by using objects or drawings and record each composition or decomposition through drawings or writing the equation.

Students will bundle straws into hundreds, tens and ones as they record the number of days they have been in school.

Measurement and Data

Students will be able to describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
Students will compare two objects with a measurable attribute in common, to see which one is taller, longer, or heavier.
Students describe comparisons of measurable attributes (e.g., shorter than-longer than, heavier than - lighter than, hotter-colder, about the same, equal to) of a variety of paired objects.
Students will use non-standard and standard measurement tools to explore measuring items found at school and at home.
Identification of days of the week, relationship to yesterday, today and tomorrow.
Students will explore the calendar; months of the year.

Geometry

Students will recognize the five basic shapes (square, rectangle, circle, and triangle, oval)
Student will be able to identify solids (sphere, cylinder, cone, box shape, and pyramid)
Students will identify shapes as two-dimensional (lying in a plane,"flat") or three dimensional ("solid")
Students will be able to describe similar and different attributes of flat and solid objects.
Students will use pattern blocks and tangrams to make different shapes and pictures.
Students will build cubes and pyramids out of toothpicks and marshmallows.

Patterns, Functions, Relationships

Students will recognize repeating patterns.
Students will reproduce and extend patterns.
Students will create a simple and repeating pattern.
Students will use patterns to make predictions.
Students will recognize patterns in the environment.

Problem-Solving

Students will be encouraged to use a variety of strategies to solve a problem:
Search for a pattern
Use objects or act out a scenario
Draw a picture or a diagram
Guess and check
Identify question to be answered
Use logical reasoning

Math communication

Write and draw about math in their journals
Daily Calendar Binder activities to deepen math concepts and number skills
Math activities to be shared with his/her family at home
Share and explain math strategies
Talk about the importance of math in our daily lives

COMMON CORE STANDARDS FOR READING
Standards for Literature

Key Ideas and Details

With prompting and support, students will be able to ask questions about key ideas in the text.
Students will retell a familiar story using pictures or dramatization.
Students will use drawings and writing to express understanding of materials read.
After listening to read alouds, students identify (who, what, where, when, how, and why)
Students create character maps to describe characters in a story.

Craft and Structure

Before reading, students predict meaning of unfamiliar words.
Students recognize common types of text (e.g.; storybooks, poems and nonfiction).
Students name the author and illustrator of a story and define the role of each in telling a story.
Students author and illustrate their own class stories and share them with their classmates.
Students identify authors and illustrators of books read to them in class.

Integration of Knowledge and Ideas

With prompting and support, students will be able to describe what event in the story the illustration depicts.
Using the illustrations students will make predictions about books.

With prompting and support students will be able to compare and contrast the adventures and experiences of characters in familiar stories.
Students use Venn diagrams to compare and contrast characters.
Student's role play characters from familiar stories and determine likenesses and differences.

Range of Reading and Level of Text Complexity

Students will read aloud texts with repetitive story lines.
Students will use text with rhythm and rhyme to read along or complete the rhyme.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

With prompting and support, students ask and answer questions about key details in an informational text.
With prompting and support, students identify the main topic and key details in a text.
Student draw pictures to illustrate and write about the topics of stories read aloud.
Students retell important details of text and the teacher records responses in a story web.
With prompting and support students describe the connection between two individuals, events, ideas or pieces of information in a text.

Craft and Structure

Students will be able to identify the front cover, back cover and title of a book.
Students will be able to name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Students locate the names of authors' and illustrators' names on books.
Students work together to author and illustrate their own books.

Integration of Knowledge and Ideas

With prompting and support, students will describe the relationship between the illustrations and the text in which it appear (e.g.; what person, place, thing, or idea the illustration depicts).
Students will listen to words, phrases or sentences from text and locate the corresponding illustration.
With prompting and support, student will identify the reasons an author gives to support points in a text.
Students use graphic organizers to identify author's main points and supporting reasons.
With prompting and support students will identify basic similarities in and differences between two texts on the same topic.

Range of Reading and Level of Complexity

In shared reading, guided reading or read alouds students will answer questions to demonstrate level of understanding.
Students respond to text by making class books.

READING STANDARDS: FOUNDATIONAL SKILLS

Print Concepts

Students will demonstrate knowledge of the organization of basic features of print: Following words from left to right, top to bottom, and page by page.
Students will recognize that spoken words are represented in written language by specific sequences of letters.
Students will match single word cards to words in text.
Students will know that words are separated by spaces in print.
Students will recognize and name all upper and lower case letters of the alphabet.

Phonological Awareness

Students will demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Students will recognize and produce rhyming words.
Students will count, pronounce, blend and segment syllables in spoken words.
Students will blend and segment onsets and rimes of single-syllable spoken words.
Students will be able to build and pronounce CVC words.
Students will be able to add or substitute individual sounds in simple, one syllable words to make new words.

Phonic and Word Recognition

Students will demonstrate basic knowledge of one- to- one letter sound correspondence by producing the primary or many of the most frequent sounds for each consonant.

Students associate the long and short vowel words using common spelling patterns.
Students can read common high-frequency words by sight.
Students read words containing the same spelling patterns and identify the sounds and letters that differ.

Fluency

Read emergent reader text with purpose and understanding

WRITING STANDARDS

Text Types and Purposes

Students use a combination of drawing, dictating and writing to compose opinion pieces in which they tell the reader or the name of the book they are writing about and state an opinion or preference about the topic or book.
Students use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply information about their topic.
Students use words and pictures to explain the steps needed to complete a task.
Following read alouds of informational/explanatory text, students illustrate information learned from the text.
Students use story maps to illustrate events from a story.
In journal writing students use pictures and words to tell about their own personal experiences.
With guidance and support from adults students explore different digital tools to publish their writing, including collaboration with peers.
Students use software applications to create stories with illustrations.

Research to Build and Present Knowledge

Students will participate in shared research and writing projects.
With guidance from adults, students will recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

Students participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.
Students will listen to others and take turns when speaking about a topic and text under discussion.
Students will continue a conversation through multiple exchanges.
Students will confirm understanding of a text read aloud or information presented orally by asking questions about key details and asking for clarification if something is not understood.

Presentation of Knowledge and Ideas

Students will describe people, places and things and events and with help and support provide additional details.
Students will add drawings or diagrams to descriptions as desired to provide added details.
Students will speak audibly and express thoughts, feeling and ideas clearly.

LANGUAGE STANDARDS

Conventions of Standard English

Students will print many upper and lower case letters.
Students are able to identify common nouns and verbs in print.
Students will be able to form regular plural nouns and verbs by adding/s/or /es/.
Students understand and use question words (e.g.; who, what where, when, how, why).
Students use the most commonly used prepositions (e.g.; to, from, in, out, on, off, for of, by, with).
Students will produce and expand complete sentences in shared language activities.
Students will capitalize the first word in a sentence and the pronoun I.
Student will recognize and name end punctuation.
Students will write a letter or letters for most consonant and short-vowel sounds.
Students will spell simple words phonetically, drawing knowledge on sound-letter relationships.

Knowledge of Language

Students will identify new meanings to familiar words and apply them accurately (e.g.; knowing a duck is a bird and learning the verb to duck).
Students will use the most frequently occurring inflections and affixes (e.g.; -ed,-s, re-, un-, pre-,-ful, -less) as a clue to an unknown word.
Students sort common objects into categories to gain a sense of the concept that the category represents.

KINDERGARTEN RELIGION CURRICULUM

"I am a child of God"

God made me unique and special
God made me to grow and change
God gave me wonderful gifts
As God's children we care and respect one another

Prayer

Sign of the Cross is introduced, we gather in prayer each day as a class.
We offer prayers before snack .We learn the Prayer Before Meals.
We experience formal and informal prayer.
Church etiquette is explained and practiced

Creation

God made all of creation
God's Creation is good
Each person is called to be a steward of creation
We celebrate the life of Saint Francis
Students explore creation through Bible stories, Children's Literature, art, and music.
We witness God's goodness in the change of seasons

We are thankful for all God's gifts

We give thanks for our families, friends and all God's creatures
We give thanks for the gift of faith and our ability to practice it freely.
We recognize our responsibility to follow Gospel values and to help others

Prayer/Liturgy

All Saints Day-learning about saints who were ordinary people who did extraordinary things because of their faith

All Souls Day- we pray for all those who have died
Thanksgiving paraliturgy with our school community

Service

We collect food for our own Saint Vincent de Paul Food Bank

Advent/ Christmas

We gather as a school community in prayer to celebrate the season of Advent.

We learn about the meaning of the Advent wreathe and symbols of the Jesse Tree.

Christmas is Jesus' Birthday
Jesus is God's Son
Mary is the Mother of Jesus
The Christmas story is explored in Bible, song and literature

God's Love Gives Me People to Love

God gives me a family
God gives me friends
God gives me teachers
God gives me neighbors
God wants us to be friends with everyone

Prayer- We learn the Guardian Angel prayer

God's Love Gives Me Jesus

Jesus is the greatest sign of God's Love

We are the Children of God .People are alike and different
Jesus tells stories – Jesus told stories to reveal God's love for us and these stories are in the Bible.

The Mass helps Christians celebrate and live God's love as Jesus did.

Jesus promises to be with us always when we celebrate the Eucharist

Saint Valentine demonstrated how to show love to others.

Lent

Ash Wednesday begins the forty day journey of Lent
We celebrate six weeks of Lent in prayer, sacrifice and almsgiving.

We explore Lenten symbols by creating a Lenten quilt.
We celebrate the feasts of Saint Patrick and Saint Joseph
We learn about the work of the Missionaries and collect funds for Catholic Relief Services through contributions to the Rice Bowl

Sign of God's Love

Signs of spring – We reflect on changing to be our best selves during Lent
Jesus' Adult Life – reading from the Bible parables and miracle stories.

We celebrate the events of Holy Week:
Our school gathers to remember The Last Supper
Students participate in the Stations of the Cross
On Good Friday.

Mary

Mary is the Mother of our Church
Rosary- a circle of prayers to Mary
We celebrate God's gift of our own mothers

*Kindergarten prepares our end-of –year paraliturgy- a parable in current literature and song

SOCIAL STUDIES CURRICULUM

History

Students write about and draw pictures depicting the Pioneer era and compare and contrast life during the 1800's to current day.

Students visit the Edmonds Museum to see memorabilia of the early days of Edmonds.

Students learn about the United States Presidents and other important Americans such as Dr. Martin Luther King who have made an impact on our way of life.

Students learn about the history of the American Flag.

Students celebrate National holidays including: Constitution Day, Veteran's Day, Thanksgiving, Presidents' Day, and Memorial Day.

Using literature students will predict possible outcomes or effects based on a given cause.

Students create an individual timeline to show personal events in a sequential order.

Civics

Students will understand the key ideals of justice and fairness within the context of our classroom community.

Students apply the ideals of justice and fairness when making decisions in the classroom or on the playground.

Using our "Second Step" program students learn about empathy and conflict resolution.

Students learn that they are citizens of a school, city, state, country, continent and planet.

Students participate in a number of service projects sponsored by our school.

Geography

Students can point out land and water regions on a globe.

Students will be able to name the oceans and the continents.

Students can locate Washington State on a map.

Economics

Students will be able to explain the difference between needs and wants.

Students discuss the needs of a community.

Students learn to identify a penny, nickel and dime and assign the correct monetary value to each.

Students will be able to explain the difference between goods and services.

SCIENCE CURRICULUM FOR KINDERGARTEN

The Next Generation Science Standards dictate what is to be taught throughout the grades. Science education is divided into four distinct categories:

- **Earth and Space Science**
- **Life Science**
- **Physical Science**
- **Engineering and Design**

******Foss kits are used to enhance our science education curriculum.***

EARTH AND SPACE SCIENCE

Core Content: Observing the Sun and Moon

Students learn that the movement of the sun and moon follow patterns if observed over time, while clouds change minute by minute.

Students use and share observations of local weather patterns over time.

Core Content: Properties and Change

Students learn to distinguish between natural materials that come from the Earth and those that have been changed by people.

Students study Earth materials such as rocks and soil and discover they are made up of smaller parts and different components.

LIFE SCIENCE

Core Content: Plant and Animal Parts

Student learn that all living things have basic needs, and they meet those needs in various ways. Humans, animals and plants have external body parts that perform different functions *to* meet their needs.

Core Content: Habitats

Students learn that all plants and animals live in and depend on habitats.

These different ecosystems support the life of plants, animals and humans.

People have the ability to make rapid changes in natural habitats.

Core Content: Classifying Plants and Animals

Students learn that objects are considered to be alive and others are not. Many living things are classified as plant or animal based on observable features and behavior.

PHYSICAL SCIENCE

Core Content: Push-Pull and Position

Students learn how to describe the position and motion of objects and the effects of forces on objects.

Forces are introduced as pushes and pulls that can change the motion of objects.

Students observe that some forces act through contact while others act from a distance.

Core Content: Liquids and Solids

Students learn about the properties of liquids and solids.

Students make observations about the properties of materials and how they can change from liquid to solid and back again.

Engineering and Design

Core Content: Asking questions, making observations, solving problems and analyzing data

Lego Education Program –Beginning Simple Machines

Scientist of the Day- Each student prepares an experiment and does it in front of the class, asking for predictions. Following the conclusion of the experiment students draw the beginning, middle and end of the experiment and explain the scientific process they observed.

Core Content: Tools and Materials

Students learn to use simple tools (e.g., pencils scissors) and materials (e.g., paper cardboard) to solve problems in creative ways. Students learn that a problem can be solved in more than one way.

Students design and build a bird shelter that would provide for the basic needs of their bird.

Students work cooperatively with their peers to create a flower that will move and includes all its plant parts.