

ST. BART'S SCHOOL  
CURRICULUM HANDBOOK  
2019-2020



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## Curriculum Handbook 2019-2020

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## **Standards**

In education, the term "standards-based" refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating understanding or mastery of the knowledge and skills they are expected to learn as they progress through their education.

In a school using a standards-based approach to educating students, learning standards—i.e., concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education—determine the goals of a lesson or course, and teachers then determine how and what to teach students so they achieve the learning expectations described in the standards.

To express a student's level of understanding or mastery in a skill area, teacher's articulate levels of proficiency in each area rather than utilizing a traditional percentage grading system that often does not adequately relate a student's proficiency level.

## **Grading**

Teachers conduct ongoing evaluation of learning and use a variety of methods in assessing progress, both formal and informal. Methods chosen must be appropriate for the developmental level of students in the primary and intermediate grades and must accurately measure the level of attainment of standards and the learning objectives in the curriculum.


Teachers frequently report student progress using a variety of methods. Each student will receive a report card four times during the school year. Each reporting period is about nine weeks long. The report card is a record of grades earned by the student during the previous nine weeks in all subjects: reading, language arts, math, social studies, science, religion, art education, music, physical education and Spanish.

## **Grading System**

The following grading scale is used for subjects other than learning behaviors on report cards in grades K-6:


MS*	The asterisk following MS indicates that a student is consistently working beyond grade level.
MS	<u>Meets Standard</u> : Students achieving this grade are demonstrating consistent and proficient achievement in meeting grade level standards and expectations.
PS	<u>Progressing toward Standard</u> : Students achieving this grade are developing skills and progressing toward meeting grade level standards and expectations.
ES	<u>Emerging in Understanding Standard</u> : Students achieving this grade are beginning to understand grade level standards and expectations but are still emerging in their development.

# Report Card

<p align="center"><b>Statement of Purpose</b></p> <p>This report card is designed to inform parents, guardians, students and others about the achievement of grade-level learning goals. It distinguishes student level of progress in relation to those goals. This report card's purpose is also to indicate areas of strength and areas in which improvement is needed. You will find grading symbols at the end of the report card. Please remember that the report card is just one communication tool in a comprehensive reporting system.</p>	 <p><b>St. Bartholomew Catholic School</b></p>
Student Name: (Student Name) School Year: (School Year) Homeroom Teacher: (Classroom Teacher Name) Grade: (Grade)	Promoted to: Grade - N/A, for the 2015-2016 School Year

Subject and Teacher	Trimester			Subject and Teacher	Trimester			Subject and Teacher	Trimester		
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
<b>Religion (Teacher: Homeroom)</b>				<b>Language Arts (continued)</b>				<b>Physical Education (Teacher: Mr. Miller)</b>			
• Knowledge of the Faith				• Communication Skills				• Motor Skills Development			
• Liturgy, Prayer, and Sacraments				- Listening				• Key Concepts and Vocabulary			
• Morals and Community Involvement				- Speaking				• Maintains Health-Enhancing Level of Fitness			
<b>Art (Teacher: Mr. Mayer)</b>				• Language				• Ability to Perform Moderate to Vigorous Physical Activity			
• Key Concepts and Vocabulary				- Grammar and Usage				• Learning Behaviors			
• Unique Creation or Presentation				- Spelling Tests				- Participation			
• Critique and Interpretation				<b>Math (Teacher: Homeroom)</b>				- Respect			
• Learning Behaviors				• Numbers, Patterns, and Relationships				- Accountability			
- Participation				• Basic Facts and Operations				<b>Science (Teacher: Homeroom or Partner)</b>			
- Respect				• Algebraic Concepts				• Scientific Method			
- Accountability				• Geometry and Measurement				• Equipment/Measurement Tools			
<b>Language Arts (Teacher: Homeroom)</b>				• Probability and Statistics				• Key Concepts/Vocabulary			
• Reading				<b>Music (Teacher: Mrs. Propati-McNeill)</b>				<b>Social Studies (Teacher: Homeroom or Partner)</b>			
- Comprehension				• Key Concepts and Vocabulary				• Local, State, or United States History			
- Phonics/Word Recognition				• Create or Make				• Geography and Maps			
- Fluency				• Performance or Presentation				• Government and Citizenship			
- Vocabulary Development				• Critique and Interpretation				• Economic Systems			
• Writing				• Learning Behaviors							
- Process				- Participation							
- Product				- Respect							
• Handwriting				- Accountability							

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Subject and Teacher	Trimester			Grading Symbols	
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>		
<b>Spanish (Teacher: Señora Asbury)</b>				<b>Standards-Based Subjects</b>	<b>Descriptor</b>
• Listening				Symbol	
• Speaking				MS*	Consistently works beyond grade level
• Reading				MS	Meets Standard: Students achieving this grade are demonstrating consistent and proficient achievement in meeting grade level standards and expectations.
• Writing				PS	Progressing toward Standard: Students achieving this grade are developing skills and progressing toward meeting grade level standards and expectations but need some support.
• Learning Behaviors				ES	Emerging in Understanding Standard: Students achieving this grade are beginning to understand grade level standards and expectations but are still emerging in their development.
- Participation				I	Insufficient Evidence
- Respect				N/A	Not assessed at this time
- Accountability					
<b>Successful Learning Behaviors (Teacher: Homeroom)</b>				<b>Learning Behaviors</b>	
• Works well independently				+	Meets expectations for this behavior
• Works well with others				✓	Shows progress towards developing this behavior
• Monitors own behavior and uses self-control				-	Shows emergent development of this behavior
• Asks appropriate questions					
• Seeks assistance when needed					
• Shows respect to others and to property					
• Uses good problem-solving and conflict-resolution techniques					
• Completes work in a neat and organized manner					
• Completes work on time					
• Follows directions/expectations of the class and school					
				<b>Attendance Information</b>	
					1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup>
				Days Absent	
				Days Tardy	
				Early Dismissals	

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## **Standardized Assessment**

### NWEA Measures of Academic Progress (MAP)

MAP tests are aligned with the Minnesota state standards, determine a student's instructional level, and measure academic growth in the areas of Reading and Mathematics. MAP tests are administered on the computer and are adaptive, meaning that the test items become more difficult after a student answers items correctly and easier after a student answers incorrectly, thus targeting his or her learning level. With a computer-adaptive test, we can measure a student's instructional level and growth whether they are performing below grade level, at grade level, or well above grade level. More information and directions on how to access your child's scores are available here on MAP testing.

<b>NWEA Measures of Academic Progress (MAP) Testing Window</b>
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<b><u>Fall</u></b>	<b><u>Winter (optional)</u></b>	<b><u>Spring</u></b>
Grades 1-6 Reading	Grades K-6 Reading	Grades K-6 Reading
Grades 1-6 Math	Grades K-6 Math	Grade K-6 Math

# **St. Bartholomew Catholic School Curriculum Philosophy**

St. Bartholomew Catholic School offers an academically challenging curriculum. St. Bart's teachers encourage effective study habits to help each child reach their academic potential. Strong parental support allows St. Bart's to set rigorous academic expectations for each student. St. Bartholomew Catholic School offers a balanced curriculum and encourages critical thinking skills.

## **CURRICULAR AREA PHILOSOPHIES**

### **Math**

At St. Bartholomew we believe that every child can be successful at learning mathematics. We believe children learn best in an active environment in which they work, think, and communicate together about mathematics. We encourage skills of exploration, computation, problem solving, and the use of mathematics in daily life. Each student will be able to understand mathematics by continuously building on the foundation of mathematical concepts and applications learned over time.

#### **Math Goals:**

- Become actively involved in exploration and learning mathematical concepts
- Apply problem solving skills to real life situations
- Develop critical thinking skills through problem solving
- Make connections and apply mathematics to daily life
- Think and communicate ideas using mathematical language
- Develop analytical and logical reasoning skills

### **Language Arts**

Effective oral and written communication skills enhance personal and social development. The language arts curriculum provides reading, writing, listening and speaking skills necessary to meet the demands of schoolwork and daily life.

### **Reading**

Students learn skills to become successful and independent readers. St. Bart's reading curriculum focuses on building skills such as decoding, comprehension, and thinking critically about content. Our expectation is that reading skills are applied across curricular areas to foster an appreciation for reading as an essential tool for learning. Students are exposed to a variety of genre to encourage a lifelong love of reading.

## **Reading Goals:**

### **Kindergarten, First and Second Grade**

- Develop competency in reading using phonetic skills taught at that grade level
- Demonstrate emergent comprehension skills
- Communicate and express themselves through oral and written language
- Develop an appreciation and excitement for books through reading, listening and writing
- Apply reading skills across curricular areas
- Experience a variety of reading genre: fiction, nonfiction, poetry, fables and fairy tales

### **Third and Fourth Grade**

- Develop fluency and expression in reading by applying word attack skills
- Develop literal comprehension and inferential comprehension
- Become knowledgeable about and develop a respect for diversity among people and opinions of others by reading and discussing a range of appropriate materials
- Develop an excitement and enthusiasm for reading to foster reading as a lifelong activity
- Apply reading skills in all curricular areas
- Experience poetry, fiction, non-fiction, fables, fairy tales, biographies, autobiographies, and current events
- Experience poetry, current events and a wide variety of genres

### **Fifth and Sixth Grade**

- Develop literal comprehension (reading for main ideas, recognizing supporting details, identifying context clues) and inferential comprehension (analyzing and evaluating)
- Use skills to identify, pronounce, and understand new vocabulary
- Use research skills to access, analyze, organize, and relate information
- Apply reading skills across the curriculum
- Recognize and distinguish characteristics of a variety of reading materials (fiction, and nonfiction) and a variety of authors
- Appreciate the activity of reading as a lifelong source of enjoyment, information, and creative expression

## **Spelling**

We value correct spelling in student daily work. Teachers help students learn the editing process as a strategy to identify misspelled words.

Goals for the spelling program at St. Bartholomew Catholic School:

- Consistent expectations for correct spelling in all content areas
- Emphasis on students' ability to self-correct spelling
- Use of peer editing when appropriate

## **Handwriting**

Handwriting curriculum at St. Bartholomew Catholic School is focused on a balance between correct form and legibility. Goals for handwriting at St. Bartholomew Catholic School include:

- Maintain consistent expectations for acceptable work
- Provide students opportunities related to transference
- Commit to consistent practice

Goals for the handwriting program at St. Bartholomew Catholic School:

**Kindergarten:** Introduction to letter formation

**First Grade:** Introduction and practice of letter formation

**Second Grade:** Reinforcement of correct letter formation

**Third Grade:** Introduction to cursive formation

**Fourth Grade:** Reinforcement/Practice of cursive formation

**Fifth Grade:** Practice of cursive

## **Religion**

The religion curriculum lays a foundation for children's spiritual growth and knowledge of the Catholic faith. Through prayer, study, scripture, sacraments, liturgical experiences and service to others, children live the Gospel message each day.

Our goal is for all students to grow in their understanding of:

- The teachings and traditions of the Catholic faith
- The celebration of Sacraments, especially the Eucharist and Reconciliation
- The Bible as it relates to daily life
- Morally responsible behavior based on our Catholic faith
- The value of praying personally, communally and liturgically
- Their experience with social teachings of the Catholic Church



## **Science**

We believe every child can be successful at learning science. Our curriculum focuses on basic principles of physical, life and earth sciences. We believe children learn best in an active environment in which they work together, think together and communicate about the science they are learning. We create instructional experiences using lecture, discussion, and a variety of exploration and hands-on activities. We believe students will gain an appreciation for science by applying these principles in their daily lives.

### **Science Goals:**

#### **Kindergarten, First and Second Grade**

- Become actively involved in learning science through a thematic approach
- Experience science that is realistic, exciting, and connected to their daily lives
- Develop a desire to investigate the world around the
- Have opportunities for hands-on exploration
- Think and communicate scientifically

#### **Third, Fourth and Fifth Grade**

- Develop an awareness of and appreciation for the disciplines of science
- Understand and apply the scientific method
- Experience success in their introduction to physical, life and earth science
- Explore science through hands-on activities
- Think and communicate scientifically
- Connect the concept of scientific discovery to daily life

#### **Sixth Grade**

- Communicate scientifically in written and verbal form
- Demonstrate their ability to use scientific equipment properly
- Successfully apply the scientific process by:
  - o Recording information based on data and observations of investigations
  - o Drawing conclusions that help correlate lab experiences to current content
- Develop and apply independent research skills
- Make connections from scientific discovery to daily life

## **Social Studies**

Students will learn to be caring and responsible citizens. Students will be encouraged to explore our constantly changing world. Social Studies curriculum focuses on basic principles of history, geography, and current issues in the world. We believe children learn best in an active environment in which they work together, think together, and communicate about the world in which they are living. We strive to create a balance of instructional experiences using lecture, discussion, and a variety of exploration and interactive learning activities.

### **Social Studies Goals:**

#### **Kindergarten, First and Second Grade**

- Become actively involved in learning social studies through a thematic approach
- Develop a desire to appreciate different cultures in our world past and present
- Have cross curricular experiences to enhance social studies learning
- Introduce map and globe skills

#### **Third, Fourth and Fifth Grade**

- Gain an awareness of geography, history, current events and cultures
- Develop an awareness of economics, geography and maps, history and US government
- Explore areas of social studies through reading, hands-on projects, and discussion
- Make connections from our community to the global community

#### **Sixth Grade**

- Foster curiosity about and connections to local, national and global issues
- Develop an understanding of how cultural influences affect the way we interact and relate to the world around us
- Learn about the decision-making process necessary to participate in a democratic society
- Learn the importance of taking an active role in the world (locally, nationally, internationally)
- Through the use of technology, literature and lecture students will learn about global communities and understand how people are interconnected

## **Spanish**

The study of the Spanish language and culture will foster a broader understanding and appreciation of our ever-increasing multicultural community and world.

Our goal is for the students to complete Spanish instruction through 6<sup>th</sup> grade equivalent to the first level of high school Spanish.

### **Spanish Goals:**

- Express themselves meaningfully using both the written and verbal language
- Develop the skills necessary for beginning conversational Spanish
- Understand and apply the rules of grammar to the Spanish language
- Become aware of the culture and geography of the Spanish-speaking countries

## **Music and Visual Art**

At St. Bartholomew Catholic School, we provide our students with skills, knowledge and positive experiences in the arts. Students are provided many opportunities to become actively engaged in learning about and creating music and art. Skills and concepts are presented in a gradual, developmentally appropriate, sequence. St. Bartholomew strives to create foundational skills that will enrich students' appreciation of the arts and motivate them to pursue future participation in music and art.

### **Music Goal:**

- Develop performance skills through singing and playing Orff instruments
- Understand musical theory and notation by performing songs and instrumental pieces utilizing the theory concepts being taught.
- Develop an understanding and appreciation of a variety of musical styles and cultures by singing, playing, and listening to a wide range of music.
- Receive instruction pertaining to the history of music

### **Art Goal:**

- Develop artistic appreciation by viewing works of art
- Develop an understanding of a particular media and artistic concepts
- Develop skills in drawing and painting, color mixing, and clay construction
- Demonstrate their understanding of the five basic elements of art (line, shape, color, texture, value) in the production of works of art
- Complete projects which exhibit individual creative interpretations
- Develop skills in visualization

## **Physical Education**

At St. Bartholomew Catholic School, students develop an understanding of the importance of physical education and how it relates to living a healthy, balanced lifestyle. We balance competition with our faith-based values supporting sportsmanship and teamwork. St. Bartholomew strives to create a program that is fun, challenging, promotes a positive self-image, and is safe for students.

### **Physical Education Goals:**

#### **Kindergarten and First Grade**

- Perform and identify large motor skills (skipping, jumping etc.)
- Demonstrate the importance of safety, getting along with others and good sportsmanship
- Develop and identify space awareness
- Understand rules of the activities

#### **Second and Third Grade**

- Identify locomotor and non-locomotor skills (stretching in place etc.)
- Actively participate individually or in cooperative group settings
- Integrate learned skills into game situations
- Be responsible for keeping score during activities
- Understand and demonstrate appropriate reactions to winning and losing
- Consistently demonstrate fair play and good sportsmanship

#### **Fourth and Fifth Grade**

- Incorporate physical activity into everyday living
- Play cooperatively and fairly
- Keep accurate score and measurements during activities
- Understand and demonstrate appropriate reactions to winning and losing
- Demonstrate knowledge of specific rules and strategies in game situations
- Consistently demonstrate fair play and good sportsmanship

#### **Sixth Grade**

- Consistently demonstrate fair play and good sportsmanship
- Know and understand the rules of the sports covered in the curriculum
- Follow all safety guidelines to help maintain a safe learning environment
- Recognize & appreciate that students develop physical skills at different rates
- Develop the skills necessary for participation in some lifelong physical activities

## **Media Center and Technology**

St. Bartholomew students will develop an understanding of libraries, research, and the use of computers. Students have access to quality literature and reference sources. Our curriculum focuses on developing organizational and decision-making skills necessary for students to accomplish introductory research tasks. Our curriculum encourages both individual and group work using an interactive approach to learning. Children learn best in an active learning environment. Students will learn to access appropriate resources and use research and computer skills to enhance their education into the future.

### **Media Center Goals:**

- Use the computer catalog to identify and locate desired materials
- Develop introductory research skills through retrieval, interpretation, and evaluation of information by accessing reference materials
- Understand the organization of St. Bartholomew's collection (Dewey Decimal System)
- Reinforce an appreciation for literature and set a foundation for a lifelong love of learning

### **Computer goals:**

- Develop computer skills including: using a mouse, keyboard layout, saving work, and opening and closing programs
- Learn keyboarding skills
- Develop word processing skills including: creating documents, cutting, pasting, formatting, and adding original graphics to work
- Use computers as a tool to enhance cross-curricular learning in Spanish, art, social studies, math and English.
- Reinforce math, reading, and problem solving skills with the use of interactive software
- Demonstrate the ability to use multimedia software to create presentations containing original graphics, word processing and sounds
- Demonstrate the ability to create a database to organize and sort information
- Effectively use multimedia software
- Reinforce typing and word processing skills

# Textbook Curriculum



## Science

Kindergarten-sixth grade use the research-based FOSS Science curriculum, developed at the Lawrence Hall of Science, University of California-Berkeley. Each FOSS module follows a similar design to provide multiple exposures to science concepts. All of the modules also follow a pedagogy-based design:

- Active investigation, including outdoor experiences.
- Recording in science notebooks to answer focus questions
- Reading in *FOSS Science Resources*
- Assessment to monitor progress and motivate student reflection on learning

FOSS bridges research and practice by providing tools and strategies to engage students and teachers in enduring experiences that lead to deeper understanding of the nature and design of the world.

## Social Studies



Pearson's *myWorld Social Studies* utilizes storytelling to bring Social Studies content to life. The exclusive interactive digital solution makes Social Studies personal for every student.

*myWorld Social Studies* connects Social Studies content and literacy instruction with materials that are streamlined, flexible and attuned to today's classroom. The innovative digital instruction is seamlessly integrated providing a blended program that is engaging, effective and easy to use.

*myWorld Social Studies* is designed to...

- Connect Social Studies content with literacy instruction
  - Student Interactive Worktext
    - Students each get an interactive worktext. Throughout the text students get to write, draw, circle and underline content. This format encourages greater interaction with the text and more active reading, leading to long term retention of skills and concepts.
  - Digital Presentations
    - Has a robust suite of whiteboard compatible interactive digital presentations at the chapter and lesson levels allow you to actively engage your students
  - Leveled Readers
- Engage students and advance student achievement
- Reduce teacher preparation time

# Math

Math in Focus is an authentic Singapore Math® curriculum—with problem solving as the center of math learning and concepts taught with a concrete–pictorial–abstract learning progression through real-world, hands-on experiences.

Math in Focus in the classroom

- Supports the goals of the Common Core State Standard for Mathematics
- Is researched-based and focuses on classroom learning, discussion, and practice
- Balances conceptual understanding visual learning, and problem solving



# Language Arts

*Treasures* is a research based, comprehensive Reading Language Arts program for grades K-6. High quality literature coupled with explicit instruction and ample practice ensures that students grow as life-long readers and writers.

This curriculum includes:

- Leveled Readers providing needed application in comprehension and vocabulary
- Fiction and nonfiction selections to help build a love of reading!
- Balanced literacy - modeled, shared, guided, and independent reading
- Opportunity to build writing fluency and stamina



# Religion

*Call to Faith* is a K-6 comprehensive religion program. The heart of lifelong catechesis, *Call to Faith* provides a solid foundation of Scripture and Tradition, a rich diversity of prayer, and a developmental sequence of activities.

*Call to Faith* is shaped by the following catechetical principles:

- Conversion is central to catechesis. The aim of *Call to Faith* is to form participants into disciples who act with the mind and heart of Christ.
- Catechism is a lifelong process. *Call to Faith* is the springboard for ongoing lifelong catechesis for the entire Catholic community.
- Catechesis is the responsibility of all baptized members of the Church. The whole parish community is called to hand on the faith through faith sharing and the witness of daily life.

*Call to Faith* draws on the following sources of Catholic wisdom and experience:

- **Scripture** The treasure of God's word is highlighted and integrated into the program instruction, reflection, sharing, and prayer.

- **Doctrine** Each lesson of *Call to Faith* draws on Church doctrine in ways that help students, catechists, and families appreciate the Church's teachings as they apply to life today.
- **Lives of Saints and People of Faith** *Call to Faith* takes seriously the importance of models and witnesses of faith as a factor in the faith development of both children and adults.
- **Church Feasts and Seasonals** Complete seasonal lessons and celebrations introduce children to the feasts and seasons of the Church year. Music, prayer, and ritual actions draw children into participation in the liturgical life of the Church.
- **Cultural Customs and Celebrations** *Call to Faith* is unique in that it involves the customs, devotions, and culture of many local communities. This component assists parishes in making the curriculum their own.
- **Catholic Social Teachings** *Call to Faith* provides a curriculum for Catholic Social Teaching: "Faith in Action," a comprehensive, age-appropriate lesson at the end of each unit that correlates to the text and key Catholic Social Teaching themes. It is the first of its kind in an elementary religion series.

## Accelerated Reader



The biggest advancement ever in the nation's most widely used K12 reading program, Accelerated Reader 360 helps teachers meet key educational shifts with new tools they can use within their existing literacy blocks. The program continues to do what educators love. It motivates students to grow as goal-focused readers and enables teachers to set and monitor personalized goals. Yet, it adds new capabilities by layering instructional skills practice into leveled nonfiction articles.