



THE CATHOLIC ACADEMY
OF STAMFORD

INTRODUCTION

In September of 2022, the Faculty of The Catholic Academy of Stamford embraced the task of examining and updating the current curriculum for the school as one of the major objectives identified in the multi-year Strategic Plan: ***Building Strong Foundations***.

Under the direction of Patricia E. Brady, Head of School and Patrice Kopas, Director of Curriculum and Assessment for the Diocese of Bridgeport, our faculty worked in committee to establish school – level, subject area and grade level curriculum goals. Each grade level or subject area teacher identified the skills and content per grade and per subject that you will find within this document.

Part One of our curriculum update was completed in the 22-23 school year and presented to you as parents the first three subject areas of **Language Arts, Math and Science**. I am happy to present to you Part Two of this process at the start of the 24-25 school year which includes the subject areas of **Religion, Social Studies, Spanish, Art, Physical Education, and Music**. All 9 subject areas are now complete and will guide our instruction.

Included with this curriculum guide is the new document to accompany the curriculum called ***The Catholic Academy of Stamford's Parent Guide to the Curriculum***. This Parent Guide is distributed at the start of each year to parents for the particular grade level their child is entering. The guide is also provided in total for each teacher. We are grateful to the parents on the Strategic Planning domain for Academics with their help on this document in the area of what parents can do at home to support the goals and objectives

It is our hope that all who will teach our children this year, and in years to come, will find the curriculum and the parent guide helpful in preparing and planning for instruction and in working as a partner with parents in the education of the children God places in our care at The Catholic Academy of Stamford.

August 28, 2024

Feast of St. Augustine
Patron of the Diocese of Bridgeport

PRE-KINDERGARTEN 3 ART

SKILLS

Students will be able to:

- Practice eye to hand coordination and manipulation
- Compare, locate and classify shapes
- Compare, locate and classify colors
- Experiment with different types of paint
- Observe and emulate a clean-up routine
- Observe and emulate how to use a glue stick with paper

CONTENT

- Fine Motor Development
- Shapes
- Color
- Paint
- Clean-up
- Paper Sculpture

The following are suggestions that you can do with your child to reinforce the above Art goals:

- The early childhood years are marked by your child's eagerness to participate in art with enthusiasm and naturalness. They enjoy looking at pictures and reproductions of works of art. Take advantage of the most impressionable and formative years by accompanying your child to an Art Museum. You may be surprised at how curious and attentive he/she is. Make your visits short, perhaps visiting only a handful of galleries at first, but be sure to include a variety.
- Talk about what you and your child see. Ask questions like: What colors do you see in this painting? Does this piece of art look smooth or rough? What do you think this painting (sculpture, etc.) is all about? What was your favorite piece of art that we saw today?
- Children enjoy creating their own art. Provide your child with a number of different items to use in the creation of art, such as markers, crayons, clay, and tons of paper! Encourage him/her to "draw" anytime that you find appropriate.

- Create an “art gallery” in your home. Display your child’s art work and be sure it is signed and dated. Save as much of your child’s work as possible, and let your child know how wonderful his/her creations are. There is no greater creator of art in the world than that of your own child.
- The next time you and your child see an animated movie, ask your child about the art that goes into making an animated film. Computers are now used to generate most of the images, and this too, is an art form. The same elements of art (color, line, form, shape, and texture) are used via computer as were formerly done “by hand”. Discuss what you and your child like and/or do not like about the images you see.

Family Field Trip Suggestions:

- Enroll your child in an “Art Camp”. There are several local camps available at moderate cost.
- Saturday programs are available during the year at many Art Museums. Take advantage of these free or low-cost sessions for your child.
- The Public Library offers quality, framed, and unframed print art that may be checked out just like a library book. Many people are unaware of this special service.

PRE-KINDERGARTEN 3 MUSIC

SKILLS

Students will be able to:

- Move to the beat of a song
- Sing alone and with others, echo songs, fragment singing, and whole songs in tune. with accurate pitch
- Identify and demonstrate different ways of using the voice (singing, speaking, whispering and shouting)
- Play a steady beat on classroom instruments with the appropriate technique
- Improvise a sung response to a sung question
- Identify same and different sections of a song
- Perform for an audience.
- Demonstrate an understanding of the concepts of steady beat/no steady beat, long and short, fast and slow, high and low, loud and soft, one voice/many voices through singing and movement.
- Demonstrate an appreciation of music through movement.

CONTENT

- Singing, speaking, whispering, and shouting voices
- Steady beat
- Classroom percussion instruments
- Same and different (form)
- Long and Short (duration)
- Fast and Slow (tempo)
- High and Low (melodic direction)
- Loud and Soft (dynamics)
- One voice/many voices (texture)
- Liturgical Music including Latin

The following are suggestions that you can do with your child to reinforce the above Music goals:

- Using everyday tools and objects to create and echo rhythm patterns at various tempos and dynamic levels.

- Enjoy a music program on TV or video with your child. Discuss and react to the content, style, and changes of beat.
- Play a two-three minute "conversation game" with your child in which only one of the four voice qualities is allowed by both participants (talk, sing, whisper, and shout).
- Sing a song to your child; encourage them to sing a song for you.
- Enjoy, react to, and discuss a short musical presentation at the park or at an indoor party.
- With your child bounce a ball, gallop, skip, or step to the beat of music selections in a variety of tempos.
- Explore and experiment with all the different ways a single object can produce sound.
- Select one or two household "instruments" and keep a steady beat with a favorite song.

Family Field Trip Suggestions:

- On a trip to a Zoo or Park, note the "size-pitch" relationship of various animals.
- Take a "sound trip" through your home or neighborhood to find noises vs. sounds, sound sources with beats, and those with no steady beat (machinery, appliances, natural and found sounds).
- Visit a jamboree or musical in your town. Many student theaters offer musicals for students, including:
 Ridgefield Playhouse, Ridgefield, Connecticut
<https://ridgefieldplayhouse.org/>
 Stamford Center for the Arts, Palace Theatre, Stamford, Connecticut
<https://www.palacestamford.org/Online/default.asp>

PRE-KINDERGARTEN 3 PHYSICAL EDUCATION

SKILLS

Students will be able to:

- Demonstrate eye-hand, eye-foot, and foot-hand coordination
- Demonstrate creativity and enjoyment of body movements through space
- Discuss physical fitness and its importance
- Demonstrate positive personal and socialization skills
- Practice principles of fair play and good sportsmanship
- Show appreciation for the concept of individual differences
- Demonstrate respect and acceptance of individual differences
- Socialize and interact with other students and teachers during individual, partner, and large group activities
- Demonstrate safety and cooperation on playground equipment

CONTENT

- Basic movement skills (walking, jogging, running, skipping, galloping, marching, hopping, leaping, rolling, balancing, bending, twisting, clapping, throwing, freezing, etc.)
- Basic Fitness movements (Jumping Jacks, Toe-Touches, lunges, squats, sit-ups, modified push-ups, Jumping skills, running, etc)
- Body awareness (speed, weight, distance, direction, body parts and location, clockwise, dodging), “Simon says” stretching
- Tag games - (running, freezing, unfreezing, finding open space, communication), tag games such as Star Wars tag, pizza tag, 7-up tag, etc.
- Spatial awareness (personal, general, balance, movement exploration, creative play)
- Games and activities (lead-up games, movement games, modified games, cooperative games)
- Rhythmic activities (music, parachutes, movement to the beat, hula hoops, scarves)
- Exploration of movement skills and small equipment (scooters, hula hoops, beanbags)
- Ball skills (kicking, bouncing, catching, throwing, striking, volleying, punting, dribbling, trapping)
- Introduction to team building and team sports activities

The following are suggestions that you can do with your child to reinforce the above Physical Education goals:

- Help your child grow and feel successful in physical education activities by developing a habit of family fitness. The benefits of going on short walks together as a family go far beyond increased physical fitness. Participate in other fun family activities such as hiking, swimming, biking, and skating.

- Go to the park or just out in your backyard with your child and practice some of the new skills he/she is learning at school. Swing from the bars to develop arm strength. Play tag to work on coordination and endurance. Bounce, dribble, or kick balls to practice eye-hand and eye-foot coordination.
- Set up an obstacle course in your backyard. Place old tires, lawn furniture, ropes, lumber, etc. in a course that your child will have to travel. Have him/her run, skip, climb, jump, etc. through the various objects. Involve friends and other family members in this activity. Discuss with your son/daughter imaginative ways to construct the course.
- Get involved with your child by playing traditional outdoor childhood games with him/her. Play Hopscotch, Kick the Can, Spud, Hide and Seek, and Red Rover as a family.
- Purchase a tub of sidewalk chalk. Use the chalk to draw spaces. Fill them with numbers or letters, in order or mixed-up. Take turns with your child jumping or hopping out these sequences: the alphabet, your first name, your last name, the numbers 0 to 10, your phone number, your address numbers, the possibilities are endless. This idea lets you mix academics with movement.

Family Field Trip Suggestions:

- Attend a college or professional sporting event with your child. While there, watch the warm-ups, visit the stadium's museum, and keep score.
- Weather shows you many different things that God offers. Put on your rainboots and rain hat and splash your way through puddles (with parental permission); count how many worms you may see while marching.
- Ask your CAS friends to meet at a schoolyard nearby. Hang around and count how many monkey bars you may be able to do or how many steps you climb to the slide. Stamford Schools and CAS follow similar schedules, so the local schoolyards offer wonderful ways to keep the movement.
- Check out places to move your muscles:
Ninja Academy, Stamford, Connecticut <https://stamfordninja.com/>
Local YMCAs have pay-to-play days; the Wilton Y, Wilton, Connecticut, has a wonderful beach area. <https://wiltonymca.org/>

PRE-KINDERGARTEN 3 RELIGION

SKILLS

Students will be able to:

- Recognize that God should come first in our lives. (Commandment 1)
- Understand that there are three persons in one. (Father, Son, Holy Spirit) and that Jesus is God's SON
- Understand that all things that are alive were made by God and that God cares for us and all He has made
- Understand that God has special rules for us
- Understand that God wants us to show love for one another; that Jesus wants us to follow him and He wants us to make good choices
- Understand that we need to trust God and adults to make good choices
- Understand that when we go to church, we are in God's house. Understand that God is everywhere and when we are in Church we celebrate God's love together as a community
- Understand that Mary was Jesus' mother on earth and she is our heavenly mother, Joseph was Jesus' father on earth, and God is Jesus' father, God is our Father in Heaven
- Understand that when we pray we are talking to God
- Be able to recite the following prayers: Our Father, St. Michael the Archangel, Prayer Before Meals, Prayer After Meals, Hail Mary, and Act of Contrition
- Be able to respond to the order of the Mass and remember that we are in God's house.
- Understand that when we do not make good choices it can hurt us and/or other people
- Understand they are a part of God's family
- Understand that when we say "I'm sorry", we show our love for God and other people
- Recognize that Jesus performed miracles and understand that miracles are something that not everyone can make happen
- Understand that celebrations are important
- Understand that we are like caterpillars and when we die, we fly into heaven like butterflies
- Understand that we need to remember God is always in our heart and we can always reach out to Him.
- Understand that they can always lend a helping hand and that a smile goes a long way, no matter how small

CONTENT

- There is One God
- The Blessed Trinity
- Creation
- The Ten Commandments
- Love Others
- God's House is the Church
- Holy Family
- Prayers
- Responses and Manners at Mass
- We Do Not Always Make Good Choices
- We Join God's Family When We Are Baptized
- We Show Love When We Give Forgiveness
- Jesus' Miracles
- Holidays: Thanksgiving, Advent (Four weeks), Christmas (Jesus' Birthday), Lent, Palm Sunday, Easter
- After death, there is life in heaven for us (ie caterpillar, butterfly)
- Keep God in your heart and always lend a helping hand

The following are suggestions that you can do with your child to reinforce the above Religion goals:

- Say mealtime and bedtime prayers together. Always remember to thank God for the special things that have happened each day.
- Choose a friend/relative/neighbor who could benefit from some special attention. Plan a special treat for that person (a small gift, flowers, bake cookies) then bring the treat to him/her and share a visit.
- Attend Sunday Mass as a family.
- Take a family stroll and talk about all the things you see that God created.
- Clean out your closet and donate clothes/toys/games to charity.
- Have your child invite a friend over. Help your child plan activities that his/her friend would enjoy. Emphasize thinking of others and sharing.
- Take out the family picture album. Look at the pictures of your child as a baby. Talk about how your child has grown and changed. Look at the pictures of his/her Baptism. Tell your child about the Baptism: who his/her Godparents are, some interesting things that happened

that day, a funny story about the day, if applicable. Show him/her the Baptismal Certificate and pictures taken at your child's Baptism.

- For a special occasion, consider buying your child a children's Bible, They are available from local bookstores or online.
- Read the story of Noah's Ark from a children's Bible. Make a list of the animals your child can think of that went aboard the ark.
- Encourage your family to light the way for Jesus during the four weeks of Advent. Set aside time each week to share acts of kindness.
- Gather with your family around a picture or statue of Mary. Invite your child to place flowers near Mary. Then quietly pray The Hail Mary together.
- During Holy Week share special prayer time with Jesus. With your child make a cardboard cross and help glue on some pasta. Use a variety of pasta shapes and colors.
- Help your child practice making the Sign of the Cross.
- Help your child develop awareness of God's creatures. Make a bird feeder with your child using a large, empty milk carton. Hang the feeder in a place where you can see it from a window and where birds can find it.

Family Field Trip Suggestions:

- Visit your parish Church. Tour your beautiful church, light a candle, and say a prayer for a special friend or relative
 - Make your special gift or holiday card. For cards, remember to just put your first name. Drop off your special gift to local elderly homes for a resident in need of a smile. Two local homes include:
Atria <https://atriaseniorliving.com/>
Waveny-LifeCare <https://waveny.org/>
Sunrise <https://www.sunriseseniorliving.com/>
 - Be grateful Have a pizza thank you night. Go get pizza with the family. Say your meal prayer before eating. Then, every time someone hands a plate or drink to someone, make sure you say "thank you". See if the whole family can do this each time the server stops by the table.

PRE-KINDERGARTEN 3

SOCIAL STUDIES

SKILLS

Students will be able to:

- Identify first name, last name, and age
- Identify physical characteristics of self
- Demonstrates an understanding of self as a part of a family
- Understand there are rules in home, school, and community and the reasoning for them
- Demonstrate awareness of some jobs in the community and their work through play/exploration
- Identify cultural characteristics of self, family, and community (ex. home language, food, transportation, shelter, etc.)
- Demonstrate an awareness that people share the environment with other people, animals, and plants and have a responsibility to care for them
- Demonstrate, draw, or construct aspects of the geography of the classroom (or home)
- Participate in jobs and responsibilities at home, in the classroom, or in the community
- Demonstrate a basic understanding of the sequence of events and periods (ex. time of day, yesterday, today, and tomorrow)
- Understand change over time such as their growth
- Understand that weather changes along with the four seasons
- Demonstrate an understanding of what students might want to be when they grow up
- Understand the use of tools, including technology and their purposes

CONTENT

- Individual Development and Identity,
- Rules, Laws, and Manners
- Individuals, Groups, and Community Helpers
- Culture/Holidays
- Holidays and Holy Days: (Advent, Christmas, New Year's Day, Catholic Schools Week, Valentine's Day, Family Traditions, St. Francis, Halloween, Veterans Day, Thanksgiving)
- People, Places, Environments, Individual & Group Responsibility
- Civic Ideals and Practices/Helping Others
- Time, Continuity, and Change
- Science, Technology, and Society

The following are suggestions that you can do with your child to reinforce the above Social Studies goals:

- Make a collage of homes. Hang a piece of butcher paper on a wall at your child's level. Title the paper "Places People Live." Have your child look through magazines/newspapers to find pictures of different homes (houses, trailers, condos, tents, and apartments) Have your child cut them out and glue them to the paper.
- Encourage your child to learn his/her address by playing games in which he/she must say his/her address. For example, your child can pretend to a) order a pizza to be delivered to the home, b) ride in a taxi and tell the driver to take him/her home, c) be lost and tell a police officer where he/she lives.
- Have your child make a greeting card for someone else who lives in his/her home. Place it in an envelope, and let your child tell you the address to write on the envelope. Let the child attach the stamp, then take a trip to the post office and mail the card. Over the next few days, have your child watch for his/her card to be delivered to the house.
- Buy a plastic firefighter hat or make a hat from a sheet of newspaper. Have your child put on the hat and pretend to be a firefighters Allow him/her to rescue his/her stuffed animals/dolls from chests, bookshelves, and cupboards.
- Attend your local community's Fire Prevention Activities in October to visit firefighters and the equipment. You can call your local fire station to arrange a visit with your child. Tour the station with your child/family.
- Let your child choose a chore he/she can do to help out at home. Give him/her a sheet of paper with seven boxes drawn on it and the name of his/her selected chore written on it. Make a star in a box each time your child completes his/her chore. When all the boxes are filled, plan a special treat.
- Let your child make his/her family album. Have your child draw a picture of each person in the family on separate pages. Encourage your child to include a picture of that person's favorite things on each page. You could make a fabric cover and keep the album in a special place.
- Read a multi-cultural fairy tale to your child encouraging him/her to decide which traditional fairy tale it resembles. Discuss the likenesses and differences. Some suggestions are:

Lon Po Po by Ed Young

Tain's Slipper by Janet Palazzo-Craig

Yeh-Shan by Ed Young

Abadeha, 'Be Philippine Cinderella by Myma J. de la Paz

The Egyptian Cinderella by Shirley Climo

- Read some American folktales (Johnny Appleseed, Paul Bunyan, Pecos Bill). Introduce your child to folktales from other countries. Try the Strega Nona books by Tomie de Paola, which are stories from Italy. Read about the adventures of Anansi, the Spider by Gerald McDermott and Eric A. Kimmel, and stories from the Ashanti Tribe of Africa.
- Ask "What If?" questions about sharing problems that commonly arise and help your child develop positive solutions. For example, ask: "What if you want to play on the swing but your friend won't get off to let you? What if you're starting a game and you and your friend want to be first?"
- Teach your child the name of the president and vice president. Show him/her pictures of these important leaders in the newspaper and magazines. Talk about where the president lives (the White House in Washington, D.C.) and where that relates to where you live.
- Ask your child to name his/her birthday. Then ask if he or she knows when our country's birthday is. Give your child a clue that most people celebrate by watching fireworks. Explain that the Fourth of July was when leaders of our country said they wanted the country to be free. Encourage your child to make a flag or other decorations for this holiday.

Family Field Trip Suggestions:

- Take your child for rides on various types of transportation: the train, a Bi-State bus, and a taxi.
- After you read the fairy tales, see a few museums that both capture the imagination and books' connections: <https://florencegriswoldmuseum.org/wfv/>
- Field trip! The Smithsonian Museum, New York, New York, has interactive workshops with families and children in Asian arts and studies: <https://asia-archive.si.edu/visit/family-programs/>. Metro-North stops along many city/town corridors to New York City. Look at the sites along the way. Name the bridges and towns that are your neighbors that live nearby.

PRE-KINDERGARTEN 4 ART

SKILLS

Students will be able to:

- Practice eye-to-hand coordination and manipulation
- Compare, locate, and classify shapes
- Compare, locate, and classify colors
- Experiment with different types of paint
- Observe and emulate a clean-up routine
- Observe and emulate how to use a glue stick with paper

CONTENT

- Fine Motor Development
- Shapes
- Color
- Paint
- Clean-up
- Paper Sculpture

The following are suggestions that you can do with your child to reinforce the above Art goals:

- The early childhood years are marked by your child's eagerness to participate in art with enthusiasm and naturalness. They enjoy looking at pictures and reproductions of works of art. Take advantage of the most impressionable and formative years by accompanying your child to an Art Museum. You may be surprised at how curious and attentive he/she is. Make your visits short, perhaps visiting only a handful of galleries at first, but be sure to include a variety.
- Talk about what you and your child see. Ask questions like: What colors do you see in this painting? Does this piece of art look smooth or rough? What do you think this painting (sculpture, etc.) is all about? What was your favorite piece of art that we saw today?
- Children enjoy creating their own art. Provide your child with a number of different items to use in the creation of art, such as markers, crayons, clay, and tons of paper! Encourage him/her to "draw" anytime that you find appropriate.

- Create an “art gallery” in your home. Display your child’s artwork and be sure it is signed and dated. Save as much of your child’s work as possible, and let your child know how wonderful his/her creations are. There is no greater creator of art in the world than that of your own child.
- The next time you and your child see an animated movie, ask your child about the art that goes into making an animated film. Computers are now used to generate most of the images, and this too, is an art form. The same elements of art (color, line, form, shape, and texture) are used via computer as were formerly done “by hand”. Discuss what you and your child like and/or do not like about the images you see.

Family Field Trip Suggestions:

- Enroll your child in an “Art Camp”. There are several local camps available at moderate cost.
- Saturday programs are available during the year at many Art Museums. Take advantage of these free or low-cost sessions for your child.
- The Public Library offers quality, framed, and unframed print art that may be checked out just like a library book. Many people are unaware of this special service.

PRE-KINDERGARTEN 4 MUSIC

SKILLS

Students will be able to:

- Move to the beat of a song
- Sing alone and with others, echo songs, fragment singing, and whole songs in tune with accurate pitch
- Identify and demonstrate different ways of using the voice (singing, speaking, whispering, and shouting)
- Play a steady beat on classroom instruments with the appropriate technique
- Improvise a sung response to a sung question
- Identify same and different sections of a song
- Perform for an audience.
- Demonstrate an understanding of the concepts of steady beat/no steady beat, long and short, fast and slow, high and low, loud and soft, one voice/many voices through singing and movement.
- Demonstrate an appreciation of music through movement.

CONTENT

- Singing, speaking, whispering, and shouting voices
- Steady beat
- Classroom percussion instruments
- Same and different (form)
- Long and Short (duration)
- Fast and Slow (tempo)
- High and Low (melodic direction)
- Loud and Soft (dynamics)
- One voice/many voices (texture)
- Liturgical Music including Latin

The following are suggestions that you can do with your child to reinforce the above Music goals:

- Using everyday tools and objects create and echo rhythm patterns at various tempos and dynamic levels.
- Enjoy a music program on TV or video with your child. Discuss and react to the content, style, and changes of beat.

- Play a two-three minute "conversation game" with your child in which only one of the four voice qualities is allowed by both participants (talk, sing, whisper, and shout).
- Sing a song to your child; encourage them to sing a song for you.
- Enjoy, react to, and discuss a short musical presentation at the park or at an indoor party.
- With your child bounce a ball, gallop, skip, or step to the beat of music selections in a variety of tempos.
- Explore and experiment with all the different ways a single object can produce sound.
- Select one or two household "instruments" and keep a steady beat with a favorite song.

Family Field Trip Suggestions:

- On a trip to a Zoo or Park, note the "size-pitch" relationship of various animals.
- Take a "sound trip" through your home or neighborhood to find noises vs. sounds, sound sources with beats, and those with no steady beat (machinery, appliances, natural and found sounds).

PRE-KINDERGARTEN 4 PHYSICAL EDUCATION

SKILLS

Students will be able to:

- Demonstrate eye-hand, eye-foot, and foot-hand coordination
- Demonstrate creativity and enjoyment of body movements through space
- Discuss physical fitness and its importance
- Demonstrate positive personal and socialization skills
- Practice principles of fair play and good sportsmanship
- Show appreciation for the concept of individual differences
- Demonstrate respect and acceptance of individual differences
- Socialize and interact with other students and teachers during individual, partner and large group activities
- Demonstrate safety and cooperation on playground equipment

CONTENT

- Basic movement skills (walking, jogging, running, skipping, galloping, marching, hopping, leaping, rolling, balancing, bending, twisting, clapping, throwing, freezing etc.)
- Basic Fitness movements (Jumping Jacks, Toe-Touches, lunges, squats, sit-ups, modified push-ups, Jumping skills, running, etc)
- Body awareness (speed, weight, distance, direction, body parts and location, clockwise, dodging), “Simon says” stretching
- Tag games - (running, freezing, unfreezing, finding open space, communication), tag games such as Star Wars tag, pizza tag, 7-up tag, etc.
- Spatial awareness (personal, general, balance, movement exploration, creative play)
- Games and activities (lead-up games, movement games, modified games, cooperative games)
- Rhythmic activities (music, parachutes, movement to the beat, hula hoops, scarves)
- Exploration of movement skills and small equipment (scooters, hula hoops, beanbags)
- Ball skills (kicking, bouncing, catching, throwing, striking, volleying, punting, dribbling, trapping)
- Introduction to team building and team sports activities

The following are suggestions that you can do with your child to reinforce the above Physical Education goals:

- Help your child grow and feel successful in physical education activities by developing a habit of family fitness. The benefits of going on short walks together as a family go far beyond increased physical fitness. Participate in other fun family activities such as hiking, swimming, biking, and skating.

- Go to the park or just out in your backyard with your child and practice some of the new skills he/she is learning at school. Swing from the bars to develop arm strength. Play tag to work on coordination and endurance. Bounce, dribble, or kick balls to practice eye-hand and eye-foot coordination.
- Set up an obstacle course in your backyard. Place old tires, lawn furniture, ropes, lumber, etc. in a course that your child will have to travel. Have him/her run, skip, climb, jump, etc. through the various objects. Involve friends and other family members in this activity. Discuss with your son/daughter imaginative ways to construct the course.
- Get involved with your child by playing traditional outdoor childhood games with him/her. Play Hopscotch, Kick the Can, Spud, Hide and Seek, and Red Rover as a family.
- Purchase a tub of sidewalk chalk. Use the chalk to draw spaces. Fill them with numbers or letters, in order or mixed-up. Take turns with your child jumping or hopping out these sequences: the alphabet, your first name, your last name, the numbers 0 to 10, your phone number, your address numbers, the possibilities are endless. This idea lets you mix academics with movement.

Family Field Trip Suggestions:

- Attend a professional sporting event with your child. While there, watch the warm-ups, visit the stadium's museum, and keep score.

PRE-KINDERGARTEN 4 RELIGION

SKILLS

Students will be able to:

- Recognize that God should come first in our lives. (Commandment 1)
- Understand that there are three persons in one. (Father, Son, Holy Spirit) and that Jesus is God's SON
- Understand that all things that are alive were made by God and that God cares for us and all He has made
- Understand that God has special rules for us
- Understand that God wants us to show love for one another
- Understand that Jesus wants us to follow him and make good choices
- Understand that we need to trust God and adults to make good choices
- Understand that when we go to church we are in God's house. Understand that God is everywhere and when we are in Church we celebrate God's love together as a community
- Understand that Mary was Jesus' mother on earth and she is our heavenly mother, Joseph was Jesus' father on earth, God is Jesus' father, God is our Father in Heaven
- Understand that when we pray we are talking to God
- Be able to recite the following prayers: Our Father, St. Michael the Archangel, Prayer Before Meals, Prayer After Meals, Hail Mary, and Act of Contrition
- Be able to respond to the order of the Mass and remember that we are in God's house
- Understand that when we do not make good choices it can hurt them and/or other people.
- Understand they are a part of God's family
- Understand that when we say "I'm sorry", we show our love for God and other people
- Recognize that Jesus performed miracles and understand that miracles is something that not everyone can make happen
- Understand that celebrations are important
- Understand that when we are like caterpillars and when we die we fly into heaven like butterflies
- Understand that we need to remember God is always in our heart and we can always reach out to Him.
- Understand that they can always lend a helping hand, a smile goes a long way, no matter how small

CONTENT

- There is One God
- The Blessed Trinity
- Creation
- The Ten Commandments
- Love Others
- God's House is the Church
- Holy Family
- Prayers
- Responses and Manners at Mass
- We do not always make good choices
- We join God's family when we are baptized
- We show love when we give forgiveness
- Jesus' miracles
- Holidays: Thanksgiving, Advent (Four weeks), Christmas (Jesus' Birthday), Lent, Palm Sunday, Easter
- After death there is life in heaven for us (i.e: caterpillar, butterfly))
- Keep God in your heart and always lend a helping hand

The following are suggestions that you can do with your child to reinforce the above Religion goals:

- Say mealtime and bedtime prayers together. Always remember to thank God for the special things that have happened each day.
- Choose a friend/relative/neighbor who could benefit from some special attention. Plan a special treat for that person (a small gift, flowers, bake cookies) then bring the treat to him/her and share a visit.
- Attend Sunday Mass as a family.
- Take a family stroll and talk about all the things you see that God created.
- Clean out your closet and donate clothes/toys/games to charity.
- Have your child invite a friend over. Help your child plan activities that his/her friend would enjoy. Emphasize thinking of others and sharing.
- Take out the family picture album. Look at the pictures of your child as a baby. Talk about how your child has grown and changed. Look at the pictures of his/her Baptism. Tell your child about the Baptism: who his/her Godparents are, some interesting things that happened

that day, a funny story about the day, if applicable. Show him/her the Baptismal Certificate and pictures taken at your child's Baptism.

- For a special occasion, consider buying your child a children's Bible, They are available from local bookstores or online.
- Read the story of Noah's Ark from a children's Bible. Make a list of the animals your child can think of that went aboard the ark.
- Encourage your family to light the way for Jesus during the four weeks of Advent. Set aside time each week to share acts of kindness.
- Gather with your family around a picture or statue of Mary. Invite your child to place flowers near Mary. Then quietly pray The Hail Mary together.
- During Holy Week share special prayer time with Jesus. With your child make a cardboard cross and help glue on some pasta. Use a variety of pasta shapes and colors.
- Help your child practice making the Sign of the Cross.
- Help your child develop awareness of God's creatures. Make a bird feeder with your child using a large, empty milk carton. Hang the feeder in a place where you can see it from a window and where birds can find it.

Family Field Trip Suggestions:

- Visit your parish Church. Tour your beautiful church, light a candle, and say a prayer for a special friend or relative

PRE-KINDERGARTEN 4 SOCIAL STUDIES

SKILLS

Students will be able to:

- Know their first name, last name, and age
- Demonstrate an understanding that there are similarities and differences among people and families
- Demonstrate understanding of the reasons or rules and laws in the home, community and classroom (Behaviors in school)
- Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers
- Demonstrate an understanding that there are similarities and differences among the cultural characteristics of people, families, and communities (e.g., languages, foods, art, customs, modes of transportation and shelter)
- Describe, draw, or construct aspects of the classroom, home and/or community (including roads, buildings, bodies of water, etc.)
- Demonstrate an understanding of why certain responsibilities are important and participate in fulfilling responsibilities at home, in the classroom, or the community
- Demonstrate a beginning understanding of past, present, and future as it relates to one's self, family, and community
- Demonstrate a beginning understanding of change over time through discussing, representing or playing, about expanding topics such as their own growth and family history (Gardening, butterflies, frogs, seasons, what do you want to be when you grow up?)

CONTENT

- Individual Development and Identity, Holidays (St. Francis, Halloween, Veterans Day, Thanksgiving)
- Rules, Laws, and Manners
- Individuals, Groups, and Community Helpers
- Culture/Holidays (Advent, Christmas, New Year's Day, Catholic Schools Week, Valentine's Day & Family Traditions, St. Patrick's Day and St. Joseph's Day, Easter, Earth Day, Mother's Day, Memorial Day)
- People, Places, Environments, Individual & Group Responsibility
- Civic Ideals and Practices/Helping Others
- Time, Continuity, and Change

- Science, Technology, and Society

The following are suggestions that you can do with your child to reinforce the above Social Studies goals:

- Make a collage of homes. Hang a piece of butcher paper on a wall at your child's level. Title the paper "Places People Live." Have your child look through magazines/newspapers to find pictures of different kinds of homes (houses, trailers, condos, tents, and apartments) Have your child cut them out and glue them to the paper.
- Encourage your child to learn his/her address by playing games in which he/she must say his/her address. For example, your child can pretend to a) order a pizza to be delivered to the home, b) ride in a taxi and tell the driver to take him/her home, c) be lost and tell a police officer where he/she lives.
- Have your child make a greeting card for someone else who lives in his/her home. Place it in an envelope, and let your child tell you the address to write on the envelope. Let the child attach the stamp, then take a trip to the post office and mail the card. Over the next few days, have your child watch for his/her card to be delivered to the house.
- Buy a plastic firefighter hat or make a hat from a sheet of newspaper. Have your child put on the hat and pretend to be a firefighters Allow him/her to rescue his/her stuffed animals/dolls from chests, bookshelves, and cupboards.
- Let your child choose a chore he/she can do to help out at home. Give him/her a sheet of paper with seven boxes drawn on it and the name of his/her selected chore written on it. Make a star in a box each time your child completes his/her chore. When all the boxes are filled, plan a special treat.
- Let your child make his/her family album. Have your child draw a picture of each person in the family on separate pages. Encourage your child to include on each page a picture of that person's favorite things. You could make a fabric cover and keep the album in a special place.
- Read a multi-cultural fairy tale to your child encouraging him/her to decide which traditional fairy tale it resembles. Discuss the likenesses and differences. Some suggestions are:

Lon Po Po by Ed Young

Tain's Slipper by Janet Palazzo-Craig

Yeh-Shan by Ed Young

Abadeha, 'Be Philippine Cinderella by Myma J. de la Paz

The Egyptian Cinderella by Shirley Climo

- Read some American folktales (Johnny Appleseed, Paul Bunyan, Pecos Bill). Introduce your child to folktales from other countries. Try the Strega Nona books by Tomie de Paola, stories from Italy. Read about the adventures of Anansi, the Spider by Gerald McDermott and Eric A. Kimmel, and stories from the Ashanti Tribe of Africa.
- Ask "What If?" questions about sharing problems that commonly arise and help your child develop positive solutions. For example, ask: "What if you want to play on the swing but your friend won't get off to let you? What if you're starting a game and both you and your friend want to be first?"
- Teach your child the name of the president and vice president. Show him/her pictures of these important leaders in the newspaper and magazines. Talk about where the president lives (the White House in Washington, D.C.) and where that relates to where you live.
- Ask your child to name his/her birthday. Then ask if he or she knows when our country's birthday is. Give your child a clue that most people celebrate by watching fireworks. Explain that the Fourth of July was when leaders of our country said they wanted the country to be free. Encourage your child to make a flag or other decorations for this holiday.

Family Field Trip Suggestions:

- Take your child for rides on various types of transportation: the train, a Bi-State bus, and a taxi.
- Attend your local community's Fire Prevention Activities in October to visit firefighters and the equipment. You can call your local fire station to arrange a visit with your child. Tour the station with your child/family.

KINDERGARTEN ART

SKILLS

Students will be able to:

- Observe and identify patterns
- Practice eye-to-hand coordination and manipulation, ex: beading
- Compare, find, and classify shapes
- Experiment with a variety of lines: straight, curved, zig-zag, thick, thin, interrupted
- Invent expressive drawings, using nature, personal, and imagination
- Create a background by filling in the page
- Identify Primary and Secondary colors
- Experiment and manipulate mixing colors
- Identify and discuss dark and light
- Discuss, observe, and emulate proper brush care and brush control
- Discuss, observe, and emulate clean-up routine
- Discuss and emulate carrying a wet painting
- Observe and experiment with Pan watercolors
- Observe, experiment, and create a crayon-resist
- Manipulate paper forms: spiral, fringing, curling, folding, cutting, gluing, overlapping, and collage
- Observe, emulate, and manipulate to produce pinch pots

CONTENT

- Pattern and Design
- Fine Motor Development
- Shapes
- Line differences
- Expressive drawing
- Spatial composition
- Painting
- Color Identification
- Paper Sculpture and paper forms
- Clay Sculptures

The following are suggestions that you can do with your child to reinforce the above Art goals:

- The early childhood years are marked by your child's eagerness to participate in art with enthusiasm and naturalness. They enjoy looking at pictures and reproductions of works of art. Take advantage of the most impressionable and formative years by accompanying your child to an Art Museum. You may be surprised at how curious and attentive he/she is. Make your visits short, perhaps visiting only a handful of galleries at first, but be sure to include a variety.
- Talk about what you and your child see. Ask questions like: What colors do you see in this painting? Does this piece of art look smooth or rough? What do you think this painting (sculpture, etc.) is all about? What was your favorite piece of art that we saw today?
- Children enjoy creating their own art. Provide your child with a number of different items to use in the creation of art, such as markers, crayons, clay, and tons of paper! Encourage him/her to "draw" anytime that you find appropriate.
- Create an "art gallery" in your home. Display your child's artwork and be sure it is signed and dated. Save as much of your child's work as possible, and let your child know how wonderful his/her creations are. There is no greater creator of art in the world than that of your own child.
- The next time you and your child see an animated movie, ask your child about the art that goes into making an animated film. Computers are now used to generate most of the images, and this too, is an art form. The same elements of art (color, line, form, shape, and texture) are used via computer as were formerly done "by hand". Discuss what you and your child like and/or do not like about the images you see.

Family Field Trip Suggestions:

- Enroll your child in an "Art Camp". There are several local camps available at moderate cost.
- Saturday programs are available during the year at many Art Museums. Take advantage of these free or low-cost sessions for your child.
- The Public Library offers quality, framed, and unframed print art that may be checked out just like a library book. Many people are unaware of this special service.

KINDERGARTEN MUSIC

SKILLS

Students will be able to:

- Move to the beat of a song
- Sing alone and with others, echo songs, fragment singing, and whole songs in tune. with accurate pitch
- Identify and demonstrate different ways of using the voice (singing, speaking, whispering, and shouting)
- Play a steady beat on classroom instruments with the appropriate technique
- Improvise a sung response to a sung question
- Identify same and different sections of a song
- Perform for an audience.
- Demonstrate an understanding of the concepts of steady beat/no steady beat, long and short, fast and slow, high and low, loud and soft, one voice/many voices through singing and movement.
- Demonstrate an appreciation of music through movement.

CONTENT

- Singing, speaking, whispering, and shouting voices
- Steady beat
- Classroom percussion instruments
- Same and Different (form)
- Long and Short (duration)
- Fast and Slow (tempo)
- High and Low (melodic direction)
- Loud and Soft (dynamics)
- One voice/many voices (texture)
- Liturgical Music including Latin

The following are suggestions that you can do with your child to reinforce the above Music goals:

- Enjoy a music program on TV or video with your child. Discuss and react to the content, style, and changes of beat.
- Play a two-three minute "conversation game" with your child in which only one of the four voice qualities is allowed by both participants (talk, sing, whisper, and shout).

- Sing a song to your child; encourage them to sing a song for you.
- Enjoy, react to, and discuss a short musical presentation at the park or at an indoor party.
- With your child bounce a ball, gallop, skip, or step to the beat of music selections in a variety of tempos.
- Explore and experiment all the different ways a single object can produce sound.
- Select one or two household "instruments" and keep a steady beat with a favorite song.

Family Field Trip Suggestions:

- On a trip to a Zoo or Park, note the "size-pitch" relationship of various animals.
- Take a "sound trip" through your home or neighborhood to find noises vs. sounds, sound sources with beats, and those with no steady beat (machinery, appliances, natural and found sounds).
- Walk in the woods like Winnie the Pooh; examine each twig and hear their crunches under your feet. Do different sizes and shapes make different sounds?
Maybe you might meet Tigger at Mianus Park, Stamford Connecticut! Certainly you may see some footprints. Visit: <https://www.friendsofmianusriverpark.org/explore/directions>

KINDERGARTEN PHYSICAL EDUCATION

SKILLS

Students will be able to:

- Demonstrate eye-hand, eye-foot, and foot-hand coordination
- Demonstrate creativity and enjoyment of body movements through space
- Discuss physical fitness and its importance
- Demonstrate positive personal and socialization skills
- Practice principles of fair play and good sportsmanship
- Show appreciation for the concept of individual differences
- Demonstrate respect and acceptance of individual differences
- Socialize and interact with other students and teachers during individual, partner, and large group activities
- Demonstrate safety and cooperation on playground equipment

CONTENT

- Basic movement skills (walking, jogging, running, skipping, galloping, marching, hopping, leaping, rolling, balancing, bending, twisting, clapping, throwing, freezing, etc.)
- Basic Fitness movements (Jumping Jacks, Toe-Touches, lunges, squats, sit-ups, modified push-ups, Jumping skills, running, etc)
- Body awareness (speed, weight, distance, direction, body parts and location, clockwise, dodging), “Simon says” stretching
- Tag games - (running, freezing, unfreezing, finding open space, communication), tag games such as Star Wars tag, pizza tag, 7-up tag, etc.
- Spatial awareness (personal, general, balance, movement exploration, creative play)
- Games and activities (lead-up games, movement games, modified games, cooperative games)
- Rhythmic activities (music, parachutes, movement to the beat, hula hoops, scarves)
- Exploration of movement skills and small equipment (scooters, hula hoops, beanbags)
- Ball skills (kicking, bouncing, catching, throwing, striking, volleying, punting, dribbling, trapping)
- Introduction to team building and team sports activities

The following are suggestions that you can do with your child to reinforce the above Physical Education goals:

- Help your child grow and feel successful in physical education activities by developing a habit of family fitness. The benefits of going on short walks together as a family go far beyond increased physical fitness. Participate in other fun family activities such as hiking, swimming, biking, and skating.

- Go to the park or just out in your backyard with your child and practice some of the new skills he/she is learning at school. Swing from the bars to develop arm strength. Play tag to work on coordination and endurance. Bounce, dribble, or kick balls to practice eye-hand and eye-foot coordination.
- Set up an obstacle course in your backyard. Place old tires, lawn furniture, ropes, lumber, etc. in a course that your child will have to travel. Have him/her run, skip, climb, jump, etc. through the various objects. Involve friends and other family members in this activity. Discuss with your son/daughter imaginative ways to construct the course.
- Get involved with your child by playing traditional outdoor childhood games with him/her. Play Hopscotch, Kick the Can, Spud, Hide and Seek, and Red Rover as a family.
- Purchase a tub of sidewalk chalk. Use the chalk to draw spaces. Fill them with numbers or letters, in order or mixed-up. Take turns with your child jumping or hopping out these sequences: the alphabet, your first name, your last name, the numbers 0 to 10, your phone number, your address numbers, the possibilities are endless. This idea lets you mix academics with movement.

Family Field Trip Suggestions:

- Attend a professional sporting event with your child. While there, watch the warm-ups, visit the stadium's museum, and keep score.
- Support your friend or family member at one of their sporting events in town; maybe you may even want to play that game when you are of age to join that sport!
- Visit a golf course near you to see why this sport is so popular among many. Sterling Farms Golf Course is where CAS also has a fundraiser each fall. <https://sterlingfarmsgc.com/>

KINDERGARTEN RELIGION

SKILLS

Students will be able to:

- Understand that God made the whole world and everything in it: Sun, water, and animals,
- Describe ways to celebrate God's love
- Understand that saints lived their lives loving God
- Emphasize that God made all people
- Understand that God made us special
- Present that God gives us our senses
- Present that our families help us to discover God's world
- Explain that friends are special gifts from God
- Present that God's son is the light of the world
- Explain some of the ways we celebrate Holy Days (Advent, Christmas, Lent, Easter)
- Emphasize Mary's love for God
- Present that God the Father gives us the gift of his Son
- Describe Jesus, Mary, and Joseph as the Holy Family
- Introduce Jesus as a teacher and a helper
- Explain that Jesus wants us to love others
- Emphasize that Jesus wants us to love God and others
- Explain that the three days before Easter is a special time of celebration of God's love
- Present that the Church is the family of God
- Present prayer as one way of showing our love for God
- Present the Last Supper as a special meal that Jesus shared with his friends
- Identify Jesus as someone who cared about everyone
- Present Jesus as a good friend
- Explain that the Church celebrates Jesus' life and love

CONTENT:

- Creation
- The Bible and its stories
- God is Our Father and Creator
- Mary and Joseph
- Know that we love and honor Mary in a special way
- Advent, Christmas, Lent, and Easter
- The Church
- Our parish community
- The Mass

- Demonstrating and asking for forgiveness
- God's love is shown to us through the love of our families and friends
- God gave each of us different talents
- We belong to a family just as Jesus did;
- We are responsible for caring for God's creation
- Prayer is communicating with God
- Service Projects: Service to the Elderly

The following are suggestions that you can do with your child to reinforce the above Religion goals:

- Say mealtime and bedtime prayers together. Always remember to thank God for the special things that have happened each day.
- Choose a friend/relative/neighbor who could benefit from some special attention. Plan a special treat for that person (a small gift, flowers, bake cookies) then bring the treat to him/her and share a visit.
- Attend Sunday Mass as a family.
- Take a family stroll and talk about all the things you see that God created.
- Clean out your closet and donate clothes/toys/games to charity.
- Have your child invite a friend over. Help your child plan activities that his/her friend would enjoy. Emphasize thinking of others and sharing.
- Take out the family picture album. Look at the pictures of your child as a baby. Talk about how your child has grown and changed. Look at the pictures of his/her Baptism. Tell your child about the Baptism: who his/her Godparents are, some interesting things that happened that day, a funny story about the day, if applicable. Show him/her the baptism certificate and pictures taken during your child's baptism.
- For a special occasion, consider buying your child a children's Bible, They are available from local bookstores or online.

- Read the story of Noah's Ark from a children's Bible. Make a list of the animals your child can think of that went aboard the ark.
- Encourage your family to light the way for Jesus during the four weeks of Advent. Set aside time each week to share acts of kindness.
- Gather with your family around a picture or statue of Mary. Invite your child to place flowers near Mary. Then quietly pray The Hail Mary together.
- During Holy Week share special prayer time with Jesus. With your child make a cardboard cross and help glue on some pasta. Use a variety of pasta shapes and colors.
- Help your child practice making the Sign of the Cross.
- Help your child develop awareness of God's creatures. Make a bird feeder with your child using a large, empty milk carton. Hang the feeder in a place where you can see it from a window and where birds can find it.

Family Field Trip Suggestions:

- Visit your parish Church. Tour your beautiful church, light a candle and say a prayer for a special friend or relative.
- Mill River Park, 1010 Washington Blvd., Stamford, Connecticut offers free events throughout the seasons. See the Whittingham Discovery Center on its grounds or take a ride on the carousel or simply walk along Nature's path to the exciting playground that reflects this park's respect for nature in a thriving city! All ages may enjoy.
<https://millriverpark.org/> and <https://millriverpark.org/the-park/whittingham/>
- Cove Island Park, Stamford, Connecticut, and other city or town parks in which you live often require a beach sticker for residents spring/summer/early fall for the most cost-effective trip; day passes for one car can be more expensive. Explore all the seasons! In the back of the parking lot, past the Ice Skating Rink, you may hear the sounds of birds who migrate along the Long Island Sound to experience a peaceful bird sanctuary. So, see if you can use all your senses to experience the sighting and sounds. Reflect and pray in peaceful surroundings. Then, go play in the park, enjoy the feel of sand, wonder at herons and seagulls (but hold your food close for these fellas), and experience family and friendship among God's creations.
<https://www.stamfordct.gov/Home/Components/FacilityDirectory/FacilityDirectory/120/507>

KINDERGARTEN SOCIAL STUDIES

SKILLS

Students will be able to:

- Identify rules and responsibilities within the classroom, school, community
- Identify ways children act at school
- Recognize why people share and make good choices
- Analyze what it means to take turns
- Recognize why people cooperate
- Identify ways of sharing
- Identify and recognize ways to solve problems
- Recognize why we need rules and laws
- Know the consequences of breaking rules
- Explain the reasons why people work
- Name familiar community helpers
- Recognize the role and purpose of jobs at school
- Identify the months of the year, days of the week, today, tomorrow, and yesterday
- Identify the weather and seasons
- Identify holidays throughout the year
- Identify traditions, celebrations, and significance
- Recognize Earth Day and recycling
- Recognize we all live in a country- the United States
- Recognize the American flag
- Identify America's national song

CONTENT

- Rules-classroom, school, community
- Classroom routines
- Types of community helpers
- Family members- roles, traditions, relationships
- Neighborhood and neighbors
- Service to the community
- Holidays throughout the year-traditions, celebrations, significance
- Calendar-months of the year, days of the week, today, tomorrow, and yesterday, weather, seasons, 100 days countdown
- Directionality specific to maps; Homes and Shelters
- Environment- Recycle, Earth Day, Pollution, Energy
- Our Country- Patriotism, US Flag, symbols, Pledge of Allegiance, Current Events, Money
- Transportation- cars, boats, trains, and airplanes

The following are suggestions that you can do with your child to reinforce the above Social Studies goals:

- Make a collage of homes. Hang a piece of butcher paper on a wall at your child's level. Title the paper "Places People Live." Have your child look through magazines/newspapers to find pictures of different kinds of homes (houses, trailers, condos, tents, and apartments) Have your child cut them out and glue them to the paper.
- Encourage your child to learn his/her address by playing games in which he/she must say his/her address. For example, your child can pretend to: a) order a pizza to be delivered to the home, b) ride in a taxi and tell the driver to take him/her home, c) be lost and tell a police officer where he/she lives.
- Have your child make a greeting card for someone else who lives in his/her home. Place it in an envelope, and let your child tell you the address to write on the envelope. Let the child attach the stamp, then travel to the post office and mail the card. Over the next few days, have your child watch for his/her card to be delivered to the house.
- Buy a plastic firefighter hat or make a hat from a sheet of newspaper. Have your child put on the hat and pretend to be a firefighters Allow him/her to rescue his/her stuffed animals/dolls from chests, bookshelves, and cupboards.
- Let your child choose a chore he/she can do to help out at home. Give him/her a sheet of paper with seven boxes drawn on it and the name of his/her selected chore written on it. Make a star in a box each time your child completes his/her chore. When all the boxes are filled, plan a special treat.
- Let your child make his/her family album. Have your child draw a picture of each person in the family on separate pages. Encourage your child to include a picture of that person's favorite things on each page. You could make a fabric cover and keep the album in a special place.
- Read a multi-cultural fairy tale to your child encouraging him/her to decide which traditional fairy tale it resembles. Discuss the likenesses and differences. Some suggestions are:

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Abadeha, 'Be Philippine Cinderella by Myma J. de la Paz

The Egyptian Cinderella by Shirley Climo

- Read some American folktales (Johnny Appleseed, Paul Bunyan, Pecos Bill). Introduce your child to folktales from other countries. Try the Strega Nona books by Tomie de Paola, which are stories from Italy. Read about the adventures of Anansi, the Spider by Gerald McDermott and Eric A. Kimmel, and stories from the Ashanti Tribe of Africa.
- Ask "What If?" questions about sharing problems that commonly arise and help your child develop positive solutions. For example, ask: "What if you want to play on the swing but your friend won't get off to let you? What if you're starting a game and you and your friend want to be first?"
- Teach your child the name of the president and vice president. Show him/her pictures of these important leaders in the newspaper and magazines. Talk about where the president lives (the White House in Washington, D.C.) and where that relates to where you live.
- Ask your child to name his/her birthday. Then ask if he or she knows when our country's birthday is. Give your child a clue that most people celebrate by watching fireworks. Explain that the Fourth of July was when leaders of our country said they wanted the country to be free. Encourage your child to make a flag or other decorations for this holiday.

Family Field Trip Suggestions:

- Attend your local community's Fire Prevention Activities in October to visit firefighters and the equipment. You can call your local fire station to arrange a visit with your child. Tour the station with your child/family.
- Take your child for rides on various types of transportation: the train, a Bi-State bus, and a taxi.
- Visit Arthur Avenue's Little Italy, Bronx, New York, right off Bronx Botanical Gardens' Metro North stop and by Fordham University, and; go into the Italian market and enjoy the fresh smells.

KINDERGARTEN SPANISH

SKILLS

Students will be able to:

- Introduce oneself
- Use daily greetings and leave-takings
- Identify and express one's feelings
- Learn simple commands to follow directions
- Count up to 10 in Spanish
- Identify an item by color
- Name four basic shapes in Spanish
- Identify basic classroom items
- Identify nuclear family members in Spanish
- Recognize the main rooms in a house
- Name parts of the face
- Identify some animals by names and images
- Compare things and differentiate between big and small
- Recite by heart the sign of the cross and the Guardian Angel in Spanish
- Participate and learn in age-appropriate cultural celebrations

CONTENT:

- Introducing oneself
- Basic Greetings
- Leave-Takings
- Commands
- Emotions/feelings
- Numbers 0-10
- Colors
- Shapes
- Classroom Objects
- The Family
- The House
- Parts of the face
- The Animals
- Adjectives/Opposite Pairs
- Prayers
- Culture (celebrations, games, songs, rhymes)

The following are suggestions that you can do with your child to reinforce the above Spanish skills:

- Read together Hispanic bilingual books.
- Sing songs in Spanish.
- Recite nursery rhymes.
- Have your child count or tell you the color of things around the house in Spanish.
- Find an online app to learn and practice vocabulary.
- Listen to music and watch children's shows in Spanish.
- PBS offers a great variety of Spanish activities <https://pbskids.org/games/spanish>

Family Field Trip Suggestions:

- Go to your favorite donut shop. Request your order in Spanish, using please and thank you.
- Visit a bodega that has a Spanish sign out front.
- See all the foods written in Spanish at Sophia's Farmer's Market, 1011 Hope Street, Stamford, Connecticut.

FIRST GRADE ART

SKILLS

Students will be able to:

- Create a drawing using Line, Shape, Color, Texture, Form and Space
- Develop creative thinking skills and techniques for producing artwork
- Draw about personal experiences
- Observe, identify, and locate the placement and basic shapes of facial features
- Identify and classify primary colors and create secondary colors from the primary colors
- Observe and manipulate the use of a brush as a drawing tool
- Observe and emulate proper care and cleaning of brushes
- Observe and manipulate oil/wax resist
- Observe and manipulate paper form:(spiral, fringing, curling, folding, cutting, gluing, hole punching, and collage.)
- Observe, emulate, manipulate, and produce a hand-building project
- Observe, emulate, and discover the inking process
- Observe and experiment with mono-printing
- Discuss and identify different artists

CONTENT

- Spatial composition
- Facial features
- Care of art materials
- Color wheel
- Warm and cool colors
- Free hanging paper sculpture
- Paper sculpture
- Collage
- Sculptured forms
- Printing

The following are suggestions that you can do with your child to reinforce the above Art goals:

- The early childhood years are marked by your children's eagerness to participate in art with enthusiasm and naturalness. They like looking at pictures and reproductions of works of art. Take advantage of the most impressionable and formative years by accompanying your child to an Art Museum. You may be surprised at how curious and

attentive he/she is. Make your visits short, perhaps visiting only a handful of galleries at first, but be sure to include a variety.

- Talk about what you and your child see. Ask questions like: What colors do you see in this painting? Does this piece of art look smooth or rough? What do you think this painting (sculpture, etc.) is all about? What was your favorite piece of art that we saw today?
- Children enjoy creating their own art. Provide your child with a number of different items to use in the creation of art, such as markers, crayons, clay, and tons of paper! Encourage him/her to “draw” anytime that you find appropriate.
- Create an “art gallery” in your home. Display your child’s artwork and be sure it is signed and dated. Save as much of your child’s work as possible, and let your child know how wonderful his/her creations are. There is no greater creator of art in the world than that of your own child.
- The next time you and your child see an animated movie, ask your child about the art that goes into making an animated film. Computers are now used to generate most of the images, and this too, is an art form. The same elements of art (color, line, form, shape, and texture) are used via computer as were formerly done “by hand”. Discuss what you and your child like and/or do not like about the images you see.

Family Field Trip Suggestions:

- Enroll your child in an “Art Camp”. There are several local camps available at moderate cost.
- Saturday programs are available during the year at many Art Museums. Take advantage of these free or low-cost sessions for your child.
- The Public Library offers quality, framed, and unframed print art that may be checked out just like a library book. Many people are unaware of this special service.

FIRST GRADE MUSIC

SKILLS

Students will be able to:

- Read and notate using the rhythm and melody described below
- Improvise and compose using the rhythm and melody described
- Identify the form of a song: AB
- Play classroom percussion instruments using the rhythm below
- Demonstrate an appreciation for music that represents something else (program Music)

CONTENT

- Quarter Note (ta) and Eight Notes (ti-ti) and Quarter Rest
- Sol-Mi, La Do
- Intervals: seconds, thirds and fourths
- Music Staff
- Treble Clef
- Percussion Instruments
- Beat, Rhythm, and Melody
- Question/answer form, verse refrain form (AB form)
- Program Music
- Liturgical Music, including Latin

The following are suggestions that you can do with your child to reinforce the above Music goals:

- Create a percussion instrument using materials found at home.
- Watch a video of *Peter and the Wolf*, *Carnival of the Animals*, or another video that uses music to tell a story.
- Play singing games with your child. (A good source for these activities are the *Wee Sing* books available at local bookstores or online.)
- Sing songs used during Holy Mass with your child.
- Explore and experiment with all the different ways a single object can produce sound.
- Select one or two household "instruments" and keep a steady beat with a favorite song

Family Field Trip Suggestions:

- Take a "sound trip" through your home or neighborhood to find noises vs. sounds, sound sources with beats, and those with no steady beat (machinery, appliances, natural and found sounds).
Write a list of the top three sounds you like and sounds that make you happy!
Write a list of the top three sounds that have a function or purpose.
Write a top three list of sounds in which you would like to turn down their volumes.
- Visit the City of Stamford Community Website for music events to attend with your child:
<https://fairfieldcounty.kidsoutandabout.com/content/stamford-recreation-services>
- Most city and town parks now have soundboards or bongos to beat. Listen to the echoes of tones as they meet your hands. Control the beats at your local park and bang on the drums to the sounds you hear around you- footsteps, voices, horses trotting, children playing, and revel in the sounds you create with your unique active, growing imagination.
- Experience Sound and Science connections at the Connecticut Science Center, 250 Columbus Blvd, Hartford, Connecticut 06103: <https://ctsciencecenter.org/sight-and-sound/>

FIRST GRADE PHYSICAL EDUCATION

SKILLS

Students will be able to:

- Demonstrate eye-hand, eye-foot, and foot-hand coordination
- Demonstrate creativity and enjoyment of body movements through space
- Discuss physical fitness and its importance
- Demonstrate positive personal and socialization skills
- Practice principles of fair play and good sportsmanship
- Show appreciation for the concept of individual differences
- Demonstrate respect and acceptance of individual differences
- Socialize and interact with other students and teachers during individual, partner, and large group activities
- Demonstrate safety and cooperation on playground equipment

CONTENT

- Basic movement skills (walking, jogging, running, skipping, galloping, marching, hopping, leaping, rolling, balancing, bending, twisting, clapping, throwing, freezing etc.)
- Basic Fitness movements (Jumping Jacks, Toe-Touches, lunges, squats, sit-ups, modified push-ups, Jumping skills, running etc.
- Body awareness (speed, weight, distance, direction, body parts and location, clockwise, dodging), “Simon says” stretching
- Tag games - (running, freezing, unfreezing, finding open space, communication), tag games such as star wars tag, pizza tag, 7-up tag etc.
- Spatial awareness (personal, general, balance, movement exploration, creative play)
- Games and activities (lead-up games, movement games, modified games, cooperative games)
- Rhythmic activities (music, parachutes, movement to the beat, hula hoops, scarves)
- Exploration of movement skills and small equipment (scooters, hula hoops, beanbags)
- Ball skills (kicking, bouncing, catching, throwing, striking, volleying, punting, dribbling, trapping)
- Introduction to team building and team sports activities

The following are suggestions that you can do with your child to reinforce the above Physical Education goals:

- Help your child grow and feel successful in physical education activities by developing a habit of family fitness. The benefits of going on short walks together as a family go far beyond increased physical fitness. Participate in other fun family activities such as hiking, swimming, biking, and skating.

- Go to the park or just out in your backyard with your child and practice some of the new skills he/she is learning at school. Swing from the bars to develop arm strength. Play tag to work on coordination and endurance. Bounce, dribble, or kick balls to practice eye-hand and eye-foot coordination.
- Set up an obstacle course in your backyard. Place old tires, lawn furniture, ropes, lumber, etc. in a course that your child will have to travel. Have him/her run, skip, climb, jump, etc. through the various objects. Involve friends and other family members in this activity. Discuss with your son/daughter imaginative ways to construct the course.
- Get involved with your child by playing traditional outdoor childhood games with him/her. Play Hopscotch, Kick the Can, Spud, Hide and Seek, and Red Rover as a family.
- Purchase a tub of sidewalk chalk. Use the chalk to draw spaces. Fill them with numbers or letters, in order or mixed-up. Take turns with your child jumping or hopping out these sequences: the alphabet, your first name, your last name, the numbers 0 to 10, your phone number, your address numbers, the possibilities are endless. This idea lets you mix academics with movement.

Family Field Trip Suggestions:

- Attend a professional sporting event with your child. While there, watch the warm-ups, visit the stadium's museum, and keep score.
- Go ice skating at Terri Connors Rink, Cover Island any season, or rollerblading on summer vacation. Practice on your breaks! <http://www.tcrink.com/public-skating.aspx>
- Run around a track at any when schools are out. Can you run $\frac{1}{4}$ mile, $\frac{1}{2}$ mile, or a full mile yet?

FIRST GRADE RELIGION

SKILLS

Students will be able to:

- Summarize the story of Creation
- Describe the Holy Trinity
- Recite prayers used during first-grade
- Discuss Gospel teachings with their teacher and classmates
- Join in the Religious Service Program of C.A.S
- Examine how a Church community functions
- Explain the Sacraments
- Sequence the Liturgical Seasons
- Examine the lives of the Saints
- Behave reverently and actively participate during Mass

CONTENT

- Creation
- Holy Trinity
- Prayers
- Gospel teachings
- Service
- Church Community
- Sacraments
- Liturgical seasons
- Saints
- Mass

The following are suggestions that you can do with your child to reinforce the above Religion goals:

- Begin a family meal by picking a person in the family, neighborhood, parish, or school who is going to be remembered throughout the meal. Talk a bit about that person and share why he/she is important to your family. Conclude the meal with a prayer for that person.
- Pray with your child before bedtime-include traditional prayers as well as spontaneous prayers. The CAS Book of Prayers can be found on our website.
- Celebrate family members' baptismal days as you would a birthday. Look at photographs or videos of that person's baptism. Invite his/her Godparents over for a special or dessert.

- Read and dramatize a miracle story from the bible. Have each family member take part in the dramatization.
- Adopt a parish shut-in during Advent and as a family plan a weekly visit. Decorate his/her house with homemade decorations, sing Christmas carols, bake cookies, do shopping for him/her, etc.
- Acknowledge family members' acts of kindness for each other, or for others, with written notes posted on the refrigerator or placed in a basket that has been decorated specially for this purpose.
- Plant seeds and let the children care for them during Lent to lead them to a better understanding of the "death to new life" theme of Lent.
- Read aloud to your child any of the following books:

Time of Wonder by Robert McCloskey

Peter's Chair by Ezra Jack Keats

The Runaway Bunny by Margaret Brown

On the Day You Were Born by Debra Frasier

The Selfish Giant by Oscar Wilde

Family Field Trip Suggestions:

- Attend Sunday Liturgy as a family. Volunteer to bring up the offertory gifts.
- Plan a family day to be outside and enjoy God's gifts of creation. Take advantage of specific opportunities to increase family members' knowledge of nature- how flowers grow, and how animals live.
- Ask what church you were baptized in and revisit that church at the exact time and day of your Baptism.

FIRST GRADE SOCIAL STUDIES

SKILLS

Students will be able to:

- Identify responsibilities and rules in the classroom and school
- Identify symbols and traditions of our nation
- Differentiate between needs and wants
- Discuss the qualities of a good citizen
- Recognize why we celebrate American holidays and Special Days
- Read a community map for information
- Recognize leaders of school, town, state, and country

CONTENT

- Rules and Responsibilities
- American Holidays/Special Days
- Communities
- Needs and Wants
- Maps and Models
- Government Leaders

The following are suggestions that you can do with your child to reinforce the above Social Studies goals:

- As a family project, generate a list of family rules. Write or illustrate each rule on poster board. Discuss the need and importance of each rule.
- Before the next family outing, look on a city street map and plot the route to your destination. Have your child act as the navigator on the trip. Start small like a trip to Grandma's or to the park, then gradually increase the distance like to the school or to the Stamford Train Station.
- Talk about family needs and wants. As a family, pick one need or want for the family to work towards. Decorate a coffee can as a bank and collect savings for that specific goal. As the goal is reached, teach your child to shop wisely by looking for sales and doing comparative shopping.
- Start a family scrapbook. Include memorabilia of vacations, photographs of birthdays, holidays, and special events, menus from family dinners, movie tickets, etc. Label entries with names of places, people, and dates. Have your child share and explain the book with grandparents and relatives.

- As you prepare holiday menus, brainstorm with your child the foods early settlers might have chosen for that holiday. Talk about food preparation then and now.
- Read aloud or with your child any of the following:

Children of the Forest by Elsa Beskow

Blueberries for Sal by Robert McCloskey

Peter in Grand Central Station by Leonard Shortall

Three Young Pilgrims by Cheryl Harness

The Patchwork Quilt by Valerie Flourney

The Year at Maple Hill Farm by Alice and Martin Provensen

First Grade Takes a Test by Miriam Cohen

People by Peter Spier

Over, Under & Through, and Other Spatial Concepts by Tana Hoban

Big Blue Marble Atlas by Paula Brown and Robert Garrison Discovering Maps, A

Young Person's Atlas by Hammond Incorporated

Family Field Trip Suggestions:

- Visit an Arboretum during each season. Take pictures of each trip and compare the changes in local plants and wildlife and how natural features change over time.
- Locate photographs of neighborhoods where grandparents or parents grew up. Drive to those neighborhoods and look for changes.
- Go on a walk around the area where you currently live and notice changes in houses, yards, stores, restaurants, and parks. Take some trash bags and disposable gloves with you and pick up litter along the way.

FIRST GRADE SPANISH

SKILLS

Students will be able to:

- Use daily formal greetings and leave-takings
- Introduce oneself
- Follow simple directions
- Identify and express one's own feelings
- Count up to 29 in Spanish.
- Identify colors and animals in a storybook
- Name six basic shapes in Spanish
- Identify some classroom items
- Identify family members in Spanish
- Recognize and name the main rooms in a house
- Name parts of the face
- Name parts of the body
- Copy the written Spanish words next to the picture
- Determine the size of an item using corresponding adjectives
- Recite by heart the sign of the cross and the Glory be and Grace after meals in Spanish
- Participate and learn in age-appropriate cultural celebrations

CONTENT

- Introducing oneself
- Basic Greetings
- Leave-Takings
- Commands
- Emotions/feelings
- Numbers 0-29
- Colors
- Shapes
- Classroom objects
- The family
- The house
- Parts of the face
- Parts of the body
- Adjectives/Opposite Pairs
- The Animals
- Prayers
- Culture (celebrations, games, songs, rhymes)

The following are suggestions that you can do with your child to reinforce the above Spanish skills and content:

- Read together Hispanic bilingual books.
- Sing songs in Spanish.
- Recite nursery rhymes.
- Have your child count or tell you the color of things around the house in Spanish.
- Find an online app to learn and practice vocabulary.
- Listen to music, and watch children's shows in Spanish.
- PBS offers a great variety of Spanish activities
- <https://pbskids.org/games/spanish>

Family Field Trip Suggestions:

- Go to Radio City Music Hall. Take a tour.
<https://www.msg.com/guided-tours/new-york-city-tours/radio-city-music-hall-tour#buytickets>
- Go to Central Park Zoo, New York, New York <https://centralparkzoo.com/> and name the animals in Spanish.
- Eat at any Spanish-speaking restaurant in downtown Stamford.

SECOND GRADE ART

SKILLS

Students will be able to:

- Observe, locate, and create a background
- Identify, locate, and organize picture plane
- Compare proportions and size relationships within a picture plane
- Identify and apply painting patterns using warm and cool colors
- Observe and emulate a paper-weaving
- Manipulate and create clay animals
- Experiment with color exploration
- Recognize different tints and shades
- Use materials in a safe and responsible manner
- Observe, discuss, and identify different artists and genre
- Experiment with line, shape, and shading
- Discuss and identify different artists

CONTENT

- Art History
- Drawing
- Painting and Color
- Sculpture
- Printmaking
- Multi-media

The following are suggestions that you can do with your child to reinforce the above Art goals:

- The early childhood years are marked by your children's eagerness to participate in art with enthusiasm and naturalness. They like looking at pictures and reproductions of works of art. Take advantage of the most impressionable and formative years by accompanying your child to an Art Museum. You may be surprised at how curious and attentive he/she is. Make your visits short, perhaps visiting only a handful of galleries at first, but be sure to include a variety.
- Talk about what you and your child see. Ask questions like: What colors do you see in this painting? Does this piece of art look smooth or rough? What do you think this

painting (sculpture, etc.) is all about? What was your favorite piece of art that we saw today?

- Children enjoy creating their own art. Provide your child with a number of different items to use in the creation of art, such as markers, crayons, clay, and tons of paper! Encourage him/her to “draw” anytime that you find appropriate.
- Create an “art gallery” in your home. Display your child’s artwork and be sure it is signed and dated. Save as much of your child’s work as possible, and let your child know how wonderful his/her creations are. There is no greater creator of art in the world than that of your own child.
- The next time you and your child see an animated movie, ask your child about the art that goes into making an animated film. Computers are now used to generate most of the images, and this too, is an art form. The same elements of art (color, line, form, shape, and texture) are used via computer as were formerly done “by hand”. Discuss what you and your child like and/or do not like about the images you see.

Family Field Trip Solutions:

- Enroll your child in an “Art Camp”. There are several local camps available at moderate cost.
- Saturday programs are available during the year at many Art Museums. Take advantage of these free or low-cost sessions for your child.
- The Public Library offers quality, framed, and unframed print art that may be checked out just like a library book. Many people are unaware of this special service.

Second Grade Music

SKILLS

Students will be able to:

- Read and notate using the rhythm and melody described below
- Conduct in patterns of 2, 3, and 4
- Improvise and compose using the rhythm and melody described below using ostinato
- Sing in harmony using ostinato
- Understand Beat, Rhythm, Melody and Harmony
- Identify the ABA form and the Rondo form
- Recognize and execute dynamics of piano and forte
- Recognize and execute the repeat sign and the fermata
- Orally and visually identify the timpani, the violin, and the members of the brass family
- Perform and recognize the use of solo=chorus texture
- Orally recognize the difference between the band and the orchestra
- Express appreciation for the ballet

CONTENT

- Meter in 2,3 and 4
- Rhythm: half note and rest; whole note and rest; dotted half note, pick-up note
- Melody -Re, Do, La, Sol
- Conducting
- Ostinato
- ABA Form
- Rondo Form
- Dynamics: piano and forte
- Symbols: accent, bar line, double bar line, repeat sign, fermata
- Brass Family
- Solo-Chorus
- Band and Orchestra
- Ballet

The following are suggestions that you can do with your child to reinforce the above Music goals:

- Identify the meter of a favorite song and practice the correct conducting pattern.
- Create a song with your child, using a melody already learned or a new one.

- Explore and experiment with all the different ways a single object can produce sound.
- Sing a favorite song heard at Mass with your child.

Family Field Trip Suggestions:

- Attend a ballet performance or watch a video of *The Nutcracker* or *Swan Lake*.
- Attend a local band or orchestra concert and discuss the differences in the sound of each.
- Enjoy, react to, and discuss a short musical presentation at the park or an indoor party.
- Visit a local music store to see the different members of the brass family.
- Visit the City of Stamford website for music events to attend with your child

SECOND GRADE PHYSICAL EDUCATION

SKILLS

Students will be able to:

- Demonstrate skills involving coordination and agility, eye-hand and eye-foot coordination
- Demonstrate specific sports skills for sports in the content area (soccer, basketball, football, floor hockey, kickball / wiffle ball, dodgeball, team handball)
- Use sports rules, terminology, safety, and strategies (soccer, basketball, football, floor hockey, kickball, whiffle ball, dodgeball, team handball)
- Show appreciation for the importance of physical fitness, health and nutrition
- Exhibit confidence and self-esteem in physical fitness activities
- Show an appreciation for individual differences and respond positively to these differences
- Participate in team sports activities using specific sports skills
- Demonstrate safety and cooperation on playground equipment, basketball court, soccer field, etc.
- Understand what they are learning, why they are learning it, and how they will learn it e.g. explain why we do a warmup activity prior to our main activity
- Demonstrate socialization skills, and display positive interactions with their classmates and teachers

CONTENT

- Fitness movements and warmups (Jumping Jacks, Toe-Touches, lunges, squats, sit-ups, modified push-ups, Jumping skills, running, etc)
- Ball skills (kicking, bouncing, catching, throwing, striking, volleying, punting, dribbling, trapping)
- Games and activities (lead-up games, movement games, modified games, cooperative games, relay races, castle crush, sink the ship)
- Game rules (soccer, basketball, football, floor hockey, baseball/softball, volleyball and track and field)
- Exercise skills (resistance, flexibility, warm-up, cool down, calisthenics, dynamic warmups)
- Sports skills: (including but not limited to shooting, dribbling, catching, kicking, volleying, running, punting, striking, setting, bumping, throwing, passing, rolling)
- Movement with small equipment (scooters)
- Rhythmic activities (fitness, aerobics, music)
- Active alternatives to team sports
- Introduction to Cooperative games (Capture the Flag, Team Handball, Container ball)

The following are suggestions that you can do with your child to reinforce the above Physical Education goals:

- Help your child grow and feel successful in physical education activities by developing a habit of family fitness. The benefits of going on short walks together as a family go far beyond increased physical fitness. Participate in other fun family activities such as hiking, swimming, biking, and skating.
- The Catholic Academy of Stamford has several strong sports programs as part of our Beyond the Bell Program. Contact our Athletic Director for details regarding teams/clubs for your child's age group. Choose only one sport that your child has shown an interest in. Organized sports are a wonderful way for your child to develop sportsmanship and responsibility. Post the schedule in an obvious place and involve your child in remembering practice and game days.
- Go to the park or just out in your backyard with your child and practice some of the new skills he/she is learning at school. Swing from the bars to develop arm strength. Play tag to work on coordination and endurance. Bounce, dribble, or kick balls to practice eye-hand and eye-foot coordination.
- Set up an obstacle course in your backyard. Place old tires, lawn furniture, ropes, lumber, etc. in a course that your child will have to travel. Have him/her run, skip, climb, jump, etc. through the various objects. Involve friends and other family members in this activity. Discuss with your son/daughter imaginative ways to construct the course.
- Get involved with your child by playing traditional outdoor childhood games with him/her. Play Hopscotch, Kick the Can, Spud, Hide and Seek, and Red Rover as a family.
- Purchase a tub of sidewalk chalk. Use the chalk to draw spaces. Fill them with numbers or letters, in order or mixed-up. Take turns with your child jumping or hopping out these sequences: the alphabet, your first name, your last name, the numbers 0 to 10, your phone number, your address numbers, the possibilities are endless. This idea lets you mix academics with movement.

Family Field Trip Suggestions:

- Attend a professional sporting event with your child. While there, watch the warm-ups, visit the stadium's museum, and keep score.

SECOND GRADE RELIGION

SKILLS

Students will be able to:

- Explain and grow in their understanding of the Holy Trinity
- Describe ways to belong to the Catholic Church
- Identify the Sacraments and how Jesus is present in each one
- Explain how the Liturgical Year helps us to follow Jesus
- Explain the two main parts of the Bible and their significance
- Explain the Great Commandment and the Ten Commandments and identify ways to follow each one
- Describe ways to celebrate the Sacrament of Penance and Reconciliation
- Describe ways to celebrate the Eucharist
- Explore, sequence, and define the parts of the Mass
- Explain different ways people are called to love and serve the Church
- Grow in their understanding of prayer
- Grow in their understanding of the Saints
- Explain how to respect God's creations

CONTENT

- Holy Trinity
- Parish Community
- Sacraments
- Seasons of the Liturgical Year
- Great Commandment and Ten Commandments
- Religious holidays
- Parts of the Mass (Liturgy of the Word, Eucharist, and conclusion)
- Prayers
- Saints
- Parts of the Bible and Bible stories
- Service

The following are suggestions that you can do with your child to reinforce the above Religion goals:

- Make a "Good News" box at home. Each week have your children tell and write about a Bible story they heard in school or Church.
- While attending weekly Mass have children name parts of the Mass and follow along with the missalette.
- To Prepare for Reconciliation, review the material provided by your parish. Ask children how they hurt others and encourage reconciliation.
- Pray a decade of the Rosary as a family and increase to an entire rosary. Encourage vocations to religious and priestly life. Visit shrines and churches.
- Make homemade bread with your child as he/she prepares to celebrate First Communion.
- Each week after Mass, as a family, decide how you can help someone that week. (Visit a nursing home, or a lonely neighbor)

Family Field Trip Suggestions:

- Visit a local Catholic Shrine. Pray the Stations of the Cross. Visit the gift shop and purchase a book about your child's patron saint.
- Take a Sunday walk together as a family. Talk about the many gifts in creation God has given us.

SECOND GRADE SOCIAL STUDIES

SKILLS

Students will be able to:

- Explain what a family is and why families are important
- Discuss the different ways families may be organized and the traditions they may have
- Describe a community and what makes up a community
- Demonstrate map skills by using absolute and relative locations
- Create and interpret simple maps, with or without a grid
- Describe the shape of the Earth as a globe having continents and oceans
- Explain the reasons people migrate
- Explain how and why people change the land in their community
- Compare and contrast basic land use in urban, suburban, and rural environments
- Define a rule and explain why rules are important
- Identify some of the rights we have and explain why we need them
- Define a government and describe how the Constitution has set up the U.S. Government
- Explain the differences between a need and a want
- Understand basic economic concepts, such as money and trade
- Identify the role of producers, distributors, and consumers
- Describe the process of getting goods from farm to market
- Identify how farmers learned to grow productive crops in new climates
- Discuss the qualities and motivations of a hero
- Discuss how leaders become heroes to their people
- Discuss volunteers and the work they do
- Understand what makes up a person's culture (food, music, clothing, etc.)
- Identify American holidays and why they are important

CONTENT

- Family, family histories, and family tree.
- Types of Communities
- Map skills
- Continents and oceans
- Urban, suburban, and rural environments
- Government & Constitution
- Wants, needs, goods, services
- Producers and consumers

- Heroes
- Culture
- American holidays

The following are suggestions that you can do with your child to reinforce the above Social Studies goals:

- Complete a puzzle map of the United States.
- Buy an inexpensive map of the United States, mount it on cardboard or foam and hang it up. Use stick-on stars to mark places you or other family members have visited. Help your child use the mileage scale to see who has been the farthest from Stamford.
- Using a world map, help your child locate the countries your ancestors came from as well as any places you have been.

Family Field Trip Suggestions:

- Take a look at Fairfield County as a tourist would. Visit different neighborhoods in different towns. Try some ethnic foods while visiting the various neighborhoods.
- Take a trip to the Zoo armed with paper and pencils. Find animals from all seven continents. See which continent had the most.
- Let your child pick a country. Together, go to the library to find out more about it. Find some recipes and have your child help you shop for ingredients and prepare a traditional meal from that country.
- On a road trip give your child a road map and highlighter to show your progress. (Instead of "Are we there yet?")
- Go on a hunt for signs that remind us of rules: No Smoking, One Way, speed limits, etc. On a road trip keep a list; see who finds the most.
- Call to set up a visit to a police station, firehouse, recycling center, post office, factory or other business of interest to your child. Many places give tours!
- Visit a recycling plant as a family. Based on what was learned during the tour, have your family become involved in recycling.

SECOND GRADE SPANISH

SKILLS

Students will be able to:

- Use the correct greeting and leave-taking when appropriate
- Ask and answer questions about name and health
- Have mini-conversations in Spanish using studied material
- Learn class commands to follow directions
- Count up to 59
- Name colors in Spanish
- Describe classroom objects using colors
- Recognize specific shapes in the world around them
- Identify family members in Spanish
- Identify the main rooms of a house
- Name parts of the face
- Name parts of the body
- Describe objects/animals using certain adjectives
- Recite the Spanish alphabet
- Identify and name some domestic animals
- Recite by heart the sign of the cross and the Glory be and Grace after meals in Spanish
- Participate and learn in age-appropriate cultural celebrations

CONTENT

- Basic Greetings
- Leave-Takings
- Introducing oneself
- Questions and answers
- Commands
- Emotions/feelings
- Introductions
- Numbers 0-59
- Classroom Objects Colors
- Shapes
- The Family
- The House
- Parts of the face
- Parts of the body
- Adjectives
- The Alphabet
- The Animals
- Prayers
- Culture (celebrations, games, songs, rhymes)

The following are suggestions that you can do with your child to reinforce the above Spanish skills and content:

- Read together Hispanic bilingual books.
- Sing songs in Spanish.
- Recite nursery rhymes.
- Have your child count or tell you the color of things around the house in Spanish.
- Find an online app to learn and practice vocabulary.
- Listen to music and watch children's shows in Spanish.
- PBS offers a great variety of Spanish activities
- <https://pbskids.org/games/spanish>

Family Field Trip Suggestions:

- Go to Beardsley Zoo, Bridgeport, Connecticut <https://www.beardsleyzoo.org/> or Bronx Zoo, Bronx, New York, and name all the animals you see in Spanish.
- See a puppet show at Ballard, University of Connecticut: <https://bimp.uconn.edu/category/events/>. Come home and create your own puppet show in Spanish.
- Christmas is a time for celebrating the birth of Christ. Look in the pew and see if your mass offers the songs in bi-lingual, Spanish, or just in English. Notice how there are different spellings for each word between Spanish and English.
- Take one mass song and say the letters within the song of Silent Night in Spanish. S I L E N T N I G H T ... you may do this anywhere you see print. Change the English letter to the Spanish pronunciation.
- Visit Sky Zone Trampoline Park, Norwalk, Connecticut and only count in Spanish while you jump to the trampoline: <https://www.skyzone.com/norwalk/>

THIRD GRADE ART

SKILLS

Students will be able to:

- Create a successful composition using Foreground, Middle Ground, and Background
- Apply paint to create Values, Tints, and Shade
- Use small brushes for detailed painting
- Understand and apply the following aspects of drawing: horizon, still life, sketching, realistic drawing
- Create a painting using Monochromatic colors
- Apply hand building in creating forms
- Apply details
- Create a sculpture out of clay
- Understand and appreciate community art and art from world cultures
- Positive and negative space

CONTENT

- Painting
- Drawing
- Color
- 3D sculpture/mixed-media
- Art History

The following are suggestions that you can do with your child to reinforce the above Art goals:

- Patterns are everywhere. Have your child select one room in your house and see how many patterns he/she can find. Books in a row? Patterns on wallpaper? Patterns on furniture? Have your child tell what shapes, lines, and colors make each of these different patterns.
- Create a “texture book” (or box). Help your child select a variety of items of different textures such as fabric scraps and other textiles, sandpaper, vinyl or leather scraps, etc. Label each piece as soft, fuzzy, smooth, and hard.
- Create a “color book”. Ask your child to pick colors that reflect his/her moods. Have your son/daughter put these colors on paper and go through magazines to find pictures

that suggest the mood or color. Cut out and glue the pictures next to the colors that represent them, and refer to them for art projects.

- Help your child select an animal and decide what the animal's symbolic meaning might be. For example, the dove represents peace, the lion represents courage, the dog represents faithfulness, etc. Have your child draw a picture of the animal as a symbol of its meaning.
- Throughout history, artists have painted pictures of their surroundings and lifestyles. Encourage your child to record daily family events or special occasions through their art. This could be as simple as a pencil drawing or as elaborate as a collage of family photos.
- Do mood music with your child. You will need drawing paper, and coloring tools such as markers, pastels or colored pencils. You will also need a radio. Listen to a variety of stations (jazz, country, classical, rock and roll, etc.) and draw what the music "says" to you. You can do this activity over a period of time, perhaps only drawing to one type of music, or you can do them all in one day and then compare how the music affects each of you. You will be surprised at how similar your reactions are to that of your child.
- Help your child to make a patriotic collage. You will need old magazines, scissors, red, white, and blue fabric scraps, white glue, and construction paper. Look throughout the magazines for pictures of patriotic symbols such as the American Flag, stars, bells, eagles, and historical monuments. Cut out the pictures and the fabric and glue them on the construction paper in a random fashion, trying to achieve both balance and contrast. Display this on special holidays.

Family Field Trip Suggestions:

- Visit an Art Museum with your child. Go to the collections of Impressionist art, both French and American. Get up close (not too close) and see how the artists used color and brushstrokes to create their art. After you visit the museum, give your child a chance to be an Impressionist artist. Tell him/her to picture a beautiful flower garden on a spring day. Ask your child what colors he/she sees. Use pastels, paints, crayons, or markers on a piece of white paper to make quick, short strokes that give the impression of leaves, flowers, and grass. Watch the garden bloom before your eyes.

THIRD GRADE MUSIC

SKILLS

Students will be able to:

- Read and notate using the rhythm and melody described below
- Improvise and compose using the rhythm and melody described below
- Sing in harmony using canons and partner songs
- Aurally and visually identify the members of the Strings family
- Understand the textures of duet, trio, and quartet
- Recognize and execute the dynamics of pianissimo (pp) and fortissimo (ff)
- Recognize and execute first and second endings, coda
- Identify the introduction of a song
- Aurally and visually show recognition of a musical phrase
- Aurally distinguish between modern music and music from an earlier time

CONTENT

- Rhythm: syncopation, eighth rest, eighth note upbeat, dotted quarter note rhythms sixteenth
- Note
- rhythms
- Melody: Ti Fa
- Canon
- Partner Songs
- Strings Family
- Duet, Trio, and Quartet
- Dynamics: pianissimo and forte
- Symbols: first and second ending, coda
- Introduction
- Phrase
- Musical Style
- Liturgical Music

The following are suggestions that you can do with your child to reinforce the above Music goals:

- Sing a canon with your child, such as “Row Your Boat” or “Are You Sleeping?”
- Encourage your child to listen to and sing harmonies heard in a favorite song.
- Create and use sets of music “flashcards” to practice and drill material presented in the third-grade music class.
- Create rhythm ostinati (short, repeated patterns) to accompany recorded music.

Family Field Trip Suggestions:

- Notice the varying styles of music heard in public places (stores, restaurants, offices) and discuss with your child possible reasons for the selection of the music.
- Visit the City of Stamford to find music events in our area to attend with your child.
- Observe and discuss the instruments and musicians responsible for the music at Holy Mass. Attend a Mass at which a choir sings and encourage your child to listen to the different harmony parts each section sings.
- Visit a museum or library to explore instruments and music used by people of other times and cultures.
- Accompany your child to a short, live music performance at a local college or high school that features the string family of instruments.
- Visit a local instrument shop or music store and explore the string instruments found there, enlisting the assistance of a salesperson as needed.

THIRD GRADE PHYSICAL EDUCATION

SKILLS

Students will be able to:

- Demonstrate skills involving coordination and agility, eye-hand and eye-foot coordination
- Demonstrate specific sports skills for sports in the content area (soccer, basketball, football, floor hockey, kickball / wiffle ball, dodgeball, team handball)
- Use sports rules, terminology, safety, and strategies (soccer, basketball, football, floor hockey, kickball, whiffle ball, dodgeball, team handball)
- Show appreciation for the importance of physical fitness, health, and nutrition
- Exhibit confidence and self-esteem in physical fitness activities
- Show an appreciation for individual differences and respond positively to these differences
- Participate in team sports activities using specific sports skills
- Demonstrate safety and cooperation on playground equipment, basketball court, soccer field, etc.
- Understand what they are learning, why they are learning it, and how they will learn it e.g. explain why we do a warmup activity prior to our main activity
- Demonstrate socialization skills, and display positive interactions with their classmates and teachers

CONTENT

- Fitness movements and warmups (Jumping Jacks, Toe-Touches, lunges, squats, sit-ups, modified push-ups, Jumping skills, running, etc)
- Ball skills (kicking, bouncing, catching, throwing, striking, volleying, punting, dribbling, trapping)
- Games and activities (lead-up games, movement games, modified games, cooperative games, relay races, castle crush, sink the ship)
- Game rules (soccer, basketball, football, floor hockey, baseball/softball, volleyball and track and field)
- Exercise skills (resistance, flexibility, warm-up, cool down, calisthenics, dynamic warmups)
- Sports skills: (including but not limited to shooting, dribbling, catching, kicking, volleying, running, punting, striking, setting, bumping, throwing, passing, rolling)
- Movement with small equipment (scooters)
- Rhythmic activities (fitness, aerobics, music)
- Active alternatives to team sports
- Introduction to Cooperative games (Capture the Flag, Team Handball, Container ball)

The following are suggestions that you can do with your child to reinforce the above Physical Education goals:

- Help your child grow and feel successful in physical education activities by developing a habit of family fitness. The benefits of going on short walks together as a family go far beyond increased physical fitness. Participate in other fun family activities such as hiking, swimming, biking, and skating.
- A common misconception is that children are naturally active and in shape, but they aren't. Children need to get exercise four or five times a week, and many just do not. You can help your child by establishing good, health habits. Here are some suggestions to consider:
 - a. Do something active with your child when you are spending time together. Make a list of possible activities that you both enjoy.
 - b. Exercise regularly to set a positive example.
 - c. Encourage your child to ride a bike or walk whenever possible and to take the stairs instead of the elevator. Park at the far end of the parking lot when running errands with your son/daughter.
 - d. Limit the amount of time your child spends watching TV and playing video games or playing on the computer. These are two reasons children do not exercise enough.
- The Catholic Academy of Stamford has several strong sports programs and Beyond the Bell offerings. Contact the Athletic Director for details regarding teams for your child's age group. Choose only one sport that your child has shown an interest in. Organized sports are a wonderful way for your child to develop sportsmanship and responsibility. Post the schedule in an obvious place and involve your child in remembering practice and game days.
- Go to the park or in the backyard with your child and practice some of the new skills he/she is learning at school. Swing from the bars to develop arm strength; play tag to work on coordination and endurance; bounce, dribble, or kick balls to practice eye-hand-foot coordination.
- Make up your own family sports festival. Choose ten events, such as basketball toss, 100-meter dash, long jump, 500-meter three-legged race, jump roping and an obstacle course. Adjust heights and distances to make it fairer for younger family members. Involve everyone in measuring and timekeeping. Let individuals or teams compete at least twice in each event so that you can track improvement. Give out awards for Best Sport, Most Improved, Most Likely to Enter the Olympics, etc.

Family Field Trip Suggestions:

- Attend a professional sporting event with your child. While there, watch the warm-ups, visit the stadium's museum, and keep score.

THIRD GRADE RELIGION

SKILLS

Students will be able to

- Exhibit an understanding of church teachings through the Creed
- Grow in the understanding of the Church as the Body of Christ
- Grow in the understanding of the Commandments
- Grow in the understanding of the Saints including Saint Scholastica and Saint John Vianney
- Know and recite prayers taught to date including the prayers of the Rosary
- Know and recognize the Mysteries of the Rosary
- Participate in prayer and show reverence

CONTENT

- Jesus gives us the Church
- We are Members of the Church
- The Church Leads Us in Worship
- We are Called to Discipleship
- The Prayers and Mysteries of the Rosary
- Service for Retired Priests and Religious

The following are suggestions that you can do with your child to reinforce the above Religion goals:

- Attend Sunday Mass together.
- Using a children's Bible, read bible stories together and discuss the people and places involved.
- Pray the Rosary together.
- Let your child lead mealtime or bedtime prayers. Create an original prayer.
- Volunteer to help at a shelter or charity organization during the holidays.
- Celebrate your child's favorite saint's day by learning about that saint and creating a special meal to eat together.

Family Field Trip Suggestions;

- Visit an Art Museum and study religious art found there. Try to figure out what the symbols that are used represent.
- Take nature walks and notice all the wonderful things God created.

THIRD GRADE SOCIAL STUDIES

SKILLS

Students will be able to:

- Demonstrate understanding of Grade Level Content
- Makes Catholic Connections to Grade Level Content
- Develop an understanding of history using primary and secondary sources
- Recognize the relationship among geography, economics, and history
- Understand the study of economics
- Understand how communities work together to build a greater nation
- Understand the importance of the United States government, landmarks and symbols
- Understand how to be a good citizen and the importance of having civic engagement
- Understand how our nation has grown and how lives have changed throughout history
- Understand why we celebrate our communities and different cultures

CONTENT

- Economics
- Communities build a nation
- Government, landmarks, and symbols
- Citizenship and Civic Engagement
- A growing nation
- Celebrating our communities

The following are suggestions that you can do with your child to reinforce the above Social Studies goals:

- Purchase a puzzle of the United States and the puzzle together with your child.
- Find pictures in magazines that show community services. Make a collage using these pictures.
- Read the following books aloud with your child:

Ox-Man Cart by Donald Hull

Our Planet the Earth by Keith Lyle

Meet the North American Indians by Elizabeth Payne

This Is Washington D.C. by Sasek Musoslav

Family Field Trip Suggestions:

- Visit a local farm and observe the farm community and watch cows being milked. Think about how different our lives are from those that have lived before us. Name three differences.
- Stamford Nature Center is a ten-minute drive away from CAS. Each car pays an entrance fee unless you hold a membership. Cows, rabbits, horses, pigs, and more call this green space in a city their home. Visit <https://www.stamfordmuseum.org/>; this place is a classic and each time your family visits, you may experience something new at various times, including animal feedings, animal walks alongside you, and changing exhibits on nature paired with historical stories of life on a farm. Look for their special festivals that engage the family, not just your age.
- When driving on a vacation or taking a long road trip, mark your route on a map. Discuss, using the map, where your starting and end points are. Count the time it takes to get there and the time it takes to return home- if you want to pass the time. Let's see if your family members have the same number timeline.
 - Consider North, South, East, and West while you drive to and meander through the grounds of Muscoot Farm, a free facility that passes through horse country if you go through Bedford, New York. Do you and your family have the same coordinates for directions? Experience a hands-on farm. See what our neighboring states offer in nearby New York: <https://www.muscootfarm.org/>.
 - Try to read the signs and learn the history at every park you visit. Every state has a unique place in our United States history.
 - Washington, D.C. is a visit rich with our nation's history, with an estimated five hour car ride away from Stamford, Connecticut. Wherever you go, do not forget to write down your three fun facts in a journal detailing each exhibit you may find fascinating.

THIRD GRADE SPANISH

SKILLS

Students will be able to:

- Based on the time of day, greet and grant farewell.
- Introduce self and express feelings
- Have a mini-conversation in Spanish using simple personal questions.
- Employ courtesy words
- Correctly pronounce each Spanish Alphabet letter name.
- Respond accurately to commands through demonstrated behavior.
- Identify 0-89 number words in both the spoken and written form.
- Identify and spell the days of the week, and months of the year
- Correctly read a Spanish calendar.
- Respond to questions about dates, and weather.
- Identify colors and use the corresponding Spanish word.
- Identify and name school supplies.
- Recognize and use family vocabulary terms to communicate relationships.
- List and pronounce Spanish terms relating to the house.
- Identify face and body parts and correctly pronounce each term in Spanish.
- Recite by heart the sign of the cross, the Glory be, the Our Father
- Learn about customs, holidays, and traditions in Spanish-speaking countries.

CONTENT

- Prayers
- Greetings
- Leave-Takings
- Introducing oneself
- Emotions/feelings
- Expressions of Courtesy
- Questions and answers Q&A
- The Alphabet
- Commands
- Numbers 0-89
- Birthday/Dates
- Weather
- Colors
- Classroom objects
- The family
- The house
- Parts of the face
- Parts of the Body
- Culture (celebrations, games, songs, rhymes)

The following are suggestions that you can do with your child to reinforce the above Spanish skills and content:

- Talk about what your child is learning in Spanish class to review the vocabulary at home.
- Look over the work that your child has brought home.
- Have your child teach the family what he or she has learned in each class.
- Make iPad-tablet time about learning with links to learning activities.
- Find an online app to learn and practice vocabulary.

Family Field Trip Suggestions:

- Have lunch/dinner at a Mexican restaurant and read the Spanish names on the menu.
- Consider Duolingo app to pass the time away while you may be heading off for a long trip.
- After you watch interviewers in action on a screen, take your microphone or voice to Chelsea Piers, Stamford, Connecticut, <https://www.ctaudubon.org/coastal-center-school-programs/> or New York City and try speaking only in Spanish with your friends. It is not about how much you speak.

FOURTH GRADE ART

SKILLS

Students will be able to:

- Apply basic drawing skills such as proportion, a variety of line patterns and design
- Apply basic techniques of painting such as expressive brush strokes, painting styles, painting care, and use of materials
- Apply basic techniques of oil and chalk pastels
- Compare examples of the art of various artists
- Apply techniques of color such as color mixing, tints, shades, and complementary colors
- Apply skillful cutting: scoring, curling, folding
- Apply weaving skills
- Create a sculpture out of recycled materials
- Create a sculpture out of clay

CONTENT

- Drawing: Space and Form, reference drawing
- Painting
- Art History
- Color Wheel
- 3D Sculpture
- Multimedia

The following are suggestions that you can do with your child to reinforce the above Art goals:

- Patterns are everywhere. Have your child select one room in your house and see how many patterns he/she can find. Books in a row? Patterns on wallpaper? Patterns on furniture? Have your child tell what shapes, lines, and colors make each of these different patterns.
- Create a “texture book” (or box). Help your child select a variety of items of different textures such as fabric scraps and other textiles, sandpaper, vinyl or leather scraps, etc. Label each piece as soft, fuzzy, smooth, and hard.
- Create a “color book”. Ask your child to pick colors that reflect his/her moods. Have your son/daughter put these colors on paper and go through magazines to find pictures that suggest the mood or color. Cut out and glue the pictures next to the colors that represent them, and refer to them for art projects.

- Help your child select an animal and decide what the animal's symbolic meaning might be. For example, the dove represents peace, the lion represents courage, the dog represents faithfulness, etc. Have your child draw a picture of the animal as a symbol of its meaning.
- Throughout history, artists have painted pictures of their surroundings and lifestyles. Encourage your child to record daily family events or special occasions through their art. This could be as simple as a pencil drawing or as elaborate as a collage of family photos.
- Do mood music with your child. You will need drawing paper, and coloring tools such as markers, pastels, or colored pencils. You will also need a radio. Listen to a variety of stations (jazz, country, classical, rock and roll, etc.) and draw what the music "says" to you. You can do this activity over a period of time, perhaps only drawing to one type of music, or you can do them all in one day and then compare how the music affects each of you. You will be surprised at how similar your reactions are to that of your child.
- Ask your child to "invent a new state". Your child should draw the shape on a piece of paper, and make a map naming the important geographical places. Draw mountains, lakes, shorelines, cities, and the state capital. Color it in and then draw the state flag, seal, and flower. Don't forget to create the state motto.
- Help your child to make a patriotic collage. You will need old magazines, scissors, red, white, and blue fabric scraps, white glue and construction paper. Look throughout the magazines for pictures of patriotic symbols such as the American Flag, stars, bells, eagles, and historical monuments. Cut out the pictures and the fabric and glue them on the construction paper in a random fashion, trying to achieve both balance and contrast. Display this on special holidays.

Family Field Trip Suggestions:

- Visit an Art Museum in your neighborhood with your child. Go to the collections of Impressionist art, both French and American. Get up close (not too close) and see how the artists used color and brushstrokes to create their art.
- Go local. Exhibits change, but art appreciation remains for those artists who painstakingly have expressed themselves so you may enjoy the works of art. Greenwich, Connecticut's Bruce Museum, One Museum Drive, Greenwich Connecticut 06830 (203 869-0386 offers interactive and seasonal exhibits: <https://brucemuseum.org/>
- Take a trip out of town North in Connecticut to The Springfield Museums, Springfield, Massachusetts. Many museums have a free day so check before you drive there. See [Hours & Admission | Springfield Museums](#). Directions and parking take some planning for out-of-town visits.
- New York City and the state host a hub of art galleries. One fun, interactive one is The Children's Museum in New York City: <https://www.cmany.org/>

See: <https://springfieldmuseums.org/directions-and-parking/> and plot the directions on a graph paper or grid before you go to assist the drivers who are taking the time to enjoy these visits with you.

FOURTH GRADE MUSIC

SKILLS

Students will be able to:

- Read and notate using the rhythm and melody below
- Improvise and compose using the rhythm and melody described below
- Sing in 2 part simple homophonic harmony
- Play the treble clef notes G, A, B, C, D, F#, and E on the recorder with correct embouchure and articulation.
- Recognize and execute the dynamics of mezzo-forte, mezzo piano, crescendo and decrescendo
- Recognize and execute the tempo terms of adagio, moderato, allegro, presto, accelerando, and ritardando
- Recognize sharp, flat, and natural signs
- Aurally identify the use of ornamentation and variation
- Aurally and visually identify the members of the woodwind family

CONTENT

- Rhythm: sixteenth-note rhythms, dotted sixteenth-notes, syncopation using sixteenth-notes
- Melody: major and minor scales, absolute note name of the treble clef
- Dynamics: mf, mp, crescendo and decrescendo
- Tempo Terms: adagio, moderato, allegro, presto, accelerando and, ritardando
- Symbols: treble clef, sharp, flat and natural
- Ornamentation
- Theme and variations
- Woodwind Family
- Liturgical Music

The following are suggestions that you can do with your child to reinforce the above Music goals:

- Encourage your child to join our school choir.
- Enjoy a television or video music program with your child; improvise rhythms and melodic variations with the performance.
- Create and use sets of music “flashcards” to practice and drill material presented in the fourth-grade music class.

- Purchase a software program at a local music store to reinforce concepts learned in music class.
- Place different amounts of liquid in a set of 8-12 similar jars or bottles. Adjust the liquid so that you can create interesting patterns of tones. Experiment with various types of beaters or strikers. Try playing several tones simultaneously to produce pleasing combinations of sounds.

Family Field Trip Suggestions:

- Visit the City of Stamford website to find a music event to attend with your child.
- Visit a local instrument shop or music store and explore the woodwind instruments found there, enlisting the assistance of a salesperson as needed.
- Visit a museum or library to explore instruments used by people of other times and cultures.
- Attend a choral music performance and listen to the different harmonies made by each voice. Concerts in classical, tailored for unique audiences and players, are right up the road from the Catholic Academy of Stamford. Experience harmony with another denomination: <https://www.concordiaconservatory.org/conservatory>

FOURTH GRADE PHYSICAL EDUCATION

SKILLS

Students will be able to:

- Demonstrate skills involving coordination and agility, eye-hand and eye-foot coordination
- Demonstrate specific sports skills for sports in the content area (soccer, basketball, football, floor hockey, kickball / wiffle ball, dodgeball, team handball)
- Use sports rules, terminology, safety, and strategies (soccer, basketball, football, floor hockey, kickball, whiffle ball, dodgeball, team handball)
- Show appreciation for the importance of physical fitness, health, and nutrition
- Exhibit confidence and self-esteem in physical fitness activities
- Show an appreciation for individual differences and respond positively to these differences
- Participate in team sports activities using specific sports skills
- Demonstrate safety and cooperation on playground equipment, basketball court, soccer field etc.
- Understand what they are learning, why they are learning it, and how they will learn it e.g. explain why we do a warmup activity prior to our main activity
- Demonstrate socialization skills, and display positive interactions with their classmates and teachers

CONTENT

- Fitness movements and warmups (Jumping Jacks, Toe-Touches, lunges, squats, sit-ups, modified push-ups, Jumping skills, running, etc)
- Ball skills (kicking, bouncing, catching, throwing, striking, volleying, punting, dribbling, trapping)
- Games and activities (lead-up games, movement games, modified games, cooperative games, relay races, castle crush, sink the ship)
- Game rules (soccer, basketball, football, floor hockey, baseball/softball, volleyball and track and field)
- Exercise skills (resistance, flexibility, warm-up, cool down, calisthenics, dynamic warmups)
- Sports skills: (including but not limited to shooting, dribbling, catching, kicking, volleying, running, punting, striking, setting, bumping, throwing, passing, rolling)
- Movement with small equipment (scooters)
- Rhythmic activities (fitness, aerobics, music)
- Active alternatives to team sports
- Introduction to Cooperative games (Capture the Flag, Team Handball, Container ball)

The following are suggestions that you can do with your child to reinforce the above Physical Education goals:

- Help your child grow and feel successful in physical education activities by developing a habit of family fitness. The benefits of going on short walks together as a family go far beyond increased physical fitness. Participate in other fun family activities such as hiking, swimming, biking, and skating.
- A common misconception is that children are naturally active and in shape, but they aren't. Children need to get exercise four or five times a week, and many just do not. You can help your child by establishing good, health habits. Here are some suggestions to consider:
 - a. Do something active with your child when you are spending time together. Make a list of possible activities that you both enjoy.
 - b. Exercise regularly to set a positive example.
 - c. Encourage your child to ride a bike or walk whenever possible and to take the stairs instead of the elevator. Park at the far end of the parking lot when running errands with your son/daughter.
 - d. Limit the amount of time your child spends watching TV and playing video games or playing on the computer. These are two reasons children do not exercise enough.
- The Catholic Academy of Stamford has several strong sports programs and Beyond the Bell offerings. Contact the Athletic Director for details regarding teams for your child's age group. Choose only one sport that your child has shown an interest in. Organized sports are a wonderful way for your child to develop sportsmanship and responsibility. Post the schedule in an obvious place and involve your child in remembering practice and game days.
- Go to the park or in the backyard with your child and practice some of the new skills he/she is learning at school. Swing from the bars to develop arm strength; play tag to work on coordination and endurance; bounce, dribble, or kick balls to practice eye-hand-foot coordination.
- Make up your own family sports festival. Choose ten events, such as basketball toss, 100-meter dash, long jump, 500-meter three-legged race, jump roping, and an obstacle course. Adjust heights and distances to make it fairer for younger family members. Involve everyone in measuring and timekeeping. Let individuals or teams compete at least twice in each event so that you can track improvement. Give out awards for Best Sport, Most Improved, Most Likely to Enter the Olympics, etc.

Family Field Trip Suggestions:

- Attend a professional sporting event with your child. While there, watch the warm-ups, visit the stadium's museum, and keep score.
- Special events are held throughout the year at CAS. Looking for a basketball game? Take a trip to Iona College, New Rochelle, New York, to see some hoops with CAS friends and your family.
- College games up close can be so exciting. Stadiums often can be a little smaller; see the players sweat from hard work that has led to game day. Sacred Heart University <http://www.sacredheart.edu/> and Fairfield University <https://www.fairfield.edu/> are just two Connecticut colleges north of CAS that have many sporting events posted in their respective seasons.

FOURTH GRADE RELIGION

SKILLS

Students will be able to:

- Exhibit an understanding of the Triune God
- Grow in an understanding of worship
- Grow in an understanding of the Beatitudes and Commandments
- Grow in the understanding of the saints
- Grow in the understanding of the life of Christ
- Know and recite prayers: The Memorare; Prayer for the Faithful Departed; The Angelus; Regina Caeli
- Demonstrate service to those who care for sick children

CONTENT

- The Triune God
- The Beatitudes
- Penance and Reconciliation
- Prayers: The Memorare; Prayer for the Faithful Departed; The Angelus; Regina Caeli
- Service for those who care for sick children
- The Ten Commandments

The following are suggestions that you can do with your child to reinforce the above Religion goals:

- Set up a prayer corner in your home. On a table put a crucifix, Bible, candles, and flowers.
- Plan a family Bible time. Take turns reading short passages before the evening meal or at another convenient time.
- Plan a “family help” activity. Welcome a new neighbor, visit a sick friend, and help the elderly with odd jobs.
- Make time for a family cookie break. Shape cookies to resemble the symbols of faith (cross), hope (anchor), love (heart), and other Christian symbols.
- As a family, plan something you can do to make Sunday a holier and happier day.
- Use family pictures to learn about your history. Trace family roots and create a family tree.

- Plan a “care and share” campaign. Give each member of the family a bag in which to put things that might be useful to a needy person.
- Find out where the nearest recycling center is. Decide what things the family will save and where to store the recyclables.
- Purchase a book about saints that can be read on each saint’s feast day.

Family Field Trip Suggestions:

- Attend Sunday Mass as a family.
- Take a walk through the woods or in the park with your child. Talk with them about creation and how God is revealed in it.
- Pick up the bottles in home and at church. Take a drive to your town’s recycling center and see how the planet is sorting the trash. Ask your grandparents or relatives who are a little older and wiser about the changes in how garbage was thrown out when they were growing up in their neighborhoods. Stamford has a large one:
<https://www.stamfordct.gov/government/operations/recycling-and-sanitation>
 What type of sorting of objects exists there? Think about why the recycled goods are grouped.
- Go through your closet and select toys you do not use; part with a few to the local Goodwill shop: <https://www.gwct.org/>. If you are not ready to say adieu to childhood toys, donate used clothes you have outgrown for those in need.

FOURTH GRADE SOCIAL STUDIES

SKILLS

Students will be able to:

- Identify and locate regions of the United States
- Identify and locate regions, states, and capitals of the United States
- Understand the geography, economy, and history of Connecticut
- Understand the meaning and application of primary and secondary sources
- Understand the geography, history, economy, and government of the United States

CONTENT

- The regions, history, economy, and government of the United States
- States and capitals of the United States by region
- Geography, economy, history of Connecticut
- Primary and Secondary Sources

The following are suggestions that you can do with your child to reinforce the above Social Studies goals:

- Maps accompany many newspaper articles. Have your child look through current newspapers to see the different kinds of maps that are used. Then, have them cut out the maps and organize them by type of map.
- The *United States Constitution* was written more than 200 years ago, yet it is still the basis of American law. Obtain a copy of it and review it with your child.
- Have students research what the Pilgrims served on their first Thanksgiving. Many of these same foods are still traditionally served today. Make your child a part of the preparation and serving of these foods. Make one particular item his/hers alone to prepare and serve. It could start your own new family tradition!
- The immigrants who came to America in the early 1900's were not automatically allowed entrance. They had to meet certain requirements as they were processed at Ellis Island. Similar restrictions apply today. Have your child "interview" someone you know who has gone through this experience either recently or a long time ago. Have your child report to you what he/she has learned from the interview. You may even learn something you haven't heard before from a friend or relative.

- Mark Twain provided the world with an inside view of life along the Mississippi River. Have your child read one of his books. There are many abridged editions suitable for the fourth-grade reading level- check it out with your local library.

Family Field Trip Suggestions:

- Our country is rich in multi-ethnic heritage and cultural diversity. Our city is truly a "melting pot" of many people. Plan for you and your family to attend every fair or celebration you possibly can that reflects our diverse heritage. Try the food with your child, dance the dances with your child, and discuss how the wonderful differences among us bring us closer together as we grow and learn together what makes this country, this community, so great!
- See Ellis Island, New York, New York by boat: <https://www.circleline.com/> or take a direct tour. Reserve ahead of time to go aboard the island and you may see how relatives and ancestors embarked: <https://www.statueofliberty.org/visit/>.
- The Mark Twain House, Hartford, Connecticut is just one of many historical sites: <https://marktwainhouse.org/>
- Mashantucket Pequot Museum and Research Center provides much background on the Native Americans who shared their lands as colonists settled in Connecticut and in the United States <https://www.pequotmuseum.org/>. Writing a research paper? This museum site offers so much about our early days in America and how Native Americans shared their resources with colonists who arrived in their new lands. Call ahead of time for hours (860) 396-6910 before visiting 110 Pequot Train, Mashantucket, Connecticut 06338.

FOURTH GRADE SPANISH

SKILLS

Students will be able to:

- Use the correct greeting and farewell based on time of day
- Respond to teacher-directed commands
- Employ courtesy words
- Identify letters and letter-blending sounds
- Pronounce words correctly
- Apply correct intonation in statements and questions
- Ask and respond to simple personal questions
- Count orally from 0-100
- Identify number words in both the spoken and written form
- Identify and name some food items
- Correctly read a Spanish calendar
- Respond to questions about dates, and weather
- Ask for and respond to requests for the time
- Identify various classroom items
- Identify colors and use the corresponding Spanish word
- Name articles of clothing and ask and answer questions about clothing prices and colors
- Identify and name immediate family members and their relationship to each other
- Name rooms in a house and use the form of hay
- Recite by heart the sign of the cross, the Glory be, the Our Father, The Hail Mary, The Saint, Michael The Archangel
- Learn about customs, holidays, and traditions in Spanish-speaking countries

CONTENT

- Prayers
- Greetings
- Leave-Takings
- Introducing oneself
- Expressions of Courtesy
- Questions and answers
- The Alphabet
- Commands
- Emotions/feelings
- Introductions
- Numbers 0-100
- Food
- Birthday/Dates
- Weather/ Seasons
- Telling Time

- Classroom Objects
- Clothing
- Colors
- The family
- The house
- Culture (celebrations, games, songs, rhymes)

The following are suggestions that you can do with your child to reinforce the above Spanish skills and content:

- Talk about what your child is learning in Spanish class in order to review the vocabulary at home.
- Look over the work that your child has brought home.
- Have your child teach the family what he or she has learned in each class.
- Make iPad-tablet time about learning with links to learning activities.
- Find an online app to learn and practice vocabulary.
- Have lunch/dinner at a Mexican restaurant and read the Spanish names on the menu.

Family Field Trip Suggestions:

- Have lunch/dinner at a Mexican restaurant and read the Spanish names on the menu.
- Attend a mass said only in Spanish. Go with a friend. Look town by town to find masses in Spanish: <https://www.bridgeportdiocese.org/mass-times/>. Do you recognize any of the words from class? Bring the parish bulletin home. Return home and give yourself a field trip challenge to see how many words you may be able to translate into English.
- Visit The Hispanic Society Museum on the upper west side of Broadway between 155th and 156th Street. Walk through the Audubon Terrace, proceed up the steps through wrought iron gates, and head through the entrance flanked by limestone lions.
<https://hispanicsociety.org/>

FIFTH GRADE ART

SKILLS

Students will be able to:

- Apply color in a variety of themes and mediums
- Organize various elements of color such as: mixing, warm/cool, tints, and shades
- Understand secondary colors, tertiary/intermediate colors, complementary colors
- Apply basic techniques of paint, layering, wet on wet, dry brush, pointillism, thick and thin lines
- Understand still life, landscape, portrait, fantastical drawings/painting
- Compare the aesthetic values of objects among different cultures and historical periods
- Design and create a clay sculpture

CONTENT

- Drawing: Space and form, reference drawing, line exploration
- Color: Color interactions, color themes
- Line, Shape, Color
- Cultural connections
- 3D Sculpture/Mixed Media: Form and Space, Craftsmanship, Variety
- Art History

The following are suggestions that you can do with your child to reinforce the above Art goals:

- Patterns are everywhere. Have your child select one room in your house and see how many patterns he/she can find. Books in a row? Patterns on wallpaper? Patterns on furniture? Have your child tell what shapes, lines, and colors make each of these different patterns.
- Create a “texture book” (or box). Help your child select a variety of items of different textures such as fabric scraps and other textiles, sandpaper, vinyl or leather scraps, etc. Label each piece as soft, fuzzy, smooth, and hard.
- Create a “color book”. Ask your child to pick colors that reflect his/her moods. Have your son/daughter put these colors on paper and go through magazines to find pictures that suggest the mood or color. Cut out and glue the pictures next to the colors that represent them, and refer to them for art projects.

- Help your child select an animal and decide what the animal's symbolic meaning might be. For example, the dove represents peace, the lion represents courage, the dog represents faithfulness, etc. Have your child draw a picture of the animal as a symbol of its meaning.
- Throughout history, artists have painted pictures of their surroundings and lifestyles. Encourage your child to record daily family events or special occasions through their art. This could be as simple as a pencil drawing or as elaborate as a collage of family photos.
- Do mood music with your child. You will need drawing paper, and coloring tools such as markers, pastels or colored pencils. You will also need a radio. Listen to a variety of stations (jazz, country, classical, rock and roll, etc.) and draw what the music "says" to you. You can do this activity over a period of time, perhaps only drawing to one type of music, or you can do them all in one day and then compare how the music affects each of you. You will be surprised at how similar your reactions are to that of your child.
- Ask your child to "invent a new state". Your child should draw the shape on a piece of paper, and make a map naming the important geographical places. Draw mountains, lakes, shorelines, cities, and the state capital. Color it in and then draw the state flag, seal and flower. Don't forget to create the state motto.
- Help your child to make a patriotic collage. You will need old magazines, scissors, red, white and blue fabric scraps, white glue, and construction paper. Look throughout the magazines for pictures of patriotic symbols such as the American Flag, stars, bells, eagles, and historical monuments. Cut out the pictures and the fabric and glue them on the construction paper in a random fashion, trying to achieve both balance and contrast. Display this on special holidays.

Family Field Trip Suggestions:

- Visit an Art Museum with your child. Go to the collections of Impressionist art, both French and American. Get up close (not too close) and see how the artists used color and brushstrokes to create their art. After you visit the museum, give your child a chance to be an Impressionist artist. Tell him/her to picture a beautiful flower garden on a spring day. Ask your child what colors he/she sees. Use pastels, paints, crayons, or markers on a piece of white paper to make quick, short strokes that give the impression of leaves, flowers, and grass. Watch the garden bloom before your eyes.
- Visit the New York Botanical Gardens <https://www.nybg.org/> or Brooklyn Botanic Gardens in Brooklyn, New York <https://www.bbg.org/>. Bring a sketch pad, sit on the bench near your favorite flowers or building, and draw. Parking is available on-site and in garages close by; holiday times can get busy!
- Attend a July 4th celebration in your town or city. If you have sound sensitivities, ask how loud the fireworks might get.

FIFTH GRADE MUSIC

SKILLS

Students will be able to:

- Participate in 2 Part singing with and without instrumental ostinato
- Gain an awareness of basic singing techniques (posture, breath, support, musical line, diction)
- Recognize and sing diatonic scale (M, m)
- Recognize chord changes
- Perform melodies with 5 or more pitches on instruments (e.g. Recorder, keyboard, boom whackers)
- Demonstrate proper performance and care for instruments
- Discuss musical elements, using content-specific vocabulary to identify differences in style.
- Identify meter (triple/duple)
- Understand musical elements (melody, rhythm, timbre, form, Harmony Dynamics, Form, Expression)
- Know the roles of musicians (conductor, performer, composers)
- Understand the functions of music in society
- Listen to and distinguish between genres, including orchestra, band, chorus, jazz, American History and Cultures
- Know the style periods from the Middle Ages through contemporary and connections to North and South America
- Create melodic and rhythmic compositions utilizing various instruments, incorporating
- Use technology as available for notation and production

CONTENT

- Harmony
- Proper vocal technique
- Melody
- Composing
- Performance
- Dynamics and expression
- Musical Ensembles
- Music history
- Composition
- Music Technology

The following are suggestions that you can do with your child to reinforce the above Music goals:

- Encourage your child to join the student choir at CAS.
- Compose a descant for a song on the recorder..
- Purchase a software program (such as Music Ace) to reinforce concepts learned in music.
- Create and use sets of music “flashcards” to practice and drill material presented in the fourth-grade music class.
- Write lyrics in the blues verse form and perform.
- Create an instrument in the Native American style.

Family Field Trip Suggestions:

- Attend a blues or jazz performance with your family.
- Visit a local museum to learn more about Native American cultures
- Observe and discuss the instruments and musicians responsible for the music in worship services.
- Visit a museum or library to explore instruments used by people of other times and cultures, including American folk life.
- Visit the City of Stamford website for information on music events to attend with your child.

FIFTH GRADE PHYSICAL EDUCATION

SKILLS

Students will be able to:

- Demonstrate skills involving coordination and agility, eye-hand and eye-foot coordination
- Demonstrate specific sports skills for sports in the content area (soccer, basketball, football, floor hockey, kickball / wiffle ball, dodgeball, team handball)
- Use sports rules, terminology, safety, and strategies (soccer, basketball, football, floor hockey, kickball, whiffle ball, dodgeball, team handball)
- Show appreciation for the importance of physical fitness, health, and nutrition
- Exhibit confidence and self-esteem in physical fitness activities
- Show an appreciation for individual differences and respond positively to these differences
- Participate in team sports activities using specific sports skills
- Demonstrate safety and cooperation on playground equipment, basketball court, soccer field etc.
- Understand what they are learning, why they are learning it, and how they will learn it e.g. explain why we do a warmup activity before our main activity
- Demonstrate socialization skills, and display positive interactions with their classmates and teachers

CONTENT

- Fitness movements and warmups (Jumping Jacks, Toe-Touches, lunges, squats, sit-ups, modified push-ups, Jumping skills, running, etc)
- Ball skills (kicking, bouncing, catching, throwing, striking, volleying, punting, dribbling, trapping)
- Games and activities (lead-up games, movement games, modified games, cooperative games, relay races, castle crush, sink the ship)
- Game rules (soccer, basketball, football, floor hockey, baseball/softball, volleyball and track and field)
- Exercise skills (resistance, flexibility, warm-up, cool down, calisthenics, dynamic warmups)
- Sports skills: (including but not limited to shooting, dribbling, catching, kicking, volleying, running, punting, striking, setting, bumping, throwing, passing, rolling)
- Movement with small equipment (scooters)
- Rhythmic activities (fitness, aerobics, music)
- Active alternatives to team sports
- Introduction to Cooperative games (Capture the Flag, Team Handball, Container ball)

The following are suggestions that you can do with your child to reinforce the above Physical Education goals:

- Help your child grow and feel successful in physical education activities by developing a habit of family fitness. The benefits of going on short walks together as a family go far beyond increased physical fitness. Participate in other fun family activities such as hiking, swimming, biking, and skating.
- A common misconception is that children are naturally active and in shape, but they aren't. Children need to get exercise four or five times a week, and many just do not. You can help your child by establishing good, health habits. Here are some suggestions to consider:
 - a. Do something active with your child when you are spending time together. Make a list of possible activities that you both enjoy.
 - b. Exercise regularly to set a positive example.
 - c. Encourage your child to ride a bike or walk whenever possible and to take the stairs instead of the elevator. Park at the far end of the parking lot when running errands with your son/daughter.
 - d. Limit the amount of time your child spends watching TV and playing video games or playing on the computer. These are two reasons children do not exercise enough.
- The Catholic Academy of Stamford has several strong sports programs. Contact the Athletic Director for details regarding teams for your child's age group. Choose only one sport that your child has shown an interest in. Organized sports are a wonderful way for your child to develop sportsmanship and responsibility. Post the schedule in an obvious place and involve your child in remembering practice and game days.
- Go to the park or in the backyard with your child and practice some of the new skills he/she is learning at school. Swing from the bars to develop arm strength; play tag to work on coordination and endurance; bounce, dribble, or kick balls to practice eye-hand-foot coordination.
- Make up your own family sports festival. Choose ten events, such as basketball toss, 100-meter dash, long jump, 500-meter three-legged race, jump roping, and an obstacle course. Adjust heights and distances to make it fairer for younger family members. Involve everyone in measuring and timekeeping. Let individuals or teams compete at least twice in each event so that you can track improvement. Give out awards for Best Sport, Most Improved, Most Likely to Enter the Olympics, etc.

Family Field Trip Suggestions:

- Attend a professional sporting event with your child. While there, watch the warm-ups, visit the stadium's museum, and keep score.

FIFTH GRADE RELIGION

SKILLS

Students will be able to:

- Understand that Jesus is the Son of God
- Understand that Jesus shows God's love for us
- Realize that Jesus' disciples continue His mission
- Grow in an understanding of the Liturgy and the Paschal Mystery
- Understand the importance of the seven Sacraments and understand their place in the Christian life
- Know the liturgical season in the Church Year
- Learn why prayer is so important in our faith life
- Believe that Jesus forgives our sins
- Know Mary as Jesus' first disciple
- Trust in God and what He teaches
- Understand that Jesus calls us to serve others

CONTENT

- The Life of Christ
- The Liturgy
- The Seven Sacraments
- Prayer
- Advent
- The Incarnation
- Lent
- Easter
- Mary, the Mother of God
- Saints
- Service

The following are suggestions that you can do with your child to reinforce the above Religion goals:

- Attend Sunday Mass as a family. After mass discuss a thought from the Mass's readings or homily. Think of ways in which your family can put into action the message of the

Mass. At midweek and again on Saturday review how successful you were in your actions.

- Discuss with your child the special grace that is received through the seven Sacraments. Plan to attend a Baptism, Confirmation, Wedding, and/or Ordination during the year. Discuss with your child what he/she can expect to see before the ceremony. Follow up with a discussion on the meaning of the various sacraments and how they bring us closer to God's love.
- Share stories with your child of outstanding key men and women, married and single, to raise awareness of the beauty and importance of these states of life.
- Make flashcards for sacraments and holy days.
- Read passages from the New Testament and discuss them as a family.
- Dress up for a special feast day.
- Read the following books with your child:
 - A Loving Plan for your Happiness: You and the Ten Commandments by Russell Abata
 - Commandments by Russell Abata
 - How You Live With Jesus: Catechism for Today's Young Catholic (Ligouri Publishing)
 - The Fall of Freddy the Leaf: The Story of Life for All Ages by (H. Holt Publishing)

Family Field Trip Suggestions:

- Visit /tour a monastery, convent, or friary. There is a special place where CAS sometimes retreats in Darien, Connecticut. Feel the peace along the Sound at The Convent of Birgitta: <https://www.bridgettines-usa.org/>
- Feast days are celebrated and St. Leo's Fair, Stamford, Connecticut, and St. Sebastian Church, Middleton, Connecticut offers just two of many in Connecticut.

- Emmaus or journeys may also include seeing a site where an altar for the Pope was designed; combine the historical trip with a trip to The National Cathedral in Washington, DC on Catholic University's campus: <https://cathedral.org/>

FIFTH GRADE SOCIAL STUDIES

SKILLS

Students will be able to:

- Identify how geography influences how people lived
- Understand why people explored the world
- Identify why people left their homeland and went to North America
- Understand life in the colonies
- Know the Thirteen Original Colonies
- Learn about the American Revolution
- Understand the purpose of the government
- Understand how leaders shaped our nation
- Describe the costs and benefits of growth during the Westward Expansion
- Understand what it was like to fight for freedom and unity

CONTENT

- American Indian Culture/Civilization/Government
- Early Explorers & the Advances in Technology
- The Columbian Exchange
- Pilgrims and Puritans in New England
- The French and Dutch in North America
- New England, Middle, and Southern Colonies
- The French and Indian War
- Tensions with Britain and declaring of Independence
- Articles of Confederation
- The Constitution
- The Bill of Rights
- The First Presidents
- Louisiana Purchase
- The War of 1812
- Trail of Tears
- California Gold Rush and Railroads
- The Civil War, The Emancipation Proclamation, and Reconstruction

The following are suggestions that you can do with your child to reinforce the above Social Studies goals:

- With your child, investigate online websites that cover Westward Expansion. The programs offered could include role-playing, hands-on activities, living history demonstrations, and period clothing.

- Make travel brochures with historical information about places in the United States. Have your child share the brochures with your family and with classmates at school.
- Make board games to review lessons taught in the classroom. Use index cards for questions, and decorate the game board with symbols and designs that illustrate the lesson (construction paper can be used as player tokens).
- Prepare a puppet show with scenery and dialogue to tell about the founding of New England, Middle, and/or Southern Colonies. The puppet show could reflect any lesson taught in the classroom.
- Using a tape recorder have your child tell the story of the American Revolution, Civil War, and/or any other lesson taught in the classroom.
- Read with your child the following books:
 - Pueblo Boy: Growing Up in Two Worlds by Marcia Keegan
 - Early Exploration of North America by Fredrick King Poole

Family Field Trip Suggestions:

- Visit a local industry, factory or food processing plant. Have your child find out why the business is located where it is, what resources it depends on, and how the industry affects the community.
- Visit Vernon, Connecticut to see New England's Civil War Museum:
<https://www.newenglandcivilwarmuseum.com/>
- Consider seeing a Broadway show that highlights another country's traditions and how they get passed down to future generations.

FIFTH GRADE SPANISH

SKILLS

Students will be able to:

- Introduce yourself & others
- Demonstrate culturally appropriate greetings
- Choose appropriate greetings and goodbyes according to the time of day and level of formality.
- Discuss origin
- Identify, recognize, and recite numbers, alphabet, and days of the week
- Respond to classroom commands
- Distinguish gestures in Spanish-speaking countries
- Identify and recognize different greetings
- Identify, recognize, and apply the verb Ser & Subject Pronouns to Express Origins and Relationships
- Compare and contrast your own culture with cultures of Spanish-speaking countries

CONTENT:

- Prayers
- Greetings and salutations
- Leave-Takings
- Introducing oneself
- Expressions of Courtesy
- Questions and answers Q&A
- The Alphabet
- Class Expressions
- Emotions/feelings
- Introductions
- Geographic Origin
- Numbers 0-200
- Telephone Number
- Birthday/Dates
- Weather/ Seasons
- Classroom Expressions
- Subject Pronouns
- Verb to Be present tense
- Gender and adjectives agreement
- Articles
- Nouns and definite articles
- Projects
- Culture (celebrations, games, songs, rhymes)

The following are suggestions that you can do with your child to reinforce the above Spanish skills and content:

- Talk about what your child is learning in Spanish class in order to review the vocabulary at home.
- Look over the work that your child has brought home.
- Have your child teach the family what he or she has learned each class.
- Make I Pad-tablet time about learning with links to learning activities.
- Find an online app to learn and practice vocabulary.

Family Field Trip Suggestions:

- Have lunch/dinner at a Mexican restaurant.
- Read the Spanish names for the English words on any menu.
- Visit a local shop and see if you can identify any of the words you have learned in Spanish on any of the items.

SIXTH GRADE ART

SKILLS

Students will be able to:

- Combine colors, and apply blending techniques to create developed artwork
- Explore, create, and add value to express realistic detailed drawings
- Sketch, record, and experiment with various styles of drawing
- Learn to use lines to describe the particular character, shape, and feel of objects in drawings such as; Landscape, Still Life, Portrait, Imagination
- Learn to manipulate a variety of fibers in the creation of crafts such as yarn, fabric
- Create 3D designs by applying various techniques in sculpture
- Apply basic techniques of oil and chalk pastels
- Explore and apply various printmaking tools and techniques to artwork
- Compose various prints using elements and principles of design

CONTENT

- Color
- Techniques of painting
- Variation of Line and Texture
- Sculpture
- Fiber skills
- Art History
- Mixed Media

The following are suggestions that you can do with your child to reinforce the above Art goals:

- Encourage your child to express feelings and thoughts through art. Provide an ample supply of paints, brushes, markers, paper, and other tools for your child to “work out” feelings and moods through the use of color, form, shape, texture, and line.
- Provide your child with a quality sketchbook. Encourage your child to keep it as he/she would keep a written journal updating it daily or as often as he/she would record in the written journal. Pastels, charcoal or simple pencils would do nicely for the sketchbook, keeping it portable.
- Cartooning is an art form. Suggest that your child make up a character (a hero/heroine or even use a biblical character) and create a “strip” for the character. Your child could make a series of these and keep them in a special book or folder.

Family Field Trip Suggestions:

- Visit a local Art Museum with your child. Plan to spend a full morning or afternoon there. Take in as many galleries as you can and ask your child what galleries he/she enjoyed most and why. Return to a favorite gallery and have your child select an object of art that he/she feels strongly about. Before you leave the museum, visit the gift shop and see if you can find a postcard of the object your child has selected and purchase it. Consider purchasing a book that reflects the type of art your child is interested in (abstract, Impressionist, Renaissance, etc.).
- Local colleges often have exhibits of the works of their talented students and faculty. These events are usually free and offer your child the opportunity to see the works of art from artists in the area.
SUNY Purchase: <https://www.purchase.edu/neuberger-museum-of-art/>
- Join a scrapbooking class with your child. Many of the area art supply stores offer classes throughout the year. This will enable your child to assemble a collection of items and memorabilia that have particular significance to him/her.

Be inspired by others' scrapbooks and learn about the world while you create ideas for your scrapbook: <https://lagrai.wixsite.com/adriatic-adventures/days-1-2>

- Read background articles on your topic before visiting some of the ways museums are involving 3D printing:

<https://www.museumnext.com/article/how-museums-are-using-3d-printing/>

Then, with this prior knowledge, let your mind imagine the next century while you tour these museums in person or online at the New York Metropolitan Museum: :

<https://www.metmuseum.org/articles/3d-printing>

SIXTH GRADE PHYSICAL EDUCATION

SKILLS

Students will be able to...

- Express positive feelings toward movement, health, and fitness-related activities
- Practice good physical fitness, health, and good sportsmanship
- Explain the basics of fitness concepts and cardiovascular health
- Demonstrate good sportsmanship: ability to win and lose gracefully, understanding the difference between celebrating vs. taunting
- Demonstrate skills required of team members - sharing, supporting, and maximizing personal potential
- Master specific sports skills using sports rules and strategies (including but not limited to shooting, dribbling, catching, kicking, volleying, dodging, running, punting, striking, setting, bumping, throwing, passing)
- Participate in team sports (soccer, basketball, football, floor hockey, kickball, cooperative team dodgeball, whiffle ball, capture the flag, team handball, castle crush)
- Show an appreciation for individual differences and accept and respect these differences without criticism
- Demonstrate socialization skills and positive interactions with their classmates and teachers
- Understand what they are learning, why they are learning it, how they will learn it, and how physical activity can help them now as a student and in the future
- Demonstrate more independence of thought, game activities, team elements, rules of play

CONTENT

- Exercises (warm-up/cool down, calisthenics, cardio-vascular and endurance, resistance equipment)
- Fitness guidelines for age level, psychomotor and cognitive testing, discussions on why we do a warmup activity and cooperative activities, and team sports
- Game activities
- Active alternatives to team sports
- Cooperative activities
- Lead-up activities to specific sports skills
- Team sports (including but not limited to soccer, basketball, football, floor hockey, kickball, whiffle ball, castle crush w/ hula hoops, cooperative team dodgeball, capture the flag, castle crush, gaga ball, team handball)

The following are suggestions that you can do with your child to reinforce the above Physical Education goals:

- Help your child grow and feel successful in physical education activities by developing a habit of family fitness. The benefits of going on short walks together as a family go far beyond increased physical fitness. Participate in other fun family activities such as hiking, swimming, biking, and skating.
- A common misconception is that children are naturally active and in shape, but they aren't. Children need to get exercise four or five times a week, and many just do not. You can help your child by establishing good, health habits. Here are some suggestions to consider:
 - a. Do something active with your child when you are spending time together. Make a list of possible activities that you both enjoy.
 - b. Exercise regularly to set a positive example.
 - c. Encourage your child to ride a bike or walk whenever possible and to take the stairs instead of the elevator. Park at the far end of the parking lot when running errands with your son/daughter.
 - d. Limit the amount of time your child spends watching TV and playing video games or playing on the computer. These are two reasons children do not exercise enough.
- The Catholic Academy of Stamford has several strong sports programs. Contact the Athletic Director for details regarding teams for your child's age group. Choose only one sport that your child has shown an interest in. Organized sports are a wonderful way for your child to develop sportsmanship and responsibility. Post the schedule in an obvious place and involve your child in remembering practice and game days.
- Make up your own family sports festival. Choose ten events, such as basketball toss, 100-meter dash, long jump, 500-meter three-legged race, jump roping, and an obstacle course. Adjust heights and distances to make it fairer for younger family members. Involve everyone in measuring and timekeeping. Let individuals or teams compete at least twice in each event so that you can track improvement. Give out awards for Best Sport, Most Improved, Most Likely to Enter the Olympics, etc.
- Today's adolescents are inundated with advertising's version of the perfect body image. This image is almost impossible to attain without threat to a growing teenager's health and self-image. It is important that you, as parents, constantly encourage your child to recognize his/her own self-importance, a worth that goes beyond outward appearance. It is necessary to help your teenager strike a balance between physical fitness and overindulgence in meeting society's idea of perfection.
- It is important to stress proper nutrition and eating habits. Often adolescents skip meals and/or replace them with junk foods. Provide well-balanced meals that include foods from the basic food groups. Family meal times are important not only for modeling proper nutrition but also for coming together as a family. As your children become older, outside

activities often take them from the family dinner table. If schedules make eating dinner together seven nights a week impossible, set aside non-negotiable family dinner nights. As parents, set the number of nights you will eat together and do not make exceptions without serious reason.

Family Field Trip Suggestions:

- Attend a professional sporting event with your child. While there, watch the warm-ups, visit the stadium's museum, and keep score.
- Consider enrolling in a family membership at a local gym. This will serve not only as a model for lifelong fitness for your child but also open up the possibility of various physical activities that he/she would normally not be exposed to.
- Many community government agencies have partnered with hospitals to focus on nutrition. Stamford Hospital has just one such partnership that includes little activities like a nutrition fortune teller cookie activity that students of all ages may do and then reflect upon: <https://www.stamfordhealth.org/care-treatment/pediatrics/kids-fans/>
- Dine on fine dining (makes a good birthday party for all ages) while eating from aspiring chefs and learn about their meals and preparations at Culinary Institute of America locations: <https://www.ciafoodies.com/cia-restaurants/>

SIXTH GRADE RELIGION

SKILLS

Students will be able to:

- Participate weekly in the Mass including recitation of responses, postures and reverence. Along with the singing of the hymns and chants
- Provide witness to their “buddies” on appropriate behavior and engagement
- Maintain a Religion notebook
- Use the Bible to search, read, and analyze the passages of the various books and to connect to Church teaching
- Use the bible to understand that there are various topics treated in different places in scripture (“What’s concealed in the Old Testament is revealed in the New Testament”)
- Use reading the Bible as a way to enhance their own spiritual growth
- Examine their conscience (mortal vs venial sin) and conduct themselves in the confessional during the reception of the sacrament
- Engage in more frequent use of the Sacrament of Penance
- Take part in the recitation of The Rosary and provide aid for the meditation on the mysteries
- Participate in the Stations of the Cross and meditate on the various scenes of The Passion
- Enhance their faith and spiritual growth by identifying the liturgical seasons (Advent & Easter) and by including the practices in their daily life.
- Identify the sacred spaces in the church: the altar, the tabernacle, the congregation nave, and holy water fonts.

CONTENT

- The role of the church and its people is to form, inform, and transform its followers throughout their lives
- The Ten Commandments
- The Bible is a source for all teachings of the Catholic Church and the roles it plays in the Mass and sacraments
- The Old and New Testaments
- Knowledge of God’s Word
- The Mass, its parts, and its importance to the Catholic faith and ongoing spiritual development
- Heaven, Hell, and Purgatory as they relate to the Bible and the Church, and to realize their role in sin and our salvation.

- Sacrament of Penance
- The Rosary
- The Stations of the Cross
- Liturgical seasons and their meaning in the calendar of the Catholic Church
- Stories of the saints of the Church, their feast days, and roles in the history and in the fabric of the Church

The following are suggestions that you can do with your child to reinforce the above Religion goals:

- Plan a prayer celebration and enthrone your Family Bible in a special place in your home.
- Read Psalm 91 with your child. Write a prayer with your child telling God how you both (parent and child) feel about his promises.
- Have your child read his/her favorite scripture. Make a bookmark with your child for his/her bible.
- As a family, plan a Bible Radio Broadcast. The broadcast might include a passage from scripture, a homily on the passage, and a commercial.
- With your child, read In The Beginning: Creation Stories from Around the World by Virginia Hamilton. Discuss with your son/daughter the differences/similarities in the stories.
- Practice locating passages in the Bible; make flashcards that show the abbreviations for the names of the books of the Bible; memorize the names of the Old Testament books in their four groupings.
- Create a “Bible Picture Dictionary,” illustrating the major people and events of the Old Testament.
- Research the Jewish holidays: Shabbat, Rosh Hashanah, Yom Kippur, Sukkot, Hanukkah, Purim, Pesach, and Shavuot
- In conjunction with their study of the Temple, help your child research the building of your parish church, the Cathedral of Saint Augustine in Bridgeport, and the National Shrine of the Immaculate Conception.

Family Field Trip Suggestions;

- Visit a Jewish synagogue and become acquainted with the objects that the Jewish people use in worshiping God.

Reform Synagogue, Stamford, Connecticut:: <https://www.templesinaistamford.org/>

SIXTH GRADE SOCIAL STUDIES

SKILLS

Students will be able to:

- Locate ancient and modern Peru, China, Egypt, Rome, and Greece on a map
- Explain how the physical geography affects the development and growth of societies in Peru, China, Egypt, Rome, and Greece
- Analyze how the beliefs of Peru, China, Egypt, Rome, and Greece affected its' historical accomplishments
- Describe the belief system and values of Peru, China, Egypt, Rome, and Greece
- Compare and contrast the belief system and values of Peru, China, Egypt, Rome, and Greece with other civilizations
- Identify the types of government in Peru, China, Egypt, Rome, and Greece, and evaluate the government system and how it affected Egyptian society
- Survey the economic system of Peru, China, Egypt, Rome, and Greece and determine how the economic system affected society in Egypt
- Appraise the lasting achievements of Peru, China, Egypt, Rome, and Greece on modern society

CONTENT

- **Peru:** Incas and Ancient Peru, Contemporary Peru (Geography, History, Culture, Religion, Government, and Economics)
- **China:** Zhou Dynasty, Qin Dynasty, Han Dynasty, Sui Dynasty, Tang Dynasty Song Dynasty, Yuan Dynasty, Ming Dynasty (Geography, History, Culture, Religion, Government, and Economics)
- **Egypt:** Ancient Egypt, the Old Kingdom, the New Kingdom, the Middle Kingdom, Ancient Kush (Geography, History, Culture, Religion, Government, and Economics)
- **Rome:** Roman Republic, Roman Empire, The Fall of the Roman Empire (Geography, History, Culture, Religion, Government, and Economics)
- **Greece:** Ancient Greece, Byzantine Empire (Geography, History, Culture, Religion, Government, and Economics).

The following are suggestions that you can do with your child to reinforce the above Social Studies goals:

- To familiarize your child with the Italian language, purchase or acquire from the library the book My World in Italian by Tamara M. Mealer.

- Look for maps of our community. State maps are readily available at gas stations. The American Automobile Association is a great resource for maps. Use the maps for these activities: a) Involve your child in finding your usual route to familiar places and to friends' and relatives' homes. Help your child map an alternate route to some of these places. Try using it the next time one of those places is your destination. b) Compare two routes on the map. Estimate the distances and predict which is shorter. Clock the two routes to check your estimates and predictions. c) Get Lost! Randomly select a spot on a city, county, or state map and challenge your child to find the way from that point back home.
- The *Carmen Sandiego* series developed by Broderbund is a fun way to explore geography. The series includes computer software, board games, and TV programs relating to world geography, U.S. geography, and history.
- Challenge family members to draw and label from memory a map of Connecticut, the United States, North America, or the world. Then gather any maps you have. Compare the masterpieces with the professionals. Repeat the activity letting family members use the maps as a guide.
- Set up a cultural awareness day in your home. Select a nation that your family would like to learn more about. Assign different topics (government, resources, religion, people, culture) for family members to report back to the family on the designated day. You can expand the idea by cooking ethnic food for dinner and dressing in costume.
- Take advantage of the many cultural/ethnic fairs that are held in our area throughout the year. Check the calendar section of the [CT Post](#) or [Stamford Advocate](#) for dates, times and locations. While there, observe the dancing, singing, and art displays that are indigenous to that particular cultural/ethnic group. Sample the ethnic foods that will be available.

Family Field Trip Suggestions:

- Towns have a history of its indigenous people and how the area was settled. Visit historical society museums to learn more. Many offer exhibits and free workshops.
Stamford: <http://www.stamfordhistory.org/main.htm>
Greenwich: <https://greenwichhistory.org/>

Galleries offer valuable insights into how others governed, worshiped, played, and lived:

- American Natural History Museum (New York, NY): <https://www.amnh.org/>
- The Metropolitan Museum of Art (New York, NY): <https://www.metmuseum.org/>
- Yale University Art Gallery (New Haven, CT): <https://artgallery.yale.edu/>

SIXTH GRADE SPANISH

SKILLS

Students will be able to:

- Demonstrate culturally appropriate greetings
- Ask and answer simple questions on familiar topics
- Recognize and pronounce sounds of the target language with clarity and fluency
- Respond appropriately to commands and requests accompanied by gestures and other visual or auditory cues
- Differentiate countries that speak the target language
- Use cognates to develop interpretative proficiency in the target language
- Identify number words in spoken and written form
- Demonstrate the ability to tell date/time, including culturally specific modes
- Examine and describe weather conditions according to the season of the year
- Describe activities they like or dislike to do through oral, written, video, and reading activities
- Compare after-school activities among different cultures
- Use authentic information to discuss foods of the target language
- Identify people and objects based on innate characteristics
- Interpret simple authentic material using knowledge of letter/symbol-sound correspondences and contextual cues.
- Dramatize short dialogues and begin to incorporate gestures.
- Apply age-appropriate writing process strategies to produce simple written communications.
- Identify and imitate gestures and oral expressions that reflect cultural practices.
- Compare grammatical structures and writing systems of the Spanish language and English.
- Compare and contrast school activities and schedules among cultures.
- Participate in a variety of projects, and present the acquired information to an audience.

CONTENT

- Prayers
- Greetings: Salutations, goodbyes, introductions
- Alphabet/sounds/email address
- Questions and answers Q&A
- Class Expressions
- Geographic Origin
- Cognates
- Numbers 0-900
- Time/date
- Age/birthday/phone number

- Weather/ Seasons
- Likes/Dislikes
- After school Activities
- Snacks/foods/beverages
- Verb To Be Present Tense
- Subject and verbs in sentences
- Gender and adjectives agreement
- Articles
- Nouns/ pluralization of nouns
- Projects
- Culture (customs, celebrations, holidays, and traditions)

The following are suggestions that you can do with your child to reinforce the above Spanish skills:

- Talk about what your child is learning in Spanish class in order to review the vocabulary at home.
- Look over the work that your child has brought home.
- Have your child teach the family what he or she has learned in each class.
- Make iPad-tablet time about learning with links to learning activities.
- Find an online app to learn and practice vocabulary.

Family Field Trip Suggestions:

- Have lunch/dinner at a Mexican restaurant and read the Spanish names on the menu.
Try casual and quaint dining at Ole Mole: <https://www.olemolestamford.com/>
- On a road trip? Play a little app game in the car: <https://www.duolingo.com/>
- Meeting some people and want to share some conversation in Spanish? Freshen up on your iPad with this public shared free quizlet site:
<https://quizlet.com/313527099/1-u1-mi-pais-y-yo-conversation-greetings-flash-cards/>

SEVENTH GRADE ART

SKILLS

Students will be able to

- Combine a variety of painting techniques at an advanced level
- Sketch, and demonstrate knowledge of still-life drawing
- Relate artwork to a specific time period
- Research well-known artists
- Experiment with various color combinations
- Experiment and create a variety of tints and shades
- Experiment with various printing tools and techniques
- Explore learned techniques at a more advanced level

CONTENT

- Advanced techniques of paint
- Advanced techniques of drawing
- Art History
- Printmaking
- 3-D Design
- Color Study

The following are suggestions that you can do with your child to reinforce the above Art goals:

- Encourage your child to express feelings and thoughts through art. Provide an ample supply of paints, brushes, markers, paper, and other tools for your child to “work out” feelings and moods through the use of color, form, shape, texture, and line.
- Provide your child with a quality sketchbook. Encourage your child to keep it as he/she would keep a written journal updating it daily or as often as he/she would record in the written journal. Pastels, charcoal, or simple pencils would do nicely for the sketchbook, keeping it portable.
- Cartooning is an art form. Suggest that your child make up a character (a hero/heroine or even use a biblical character) and create a “strip” for the character. Your child could make a series of these and keep them in a special book or folder.

Family Field Trip Suggestions:

- Visit an Art Museum with your child. Plan to spend a full morning or afternoon there. Take in as many galleries as you can and ask your child what galleries he/she enjoyed most and why. Return to a favorite gallery and have your child select an object of art that he/she feels strongly about. Before you leave the museum, visit the gift shop on the lower level and see if you can find a postcard of the object your child has selected and purchase it. You may even want to purchase a book that reflects the type of art your child shows an interest in (abstract, Impressionist, Renaissance, etc.).
- Local colleges often have exhibits of the works of their talented students and faculty. These events are usually free and offer your child the opportunity to see the works of art from artists in the area.
- Join a scrapbooking class with your child. Many of the area art supply stores offer classes throughout the year. This will enable your child to assemble a collection of items and memorabilia that have particular significance to him/her.
- Just a few to check out; make sure you are aware of the university, holiday, and gallery schedules. Know before you go:

Sacred Heart University Campus: Art and Design Gallery at SHU

https://digitalcommons.sacredheart.edu/arts_art/

Fairfield University campus: Thomas J Walsh Art Gallery

<https://www.ctmq.org/114-thomas-j-walsh-art-gallery>

Greenwich

Audubon Greenwich
The Bendheim Gallery
The Brant Foundation Art Study Center
Bruce Museum
Bush-Holley House Museum
Bruce Museum Seaside Center
Greenwich Arts Society Gallery
Greenwich Botanical Center
Greenwich Historical Society Museum
Putnam Cottage
Seven Bridges

SEVENTH GRADE PHYSICAL EDUCATION

SKILLS

Students will be able to...

- Express positive feelings toward movement, health, and fitness-related activities
- Practice good physical fitness, health, and good sportsmanship
- Explain the basics of fitness concepts and cardiovascular health
- Demonstrate good sportsmanship: ability to win and lose gracefully, understanding the difference between celebrating vs. taunting
- Demonstrate skills required of team members - sharing, supporting, and maximizing personal potential
- Master specific sports skills using sports rules and strategies (including but not limited to shooting, dribbling, catching, kicking, volleying, dodging, running, punting, striking, setting, bumping, throwing, passing)
- Participate in team sports (soccer, basketball, football, floor hockey, kickball, cooperative team dodgeball, whiffle ball, capture the flag, team handball, castle crush)
- Show an appreciation for individual differences and accept and respect these differences without criticism
- Demonstrate socialization skills and positive interactions with their classmates and teachers
- Understand what they are learning, why they are learning it and how they will learn it, and how physical activity can help them now as a student and in the future
- Demonstrate more independence of thought, game activities, team elements, rules of play

CONTENT

- Exercises (warm-up/cool down, calisthenics, cardio-vascular and endurance, resistance equipment)
- Fitness guidelines for age level, psychomotor and cognitive testing, discussions on why we do a warmup activity and cooperative activities, and team sports
- Game activities
- Active alternatives to team sports
- Cooperative activities
- Lead-up activities to specific sports skills
- Team sports (including but not limited to soccer, basketball, football, floor hockey, kickball, whiffle ball, castle crush w/ hula hoops, cooperative team dodgeball, capture the flag, castle crush, gaga ball, team handball)

The following are suggestions that you can do with your child to reinforce the above Physical Education goals:

- Help your child grow and feel successful in physical education activities by developing a habit of family fitness. The benefits of going on short walks together as a family go far beyond increased physical fitness. Participate in other fun family activities such as hiking, swimming, biking, and skating.
- A common misconception is that children are naturally active and in shape, but they aren't. Children need to get exercise four or five times a week, and many just do not. You can help your child by establishing good, health habits. Here are some suggestions to consider:
 - a. Do something active with your child when you are spending time together. Make a list of possible activities that you both enjoy.
 - b. Exercise regularly to set a positive example.
 - c. Encourage your child to ride a bike or walk whenever possible and to take the stairs instead of the elevator. Park at the far end of the parking lot when running errands with your son/daughter.
 - d. Limit the amount of time your child spends watching TV and playing video games or playing on the computer. These are two reasons children do not exercise enough.
- The Catholic Academy of Stamford has several strong sports programs. Contact the Athletic Director for details regarding teams for your child's age group. Choose only one sport that your child has shown an interest in. Organized sports are a wonderful way for your child to develop sportsmanship and responsibility. Post the schedule in an obvious place and involve your child in remembering practice and game days.
- Make up your own family sports festival. Choose ten events, such as basketball toss, 100-meter dash, long jump, 500-meter three-legged race, jump roping, and an obstacle course. Adjust heights and distances to make it fairer for younger family members. Involve everyone in measuring and timekeeping. Let individuals or teams compete at least twice in each event so that you can track improvement. Give out awards for Best Sport, Most Improved, Most Likely to Enter the Olympics, etc.
- Today's adolescents are inundated with advertising's version of the perfect body image. This image is almost impossible to attain without threat to a growing teenager's health and self-image. It is important that you, as parents, constantly encourage your child to recognize his/her own self-importance, a worth that goes beyond outward appearance. It is necessary to help your teenager strike a balance between physical fitness and overindulgence in meeting society's idea of perfection.
- It is important to stress proper nutrition and eating habits. Often adolescents skip meals and/or replace them with junk foods. Provide well-balanced meals that include foods from the basic food groups. Family meal times are important not only for modeling proper nutrition but also for coming together as a family. As your children become older, outside

activities often take them from the family dinner table. If schedules make it impossible to eat dinner together seven nights a week, set aside non-negotiable family dinner nights. As parents, set the number of nights you will eat together and do not make exceptions without serious reason.

Family Field Trip Suggestions:

- Attend a professional sporting event with your child. While there, watch the warm-ups, visit the stadium's museum, and keep score.
- Consider enrolling in a family membership at a local gym. This will serve not only as a model for lifelong fitness for your child but it will also open up the possibility of various physical activities that he/she would normally not be exposed to. Make sure you comply with the private setting's rules for conduct, safety, and health in the gym setting.

Try a new sport! Squash, anyone?

<https://sports.chelseapiers.com/connecticut/stamford/sports/squash>

Pickleball is growing in popularity and you can set up a little net anywhere! See what your city is doing in all the seasons.

Stamford has one of the largest centers; visitors come from all over to play:

<https://pickleballamerica.us/>

Nearby locales and governments advertise all sports, and Norwalk shows just one example:

<https://www.norwalkct.gov/3458/Pickleball>

- Call your local government center to see about the rec programs.
- Visit local parks and schoolyards to use their already-established volleyball, tennis, basketball, and outdoor gym playground stuff. Be sure to read all safety regulations and adhere to those rules in a public setting.

SEVENTH GRADE RELIGION

SKILLS

The students will be able to:

- Outline the various topics of the Catholic Faith
- Sing the Mass chants in Greek/Latin: *Kyrie, Sanctus, Angus Dei*
- Build on what was learned in 6th grade to make a good Confession
- Make proper use of various sacramentals
- Build on what was learned in 6th grade for meditation on the Mysteries of the Rosary
- Locate cross references from one book of the Bible to another
- Recognize and associate typologies between the Old and New Testaments
- Look up biographies of the lives of the saints
- Apply the Commandments and Virtues to various life “cases”

CONTENT

- The Mass
- The Seven Sacraments
- Sacramentals
- The Rosary
- Prayer
- The Bible and God’s Revelation
- Outline of Old Testament Salvation History
- Lives of the Saints
- Liturgical Seasons and Major Feasts
- The Ten Commandments (Review)
- The Beatitudes
- Works of Mercy

The following are suggestions that you can do with your child to reinforce the above Religion goals:

- Write a family prayer to Jesus that focuses on one of His titles or read a favorite prayer as a family.
- Begin a rosary-making project. Contact the following organization for materials and information regarding praying of the rosary:

Our Lady's Rosary Makers
4611 Poplar Level Road
PO Box 37080
Louisville, KY 40233

- Read the poem, *The Road Not Taken* by Robert Frost. Discuss with your family how certain choices completely change lives.
- Adopt a senior citizen to whom your child can offer service such as visiting, weeding, grass-cutting, running errands, etc.
- Donate baby clothes, toys, or other items to an organization like Birthright
- Become mission-minded. Send for ideas or materials from an organization such as the Holy Childhood Association. (1720 Massachusetts Avenue, Washington, D.C. 20036) or Near East Missions (1011 First Avenue, New York, NY 10022) Write to a mission pen pal and/or make a donation.
- Set aside at least five minutes each evening to read Scripture. Copy favorite scripture verses in a journal.
- Become more familiar with the New Testament. Explore the maps, glossary, index, appendix, table of contents, and list of abbreviations. Memorize the books of the New Testament. Learn how to use a *concordance*, which locates Bible passages according to keywords.

Family Field Trip Suggestions:

- Attend a Christian Music Concert as a family. You do not have to wait for the holidays to find choral groups celebrating God's love. Plan your events and enjoy blessings:

Basilica of St. John: <https://stjohnbasilica.org/home>

Bronxville, New York, and Stamford locations:

<https://www.concordiaconservatory.org/conservatory>

- Visit a local parish. You might even see some CAS familiar faces singing and/or playing an instrument.

Come see our CAS choir in action at The Parish of St. Cecilia-St. Gabriel:

<https://stcecilia-stgabriel.org/>

Visit and see some others right up the road from CAS in Stamford, Connecticut:

<https://www.stbridgetofireland.com/>

SEVENTH GRADE SOCIAL STUDIES

SKILLS

Students will be able to:

- **European exploration of the US/Geography:**
 - Reconnect and review explorers and exploration to the New World
 - Explain the impact of European exploration on various regions of the United States
 - Evaluate the factors that motivated Europeans to discover and explore the Americas
 - Describe European migration
 - Analyze the impact of European settlements on the development of the New World
 - Examine the geographic changes in the world map due to European exploration

- **Life in the colonies/Geography:**
 - Examine the social, political, economic, and religious impact of European empire-building in North and South America
 - Discuss the economic, political, social, and religious factors in England and France and evaluate their impact on Colonial life
 - Compare and contrast life in each of the European colonies
 - Synthesize the creation of English colonial governments in relation to earlier settlements

- **Problems with England:**
 - Explain what key events united the Patriots (Problems with England)
 - Evaluate British actions to contain colonists (Problems with England)
 - Evaluate how the British government taxed their subjects and the reactions of the colonists (Problems with England)
 - Analyze the reasons why the Continental Congress was convened (Problems with England)
 - Formulate ideas about what was accomplished by the Continental Congress (Problems with England)
 - Explain why violence erupted at Lexington and Concord (Problems with England)

- **Declaration of Independence and the Revolution:**
 - Define three basic freedoms that all people are entitled to as citizens

- Formulate opinions about why the Colonists drafted the Declaration of Independence
 - Examine reasons why some Americans supported the British
 - Evaluate and synthesize the British and American plans for the war
 - Examine why the Battle of Saratoga was a turning point in the war
 - Evaluate why many Native Americans gave support to the British
- **Creating a More Perfect Union:**
 - Evaluate the effectiveness of the Articles of Confederation as a government in the United States
 - Explain how the issue of congressional representation was decided on
 - Analyze how European ideas influenced the Constitution
 - Examine the views of federalists and antifederalists about the new government
 - Evaluate how the Bill of Rights affected the ratification of the Constitution
 - Relate the functions of the 3 branches of the federal government to the state government
 - Identify the responsibilities of American citizens
- **America as a Young Nation:**
 - Compare and contrast the first five presidents' approaches to governing policies
 - Examine how the presidents are establishing the nation as a world power
 - Examine the formation of new political parties
 - Evaluate how the regions of the country are developing their economic and cultural identities
- **Andrew Jackson:**
 - Compare and contrast Jackson and his policies with those of the previous administrations
 - Appraise Jackson's actions as president in dealing with domestic issues
 - Interpret the effect of Jacksonian democracy on modern political parties
- **Manifest Destiny:**
 - Judge the reasons why people moved to the new territories
 - Examine the impact of geography on settlement
 - Discuss life for settlers in the territories
 - Determine the economic and political changes as a result of territorial acquisition
 - Evaluate the life of Native Americans pre and post-settlement

- **Life in the New Territories:**
 - Classify the roles of representative lifestyles of Western settlers
 - Identify new jobs that were created as a result of settlement
 - Analyze the impact of early settlement on Native American societies
 - Explore the political, economic, cultural, and social events and influences which led to the Civil War
 - Analyze primary sources as they relate to sectional differences

- **The North and The South:**
 - Evaluate the impact of legislation
 - Compare and contrast the economy, politics, and society of the North and the South
 - Appraise the pros and cons of slavery as seen in the Antebellum South

CONTENT

- **European exploration of the US/Geography:** European exploration of the US/geographical awareness, Colonization of the New World-Spanish, French, English, Dutch, Political, Economic, and Social systems as they existed in the colonies and settlements, Impact of exploration of colonization on the New World
- **Life in the colonies/Geography:** Regions- New England, Middle, Southern founding of each colony, similarities and differences in government, economy, religion, Economic and cultural aspects of colonial life, Causes of the French and Indian War
- **Problems with England:** Stamp Act, Quartering Act, Townshend Acts, Boston Massacre, Tea Act, Boston Tea Party, Intolerable Acts, First Continental Congress, Lexington and Concord
- **Declaration of Independence and the Revolution:** Declaration of Independence and the Revolution, Declaration, Loyalists vs. Patriots, American and British- strengths and weaknesses, Alliance systems, Major Battles and Campaigns in the War, Surrender at Yorktown, Treaty of Paris
- **Creating a More Perfect Union:** Issue over slavery constitutional convention, Virginia and New Jersey Plans, Compromises for the Constitution, Road to the Constitution, Federalism, Federalists and Antifederalists underlying principles, traditions that were looked to while writing the constitution, philosophers, types of powers (branches of government and responsibilities, checks and balances), A living constitution, Bill of Rights and Amendments that follow The Initial Bill of Rights
- **America as a Young Nation:** Presidents and Policies, Washington, Adams, Jefferson, Madison, Monroe, Foreign Policy, Domestic Policy, Changes in government during Presidency, Emergence of Political parties, Agrarianism and Manufacturing

- **Andrew Jackson:** Rise to power, As a person, Approach to governing, Nullification crisis, Battle with the bank, Native American policies, Jacksonian Democracy
- **Manifest Destiny:** Define: Manifest Destiny, Louisiana Purchase, Florida becoming a US territory, Texas, War with Mexico, Alamo Oregon, Election of 1844 (Polk), Gadsden Purchase, Mexican Cession, California, Utah, Impact on Native Americans and their territories
- **Life in the New Territories:** Mountain Men, Pioneer Women, Mexicanos, Rancheros, Missionaries, Interactions with Native Americans, Cowboys
- **The North and The South:** Growing sectional differences, Legislation affecting sectionalism, Life in North and South, Slavery, Social and cultural differences, RR and other modes of transportation, Economic differences, Political differences, Manufacturing

The following are suggestions that you can do with your child to reinforce the above Social Studies goals:

Family Field Trip Suggestions:

- **Bush Holley House (Greenwich, CT):**
<https://greenwichhistory.org/the-bush-holley-house/>
- Stamford Historical Society (Stamford, CT): <https://stamfordhistory.org/>
- **Hoyt Barnum House (Stamford, CT):**
<https://stamfordhistory.org/the-hoyt-barnum-house/visit-a-stamford-home-built-in-1699>
- **Webb Deane Stevens Museum (Weatherfield, CT):** <https://wdsmuseum.org/>
- **Connecticut's Old State House (Hartford, CT):** <https://wp.cga.ct.gov/osh/>
- **John Jay Homestead (Katonah, NY):** <http://johnjayhomestead.org/>
- **Martin Van Buren National Historical Site (Kinderhook, NY):**
<https://www.nps.gov/mava/index.html>
- **Presidential Libraries (throughout the nation):**
<https://www.archives.gov/presidential-libraries>

SEVENTH GRADE SPANISH

SKILLS

Students will be able to:

- Interpret short conversations and brief written messages on various topics
- Dramatize authentic and/or student-created material incorporating appropriate gestures
- Use grammatical categories such as tense, gender, and agreement in the target language and English
- Engage in oral or written conversation on familiar topics in the present tense
- Infer meaning using aural, visual, and contextual clues
- Create original work using more complex sentences
- Analyze similarities and differences between practices and perspectives of the target culture and your own
- Compare and contrast grammatical structures in the target language and English
- Apply age-appropriate writing process strategies to write short paragraphs on familiar topics
- Prepare and deliver oral presentations in a manner that effectively delivers the message
- Participate in a variety of projects, and present the acquired information to an audience

CONTENT

- Prayers
- Review (most of the vocabulary and grammar in Grade 6)
- Numbers 0-190000
- School Vocabulary
- Classroom activities
- Expressions of frequency
- Present tense of –ar verbs
- Time
- Verb to have/to have to
- Emotions
- Verb Estar (to Be)
- Ser vs. Estar
- Prepositions
- Verb Ir (to go)
- Food and beverages
- Interrogative words
- Project
- Culture (customs, celebrations, holidays, and traditions)

The following are suggestions that you can do with your child to reinforce the above Spanish skills and content:

- Talk about what your child is learning in Spanish class in order to review the vocabulary at home.
- Look over the work that your child has brought home.
- Have your child teach the family what he or she has learned in each class.
- Make iPad-tablet time about learning with links to learning activities.
- Find an online app to learn and practice vocabulary.

Family Field Trip Suggestions:

- Have lunch/dinner at a Mexican restaurant and read the Spanish names on the menu. Each town has a restaurant directory; Connecticut Insider has published links from many different Spanish-speaking regions located right here in Fairfield County, and here are some Connecticut Statewide 2023 Winners:

Winner/New Haven County, Camacho Garage - 36 Fountain St., New Haven,
203-691-1969

Statewide Runner-up/Middlesex County, Cuckoo's Nest - 1712 Post Road, Old Saybrook,
860-399-9060

Fairfield County, Mexicali Rose - 71 S Main St., Newtown, 203-270-7003

Hartford County, Sayulita - 865 Main St., Glastonbury, 860-430-9941

<https://www.ctinsider.com/connecticutmagazine/article/connecticut-magazine-2023-best-mexican-17834355.php>)

EIGHTH GRADE ART

SKILLS

Students will be able to:

- Combine a variety of painting techniques at an advanced level
- Sketch, manipulate, and demonstrate knowledge of portrait drawing/ figure drawing
- Demonstrate knowledge of charcoal drawing techniques
- Research a variety of artists throughout history
- Explore how an era in art history reflected the times of that period and helped influence future art
- Construct a 3-D sculpture
- Experiment with Linoleum. Compressed Printing Foam and Cardboard
- Categorize colors into specific areas: Primary, Secondary, Tertiary, Complimentary, Shades and Tints
- Create a Color Wheel

CONTENT

- Color Study
- Printmaking
- 3-D Design
- Drawing
- Painting
- Art History

The following are suggestions that you can do with your child to reinforce the above Art goals:

- Encourage your child to express feelings and thoughts through art. Provide ample paints, brushes, markers, paper, and other tools for your child to “work out” feelings and moods through color, form, shape, texture, and line.
- Provide your child with a quality sketchbook. Encourage your child to keep it as he/she would keep a written journal updating it daily or as often as he/she would record in the written journal. Pastels, charcoal, or simple pencils would do nicely for the sketchbook, keeping it portable.

- Cartooning is an art form. Suggest that your child make up a character (a hero/heroine or even use a biblical character) and create a “strip” for the character. Your child could make a series of these and keep them in a special book or folder.

Family Field Trip Suggestions:

- Visit a local Art Museum with your child. Plan to spend a full morning or afternoon there. Take in as many galleries as you can and ask your child what galleries he/she enjoyed most and why. Return to a favorite gallery and have your child select an object of art that he/she feels strongly about. Before you leave the museum, visit the gift shop and see if you can find a postcard of the object your child has selected and purchase it. You may even want to purchase a book that reflects the type of art your child shows an interest in (abstract, Impressionist, Renaissance, etc.).
- Local colleges often have exhibits of the works of their talented students and faculty. These events are usually free and offer your child the opportunity to see the works of art from artists in the area.
- Join a scrapbooking class with your child. Many of the area art supply stores offer classes throughout the year. This will enable your child to assemble a collection of items and memorabilia that have particular significance to him/her.

So Many Art Museums offer free pass days with Multiple Focuses Nearby:

Stamford:

Norwalk:

New Haven: **Yale University Art Gallery (New Haven, CT):** <https://artgallery.yale.edu/>

Others are only a train, bus, or car ride away:

Vermont:

<https://www.ctmq.org/the-barker-character-comic-and-cartoon-museum-art-gallery/ArtS>

New Haven:

Coast Guard Station New Haven

Common Ground HS Outdoor Museum

Connecticut Children’s Museum

Creative Arts Workshop Galleries

Edgerton Park Greenhouses and Library

Ely Center of Contemporary Art

Ethnic Heritage Center (SCSU)

Fort Nathan Hale

Fred Giampietro Gallery

The Hill Museum of the Arts

Knights of Columbus Museum/Blessed Michael McGivney Pilgrimage Center

Lighthouse Point Lighthouse and Touch Tank
Lost in New Haven Museum
Lyman Center and Earl Hall Art Galleries (SCSU)
MacDonough Art Gallery (AMC)
The NewAlliance Foundation Art Gallery (GCC)
New Haven Library Local History Room
New Haven Museum
New Haven Public Art/Museum Without Walls
Pardee-Morris House Museum
Second Company Governor's Foot Guard
Shubert Theater Tour
Trowbridge Environmental Center
Urban Museum of Modern Architects
West Rock Nature Center
Young Men's Institute Library & Gallery

EIGHTH GRADE PHYSICAL EDUCATION

SKILLS

Students will be able to...

- Express positive feelings toward movement, health, and fitness-related activities
- Practice good physical fitness, health, and good sportsmanship
- Explain the basics of fitness concepts and cardiovascular health
- Demonstrate good sportsmanship: ability to win and lose gracefully, understanding the difference between celebrating vs. taunting
- Demonstrate skills required of team members - sharing, supporting, and maximizing personal potential
- Master specific sports skills using sports rules and strategies (including but not limited to shooting, dribbling, catching, kicking, volleying, dodging, running, punting, striking, setting, bumping, throwing, passing)
- Participate in team sports (soccer, basketball, football, floor hockey, kickball, cooperative team dodgeball, whiffle ball, capture the flag, team handball, castle crush)
- Show an appreciation for individual differences and accept and respect these differences without criticism
- Demonstrate socialization skills and positive interactions with their classmates and teachers
- Understand what they are learning, why they are learning it and how they will learn it and how physical activity can help them now as a student and in the future
- Demonstrate more independence of thought, game activities, team elements, rules of play

CONTENT

- Exercises (warm-up/cool down, calisthenics, cardio-vascular and endurance, resistance equipment)
- Fitness guidelines for age level, psychomotor and cognitive testing, discussions on why we do a warmup activity and cooperative activities, and team sports
- Game activities
- Active alternatives to team sports
- Cooperative activities
- Lead-up activities to specific sports skills
- Team sports (including but not limited to soccer, basketball, football, floor hockey, kickball, whiffle ball, castle crush w/ hula hoops, cooperative team dodgeball, capture the flag, castle crush, gaga ball, team handball)

The following are suggestions that you can do with your child to reinforce the above Physical Education goals:

- Help your child grow and feel successful in physical education activities by developing a habit of family fitness. The benefits of going on short walks together as a family go far beyond increased physical fitness. Participate in other fun family activities such as hiking, swimming, biking, and skating.
- A common misconception is that children are naturally active and in shape, but they aren't. Children need to get exercise four or five times a week, and many just do not. You can help your child by establishing good, health habits. Here are some suggestions to consider:
 - a. Do something active with your child when you are spending time together. Make a list of possible activities that you both enjoy.
 - b. Exercise regularly to set a positive example.
 - c. Encourage your child to ride a bike or walk whenever possible and to take the stairs instead of the elevator. Park at the far end of the parking lot when running errands with your son/daughter.
 - d. Limit the amount of time your child spends watching TV and playing video games or playing on the computer. These are two reasons children do not exercise enough.
- The Catholic Academy of Stamford has several strong sports programs. Contact the Athletic Director for details regarding teams for your child's age group. Choose only one sport that your child has shown an interest in. Organized sports are a wonderful way for your child to develop sportsmanship and responsibility. Post the schedule in an obvious place and involve your child in remembering practice and game days.
- Make up your own family sports festival. Choose ten events, such as basketball toss, 100-meter dash, long jump, 500-meter three-legged race, jump roping, and an obstacle course. Adjust heights and distances to make it fairer for younger family members. Involve everyone in measuring and timekeeping. Let individuals or teams compete at least twice in each event so that you can track improvement. Give out awards for Best Sport, Most Improved, Most Likely to Enter the Olympics, etc.
- Today's adolescents are inundated with advertising's version of the perfect body image. This image is almost impossible to attain without threat to a growing teenager's health and self-image. It is important that you, as parents, constantly encourage your child to recognize his/her own self-importance, a worth that goes beyond outward appearance. It is necessary to help your teenager strike a balance between physical fitness and overindulgence in meeting society's idea of perfection.
- It is important to stress proper nutrition and eating habits. Often adolescents skip meals and/or replace them with junk foods. Provide well-balanced meals that include foods from the basic food groups. Family meal times are important not only for modeling proper nutrition but also for coming together as a family. As your children become older, outside

activities often take them from the family dinner table. If schedules make it impossible to eat dinner together seven nights a week, set aside non-negotiable family dinner nights. As parents, set the number of nights you will eat together and do not make exceptions without serious reason.

Family Field Trip Suggestions:

- Attend a professional sporting event with your child. While there, watch the warm-ups, visit the stadium's museum, and keep score

A local favorite for college and for professional sporting events is right up the road:

[.https://www.totalmortgagearena.com/](https://www.totalmortgagearena.com/)

- Consider enrolling in a family membership at a local gym. This will serve not only as a model for lifelong fitness for your child but it will also open up the possibility of various physical activities that he/she would normally not be exposed to.
*Remember: prices and memberships vary widely town by town

EIGHTH GRADE RELIGION

SKILLS

The students will be able to:

- Sing the *Salve Regina* and the *Regina Caeli*
- Pray at Benediction of the Blessed Sacrament
- Use the Catechism of the Catholic Church to reference writings of Church Fathers and Doctors aligned with doctrines contained in Scripture
- Take the steps to obtain an indulgence
- Make specific applications of the moral law regarding cases of conscience
- Articulate in writing and speech the existence of God
- Articulate in writing and speech the immortality of the soul
- Articulate in writing and speech the “case for Christianity”
- Articulate in writing and speech the need for the Church

CONTENT

- The Mass
- Divine Revelation
- God and Creation
- The Trinity
- The Incarnation and Redemption
- Mary
- The Rosary
- The Church
- Outline of Church History
- Lives of the Saints
- The Liturgical Year
- Sin and Virtue
- The Last Things
- Apologetics (supplemental lessons)

The following are suggestions that you can do with your child to reinforce the above Religion goals:

- Write “Paul’s Travelogue”. Read the letters of Paul and the Acts of the Apostles and locate places Paul visited. Describe each place in the travelogue.
- Learn about your parish church’s RCIA Program. Volunteer to help in some way.

- Write for information on vocations: National Coalition for Church Vocations, 1603 Michigan Avenue, Room 400, Chicago, Illinois 60616. (1-800-671-6228). When the information arrives share it with other family members and classmates.
- Attend the services of Holy Thursday, Good Friday, and/or Holy Saturday. Look for times in the parish bulletin.
- Write for information on devotion to the Sacred Heart: Apostleship of Prayer, 3 Stephen Avenue, New Hyde Park, NY 11040. Prepare a bulletin board about this tradition of the church.
- The Church has a heritage of holiness! Find out more about the heritage of your own family. Write and illustrate autobiographical stories of the faith life of your family. Trace how the faith was passed on from one generation to the next.
- Pray regularly for the needs of people all over the world. Post a prayer chart on which petitions can be written.
- Plan and carry out a project you could do to serve the parish as a family.
- Become more connected with the Holy Father: follow his travels, pray for his intentions, discuss his encyclicals, and the impact he has, as Chief Shepherd, on the Church and the world.

Family Field Trip Suggestions:

- Visit the local Catholic Church of the Eastern Rite. Observe the use of icons in this Eastern Rite Catholic Church.
- Visit a local monastery. Participate in the Liturgy of the Hours with the nuns or monks in their chapel.
- The Blessed Michael McGivney Pilgrimage Center
<https://www.ctmq.org/knights-of-the-insurance-table/>

EIGHT GRADE SOCIAL STUDIES

SKILLS

Students will be able to:

- **Civil War:**
 - Analyze political cartoons, maps, charts, diagrams, paintings, photographs, and primary source documents in order to create their own self-assessment
 - Detect and analyze propaganda
 - Examine information from charts and timelines
 - Scrutinize multiple perspectives
 - Formulate a personal opinion based on historical events
 - Develop and interpret outlines
 - Organize and cite primary and secondary source documents
 - Connect historical and contemporary issues
 - Develop and demonstrate research skills
 - Compare and contrast forms of government and how government operates
 - Evaluate post-war challenges that faced the Nation
 - Compare and Contrast different Reconstruction plans
 - Identify the goals of the Freedmen's Bureau
 - Recognize the importance of the Lincoln Assassination
 - Analyze the change in the South brought on by Radical Reconstruction
 - Examine why conflicts developed over reconstruction
 - Analyze how African Americans lost many newly gained rights
 - Describe the sharecropping system
 - Evaluate how the Ku Klux Klan and other societies tried to prevent African Americans from exercising their rights
 - Identify why support for reconstruction declined
 - Explain why African Americans and poor Whites became sharecroppers
 - Demonstrate the cycle of poverty
 - Evaluate the credibility and identify the bias of information

- **Modernizing America: Industrialization/Expansion**
 - Appraise the conflicts that have been resolved through compromise
 - Describe how railroad building encouraged the growth of America's economy
 - Select and Identify factors that were responsible for the growth of huge steel and oil empires after the Civil War
 - Analyze how Thomas Edison and other inventors brought new technologies to Americans at home and at work
 - Clarify how workplace changes led to the rise of Labor organizations such as AFL and Knights of Labor

- Evaluate why millions of immigrants decided to make the difficult journey to the United States
- Recognize and describe the problems faced by the "new immigrants" in adapting to American Life
- Differentiate the immigrant settlement patterns
- Evaluate how settlement house workers and other reformers worked to solve city problems

- **Reform and War**
 - Analyze political cartoons and primary source documents
 - Detect and analyze propaganda
 - Compile information from charts and timelines
 - Analyzing multiple perspectives
 - Formulating a personal opinion based on historical events
 - Develop and examine outlines
 - Organize and cite primary and secondary source documents
 - Evaluate the credibility and identify the bias of information
 - Develop and demonstrate research skills
 - Compare and contrast forms of government and operations

- **Depression, War, and The New Deal**
 - Define Prohibition
 - Explain how a new popular culture changed American Life
 - Identify the Americans who did not share in the prosperity of the 1920s
 - Analyze the signs of economic trouble that led to the Crash of 1929 and the Great Depression
 - Evaluate the Economic reforms that were aimed at preventing another Depression
 - Demonstrate how authoritarian governments and leaders came to power
 - Re-examine Wilson's plan for a lasting and just peace
 - Understand the effects of the Treaty of Versailles
 - Discuss the role the U.S. played in World Affairs
 - Examine the impact of isolationism, nationalism, and appeasement

- **The Cold War and The Civil Rights Movement:**
 - Identify the kind of war US troops faced
 - Analyze the growing anti-war movement in the United States
 - Interpret how Nixon pursued his foreign policy goals
 - Evaluate propaganda, censorship, and bias
 - Estimate the effect of persuasiveness on the public
 - Identify Reagan's conservative goals and his beliefs about communism

CONTENT

- **Civil War and Reconstruction**
 - **Civil War:** Events leading up to the war, Slavery, Missouri Compromise, Compromise of 1850, Free Soil Party, Fugitive Slave Act, Bleeding Kansas, Dred Scott Decision
 - **Major Campaigns and battles of the Civil War:** Raid on Harpers Ferry, Fort Sumter, Battle of Bull Run, Battle of Shiloh, Battle of Antietam, Battle of Gettysburg
 - **Lincoln's involvement:** Emancipation, Gettysburg address, Vicksburg Siege, The Union Strategy, Election 1864, Surrender at Appomattox
 - **Post-Civil War and Reconstruction:** Promise of freedom, Postwar Problems Early Reconstruction Efforts, Lincoln's Assassination, Freedmen's Bureau, Policies to help and unite the country
 - **Radical Reconstruction:** Black Codes, Radicals, Civil Rights Act 1866
 - **The South Under Reconstruction:** Resistance to reconstruction, Improvements to education and farming
 - **The End of Reconstruction:** Decline of Radicals, Restricted Rights, Segregation, Compromise of 1877, Voting restrictions
 - **Rise of the New South:** Impeach the President, Carpetbaggers/Scalawags, 10% plan, Wade Davis Bill, Freedmen's Bureau, Johnson's Plan, 13, 14, 15 amendments
- **Modernizing America: Industrialization/Expansion**
 - **Western Expansionism:** Role Plains Indians played in expansionism
 - **The Growth of Industrialization:** Railroads, Rise of Big Business, Inventions that changed the Nation, Rise of organized labor
 - **Urbanization:** New Immigrants, Life in Changing Cities, Public Education and Culture
- **Reform and War**
 - **World War I -Causes, U.S. Involvement, Effects**
 - **Progressive Era:** Reforming Governments, Progressives, Muckrakers, Progressives in White House, Women and Reforms, Presidents
 - **Becoming a World Power/ Imperialism:** Rise of Pacific Empire, Tension in Cuba, Spanish American War, Latin America -Panama Canal
 - **World War I:** Causes, U. S. Involvement in War (neutrality to War), Americans in Battle, Failed Peace Efforts, Wilson's 14 points, Technology
 - **Legacy of War**
- **Depression, War, and The New Deal**
 - **The Great Depression:** The Great Crash, Stock Market, New Deal, Response to New Deal, Labor Reforms, A Nation Faces Hard Economic Times, Dust Bowl, Leadership

- **World War II:** Leaders, Totalitarianism, Fascism, Nazi Germany, Soviet Union, Isolationism, Americans in Wartime, Allies, D-Day, Holocaust, Nuremberg Trials, Legacy of War

The following are suggestions that you can do with your child to reinforce the above Social Studies goals:

Family Field Trip Suggestions:

- **Franklin Delano Roosevelt Presidential Library (Hyde Park, NY):**
<https://www.fdrlibrary.org/>
- **John Fitzgerald Kennedy Presidential Library (Boston, MA):**
<https://www.jfklibrary.org/>
- **Mark Twain House (Hartford, CT):** <https://marktwainhouse.org/>
- **Harriet Beecher Stowe Center (Hartford, CT):**
<https://www.harrietbeecherstowecenter.org/>
- **Theodore Roosevelt Home/Sagamore Hill National Historic Site (Oyster Bay, NY):**
<https://www.nps.gov/sahi/index.htm>
- **Ellis Island and the Statue of Liberty (New York, NY):**
<https://www.statueofliberty.org/>
- **National Baseball Hall of Fame (Cooperstown, NY):** <https://baseballhall.org/>
- **Martin Van Buren National Historical Site (Kinderhook, NY):**
<https://www.nps.gov/mava/index.htm>
- **Yale University Art Gallery (New Haven, CT):** <https://artgallery.yale.edu/>
- **Presidential Libraries (throughout the nation):**
<https://www.archives.gov/presidential-libraries>

EIGHTH GRADE SPANISH

SKILLS

Students will be able to:

- Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses
- Express personal preferences and feelings, and support opinions
- Use the target language to describe people, places, objects, and activities learned about through oral or written detailed descriptions
- Demonstrate comprehension of conversations and written information on a variety of topics by responding to open-ended questions
- Use a variety of comprehension strategies to infer the meaning of a text
- Compare and contrast linguistic elements in English and the target language
- Paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities in the target language
- Use knowledge of structures of the target language to deduce the meaning of new and unfamiliar structures
- Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations
- Obtain information and viewpoints from the Hispanic culture using authentic sources, and apply understandings to concepts from across disciplines

CONTENT

- Prayers
- Review (the vocabulary and grammar in Grade 7 expanded)
- Gustar with nouns
- Present tense of –ir and –er verbs
- Possession with *de*
- Possessive adjectives
- Family
- Numbers 200000-500000
- Comparative
- Shopping
- Clothing
- Transportation
- Stem Changing Verbs
- Places and events
- Direct Object pronouns
- Projects
- Culture (customs, celebrations, holidays and traditions)

The following are suggestions that you can do with your child to reinforce the above Spanish skills and content:

- Talk about what your child is learning in Spanish class in order to review the vocabulary at home.
- Look over work that your child has brought home.
- Have your child teach the family what he or she has learned in each class.
- Make iPad-tablet time about learning with links to learning activities.
- Find an online app to learn and practice vocabulary.

Family Field Trip Suggestions:

- Have lunch/dinner at a Mexican restaurant and read the Spanish names on the menu.

Find one near you! Share some of your favorite ones with your friends.

Listed below are Just some of the many local restaurants that offer foods from

Spanish-speaking countries include:

Pan Latin: <https://www.brasitas.com/>

Mexican: <https://cincodemayoct.wixsite.com/mysite>

Peruvian: <https://www.fiestaonmainct.com/>

Spanish Tapas:

- Attend a Spanish Speaking mass and enjoy the music, language, and people

St. Mary of Stamford: <https://stmarystfd.org/>

St. Joseph St. Ladislaus, Norwalk Connecticut: <https://stj-stl.org/>