



## Primary Grades Curriculum for Website

Based on the Standards and Benchmarks of the Diocese of St. Petersburg and the Florida Sunshine State Standards, St. Patrick Catholic School has the following expectations for the students in grades Kindergarten through 2nd Grade.

### RELIGION:

The foundation of the curriculum is Religious Education in support of our Mission Statement. Students in Grade Two prepare for and receive the sacraments of Penance and First Holy Communion. Students in Grades Pre-K through Grade 8 attend Mass each Friday and on Holy Days of Obligation. Students in all of the grades are active participants; acting as lectors, gift bearers and singing with the choir.

#### The Profession of Faith

The learner will be able to:

- Understand that God is our Creator.
- Understand that God gives us many gifts.
- Learn and understand that God the Father, God the Son and God the Holy Spirit make up the Blessed Trinity.
- Learn and understand that Jesus is the Son of the Father, our friend and that we want to learn about him.
- Learn how we can experience Jesus in our daily lives.
- Learn that the Bible is God's Living Word.
- Learn about Jesus as man.

#### Describes the Church

The learner will be able to:

- As God's family
- As a harmonious living community
- As a parish/diocese/universal
- Understand the Church year, especially Lent and Advent

#### Celebration of the Christian Mystery

The learner will be able to:

- Develop an appreciation for the Sacraments
- Encourage reverence and love for Jesus in the Eucharist.
- Promote pride in Catholic roots/identity.

#### Life in Christ

The learner will be able to:

- Discuss the experience of belonging to and being identified with: a family, a neighborhood, a parish, and a school.
- Provide opportunities to pray, sing, talk, listen to and about God.
- Elicit an awareness of the presence of God in each person.
- Learn about the uniqueness in each individual and the one-of-a-kind relationship with God.
- Compares and contrasts different family life styles.
- Discuss a persons need for approval and love.
- Defines free will as a gift given to all by God in order to make choices.
- Define the obligation of Christian service to those in need.
- Identify peacemaking as an exercise of Faith.
- Promote respect for life.
- Present heroes; saints and others as models for imitation.
- Place emphasis on Holy Week
- Learn about the Stations of the Cross

#### Sacraments

- Reconciliation and 1<sup>st</sup> Holy Communion

#### Christian Prayer

The learner will be able to:

Explain that the Scripture is the Word of God.

Express knowledge and understanding of formal prayers: The Sign of the Cross, The Lord's Prayer, Glory Be, Hail Mary, and Meal Prayers, Morning and Evening Prayer, Act of Contrition, Act of Faith, Hope, Love, Stations of the Cross, Rosary, Selected Psalms and the Memorare.

Develop an understanding that it is important to talk to God as a friend; asking for help and remembering to say Thank-you.

## **LANGUAGE ARTS:**

**Listening** - Includes identifying and distinguishing between sounds and patterns in sounds, constructing meaning from information verbally, and understanding and responding to verbal information.

The learner will be able to:

Listen to a variety of oral language genres.

Listen and respond to a wide variety of materials.

Listen for specific details and information that includes the sequence, flow of events, concluding events, & elements of the story.

Listen for a variety of purposes.

Listen out of curiosity.

Listen for enjoyment.

Apply effective listening strategies.

**Reading Operations** - Includes constructing meaning from fiction and non-fiction selections at comprehension, application, analysis, synthesis, and judgment levels of understanding. It includes skills which address identifying, discussing, and comparing both concrete and abstract elements of selections.

The learner will be able to:

Use a variety of strategies to comprehend text.

Relate characters from a story to people in his/her own life.

Apply reading processes effectively.

Expand skills learned to tasks, texts and assignments that are increasingly complex.

Construct meaning from a variety of sources.

Read to engage in the learning process.

Comprehend the connections between characters and events in literary works, and people, events and experiences in one's own life.

Read on his/her own for pleasure.

Utilize a variety of cues to construct meaning from a reading selection.

Use a variety of structural cues to construct word meaning.

Read aloud with fluency and expression from developmentally appropriate material including reading phrases paying attention to punctuation, including a sense of feeling, anticipation and characterization.

Respond to the personal significance of written material.

**Speaking** - Focuses on techniques and strategies to convey meaning and to present information and opinions to groups. This unit includes formal and informal communication, debate skills, and verbal/nonverbal communication.

The learner will be able to:

Understand that formal and informal spoken language may vary and might need to be adjusted to home, school, or social settings.

Use basic conversation strategies, including asking questions for clarification, asking questions to gain information, taking turns, raising hand to speak, staying on topic, conveying a message, and facing the speaker.

Demonstrate the use of repetition in a variety of activities.

Demonstrate the use of rhyme in a variety of activities.

Demonstrate the use of rhythm in a variety of activities.

Speak for a variety of purposes.

Enhance communication by using facial expressions/body language to emphasize key points.

Speak effectively in a conversation.

Use strategies to contribute to group conversations including retelling personal experiences, starting a conversation, asking questions, and contributing personal knowledge pertinent to a topic.

Speak audibly to large and small groups.

Use appropriate phrasing for a variety of situations.

**Phonics** – Includes the study of letter sounds

**Vocabulary** - Includes studying and applying knowledge of word structure, concrete analogies, synonyms, antonyms, and syllables. It also includes applying knowledge of connotation, denotation and words with multiple levels of meaning.

The learner will be able to:

Identify and sort common words from basic categories.

Discuss familiar and challenging orally read literature as a strategy for developing vocabulary.  
Develop vocabulary by listening to familiar and challenging orally read literature.  
Read, identify, and understand grade specific vocabulary words.  
Develop vocabulary by reading familiar and challenging literature independently.

**Writing** - Focuses on each stage of the writing process: prewriting, writing, revising, and publishing. It includes skills covering a variety of organizational formats purposed for writing.

The learner will be able to:

Write using pictures or words to record reflections.

Write informal texts.

Use experiences, people, objects or events as topics to write stories.

Write questions or notes regarding familiar topics, stories or experiences.

Write for familiar events, audiences and purposes that include explaining a process and telling a story.

Apply writing as a process concepts effectively.

Revise written work for sentence structure and age-appropriate usage including nouns, verbs, adjectives and adverbs.

Use basic word processing skills and educational software to write, including proofreading, using appropriate fonts and graphics, and publishing written products.

**Language Expressions** - Focuses on language conventions, structure, usage, and language study. It also addresses parts of speech, figures of speech, syntax, paragraph and sentence structure, word agreement, modifiers, and grammar.

The learner will be able to:

Understand the nature of language.

Understand the variety of functions which language serves.

**Language Mechanics** - Includes comprehending and applying the rules that govern punctuation and capitalization when writing and editing written work.

The learner will be able to:

Apply knowledge of punctuation conventions including periods, question marks, exclamation points; comas in dates, a series of words, and in greetings and closings in letters.

## **MATHEMATICS**

**Algebraic Concepts** - focus on algebraic equations and operations. Students explore the symbolic nature of algebraic concepts by identifying and extending patterns in algebra, by following algebraic procedures, and by providing theorems with properties.

The learner will be able to:

Know that unknown quantities in expressions, equations, and inequalities may be expressed by geometric symbols.

**Data Interpretation** - Focus on the study and use of graphical forms. Students collect and classify data, organize and display data, use logical reasoning, and problem solving.

The learner will be able to:

Exhibit solutions to problems using techniques of data collection and graphical forms.

Determine relevant information and methods for data collection, display, and interpretation necessary to answer questions.

**Geometry** - focus on exploring geometric concepts from multiple perspectives. Students study properties and construction of transformations, logic, and problem solving.

The learner will be able to:

Identify and use characteristics of basic figures.

Use the number of faces, edges, bases, and corners of geometric figures, as well as physical materials and personal experiences to aid in describing, classifying, comparing, and/or sorting these figures.

Use manipulatives and drawings to predict and perform transformations.

Identify, understand and apply the term reflection in both mathematical and geometric contexts.

Understand and apply the concepts of symmetry.

Continue to evolve an understanding of spatial sense.

**Measurement** - focus on measurement concepts, applications, and analysis. Students study length, area, circumference, perimeter, volume, weight, formulas, distance, calendar, money, tools, accuracy, units, constructions, patterns, and problem solving.

The learner will be able to:

Understand and discuss why common units of measurement is necessary.

Apply customary, metric, and/or nonstandard units in making measurements.

Estimate length, width, intervals of time, and money, using various strategies, comparing their results with actual measurements.

Show an understanding and/or relate the meaning of characteristics of length, capacity, density, weight, mass, perimeter, area, volume, time, temperature, and/or angle.

Apply direct and/or indirect means of making comparisons to place objects in a certain order relative to a measurable attribute and/or to make measurements for calculations or comparisons.

Know the value of various coins and bills.

Tell time to the quarter hour.

**Number Theory** - Focus on manipulating number forms and classifications. Student makes connections between number forms and their real world applications.

The learner will be able to:

Write the following number forms for whole numbers less than 1000: numeral, word name, and expanded notation.

Represent a whole number, or a frequently used fraction with concrete models, relating these numbers to real world situations.

**Numeration** - focus on exploring ordinality, identifying and extending number patterns, comparing numbers, and demonstrating number relationships.

The learner will be able to:

Relate many different patterns and/or means of classification that involve physical characteristics and sensory attributes, including rhythm, sound, shape, color, number, related objects, and/or events.

Make and/or continue patterns that may involve the use of objects, symbols, and/or numbers.

Add/subtract with regrouping.

**Probability/Statistics** - focus on data analysis and probability concepts. Students collect, analyze, and make sense of real world data.

The learner will be able to:

Illustrate data in an elementary model that exhibits the ideas of range, median and/or mode.

Comprehend the basic concepts of chance and probability and perform experiments which illustrate them.

Create an experiment to resolve a question presented by the class, gather suitable data, and interpret the findings through the use of graphical displays, including line graphs, pictographs, and charts.

Study real world information by examining a sample space and predicting the results of generalizing on a larger population, by employing suitable technologies.

**Whole Numbers** - focus on whole number concepts. Students perform operations with whole numbers, use manipulatives to demonstrate whole number concepts, and solve problems with whole numbers in real world contexts.

The learner will be able to:

Comprehend and/or relate the results of performing addition and/or subtraction on whole numbers, as well as the inverse relationship that exists between these two operations.

Use appropriate methods of computing such as mental math, paper-and-pencil, and /or calculator, for solving real world problems involving the addition and subtraction of whole numbers.

Solve real world problems by determining the operation required, setting up the correct number sentence, and solving the problem.

Describe counting, grouping, and/or place-value ideas as they pertain to whole numbers.

Apply number patterns, as well as, the relationships that exist among counting, grouping, and/or place value to exhibit comprehension of the system of whole numbers.

## **SOCIAL STUDIES**

### **People, Places, and Environments [Geography]**

The learner will be able to:

Understand the world in spatial terms.

Knows areas that can be classified as regions.

Use simple maps, globes, and other three-dimensional models to identify and locate places.

Understand the interaction of people and the physical environment.

Identify some physical and human characteristics of places.

Transportation

American Holidays

Working world: trade – job - volunteering

### **Government and the Citizen [Civics and Government]**

The learner will be able to:

Understand how and why rules are made.

Know that a good rule or law solves a specific problem, is fair, and "does not go too far." recognizes major elected officials.

Understand the role of the citizen in American democracy.

Know that a responsibility is a duty to do something or not to do something.

Community helpers

Stranger safety

### **History**

First people in America

Learn about Civil War

# **SCIENCE**

## **Processes of Life**

The learner will be able to:

- Describe patterns of structure and function in living things.
- Know the basic needs of all living things.
- Understand that structures of living things are adapted to their function in specific environments.
- Compare and describes the structural characteristics of plants and animals.
- Understand the process and importance of genetic diversity
- Know that living things have offspring that resemble their parents.
- Know that there are many different kinds of living things that live in a variety of environments.

## **How Living Things Interact With Their Environment**

The learner will be able to:

- Understand the competitive, interdependent, cyclic nature of living things in the environment
- Know that plants and animals are dependent upon each other for survival.
- Know that there are many different plants and animals living in many different kinds of environments. (e.g. hot, cold, wet, dry, sunny, and dark.)
- Understand the consequences of using limited natural resources.
- Know that if living things do not get food, water, shelter, and space, they will die.
- Know that the activities of humans affect plants and animals in many ways.
- Know all about Dinosaurs

## **Human Body**

The learner will be able to:

- Understand the five senses,
- Dental health.
- Food groups.

## **Earth Science**

The learner will be able to:

- Understand weather conditions
- Understand the ocean
- Outer space

## **Physical Science**

The learner will be able to:

- Understand energy
- Understand heat
- Understand light
- Understand fire safety.