



Saint John School of Little Canada
Curriculum Book K-2

Saint John School of Little Canada
2621 McMenemy Street
Little Canada, MN 55117-1699
School Phone: 651/484-3038
School Fax: 651/481-1355
School Website: sjolc.org

Saint John School Language Arts Philosophy

The philosophy of the Saint John language arts curriculum, as outlined in our standards, is to utilize the structure of the English language, to read, write, spell, listen and research in order to effectively gather and communicate information.

Saint John School Mathematics Philosophy

The philosophy of the Saint John mathematics curriculum, as outlined in our standards, is to empower students to master basic facts, have knowledge of concepts, understand and demonstrate procedures and processes so they are able to apply mathematics to real life situations.

Saint John School Social Studies Philosophy

The philosophy of the Saint John social studies program is designed to enable our students to become active citizens who make informed decisions for the public good. Our program fuses the subjects of geography, history, political science, economics, and civics in order that our students understand their past and present, and prepare for their future as citizens of a culturally diverse and democratic society.

Saint John School Science Philosophy

The philosophy of the Saint John science program is to provide students with STEM guided and inquiry-based lab experiences and research opportunities. Students acquire, develop and utilize science skills to apply their knowledge, pose and answer questions, and be stewards of their environment.

Saint John School Religion Philosophy

The philosophy of the Saint John religion program is to teach the students to live the gospel message. We strive to promote: knowledge of our faith, liturgical education, moral formation, prayer, community life, evangelism and service.

Saint John School Art Philosophy

The philosophy of the Saint John art program is to encourage students to explore the varied art processes, techniques and media; promote a mastery of basic art concepts; be a catalyst for inspiration, creativity, possibilities and problem-solving; and provide opportunities for students to discover, enjoy and appreciate the world's diverse artistic heritage.

Saint John School Technology Philosophy

The philosophy of the Saint John School technology program is to promote students' critical thinking, and individual and collaborative problem solving skills through the exemplary use of computers and other technology. Students have the ability to conduct research, produce end products, and utilize a variety of technology tools.

Saint John School Library Science Philosophy

The philosophy of the Saint John Library Science program is to promote a lifelong love of reading both for pleasure and the pursuit of knowledge. It is our goal to serve the educational and informational needs of our students and staff, as well as to provide quality leisure reading materials for our students.

Saint John School Music Philosophy

The philosophy of the Saint John music program is to provide students with music appreciation as well as life-long basic music and performance skills. This is accomplished through the introduction of notation, note reading, cultural awareness and a broad range of musical experiences.

Saint John School Physical Education Philosophy

Saint John physical education philosophy is to provide rigorous activities, games and sports in order to develop physical skills and knowledge of game rules. Students will also practice fair play and learn strategies of individual and team activities. Our program is designed to promote a fit and healthy lifestyle.

Saint John School Spanish Philosophy

The philosophy of the Saint John Spanish curriculum is to empower students to communicate, listen, interpret, and present information, opinions and feelings in Spanish. Students will understand basic components of the Spanish speaking cultures, traditions, ideas, and perspectives.

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Language Arts: Grade Kindergarten

I can statements based on the Minnesota Standards and Insight Tool content-

- I can ask and answer questions about key details in a book.
- I can share the beginning, middle and end of a story as well as key details.
- I can tell the characters, setting and important events in a story.
- I can find words that I don't know in a text and ask questions about them.
- I can recognize common types of text.
- I can locate the author and illustrator of a story.
- I can tell the author's role in the telling of the story. I can tell the illustrator's role in the telling of the story.
- I can explain how illustrations and words work together to tell a story.
- I can show the order of the story by using illustrations.
- I can compare and contrast the adventures of characters in familiar stories.
- I can share my ideas about a book with others.
- I can choose and read books for enjoyment, interest or information.
- I can ask questions about key details in text.
- I can answer questions about key details in a text. tell the main topic of a text.
- I can make connections within the text when I read.
- I can tell the main topic of a text.
- I can retell key details of a text.
- I can describe the connection between the text and the illustrations.
- I can show the cover, back cover and title page of a book.
- I can tell how two texts on the same topic are similar and different.
- I can participate in group reading activities.
- I can follow words from left to right, top to bottom, and page by page.
- I can recognize that spoken words match to written words.
- I can recognize and name all upper-case and lower-case letters of the alphabet.
- I can recognize words that rhyme.
- I can break words into syllables and count them.
- I can break a word apart into its beginning, middle and ending sounds.
- I can blend the beginning, middle, and ending sounds of a word.
- I can say each consonant's sound and each vowel's long and short sounds.
- I can use picture clues to help me understand a story.
- I can sound out words and use high-frequency words when I read a book.
- I can draw, speak and write to share my opinion, to share information and to tell a narrative story in order.
- I can use suggestions to add details to my writing.
- I can work with classmates on research and writing projects.
- I can recall or find the answer to a question.
- I can take turns speaking and listening in conversations.
- I can follow directions when they are told to me.
- I can ask and answer questions about key details from information presented.
- I can ask and answer questions for more information to help me understand.
- I can describe people, places, things and events that I know, giving more details when asked.
- I can draw pictures to give more details to my work.
- I can speak in a voice that others can hear and understand to share my thought, feelings and ideas.
- I can share my thoughts about poems, rhyme and songs.
- I can recognize common signs, icons, and logos.
- I can print upper and lowercase letters.
- I can use common nouns and verbs when writing and speaking.
- I can make the correct plural noun when speaking or writing.
- I can use words to tell where something is or when something happened in my writing and speaking.
- I can speak and write a complete sentence and add details to my sentence.
- I can capitalize the first word in a sentence.
- I can capitalize the word I.
- I can recognize a period, question mark and exclamation mark.

- I can print letters to show sounds and use my understanding of letters to spell words.
- I can explain that some words have more than one meaning.
- I can use suffixes and prefixes to understand word meaning.
- I can sort common objects into categories and use words to explain them.
- I can match common verbs and adjectives to their opposites.
- I can use words and phrases I learn in conversation and reading.

Language Arts: Grade 1

I can statements based on the Minnesota Standards and Insight Tool content-

- I can ask and answer questions about key details in a story.
- I can retell a story and share key details and the message or lesson of the story.
- I can describe characters, setting and major events in a story.
- I can find words and phrases about feelings and senses when I read stories and poems.
- I can explain the differences between books that tell stories and informational books.
- I can identify who is telling a story.
- I can find illustrations and words in a text that describe characters, setting and plot.
- I can compare and contrast characters in a story.
- I can choose and read just-right and challenging text.
- I can choose a book for enjoyment, interest, or information.
- I can ask questions and answer about key details in a text.
- I can tell the main topic and key details in a text.
- I can make connections within the text when I read.
- I can ask and answer questions to determine what words and phrases mean in a text.
- I can tell whether information is found in the text or in the illustration.
- I can use illustrations and details in a text to describe its key ideas.
- I can explain why the author included the facts in the book.
- I can tell how two texts on the same topic are similar and different.
- I can read informational text.
- I can recognize that words are combined to form a complete sentence.
- I can capitalize the first word in a sentence and end the sentence with punctuation.
- I can tell the difference between long and short vowel sound in spoken words.
- I can blend and say single syllable words.
- I can identify and say the beginning, middle and ending sounds in a word.
- I can read and spell digraphs and consonant blends.
- I can use the final –e rule.
- I can read words with endings and high frequency words.
- I can read first grade text fluently and with expression and accuracy.
- I can pick a text for a purpose.
- I can write a response that includes an introduction, opinion, reason and closure.
- I can write an informative piece that shares facts about a topic and includes a closure.
- I can write a narrative of an event that includes sequence words, details and a closure.
- I can make my writing better with help.
- I can use technology to write a story with help.
- I can work with classmates on research and writing projects.
- I can recall or find the answer to a question.
- I can identify and follow discussion rules.
- I can follow two step oral directions.
- I can ask and answer questions about key details from informational presentation.
- I can ask questions after someone speaks to get more information.
- I can describe people, places, things and events using details.
- I can express my ideas and feeling clearly.
- I can use drawings or pictures to show my ideas, thoughts and feelings about a topic.
- I can respond to literature with expression.
- I can speak using complete sentences when needed.

- I can tell the difference between print and digital media.
- I can create multi-media work for a specific purpose.
- I can use common, proper, and possessive nouns when writing and speaking.
- I can make my nouns and verbs work together in my writing and speaking.
- I can use verbs to show actions in the past, present and future when writing and speaking.
- I can use adjectives and conjunctions properly in my writing and speaking.
- I can speak or write a sentence that makes a statement, command, an exclamation or that asks a question.
- I can capitalize dates and names.
- I can use correct ending punctuation.
- I can spell words that follow spelling patterns and high frequency words.
- I can sound out and spell words.
- I can use context clues to find the meaning of unfamiliar words.
- I can identify root words and the endings that change them.
- I can sort and define words by their categories and traits.
- I can connect words I hear or read to the real world.
- I can use words and phrases I learn in conversation and reading.

Language Arts: Grade 2

I can statements based on the Minnesota Standards and Insight Tool content-

- I can ask and answer who, what where, when, why and how questions about key details in a text.
- I can recount stories including fables and folktales from diverse cultures and determine the message of a story.
- I can describe how characters respond to major event and challenges in a story.
- I can describe how an author's words and phrases give a text rhythm and meaning.
- I can describe the structure of a story and explain the purpose of a beginning and ending of a story.
- I can read aloud with expression.
- I can use illustrations and words from a text that show my understanding of its characters, setting, and plot.
- I can compare and contrast different versions of the same story.
- I can select and read just right text and challenging text.
- I can read and comprehend grade level text.
- I can choose a book for enjoyment, interest or information.
- I can explain the main topic of a paragraph.
- I can describe connection between historical events, scientific ideas, or steps in a procedure.
- I can use pictures, text and resources to identify the meaning of unfamiliar words.
- I can use subheadings, captions, bold print, the index and the glossary to locate key facts in a text.
- I can name the author's main purpose.
- I can give reasons that explain why the author uses specific points in a text.
- I can select, read and comprehend informational text.
- I can tell the difference between long and short vowel sounds in spoken words.
- I can spell long vowel words using vowel teams and I can decode two-syllable words with long vowels.
- I can decode words with prefixes and suffixes.
- I can pick a text for a purpose or a reason.
- I can read grade level text fluently, accurately and with expression.
- I can write a response that includes an introduction, opinion, reasons connected with linking words and closure.
- I can write a narrative of an event that includes sequence words, details and a closure.
- I can focus on a topic in my writing.
- I can revise and edit my writing to make it strong.
- I can use digital tools to publish my writing.
- I can research a topic or record observations and write a report using that information.
- I can recall and find the answer to questions.
- I can participate in conversations with different people follow discussion rules.
- I can describe key ideas and details from information presented.
- I can ask and answer questions after someone speaks to get more information.
- I can tell a story or share an experience, including facts and details in complete sentences.

- I can make an audio recording of a story or poem.
- I can speak using complete sentences to provide details and clarification when needed.
- I can tell the difference between print, digital and multimodal media.
- I can create multi-media work for specific purpose and choose the best images to include in my work.

Mathematics: Grade Kindergarten

I can statements based on the Minnesota Standards and Insight Tool content-

- I can identify two dimensional shapes
- I can identify three dimensional shapes
- I can identify patterns
- I can create patterns
- I can complete patterns
- I can extend patterns
- I can arrange numbers in order from 0-20
- I can compare numbers using greater than, less than, and equal to.
- I can read numbers to 31
- I can count to 31
- I can write numbers to 31
- I can count objects and tell how many there are to 31
- I can count forwards to 20
- I can count backwards from 20
- I can count objects and find the matching number
- I can put numbers in order from least to greatest
- I can sort objects in a variety of ways
- I can compose numbers using objects and drawing pictures
- I can find the sums of numbers between 0-10 using objects and drawings
- I can find differences of numbers between 0-10 using objects and drawings
- I can match real world objects to their basic shape
- I can use comparison words to describe objects
- I can arrange objects in order based on a given attribute

Mathematics: Grade 1

I can statements based on the Minnesota Standards and Insight Tool content-

- I can tell you the 10's and ones in a whole number up to 100.
- I can read numbers to 120.
- I can write numbers to 120.
- I can build numbers to 120.
- I can count forward and backwards with and without object using any number up to 120.
- I can find a number that is 10 more or 10 less than a number.
- I can compare and put in order numbers up to 120.
- I can use words to compare numbers.
- I can read and create bar and tally graphs.
- I can find answers to addition problems.
- I can find answers to subtraction problems.
- I can compose and decompose numbers up to 12.
- I can skip count by 2s, 5s, and 10s.
- I can add and subtract filling in the missing numbers up to 12. (Ex. $3 + _ = 10$)
- I can create patterns. (Ex. 2,4,6;33,43, $_ , 63$; 20, $_ , _ , 17$)
- I can solve addition story problems using manipulatives and number sentences.

- I can solve subtraction story problems using manipulatives and number sentences.
- I can tell if addition problems are correct. (Ex. $7+7=14$; $7=8-1$; $5+2=2+5$; $4+1=5$)
- I can tell if subtraction problems are correct.
- I can tell what the missing number in an equation is using a number line or objects.
- I can use addition facts to make up an addition problem.
- I can use subtraction facts to make up a subtraction problem.
- I can describe attributes of 2D and 3D objects
- I can combine and take-apart 2D and 3D shapes.
- I can measure objects using manipulatives.
- I can tell time to the hour and half-hour.
- I can add coins up to one dollar.
- I can identify a penny, nickel, and dime.
- I can tell the value of a penny, nickel, and dime.
- I can identify fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$
- I can identify equal shares
- I can identify objects to show part or parts of a set to show a given fraction.
- I can identify solid figures: cone, sphere, rectangular prism, cylinder, and cube
- I can identify plain shapes: Triangle, circle, rectangle, square, rhombus, trapezoid

Mathematics: Grade 2

I can statements based on the Minnesota Standards and Insight Tool content-

- I can put numbers in order up to 1000.
- I can use greater than, less than and equal signs correctly for numbers up to 1000.
- I can add and subtract quickly and correctly.
- I can estimate when I add and subtract.
- I can read and answer word problems correctly.
- I can read and understand graphs, charts, and tables.
- I can answer questions about charts, graphs, and tables.
- I can skip count
- I can make and continue patterns.
- I can figure out the missing number in an addition or subtraction sentence.
- I can measure objects to the nearest centimeter or inch using a ruler.
- I can tell time to the nearest 15 minutes.
- I can tell the difference between AM and PM.
- I can name and count coins.
- I can use different coins to make a certain amount.
- I can write a number 4 different ways up to 1,000.

Social Studies: Grades K-2

Geography

The World in Spatial Terms

A knowledgeable student:

Understands the characteristics and uses of maps, globes, and other geographic tools and technologies

- Understands that maps can represent his or her surroundings

Knows the location of places, geographic features, and patterns of the environment

- Knows geographic information about oneself (e.g., the town in which he or she lives, address, phone number)
- Uses simple geographic thinking

Places and Regions

A knowledgeable student:

Understands the physical and human characteristics of place

- Knows common features (e.g., street signs, roads, buildings) found in the local environment
- Knows natural features of the environment (e.g., hills, mountains, oceans, rivers)

Understands the concept of regions

- Knows areas that can be classified as regions according to physical criteria (e.g., land form regions, soil regions, vegetation regions, climate regions, water basins) and human criteria (e.g., political regions, population regions, economic regions, language regions)

Human Systems

A knowledgeable student:

Understands the nature and complexity of Earth's cultural mosaics

- Knows the basic components of culture (e.g., language, social organization, beliefs and customs, forms of shelter, economic activities, education systems)

Understands the patterns and networks of economic interdependence on Earth's surface

- Knows the modes of transportation used to move people, products and ideas from place to place (e.g., barges, airplanes, automobiles, pipelines, ships, railroads), their importance and their advantages and disadvantages

Understands the patterns of human settlement and their causes

- Understands why people choose to settle in different places (e.g., job opportunities, available land, climate)
- Knows the similarities and differences in housing and land use in urban and suburban areas (e.g., where people live, where services are provided, where products are made, types of housing, yard size, population density, transportation facilities, presence of infrastructure elements such as sidewalks and street lights)

Understands the forces of cooperation and conflict that shape the divisions of Earth's surface

- Knows ways that people solve common problems by cooperating (e.g., working in groups to pick up trash along a road, participating in a neighborhood crime-watch group, participating in community house-building projects)
- Knows examples of world conflict or cooperation (e.g., countries in trade pacts, areas of the world with refugee problems)

Environment and Society

A knowledgeable student:

Understands how human actions modify the physical environment

- Knows ways in which people depend on the physical environment (e.g., food, clean air, water, mineral resources)

Understands the changes that occur in the meaning, use, distribution and importance of resources

- Knows the role that resources play in our daily lives (resources used to generate electricity; resources used to produce automobiles, medicines, clothing, and food)

Uses of Geography

A knowledgeable student:

Understands how geography is used to interpret the past

- Knows how areas of a community have changed over time (in terms of, e.g., size and style of homes; how people earn their living; changes in the plant and animal population)

History

Living and Working Together in Families and Communities, Now and Long Ago

A knowledgeable student:

Understands family life now and in the past, and family life in various places long ago

- Knows a family history through two generations (e.g., various family members and their connections)
- Understands family life today and how it compares with family life in the recent past and family life long ago (e.g., roles, jobs, schooling experiences)
- Knows the cultural similarities and differences in clothes, homes, food, communication, technology, and cultural traditions between families now and in the past
- Understands family life in a community of the past and life in a community of the present (e.g., roles, jobs, communication, technology, style of homes, transportation, schools, religious observances, cultural traditions)
- Understands personal family or cultural heritage through stories, songs, and celebrations
- Knows ways in which people share family beliefs and values (e.g., oral traditions, literature, songs, art, religion, community celebrations, mementos, food, language)

Understands the history of a local community and how communities in North America varied long ago

- Understands changes in community life over time (e.g., changes in goods and services; changes in architecture and landscape; change in jobs, schooling, transportation, communication, religion, recreation)
- Understands the contributions and significance of historical figures of the community
- Understands the daily life and values of early Hawaiian or Native American cultures
- Understands the daily life of a colonial community (e.g., Plymouth, Williamsburg, St. Augustine, San Antonio, Post Vincennes)
- Understands life in a pioneer farming community (e.g., the Old Northwest, the prairies, the Southwest, eastern Canada, the Far West)

The History of Students' Own State or Region

A knowledgeable student:

Understands the people, events, problems, and ideas that were significant in creating the history of their state

- Understands through legends, myths, and archaeological evidence the origins and culture of early Native Americans or Hawaiians who lived in the state or region
- Knows ways in which early explorers and settlers adapted to, used, and changed the environment of the state or region
- Understands the reasons different groups came to the state or region
- Understands the different lives, plans, and dreams of the various racial and ethnic groups who lived in the state 100-200 years ago
- Understands how symbols, slogans, and mottoes represent the state
- Knows important buildings, statues, and monuments in the state's history

The History of the United States: Democratic Principles and Values and the People from Many Cultures who Contributed to its Cultural, Economic, and Political Heritage

A knowledgeable student:

Understands how democratic values came to be, and how they have been exemplified by people, events, and symbols

- Knows the English colonists who became revolutionary leaders and fought for independence from England (e.g., George Washington, Thomas Jefferson, Benjamin Franklin)
- Understands how individuals have worked to achieve the liberties and equality promised in the principles of American democracy and to improve the lives of people from many groups (e.g., Rosa Parks, Martin Luther King, Jr. Sojourner Truth; Cesar Chavez)
- Understands ways in which such fundamental values as fairness, protection of individual rights, and responsibility for the common good have been applied by different groups of people (e.g., students and personnel in the local school)
- Knows how different groups of people in the community have taken responsibility for the common good (e.g., the police department, the fire department, senior citizen home, soup kitchen)
- Understands how important figures reacted to their times and why they were significant to the history of our democracy (e.g., George Washington; Thomas Jefferson; Abraham Lincoln; Sojourner Truth; Susan B. Anthony; Mary McLeod Bethune; Eleanor Roosevelt; Martin Luther King, Jr.)
- Understands the ways in which people in a variety of fields have advanced the cause of human rights, equality, and the common good (e.g., Frederick Douglass, Clara Barton, Elizabeth Blackwell, Jackie Robinson, Rosa Parks, Jonas Salk, Cesar Chavez)
- Understands the reasons that Americans celebrate certain national holidays (e.g., Martin Luther King, Jr. Day; the Fourth of July; Memorial Day)
- Knows the history of American symbols (e.g., the eagle, the Liberty Bell, George Washington as the "father of our country," the national flag)
- Knows why important buildings, statues, and monuments (e.g., the White House, Lincoln Memorial, Statue of Liberty, Ellis Island, Angel Island, Mt. Rushmore, veterans' memorials) are associated with state and national history
- Understands how people have helped newcomers get settled and learn the ways of the new country (e.g., family members, fraternal organizations, houses of worship)

The History of Peoples of Many Cultures Around the World

A knowledgeable student:

Understands the causes and nature of movements of large groups of people into and within the United States, now and long ago

- Understands what life was like for children and families "on the trail" when they moved from one part of the U.S. to another

Understands the folklore and other cultural contributions from various regions of the United States and how they helped to form a national heritage

- Knows regional folk heroes, stories, or songs that have contributed to the development of the cultural history of the U.S. (e.g., Pecos Bill, Brer Rabbit, Paul Bunyan, Davey Crockett, John Henry, Joe Magarac)
- Knows the differences between toys and games children played long ago and the toys and games of today

Understands selected attributes and historical developments of societies in Africa, the Americas, Asia, and Europe

- Understands the main ideas found in folktales, stories of great heroism, fables, legends, and myths from around the world that reflect the beliefs and ways of living of various cultures in times past
- Knows the holidays and ceremonies of different societies (e.g., Christmas celebrations in Scandinavia, Germany, or England; Cinco de Mayo; the Chinese New Year; the Japanese tea ceremony; harvest and spring festivals)

- Understands the daily life, history, and beliefs of a country as reflected in dance, music, or the other art forms (such as paintings, sculptures, and masks)
- Knows the journeys of Marco Polo and Christopher Columbus, the routes they took, and what happened as a result of their travels

Understands major discoveries in science and technology, some of their social and economic effects, and the major scientists and inventors responsible for them

- Understands differences between hunters and gatherers and people who cultivated plants and raised domesticated animals for food (e.g., in family life, the amounts of land necessary for support, ability to acquire surplus food for storage and trading)
- Knows the accomplishments of major scientists and inventors (e.g., George Washington Carver, Galileo, Marie Curie, Louis Pasteur, Alexander Graham Bell)
- Knows basic information about marine transportation (e.g., the technology and activities of people along the Erie Canal)
- Knows the ways people communicate with each other now and long ago, and the technological developments that facilitated communication (e.g., speaking by gestures, transmitting stories orally, pictographs, hieroglyphics, different alphabets, writing by hand, printing techniques, the invention of the telegraph and telephone, satellite transmission of messages)
- Understands differences in the methods of travel from various times in human history and the advantages and disadvantages of each (e.g., the use of animals such as horses and camels; nonmotorized vehicles such as chariots and hot air balloons; motorized vehicles such as railroads, automobiles, and airplanes; modern space advancements)

Science: Grades K-2

Life Science

A knowledgeable student:

Understands the principles of heredity and related concepts

- Knows that plants and animals closely resemble their parents.
- Knows that differences exist among individuals of the same kind of plant or animal.

Understands the structure and function of cells and organisms

- Knows the basic needs of plants and animals (e.g., air, water, nutrients, light or food, shelter).
- Knows that plants and animals have features that help them live in different environments.

Understands relationships among organisms and their physical environment

- Knows that plants and animals need certain resources for energy and growth (e.g., food, water, light, air).
- Knows that living things are found almost everywhere in the world and that distinct environments support the life of different types of plants and animals.

Understands biological evolution and the diversity of life

- Knows that some kinds of organisms that once lived on Earth have completely disappeared (e.g., dinosaurs, trilobites, mammoths, horsetail trees).
- Knows that there are similarities and differences in the appearance and behavior of plants and animals.

Earth and Space Sciences

A knowledgeable student:

Understands atmospheric processes and the water cycle

- Knows that short-term weather conditions (e.g., temperature, rain, snow) can change daily, and weather patterns change over the seasons.

- Knows that water can be a liquid or a solid and can be made to change from one form to the other, but the amount of water stays the same.

Understands Earth's composition and structure

- Knows that Earth materials consist of solid rocks, soils, liquid water, and the gases of the atmosphere.
- Knows that rocks come in many different shapes and sizes (e.g., boulders, pebbles, sand).

Understands the composition and structure of the universe and the Earth's place in it

- Knows basic patterns of the Sun and Moon (e.g., the Sun appears every day and the Moon appears sometimes at night and sometimes during the day; the Sun and Moon appear to move from east to west across the sky; the Moon appears to change shape over the course of a month; the Sun's position in the sky changes through the seasons).

Physical Sciences

A knowledgeable student:

Understands the structure and properties of matter

- Knows that different objects are made up of many different types of materials (e.g., cloth, paper, wood, metal) and have many different observable properties (e.g., color, size, shape, weight).
- Knows that things can be done to materials to change some of their properties (e.g., heating, freezing, mixing, cutting, dissolving, bending), but not all materials respond the same way to what is done to them.

Understands forces and motion

- Knows that things near the Earth fall to the ground unless something holds them up.
- Knows that the position of an object can be described by locating it relative to another object or the background.
- Knows that the position and motion of an object can be changed by pushing or pulling.
- Knows that things move in many different ways (e.g., straight line, zigzag, vibration, circular motion).

Nature of Science

A knowledgeable student:

Understands the nature of scientific knowledge

- Knows that scientific investigations generally work the same way in different places and normally produce results that can be duplicated.
- Understands that a model of something is different from the real thing (e.g., object, event) but can be used to learn something about the real thing.

Understands the nature of scientific inquiry

- Knows that learning can come from careful observations and simple experiments.
- Knows that tools (e.g., thermometers, magnifiers, rulers, balances) can be used to gather information and extend the senses.
- Makes predictions based on patterns.

Understands the scientific enterprise

- Knows that in science it is helpful to work with a team and share findings with others.

Religion: Grades K-2

A knowledgeable student will understand the following aspects of our Catholic faith:

Knowledge of Faith - Know, understand and integrate Catholic beliefs

Know, love and be in a relationship with Jesus Christ

- Recognize God is the Creator of all things
- Identify that God is Trinity: One God who is Father, Son and Holy Spirit
- Identify that "life" is our greatest gift from God
- Explain that we remember the life, death, and resurrection of Jesus and receive his Body and Blood when we receive the Holy Eucharist
- Recognize and appreciate God's presence in all of creation
- Identify that Jesus is both truly God and truly man
- Identify angels as special messengers of God

Explore Scripture as hearers and doers of the Word

- Know that the Bible is a special Book of God's Word and demonstrate how we show respect for it
- Know that we read from the Bible at Eucharist (Mass)
- Know that the Psalms are a book of the Old Testament and are prayed at Eucharist (Mass)
- Demonstrate how the Bible is divided into two main sections: Old and New Testament
- Give examples of how Bible stories tell us about God's love for us

Understand the major teachings of Catholicism

- Recognize the Great Commandments and the Ten Commandments
- Identify the seven Sacraments
- Name and explain the Sacraments of Baptism, Eucharist and Reconciliation
- Retell the Beatitudes and explain how they relate to our lives

Know the Church's teaching on the dignity of the human person in its social doctrine, including respect life teaching

- Respect that each person is created in God's image and likeness
- Show respect for all of creation

Learn the richness of the Church's tradition and understand Church history

- Recognize that Jesus came to save all people
- Name three holy men or women who believed in God
- Name three holy men or women who lived at the time of Jesus and those living now who follow Jesus' teachings

Learn the meaning and practical relevance of current church teachings as presented by the pope, diocesan bishop, Vatican congregations, and the United States Conference of Catholic Bishops

- Identify the roles of family, laity, deacon, priest, bishop and pope as leaders within our church

Liturgical Education

Understand, live, and bear witness to the suffering, death, and resurrection of Jesus, celebrated and communicated through the sacramental life of the Church

- Recognize the saints as holy people
- Identify the different parts of their church (Baptismal font, altar, etc.)
- Describe how grace is God's life in us
- Give examples of how we live a Christian life

Understand church doctrine on the Eucharist and other sacraments

- Identify that Jesus gave us the sacraments as a way to celebrate and remember God's love for us, and through which Jesus becomes truly present
- Recall and tell the story of the Last Supper
- Explain the purpose of the Sacrament of Reconciliation and different ways to celebrate it
- Experience the Sacrament of the Eucharist as an action in which we give thanks and praise, receive Jesus, remember His life, death and resurrection and are sent to be Christ to others
- Reflect on the experience of Sunday Eucharist (Mass) (what you see/hear/images/smell/what touched you)

Acquire the spirituality, skills, and habits of full, conscious, and active participation in the liturgy

- Identify the two parts of the Eucharist (Mass): Liturgy of the Word, Liturgy of the Eucharist
- Show reverence while being in Church
- Relate the Sunday Scripture readings to daily life
- Recognize the Liturgical Seasons/Feasts of Advent, Christmas, Lent, Easter, Pentecost, Ordinary Time

Value the dignity and responsibility of Christian baptism

- Identify that through the Sacrament of Baptism, we become members of the Catholic Church, are consecrated to God, and receive the gift of the Holy Spirit
- Give examples of how we respect one another

Understand the roles of the laity and ordained in liturgical celebrations

- Experience various celebrations of prayer and identify the leader
- Actively participate in various liturgical celebrations (e.g. Praying with the community (assembly), singing, choir, gift bearers)
- Identify the roles of priest, deacon, choir, lectors, and the community (assembly) in our Eucharistic Celebration

Understand and participate in the Church's daily prayer, Liturgy of the Hours, and learn to pray the Psalms

- Listen to a child's translation of Psalm 23, the Good Shepherd
- Know that the Psalms are found in the Bible
- Tell that Catholics praise God in a special morning prayer and pray in thanksgiving in the evening
- Demonstrate, in the context of prayer, the gestures related to Liturgy of the Hours: sign of the cross, bowing

Moral Formation

Understand the “Great Commandment” of Jesus

- Recite the ‘Great Commandment’ and know it is one of our guides for living

Understand the Ten Commandments, the Beatitudes and moral teachings of the Church and live according to them

- Recognize that the Ten Commandments and Beatitudes are guides for moral living
- Show respect for those in authority

Understand the dignity, destiny, freedom, and responsibility of each person

- Seek to develop a relationship with Jesus
- Understand that actions affect others
- Demonstrate respect for all living things
- Acknowledge that the body is sacred because each person is made in God’s image

Understand the meaning and nature of sin and the power of God’s grace to overcome it

- Acknowledge that having a change of heart and actions often takes time
- Distinguish between accidents, mistakes and sin
- Relate the concepts of sin, God’s forgiveness and mercy and how sin hurts us, others and our relationship with God
- Understand the Sacrament of Reconciliation and how to celebrate it
- Explain the difference between accidents, mistakes, choices and sin
- Internalize God’s unconditional love and mercy (e.g. story of the Good Shepherd)

Learn how to acquire and follow a well-formed conscience

- Practice simple forms of guided reflection as a tool for understanding how to make informed moral decisions
- Pray for God’s help in knowing right from wrong

Promote the Gospel of Life so that respecting life from conception until natural death is honored in personal behavior, public policy, and in the expressed values and attitudes of our society

- Show respect and responsibility for all life
- Pray in thanksgiving for the gift of life

Live a lifestyle reflecting scriptural values

- Demonstrate ways to live the ‘Great Commandment’
- Recognize ways to volunteer at your parish/school
- Know that because of Baptism, we are Christ’s disciples

Prayer

Become familiar with the diverse forms and expressions of Christian prayer, with special attention to the Our Father, the prayer which Jesus taught his disciples and which is the model for all Christian prayer

- Develop a personal relationship with Jesus
- Understand that the family is the primary setting for learning how to pray
- Recite the following prayers: The Sign of the Cross, Angel of God, Hail Mary, Glory Be, Prayer Before Meals, Act of Contrition
- Formulate spontaneous prayers

Experience and appreciate the richness of the Catholic tradition of mysticism and contemplation

- Identify Guided Meditation as a form of prayer
- Meet, listen to and respond to God through Guided Meditation using Gospel stories of Jesus
- Participate in breathing and relaxing exercises as ways to enter prayer

Develop a regular pattern of personal prayer and spiritual reflection, recognizing vocal prayer, meditation, and contemplative prayer as basic and fruitful practices in the life of a disciple of Jesus Christ

- Demonstrate a sense of wonder and curiosity into their relationship with God

Engage in shared prayer with others, especially family prayer, as well as at parish meetings and in small communities of faith

- Formulate prayers of petition and intercession.
- Participate in prayers of petition and intercession with their family, classmates and small faith sharing groups

Recognize and encourage practices of popular piety and devotion that help believers express and strengthen their faith in Jesus Christ

- Participate in a blessing led by someone else
- Give and receive daily blessing

Education for Community Life

Foster spiritual growth in community

- Perceive the Sunday Eucharistic Liturgy as central to the life of the Church
- Demonstrate their awareness that through Baptism they are God's special child and a member of the Christian Community

Cultivate human values and Christian virtues that foster growth in interpersonal relationships and in civic responsibility

- Know and practice the Golden Rule
- Identify as a disciple of Christ and a member of Christ's Body, the Church
- Associate trust in God with their own well-being and happiness
- Understand their responsibility to care for themselves, others and the environment
- Adopt Christian values and virtues to guide Catholic life

Nurture marriage and family life

- Experience family life as the domestic church
- Know that Jesus lived as a member of a human family
- Understand the role and authority of adults within the family and acknowledge the roles and responsibilities of children within the family structure

Share actively in the life and work of the parish, and foster the potential of small communities to deepen the faith relationships of members, to strengthen the bonds of communion with the parish, and to serve the Church's mission in society

- Participate in works of charity with their family or class
- Develop relationships beyond their family or class in which they are able to share faith

Understand the Church's teaching on the nature and mission of the Church, including an understanding of the Church's authority and structures and of the rights and responsibilities of the Christian faithful

- Identify oneself as Catholic
- Recall the story of Pentecost
- Retell the story of their baptism and name ways to live as a member of Christ's body

Support the ecumenical movement and promote the unity of God's people as an important dimension of fidelity to the Gospel

- Identify all followers of Jesus as our brothers and sisters
- Pray for the unity of all the baptized

Missionary Initiation

Cultivate an evangelizing spirit among all the faithful

- Identify that life is our greatest gift from God
- Plan ways to share their faith with others
- Appreciate that many diverse cultures make up the Catholic Church
- Relate how the Sunday Eucharist (Mass) asks us to help others

Respond to God's call whether as a lay person, ordained, or vowed religious

- Give examples of saints, heroes, and holy people
- Identify how members of the parish are living their Baptismal call
- Recognize that the 'People of God' are the Church

Encourage, motivate, and equip the faithful to speak to others about scripture, tradition, and teachings of the church

- Share your favorite Bible stories with others
- Apply their knowledge of the faith to their daily life

Explore and promote the applications of the Church's moral and social teachings

- Explore ways to share one's gifts
- Take actions that show their love of God's creation

Understand the importance of serving those in need, promoting the common good, and working for the transformation of society through personal and social action

- Tell how to imitate Jesus by welcoming others, sharing with those in need and forgiving
- Identify different service ministries in the parish
- Name ways to practice peace making

Appreciate the value of inter-religious dialogue and contacts

- Know that the Our Father (Lord's Prayer) is a Christian prayer
- Know that all major religions have 'holy spaces' like a church
- Demonstrate respect for persons of other religions
- Know that Jesus, Mary and Joseph were Jewish

Art: Grades K-2

A knowledgeable student:

Understands and applies media, techniques, and processes.

- Knows the differences between materials, techniques and processes.
- Describes how different materials, techniques, and processes cause different responses.
- Uses different media, techniques, and processes to communicate ideas, experiences and stories.
- Uses art materials and tools in a safe and responsible manner.

Uses knowledge of structures and functions.

- Determines differences in art in order to convey ideas.
- Describes how different expressive features cause different emotional and/or physical responses.
- Organizes the parts of a project into a meaningful whole.

Chooses and evaluates a range of subject matter, symbols and ideas.

- Explores and understand prospective content for works of art.
- Selects and use subject matter, symbols, and ideas to communicate meaning.

Understands the visual arts in relation to history and cultures.

- Knows that the visual arts have both a history and specific relationships to various cultures.
- Identifies specific works of art as belonging to particular cultures, times, and places.

Reflects upon and assesses the characteristics and merits of their work and the work of others.

- Understands there are various purposes for creating works of visual arts.
- Describes how people's experiences influence the development of specific art work.
- Understands there are different responses to specific artworks.

Students make connections between visual arts and other disciplines.

- Understands and use similarities and differences between characteristics of the visual arts and other arts disciplines.
- Identifies connections between visual arts and other disciplines in the curriculum.

Technology: Grades K-2

A knowledgeable student:

Knows the characteristics and uses of computer hardware and operating systems

- Recognizes the parts of a computer system
- Turns computer on properly and can log on to a network
- Knows the home row for keyboarding
- Know that keyboarding is done using both hands
- Knows basic keyboard shortcuts such as cut, copy and paste.

Knows the characteristics and uses of computer software programs

- Uses various drawing programs to create pictures
- Creates and organizes basic spreadsheets using Excel/Google Sheets
- Creates basic presentations using PowerPoint/Google Slides
- Copies pictures to use in reports
- Uses Microsoft Word/Google Docs to complete reports
- Accesses the internet and copies URL's
- Finds web sites using the drop-down menu
- Saves documents in one folder

- Prints documents
- Uses the internet for research
- Tells a complete story using graphics and words
- Employs graphic organizers to show groups with commonalities
- Uses basic coding such as drag and drop

Understands the relationships among science, technology, society and the individual

- Knows that technology is used at home and school and involves items other than computers
- Knows the norms of digital citizenship including appropriate and responsible use of technology

Library Science: Grades K-2

A knowledgeable student:

Understands standard library procedures

- Demonstrates proper book care
- Checks out books using proper procedures
- Knows book checkout times and returns books within that time frame

Understands literary conventions

- Knows what an author does
- Knows what an illustrator does
- Identifies the parts of a book
- Recognizes the difference between reality & make-believe in literature
- Utilizes information given on a title page
- Identifies rhyming words in a story

Selects books and reads for educational and personal goals

- Selects books appropriate to reading level
- Learns about authors and illustrators
- Reads a variety of quality literature for pleasure and information gathering

Music: Grades K-2

A knowledgeable student:

- Displays appropriate behavior, cooperation, participation and encouragement of others
- Shows ability to listen and distinguish between tempo (fast-slow), pitch (high-low), feeling / style (happy-sad)
- Be able to match pitches using their voice
- Sings alone and with others, aware of pitch
- Reads and notates eighth notes, quarter note, half notes, dotted half note, whole note, eighth rest, quarter rest, half rest, whole rest
- Plays musical instruments using above notations
- Writes 1-4 measure compositions of rhythm
- Recognizes notes in treble clef
- Memorizes songs for Christmas program, mass, and community performances
- Adds movements to musical presentations
- Has the opportunity to take part in the spring talent show

Physical Education: Grades K-2

Basic Movement

A knowledgeable student:

Uses a variety of basic and advanced movement forms

- Uses a variety of movements like running, skipping, hopping and sliding
- Uses a variety of non-loco motor movements like bending, twisting, stretching and turning
- Uses control in weight-bearing activities on a variety of body parts like jumping with a one-foot or two foot take-off and landing
- Uses a variety of object control movements like throwing, catching, foot dribble, kick, and strike
- Uses control in balance activities on a variety of body parts like one foot, one hand, and combinations of hands and knees
- Uses control in travel activities on a variety of body parts like traveling backwards, direction changes without falling, changing directions and speed
- Uses loco motor skills in rhythmical patterns like even and uneven, fast and slow

Movement Concepts

A knowledgeable student:

Uses movement concepts and principles in the development of motor skills

- Understands a vocabulary of basic movement concepts like personal space, high/low levels, fast/slow speeds, balance and twist
- Understands terms that describe a variety of relationships between objects like over/under, behind, alongside, and through
- Uses concepts of space awareness and movement control with a variety of basic skills like running, hopping, skipping and interacting with others
- Understands the critical elements of a variety of basic patterns such as throwing like ready position, arm preparation, step with opposite foot, follow-through, and accuracy of throw
- Uses feedback peers and instructors to improve performance
- Understands the importance of practice in learning a skill

Benefits of Physical Education

A knowledgeable student:

Understands the benefits and costs associated with participation in physical activity

- Understands the health benefits of physical activity including good health, and physical endurance

Monitoring and maintaining a health-enhancing life style

A knowledgeable student:

Understands how to monitor and maintain a health-enhancing level of physical fitness

- Engages in basic activities that cause cardiorespiratory exertion like running, galloping, and hopping
- Engages in activities that develop muscular strength and endurance like climbing, hanging and taking weight on hands
- Knows the physiological indicators which accompany moderate to vigorous exercise like increased heart rate and perspiring
- Engages in activities which require flexibility like stretching toward toes while in sit and reach position, and moving joints through their full range of motion
- Knows similarities and differences in body height, weight, and shape

Social and personal responsibilities

A knowledgeable student:

Understands the social and personal responsibility associated with participation in physical activity

- Follows rules and procedures in the gym, playground and classroom
- Uses equipment and space safely and properly like taking turns and cleaning up
- Understands the purpose of rules in games
- Understands the social contributions of physical activity like cooperation and having a role on a team
- Works cooperatively taking turns being supportive and assisting others
- Understands the elements of socially acceptable conflict resolution like sharing and consideration for others
- Understands the importance of playing, cooperating and respecting others regardless of personal differences like gender, ethnicity, or disability

Spanish: Grades K-2

Communication

A knowledgeable student:

Uses the target language to engage in conversations, express feelings and emotions, and exchange opinions and information

- Uses the target language to express likes, dislikes, and personal preferences (e.g., objects, people, favorite activities, food, celebrations) in everyday environments
- Gives and follows simple instructions in the target language (e.g., in games, with partners or groups, giving commands suggested by a picture)
- Uses and responds to culturally appropriate nonverbal cues and body language (e.g., to clarify a verbal message, to engage a listener's attention, to express humor, for social interactions)

Listening and Interpreting

A knowledgeable student:

Understands and interprets written and spoken language on diverse topics from diverse media

- Understands the basic ideas of oral messages and short conversations based on simple or familiar topics appropriate at this developmental level (e.g., favorite activities, personal anecdotes, simple instructions)
- Understands the main ideas in ability-appropriate, highly illustrated texts that use many words that are similar to those in one's native language (e.g., stories, newspaper articles, advertisements)
- Understands the main ideas of ability-appropriate video or television programs on familiar topics
- Understands the main ideas and basic literary elements (e.g., principal characters, sequence of events, simple themes) in written poems, short folk tales, fairy tales, or illustrated stories that are appropriate at this developmental level

Presentation

A knowledgeable student:

Presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics

- Presents simple oral reports or presentations about family members and friends, objects present in the everyday environment, and common school and home activities
- Recites poetry, songs, proverbs, or short anecdotes or narratives that are commonly known by same-age members of the target culture

Culture

A knowledgeable student:

Understands traditional ideas and perspectives, institutions, professions, literary and artistic expressions, other components of the target culture

- Knows various age-appropriate cultural activities practiced in the target culture (e.g., games, songs, birthday celebrations, storytelling, dramatizations, role playing)
- Knows simple patterns of behavior and interaction in various settings in the target culture (e.g., school, family, community) and how these patterns compare to those in one's native culture

Language Patterns

A knowledgeable student:

Understands that different languages use different patterns to communicate and applies this knowledge to target and native languages

- Knows words that have been borrowed from one language to another and how these word borrowings may have developed
- Knows basic elements of the sound and writing systems of the target language and how these elements differ from the same elements of one's native language