

Art- Kindergarten

Subject: Art

Domain: Spiritual, Social/Emotional, Cognitive, Physical Development

Age Level: 5 Year Olds

Time on Task: Direct instruction 10 minutes 3 times a week; integrated into interest center play 2 times a week, and one formal whole class art time

“And let the favor of the Lord our God be upon us; and do confirm for us the work of our hands...” Psalm 91:17

Art Philosophy:

- Art Celebrates the glory of God.
- Art develops creativity and the ability to appreciate all of God’s creations
- Art fosters a positive self-image and enhances personal expression
- Art helps develop fine motor skills and spacial relational skills

Scope and Sequence:

1. **Elements of art-** color, shape, line, space, texture, and value.
2. **Aesthetic development-** imagination and self-expression.
3. **Great artists-** learn about esteemed artists and their techniques.

Goals and Outcomes

Elements of art

Students will be able to

- Identify primary colors.
- Identify geometric shapes.
- Use geometric shapes to create art.
- Draw and cut various types of lines.
- Use a variety of media.
- Create art with many different tools: paint brushes, hands, marbles, cars, kitchen tools as well as other mediums.
- Mix primary colors to make secondary colors.
- Describe and create art using different textures: feathers, sand paper, leaves, coins and other textures.

Aesthetic development

Students will be able to

- Experience self expression through various mediums.
- Recognize that we all have unique God given abilities to make art.
- Create unique works of art.
- Appreciate and encourage classmates’ unique works of art.

Great artists

Students will be able to

- Discuss Georges Seurat and pointillism.
- Discuss Vincent van Gogh and “dream” paintings.
- Study famous works of art.

Art- Kindergarten

Instructional Resources	Evaluation Methods	Biblical Integration Component
<p>Starfall Kindergarten Curriculum</p> <p>Various internet sites such as kinderart.com, craftigthewordofgod.com, Pinterest and morestarfall.com</p> <p><u>Vincent van Gogh's CAT</u> (scholastic book)</p> <p>Bible</p> <p>Various picture books of famous artists</p> <p>Various art mediums</p>	<p>Observation</p> <p>Hands on art activities</p> <p>Class discussions</p>	<p>God created the earth, and it was good. Genesis 1</p> <p>Each of us is fearfully and wonderfully made. Psalm 139:14</p> <p>We can know God's nature through His creation. Romans 1:20</p> <p>Almighty God cares for us. Psalm 8:3-4</p> <p>The heavens proclaim the glory of God. Psalm 19:1</p> <p>God gifted each of us for His glory. Exodus 28:3</p> <p>Consider the wonderful work of God. Job 37:14</p> <p>God has made everything beautiful. Ecclesiastes 3:11</p>

Bible- Kindergarten

Subject: Bible
Domain: Spiritual, Social/Emotional, and Cognitive Development
Age Level: 5 Year Olds
Time on Task: 15 minutes each day not designated for Chapel

“Train up a child in the way he should go; even when he is old he will not depart from it.”
Proverbs 22:6

Biblical Philosophy: It is our goal to establish core biblical truths to develop each child’s character development. These core truths are:

- God is the Father, the Son, and Holy Spirit as clearly defined in the Bible
- The Bible is true, not make believe/fiction.
- The Bible is God’s “letter” to us.
- God loves each person for who they are.
- God made each person in His own image.
- God created the world.
- All have sinned and we need to admit our mistakes.
- Jesus died for our sins, and we need to accept what Jesus did for us on the cross.
- Jesus was raised from the dead and is ALIVE today!
- God wants us to love others the way He loves us through the fruit of the Spirit.

Scope and Sequence:

1. **The Bible-** The Bible is true. It is God’s letter to us to help us know Him better and live a life pleasing to Him.
2. **God-** God is real, and He is the One true God.
3. **Jesus-** Jesus is God’s Son. He died for our sins. He was raised from the dead and is alive today.
4. **Our relationship with God-** God made us and loves us. We should trust Him, obey Him, and honor Him in all we do and say.
5. **Our relationship with others-** God wants us to love others the way He loves us through the fruit of the Spirit.

Goals and Outcomes

The Bible

Students will learn that God’s Word is true.

- 2 Timothy 3:16-17
- Psalm 119:105
- Joshua 1:8
- Hebrews 4:12

God

Students will learn that God:

- Is Creator- The Creation Story (Genesis 1)

Bible- Kindergarten

- Is Powerful- Moses and the Exodus (Exodus 7-11)
The Parting of the Red Sea (Exodus 14)
- Provides- Manna for the Israelites (Exodus 16)
- Is Loving- The Good Shepherd (John 10)
- Looks at the Heart- David is Anointed as King (I Samuel 16)
- Listens to Us- Prayer (2 Chronicles 30:27)
- Sees Us- Job 34:2
- Is Always With Us- Daniel and the Lion's Den (Daniel 6)
David and Goliath (I Samuel 17)

Jesus

Students will learn about:

- Jesus' Birth (Luke 2)
- Jesus' Visit to the Temple (Luke 2)
- Jesus Grew (Luke 2:52)
- Jesus' Miracles- Healing the Blind Man (John 9)
Calming the Storm (Mark 4)
Healing the Paralyzed Man (Mark 2)
Walking on Water (Matthew 14)
Feeding 5,000 (Matthew 16)
- The Easter Story (Matthew 27-28)
- The ABCs of Salvation (John 3:16)

Our Relationship to God

Students will learn about:

- Obedience- Noah (Genesis 6-7)
Moses (Exodus 3)
Jonah (Jonah 1-4)
- 10 Commandments (Exodus 20)
- Faith in God- David and Goliath (I Samuel 17)
- Thanksgiving- 10 Lepers (Luke 17)
- Prayer- The Lord's Prayer (Matthew 6)
- Repentance- Saul is Converted (Acts 9)
- Praising God- Paul and Silas in Jail (Acts 16)

Our Relationship to Others

Students will learn about:

- Forgiveness- Joseph (Genesis 37-50)
- 10 Commandments (Exodus 20)
- Watch What You Say (Psalm 19:14; Proverbs 12:18)
- Good Friends- Jesus Chooses 12 Disciples (Mark 3)
Jesus Silences the Pharisees (John 8)
- Teamwork- Jesus Heals the Paralyzed Man (Mark 2)
- Lonely People- Jesus Talks to the Woman at the Well (John 4)
- Being Kind- The Good Samaritan (Luke 10)
- Saying "I'm Sorry"- The Prodigal Son (Luke 15)
Zacchaeus (Luke 19)
- Getting Along- Mary and Martha (Luke 10)
- Solving Problems- Paul and Barnabas (Acts 15)
- Fruit of the Spirit (Galatians 5:22-23)

Bible- Kindergarten

Instructional Resources	Evaluation Methods	Biblical Integration Component
<p>The Bible</p> <p><u>Five Minute Bible Devotions for Children</u></p> <p>Sermons4kids.com and other internet resources</p> <p>Science Bible Kits</p> <p>Songs of praise worship music</p>	<p>Discussion</p> <p>Observation</p> <p>Hands on activities</p>	<p>I am fearfully and wonderfully made. Psalm 139:14</p> <p>Children obey your parents. Ephesians 6:1</p> <p>Give thanks to God. Psalm 107:1</p> <p>God is good. He is faithful. Psalm 107:1</p> <p>Jesus is God's Son. Luke 2:11</p> <p>God is with me wherever I go. Joshua 1:9</p> <p>We are God's children. I John 3:1</p> <p>The fruit of the spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Galatians 5:22-23</p> <p>God loved us so much that He sent Jesus. If we believe in Him, we will have eternal life. John 3:16</p> <p>God saves us through grace. Ephesians 2:8</p>

Language Arts- Kindergarten

Subject: Language Arts
Domain: Spiritual, Social/Emotional, Cognitive, Physical
Age Level: 5 Year Olds
Time on Task: 45 minutes of directed instruction each day; incorporation throughout the day in group time and interest centers.

“May the words of my mouth and the meditation of my heart be pleasing to you, O LORD, my rock and my redeemer.” Psalm 19:14

Language Arts Philosophy: In Language Arts, students are engaged in activities that build on natural curiosity and are immersed in a literature rich environment. Hands on experiences are presented systematically and sequentially to develop reading, writing, and oral language skills and an appreciation for literature. A love of reading is developed through the exposure to different types of literature including scripture, classical, contemporary, and literature with a biblical worldview.

Scope and Sequence:

1. **Phonemic Awareness-** rhyming, discriminating phonemes, blending phonemes to form words, deleting, adding, and substituting phonemes to form new words.
2. **Phonics-** identify and discriminate speech sounds, connect the sound to the grapheme, apply this knowledge to read and write words and sentences, practice in print and online.
3. **Vocabulary-** recall known words, recognize unknown words, and monitor understanding of what is read and heard.
4. **Fluency-** read alphabet letters in random order with automaticity, use appropriate intonation and expression during unison oral reading with teacher, read automatically high frequency words.
5. **Writing-** use letters and phonetically spelled words to write about experiences, stories, people, objects or events, write consonant-vowel-consonant words, use capital letters to begin “important” words, use end punctuation, write uppercase and lowercase letters independently, attending to the form and proper spacing of letters, print their names, write by moving from left to right and top to bottom.
6. **Comprehension-** use pictures and context to make predictions about story content, connect to life experiences the information and events in texts, retell familiar stories, demonstrate an understanding of story elements, identify sequence of events in a story.

Goals and Outcomes

Phonemic Awareness

Students will be able to

- Identify and produce rhyming words in response to an oral prompt
- Understand that spoken words are made up of a sequence of sounds.
- Distinguish orally stated one-syllable words and separate into beginning, middle, and ending sounds.
- Blend vowel-consonant sounds orally to make words or syllables.
- Count the number of sounds in syllables and syllables in words.

Language Arts- Kindergarten

- Track and represent changes in words as a target sound is added, substituted, omitted, shifted, or repeated auditorally.
- Identify homonyms.
- Identify and discriminate short vowel sounds.
- Identify and produce words that rhyme, and distinguish non-rhyming words.
- Understand that the sequence of letters in the written word represents the sequence of sounds in the spoken word.
- Manipulate individual phonemes in CVC words through addition, deletion, and substitution.
- Identify alliteration and homophones.
- Distinguish orally stated one-syllable words and separate into beginning, middle, and ending sounds.
- Segment onsets and rimes.
- Identify initial and final sounds.
- Track auditorily each word in a sentence.

Phonics

Students will be able to

- Match introduced letters to their corresponding sounds.
- Blend sounds into recognizable words.
- Identify introduced high-frequency words.
- Understand that as letters in words change, so do the sounds.
- Segment simple CVC words into individual sounds.
- Recognize color words.
- Read simple one-syllable CVC words.
- Read pre-decodable books using introduced letters/sounds/high-frequency words.
- Match short vowel sounds to appropriate letters.
- Identify all initial and final sounds.
- Recognize word families- am, an, ap, at, all, ell, en, et, op, og, in, it, ip, ig, ing, ick, um, uff, un.
- Recognize digraphs- sh, wh, th, ch.
- Identify short vowel rhyming words.
- Blend sounds from letters into recognizable words.
- Decode CVC nonsense words.

Vocabulary

Students will be able to

- Identify and sort words into basic categories.
- Describe common objects and events in both general and specific language.
- Identify names of persons, places, or things.
- Use new vocabulary that is introduced and taught directly.
- Relate new vocabulary to prior knowledge.

Fluency

Students will be able to

- Use punctuation clues to read with expression.
- Partner read.
- Read aloud using expression and intonation.
- Read aloud using natural speech.
- Automatically read a small set of high-frequency words.
- Read previously taught grade-level text with appropriate expression.

Language Arts- Kindergarten

Writing

Students will be able to

- Write name using correct form and proper spacing.
- Use letters and phonetically spelled words to write a story.
- Write high-frequency words.
- Use inventive spelling or kid writing to write a sentence.
- Use Starfall dictionary as a writing tool.
- Demonstrate understanding of the text by drawing illustrations in response to questions.
- Add details to pictures.
- Write CVC words.
- Spell independently using sounds of the alphabet and knowledge of letter names.
- Understand that plurals can be formed by adding s.
- Write in Starfall journal based on class discussion and literature.
- Write creatively.
- Participate in creating a variety of informational/expository forms, as well as narrative and persuasive writings.
- Produce, illustrate and share a finished piece of writing.

Comprehension

Students will be able to

- Identify the beginning, middle, and end of a story.
- Sequence events.
- Recall story details.
- Compare/contrast.
- Make predictions.
- Retell a story.
- Draw conclusions from information gathered in texts.
- Use pictures/text to complete a sentence.
- Dramatize important events of a story.
- Distinguish fantasy from realistic text.
- Connect to life experiences from the information and events in the text.
- Ask and answer questions about essential elements of a story.
- Use pictures to make predictions about story content.
- Make text-to-text, text-to-self, text-to-world connections
- Understand cause and effect.
- Identify problem/solution in a story.
- Recall and correctly define or use new vocabulary in spoken communication.
- Respond to a chant through movement that reflects understanding and interpretation.
- Demonstrate an understanding of story elements.
- Identify types of literary forms and everyday print materials.
- Identify a reading selection as fiction or nonfiction by using background knowledge, supporting details, or other sources.
- Compare and contrast a variety of literary works and multiple versions of the same story.

Language Arts- Kindergarten

Instructional Resources	Evaluation Methods	Biblical Integration Component
<p>Starfall Kindergarten Curriculum and resources</p> <p>Bible</p> <p>Various library books</p> <p>Various internet resources such as morestarfall.com</p> <p><u>Encyclopedia of Bible Truths- Language Arts/English</u> by Ruth C. Haycock</p>	<p>Observation</p> <p>Reading</p> <p>Writing samples</p> <p>Starfall activities and student pages</p> <p>Iowa standardized test</p>	<p>The ability to communicate with one another and with God is part of His plan for our lives. Genesis 2:20-24</p> <p>God wants our communication to be clear and easily understood. Deuteronomy 27:2-8</p> <p>Reading is important to those who believe and trust God. Deuteronomy 17:18-20</p> <p>Reading must include understanding. Psalm 119:27</p> <p>Writing is a powerful tool to influence people. Exodus 31:18</p> <p>God used writers to accomplish His purposes. The Bible is great literature. Psalm 119:89</p> <p>We study literature to understand people. Proverbs 16:23</p>

Mathematics - Kindergarten

Subject: Mathematics
Domain: Spiritual, Cognitive and Physical (Fine Motor Development)
Age Level: 5 Year Olds
Time on Task: 45 minutes of directed instruction each day; incorporation throughout the day in group time and interest centers

“Then God said, “Let Us make man in Our image, according to Our likeness.” Genesis 1:26

Math Philosophy: The purpose is to develop an awareness of God’s absolute truth, order, and completeness. Reasoning skills, problem solving, and the child’s God-given ability to think critically are developed through the use of real life and hands on sensory experiences. Mathematical concepts are integrated throughout the curriculum and daily activities.

Scope and Sequence:

1. **Spatial Concepts-** understanding and using positional words.
2. **Geometry-** demonstrating knowledge of properties of basic shapes.
3. **Measurement-** using appropriate tools to identify lighter, heavier, longer and wider.
4. **Time-** understanding that time can be divided into units.
5. **Patterns and Algebra-** understanding classification schemes and sorting objects by one or more attribute.
6. **Number Sense-** understanding 1 to 1 correspondence, additive relationships, cardinality and quantity.
7. **Graphing-** recording data on a graph and making conclusions by observing information on a graph.
8. **Money-** identifying, counting, and understanding the value of coins.

Goals and Outcomes

Spatial concepts

Students will be able to

- Identify right and left.
- Identify first, last and between.
- Identify inside and outside.

Geometry

Students will be able to

- Identify circle, square.
- Identify number of sides and angles of a square.
- Identify a triangle.
- Identify number of sides and angles of a triangle.
- Make shapes on the geoboard.
- Identify a rectangle.
- Identify the number of sides and angles of a rectangle.
- Make congruent shapes.
- Identify cones and spheres.

Mathematics - Kindergarten

- Identify cylinders and cubes.
- Draw polygons.

Measurement

Students will be able to

- Identify lighter and heavier using a balance.
- Measure length and width using nonstandard units.
- Order containers by volume.
- Identify 1 cup liquid measure.
- Follow a recipe.
- Identify $\frac{1}{2}$ and $\frac{1}{4}$.
- Compare length.
- Divide a square into $\frac{1}{2}$.
- Use a ruler to draw a line segment.
- Divide a square into $\frac{1}{4}$.
- Measure to the nearest inch using a ruler.
- Identify $\frac{1}{4}$ and $\frac{1}{2}$
- Estimate and measure the capacity of a container in cups.

Time

Students will be able to

- Identify today's date.
- Identify morning, afternoon and night.
- Identify seasons.
- Tell time to the hour.
- Number a clock face.
- Draw time to the hour on a clock.
- Tell time to the $\frac{1}{2}$ hour.

Patterns and Algebra

Students will be able to

- Understand classification schemes.
- Sort objects by one or more attribute.

Number Sense

Students will be able to

- Make towers for 1-5, 1-9.
- Order 0-9.
- Order sets from smallest to largest.
- Order numbers from least to greatest.
- Identify fewest and most.
- Act out some, some more and some went away stories.
- Picture and combine sets.
- Identify ordinal position to 6th.
- Understand addition facts- double to 10, 18.
- Order numbers to 20.
- Add 1 to a number.
- Count backward from 10 to 1.
- Add 0.
- Count by 10s to 100.
- Understand subtraction facts- subtracting 1.

Mathematics - Kindergarten

- Count by 2s to 20.
- Identify and locate numbers on the 100 number chart.
- Identify odd and even.
- Add 2 to an even number.
- Add 2 to an odd number.
- Subtract 0.
- Subtract a number from itself.
- Write the numbers 1-10 using words.
- Identify pairs.
- Divide numbers in $\frac{1}{2}$.
- Tally.
- Count by 5s to 100.
- Understand addition facts- showing doubles plus 1.
- Identify how many more.
- Identify how many less/fewer.

Graphing

Students will be able to

- Graph a picture on a pictograph.
- Identify most and fewest on a graph.
- Graph sorted items.
- Graph pieces used to cover a design.
- Identify how many more on a graph.
- Graph tags on a bar graph.
- Write observations about a graph.

Money

Students will be able to

- Count pennies.
- Count dimes.
- Write money amounts using the cent symbol.
- Pay for items using dimes and pennies.
- Trade pennies for dimes.
- Count nickels.
- Count nickels and pennies.
- Identify one dollar.
- Identify and count quarters.

Instructional Resources	Evaluation Methods	Biblical Integration Component
Starfall Math Curriculum	Observation	God is concerned that we be accurate and orderly in our use of weights, measures, numbers. Leviticus 19:35-36
Various math literacy picture books	Starfall activities and student pages	We should not place too much confidence in numbers or size. Judges 7:2-7
Manipulatives		God uses measurement to express men's failures and His plans for man. Jeremiah 30:11
Measuring tools		
Clocks		
Math games		The number concept began with God. Genesis 1:5

Mathematics - Kindergarten

Sorting materials		Our ability to understand and work with numbers is a gift from God. Job 32:8-9
Patterning materials		Mathematical truths demonstrate the orderliness and precision of God. Genesis 6:14-16
Coins		The study of math results in greater appreciation of the works of God in His creation. Psalm 8:3-9
Bible		

Social Studies-Kindergarten

Subject: Social Studies
Domain: Spiritual, Social/Emotional, Cognitive
Age Level: 5 Year Olds
Time on Task: 40 minutes per week integrated into language arts instructional time

“..I now realize how true it is that God does not show favoritism but accepts men from every nation who fear Him and do what is right.” Acts 10:34-35

Social Studies Philosophy: The purpose of Social Studies is to help students understand the world around them and how they relate to it. The study of self, home, family, and classroom establishes the foundation of responsible citizenship in society. We foster a love for God, for our country, and a respect for other cultures in the world God created.

Scope and Sequence:

1. **History-** to provide context for understanding present and future challenges.
2. **Citizenship-** to guide participation as competent and concerned citizens in society.
3. **National Identity-** to teach customs, symbols, and celebrations that represent American beliefs and principles.
4. **Geography-** to introduce geographic concepts of location.

Goals and Outcomes

History

Students will be able to

- Put events in temporal order using a calendar.
- Understand how people lived in earlier times.
- Understand that history relates to events, people and places of other times.
- Compare and contrast life in the present with life in the past
- Know the triumphs of American legends and historical accounts through the stories of people.

Citizenship

Students will be able to

- Follow rules and know the consequences of breaking them.
- Show the importance of taking responsibility for one’s own choices and actions.
- Match simple descriptions of work that people do and the names of related jobs at the school, in the local community and from historical accounts.
- Learn examples of honesty, courage, determination, individual responsibility, and patriotism.

National Identity

Students will be able to

- Recognize national and state symbols, flags and icons.
- Identify the purpose of honoring people and events in commemorative holidays, including the human struggles that were the basis for the events.

Social Studies-Kindergarten

Geography

Students will be able to

- Compare and contrast the locations of people, places and environments and describe their characteristics.
- Distinguish between land and water on maps and globes.
- Determine the relative location of things in the world.
- Identify traffic symbols and map symbols.

Instructional Resources	Evaluation Methods	Biblical Integration Component
Starfall Kindergarten Curriculum The Mailbox Social Studies:23 Ready-To-Go Lesson Plans Scholastic Literacy-Building Booklets: Famous Americans Encyclopedia of Bible Truths Bible Various library books Various internet resources	Discussion Observation Related hands on activities	We should tell the next generation about the wonders of God. Psalm 78:4-6 We learn valuable lessons from events in history. I Corinthians 10:11 Events from history show God’s grace and kindness. Ephesians 2:7 God is in control of nations. Job 12:23, Psalm 22:28 All authority is His. Matthew 28:18 We should tell others of Jesus. Matthew 28:19 We should submit to authority because God has established them. Romans 13:1