



ARCHDIOCESE
of MILWAUKEE

CURRICULUM
Guide
FOR PARENTS

GRADE 5K

To obtain additional information, please contact:
OFFICE FOR SCHOOLS

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Before you get started...

What is a Curriculum Guide?

Academic excellence is a hallmark of Catholic schools in the Archdiocese of Milwaukee. To assist schools in maintaining academic excellence, the archdiocese's Office for Schools has developed curriculum guides for grades 4K-8th that identify what we want our students to know and be able to do at the end of each grade based on national, state, and local standards. With these guides as a template, each individual school develops a plan to clearly articulate what is taught, how it is taught, and how student achievement is assessed for each grade. This process of "fine tuning" results in a school specific standards-based curriculum that guides teaching and learning.

Characteristics of a Kindergarten Child

- Learns through active involvement
- Learns through repetition and review
- Is curious and eager to learn
- Begins to distinguish fantasy from reality
- Listens and follows two- and three-step directions
- Is able to remain focused on tasks (15 minutes)
- Thinks literally
- Needs to feel that God made each child unique
- Needs to feel loved and accepted by others
- Needs individual attention and praise for accomplishments
- Desires to feel independent but needs support and guidance
- Begins to show concern for others
- Learns to show concern for others through role-playing and adult modeling
- Prefers social play
- Learns to cooperate in a group
- Needs reassurance of God's love through trust relationships with caring adults
- Needs a sense of belonging in the family, class and Church
- Has a sense of wonder about God's creation
- Shows thankfulness for God's creation
- Is ready for exposure to Scripture and a variety of prayer experiences



CREED

- Learns God loves all people
- Recognizes all creation came from God's love
- Understands God's special gift to us is his son Jesus
- Learns that Jesus shows us how to love one another
- Is introduced to the Trinity as the Father, the Son, and the Holy Spirit
- Learns the church is a special place for God's family
- Identifies saints as people who have died and are now happy with God
- Identifies angels as messengers of God; e.g., Shepherds and Angels (Lk 2: 8-20)

LITURGY AND SACRAMENTS

- Recognizes that Christian symbols are used in prayer (water, candles, cross)
- Knows that Advent is a time of waiting and preparing for Christmas
- Knows that Christmas celebrates the birth of Jesus
- Experiences Lent as a special time of prayer and sacrifice
- Knows Easter celebrates the resurrection of Jesus
- Learns about some saints and their feast days
- Learns that through Baptism we become children of God
- Begins to say, "I'm sorry" and "I forgive you" (as a foundation for later learning about Reconciliation)
- Is able to imitate gestures at Mass
- Recognizes that the story of Christmas describes the birth of Jesus and comes from the Bible (Lk 2: 1-14; Mt 2: 7-12)
- Learns about the story of the Last Supper
- Recognizes that the story of Easter describes the resurrection of Jesus and comes from the Bible (Mt 26-28; Mk 14-16: 1-8; Lk 22-24: 1-12; Jn 13-20: 1-18)

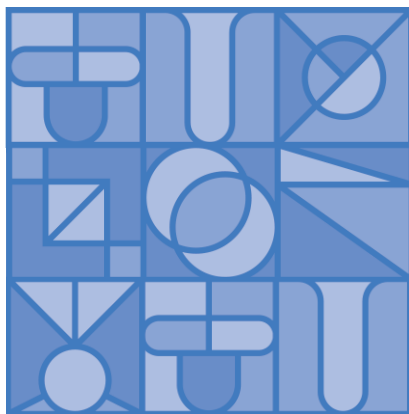
MORAL LIFE

- Understands God calls us to care for all of creation
- Knows that God's rules teach us to love one another
- Identifies that doing good is acting like Jesus
- Recognizes the need to respect all people

- Recognizes ways to respect and love others
- Practices ways to share with others
- Participates in helping and serving others
- Learns that saints lived God's love by showing concern for others
- Expresses thankfulness for God's love
- Demonstrates the ability to apologize appropriately
- Is familiar with the stories of the Good Samaritan (Lk 10: 30-37); Golden Rule (Lk 6: 31); Loaves and Fishes (Jn 6: 1-15; Lk 9: 12-17; Mk 6: 34-44; Mt 14: 13-21); Jesus Blessing the Little Children (Mt 19: 13-15; Mk 10: 13-16; Lk 18: 15-17)

CHRISTIAN PRAYER

- Participates in different forms of prayer; e.g., thanksgiving, petition, silence, praise, song
- Experiences talking to God through spontaneous prayer
- Experiences short periods of silence as a form of prayer
- Participates in the Sign of the Cross to begin prayer and memorizes the words and movements to the Sign of the Cross
- Shares in the rituals of prayer; e.g., before meals and bedtime
- Practices various hand postures in prayer
- Begins to learn the Our Father as the prayer Jesus taught us in the Bible



FAMILY

- Knows that God created families, and that families help each other.
- Understands love and respect for family members.
- Recognizes that Jesus taught us to love one another, and marriage is a celebration of that.
- Is introduced to the belief that we are born to love, and that family is how we learn to love.

FRIENDSHIPS AND RELATIONSHIPS

- Remembers that God gave us friends, and that Jesus teaches us to help each other.
- Learns the importance of sharing and taking turns.

HUMAN SEXUALITY

- Remembers God created boys and girls alike and different.
- Is introduced to the belief that our bodies are a gift from God.

MARRIAGE

- Remembers that God gave us a mom and a dad, and that marriage is a gift from God.
- Is introduced to the belief that babies are the result of sacramental love in a family.

MORAL DECISION MAKING

- Remembers that God wants us to make good decisions.
- Is introduced to the belief that we are to know Him, love Him, and serve Him.

RESPECT FOR LIFE

- Remembers a baby is a gift from God, from the moment of conception.

VIRTUES

- Practices Sharing, Caring, and Love.

READING STANDARDS FOR FOUNDATIONAL SKILLS

- Recognize that words on a page progress from left to right, top to bottom, and page by page
- Recognize that spoken words are represented in written language by specific sequences of letters
- Understand that words are separated by spaces in print
- Recognize and name all upper and lowercase letters of the alphabet
- Recognize and produce rhyming words
- Demonstrate understanding of phonological awareness
- Count, pronounce, blend, and segment syllables in spoken words
- Blend and segment onsets and rimes of single-syllable spoken words
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels
- Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ
- Show appreciation of books and understands how print works
- Read emergent-reader texts with purpose and understanding

READING STANDARDS FOR INFORMATIONAL TEXT

- Identify key details in an informational text
- Ask questions about the key details in an informational text
- Answer questions about key ideas in informational text
- Identify the main topic of a text
- Identify the key details of a text
- Retell key details of a text
- Identify key details about an individual in an informational text
- Identify details about events or ideas in an informational text
- Discuss the connection between two individuals, events, ideals, or pieces of information
- Identify the relationship between elements in an informational piece
- Identify unknown words
- Recognize that a question requires an answer
- Formulate a question about unknown words in a text

- Answer questions about unknown words in a text
- Identify front cover, back cover, and title page
- Name the author and illustrator
- Define what an author and illustrator does
- Identify illustrations and text
- Describe people, places and things illustrations depict
- Describe ideas illustrations depict
- Describe the relationships between illustrations and text
- Identify the reasons an author gives to support point(s)
- Identify basic similarities between two texts on the same topic
- Identify differences between two texts on the same topic
- Engage in group reading activities: key ideas and details
- Engage in group reading activities: craft and structure
- Engage in group reading activities: integration of knowledge and ideas
- Understand activities that reflect purpose and understanding
- Engage in group reading activities: key ideas and details
- Engage in group reading activities: craft and structure
- Engage in group reading activities: integration of knowledge and ideas

LANGUAGE STANDARDS

- Recognize many of the letters of the alphabet
- Recognize that letters can be both upper and lowercase
- Recognize nouns and verbs
- Recognize that nouns can be singular or plural
- Know the meaning of question words (interrogatives)
- Recognize and produce a complete sentence
- Demonstrate command of the English grammar conventions when writing to expand sentences
- Demonstrate command of English grammar conventions and distinguish between upper and lowercase letters
- Demonstrate command of standard English grammar and usage when speaking
- Demonstrate ability to print many upper and lowercase letters
- Use regular plural nouns
- Form regular plural nouns orally using /s/ and /es/
- Use question words in speaking (who, what, when, how, where, why)
- Speak in complete sentences
- Expand complete sentences

- Use the most frequently occurring prepositions (to, from, in, out, on, off, for, of, by, with)
- Apply correct capitalization when writing
- Apply correct punctuation when writing
- Apply correct spelling when writing
- Capitalize first word in a sentence and the pronoun I (and He when referencing God)
- Recognize and name end punctuation
- Match the sound and the letter for most consonant and short vowel sounds
- Use sound letter awareness to spell simple words phonetically
- Distinguish between letters
- Write a letter or letter combinations for most consonant and short vowel sounds (phonemes)
- Recognize that some words and phrases have multiple meanings
- Identify frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less)
- Identify new meanings for familiar words
- Apply the appropriate meaning for the word within the context
- Apply knowledge of frequently occurring inflections and affixes to determine the meaning of a word
- Determine or clarify the meaning of unknown and multiple meaning words and phrases based on kindergarten reading and content
- Identify common objects
- Identify categories
- Know verbs
- Know adjectives
- Know opposites
- Identify real-life connections
- Distinguish shades of meaning among verbs describing the same action
- Sort common objects into categories
- Relate verbs and adjectives to their opposites
- Identify real life connections between words and their use
- Determine ways to act out verbs
- Act out meanings of verbs
- Acquire words and phrases through conversations, reading and being read to and responding to texts
- Distinguish if a word or phrase should be used when responding
- Use words and phrases accurately acquired through conversations, reading and being read to and responding to texts

READING STANDARDS FOR LITERATURE

- Identify key details of a text
- Ask questions about key details in a text
- Answer questions about key details in a text
- Identify key details of a story
- Retell a familiar story including key details
- Identify the characters, setting and major events
- Identify unknown words in text
- Recognize that a question requires an answer
- Formulate a question about unknown words in text
- Use resources/strategies to answer questions about unknown words in text
- Recognize common types of text such as storybooks
- Recognize common types of text such as poems
- Name the author and illustrator
- Define author purpose
- Define illustrator purpose
- Identify purpose of illustrations
- Describe a moment in a story using the illustrations
- Describe how the illustrations and story are related in a specific text
- Not applicable to literature
- Recognize characters in familiar stories
- Determine similarities and differences of adventures and experiences in familiar stories
- Compare adventures and experiences
- Contrast adventures and experiences
- Engage in group reading activities regarding key ideas and details
- Engage in group reading activities regarding craft and structure
- Engage in group reading activities regarding integration of knowledge and ideas
- Understand activities that reflect purpose and understanding of text
- Engage in group reading activities regarding key ideas and details
- Engage in group reading activities analyzing craft and structure
- Engage in group reading activities analyzing integration of knowledge and ideas

SPEAKING AND LISTENING STANDARDS

- Identify key ideas from kindergarten topics and texts
- Identify agreed upon rules for discussion
- Recognize how others listen
- Recognize how others move conversations along
- Determine comments and questions appropriate to the topic of discussion
- Observe if agreed upon discussion rules are being followed
- Participate in conversations about kindergarten topics and texts
- Follow agreed upon rules for discussion
- Listen while others are speaking
- Listen and respond to continued conversations with peers and adults
- Identify key ideas from text read aloud or presented orally through other media
- Ask and answer questions about key details from a text read aloud
- Ask and answer questions about key details from information presented orally or through other media
- Ask for clarification of key details not understood from text read aloud or through other media
- Answer questions about key details from information presented orally or through other media
- Ask questions about key details from information presented orally
- Ask for clarification if something is not understood
- Recognize that asking questions is an appropriate strategy to further understanding
- Identify questions and answers
- Identify situations in which help is needed
- Identify situations in which information is needed
- Identify situations in which clarification is necessary
- Formulate appropriate questions to seek help, information, or clarification
- Ask questions to seek help, information, or clarification
- Answer questions in order to seek help
- Answer questions to get information
- Answer questions for clarification
- Identify familiar people, places, things, events or details
- Determine relevant, descriptive details describing people, places, things, or events
- Orally describe people, places, things, and events
- Provide additional detail when prompted
- Know what visual displays are
- Identify details
- Add drawings or visual displays providing descriptive details
- Identify different voice volumes used for different situations
- Speak using appropriate voices volume for situation
- Communicate thoughts, feelings, and ideas clearly through spoken words

WRITING STANDARDS

- Identify the title of a book or topic to write about
- Recognize what an opinion is
- Formulate an opinion about a book or topic
- Write an opinion piece that introduces the topic or book – demonstrate a combination of drawing, dictating, and writing
- Write an opinion piece that introduces the topic or book – include the topic or title of the book
- Write an opinion piece that introduces the topic or book – state an opinion or preference about the topic or book
- Write an opinion piece that provides a sense of closure
- Identify an informative/explanatory text
- Select a topic for an informative/explanatory writing
- Combine drawing, dictation, and writing to compose informational/explanatory text to supply additional information
- Write an informative/explanatory text in which they name a topic
- Write an informative/explanatory text in which they supply some information
- Choose a single event to discuss
- Distinguish between relevant and irrelevant details
- Sequence relevant events
- React to the event
- Draw, dictate, and/or write a narrative piece which contains relevant details
- Draw, dictate, and/or write a narrative piece which contains a logical sequence of events
- Draw, dictate, and/or write a narrative piece which contains a reaction
- Recognize how to respond to question and suggestions from peers
- Recognize how to add details to strengthen writing as needed
- Develop writing by responding to questions and suggestions from peers
- Develop writing by adding details to strengthen writing as needed
- Use basic technology skills
- Select digital tools for producing and publishing writing
- Use technology to produce and publish writing individually and with peers
- Identify sources and tools for shared research
- Determine appropriate sources and tools to conduct shared research
- Participate in shared research and writing projects
- Identify experience
- Identify source
- Gather information from more than one source to answer a question
- Answer a question using information from experience
- Answer a question using information from a provided source

Young children arrive in kindergarten with widely varying knowledge in math. By the end of the year, your child must have some important foundations in place. One of the most important skills your child should develop is the ability to add and subtract small numbers and use addition and subtraction to solve word problems. This will rely on gaining some fundamentals early in the year, such as counting objects to tell how many there are. Addition and subtraction will continue to be a very strong focus in math through 2nd grade.

HELP YOUR CHILD LEARN AT HOME

Look for “word problems” in real life. Some kindergarten examples might include:

- Play “Write the next number.” You write a number, and your child writes the next number.
- Ask your child questions that require counting as many as 20 things. For example, ask “How many books do you have about wild animals?”
- Ask your child questions that require comparing numbers. “Who is wearing more bracelets, you or your sister?” (Your child might use matching or counting to find the answer.)

COUNTING AND CARDINALITY

- Know numerals to 0-100
- Count to 100 by ones starting at 0
- Count to 100 by tens
- Count forward verbally by ones
- Write numbers 0-20
- Write the number that represents a given number of objects from 0-20
- Represent quantities using numbers and represent numbers using quantities.
- Match each object with one and only one number name and each number with one and only one object
- Recognize the number of objects is the same regardless of their arrangement or the order in which they were counted
- Realize that the last number name said tells the number of objects counted
- Generalize that each successive number name refers to a quantity that is one larger
- Say the number names in order while matching each object with a number when counting objects
- Count up to 20 objects that have been arranged in a line, rectangular array, or circle
- Count as many as 10 items in a scattered configuration
- Match each object with one and only one number name and each number with one and only one object
- Conclude that the last number of the counted sequence signifies the quantity of the counted collection

- Count out 1-20 objects
- Describe greater than, less than, or equal to
- Determine whether a group of 10 or fewer objects is greater than, less than, or equal to another group of 10 or fewer objects
- Know the quantity of each numeral 1-10
- Compare written numbers to determine if they are greater than, less than, or equal to each other

Cluster: Know Number Names and the Count Sequence.

- Know numerals to 0-100
- Count to 100 by ones starting at 0
- Count to 100 by tens
- Count forward verbally by ones
- Write numbers 0-20
- Write the number that represents a given number of objects from 0-20
- Represent quantities using numbers and represent numbers using quantities.

Cluster: Count to Tell the Number of Objects.

- Match each object with one and only one number name and each number with one and only one object
- Recognize the number of objects is the same regardless of their arrangement or the order in which they were counted
- Realize that the last number name said tells the number of objects counted
- Generalize that each successive number name refers to a quantity that is one larger
- Say the number names in order while matching each object with a number when counting objects
- Count up to 20 objects that have been arranged in a line, rectangular array, or circle
- Count as many as 10 items in a scattered configuration
- Match each object with one and only one number name and each number with one and only one object
- Conclude that the last number of the counted sequence signifies the quantity of the counted collection

Cluster: Compare Numbers.

- Count out 1-20 objects
- Describe greater than, less than, or equal to
- Determine whether a group of 10 or fewer objects is greater than, less than, or equal to another group of 10 or fewer objects
- Know the quantity of each numeral 1-10
- Compare written numbers to determine if they are greater than, less than, or equal to each other

GEOMETRY

- Describe objects in the environment using shape words
- Use positional words such as above, below, beside, in front of, behind, and next to
- Determine the relative position of 2- or 3-dimensional shapes within the environment, using the appropriate positional words to describe them
- Recognize that size does not affect the name of the shape
- Recognize that orientation does not affect the name of the shape
- Name shapes, regardless of orientation or size
- Define the difference between two- and three-dimensional shapes
- Determine if an object is two- or three-dimensional
- Identify attributes of shapes
- Describe attributes of a variety of two- and three-dimensional shapes
- Analyze and compare two- and three-dimensional shapes in different sizes and orientations, describing their similarities, differences, and other attributes
- Identify basic shapes
- Recognize and identify basic shapes in the real world
- Draw shapes found in the environment
- Construct shapes from components (e.g., stick and clay balls)
- Identify simple shapes (squares, triangles, rectangles, hexagons)
- Analyze how to put simple shapes together to compose a new or larger shape
- Compose a new or larger shape using more than one simple shape

Cluster: Identify and Describe Shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

- Describe objects in the environment using shape words
- Use positional words such as above, below, beside, in front of, behind, and next to
- Determine the relative position of 2- or 3-dimensional shapes within the environment, using the appropriate positional words to describe them
- Recognize that size does not affect the name of the shape
- Recognize that orientation does not affect the name of the shape
- Name shapes, regardless of orientation or size
- Define the difference between two- and three-dimensional shapes
- Determine if an object is two- or three-dimensional

Cluster: Analyze, Compare, Create, and Compose Shapes.

- Identify attributes of shapes
- Describe attributes of a variety of two- and three-dimensional shapes
- Analyze and compare two- and three-dimensional shapes in different sizes and orientations, describing their similarities, differences, and other attributes
- Identify basic shapes
- Recognize and identify basic shapes in the real world
- Draw shapes found in the environment
- Construct shapes from components (e.g., stick and clay balls)
- Identify simple shapes (squares, triangles, rectangles, hexagons)
- Analyze how to put simple shapes together to compose a new or larger shape
- Compose a new or larger shape using more than one simple shape

NUMBER AND OPERATIONS IN BASE TEN

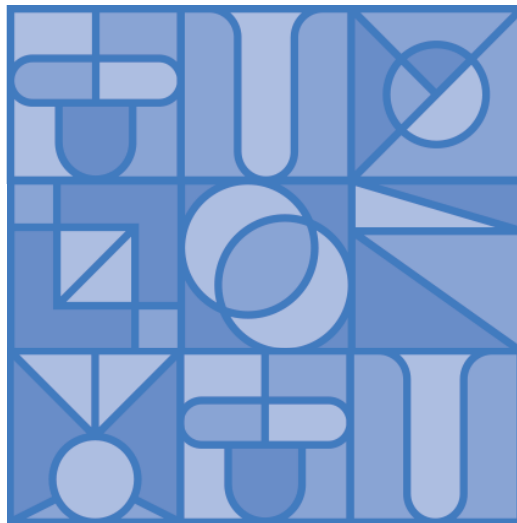
- Know that the numbers 11-19 represent a quantity
- Understand that numbers 11-19 are composed of 10 ones and one, two, three, four, five, six, seven, eight, or nine ones
- Represent compositions or decompositions of 11-19 by a drawing or equation

MEASUREMENT AND DATA

- Know that objects have measurable attributes and know what they are called, such as length and weight
- Describe an object using multiple attributes such as: width, height, length, weight, etc.
- Know the meaning of a variety of attributes
- Know that two objects can be compared using a particular attribute
- Compare two objects and determine which has more or less of a measurable attribute
- Describe the measurable attribute difference
- Recognize non-measurable attributes such as shape, color
- Recognize measurable attributes such as length, weight, height
- Know what classify and sort mean
- Know that a category is the group that an object belongs to according to a particular, selected attribute
- Understand one to one correspondence with ten or less objects
- Sort objects into categories by particular attributes
- Count objects in a given group
- Sort objects into categories then determine the order by number of objects in each category (limit category counts to be less than or equal to ten)

OPERATIONS AND ALGEBRAIC THINKING

- Know adding is putting together parts to make the whole
- Know subtracting is taking apart or taking away from the whole to find the other part
- Know the symbols and the words for adding and subtracting
- Analyze an addition or subtraction problem to determine whether to “put together” or “take apart”
- Model an addition/subtraction problem given a real-life story
- Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations
- Add and subtract within 10 (maximum sum and minuend is 10)
- Use objects/drawings to represent an addition and subtraction word problem
- Solve addition and subtraction word problems within 10
- Solve addition number sentences within 10
- Decompose numbers less than or equal to 10 into pairs in more than one way
- Record decomposition of a number within 10 by a drawing or writing an equation
- Know that two numbers can be added together to make ten
- Using materials or representations, find the number that makes 10 when added to the given number for any number from 1 to 9, and record the answer using materials, representations, or equations
- Find the number that makes 10 when added to the given number for any number from 1 to 9
- Record, by drawing or equation, the number that makes 10 when added to a given number from 1 to 9
- Fluently with speed and accuracy add and subtract within 5



ECONOMICS

Production/Consumption/Distribution:

- Understand the difference between needs and wants
- Explore the roles of consumer/producer
- Explore transportation of goods

Exchange:

- Experience the uses of money

HISTORY

Time:

- Distinguish between past, present, and future time

People:

- Name some important people in history of the U.S.

Events:

- Identify some important events in history

POLITICAL SCIENCE

Citizenship:

- Identify ways to show respect using manners and social skills
- Learn and recite Pledge of Allegiance

Laws:

- Identify the purpose of rules and laws in school, cities, and in families

Government:

- Identify school leaders

GEOGRAPHY

Location:

- Identify North America on a map and a globe
- Know name, address, phone number, city, and state

Map Skills:

- Identify and locate poles and equator

Regions:

- Use appropriate terms to identify home and neighborhood

Movement:

- Name different types of transportation and how people move

Human Environment Interaction:

- Identify community helpers and places and know why they are needed
- Compare the seasons and discuss their effect on people

Place:

- Develop an awareness of different cultures
- Identify purpose for places in the community

BEHAVIORAL SCIENCE

Individual:

- Learn to be a good listener in group discussions
- Share self and belongings for the good of others
- Share in roles of leader and follower and describe dependence on other people

Institution:

- Name the family as the basic social institution

Society:

- Engage in simple group work experiences to reach a common goal
- Demonstrate teamwork

CATHOLIC SOCIAL TEACHINGS

Life and Dignity of the Human Person:

- Recognizes all life as a gift from God
- Relates to others with respect
- Demonstrates the value of sharing to help others
- Responds to conflicts in a peaceful way

The Call to Family, Community, and Participation:

- Identifies at a primary level the family as a basic social institution
- Recognizes examples of social responsibility
- Understands the concept of the blended family
- Shares self and material things for the good of others

The Rights and Responsibilities of the Human Person:

- Begins to solve problems in a peaceful way
- Recognizes obligations of Christians to seek justice in the world
- Understands the basic rights of people

Option for the Poor and the Vulnerable:

- Can discuss ways to care for the poor
- Identifies vulnerable (those who need help) members of a family, class, and neighborhood
- Expresses and shows compassion to those in need
- Practices behaviors that help others
- Can tell stories about what poor children and children who are not poor have in common

Dignity of Work and the Rights of Workers:

- Practices good work habits and sees them as important
- Demonstrates good responsible behavior in class
- Shows respect for others' work

Solidarity of the Human Family:

- Identifies examples of prejudice
- Displays examples of individual and cultural differences
- Participates in simple service projects that benefit others

Care for God's Creation:

- Can name bad elements that hurt the environment (land, air, and water)
- Demonstrates that people can make the environment better by their actions
- Takes part in simple activities that improve the environment
- Identifies God as the maker of everything in the environment

PHYSICAL SCIENCE

- Change the strength and direction of pushes and pulls
- Measure how different pushes and pulls change the motion of an object
- Observe the effects of different strengths of pushes and pulls
- Measure the effects of different directions of pushes and pulls
- Explain why things speed up or slow down based on the push or pull
- Observe the change on objects when they touch or collide
- Describe how things speed up or slow down when pushed down or up a ramp
- Identify the sun as a supplier of heat and observe that the sun can warm the earth
- Name different earth surfaces (soil, sand, water, rocks, etc.)
- Plan how to make a model that blocks the sun's heat
- Follow a plan to make a model and test whether the model works

LIFE SCIENCE

- Understand that animals need food, water, and protection to live and growth
- Understand that plants need sunlight, water, and nutrients to live and grow
- Explain how animals get food
- Understand that plants make food
- Compare and contrast the needs of animals and plants

EARTH SCIENCE

- Describe weather using four conditions (wind, temperature, precipitation, cloud coverage)
- Measure weather conditions using a thermometer and other tools
- Draw conclusions of weather conditions dependent on the seasons
- Define wind as moving air
- Identify the impact of wind including strength and direction
- List how animals in different habitats change their environment
- Relate how my choices impact the environment
- Explain how animals live where their needs are met
- View a model and explain how the environment helps an animal meet its needs
- Classify different objects used daily and state what natural resource they come from

- Describe local severe weather
- Understand that not all severe weather happens in our region
- Explain the importance of a weather scientist
- Relate how human choices impact the environment
- Give examples of ways humans can impact the environment in positive ways

SCIENCE AND ENGINEERING PRACTICES

- Ask questions and define a problem
- Construct explanations and design solutions
- Obtain, evaluate, and communicate information
- Plan and carry out investigations
- Analyze and interpret data
- Engage in an argument based on evidence
- Develop and use models

CATHOLIC SOCIAL TEACHINGS

- Work collaboratively with my classmates
- Explain that God created the world and I can do my part to take care of it

