

ST. JOHN – SACRED HEART CATHOLIC SCHOOL

K4 CURRICULUM

The curriculum for the K4 program is designed to be developmentally appropriate and will focus on eight major areas: social emotions, literacy skills, math, science, social studies, creative arts, and physical development of both gross and fine motor skills, and health/wellness practices.

The K4 program is designed for children that are 4 years old as of September 1 and has two options. A five day program is held Monday through Friday from 8:00-10:45 and a three day option is held from Tuesday through Thursday from 8:00-10:45.

Children enrolled in the K4 program will develop skills and understandings as listed in the following curriculum outline.

Social Emotional Development

Self-Concept: Uses words and seeks adult help when needed to resolve conflicts

- Shows increasing ability to use compromise and discussion in working, playing and resolving conflicts with peers.
- Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming selves, others or property.
- Understands and follows the use of a timer or other device to determine when one child's turn ends and another's begins.

Attitude: Develop a positive attitude toward life.

- Separates easily from parent.
- Plays well with other children.
- Respond sympathetically to peers who are in need.
- Recognize the feelings of others and respond appropriately.

Cooperation: Participates in the group life of the class

- Increases abilities to sustain interaction with peers by helping, sharing and discussion.
- Shows progress in developing friendships with peers.
- Respond appropriately during teacher-guided and child-initiated activities.
- Develops increasing abilities to give and take in interactions (examples – take turns in games or uses materials to interact without being overly submissive or directive).

Self Control: Demonstrates self confidence, follows rules and routines, uses materials carefully, shows empathy and caring for others

- Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences.
- Demonstrates growing confidence in a range of abilities, and expresses pride in accomplishments.
- Shows a friend where to put blocks on the shelf during cleanup time.
- Knows to go to the book corner after snack.
- Develops a growing understanding of how one's own actions affect others, and begins to accept the consequences of one's own actions.
- Progresses in responding sympathetically to peers who are in need, upset, hurt or angry, and in expressing empathy or caring for others.
- Responds positively to others' ideas.

Management of Self within the Learning Environment: Shows eagerness and curiosity as a learner, attends to the task, seeks help when needed, approaches tasks with flexibility and inventiveness

- Shows interest in how water makes the wheel turn at the water table.
- Asks how the caterpillar can live in the cocoon with no food or water.
- Discusses with another child why the paint turned brown after the brush was used for several different colors.
- Finds materials with which to work, such as scissors, tape and markers, for acting on an idea or desire.
- Chooses one activity out of several becomes engaged in it.
- Accepts help from the teacher when putting together a puzzle.
- Tires to engage the zipper on their coat over and over again until they can do it alone.
- Accepts teacher or peer suggestions for solving a problem.
- Plays role assigned by peer when playing in dramatic play center.
- Experiments with paint brush to find ways to keep the paint from dripping.
- Tries to staple pieces of paper together after unsuccessfully trying to tape them together.

Early Literacy

Listening and Understanding: Understands story events and overall theme, and conversations, relates plot of story to self and own experiences, and can organize more events and more complex events in sequential order

- Recalls more detail from stories, using growing vocabulary.
- Recalls many events from recent experiences (examples – field trips or family vacations).
- Holds conversation with adults or peers about familiar books.
- Makes comments during story leading that relate the story content to previous stories, or to his own life experiences.
- Correctly answers questions about the story plot and events.
- Shows understanding of stories with more complex chain of events.
- Begins to predict what might happen next.
- Follow a sequence of 3 or more directions.

Verbal Expression and Communication: Engages in dialogue (conversation with others), organizes major steps of an event or story in sequential order, uses an increasingly complex and varied spoken vocabulary and sentence structure, and asks many types of questions and responds correctly to many types of questions.

- Asks questions and makes comments related to a topic of discussion.
- Understands and uses past, present, and future verb tense appropriately.
- Retells story with many events in appropriate sequence, with and without pictures.
- Verbalizes the major events of the day with some sequential order.
- Labels objects in books using a variety of adjectives.
- Comments on characters and events in books and movies.
- Asks and answers who, what, where, when, why questions

Phonological Awareness: Develops increasing sense of syllable structure in oral words, produces rhyming words, starts to develop an awareness of beginning sounds in words, and continues to increase awareness of the syllable structure of oral words.

- Claps or beats the syllable rhythm in 2 to 4 syllable words.
- Produces, independently of adult assistance, a word, real or nonsense, which rhymes with his name or another given word (make sure that he/she is varying her responses and not memorizing rhyming pairs).
- Identifies whether or not two words begin with the same sound (when adult gives 3 or 4 oral words, child selects those that begin with the same sound and identifies the sound, not the letter).
- Names several words that begin with the same sound as his name.
- Consistently claps the syllable beat of words of up to 4 syllables; blends given syllables to identify a whole word; deletes a syllable from a compound word and identifies the remaining part.

Print Awareness: Understands concept of spoken and written word and that alphabet letters have individual names, shows interest in purposeful writing, shows good understanding of conventions of print, demonstrates good word awareness, calls attention to print in the environment, and recognizes some common words, and routinely engages in purposeful reading and writing.

- Recognizes printed name and those of siblings or playmates; identifies some of the letter in own name; routinely puts “name” on his/her products.
- “Writes” messages as part of play activities; asks for help to make a list of things or write a note to someone special.
- Uses book reading conventions: “reading: front to back, turning 1 page at a time, looking from top to the bottom of the page, pointing left to right.
- Identifies familiar words in books and in environment.
- Includes reading and writing activities in dramatic play; initiates writing notes to people; shows pride in writing attempts.

Visual Discrimination: Discriminates likenesses and differences in black and white shapes, figures, and designs with subtle differences in detail or orientation and discriminates likenesses and differences in symbols

- Selects the figure(s) or design(s) that differ based on fine, internal difference or orientation.
- Correctly sorts letters and numerals and can find words that match; names a few letters and numerals.

Visual Whole-Part-Whole Relationships: Further develops awareness of relationships of parts and wholes using more abstract figures

- Completes puzzles of 8 to 20 pieces.
- Reproduces a 2-dimensional design with parts that vary by color and shape; constructs representations of objects from parts, with no model.

Visual Sequencing (Patterning): Uses left to right and top-to-bottom scanning; observes and reproduces a pattern with 3-dimensional objects by using a 2-dimensions paper model

- Reproduces simple color, size and shape patterns from a paper model.

Letter Recognition: Begins to recognize letters and begins to recognize frequently occurring uppercase and some of the most frequently occurring lowercase letters

- Recognizes letter of his/her own name (first and then last) and letters that frequently occur in environmental print.
- Recognizes letters in a specific context (mostly environmental print), but may not recognize them when the context changes.
- Is more likely to confuse uppercase letters within each of the following groups – DCGOQ, BRPSJU, EF, and NMWAVYHLITKXZ – but may make distinctions between letters that belong to different groups.
- Knows parts of the ABC sequence by rote, but does not use it to associate a letter symbol with its letter name.
- Can recognize some letters both in a familiar context (own name, environmental print) and in isolation.
- Recites ABC's; matches letter symbol with letter names by rote, but may have difficulty with letters that come later in the sequence (example – identifies KLMNOP as one letter); discriminates differences between upper and lower case letters.

Math

Number and Operations: Begins to identify and label objects using numbers and develops understanding of numbers and their association with objects

- Develops increased abilities to combine, separate and name “how many” concrete objects.
- Begins to associate number concepts, vocabulary, quantities, and numerals in meaningful ways.
- Develops increasing ability to count in sequence to 10 and beyond.

Patterns and Algebra: Explores and begins to sort and classify objects and identifies, describes and extends patterns

- Shows understanding of and uses comparative words
- Groups common related objects: shoe, sock, foot: apple, orange, plum.
- Copies repeating patterns and begins to construct own patterns.

Measurement: Begins to demonstrate understanding of time, length, weight, capacity and temperature

- Constructs a sense of time as it relates to his/her daily life.
- Participation in measuring activities using conventional and nonconventional measuring tools.
- Uses conventional measurement, time, and money terms with some accuracy.

Spatial Sense and Geometry: Becomes aware of personal space during active exploration of physical environment and explores and recognizes the size, shape, and spatial arrangement of real objects

- Builds an increasing understanding of directionality, order, and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front and behind.
- Identifies and labels several shapes (examples – circle square, triangle, and rectangle).

Problem Solving and Analyzing Data: Begins to develop foundation for linking concepts and procedures with active experiences

- Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.

Science

Life Science: Recognizes that living things are made up of parts, recognizes that people use their 5 senses to explore their environment, and recognizes that living things live in different environments

- Begins to make comparisons among living things such as flowers, insects and animals.
- Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes.
- Expands knowledge of and respect for his/her body and the environment.

Earth and Space Science: Recognizes the concept of day and night, recognizes daily weather conditions, recognizes that time and temperature can be measured with a clock and thermometer, recognizes a variety of earth materials by their observable properties (rocks, sand, dirt), and classifies materials by their elements.

- Continues to ask questions about the natural world and seeks answers through active exploration.
- Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.
- Develops increasing abilities to classify, compare and contrast objects, events and experiences.

Physical Science: Recognizes the basic concept that forces can move objects, recognizes that objects have observable properties that can change over time and under different conditions, recognizes that the sun gives us light, and recognizes that sound is produced when two objects collide.

- Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations.
- Develops growing abilities to collect, describe and record information through variety of means, including discussion, drawing, maps and charts.
- Begins to describe and discuss predictions, explanations and generalizations based on past experiences.
- Uses senses to observe and explore classroom materials and natural phenomena.

Social Studies

Human Interactions/Culture: Discriminates individual, culture and community, develops growing awareness of jobs and what is required to perform them, and begins to understand the reason for rules.

- Begin to recognize and compare seasonal changes in their immediate environment.
- Use vocabulary to describe major features of the earth and sky.
- Participates in classroom jobs.
- Looks at books and identifies jobs of people.
- Chooses “leader” or “boss” for activity.
- Helps make and follows class rules.
- Places personal symbol at interest area to denote his/her place.
- Participates in class clean-up or group activities.
- Can state a rule and simply explain the “why” of rule
- Learns to wait (for longer periods of time) for his/her turn.

History: Identifies common events and routines, begins to categorize time intervals, and recognizes the changes in environment.

- Understands that the day follows a schedule.
- Understands and can predict the next events that will happen the day.
- Uses terms “today,” “tomorrow,” “next time” with some accuracy.
- Begins to understand concepts of before and after.
- Recognizes that it is rainy, sunny, cool, hot.
- Begins to recognize seasons.

Geography: Begins to express and understand concepts and language of geography in the context of his/her classroom, home and community and begins to understand that people need food, clothing and shelter.

- Recognizes common features in his immediate environment (playground, library, etc.)
- Creates drawings of home, school, etc.; can make simple map of home to show different areas and talk about what is in those areas (stove in the kitchen).
- Identifies important or familiar landmarks (fire station, grocery store, etc.).
- Identifies common features of local landscape (house, streets, and buildings).
- Begins to understand that people need nutritious food.
- Understands that he/she must put on a coat and warm shoes in cold weather.
- Understands that people need a place to live.

Economics: Begins to understand what services the community workers provide and begins to understand the concept of money.

- Understands that fire fighters help others in many ways.
- Understands that police officers help people in different ways.
- Begins to understand that there are other community workers that help her/her community.
- Understands that money can buy items.
- Understands that some items cost more than others.

Creative Arts

Music: Responds to sounds and uses sounds.

- Participates in group music experiences.
- Explores with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games and performances.
- Experiments with a variety of musical instruments.
- Explores vocal pitch sounds.
- Begins willingness to sing alone as well as with the group.

Art: Focuses on and shows fascination for fun things, scribbles and paints, uses a variety of art materials for tactile experience and exploration, and responds to artistic creations or events.

- Develops growing abilities to work independently and demonstrate care and persistence in a variety of art projects.
- Progresses in abilities to create drawings, paintings, models and other art creations that have more detail.
- Gains ability in using different art media and material in a variety of way for creative expression and representation.
- Begins to understand and share opinions about artistic products and experiences.

Movement and Dramatic Play: Controls body to participate in creative movement and drama and begins to purposefully act on the environment.

- Expresses through movement and dancing what is felt and heard in various musical tempos; responds to changes in temp or genre.
- Shows growth in moving in time to different patterns of beat and rhythm in music.
- Imitates and pretends to be different characters.
- Participates in a variety dramatic play activities; shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.
- Participates with others in dramatic play, negotiating roles and setting up events.

Physical Development

Gross Motor Movement and Coordination: Moves with balance and control to perform simple, large motor tasks and coordinates movements to perform more complex tasks.

- Goes up and down stairs, alternating feet, with or without assistance.
- Runs with control and balance; makes quick stops, turns easily without slowing down.
- Gallops with a smooth motion.
- Climbs on a variety of equipment.
- Throws overhand with accuracy by hitting stationary target.
- Bounces a ball and catches it.
- Catches a ball by moving to adjust to the direction the ball is traveling.
- Uses simple playground equipment such as a slide, seesaw and swings.

Fine Motor: Uses strength and control to perform simple fine motor tasks and uses eye-hand coordination to perform fine motor tasks.

- Uses simple equipment such as a stapler, paper punch, scissors, tape dispenser.
- Uses simple work tools such as a hammer, screw driver and saw.
- Uses play dough to make more refined objects.
- Begins to hold pencil with a pincer grasp.
- Puts together large floor puzzles.
- Constructs block structure by copying or using pattern blocks.
- Uses scissors to cut on a line or around a large picture.

Health Practices

Personal and Social Responsibility: Performs some self-help skills independently and follows basic health and safety rules.

- Manages dressing tasks independently.
- Manages zippers, buttons, buckles and Velcro (has not mastered tying shoes).
- Blows nose and uses tissue to wipe nose.
- Covers mouth when coughing or sneezing.
- Washes hands after using the toilet and before eating snack or lunch.
- Tries new food and participates in talks about nutrition.
- Discusses the role of doctors, dentists, fire and police officers, etc.
- Follows safety rules of classrooms and playground.
- Progresses in physical growth, strength, stamina, and flexibility.
- Actively participates in games, and other forms of exercise that promote physical fitness.