



Kindergarten Grade Core Curriculum

Table of Contents

| | |
|----------------------------------|-----------|
| Bible | 2 |
| Grammar | 3 |
| Mathematics | 4 |
| Penmanship | 5 |
| Reading | 6 |
| Science | 7 |
| Social Studies | 9 |
| Spelling | 10 |
| Writing Composition | 11 |



BIBLE CURRICULUM

❖ **Instructional Goals**

The aim of the Bible program is to teach each child to know God and Jesus Christ as their Lord and Savior. We desire the children to learn to love God, to learn how to communicate with Him, to know the Bible is God's Word, and to understand how to live a life pleasing to Him.

❖ **Instructional Objectives**

The students will:

- ◆ Learn about God in order to know and love Him
- ◆ Talk to God and listen to Him in prayer
- ◆ Become familiar with Old and New Testament stories
- ◆ Learn about Creation
- ◆ Learn about the life of Christ
- ◆ Have an understanding of who God is and to have an understanding of God's plan of salvation through Jesus
- ◆ Integrate the Word of God and Christian principles into their life in order to grow in a personal relationship with Jesus Christ
- ◆ Participate in character building and growth in their relationships to God, Jesus, and others
- ◆ Study and practice Bible verses

❖ **Units Studied**

- ◆ Creation
- ◆ Adam and Eve
- ◆ Cain and Abel
- ◆ The Life of Christ (His Birth, Life, Death, and Resurrection)

❖ **Instructional Methods**

- ◆ Direct Instruction
- ◆ Devotions and prayer
- ◆ Paper and pencil activities
- ◆ Student interactive learning
- ◆ Art, crafts and music
- ◆ Integrated throughout the day
- ◆ 60 minutes per week plus 25 minutes of Chapel

❖ **Evaluation Techniques**

- ◆ Teacher observation
- ◆ Class participation



❖ **Text/Resources**

- ◆ The Holy Bible, NIV, International Bible Society, 1984
- ◆ Chapel each week
- ◆ Biblical Choices for a New Generation, Standard Publishing, 2003
- ◆ The Children's Bibles and children's storybooks
- ◆ Flannel graphs, DVDs, videos, audiotapes, CD's
- ◆ Teacher resource books and materials
- ◆ Teacher notes

GRAMMER CURRICULUM

❖ **Instructional Goals**

Our goal of the grammer program is to introduce students to basic grammar concepts used in written and oral language through instruction and modeling.

❖ **Instructional Objectives**

The students will:

- ◆ Identify letters and words to form sentences
- ◆ Identify capitalization and punctuation
- ◆ Recognize simple sentence structure
- ◆ Identify and use describing, naming and action words
- ◆ Identify pronouns
- ◆ Identify compound words

❖ **Units Studied**

- ◆ Letters to words
- ◆ Words to sentences
- ◆ Nouns and verbs
- ◆ Pronouns
- ◆ Compound words
- ◆ Capitalization and punctuation

❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Games and activities
- ◆ Seatwork
- ◆ Included with reading instruction

❖ **Evaluation Techniques**

- ◆ Teacher observation
- ◆ Daily work



- ◆ Class participation

❖ **Text/Resources**

- ◆ Open Court Reading, SRA/ McGraw-Hill, 2002
- ◆ Teacher resources

MATHEMATICS CURRICULUM

❖ **Instructional Goals**

The math program provides each child the opportunity for growth in basic mathematical concepts. They will develop the ability to reason and to learn the orderliness of God. They will see order and patterns in God's world and develop an understanding that math is needed in one's daily life through needing to count, add, and subtract.

❖ **Instructional Objectives**

The students will cover the following concepts:

- ◆ Rote counting to 100
- ◆ Counting by ones, twos, fives, and tens
- ◆ One to one correspondence
- ◆ Number sense
- ◆ Numeral recognition 0 to 100
- ◆ Ordinal numbers
- ◆ Simple addition and subtraction
- ◆ Sorting and classifying
- ◆ Shape recognition-2-dimensional and solid geometric shapes
- ◆ Patterning-recognize, extend and create patterns
- ◆ Time- calendar, sequencing of events, telling time to the hour and half hour
- ◆ Money— learn name and value of penny, nickel, dime, and quarter
- ◆ Fractions- whole, $1/2$, $1/3$, $1/4$
- ◆ Measurement-length, width, height, weight, capacity, temperature

❖ **Units Studied**

- ◆ Position
- ◆ Sorting and Classifying
- ◆ Data and Graphs
- ◆ Patterns
- ◆ Numbers to 100
- ◆ Addition
- ◆ Subtraction
- ◆ Money
- ◆ Time
- ◆ Measurement
- ◆ Geometry



- ◆ Fractions

❖ **Instructional Methods**

- ◆ Manipulative and hands on activities
- ◆ Calendar activities
- ◆ Graphs and charts
- ◆ Instructional games and activities
- ◆ Workbooks
- ◆ Participates in individual and group activities
- ◆ 120 minutes per week

❖ **Evaluation Techniques**

- ◆ Daily work and class participation
- ◆ Individual testing
- ◆ Unit tests

❖ **Text/Resources**

- ◆ Mathematics, Macmillian/ McGraw-Hill, 2002
- ◆ Mathematics Their Way, Mary Baratta-Lorton
- ◆ Box It or Bag It Mathematics, D. Burke, A. Snider, and P. Symonds, Math Learning Center, 1988
- ◆ Computer activities
- ◆ Teacher Resource books

PENMANSHIP CURRICULUM

❖ **Instructional Goals**

Our goal in penmanship is to introduce and practice the manuscript style of forming letters. Students will learn proper hand grip and correct letter formation.

❖ **Instructional Objectives**

The students will:

- ◆ Learn to correctly form letters
- ◆ Learn to hold their pencil correctly
- ◆ Learn to correctly write their name using a capital and lower case letters
- ◆ Learn to write letters and number neatly and legibly

❖ **Units Studied**

- ◆ Letters A to Z
- ◆ Writing Words and Sentences
- ◆ Writing numbers

❖ **Instructional Methods**



- ◆ Direct instruction
 - ◆ Various writing surfaces such as white boards, chalk boards, rice/sand/glitter trays, laminated tactile cards
 - ◆ Dictation of letters, words and sentences Seatwork
 - ◆ 30 minutes per week
- ❖ **Evaluation Techniques**
- ◆ Teacher observation
 - ◆ Daily writing assignments
- ❖ **Text/Resources**
- ◆ Student workbooks, Zaner-Bloser, Inc 1999.
 - ◆ Zaner-Bloser Handwriting Fun with Letters
 - ◆ Teacher notes
 - ◆ Teacher resource materials

READING CURRICULUM

- ❖ **Instructional Goals**
- The reading program provides the student with many varied experiences in order to develop his/her readiness and beginning reading skills. We learn our letters and sounds and begin the reading process by blending and reading CVC (consonant, vowel, consonant) words. It is our desire to instill in the children a love of reading.
- ❖ **Instructional Objectives**
- The students will:
- ◆ Learn letter recognition
 - ◆ Learn letter sounds
- ❖ Use sounds and letters to blend words
- ◆ Learn beginning high frequency sight words
 - ◆ Learn to decode and encode words
 - ◆ Be introduced to blends, digraphs and diphthongs
 - ◆ Learn to write letters and words
 - ◆ Identify rhyming words
 - ◆ Learn and understand word families
- ❖ **Units Studied**
- ◆ Letters and sounds



- ◆ Blends and digraphs
- ◆ Beginning blending CVC (consonant vowel consonant) words
- ◆ Sentence reading
- ◆ Poetry rhyming words, word families

- ❖ **Instructional Methods**
 - ◆ Direct Instruction
 - ◆ Children's literature

- ❖ **Books on tape**
 - ◆ Hands on manipulatives, activities and games
 - ◆ Decodable readers
 - ◆ Predictable readers
 - ◆ Big books
 - ◆ Document reader
 - ◆ Classroom Computer Center
 - ◆ Charts, posters, pocket charts

- ❖ **Print rich environment**
 - ◆ Homework packets
 - ◆ 125 minutes per week includes Grammar instruction

- ❖ **Evaluation Techniques**
 - ◆ Teacher observation
 - ◆ Daily work and class participation
 - ◆ Individual assessments

- ❖ **Text/Resources**
 - ◆ Open Court Reading, SRA/ McGraw-Hill, 2002
 - ◆ Strategies for Writers, Zaner-Bloser, Inc. 2006
 - ◆ Teacher resources

SCIENCE CURRICULUM

- ❖ **Instructional Goals**

The purpose of the science program is to build in each children appreciation of God's creation and power as they learn to investigate reason, and understand the world around them.

- ❖ **Instructional Objectives**

The students will:

 - ◆ Be aware of our Creator God



- ◆ See the wonders of God's creation--general science, animals, seeds and plants, seasons, light and shadow, oceans, whales, volcanoes
- ◆ See how God has given man wisdom to use His creation—applied science
- ◆ Integrate God's Word with every area of science
- ◆ Give a general overview of the importance of science in our everyday lives
- ◆ Integrate with character training
- ◆ See God's hand in creation and to see beauty and design in nature
- ◆ Learn how plants grow
- ◆ Learn about animals
- ◆ Learn about weather, calendar, seasons, machines, magnets, gravity, planets, clouds, sun, moon and stars
- ◆ Learn the basics of physics.
- ◆ Learn about the five senses.
- ◆ Learn of insects, particularly butterflies by studying the life cycle and observing actual butterfly transformation
- ◆ Learn through first hand experiments, field trips, visitors, and projects

❖ **Units Studied**

- ◆ Light and shadow
- ◆ Sun, moon, stars, planets
- ◆ Land and water, volcanoes
- ◆ Rainbows, color
- ◆ Seasons, and weather
- ◆ Animal classification
- ◆ Plants and seeds, life cycles
- ◆ Sea life, sea creatures, whales, oceans
- ◆ Insects, butterflies
- ◆ Tadpoles to frogs
- ◆ Motion and power: electricity and physic, transportation, magnets, flight
- ◆ Our five senses
- ◆ Chemistry, physical, and chemical changes : Immiscible, suspensions
- ◆ Measuring and balances
- ◆ Solids, liquids, gases

❖ **Instructional Methods**

- ◆ Hands on Science Labs 30 minutes per week
- ◆ Learning centers
- ◆ minutes per week Integrated in the classroom with other subjects

❖ **Evaluation Techniques**

- ◆ Teacher observation
- ◆ Student participation

❖ **Text/Resources**

- ◆ Science lab resources
- ◆ Hands on classroom materials



- ◆ Computer center in classroom
- ◆ Library and teacher resource materials
- ◆ DVD's and videos, children's picture books
- ◆ Hands-on Science Specialist (see Science Appendix)

SOCIAL STUDIES CURRICULUM

❖ **Instructional Goals**

The purpose of social studies curriculum is to encourage each child to form a positive attitude about himself in relation to his home, community and other cultures.

❖ **Instructional objectives**

The students will:

- ◆ Be aware of God, the Creator
- ◆ Be aware of myself—self-awareness
- ◆ Learn respect for family members and others
- ◆ Be aware of the social and economic world around home, school, church, community, country, and world
- ◆ Learn responsibilities to others, to learn to take responsibility in various situations
- ◆ Learn to appreciate being an American citizen
- ◆ Learn and develop character befitting a child of God
- ◆ Learn the background of our many of our holidays
- ◆ Learn about and appreciate children of other cultures
- ◆ Learn to appreciate our homes, school, church, community, country, and world
- ◆ Learn our responsibilities to others and to take responsibility for our own actions
- ◆ Learn to appreciate our families, community, helpers, our heritage, (the meaning of Thanksgiving, Christmas, Patriotic holidays)
- ◆ Learn the importance of rules and laws for living together for home, school, and community

❖ **Units Studied**

- ◆ Back to School and Friends
- ◆ Homes and Families- Around the Community-Veterinarian, Dentist, Bakery, Farmers/Harvest
- ◆ Our Country Our Heritage- Presidents, Martin Luther King, patriotic songs, symbols
- ◆ Holidays: Thanksgiving and the Pilgrims, Christmas, Valentines Day, St. Patrick's Day, Easter, President's Day
- ◆ Geographical--continents, oceans, maps

❖ **Instructional Methods**

- ◆ Direct Instruction
- ◆ Hands on activities and projects
- ◆ Integrated with other subjects



- ◆ Children's Literature- Non-fiction and fiction
- ◆ 60 minutes per week

❖ **Evaluation Techniques**

- ◆ Teacher observation
- ◆ Class participation

❖ **Texts/Resources**

- ◆ Let's Find Out Weekly Reader, Scholastic, 2010
- ◆ Music
- ◆ Maps, videos, pictures, posters, and DVD's
- ◆ Field trips
- ◆ Children's literature
- ◆ Computer activities

SPELLING CURRICULUM

❖ **Instructional Goals**

Spelling instruction for the Kindergarteners begins with recognition of letters and sounds (phonemic awareness). By teaching emergent readers and writers to spell simple words, they become confident and excited about writing.

❖ **Instructional Objectives**

The students will learn and practice:

- ◆ Letter and sounds
- ◆ Spelling high frequency sight words
- ◆ Spelling of word families
- ◆ Initial consonants
- ◆ Beginning blends

❖ **Strategies and Concepts Studied**

- ◆ Letters and sounds
- ◆ Short and long vowels
- ◆ CVC words
- ◆ High frequency sight words

❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Hands on games and materials



- ◆ Dictation
- ◆ Literature experience
- ◆ Writing exercises
- ◆ Take home tasks
- ◆ Integrated with Language Arts
- ◆ 40 minutes per week

- ❖ **Evaluation Techniques**
 - ◆ Teacher observations
 - ◆ Student participation

- ❖ **Text/Resources**
 - ◆ Open Court Reading and Writing

WRITING CURRICULUM

- ❖ **Instructional Goals**

Our goal is to introduce students to basic writing concepts used in written and oral language through instruction and modeling.

- ❖ **Instructional Objectives**

The students will:

 - ◆ Learn about finding an idea for a story
 - ◆ Learn about organizing a story so that it makes sense
 - ◆ Learn about having a voice that lets the reader know they have something important to say
 - ◆ Learn about choosing the right words to express their thoughts
 - ◆ Learn about sentence fluency as it relates to working with several words in a row
 - ◆ Learn about conventions which include capitalization and punctuation

- ❖ **Units Studied**
 - ◆ Ideas
 - ◆ Organization
 - ◆ Voice
 - ◆ Word choice
 - ◆ Sentence fluency
 - ◆ Conventions
 - ◆ Presentation

- ❖ **Instructional Methods**
 - ◆ Direct instruction
 - ◆ Journal and creative writing



- ◆ Included with Language Arts instruction
- ◆ 45 minutes per week

❖ **Evaluation Techniques**

- ◆ Teacher observation
- ◆ Class participation

❖ **Text/Resources**

- ◆ 6 Traits +1 Traits of Writing, Ruth Culham, Scholastic, 2005.
- ◆ Teacher resources