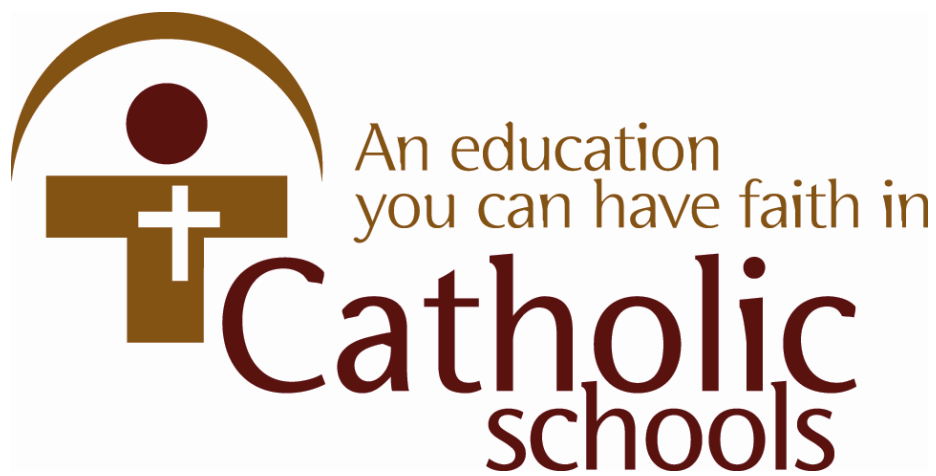


Archdiocese of Milwaukee
Office for Schools



Curriculum Guide

Grade K5

What is a Curriculum Guide?

Academic excellence is a hallmark of Catholic schools in the Archdiocese of Milwaukee. To assist schools in maintaining academic excellence, the archdiocese's Office for Schools has developed curriculum guides for grades 4K-8th that identify what we want our students to know and be able to do at the end of each grade based on national, state, and local standards. With these guides as a template, each individual school develops a plan to clearly articulate what is taught, how it is taught, and how student achievement is assessed for each grade. This process of "fine tuning" results in a school specific standards-based curriculum that guides teaching and learning.

Characteristics of a K5 Student

- ✓ Learns through active involvement
- ✓ Learns through repetition and review
- ✓ Is curious and eager to learn
- ✓ Begins to distinguish fantasy from reality
- ✓ Listens and follows two and three step directions
- ✓ Is able to remain focused on tasks (15 minutes)
- ✓ Thinks literally
- ✓ Needs to feel that God made each child unique and special
- ✓ Needs to feel loved and accepted by others
- ✓ Needs individual attention and praise for accomplishments
- ✓ Desires to feel independent but needs support and guidance
- ✓ Begins to show concern for others
- ✓ Learns to show concern for others through role-playing and adult models
- ✓ Prefers social play
- ✓ Learns to cooperate in a group
- ✓ Needs reassurance of God's love through trust relationships with caring adults
- ✓ Needs a sense of belonging in the family, class and church
- ✓ Has a sense of wonder about God's creation
- ✓ Shows thankfulness for God's creation
- ✓ Is ready for exposure to Scripture and a variety of prayer experiences

RELIGION

Creedal Church:

- Learns that God made and loves him/her
- Learns that God created the world out of love
- Knows that God gives us our senses to discover and enjoy creation
- Learns that God’s special gift to us is his son, Jesus
- Learns that Jesus showed us how to love one another
- Identifies Mary as the Mother of Jesus
- Recognizes Mary, Joseph and Jesus as the Holy Family
- Learns that the Church is God’s family
- Learns that saints are people who have died and are now happy with God
 - Identifies the Bible as a special book that tells about God’s love
 - Is familiar with the story of creation (Genesis 1-3)
 - Is familiar with the story of the birth of Jesus (Luke 2:1-7, Matthew 1:18-25)
 - Is familiar with the story of Jesus blessing the children (Luke 18:15-17, Mark 10:13-16, Matthew 19:13-15)
 - Is familiar with the story of the Good Shepherd (John 10:1-21)
- Recognizes that there are different kinds of families
- Recognizes one’s own family as special
- Recognizes and cares for the body as a gift from God

Liturgy/Sacrament:

- Begins to participate in prayer experiences and/or liturgies
- Learns about several saints
- Learns that Advent is a time of waiting and preparing for Christmas
- Knows that Christmas is the celebration of the birth of Jesus
- Learns about Lent as a special time to love one another
- Learns that Easter is a celebration of Jesus’ new life
- Recognizes Christian symbols (water, candles, cross, fish, oil and chi-rho)
- Learns that through Baptism we become children of God
- Learns about Jesus’ Last Supper (as foundation for later learning about the Eucharist)
- Begins to say, “I’m sorry” and “I forgive you”
 - Is familiar with the story of Easter (Matthew 26-27, Mark 14-16, Luke 22-24, John 13-21)
 - Is familiar with the story of Christmas (Luke 1-2, Matthew 1:18-25, 2:1-23)
 - Is familiar with the story of the Last Supper (Matthew 26:17-29)
 - Is familiar with the reference to Eucharist (John 6:35)

Moral Life:

- Expresses thankfulness for God’s love
- Learns that doing good is acting like Jesus
- Learns ways to help and respect others
- Shows respect for people of all cultures, languages, races and abilities
- Learns ways to share with others
- Reaches out to others through service experiences
- Values and cares for God’s creation
- Learns that, while on earth, saints loved God and showed concern for others
- Begins to say “I’m sorry”
 - Is familiar with the story of the Good Samaritan (Luke 10:30-37)
 - Is familiar with the story of the Prodigal Son (Luke 15:11-32)
 - Is familiar with the story of the Golden Rule (Luke 6:31)
 - Is familiar with the story of the Loaves and Fishes (John 6:1-15, Luke 9:12-17, Mark 6:34-44, Matthew 14:13-21)

- Shows love and respect for family members
- Knows the need to talk with someone about feelings
- Identifies “private and special” body parts and touches which can make a person feel uncomfortable**

Christian Prayer:

- Experiences prayer as talking to God
- Participates in different kinds of prayer— praise, thanksgiving and asking
- Understands that silence is a form of prayer
- Understands that music is another form of prayer
- Experiences listening as prayer
- Uses varied hand positions for prayer
- Prays the Sign of the Cross with appropriate gestures
- Prays before eating
- Begins to participate in spontaneous prayer
- Begins to learn “The Lord’s Prayer”
 - Is familiar with the Lord’s Prayer as part of Scripture (Luke 11:2-4, Matthew 6:9-13)

ENGLISH LANGUAGE ARTS

Reading Informational Text

- Identify key details in an informational text
- Ask questions about the key details in an informational text
- Answer questions about key ideas in informational text
- Identify the main topic of a text
- Identify the key details of a text
- Retell key details of a text
- Identify key details about an individual in an informational text
- Identify details about events or ideas in an informational text
- Discuss the connection between two individuals, events, ideals, or pieces of information
- Identify the relationship between elements in an informational piece
- Identify unknown words
- Recognize that a question requires an answer
- Formulate a question about unknown words in a text
- Answer questions about unknown words in a text
- Identify front cover, back cover, and title page
- Name the author and illustrator
- Define what an author and illustrator does
- Identify illustrations and text
- Describe people, places and things illustrations depict
- Describe ideas illustrations depict
- Describe the relationships between illustrations and text
- Identify the reasons an author gives to support point(s)
- Identify basic similarities between two texts on the same topic
- Identify differences between two texts on the same topic
- Engage in group reading activities: key ideas and details
- Engage in group reading activities: craft and structure
- Engage in group reading activities: integration of knowledge and ideas
- Understand activities that reflect purpose and understanding

- Engage in group reading activities: key ideas and details
- Engage in group reading activities: craft and structure
- Engage in group reading activities: integration of knowledge and ideas

Language

- Recognize many of the letters of the alphabet
- Recognize that letters can be both upper and lowercase
- Recognize nouns and verbs
- Recognize that nouns can be singular or plural
- Know the meaning of question words (interrogatives)
- Recognize and produce a complete sentence
- Demonstrate command of the English grammar conventions when writing to expand sentences
- Demonstrate command of English grammar conventions and distinguish between upper and lowercase letters
- Demonstrate command of standard English grammar and usage when speaking
- Demonstrate ability to print many upper and lowercase letters
- Use regular plural nouns
- Form regular plural nouns orally using /s/ and /es/
- Use question words in speaking (who, what, when, how, where, why)
- Speak in complete sentences
- Expand complete sentences
- Use the most frequently occurring prepositions (to, from, in, out, on, off, for, of, by, with)
- Apply correct capitalization when writing
- Apply correct punctuation when writing
- Apply correct spelling when writing
- Capitalize first word in a sentence and the pronoun I (and He when referencing God)
- Recognize and name end punctuation
- Match the sound and the letter for most consonant and short vowel sounds
- Use sound letter awareness to spell simple words phonetically
- Distinguish between letters
- Write a letter or letter combinations for most consonant and short vowel sounds (phonemes)
- Recognize that some words and phrases have multiple meanings
- Identify frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less)
- Identify new meanings for familiar words
- Apply the appropriate meaning for the word within the context
- Apply knowledge of frequently occurring inflections and affixes to determine the meaning of a word
- Determine or clarify the meaning of unknown and multiple meaning words and phrases based on kindergarten reading and content
- Identify common objects
- Identify categories
- Know verbs
- Know adjectives
- Know opposites
- Identify real-life connections
- Distinguish shades of meaning among verbs describing the same action
- Sort common objects into categories

- Relate verbs and adjectives to their opposites
- Identify real life connections between words and their use
- Determine ways to act out verbs
- Act out meanings of verbs
- Acquire words and phrases through conversations, reading and being read to and responding to texts
- Distinguish if a word or phrase should be used when responding
- Use words and phrases accurately acquired through conversations, reading and being read to and responding to texts

Reading Literature

- Identify key details of a text
- Ask questions about key details in a text
- Answer questions about key details in a text
- Identify key details of a story
- Retell a familiar story including key details
- Identify the characters, setting and major events
- Identify unknown words in text
- Recognize that a question requires an answer
- Formulate a question about unknown words in text
- Use resources/strategies to answer questions about unknown words in text
- Recognize common types of text such as storybooks
- Recognize common types of text such as poems
- Name the author and illustrator
- Define author purpose
- Define illustrator purpose
- Identify purpose of illustrations
- Describe a moment in a story using the illustrations
- Describe how the illustrations and story are related in a specific text
- Not applicable to literature
- Recognize characters in familiar stories
- Determine similarities and differences of adventures and experiences in familiar stories
- Compare adventures and experiences
- Contrast adventures and experiences
- Engage in group reading activities regarding key ideas and details
- Engage in group reading activities regarding craft and structure
- Engage in group reading activities reading integration of knowledge and ideas
- Understand activities that reflect purpose and understanding of text
- Engage in group reading activities regarding key ideas and details
- Engage in group reading activities analyzing craft and structure
- Engage in group reading activities analyzing integration of knowledge and ideas

Speaking & Listening

- Identify key ideas from kindergarten topics and texts
- Identify agreed upon rules for discussion
- Recognize how others listen
- Recognize how others move conversations along

- Determine comments and questions appropriate to the topic of discussion
- Observe if agreed upon discussion rules are being followed
- Participate in conversations about kindergarten topics and texts
- Follow agreed upon rules for discussion
- Listen while others are speaking
- Listen and respond to continued conversations with peers and adults
- Identify key ideas from text read aloud or presented orally through other media
- Ask and answer questions about key details from a text read aloud
- Ask and answer questions about key details from information presented orally or through other media
- Ask for clarification of key details not understood from text read aloud or through other media
- Answer questions about key details from information presented orally or through other media
- Ask questions about key details from information presented orally
- Ask for clarification if something is not understood
- Recognize that asking questions is an appropriate strategy to further understanding
- Identify questions and answers
- Identify situations in which help is needed
- Identify situations in which information is needed
- Identify situations in which clarification is necessary
- Formulate appropriate questions to seek help, information, or clarification
- Ask questions to seek help, information, or clarification
- Answer questions in order to seek help
- Answer questions to get information
- Answer questions for clarification
- Identify familiar people, places, things, events or details
- Determine relevant, descriptive details describing people, places, things, or events
- Orally describe people, places, things, and events
- Provide additional detail when prompted
- Know what visual displays are
- Identify details
- Add drawings or visual displays providing descriptive details
- Identify different voice volumes used for different situations
- Speak using appropriate voices volume for situation
- Communicate thoughts, feelings, and ideas clearly through spoken words

Writing

- Identify the title of a book or topic to write about
- Recognize what an opinion is
- Formulate an opinion about a book or topic
- Write an opinion piece that introduces the topic or book – demonstrate a combination of drawing, dictating, and writing
- Write an opinion piece that introduces the topic or book – include the topic or title of the book
- Write an opinion piece that introduces the topic or book – state an opinion or preference about the topic or book
- Write an opinion piece that provides a sense of closure
- Identify an informative/explanatory text
- Select a topic for an informative/explanatory writing
- Combine drawing, dictation, and writing to compose informational/explanatory text to supply additional information

- Write an informative/explanatory text in which they name a topic
- Write an informative/explanatory text in which they supply some information
- Choose a single event to discuss
- Distinguish between relevant and irrelevant details
- Sequence relevant events
- React to the event
- Draw, dictate, and/or write a narrative piece which contains relevant details
- Draw, dictate, and/or write a narrative piece which contains a logical sequence of events
- Draw, dictate, and/or write a narrative piece which contains a reaction
- Recognize how to respond to question and suggestions from peers
- Recognize how to add details to strengthen writing as needed
- Develop writing by responding to questions and suggestions from peers
- Develop writing by adding details to strengthen writing as needed
- Use basic technology skills
- Select digital tools for producing and publishing writing
- Use technology to produce and publish writing individually and with peers
- Identify sources and tools for shared research
- Determine appropriate sources and tools to conduct shared research
- Participate in shared research and writing projects
- Identify experience
- Identify source
- Gather information from more than one source to answer a question
- Answer a question using information from experience
- Answer a question using information from a provided source

MATH

Young children arrive in kindergarten with widely varying knowledge in math. By the end of the year, your child must have some important foundations in place. One of the most important skills your child should develop is the ability to add and subtract small numbers and use addition and subtraction to solve word problems. This will rely on gaining some fundamentals early in the year, such as counting objects to tell how many there are. Addition and subtraction will continue to be a very strong focus in math through 2nd grade.

HELP YOUR CHILDREN AT HOME

Look for “word problems” in real life. Some kindergarten examples might include:

- Play “Write the next number.” You write a number, and your child writes the next number.
- Ask your child questions that require counting as many as 20 things. For example, ask “How many books do you have about wild animals?”
- Ask your child questions that require comparing numbers. “Who is wearing more bracelets, you or your sister?” (Your child might use matching or counting to find the answer.)

COUNTING AND CARDINALITY

- Know numerals to 0-100
- Count to 100 by ones starting at 0
- Count to 100 by tens
- Count forward verbally by ones

- Write numbers 0-20
- Write the number that represents a given number of objects from 0-20
- Represent quantities using numbers and represent numbers using quantities.
- Match each object with one and only one number name and each number with one and only one object
- Recognize the number of objects is the same regardless of their arrangement of the order in which they were counted
- Realize that the last number name said tells the number of objects counted
- Generalize that each successive number name refers to a quantity that is one larger
- Say the number names in order while matching each object with a number when counting objects
- Count up to 20 objects that have been arranged in a line, rectangular array, or circle
- Count as many as 10 items in a scattered configuration
- Match each object with one and only one number name and each number with one and only one object
- Conclude that the last number of the counted sequence signifies the quantity of the counted collection
- Count out 1-20 objects
- Describe greater than, less than, or equal to
- Determine whether a group of 10 or fewer objects is greater than, less than, or equal to another group of 10 or fewer objects
- Know the quantity of each numeral 1-10
- Compare written numbers to determine if they are greater than, less than, or equal to each other

Cluster: Know number names and the count sequence.

- Know numerals to 0-100
- Count to 100 by ones starting at 0
- Count to 100 by tens
- Count forward verbally by ones
- Write numbers 0-20
- Write the number that represents a given number of objects from 0-20
- Represent quantities using numbers and represent numbers using quantities.

Cluster: Count to tell the number of objects.

- Match each object with one and only one number name and each number with one and only one object
- Recognize the number of objects is the same regardless of their arrangement of the order in which they were counted
- Realize that the last number name said tells the number of objects counted
- Generalize that each successive number name refers to a quantity that is one larger
- Say the number names in order while matching each object with a number when counting objects
- Count up to 20 objects that have been arranged in a line, rectangular array, or circle
- Count as many as 10 items in a scattered configuration
- Match each object with one and only one number name and each number with one and only one object
- Conclude that the last number of the counted sequence signifies the quantity of the counted collection

Cluster: Compare numbers.

- Count out 1-20 objects
- Describe greater than, less than, or equal to
- Determine whether a group of 10 or fewer objects is greater than, less than, or equal to another group of 10 or fewer objects
- Know the quantity of each numeral 1-10
- Compare written numbers to determine if they are greater than, less than, or equal to each other

GEOMETRY

- Describe objects in the environment using shape words
- Use positional words such as above, below, beside, in front of, behind, and next to
- Determine the relative position of 2- or 3-dimensional shapes within the environment, using the appropriate positional words to describe them
- Recognize that size does not affect the name of the shape
- Recognize that orientation does not affect the name of the shape

- Name shapes, regardless of orientation or size
- Define the difference between two- and three-dimensional shapes
- Determine if an object is two- or three-dimensional
- Identify attributes of shapes
- Describe attributes of a variety of two- and three-dimensional shapes
- Analyze and compare two- and three-dimensional shapes in different sizes and orientations, describing their similarities, differences, and other attributes
- Identify basic shapes
- Recognize and identify basic shapes in the real world
- Draw shapes found in the environment
- Construct shapes from components (e.g., stick and clay balls)
- Identify simple shapes (squares, triangles, rectangles, hexagons)
- Analyze how to put simple shapes together to compose a new or larger shape
- Compose a new or larger shape using more than one simple shape

Cluster: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

- Describe objects in the environment using shape words
- Use positional words such as above, below, beside, in front of, behind, and next to
- Determine the relative position of 2- or 3-dimensional shapes within the environment, using the appropriate positional words to describe them
- Recognize that size does not affect the name of the shape
- Recognize that orientation does not affect the name of the shape
- Name shapes, regardless of orientation or size
- Define the difference between two- and three-dimensional shapes
- Determine if an object is two- or three-dimensional

Cluster: Analyze, compare, create, and compose shapes.

- Identify attributes of shapes
- Describe attributes of a variety of two- and three-dimensional shapes
- Analyze and compare two- and three-dimensional shapes in different sizes and orientations, describing their similarities, differences, and other attributes
- Identify basic shapes
- Recognize and identify basic shapes in the real world
- Draw shapes found in the environment
- Construct shapes from components (e.g., stick and clay balls)
- Identify simple shapes (squares, triangles, rectangles, hexagons)
- Analyze how to put simple shapes together to compose a new or larger shape
- Compose a new or larger shape using more than one simple shape

NUMBER AND OPERATIONS IN BASE TEN

- Know that the numbers 11-19 represent a quantity
- Understand that numbers 11-19 are composed of 10 ones and one, two, three, four, five, six, seven, eight, or nine ones
- Represent compositions or decompositions of 11-19 by a drawing or equation

MEASUREMENT AND DATA

- Know that objects have measurable attributes and know what they are called, such as length and weight
- Describe an object using multiple attributes such as: width, height, length, weight, etc.
- Know the meaning of a variety of attributes
- Know that two objects can be compared using a particular attribute
- Compare two objects and determine which has more or less of a measurable attribute
- Describe the measurable attribute difference
- Recognize non-measurable attributes such as shape, color
- Recognize measurable attributes such as length, weight, height
- Know what classify and sort mean

- Know that a category is the group that an object belongs to according to a particular, selected attribute
- Understand one to one correspondence with ten or less objects
- Sort objects into categories by particular attributes
- Count objects in a given group
- Sort objects into categories then determine the order by number of objects in each category (limit category counts to be less than or equal to ten)

OPERATIONS AND ALGEBRAIC THINKING

- Know adding is putting together parts to make the whole
- Know subtracting is taking apart or taking away from the whole to find the other part
- Know the symbols and the words for adding and subtracting
- Analyze an addition or subtraction problem to determine whether to “put together” or “take apart”
- Model an addition/subtraction problem given a real-life story
- Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations
- Add and subtract within 10 (maximum sum and minuend is 10)
- Use objects/drawings to represent an addition and subtraction word problem
- Solve addition and subtraction word problems within 10
- Solve addition number sentences within 10
- Decompose numbers less than or equal to 10 into pairs in more than one way
- Record decomposition of a number within 10 by a drawing or writing an equation
- Know that two numbers can be added together to make ten
- Using materials or representations, find the number that makes 10 when added to the given number for any number from 1 to 9, and record the answer using materials, representations, or equations
- Find the number that makes 10 when added to the given number for any number from 1 to 9
- Record, by drawing or equation, the number that makes 10 when added to a given number from 1 to 9
- Fluently with speed and accuracy add and subtract within 5

SOCIAL STUDIES

ECONOMICS

Production/Consumption/Distribution:

- Understand the difference between needs and wants
- Explore the roles of consumer/producer
- Explore transportation of goods

Exchange:

- Experience the uses of money

HISTORY

Time:

- Distinguish between past, present, and future time

People:

- Name some important people in history of the U.S.

Events:

- Identify some important events in history

POLITICAL SCIENCE

Citizenship:

- Identify ways to show respect using manners and social skills
- Learn and recite Pledge of Allegiance

Laws:

- Identify the purpose of rules and laws in school, cities, and in families

Government:

- Identify school leaders

GEOGRAPHY**Location:**

- Identify North America on a map and a globe
- Know name, address, phone number, city, and state

Map Skills:

- Identify and locate poles and equator

Regions:

- Use appropriate terms to identify home and neighborhood

Movement:

- Name different types of transportation and how people move

Human Environment Interaction:

- Identify community helpers and places and know why they are needed
- Compare the seasons and discuss their effect on people

Place:

- Develop an awareness of different cultures
- Identify purpose for places in the community

BEHAVIORAL SCIENCE**Individual:**

- Learn to be a good listener in group discussions
- Share self and belongings for the good of others
- Share in roles of leader and follower and describe dependence on other people

Institution:

- Name the family as the basic social institution

Society:

- Engage in simple group work experiences to reach a common goal
- Demonstrate teamwork

CATHOLIC SOCIAL TEACHINGS**Life and Dignity of the Human Person:**

- Recognizes all life as a gift from God
- Relates to others with respect
- Demonstrates the value of sharing to help others
- Responds to conflicts in a peaceful way

The Call to Family, Community, and Participation:

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

The Rights and Responsibilities of the Human Person:

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

Option for the Poor and the Vulnerable:

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

Dignity of Work and the Rights of Workers:

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

Solidarity of the Human Family:

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

Care for God's Creation:

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

SCIENCE

EARTH SCIENCE**Weather:**

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

Space:

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

Changes in the Earth:

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

PHYSICAL SCIENCE**Sound and Light:**

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

Forces, motion, and energy:

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

Matter:

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

Electricity and Magnetism:

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

LIFE SCIENCE**Animals:**

- Classification
 - Identify the many different types of animal grouping

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

Plants:

- Characteristics
 - Observe that most plants have stems, roots, leaves, flowers, and buds
 - Know that plants will closely resemble their parents
 - Know that people can use what they know about plant needs to care for plants
- Life Cycles
 - Explore that plants need certain conditions for energy and growth
 - Investigate how seeds sprout and how they grow into plants
- Classification
 - Discover that many kinds of seeds are found in the environment

Environment:

- Illustrate that water is a habitat

Human Body:

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