



**St Joseph's
School/Parent
Guide to the
Kindergarten
Curriculum**

August, 2007

Philosophy of Catholic Education
St. Joseph Elementary School

"I am the way, and the truth, and the Life; no one comes to the Father but through me." John, 14:6). We believe Jesus is the reason for our existence and the Gospel message is central to the integration of religious truths and values with life.

The primary responsibility for education resides with the parents. The choice of Catholic education is further implemented by the faculty, staff and parish community. In striving to become a responsible Christian adult, each student is challenged to achieve his/her potential in all areas.

The children are called to grow in their faith and to develop a wholesome regard for self as well as a Christian respect for others through service, message, community and worship. By discussion and comment, the religious and secular perspectives, each complementing the other, offer a deeper and fuller picture of reality.

Our Philosophy of Education clearly states that the Gospel message is central in our school. To this end, all of us, faculty, staff, administration, priests, parents and students model for each other the example of Christian life. Our Philosophy is our guide for all decisions made at St. Joseph.

SCHOOL WIDE GOALS

The specific goals of St. Joseph's Catholic Elementary School follow the curriculum recommended by the State of Missouri and the Archdiocese of St. Louis for elementary schools, with some additional emphasis upon individual needs at all grade levels. The ultimate goal of our school for its students is the Catholic-Christian formation of the child. The more immediate goal is to provide for each student's unique intellectual, spiritual, moral, emotional, aesthetical, physical and social needs.

The primary focus of St. Joseph's Catholic Elementary School is to teach and model our Catholic faith to the children of St. Joseph's Parish.

"We strive to provide a background of the basics in an atmosphere where the fourfold purpose of Christian education is realized; to develop the Catholic message at the student's age level; to live in a community the way Jesus wants each of His children to live; and to be of service to each person in a manner that is honest and peaceful"*

(*"To Teach As Jesus Did" - Bishops' message on Pastoral Education)

1. Provide students with the knowledge, understanding, and practice of the Catholic Faith which will lead them toward a mature faith commitment, which includes living by Gospel values and actively sharing faith.
2. Help students demonstrate a commitment to justice through responsible and accountable decisions founded on Christian principles.
3. Create a welcoming atmosphere where students will listen to and show respect for the diversity of others' thoughts, opinions, and cultures.
4. Develop an environment where students will be able to connect knowledge to real life situations by making responsible decisions that allow them to cope with life's challenges.
5. Foster an environment that encourages the students to show intellectual development by demonstrating their ability in the use of curiosity, analytical thinking, effective communication skills, and the responsibility for one's own learning.
6. Provide students with the opportunities to experience spiritual, creative, intellectual, and emotional growth.

ART SCHOOL WIDE GOALS

- Students will recognize, through aesthetic awareness, that art is part of everything in their environment.
- Students will understand that there are various purposes for creating art.
- Students will develop awareness that there are different responses to specific artworks.
- Students will examine their own artwork and that of other people, times, and places in order to learn that the visual arts have specific historical and cultural relationships.
- Students will relate works of art to the historical and cultural contexts in which they were created.
- Students will study about artists and their contributions and ways of communicating cultural values and beliefs.
- Students will select and use subject matter, symbols, and ideas to communicate meaning through the use of higher order thinking skills and creative problem solving processes.
- Students will learn to examine objects and events in their lives in an historical progression.
- Students will learn to use all materials and tools in a safe manner.
- Students will realize the relationship of visual art to all other disciplines.
- Students will understand that the arts provide lifelong learning that may both a vocational and professional.

LANGUAGE ARTS SCHOOL WIDE GOALS

- Students will demonstrate knowledge of the five-step writing process (prewriting, first draft, revise, edit, final).
- Students will use developmentally appropriate vocabulary in speaking and writing.
- Students will communicate clearly in speaking and writing.
- Students will demonstrate the ability to use Standard English in speaking and writing.
- Students will use correct spelling in written work.
- Students will demonstrate the ability to use critical thinking and listening skills in oral and written language.
- Students will use various strategies to help them read and comprehend information.
- Students will recognize and show an appreciation for genres of literature.
- Students will demonstrate proficiency in silent and oral reading for pleasure and information.
- Students will demonstrate the ability to use technology, reference material, and a variety of resources as needed.

MATH SCHOOL WIDE GOALS

- Students will apply knowledge of numbers and operations to successfully solve problems.
- Students will use models to transfer math concepts to concrete math problem solving situations.
- Students will identify two and three-dimensional objects.
- Students will use symbols to represent unknowns in mathematical equations.
- Students will demonstrate and apply knowledge of standard and metric measurements.
- Students will show evidence of understanding in probability concepts.
- Students will collect, organize, and interpret data in various types of graphs.
- Students will demonstrate the ability to solve problems using various methods and adapt the strategies to new situations.
- Students will accept and show appreciation for differences in strategies in problem solving.
- Students will recognize mathematical progression of skills.

MUSIC SCHOOL WIDE GOALS

- Students will use their voices to sing God's praises.
- Students will value and respect their own musical efforts and those of others. They will appreciate various types of music and will conduct themselves well as performers and as audience members.
- Students will read music notation and will exercise musical creativity by composing short pieces, writing lyrics, and improvising melodies and accompaniments.
- Students will develop skills in playing pitched and unpitched rhythm instruments, recorders, and tone chimes.
- Students will identify by sight and sound the various families of instruments (string, woodwind, brass and percussion).
- Students will listen to music with focused attention, and will identify dynamic levels, tempos, high and low pitches, and a melody line; they will use appropriate music vocabulary to describe music.
- Students will research the lives, times, and contributions of various composers and the history of opera and related subjects.
- Students will understand music relative to its historical and cultural significance, and will understand the relationships between music and the other arts.

PHYSICAL EDUCATION SCHOOL WIDE GOALS

- Students will develop an awareness of the body and its function through movement and exercise.
- Students will develop an awareness and understanding of the importance of life-long physical fitness.
- Students will be provided with opportunities to learn life-long recreational skills.
- Students will understand the rules of the games and sports played.
- Students will develop sportsmanship and respect toward one another.
- Students will participate in organized and unorganized play in a cooperative spirit.
- Students will recognize that physical exercise is an important aspect of a healthy mental attitude.
- Students will acquire and develop desirable traits of health concepts and a wholesome, well-integrated personality.

RELIGION SCHOOL WIDE GOALS

- Students will demonstrate by word and action a commitment to living the Gospel values.
- Students will apply knowledge of Catholic dogma, Scripture, Church history, and traditions to their daily experiences.
- Students will lead a sacramental life.
- Students will experience planning and participating in liturgies.
- Students will develop an ongoing personal relationship with God.
- Students will join in the mission spirit of the Church.
- Students will recognize their responsibility to help build a world of peace and justice.
- Students will show respect for God's creation.
- Students will show a readiness to share their faith.

SCIENCE SCHOOL WIDE GOALS

- Students will apply knowledge of the five-step scientific method and apply it to specific scientific investigations.
- Students will be able to explore and integrate physical, earth and life sciences and connect them with related social and technological themes.
- Students will be able to investigate how living things interact with their environment and with each other.

SOCIAL STUDIES SCHOOL WIDE GOALS

- Students will identify and describe the economic, cultural, political and ecological connections within the global community.
- Students will recognize and exercise their responsibilities of citizenship in a democracy.
- Students will research our nation's past and relate it to the ever-changing world.
- Students will demonstrate an understanding of the five fundamental themes of geography:
 1. location
 2. description of place
 3. people and their environment
 4. movement
 5. region
- Students will recognize the connection which exists between social studies, history, geography AND literature, art, music and theology.
- Students will identify and utilize community resources.
- Students will demonstrate a working knowledge of world, national, state and local history and geography.
- Students will show interest in daily events occurring locally, nationally and globally.

Spanish School Wide Goals

(from the National Standards for Foreign Language Learning)

- Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Students will understand and interpret written and spoken language on a variety of topics.
- Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- Students will demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- Students will demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- Students will reinforce and further their knowledge of other disciplines through the foreign language.
- Students will acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.
- Students will demonstrate understanding of the nature of language through comparison of the language studied and their own.
- Students will demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- Students will use the language both within and beyond the school setting.
- Students will show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Learning Consultant

The Learning Consultant is responsible for monitoring students with learning disabilities, language disorders, Attention Deficit Disorder, and other medical conditions in accordance with the Archdiocese and Special School District.

It is essential for the Learning Consultant to be responsible for:

- Reviewing diagnostic and evaluation reports
- Developing student profiles from service plans and modifying them as necessary
- Meeting with teachers, parents/guardians, and students to review and explain profiles and service plans, and to recommend specific instructional and learning strategies
- Monitoring teacher's implementation of strategies
- Providing information to teachers, parents/guardians, administrators and students in related areas
- Serving as an advocate for students and parents/guardians
- Educating students and parents/guardians to advocate for themselves
- Maintaining regular communication with tutors and other specialists who work with students outside the classroom setting
- Attending review meetings held by agencies (Archdiocesan Special Education Department, Special School District, etc.)
- Networking services within the community
- Reviewing diagnostic evaluation of incoming students
- Reviewing high school curriculum for all transferring students with special needs
- Screening referred students for the presence of a learning disability and notifying the parents/guardians
- Coordinating the completion of parents/guardians initiated referral packets and forwarding the packets to the appropriate agencies
- Organizing standardized testing (ITBS/CogAt) for students with special needs and arranging for accommodation in the administration of these tests

The Learning Consultant meets with classroom teachers to discuss and analyze the learning profiles of their students with special needs. At this time, they explore learning strategies, modifications, and accommodations that hold promise for facilitating the student's success.

Some methods for facilitating this communication include:

- Meeting periodically before and after school
- Meeting during preparation and planning time
- Teachers providing the Learning Consultant with test copies and study guides
- Teachers providing the Learning Consultant with work samples, progress reports, and weekly reports
- Assessing instructional strategies periodically
- Evaluating students who are experiencing difficulty prior to scheduling a parent/guardian conference or initiating contact
- Referring students who are experiencing difficulties related to or affecting learning but who have not been previously identified

The Learning Consultant should be present at the initial parent/guardian meeting of the school year and should be available to answer questions. The Consultant should meet with parents/guardians of students with identified special needs to clarify how services will be provided. Parents/guardians should also be informed of relevant community resources.

LIBRARIAN

These aspects of support are given to the school community by the Librarian.

Student Centered:

The Librarian will:

- Promote reading throughout the school, especially for pleasure and information gathering, with an emphasis on that which strengthens religious teachings.
- Hold Story Time to enhance reading selections, both fiction and non-fiction, used within the classrooms, give a model of oral reading, provide a practical application of reading skills by students through listening, identification of reading topics, and clarification of unfamiliar vocabulary.
- Recommend appropriate reading materials to individual students to entertain, inspire, and challenge.
- Provide students with the opportunity to apply research skills using both print materials and electronic technology.
- Teach library skills and provide opportunities for application of these skills.

Collaboration with the School Community:

The Librarian will:

- Organize the efficient administration of the library so that books and materials are readily available to students, teachers, and parents.
- Select and purchase books containing high literary content and accurate non-fiction information pertaining to topics covered in the content curriculum for all levels and for study, inspiration, and recreational reading.
- Investigate and provide resources and assistance to teachers such as:
 - Lists of related books for content material taught
 - Lists of related books for themes taught
 - Locate materials needed either in print or electronic versions.
- Maintain an up-to-date collection while spending within the limits of the total library budget.
- Keep students and faculty aware of quality literature such as award winners, classics, “notable” or “best” books, works of distinguished authors and illustrators.

ART Kindergarten

GOALS:

1. Students will recognize, through aesthetic awareness, that art is part of everything in their environment.
2. Students will understand that there are various purposes for creating art.
3. Students will develop awareness that there are different responses to specific artworks.
4. Students will examine their own artwork and that of other people, times, and places in order to learn that the visual arts have specific historical and cultural relationships.
5. Students will relate works of art to the historical and cultural contexts in which they were created.
6. Students will study about artists and their contributions and ways of communicating cultural values and beliefs.
7. Students will select and use subject matter, symbols, and ideas to communicate meaning through the use of higher order thinking skills and creative problem solving processes.
8. Students will learn to examine objects and events in their lives in an historical progression.
9. Students will learn to use all materials and tools in a safe manner.
10. Students will realize the relationship of visual art to all other disciplines.
11. Students will understand that the arts provide lifelong learning that may both a vocational and professional.

CONTENT TOPICS:

- Elements of Art
- Fine motor skills
- Art vocabulary
- Materials and processes
- Religious, historical, and cultural aspects of art

HOME ACTIVITIES:

Visit the St. Louis Art Museum (SLAM). Spend a morning or afternoon. Ask what galleries your child enjoyed most and why. Have your child select an item he/she feels strongly about. Visit the gift shop to find a post card reproduction. Perhaps purchase a book on the type of art your child shows an interest in so you can pursue this further at home.

See the impressionist collections and get up close to observe how the artist uses brush strokes and color.

Enroll your child in summer art camps available at Maryville College (weeklong) or Saturday and summer classes at SLAM; Taproots; YMCA; COCA; Marianne Menges classes and many other opportunities abound in our area. Summer art programs are also available through Rockwood and Parkway school districts. The New City Museum is great to visit; lots of hands on opportunities.

Visit the Science Center; the Magic House; Missouri Botanical Garden and have your child point out the sculpture, fountains, paintings, prints, watercolors and photographs that can be found there, especially in colors and forms in nature.

Check out the “Get Out” section of the St. Louis Post-Dispatch as there are many seasonal exhibits and multicultural events to enjoy.

Visit Laumier Sculpture Park in southwest St. Louis County. The enormity of some of the sculpture will provide wonderful discussions on how art takes on many shapes and forms.

Visit the St. Louis Zoo and take along a sketch pad and/or camera .Sit on a bench and sketch favorite animals or photograph them and do some drawings of your own at home...can a zebra be red and green?

Visit the History Museum and see the architecture of historic areas of St. Louis and the surrounding areas.

College for Kids as Meramec Community College provides advanced classes for students on Saturdays and summer programs, as well

Visit Art galleries. Have you ever gone to an opening night at a gallery?

Take a ride up the Great River Road in the fall and observe the beauty of the changing leaves or visit the Amish Colony at Rockdome Gardens, Illinois to see their art and culture.

Local colleges often have exhibits of the works of their talented students and faculty. These events are usually free.

The St. Louis Public Library offers quality framed and unframed print art that may be checked out like a library book. Many people are unaware of this service.

The next time you and your child see an animated movie, ask your child about the art that goes into making an animated movie. Also talk about computer generated art, as this too, is an art form. The same elements of line, shape, color, texture formerly done “by hand” are used via computer. Discuss what you and your child like or dislike about this art form.

Have a Rainy Day box of art supplies for experimenting with paint, markers, scraps for collage, clay (plasticine) for sculpture, pencils, glue, and scissors. You and your child can have lots of fun experimenting and inventing your own art. Both of you will be surprised and your creativity.

COMPUTER Kindergarten

GOALS:

1. Identify major parts of a computer.
2. Learn that wires go from mouse, keyboard, monitor, printer to hard drive and then to power source; mouse pad necessary to use mouse correctly.
3. Become knowledgeable about computer care.
4. Learn computer skills to reinforce kindergarten curriculum.

CONTENT TOPICS:

- Computer terminology
- Alphabet number sheets
- Kindergarten Curriculum
- Kindergarten sight words
- Drawings

RESOURCES:

Computer lab
Classroom computers
Windows 2000
Various software
SmartBoard

HOME ACTIVITIES:

Ask your children to tell you (maybe teach you) what they learned in computer class.

Encourage your children to follow computer care guidelines: keep computer area in order; keep magnetic sources, food, and drink (etc.) away from computer.

Explain the difference between educational software and games that are made for computers.

Encourage your children to use a draw or paint program and save their work on their own floppy disks or CDs.

Teach your children the importance of saving work on a floppy disk or CDS in case the computer crashes.

Make it possible for your children to practice keyboard skills at home if they want to.

See if your children would be interested in taking a computer class during the summer.

Ask your friends what software and web sites that they have found helpful to their children.

LANGUAGE ARTS

Kindergarten

GOALS:

1. Students will demonstrate listening skills.
2. Students will participate in literature using various authors, illustrators, themes, and genres.
3. Students will use reading strategies such as sequencing, drawing conclusions, and making predictions.
4. Students will recognize capital and lowercase letter, the relationship between letters and sounds, and assigned sight words.
5. Students will demonstrate the ability to form sentences by using sight words, phonetically spelled words, chart words, and rhyming words (word families).
6. Students will write their first and last names, capital and lower case letters, sight words and chart words.

CONTENT TOPICS:

Reading Skills

- Letter recognition
- Letter/Sound association
- Vocabulary
- Listening skills
- Story analysis

Writing

- Formation: letters, words, sentences

English

- Sentence formation
- Punctuation

RESOURCES:

Textbooks

Wipe-off slates

Large chart paper

D'Nealian alphabet cards

Books: Library and Bookmobile

HOME ACTIVITIES:

Read to your child everyday.

Practice recognition of letters and sounds using games, magazines, flashcards, etc...

Practice formation of letters using pencils, paintbrush and water, sidewalk chalk, etc...

Review sight words from school.

Provide opportunities for rhyming, alliteration, etc...

Allow children to write grocery lists, thank you notes, letters, and cards.

MATH
Kindergarten

GOALS:

1. Students will sort, classify, pattern, graph, and compare information.
2. Students will identify and form the numerals 0-20 and associate the respective numerical value.
3. Students will estimate, measure, and compare findings using various measuring tools.
4. Students will tell time on the hour and half-hour.
5. Students will identify pennies, nickels, dimes and quarters and give their respective values.
6. Students will apply the mechanics of addition and subtraction to problems using numerals 0-10.
7. Students will count to 100 by ones, fives, and tens.
8. Students will apply critical thinking to problem solving.

CONTENT TOPICS:

- Sorting, classifying, patterning
- Shapes
- Comparing, ordering, and graphing
- Numbers and numerals
- Measuring
- Time and money
- Addition and subtraction
- Geometry and Fractions
- Critical thinking/problem solving

RESOURCES:

McGraw-Hill Mathematics: teacher manual, enrichment kit, and blackline assessments

Unifix cubes

Learning links

Attribute blocks

Calculators

Geoboards

Pattern blocks

Tangrams

Two-sided counters

Teaching clock

Rulers

Balance scale

String beads

HOME ACTIVITIES:

Sort, pattern, count and compare objects. Practice recognition and formation of numerals using different media. Practice telling time and counting money. Practice simple addition and subtraction facts using concrete objects. Problem solve with practical math.

MUSIC

Kindergarten

GOALS:

1. Sing simple acclamations and refrains for liturgical celebrations
2. Sing unaccompanied, linguistically simple songs
3. Sing (alone and with others) conversational songs
4. Use correct posture when singing
5. Follow directions
6. Cooperate in a group
7. Use different qualities of vocal production (whisper, speak, shout, sing)
8. Hear and reproduce high and low, long and short, fast and slow, loud and soft sounds.
9. Pat, clap, walk, play percussion instruments to reproduce and enforce steady beat
10. Echo short, simple rhythm patterns
11. Detect differences in tone color of voices and instruments
12. Respond to style and mood (happy, sad, etc.)
13. Distinguish between beginning, middle, and end
14. Show appreciation for the efforts of others
15. Use variety of resources to interrelate music and other subject areas

CONTENT TOPICS:

- Develop musical sense and sensitivity.
- Become aware of sound and silence.
- Experience use of voices in variety of ways.
- Develop awareness of high and low tones.
- Develop awareness of sounds of different duration.
- Develop awareness of fast and slow tempo.
- Develop awareness of loud and soft dynamic levels.
- Experience simple melodic and rhythmic patterns.
- Become familiar with sight and sound characteristics of different instruments.
- Appreciate religious, historical, and cultural aspects of music.

RESOURCES:

Steinway grand piano
Electronic keyboard
Tone chimes, resonator bells
Pitched and unpitched percussion instruments
Large brass instruments
Hymnals
Music textbooks
Sacred and secular songbooks
Octavos/anthems
Rhythm practice books
Metronome
Music K-8 magazine
Encyclopedias
Reference books
Music-related storybooks
Computer
Overhead projector and screen

Television, VCR, CD/cassette/record players
Compact discs, cassettes, LP records, videos
Globe
Easel

HOME ACTIVITIES:

Make rhythm instruments from recycled materials.

Express high, but realistic, expectations.

Set an example by singing at church.

Ask your child what he/she did in Music class this week.

Talk about music used at church, weddings, sporting events.

Participate in recitals for relatives, friends, and neighbors.

Attend recitals of relatives, friends, and neighbors.

Listen to a variety of music at home and in the car.

Attend recitals of relatives, friends, and neighbors.

Listen to a variety of music at home and in the car.

Listen to classical music radio programs produced especially for children.

Check out compact discs and videos (even those you may not prefer) from the public library.

Listen to a particular piece of music and talk about the reasons you and your child may like or dislike it.

Attend music performances at grade schools, high schools, colleges/universities, and municipalities.

Attend performances by community bands, choruses, and orchestras, the St. Louis Philharmonic Orchestra, the Saint Louis Symphony Youth Orchestra, the Saint Louis Symphony Orchestra, the Fox, the Muny. Many performances are free or are very inexpensive.

Music-related games.

PHYSICAL EDUCATION
Kindergarten

GOALS:

1. Students will exhibit the desire to explore space through controlled movement.
2. Students will safely and skillfully use a variety of equipment.
3. Students will participate in sport lead up activities and skill development games for learning, exercising, and enjoyment.
4. Students will develop an understanding of fitness and healthy living.
5. Students will demonstrate respect, positive sportsmanship, and always give their best effort.

CONTENT TOPICS:

- Demonstrate movement concepts and principles for the learning and development of motor skills
- Develop a progression from simple to complex while learning skills
- Develop and practice aspects of fitness
- Practice Christ-like behaviors in class and athletic competition

RESOURCES:

Balls	Carpet squares	Hoops	Beanbags	Parachute
Jump ropes	Tumbling mats	Net	Bats	Scoters
Frisbees	Cones	Goals	Scoops	Paddles
Basketball	Playground	CD/cassette player		

RELIGION
Kindergarten

GOALS:

1. Students will behave in a manner reflective of Christian values.
2. Students will identify the Bible as our faith story.
3. Students will participate in liturgical celebrations and exhibit appropriate Church behavior.
4. Students will identify major liturgical seasons and holy days, and their significance.
5. Students will pray in a formal and informal manner.

CONTENT TOPICS:

- Christian behavior
- Historical Biblical figures
- Bible stories
- Lectionary-based scriptures
- Liturgical celebrations
- Liturgical seasons and holy days
- Formal and informal prayer
- Community outreach

RESOURCES:

Wise Skills

Promise

Children's Worship Bulletin

Children's Bible

Crucifix

Children's Lectionary

Resurrection Eggs

Supplemental Materials

HOME ACTIVITIES:

Discuss appropriate Christian behavior.

Read and discuss Bible stories.

Attend weekend Mass and liturgical celebrations.

Practice and say prayers.

SCIENCE Kindergarten

GOALS:

1. Students will develop acceptable hygiene practices, good nutritional habits, and safety precautions as related to themselves and their community.
2. Students will know the four seasons, their names, and the attributes of each.
3. Students will classify animals in a variety of ways.
4. Students will identify living and non-living things and will recognize the growth cycle of plants.
5. Students will learn to observe, classify, and predict from given data.

CONTENT TOPICS:

- Self
- World
- Seasons
- Weather
- Animals
- Plants

RESOURCES:

National Geographic for Kids

SmartBoard

magnets

Balance scale

HOME ACTIVITIES:

Discuss good hygiene and nutrition.

Visit educational sites

Encourage children to explore the world.

Allow children to make predictions (hypothesize) and check findings.

Provide opportunities for growing plants, recording weather, etc.

Recycle/Compost.

SOCIAL STUDIES

Kindergarten

GOALS:

1. Students will participate in and interact responsibly within the classroom community.
2. Students will identify and distinguish among holidays.
3. Students will recite personal information.
4. Students compare and contrast various time periods.
5. Students recognize and show an appreciation for specific historical figures.

CONTENT TOPICS:

- Self-Concept
- Family
- Communities
- Safety
- Holidays/Historical Figures
- Time Concepts
- Current Events

RESOURCES:

National Geographic for Kids

Flag

Computer

HOME ACTIVITIES:

Review the importance of rules within communities.

Discuss appropriate social behavior.

Practice personal information (phone number, address, birthday).

Discuss calendar (days of week, months, seasons, holidays).

Discuss appropriate current events.

SPANISH
(Kindergarten)

GOALS:

1. Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
2. Students will understand and interpret written and spoken language on a variety of topics.
3. Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
4. Students will demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
5. Students will demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
6. Students will reinforce and further their knowledge of other disciplines through the foreign language.
7. Students will acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.
8. Students will demonstrate understanding of the nature of language through comparison of the language studied and their own.
9. Students will demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
10. Students will use the language both within and beyond the school setting.
11. Students will show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

CONTENT TOPICS:

- Greetings, polite words, introductions
- Numbers 0-10
- Basic colors
- Classroom objects
- Family
- Food
- Clothing
- Community
- Sign of the Cross
- Happy Birthday song
- Holidays and celebrations

RESOURCES:

Teach Them Spanish (McGraw-Hill, Level K)

Storybooks

Maps, globe

Spanish/English dictionary

Games

Flashcards

Transparencies and overhead projector

Travel brochures

Posters, photographs

Television, VCR

Videos
CD/cassette player
Compact discs, audiotapes
Computer lab
Pinatas, sombreros, other Mexican souvenirs

HOME ACTIVITIES:

Ask your child to teach you prayers in Spanish to say together.
Attend the St. Joseph Parish Spanish Mass.
Make flashcards together of vocabulary your child has learned in class and practice with him/her.
Go to Mexican restaurants for a meal; prepare one at home.
Visit the Hispanic festival held in August in Downtown St. Louis.
Visit U.S. cities/states/countries where Spanish is spoken.
Read articles about culture and current events in Spanish speaking countries in magazines and newspapers.
Watch a Spanish cable channel or listen to a Spanish radio station.
Play scrabble using Spanish words.
Play “I Spy” (Ve o algo) game with Spanish words for colors, objects, etc.
Check the “get out” section of the St. Louis Post Dispatch for multicultural Events and fairs to enjoy during the year.
Explore foreign language and cultural websites on the Internet.
Use Public Library resources, rent, or buy some CD roms (e.g. “Language Starter”, “My First 1000 words in Spanish”) for extra practice.
Write to a pen pal in a Spanish-speaking country.