

Curriculum Guide

HOLY FAMILY ELEMENTARY

“Catholic schools, in collaboration with parents and guardians as the primary educators, seek to educate the whole child by providing an excellent education rooted in Gospel values. Since the founding of the first Catholic school, the United States Catholic Bishops speaking in conference have supported Catholic schools as foundational to the mission of the Church.”

~National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools

At Holy Family Elementary School, We are **CHRIST** to one another!

| | | |
|----------------|-------------------------|---|
| We grow in our | Catholic Faith to | “Teach as Jesus Did” (102) |
| | Honor God, | Mark 12:30 |
| | Respect others, | Mark 12:31 |
| | Imitate Christ | 1 Corinthians 11:1 |
| | Study, and develop our | “For the Children” by Pope John Paul II |
| | Talents to glorify God. | I Peter 4:10 |

At Holy Family Elementary we strive to provide a rigorous academic program that challenges students at all levels to grow spiritually, scholastically, emotionally, socially, and physically. We use the National Standards and Benchmarks for Effective Catholic Elementary and Catholic Schools as guideposts in this process.

Mission & Catholic Identity

Standard 1: An excellent Catholic school is guided and driven by a clearly communicated mission that embraces a Catholic Identity rooted in Gospel values, centered on the Eucharist, and committed to faith formation, academic excellence, and service.

Standard 2: An excellent Catholic school adhering to mission provides a rigorous academic program for religious studies and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture, and life.

Standard 3: An excellent Catholic school adhering to mission provides opportunities outside the classroom for student faith formation, participation in liturgical and communal prayer and action in service of social justice.

Standard 4: An excellent Catholic school adhering to mission provides opportunities for adult faith formation and action in service of social justice.

Academic Excellence

Standard 7: An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st Century skills, and Gospel values implemented through effective instructions.

Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

Standard 9: An excellent Catholic school provides programs and services aligned with the mission to enrich the academic program and support the development of student and family life.

PRESCHOOL

ADMISSION AND IMMUNIZATIONS - A child must be at least four years of age before September 1st and fully potty trained. A certified birth certificate from the state, a health assessment, and statement of immunization and physical assessment compliance form must be presented before the first day of school.

SESSION TIMES –Preschool is offered Monday through Thursday. All morning sessions are 8:00-11:00 a.m. All afternoon sessions are 12:10-3:10 p.m.

DISCIPLINE - In order to provide Holy Family Elementary School students the excellent learning environment they deserve, a positive approach to discipline is incorporated based on consistent love, caring, and firmness.

FIELD TRIPS –Multiple field trips are offered throughout the school year for students to learn about the world around them and God’s creations.

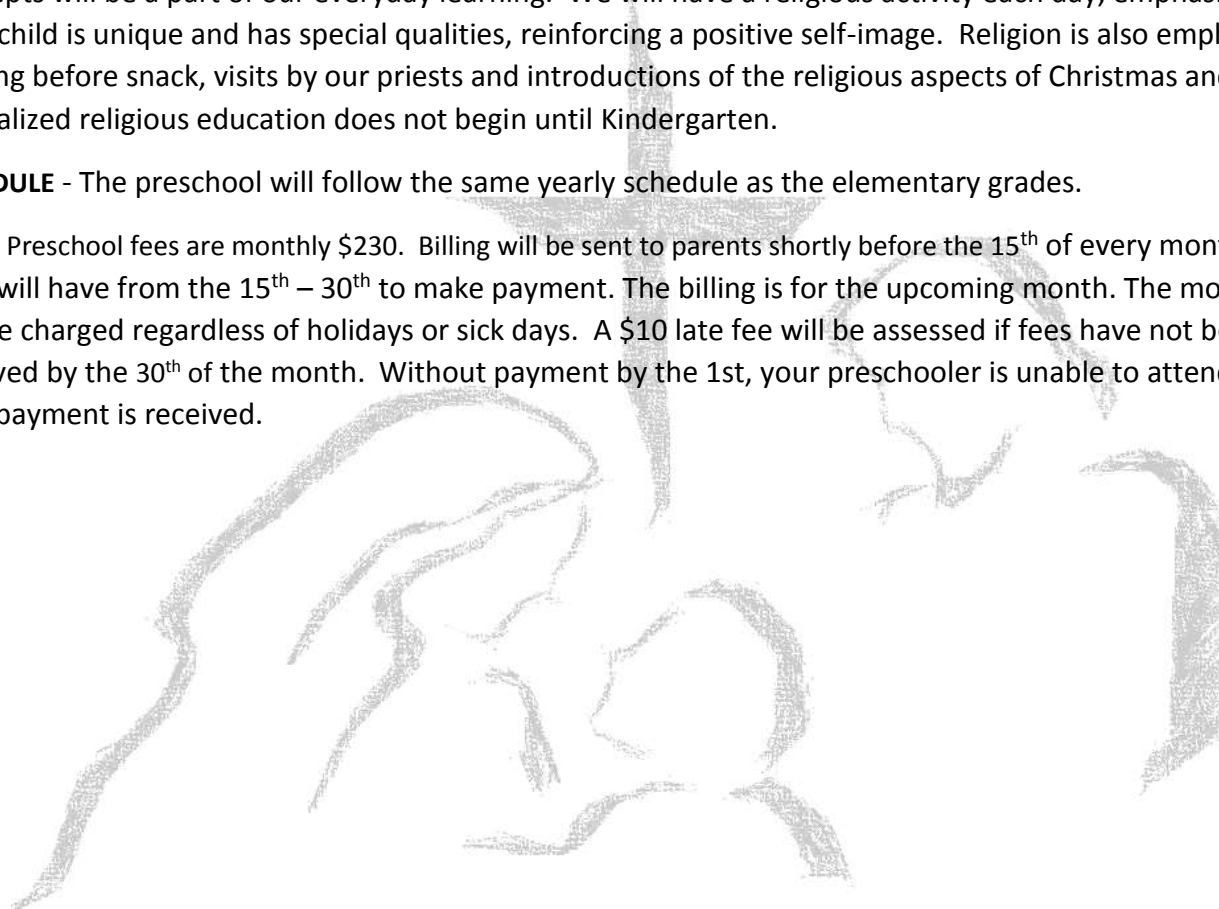
GOALS - Our preschool strives to provide a group experience for children in a stimulating, challenging, positive, and fun environment. We encourage children to express themselves freely, to communicate with others and to follow their natural instincts of discovery. With this in mind, our goals are:

- Knowledge of: name recognition, personal information, letters and numbers, colors and shapes
- Small Motor Skills: pre-printing, coloring, cutting, art projects, paper punch, tracing
- Large Motor Skills: hopping, jumping, marching, playground equipment
- Listening Skills: songs, finger plays, pledge, story of the day, sharing personal experiences, show and tell
- Following Directions: to be instructed in a loving learning environment
- Social Skills: learning appropriate interaction with peers

RELIGION - In this Catholic school setting, emphasis is placed on Christian beliefs and values. Christian concepts will be a part of our everyday learning. We will have a religious activity each day, emphasizing that each child is unique and has special qualities, reinforcing a positive self-image. Religion is also emphasized by praying before snack, visits by our priests and introductions of the religious aspects of Christmas and Easter. Formalized religious education does not begin until Kindergarten.

SCHEDULE - The preschool will follow the same yearly schedule as the elementary grades.

FEES - Preschool fees are monthly \$230. Billing will be sent to parents shortly before the 15th of every month. Parents then will have from the 15th – 30th to make payment. The billing is for the upcoming month. The monthly fee will be charged regardless of holidays or sick days. A \$10 late fee will be assessed if fees have not been received by the 30th of the month. Without payment by the 1st, your preschooler is unable to attend school until payment is received.



KINDER PREP

The Kinder Prep program affords our 5-year-old students “the gift of time” and allows them the opportunity to extend their learning potential an additional year before entering Kindergarten. Kinder Prep incorporates a healthy blend of work and play with a variety of activities and experiences allowing the children to develop greater confidence, independence and self-esteem.

The Kinder Prep Program meets on Mondays, Wednesdays and Thursdays. Class begins at 8 a.m. and ends at 3:20 p.m. The Kinder Prep program follows the same school calendar as the K-6 program.

| Subject | Content | Curriculum & Materials |
|--------------------------|--|---|
| Language Arts/Reading | Letter recognition/sounds/printing, rhyme and repetition, syllables, print first names, journals, basic sight word recognition | Heidi Songs curriculum, Jennifer Drake Mega-Pack sight word readers |
| Language Arts Literature | Story retells, listening to stories for information/enjoyment, author/illustrator, parts of a story | Story retells, listening to stories for information/enjoyment, author/illustrator, parts of a story |
| Math | Recognize, print, count numbers to 30, patterning, spatiality, shapes/colors | Heidi Songs curriculum |
| Religion | Catholic faith formation, Bible stories, Jesus as friend, Catholic seasons/holy days, saints, basic prayers, prayers for others (prayer board), service projects | Pflaum Publishing, "Seeds" magazine |
| Science | Weather, 4 seasons, plants and animals/living/non-living, 5 senses, | Scholastic Weekly reader "Let's Find Out" |
| Social Studies | Holidays, families, transportation, community helpers, dental health, nutrition | Scholastic Weekly reader "Let's Find Out" |
| Music | Students learn about the things that make music. Including how to use their voice and keeping a steady beat. | Rhythm Instruments, hands on materials and their own voices. |
| Art | 7 Element of Art (form color space value line shape texture) Cutting, coloring, gluing and painting with a variety of materials. | Crayons, scissors, markers, etc... |
| Physical Education | Gross motor skills, teamwork, rules as they apply to games/activities, exercising for a healthy body | |
| Library Science | Checking out/returning books, listening skills, author/illustrator | library books |
| Computer Science | Introduction to computers, proper usage, letter/key recognition, classroom reinforcement | Computer Laboratory |
| Social Skills | Listening/speaking skills, manners, skills that encourage a sense of community in the classroom, taking turns | Personal example by Christian living |

KINDERGARTEN

The kindergarten program is an important link between the home and the school experience. It provides the foundation for launching the child into further successful educational experiences. The purpose of the kindergarten program is to:

- assist the child in broadening social awareness beyond the home
- prepare the child for the first step into formal education
- provide reading and math readiness programs suited to the individual needs of the child
- assist parents in broadening the child's experience of God through a religious education program
- broaden a sense of the larger community through social and science education
- provide art, music, physical education, computer science, and library activities to enhance the academic curriculum.

| Subject | Content | Curriculum & Materials |
|---|--|---|
| English Language Arts Reading Writing Phonics Writing | Letter Recognition, Letter Sound Correspondence, Initial and Final Blends, Segmenting, Beginning, Medial, and Ending Sounds, Sentence Structure, Capitalization, Punctuation, Parts of Speech | Scott Foresman Reading Street K copyright 2013 |
| Math | Shapes, Graphing, Sorting, Number Recognition 0-100, Number Writing 0-20, Measurement Using Non-Standard Units, Geoboards, Tangrams, Time to the Hour, Pattern Blocks, Weight (Mass and Capacity), Color Recognition, Counting, Positional Words | Saxton Math K copyright 2012 |
| Religion | Prayers, Order of Mass, Stations of the Cross, Liturgical Seasons, Holy Trinity, God's Promises, Our Church Family, Saints, Holy Days, Stewardship (Time, Talent, Treasure), God's Work | Pflaum Publishing Promise Magazine and Workbook |
| Science | | |
| Social Studies | Who We Are, Communities, Our Earth, The USA, Family Stories | Scott Foresman Pearson K copyright 2011 |
| Music | Students learn how to use their voice to sing songs. Introductions to basic elements of music including beat, tempo, and dynamics. | Hands on Rhythm Instruments, Dancing, moving and singing to the beat. |
| Art | 7 Elements of Art (form color space value line shape texture) Coloring, cutting, gluing and painting with a variety of materials. | Crayons, Scissors, Glue, etc... |
| Physical Education | Skills Development and Physical Development | |
| Library Science | Check out and return books, Identify cover, spine, title, author, illustrator. | library books |
| Computer Science | Introduction to computers, proper usage, letter/key recognition, classroom reinforcement | Computer Laboratory, Chromebooks, Laptops |
| Social Skills | Sharing, Taking Turns, Personal Space, Honesty, Cooperation, Raising Hands, Respect | |

1ST GRADE

The first grade is the beginning of formal elementary education. In first grade children are guided in the development of the fundamental skills needed to become an independent learner. First grade is filled with the excitement of learning many skills and concepts. Discovery in learning is the key to the fascination that the child will hopefully retain for many years to come. The objectives of the first grade are:

- To continue the broadening of the child's awareness of the world by providing meaningful learning experiences in all subject areas
- To provide a learning atmosphere that will meet the individual needs of each child, especially in reading, math, and language development
- To continue the development of the child's concept of God and relationship to God through a more formal catechetical program and by supporting growing Christian values
- To help the child develop the social skills necessary for positive and productive relationships with family, peers, and other people
- To assist the student in the continued development of large and small motor skills as related to classroom learning

| Subject | Content | Curriculum & Materials |
|----------------------------------|--|---|
| Language Arts Reading/Writing | "Reading - Phonetic awareness; Phonics; Writing; Comprehension; Fluency; Vocabulary; Sight Words/High Frequency Words; Spelling and decoding words Grammar - Parts of speech; Parts of a sentence; Capitalization; Contractions; Synonyms/Antonyms | The Shurley Method Level 1 (copyright 2013) |
| Language Arts Literature | Story elements; Vocabulary; Genres | Scott Foresman Reading Street (copyright 2013) |
| Math | "Number sense; Computations (add/subtract); Counting by 1s, 2s, 5s, 10s, 100s up and down; Geometric Figures/Geometry; Fractions; Comparing Numbers; Ordinal Positions; Patterns; Comparison Symbols; Solving Number Stories; Money; Time; Calendar; Analyze, interpret, create data; Measurement" | Saxon Math 1 (copyright 2012) Saxon supplemental materials |
| Religion | "Saints; Holy Family; Feast Days; Church Seasons (Ordinary Time, Lent, Advent, Easter, Christmas, etc.); Guardian Angels; Creation; 10 Commandments; Mass; Prayers; Sacraments; People of the Church; Holy Trinity; Being a Disciple" | Be My Disciples Grade One (copyright 2014) |
| Science | Life Science; Earth Science; Physical Science | McGraw-Hill Science (copyright 2002) Scholastic News |
| Social Studies | "Kansas and State Symbols; Community; Rules/Laws; Map Skills; Reading time lines, charts, and graphs" | Scott Foresman - All Together (copyright 2011) Scholastic News |
| Music | Students continue to learn about beat, tempo and dynamics. Students will be introduced to differently styles of music and different meters. Students will sing, dance and use movement with music. | Students will use hands on rhythm instruments, bells, boomwhackers and various other instruments to reinforce new skills. |
| Art | 7 Elements of Art (form color space value line shape texture); Collaborative Projects, Mixing Colors. | Construction Paper, Glue, Scissors, Paint etc. |
| Physical Education | Skills Development and Physical Development | |
| Library Science | Identify cover, spine, and label; proper care of a book. Distinguish between fiction and nonfiction. | library books |
| Computer Science | Proper use of computer, beginning keyboarding, classroom reinforcement | Computer Laboratory, Chromebooks, Laptops |

2ND GRADE

The second grade can be considered as a time for fine-tuning the basic skills learned in first grade, especially in reading and math. These areas become broader as patterns of ability surface in the student. While some students have gained considerable independence in reading, others are still learning the skills needed to achieve independence. Each child's maturation process differs, demanding insight and guidance by the teacher. Second grade is also a significant year in the religious development of the child. The second grade student will also prepare to participate fully in the Mass through receiving the Sacrament of Reconciliation and Holy Communion for the first time. The objectives of the second grade are:

- to continue to develop the skills necessary for achieving independence
- to provide more content in skills development through reading, science and social studies
- to intensify the child's understanding of God through learning about the life and stories of Jesus and by studying the Sacraments of Reconciliation and Eucharist
- to support the creative elements of the children while they continue to develop skills for the cognitive processes

| Subject | Content | Materials |
|---------------------------------|--|---|
| Language Arts/Reading & Writing | Parts of speech--Sentence types & pattern 1--Synonyms & Antonyms / Narrative & Expository writing | The Shurley Method Level 2 (copyright 2013) |
| Language Arts Literature | Narrative Fiction & Non-fiction--Expository Text--Realistic Fiction--Fables--Biography--Folk Tales | Scott Foresman Reading Street Common Core text grade 2 (copyright 2013) |
| Math | Operations and Algebraic Thinking--Number & Operations in Base Ten & Fractions--Measurement & Data--Geometry | Saxon Math 2 (copyright 2012) |
| Religion | Catholic Beliefs--Catholic Worship Practices--Living our Catholic Faith--1st Reconciliation & 1st Communion | Be My Disciples Grade 2 (copyright 2014), Sacramental prep materials from Heartland Parishes |
| Science | Life Science--plants & animals / Earth Science--earth and space | McGraw-Hill Science (copyright 2002) |
| Social Studies | Past & Present Communities--Basic Government Make-up--Citizenship--Map Skills | Scott Foresman People and Places (copyright 2011) |
| Art | 7 Elements of Art (form color space value line shape texture); Collaborative Projects, Mosaic | Chalk, Paints, Glitter etc... |
| Physical Education | Skills Development and Physical Development | |
| Music | Students continue to learn the basics of music. Students will broaden their aesthetic awareness and experience of music by learning music from around the world. | Students will use hands on rhythm instruments, bells, boomwhackers and their voices to explore new music. |
| Library Science | Responsible for proper care and return of books. Read chapter books; alphabetic organization of books; fact, opinion | library books |
| Computer Science | Proper use of computer, keyboarding basics, classroom reinforcement | Computer Laboratory, Chromebooks, Laptops |

3RD GRADE

The third grade is a “peak” year in elementary education. By this time students have gained the efficiency necessary to read independently. This ability unlocks a world of knowledge that is theirs to have in the opening of a book. The excitement of this accomplishment can be seen in the eagerness of third graders to learn. This is a year in which content learning widens to accommodate the high inner motivation of the students. The objectives of the third grade are:

- to deepen the child’s eagerness to learn about God and Church doctrine
- to begin using reading skills in the content areas of the learning program
- to challenge students in self-expression, both oral and written, so that learning is not only passive (taking in facts and skills) but active (articulation of thoughts, ability to evaluate and judge, ability to synthesize and create new thoughts)
- to continue creative development of the child in art, music and physical education

| Subject | Content | Materials |
|---------------------------------|---|--|
| Language Arts/Grammar & Writing | Parts of speech--Sentence types & patterns--Capitalization Rules--Punctuation Rules--Synonyms & Antonyms / Narrative, Expository, Descriptive, & Persuasive writing | The Shurley Method Level 3 (copyright 1997) |
| Language Arts Literature | Narrative Fiction & Non-fiction--Expository Text--Realistic & Historic Fiction--Fables--Biography | Scott Foresman Reading Street Common Core text (copyright 2013) |
| Math | Operations & Algebraic Thinking--Number & Operations in Base Ten & Fractions--Measurement & Data--Geometry | Saxon Math 3 (copyright 2012) |
| Religion | Catholic Beliefs--Catholic Worship Practices--Living our Catholic Faith | Be My Disciples Grade Three (copyright 2014) |
| Science | Life Science--plants & animals / Earth Science--earth and space / Physical Science--force, matter, motion & energy | McGraw-Hill Science (copyright 2002) |
| Social Studies | Past & present communities / Basic government make-up / Citizenship / Map & Time line skills | Scott Foresman Communities (copyright 2011) |
| Music | Students will learn proper singing techniques and strive for singing on pitch. Students will continue to develop basic music abilities. | Students will use hands on rhythm instruments, bells, boomwhackers and their voices to explore new music |
| Art | 7 Elements of Art (form color space value line shape texture); Pointillism; Silhouette | Sharpie, oil crayon, etc... |
| Physical Education | Skills Development and Physical Development | |
| Library Science | Learn and utilize call numbers; locate books on the shelves; parts of a book; differences between fairy tales, folk tales, and tall tales | library books |
| Computer Science | Basic Keyboarding, Classroom Reinforcement, introduction to word processing, computer safety | Computer Laboratory, Chromebooks, Laptops |

4TH GRADE

The fourth grade places much emphasis on making friends, belonging to the class, being fair and wanting to be treated fairly. After the spurt of motivation to learn skills in third grade, the fourth graders are ready to further educational challenges. This year in elementary education is an opportune time to teach not only content but also the importance of Christian values and the meaning of love and friendship in family, community and church. The objectives of the fourth grade are:

- to help students learn values that are based on Catholic teaching and Jesus' call to love
- to broaden content materials so that students are challenged to expand academically
- to provide student enrichment through demonstration of varied learning styles
- to take responsibility at Mass and practice the Corporal Works of Mercy.
- to model proper behavior through word and action

| Subject | Content | Materials |
|---------------------------------|--|--|
| Language Arts/Reading & Writing | Text Types & Purposes, Production & Distribution of Writing, Research, Parts of Speech, Sentence Patterns, Capitalization & Punctuation Rules, Grammar, Spelling | Shurley English, Level 4, copyright 2013 |
| Language Arts Literature | Realistic Fiction, Historical Fiction, Biography, Fable, Expository Text, Informational Text, Poetry | Scott Foresman Reading Street, Grade 4, copyright 2013 |
| Math | Operations & Algebraic Thinking, Number & Operations in Base 10 and Fractions, Measurement & Data, Geometry | Saxon Math 4, copyright 2012 |
| Religion | Beliefs of the Catholic Church, Liturgical Year, Sacraments, 10 Commandments, Beatitudes, Catholic Prayers | Be My Disciples, Level 4 copyright 2014 |
| Science | Life Science (Plants & Animals), Earth Science (Earth's History, Solar System, Water, Weather), Physical Science (Matter, Energy) | McGraw-Hill, Science Level 4 copyright 2002 |
| Social Studies | Government, Regions (Northeast, Southeast, Midwest Southwest, West) | Scott Foresman Social Studies Regions, Grade 4, copyright 2011 |
| Music | Students will continue to learn basic musical concepts. Improving singing posture and singing in tune will be practiced by singing different styles of music. | Students will use hands on rhythm instruments, bells, boomwhackers and their voices to explore new music |
| Art | 7 Elements of Art (form color space value line shape texture); 1 Point Perspective, Famous Artists | Tissue paper, Watercolors, Oil Crayons etc... |
| Physical Education | Skills Development and Physical Development | |
| Library Science | Responsible for library usage; learn arrangement of nonfiction using Dewey decimal classification system; identify title page, table of contents, glossary and index | library books, library skills books |
| Computer Science | Keyboarding, Classroom Reinforcement, Introduction to Word Processing, Computer Safety | Computer Laboratory, Chromebooks, Laptops |

5TH GRADE

The fifth grade program stresses both skill development and content learning as a must in the educational process. Simultaneous enrichment and creativity of all kinds are necessary in order to maintain a broad perspective on the meaning of learning. Fifth grade students take responsibilities as leaders in the school by helping younger students and by continuing responsibilities of active participation at school liturgies. The objectives of the fifth grade are:

- to help the students gain the highest potential possible for independent learning
- to develop not only information-acquiring skills, but also the skills of analysis, synthesis and evaluation
- to continue the development of the understanding of God and their role in the Church; not only as recipients of the gifts of Church membership, but also as active contributors to the Body of Christ
- to encourage the student to take responsibility in the learning process so that learning is seen as happening not only in school but as an active process of a lifetime

| Subject | Content | Curriculum & Materials |
|---------------------------------|---|---|
| Language Arts/English & Writing | Narrative, Expository, Descriptive, and Persuasive writing. Text Types & Purposes, Writing, Research, Parts of Speech, Sentence Patterns, Capitalization & Punctuation Rules, Grammar, Spelling | The Shurley Method, Level 5 Copyright 2013; Daily Dazzle; 6-Trait Writing |
| Language Arts/Literature | Various genre of literature, reading strategies, phonics and decoding skills, vocabulary and spelling, standards for common core | Scott Foresman Reading Street, Grade 5; 2013 |
| Math | Numbers and Operations, Algebra, Geometry, Measurement, Data Analysis and Probability, and Problem Solving | Saxon Math 5, Copyright 2012 |
| Religion | Beliefs of the Catholic Church so the children will: grow in their conversation to Jesus Christ, develop the habits of discipleship, decide each day to choose life in Christ and live as active, committed members of the Catholic Church. (Liturgical Year, Sacraments, 10 Commandments, Beatitudes and Catholic Prayers) | Be My Disciples 5, Copyright 2014; Bible |
| Science | Life Sciences-Structures of Plants and Animals, Interactions of Living Things; Earth Sciences- Earth and Its Resources, Weather and Climate; Physical Sciences- Properties of Matter and Energy, Motion and Energy | McGraw-Hill Science Copyright 2002; Experiments |
| Social Studies | America's history from the first migration into the Americas through the 20th century. Studies of personalities, places, dates and events that structured our nation. | Teachers' Curriculum Institute History Alive! America's Past; 2006 |
| Music | The first semester focuses on learning notes and singing. Second semester students will learn how to play the recorder and perform on the spring concert | Students will use recorders to perform on for the spring concert. |
| Art | 7 Element of Art (form color space value line shape texture); Paper collage, Zantangles, Weaving Paper, Scratch Art | Tempera Paints, Watercolor Paper, etc... |
| Physical Education | Skills Development and Physical Development | |
| Library Science | Responsible library usage. Identify parts of a book including title page, table of contents, appendix, bibliography, glossary, and index | library books |
| Computer Science | Keyboarding, Classroom Reinforcement, Introduction to Word Processing and Power Point, Computer Safety and Netiquette | Computer Laboratory, Chromebooks, Laptops |

6TH GRADE

The sixth grade curriculum forms an important transition from the elementary school experience to the middle school concept. This is a culminating year of skill development and content learning while enrichment and creativity enhance the learning process. The objectives of the sixth grade are:

- to encourage the student to attain the highest level of independent learning
- through analysis, synthesis, and evaluation, the student will assimilate information
- to continue developing a personal relationship with God; to become actively involved in the ministry of service to the church and the larger community
- to encourage self-motivation in the life-long pursuit of learning

| Subject | Content | Curriculum & Materials |
|----------------------------------|--|--|
| Language Arts Grammar/Writing | Learning parts of speech; types of sentences; capitalization and punctuation rules. Narrative, Expository, Descriptive, and Persuasive writing. | The Shurley Method Level 6, Copyright 2013; Daily Paragraph Editing; Daily Dazzle C; Daily 6-Trait Writing |
| Language Arts Literature | Standards for Common Core | Scott Foresman, Reading Street. Novels: Hatchet, Where the Red Fern Grows, The Man Who Loved Clowns |
| Math | <p>Topics in this component include extensive critical thinking and problem solving situations. Students study ratios, percent's, estimating, placing value and number theory. Higher computation skills for adding, subtracting, multiplication, and division of whole numbers, fractions, decimals and positive and negative integers are covered. Students do measurements involving length, time, capacity and mass. Geometry skills of calculating perimeter and area volume occur. Algebraic equations and inequalities are introduced.</p> <p>The major areas of instruction will focus on the four critical areas of common core: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.</p> | Saxon Math 6, Copyright 2012 |
| Religion | Catholic beliefs, Liturgy, Sacraments, Making Moral Choices, Old Testament, Prayers, | Be My Disciples |
| Science | Classification and Organization of Living Things; Observing the Sky; The Restless Earth; Interactions of Matter and Energy; Motion, Work, and Machines | McGraw-Hill Science textbook and workbook; Daily Science; Inquiry Skills Activity Book |
| Social Studies | History Alive: The Ancient World, Introduces students to the beginnings of the human story. As they explore the great early civilizations of Egypt and the Near East, India, China, Greece, and Rome, students discover the secrets of these ancient cultures that continue to influence the modern world, and explore the world's major religions. | Teachers' Curriculum Institute History Alive! (2006) <i>History Alive! The Ancient World</i> |

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|--------------------|---|--|
| | History Alive! The Medieval World and Beyond explores the legacy of civilizations from Europe, Africa, and the Middle East to Asia and the Americas. From the decline of feudalism to the revolutions in science, exploration, and thought that are the foundations of our modern world, students will discover rich connections to the past. | <i>History Alive! The Medieval World and Beyond</i> |
| Music | Students will learn various styles of music by singing, playing on instruments and listening. Students will work on developing good music skills. | Students will sing and play hands on rhythm instruments. Sixth grade students have the opportunity to play in the sixth grade band. Band meets 3 times per week. |
| Art | 7 Elements of Art (form color space value line shape texture); Tessellations; Radial Symmetry | Charcoal, modeling clay, etc... |
| Physical Education | Skills Development and Physical Development | |
| Library Science | Responsible library usage; become familiar with various authors, forms of literature, forms of poetry | library books |
| Computer Science | Keyboarding, Classroom Reinforcement, Word Processing and Power Point, Computer Safety and Netiquette | Computer Laboratory, Chromebooks, Laptops |

HUMAN SEXUALITY

1.1 EDUCATION-FORMATION PROVINCE OF KANSAS

The Catholic Bishops of the Dioceses in Kansas have directed the Superintendents of our Catholic Schools, the Directors of Marriage and Family Life, of Youth and Religious Education in their respective dioceses to work with our pastors and parents to provide “Human Sexuality: Education-Formation” for our people.

Human Sexuality Education-Formation is a holistic process based on Catholic moral principles and the sacredness of the human person as created by God. It includes the knowledge, understanding and appreciation of one’s biological make-up and of what masculinity and femininity mean in one’s relationship to God, to neighbor and to self in a mature way. Human Sexuality Education-Formation must integrate the intellectual, emotional, physical social, moral and spiritual in the lives of all peoples.

Human life is created by God. It is sacred. God has endowed all human life with a special dignity, including the dignity and beauty of procreation. It is on these sound principles of respect for all human life that we develop our Catholic understanding and appreciation for human sexuality cannot be developed without a correct understanding of God’s moral principles governing life and human sexuality.

With great concern, we are aware of the denial or the ignoring of these moral principles concerning human life and human sexuality in today’s society. The Church’s goal is to instill in Catholic young people and adults the knowledge and appreciation of these Christian truths, and the firm commitment to live by them. Today’s Catholic parents and young people, all peoples must be able to make sound moral decisions in the face of opposing amoral or immoral values.

The “Guidelines” established by the Bishops of the United States for Human Sexuality: Education-Formation, will provide and will serve as the theological basis for all programs in our dioceses. These Guidelines are to be implemented, taking into consideration the cultural, economic and intellectual backgrounds of our Catholic people.

We recognize and strongly support Catholic parents as the primary educators of their children; they also have the primary responsibility. This primary right and responsibility also pertains to Human Sexuality; Formation-Education of their children. We recognize, also, that our young people, even as many adult Catholics, receive much of the Formation-Education through the communications media and through peer group influence. Often much of this is negative and contrary to our Catholic moral principles: that being the case, concerned parents and educators look to the Church for support and direction.

Therefore, to fulfill our serious duty as Teachers in the Church, and to assist our brother priests, parents, families, and young people, all peoples, we have instructed the Offices of our Catholic Schools, Religious Education, Youth, Family Life to provide a “Statement of Policy” and “Guidelines” for HUMAN SEXUALITY: FORMATION and EDUCATION”.

1.2 POLICY STATEMENT

We reaffirm the primordial rights and obligations of parents to educate and form their children in human sexuality.

Parishes and Catholic schools within the Arch/Dioceses of the Province of Kansas are responsible for aiding the parents in human sexuality education-formation.

In view of the current concerns, this education-formation must include information about sexually transmitted diseases.

This education-formation is to be in accordance with the guidelines of the United States Catholic Conference, “Education in Human Sexuality For Christians,” and is to follow the guidelines for the respective Arch/Diocese in the Province of Kansas.

This policy is to be implemented by all parishes and Catholic schools within the Arch/Dioceses of the Province of Kansas by the fall of 1988.

1.3 UNITED STATES CATHOLIC CONFERENCE GUIDELINES

"Foundation For a Christian Description Of Human Sexuality"

- A. Each person is unique, created male and female in the image of God.
- B. Each person is created to be loved and to love.
- C. Human relationships are expressed in a way that is enfleshed and sexual.
- D. Christians carry the responsibility to work toward Christian sexual maturity. Even though original sin has weakened our human nature, making us imperfect and susceptible to temptation and personal sin, all human life in its physical, psychological and spiritual dimensions is fundamentally good.
- E. Mature Christian sexuality demands a life-enriching commitment to other persons and the community.
- F. Conjugal sex is an expression of the faithful, life-enriching sacramental love of husband and wife and likewise is ordained toward procreation of new life.

1.4 GUIDELINES FOR THE PROVINCE OF KANSAS

A. Human sexuality education-formation:

- 1. Recognizes parents as the primary educators: parishes and schools are to offer them support
- 2. Is grounded in current Church teaching
- 3. Identifies Christian values and principles of human sexuality
- 4. Helps build a positive self-image
- 5. Provides criteria for curriculum
- 6. Provides criteria for training of educators

B. The Arch/Dioceses will:

- 1. Form an initial committee composed of parents and educators to establish criteria for the above and plan for its implementation
- 2. Involve and communicate with parents, parish and the school at every stage of planning, implementing, and evaluating
- 3. Consult with Faith and Community resources for assistance
- 4. Establish a process for on-going evaluation of the formation/education.

1.5 EXPLANATION OF GUIDELINES

A. Support for parents should include:

- 1. A process for getting parents involved
- 2. A means to clarify parental values and enhance self-esteem, understanding and acceptance of their own sexuality
- 3. A means to improve communication skills between parent and child
- 4. A means to recognize and validate the way parents live out their own sacramental/sexual relationship.

- B. The Arch/Dioceses will form an initial planning committee which will:
 1. Study the Arch/Diocesan policy and guidelines, and the U.S.C.C. guidelines
 2. Establish a process under which the committee will operate
 3. Establish ways and means of communicating with all concerned
 4. Assess the needs of the local parish and school community
 5. Provide a process for approval/adoption of criteria and content
 6. Set long-term and short-term goals and objectives for the committee
 7. Provide a process for ongoing evaluation of the education-formation by all concerned
- C. Every parish/school will continue to regard human sexuality education-formation as a high priority in parish/school programming. These efforts must include parental understanding, approval, and will require teachers' cooperation with parents. Parents, as primary educators, have the right and duty to be informed about the content of such textbooks and other instructional materials to be used, as well as the qualification of instructors.
- D. Every parish/school community needs to be made aware of personnel, materials, etc. available in the community, parish and the arch/diocese.
- E. Goals and objectives are to reflect the needs of parents and children. A process of evaluation of the sexuality education- formation programs should be devised.

1.6 CRITERIA FOR THE SELECTION OF CURRICULUM – K-12

- A. Parental involvement must permeate each step of the Human Sexuality Education-Formation process.
- B. The content of the curriculum must be factually correct.
- C. The content must integrate church teaching, papal documents, and bishops' statements. It must also fulfill the expectations put forth in the National Catechetical Directory, which means it must be morally sound and theologically correct.
- D. The curriculum content must be written in terminology that is appropriate to the age of the students. It must be pedagogically up-to-date and be applicable and pertinent to the lives of young people.
- E. The curriculum content must be based on respect for the whole of human life. It must be consistent with Catholic values. It must emphasize the beauty of God's design, the sacredness of Christian marriage, the importance of wholesome friendships and the value of chastity according to one's state in life.
- F. The curriculum must further include the spiritual, mental, emotional, physical and social aspects of sexuality, always teaching the equality of men and women, their uniqueness and complimentary.
- G. The curriculum must help young people to develop the process of decision making based upon an informed conscience. It must assist in the development of a personal relationship with God. It must reinforce the spiritual growth of self in communion with others.
- H. The curriculum should promote positive self-esteem, self-control, responsibility, abstinence and respect.

- I. The curriculum should help young people to become critically aware of the attitudes and values regarding human sexuality that are presented in the media, through peers, family systems, and current life-styles.
- J. The curriculum should accent the positive. The guidelines offered by the State Department of Education should be used as resource.

1.7 TEACHER PREPARATION

A. Qualifications of Teachers:

1. The teacher should have a genuine liking and respect for children and young people.
2. The teacher should be sensitive and receptive to the needs of children and young people.
3. The teacher should have a desire to help children and young people understand their sexuality.
4. The teacher should have the ability to be open and to listen.
5. The teacher should have an enthusiasm for the goals of the course.
6. The teacher should have an understanding, appreciation, and acceptance for the teachings of the Church regarding human sexuality.
7. The teacher should have an understanding of Catholic values and be able to model them to those he/she teaches.
8. The media reflects the values and attitudes concerning human sexuality in both a negative and positive way in our society today. The teacher must be aware of this and have the ability to critically and creatively reflect on this.
9. The teacher must be made aware of parental attitudes and the special challenges offered by single parent families, divorced families and blended families.
10. The teacher should have positive attitudes toward his/her own sexuality.

B. Content for teacher preparation:

1. The content must reflect an integration of the following disciplines: biology, physiology, psychology, and theology.
2. The content must help teachers to address their own attitudes about sexuality.
3. The content for the teachers must include all that is contained in whatever program that is adopted by the diocese.
4. The content for the teachers should also include fertility awareness as it is presented by the NFP teachers in the Province of Kansas.

C. The process of teacher preparation:

1. The process must include reflection on the positive and negative way sexuality is presented in the public media. It should include information on how teachers can creatively use the media in helping students reflect critically on society's sexual values.
2. The process must be sensitive to the current state of family life, especially the growing numbers of blended families and the challenges involved in the sexual development of these families.
3. The process must be positive and build upon the sacredness and dignity of the human person.
4. The process should enlist the assistance of Catholic colleges in the four dioceses to offer programs and courses in human sexuality.

5. The process must continue the existing workshops and training sessions. If such training sessions do not exist in a diocese, efforts should be made to establish such resources, collaborating with other diocesan departments.
6. All catechist formation programs should include courses in human sexuality.

1.8 PARENT INVOLVEMENT AND PREPARATION

A. What is expected of the Parish/School

1. The parish/school must provide opportunities for parents to gain a renewed understanding of their own sexuality. The parents must be strongly encouraged to attend and participate.
2. These opportunities must include an understanding of current Catholic teaching.
3. It must likewise include communication skills as the foundation for sharing faith in general and human sexuality in particular, with each other and with children.
4. There must be sessions which include both parent and student in discussion of the student content of the program.
5. Parents must have access to on-going resources, including adult “peer support” systems.

B. What is expected of parents/guardians/adults

1. Parents/guardians must be open to understanding their role and responsibility in the overall faith formation of the family. The understanding of human sexuality is integral to that.
2. Parents/guardians must participate in orientation sessions for their role in their student’s program.
3. Parents must participate in the student-parent sessions offered by the school and/or religious education classes.
4. Parents/guardians should participate in those educational opportunities to gain a renewed understanding of their own sexuality and current Catholic teaching.