

# A CURRICULUM GUIDE FOR FAMILIES



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## GRADE ONE

**RELIGION**

**LANGUAGE ARTS/READING**

**MATHEMATICS**

**SCIENCE**

**SOCIAL STUDIES**

**FINE ARTS**

**HEALTH & PHYSICAL EDUCATION**

**TECHNOLOGY**

**OFFICE OF CATHOLIC EDUCATION**

**REVISED 2022**



Dear Family,

The purpose of this *Curriculum Guide for Families* is to communicate to parents and guardians the major skills and concepts that will be presented and developed in Grade One. As a parent or guardian it is important that you are aware of the skills and concepts your child will be learning in the school setting. As the primary teacher, you will want to work with the teacher to reinforce that learning. By working together we, teacher and parent or guardian, can ensure maximum student learning.

You are encouraged to use this Guide as a basis for working with your child. You can use the Guide to support learning in the classroom by following the suggestions of ways you might work with your child. This Guide is a reminder of the key role you play in the education of your child. When home and school work together, student learning and achievement is more readily accomplished.

The *Curriculum Guide for Families* is an overview of the major learning objectives that will be taught in each of the content areas during Grade One. The classroom teacher, in implementing the complete curriculum, will make decisions about the order in which concepts and skills are taught and the types of learning experiences that will be provided. In making these decisions, the teacher carefully considers:

- the experiences, needs, interests, and skills of each child,
- information shared by parents and guardians about the child, and
- appropriate teaching methods to be used.

In order to ensure that the curriculum is current, the Guide is reviewed every three years and modifications made if necessary. Every six years the curriculum undergoes a complete review and revision.

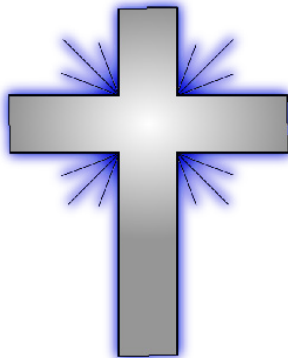
If you have any questions about the progress of your child in the educational program, please contact the teacher and/or principal.

We wish you well in your efforts to work with us to provide a quality Catholic education for your child.

The Office of Catholic Education  
Catholic Diocese of Cleveland

# MISSION

**The Catholic Schools  
of the Diocese of Cleveland  
will work together  
to provide a faith-centered  
Catholic Education  
rooted in the Gospel message  
and evidenced  
in community life,  
family life  
and  
Christian witness  
in service to others.**



# PROFILE OF A CATHOLIC SCHOOL GRADUATE

## ***A Catholic School Graduate is a faith-filled disciple of Christ who is***

Called by Baptism and nourished by the Eucharist;  
Active in the sacramental life of the Church through weekly  
participation in the Eucharist  
and regular participation in Reconciliation;  
Centered in Gospel values;  
Prayerful.

(As we describe the faith commitment of the Catholic School graduate, we understand that students of other faiths express these values in alternate faith commitments.)

## ***A Catholic School Graduate is a Christian leader who is***

A decision-maker whose conscience is formed  
by the teachings of the Catholic Church;  
A witness to the Faith;  
A person of integrity;  
Respectful;  
Committed to justice;  
Collaborative;  
A community builder;  
A steward of the environment;  
Active in parish life.

## ***A Catholic School Graduate is a centered, well-rounded person who is***

Self-confident;  
Self-disciplined;  
Open to growth;  
Responsible;  
An active and productive citizen.

***A Catholic School Graduate is  
a loving person who is***

Compassionate;  
Kind;  
Appreciative of diversity;  
Welcoming;  
A peace-filled mediator;  
Respectful of the talents and abilities of others.

***A Catholic School Graduate is  
a life-long learner who is***

Articulate;  
Creative;  
Technologically literate;  
Academically and spiritually competent;  
A critical thinker;  
A problem-solver.

***A Catholic School Graduate is  
a healthy person who is***

Respectful of life;  
Practicing good health habits;  
Committed to reaching his/her full potential;  
A good sport.

# CATHOLIC IDENTITY

## INTEGRATED THROUGHOUT THE CURRICULUM

The Catholic schools of the Diocese find their true justification in the mission of the Church. Our schools are a means for the local church to evangelize, educate and contribute to the formation of a healthy and morally sound lifestyle among its members. Our schools fulfill this responsibility by ensuring that all aspects of the school are rooted in Catholic education philosophy, which brings faith, culture and life into harmony. (Adapted from: *Guidelines for Ohio Catholic Schools*. 2002)

Our school communities actively promote discipleship of Jesus Christ as integral to their Catholic culture and mission. Our schools offer a curriculum infused with Catholic beliefs and teachings and Gospel values. In particular, our schools provide a curriculum infused with the *Catholic Social Justice Teachings* and guided by the *Rights of Children*. In addition, all curricula are infused with Catholic Standards which are based on the *Catechism of the Catholic Church*. These Catholic Standards fall into the categories of The Profession of Faith, Life in Christ, The Celebration of the Christian Mystery, and Christian Prayer.

### Catholic Social Justice Teachings

#### **Life and Dignity of the Human Person**

This principle is the foundation for the other six and calls for a reverence of life at all stages. Issues range from poverty to abortion, war, and economic policies and systems.

#### **Call to Family, Community, and Participation**

We live life in various communities. Our responsibilities include service to school and parish and involvement in the political system.

#### **The Rights and Responsibilities of Every Person**

This call involves both our personal and societal rights and duties.

#### **The Preferential Option for the Poor and Vulnerable**

Essential to the Gospel, this challenging theme calls for consideration of the marginalized and most in need in society. Concern for those left out, left alone, or left behind requires action for justice.

## **The Dignity of Work and the Rights of Workers**

The right of the worker is key to making a living. Issues involve just wages and safe and healthful working conditions, as well as opportunities for education and training and societal support for those in situations limiting their ability to work or find work.

## **Love of Neighbor: Solidarity with All Peoples**

The justice principles apply to all racial, ethnic, and religious groups. Respect for cultural and religious differences and valuing the contributions to society by every group is essential.

## **Care for Creation**

Response to this theme encompasses awe and wonder, gratitude and reverence for the beauty, intricacies, and mysteries of creation on micro and macro scales: past, present, and future.

## **The Rights of Children**

### **ALL CHILDREN HAVE:**

- **THE RIGHT TO A CATHOLIC COMMUNITY** that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.
- **THE RIGHT TO A SAFE ENVIRONMENT** that promotes care, protection, and security.
- **THE RIGHT TO BE RESPECTED AS INDIVIDUALS** with human dignity.
- **THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT** through the development of their gifts and talents.
- **THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION** and challenges its members to critical and reflective thinking in their search for truth.
- **THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS** and to recognize the rights of others to be safe and free from harassment and abuse.
- **THE RIGHT TO LEARN THE SKILL OF SELF-PROTECTION** by identifying safe and unsafe situations.
- **THE RIGHT TO LEARN RESPONSIBILITY** for themselves and their actions.
- **THE RIGHT TO MAKE RESPONSIBLE DECISIONS** founded on religious conviction.
- **THE RIGHT TO GUIDANCE FROM THE CHURCH** in their development as loving people.



# RELIGION

The curriculum is organized around the four strands of the *Catechism of the Catholic Church*.

## The Profession of Faith

CCC 14. “Those who belong to Christ through faith and Baptism must confess their baptismal faith before men’ (Cf. Mt 10:32, Rom 10:9). First therefore the Catechism expounds revelation, by which God addresses and gives himself to man, and the faith by which man responds to God (Section One). The profession of faith summarizes the gifts that God gives man: as the Author of all that is good; as Redeemer; and as Sanctifier. It develops these in the three chapters on our baptismal faith in the one God: the almighty Father, the Creator; his Son Jesus Christ, our Lord and Savior; and the Holy Spirit, the Sanctifier, in the Holy Church (Section Two).”

## The Celebration of Christian Mystery

CCC 15. “The second part of the Catechism explains how God’s salvation, accomplished once for all through Christ Jesus and the Holy Spirit, is made present in the sacred actions of the Church’s liturgy (Section One), especially in the seven sacraments (Section Two).”

## Life in Christ

CCC 16. “The third part of the Catechism deals with the final end of man created in the image of God: beatitude, and the ways of reaching it - through right conduct freely chosen, with the help the twofold commandment of charity, specified in God’s Ten Commandments (Section Two).”

## Christian Prayer

CCC 17. “The last part of the Catechism deals with the meaning and importance of prayer in the life of believers (Section One). It concludes with a brief commentary on the seven petitions of the Lord’s Prayer (Section Two), for indeed we find in these the sum of all the good things which we must hope for, and which our heavenly Father wants to grant us.”

## As a parent or guardian at home, you can help your child in religion by:

- listening to your son or daughter pray the *Our Father* and *Hail Mary*;
- saying family prayers together, especially before meals;
- honoring pictures or statues of Jesus, Mary, Joseph, and the saints;
- saying some lines from the Gospels as special thoughts for the day;
- planning some act of kindness together in the family or for a neighbor or someone in need;
- reminding your child to carry out responsibilities to God, family, friends, and others;
- talking over ways of doing the best and doing what is right;
- showing your child ways to practice peace-making;
- reminding your child that choices have consequences;
- taking your child to church regularly and discussing the experiences and answering questions;
- retelling Bible stories;
- attending Mass and talking about the various parts of the Mass;
- practicing the five kinds of prayer: praise, thanksgiving, asking, forgiving, and adoration.

# LANGUAGE ARTS

The Language Arts Curriculum is aligned to Ohio's New Learning Standards and develops the skills of communication in Reading: Literature, Informational Text, and Foundational Skills; Writing; Listening and Speaking; and Language. The new standards have brought about three shifts in language arts:

**Informational Text:** In addition to literature, students will be reading more non-fiction pieces from across all content areas.

**Evidence from Texts:** Students will also have to read more carefully to understand the message the author is trying to convey. Writing will focus more on opinion rather than narration.

**Complex Text and Academic Language:** The standards create a staircase of complexity, so all students will be exposed to complex text for their reading level and given strategies for understanding this text in order to be prepared for success in college or the career of their choosing in future years.

## Capacities of the Literate Individual

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

## Reading: Literature

### **Key Ideas and Details**

- Ask and answer questions about key details in a text.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Describe characters, settings, and major events in a story, using key details.

### **Craft and Structure**

- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- Identify who is telling the story at various points in a text.

### **Integration of Knowledge and Ideas**

- Use illustrations and details in a story to describe its characters, setting, or events.
- Compare and contrast the adventures and experiences of characters in stories.

### **Range of Reading and Level of Text Complexity**

- With prompting and support, read prose and poetry of appropriate complexity for grade 1.

## **Reading: Informational Text**

### **Key Ideas and Details**

- Ask and answer questions about key details in a text.
- Identify the main topic and retell key details of a text.
- Describe the connection between two individuals, events, ideas, or pieces of information in a text.

### **Craft and Structure**

- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

### **Integration of Knowledge and Ideas**

- Use the illustrations and details in a text to describe its key ideas.
- Identify the reasons an author gives to support points in a text.
- Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

### **Range of Reading and Level of Text Complexity**

- With prompting and support, read informational texts appropriately complex for grade 1.

## **Reading: Foundational Skills**

### **Print Concepts**

- Demonstrate understanding of the organization and basic features of print.
  - a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

### **Phonological Awareness**

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

### **Phonics and Word Recognition**

- Know and apply grade-level phonics and word analysis skills in decoding words.
  - a. Know the spelling-sound correspondences for common consonant digraphs.
  - b. Decode regularly spelled one-syllable words.
  - c. Know final -e and common vowel team conventions for representing long vowel sounds.
  - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - e. Decode two-syllable words following basic patterns by breaking the words into syllables.
  - f. Read words with inflectional endings.
  - g. Recognize and read grade-appropriate irregularly spelled words.

### **Fluency**

- Read with sufficient accuracy and fluency to support comprehension.
  - a. Read grade-level text with purpose and understanding.
  - b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **Writing**

### **Text Types and Purposes**

- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

### **Production and Distribution of Writing**

- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### **Research to Build and Present Knowledge**

- Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

## **Speaking and Listening**

### **Comprehension and Collaboration**

- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
  - c. Ask questions to clear up any confusion about the topics and texts under discussion.
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

### **Presentation of Knowledge and Ideas**

- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation.

## **Language**

### **Conventions of Standard English**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Print all upper- and lowercase letters.
  - b. Use common, proper, and possessive nouns.
  - c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
  - d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
  - e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., during, beyond, toward).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Capitalize dates and names of people.
  - b. Use end punctuation for sentences.
  - c. Use commas in dates and to separate single words in a series.
  - d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  - e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

### **Vocabulary Acquisition and Use**

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
  - a. Use sentence-level context as a clue to the meaning of a word or phrase.
  - b. Use frequently occurring affixes as a clue to the meaning of a word.
  - c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
  - a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
  - b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
  - c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
  - d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

## As a parent or guardian at home, you can help your child in language arts by:

- letting your child talk to grandparents or friends on the phone;
- reading aloud to your child and letting your child read to you;
- waiting while your child completes a full thought;
- reminding your child of courteous speech expressions;
- helping your child to sound-out difficult words -- phonics;
- helping your child write a story that he/she might dictate to you;
- having your child design a card and decorate it.





# MATHEMATICS

The Mathematics Curriculum is built upon Ohio's New Learning Standards for Mathematical Practice and Mathematical Content. Developing a solid mathematical foundation means nurturing the confidence of students and increasing their successes. In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

Three important shifts have occurred in mathematics as a result of the new standards:

**Focus:** Each year, teachers will spend more time teaching important areas in mathematics. By focusing deeply on specific content, students will gain a strong foundation and a solid understanding of the concepts.

**Coherence:** The standards logically progress from grade to grade. The majority of standards at each grade level are not new topics, but extensions of what students have learned in previous years.

**Rigor:** Students are expected to have conceptual understanding of certain topics, fluency and skill in procedural calculations, and the ability to apply what they have learned in the classroom in everyday situations.

## Standards for Mathematical Practice

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

## Operations and Algebraic Thinking

### **Represent and solve problems involving addition and subtraction.**

- Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

### **Understand and apply properties of operations and the relationship between addition and subtraction.**

- Apply properties of operations as strategies to add and subtract.  
*Examples: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known. (Commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.)*
- Understand subtraction as an unknown-addend problem. *For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8.*

### **Add and subtract within 20.**

- Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

### **Work with addition and subtraction equations.**

- Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false?  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ .
- Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations  $8 + \square = 11$ ,  $5 = \square - 3$ ,  $6 + 6 = \square$ .

## Numbers and Operations in Base Ten

### **Extend the counting sequence.**

- Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

## **Understand place value.**

- Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
  - a. 10 can be thought of as a bundle of ten ones — called a “ten.”
  - b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
  - c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
- Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .

## **Use place value understanding and properties of operations to add and subtract.**

- Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
- Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
- Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

## **Measurement and Data**

### **Measure lengths indirectly and by iterating length units.**

- Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.

### **Tell and write time.**

- Tell and write time in hours and half-hours using analog and digital clocks.

### **Represent and interpret data.**

- Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

## Geometry

### **Reason with shapes and their attributes.**

- Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
- Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
- Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

### **As a parent or guardian at home, you can help your child in mathematics by:**

- having your child draw geometric shapes and cut them out;
- playing number games;
- relating numbers from zero to 100 to situations;
- using counters, objects, or pictures to explore addition and subtraction;
- coaching and reviewing addition and subtraction facts;
- encouraging drawing and building with shapes and comparing and sorting with them;
- playing games of visual and spatial memory;
- asking them to tell time;
- recording information in a table, tally chart, or graph;
- having your child make change for small amounts of money;
- asking your child to divide a slice of cheese or a sheet of paper into halves, thirds, or fourths;
- cutting cents off coupons out of the newspaper and asking your child to show a combination of coins that matches the value of the coupon;
- identifying and comparing the shape and characteristics of everyday objects;
- arranging objects in order by size or events based on time (first, second, third, fourth) to describe them.

# SCIENCE

The Science Curriculum is designed to give learners a greater awareness of how science is integrated in their daily lives and its importance for survival. It is our hope that students will learn to apply science concepts to their world. But most importantly, the science curriculum is a foundation for greater understanding of science in relation to our Catholic beliefs and a deeper appreciation of our Creator. Teaching students to respect God, themselves, others, and our world is vitally important. We are guests of God in creation and have a responsibility to care for the earth.

## Science Inquiry and Application

**Theme: Observations of the Environment.** This theme focuses on helping students develop the skills for systematic discovery to understand the science of the physical world around them in greater depth by using scientific inquiry. During the years of PreK–4 all students must use the following scientific processes to construct their knowledge and understanding in all science content areas:

- Observe and ask questions about the natural environment;
- Plan and conduct simple investigations;
- Employ simple equipment and tools to gather data and extend the senses;
- Use appropriate mathematics with data to construct reasonable explanations;
- Communicate about observations, investigations and explanations;
- Review and ask questions about the observations and explanations of others.

## Earth and Space Science (ESS)

**Topic: Sun, Energy, and Weather**

- The sun is the principal source of energy.
- The physical properties of water change.

## Physical Science (PS)

### **Topic: Motion and Materials**

- Properties of objects and materials can change.
- Objects can be moved in a variety of ways, such as straight, zigzag, circular and back and forth.

## Life Science (LS)

### **Topic: Basic Needs of Living Things**

- Living things have basic needs, which are met by obtaining materials from the physical environment.
- Living things survive only in environments that meet their needs.

### **As a parent or guardian at home, you can help your child in science by:**

- making a sundial and monitoring the motion of the sun throughout the day, week, month, or year;
- reminding your child to conserve water when not using it;
- having your child cut out pictures of animals from magazines and arrange the pictures in different patterns and explain the pattern;
- reminding your child to take care of the earth by recycling;
- watching wild animals in the neighborhood and parks with your child and making observations about their behavior during the different seasons;
- using a group of objects (buttons, shells, etc.) to help your child develop observation skills through sorting by color, shape, use and texture;
- collecting something of interest like rocks, leaves, shells, or insects;
- conducting a simple experiment several times in the same way to determine if you get the same results each time;
- encouraging your child to pause in silence now and then to listen for the sounds of the environment;
- welcoming their observations and questions about nature.



# SOCIAL STUDIES

Social Studies is a multifaceted discipline, integrating the study of social sciences and humanities. The purpose of the Social Studies Curriculum is to promote civic competence and responsible behaviors that enable students to actively participate in our democratic society. Our approach in the teaching of Social Studies integrates our Christian values with the development of civic attitudes and responsibilities. We consciously connect responsible citizenship with the Social Justice Teachings of the Catholic Church, establishing real-world applications for Social Justice in the study of historical events and figures, economic conditions, cultural influences and appreciation, political issues, and the participation of civilizations in society.

## History

**Theme: Families Now and Long Ago, Near and Far**

**Topic: Historical Thinking and Skills**

- Time can be divided into categories (e.g., months of the year, past, present and future).
- Photographs, letters, artifacts, and books can be used to learn about the past.

**Topic: Heritage**

- The way basic human needs are met has changed over time.

## Geography

**Theme: Families Now and Long Ago, Near and Far**

**Topic: Spatial Thinking and Skills**

- Maps can be used to locate and identify places.

**Topic: Places and Regions**

- Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics (structures built by people).

**Topic: Human Systems**

- Families interact with the physical environment differently in different times and places.
- Diverse cultural practices address basic human needs in various ways and may change over time.

## Government

**Theme: Families Now and Long Ago, Near and Far**

**Topic: Civic Participation and Skills**

- Individuals are accountable for their actions.
- Collaboration requires group members to respect the rights and opinions of others.

**Topic: Rules and Laws**

- Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.

## Economics

**Theme: Families Now and Long Ago, Near and Far**

**Topic: Scarcity**

- Wants are unlimited and resources are limited. Therefore, people make choices because they cannot have everything they want.

**Topic: Production and Consumption**

- People produce and consume goods and services in the community.

**Topic: Markets**

- People trade to obtain goods and services they want.

**Topic: Financial Literacy**

- Currency is used as a means of economic exchange.

## **As a parent or guardian at home, you can help your child in social studies by:**

- having your child respond to questions about a calendar (e.g., days, weeks, months, year);
- talking with your child about why we celebrate certain holidays in the United States;
- visiting historic sites in the local area, in Ohio, and in the United States;
- having your child draw family and share the drawing;
- reminding your child to use language that is courteous to others;
- helping your child to cooperate with others;
- helping your child to be responsible and controlled in physical behavior;
- having your child recall locations and directions to and from home and school;
- using simple maps and globes to find locations;
- asking your child to name parts of the landscape as you travel around your community;
- hanging a map of the United States and having your child find Ohio and other significant states;
- allowing your child to make simple purchases;
- talking about the importance of rules in different places you visit, such as the park, library, and/or swimming pool.



# FINE ARTS

## ART AND MUSIC

The Fine Arts play a major role in developing the Christian call to Message, Worship, Community, and Service. Stained glass windows have told biblical stories as cathedrals have told stories of faith in stone. Music, whether Gregorian chant or polyphonic pieces, has bound faith communities together in faith and worship. The arts have enhanced ritual and religious drama from Medieval mystery, morality, and miracle plays to vestments, incense, and bells. The arts depict symbols and have often been a means of breaking down barriers, developing understanding, and bonding people together in peace. Art and music are a part of every culture. They are the vehicle for expressing inner thoughts and emotions. Art and music expand the world view and appreciation for diverse nationalities in an individual.

## ART

### Perceiving/Knowing (PE)

- Recognize and describe that people create art and art objects to communicate ideas and serve different purposes.
- Explore and describe how a selected art object was made.
- Examine one or more cultural and historical artworks and respond to the visual, expressive features in the work.
- Identify and point out visual art and design elements and principles in their own artworks and in those of others using art vocabulary.
- Identify and discuss what an artist does and find examples of works by artists in their schools and communities.
- Generate artmaking ideas from their daily experiences and the environment.

### Producing/Performing (PR)

- Demonstrate beginning skill and craftsmanship in the use of art materials and tools.
- Invent imagery and symbols to express thoughts and feelings.
- Explore and use a range of subject matter to create original works of art.
- Create an artwork based on observation of familiar objects and scenes.
- Use selected art and design elements and principles to explore ideas, feelings, and relationships.

- Engage in artmaking to produce a work that combines music, movement, or dramatic play with visual art.

## Responding/Reflecting (RE)

- Recognize and point out the strengths in their artworks and how the work could be improved.
- Revise works of art to a level of personal satisfaction.
- Share their artmaking processes with peers.
- Explain how personal interests and experiences are reflected in the subject matter of artworks.
- Discuss the meanings of visual symbols, images, and icons observed in artworks.
- Select an art object and describe its personal, functional, or decorative purpose.
- Describe how elements and principles communicate meaning in works of art.
- Express and share their own responses to works of art and consider the responses of others.

### **As a parent or guardian at home, you can help your child in art by:**

- playing color hunt and having your child find one object for every color of the rainbow;
- suggesting various art activities for leisure time;
- pointing out colors, forms, balance and contrast in nature;
- letting your child cut and paste holiday decorations;
- letting your child use technology to create works of art;
- weaving paper strips to make a place mat;
- drawing a picture of your family at a favorite place;
- visiting the Cleveland Art Museum together;
- looking for natural works of art in the environment;
- creating a simple stick puppet to use in a performance;
- drawing a layout of his/her bedroom or another room in the home.



# MUSIC

## Perceiving/Knowing/Creating (CE)

- Identify echo and call/response.
- Explore steady beat, rhythm, and meter.
- Listen to and identify music of various and contrasting styles, composers, periods, and cultures.
- Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables, and solfege).
- Explore selected musical instruments aurally and visually.
- Attend live music performances with emphasis on concert etiquette.

## Producing/Performing (PR)

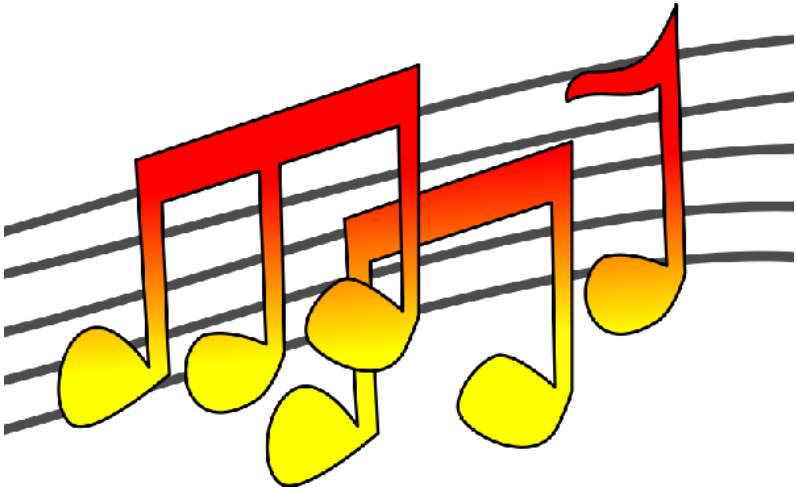
- Demonstrate echo and call/response.
- Sing (using head voice and appropriate posture) and move to music of various styles, composers, and cultures with accurate pitch and rhythm.
- Read, write, and perform using eighth notes, quarter notes, and quarter rests.
- Improvise new lyrics to known songs and experiment with digital technology.
- Read, write and perform (e.g., la-sol-mi) melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers, or letters).
- Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.
- Demonstrate audience behavior appropriate for the context and style of music performed.

## Responding/Reflecting (RE)

- Recognize how music is used for a variety of occasions.
- Describe how music communicates feelings, moods, images, and meaning.
- Communicate a response to music using dance, drama, or visual art.
- Connect concepts shared between music, other art forms, and other curricular subjects.
- Form and express personal opinions about a musical performance and show respect for the opinions of others.
- Describe the challenges of individual and group music performance using music vocabulary.
- Discuss audience behavior appropriate for the context and style of music performed.

## **As a parent or guardian at home, you can help your child in music by:**

- encouraging your child to listen to a variety of musical styles;
- encouraging your child to sing or play along with music;
- listening to him/her sing or play an instrument;
- suggesting music activities for leisure time;
- playing singing games with your child;
- learning various types of dances in response to music with your child;
- attending musical performances by the Cleveland Orchestra or other local music groups.



# HEALTH

Health is an integral part of all learning. The Health Curriculum contributes to critical thinking and problem solving. It provides a solid foundation for lifetime wellness. Through the curriculum students appreciate the sanctity of life, Christian values and principles and take responsibility to make healthy choices in an ever changing society. The curriculum focuses on nutrition, growth and development, disease prevention and control, safety, abuse prevention and first aid, and health issues and dangerous substances. Each area enables students to understand the importance of a healthy lifestyle.

## Health Promotion and Disease Prevention

- Identify that healthy behaviors affect personal health.
- Recognize that there are multiple dimensions of health.
- Describe ways to prevent communicable diseases.
- List ways to prevent common childhood injuries.
- Describe why it is important to seek health care.

## Influence of Factors on Health Behaviors

- Identify how the family influences personal health practices and behaviors.
- Identify what the school can do to support personal health practices and behaviors.
- Describe how the media can influence health behaviors.

## Valid Information, Products and Services

- Identify trusted adults and professionals who can help promote health.
- Identify ways to locate school and community health helpers.

## Interpersonal Communication Skills

- Demonstrate healthy ways to express needs, wants and feelings.
- Demonstrate listening skills to enhance health.
- Demonstrate ways to respond when in an unwanted, threatening or dangerous situation.
- Demonstrate ways to tell a trusted adult if threatened or harmed.

## Decision-Making Skills

- Identify situations when a health-related decision is needed.
- Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

## Goal-Setting Skills

- Identify a short-term personal health goal and take action toward achieving the goal.
- Identify who can help when assistance is needed to achieve a personal health goal.

## Health-Enhancing Behaviors

- Demonstrate healthy practices and behaviors to maintain or improve personal health.
- Demonstrate behaviors that avoid or reduce health risks.

## Advocacy

- Make requests to promote personal health.
- Encourage peers to make positive health choices.

## **As a parent or guardian at home, you can help your child in health by:**

- reminding your child about good hygiene practices;
- advising your child to report signs of illness to you;
- advising your child about dangerous substances and warning labels on household items;
- inviting your child to talk with you about questions and feelings;
- reminding your child of ways to prevent the spread of germs by covering mouth, etc.;
- discussing with your child where to go in your home during a storm;
- encouraging your child to choose healthful snacks;
- helping your child practice self-care, for example, body, skin, hair, and nails;
- reminding them of safety and health practices;
- helping your child with dental hygiene.

American Cancer Society. *National Health Education Standards: Achieving Excellence, Second Edition*. (Atlanta, GA: American Cancer Society, 2007), 8, [cancer.org/bookstore](http://cancer.org/bookstore).

# PHYSICAL EDUCATION

The Physical Education Curriculum helps our students to acquire knowledge about movement and the development of skills through progressively designed experiences. This knowledge enables them to participate in a variety of movement experiences and fosters the desire for continued participation throughout life. The Physical Education Curriculum encourages thinking and self-discovery for the development of a positive self-concept with regard to the body and physical activities. It fosters qualities of self-confidence, self-discipline, and self-direction. Students learn to make choices related to physical education based on Christian values.

## Competency of Motor Skills and Movement Patterns

### **Demonstrate locomotor and non-locomotor skills in a variety of ways.**

- Demonstrate gallop and hop locomotor skills using critical elements.
- Perform locomotor skills (e.g., walk, run, gallop, slide, hop) while changing pathway, direction and/or speed.
- Use non-locomotor skills in exploratory and controlled settings and in response to verbal and non-verbal (e.g., mirroring or matching a partner) stimuli.
- Balance in a variety of ways using equipment (e.g., balance ball or board) and/or apparatus (e.g., beam or box).
- Perform a variety of different rocking (e.g., forward/backward, side/side) and rolling skills (e.g., log, egg, parachute, circle, shoulder).
- Move to a rhythmic beat or pattern.

### **Demonstrate developing control of fundamental manipulative skills.**

- Throw using variations in time/force.
- Catch a self-tossed object with hands or an implement.
- Strike an object (e.g., ball, balloon) using different body parts.
- Kick a ball for force using a backswing with the kicking leg and stepping next to the ball without hesitating or stopping prior to kick.
- Dribble an object with hands and feet in a stable environment through self and general space.
- Roll a ball to a specified target.

## Knowledge of Movement and Performance

### **Demonstrate knowledge of movement concepts related to body, space, effort and relationships.**

- Describe movement vocabulary terms in body, space, effort, and relationships.

- Demonstrate an understanding of relationships (e.g., lead, follow, over, under) in a variety of physical activities.
- Apply different degrees of force, speed, and direction when directed by the teacher.
- Apply concepts of self and general space to accomplish movement tasks.

**Demonstrate knowledge of critical elements of fundamental motor skills.**

- Differentiate among non-locomotor and manipulative skills.
- Repeat cue words for fundamental motor skills and apply them to improve performance.

## Level of Physical Activity and Fitness

**Describes current level of physical activity and identifies additional physical activity opportunities.**

- Identify opportunities for physical activity during the school day.
- Track the amount of physical activity within the school day.
- Differentiate between healthy and unhealthy food and beverage choices for physical activity.

**Understand the principles, components and practices of health-related physical fitness.**

- Identify activities that align with each component of health-related fitness.
- Identify the heart as a muscle that grows stronger with exercise and physical activity.
- Identify ways to strengthen muscles.
- Identify ways to stretch muscles in the upper and lower body.

## Behavior That Respects Self and Others

**Know and follow procedures and safe practices.**

- Respond positively to reminders of appropriate safety procedures.
- Follow directions and handle equipment safely.
- Work independently and complete activities.
- Explain rules related to safety and activity-specific procedures.

**Responsible behavior in physical activity settings.**

- Follow instructions and class procedures while participating in physical education activities.
- Describe examples of cooperation and sharing in a variety of physical activities.
- Demonstrate consideration of others with varying skill or fitness levels while participating in physical education activities.



## Value of Physical Activity

**Identifies health benefits as reasons to value physical activity.**

- Recognize more physical activity leads to additional health benefits.

**Identifies reasons to participate in physical activity.**

- Identify why a physical activity is fun.

**As a parent or guardian at home, you can help your child in physical education by:**

- having your child move from one side of the room to another in different ways (hopping, skipping, etc.);
- developing gross motor skills by having your child move to music;
- taking walks with your child and observing nature, identifying colors, animals and trees during your walk;
- playing catch or hopscotch to develop coordination skills;
- practicing jumping rope;
- encouraging physical activities or outdoor games;
- playing games where child jumps up and down, skips, hop steps backward, and nods their head from side to side;
- beginning to work and play co-operatively with your child;
- helping your child tie his/her shoes.



# TECHNOLOGY

An integral part of preparing students with core knowledge and skills for the future is the incorporation of technology into educational programs. Technology provides the framework for transforming teaching and learning. Technology is used by both students and teachers as a means of enhancing the teaching/learning environment. It is through exposure and experiences with integrated activities using technology that student achievement improves.

## **Information and Communications Technology**

- Identify and use appropriate digital learning tools and resources to accomplish a defined task.
- Use digital learning tools and resources to locate, evaluate and use information.
- Use digital learning tools and resources to construct knowledge.
- Use digital learning tools and resources to communicate and disseminate information to multiple audiences.

## **Society and Technology**

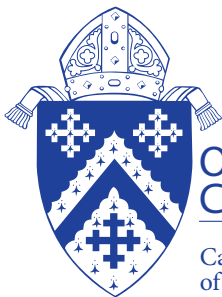
- Demonstrate an understanding of technology's impact on the advancement of humanity – economically, environmentally and ethically.
- Analyze the impact of communication and collaboration in both digital and physical environments.
- Explain how technology, society, and the individual impact one another.

## **Design and Technology**

- Define and describe technology, including its core concepts of systems, resources, requirements, processes, controls, optimization and trade-offs.
- Identify a problem and use an engineering design process to solve the problem.
- Demonstrate that solutions to complex problems require collaboration, interdisciplinary understanding, and systems thinking.
- Evaluate designs using functional, aesthetic and creative elements.

## **As a parent or guardian at home, you can help your child in technology by:**

- explaining reasons for adhering to the Acceptable Use Policy for computers in schools, libraries, home, and other places;
- monitoring use of digital devices by your child;
- exploring and using educational sites together;
- encouraging stewardship in the care and use of electronic media.



Office of  
Catholic Education

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Catholic Diocese  
of Cleveland