

The Good Shepherd School Curriculum

Goals

Three-Year-Old Program

Respect and responsibility are the foundation of the Good Shepherd curriculum. Caring for others, cooperation, responsibility, independence and respect for others have been established as our core values. We strive to develop character in all of our students by incorporating these values into our daily life and into our curriculum.

I. To foster the development of a positive self-concept and a positive attitude toward school, the children will:

- show pride in accomplishments and products created.
- exhibit confidence in their own abilities.
- acquire developmentally appropriate readiness skills.

II. To nurture independence and self-control, encouraging an increased awareness of the relationship between freedom and responsibility, the children will:

- use appropriate expressions of positive and negative feelings.
- separate from family with more ease.
- work cooperatively within a daily routine and follow a daily schedule.
- develop attention skills and the ability to follow simple directions.
- don, snap, button and zip their own clothing.
- begin to show responsibility for personal possessions.
- adjust more easily to new situations.
- begin to maintain interest in a play activity without adult encouragement.
- use materials and equipment appropriately.
- ask for assistance when necessary.

III. To guide the development of social skills in a caring and nurturing atmosphere, the children will:

- participate in group and individual experiences and discussions.
- use appropriate social skills, including “hello,” “good-bye,” “please” and “thank you.”
- “pretend” and role play to discover successful interactions.
- begin to play cooperatively, interact with peers, take turns and listen while others are speaking.
- accept and respect individual differences and the feelings and needs of others.
- begin to develop the ability to lead and the ability to follow.
- respond positively to guidance and direction.

IV. To inspire a developmentally appropriate understanding of God and His love, the children will:

- learn prayers to be said before snack and lunch.
- participate in a Christmas service that expresses the importance of the birth of Jesus.
- praise God through song, prayer and stories.

V. To encourage children to think, reason, question and experiment, developing problem-solving skills and the ability to think critically, the children will:

- listen to literature and poetry for meaning to lay the foundation for a love of books and reading.
- participate in scientific “hands-on” experiences that will arouse and expand natural curiosities.
- begin to detect patterns and compare sizes and amounts.
- begin to distinguish between fantasy and reality.
- anticipate the consequences of simple actions.
- use imagination to explore in independent and teacher-directed activities.
- begin to understand and experiment with humor.

VI. To further language development, enhancing receptive and expressive language and vocabulary, the children will:

- recall and describe events and stories.
- listen to, participate in and repeat finger plays, songs, poems and literature.
- improve articulation and begin to use complete sentences.
- play with minimal adult direction.
- be introduced to a wide range of words in meaningful context.
- know their full names, body parts and sex.
- modulate their voices for indoor and outdoor activities.
- sequence events from literature and from daily activities.

VII. To develop, refine and strengthen small motor and large motor skills:

A. Fine Motor: The children will improve awareness and practice left/right progression, finger manipulation and eye-hand coordination by:

- rolling, squeezing, poking and molding play dough.
- finger painting and easel painting.
- lacing cards and stringing beads.
- manipulating simple puzzles, blocks, toys and clothing.
- imitating finger plays.
- handling scissors, crayons and brushes.

B. Gross Motor: The children will strengthen muscles and improve balance and coordination by:

- safely utilizing indoor and outdoor play equipment.
- participating in a weekly Creative Movement class and other structured movement experiences.
- practicing the integration of muscles and rhythm.
- playing games requiring movement, balance and coordination.
- refining their ability to run, hop, crawl, jump, tip-toe, balance, throw and ride.

VIII. To develop sound health, safety and nutritional practices, the children will:

- be made aware of hazards created by poisons, water, fire, traffic and strangers.
- alert teachers and begin to control needs relating to toileting.
- clean spills and put away materials with direction.
- be encouraged to value a healthy diet, adequate exercise and rest, cleanliness and care of teeth.

IX. To foster individual creative expression and appreciation, artistic and musical, the children will:

- participate in weekly art and music classes.
- be provided with materials that will free them to express feelings and responses that may be difficult to verbalize.
- respond to music by listening, singing, moving, playing, clapping and creating, increasing the awareness of melody, rhythm and tempo.
- dramatize “action songs,” poetry and stories.
- experiment with primary and secondary colors and a variety of artistic textures and tools.
- contribute original ideas to classroom activities and discussions.
- exhibit flexibility in play and in the creation of products.
- participate in a spring pageant.

X. Reading, pre-reading, mathematics, social studies and science are presented to Good Shepherd children within a developmentally appropriate framework. To develop the skills needed for literacy and to give the children a solid foundation for the more structured academics of elementary school, proficiency is promoted in the following areas:

Reading: The children are exposed to the alphabet, sound discrimination and rhyming. They practice opposites, listening and memorization skills, basic sequencing, simple classification and name recognition. They learn to follow directions, recognize patterns and predict outcomes. Phonemic awareness and visual and auditory discrimination are important components of the program. An equal emphasis is given to an appreciation for literature and poetry and a love of books.

Math: The children are provided with concrete experiences with shapes, numbers, counting, sequencing, ordination and the calendar. They experiment with measurement, spatial concepts and size. They compare and contrast, match and cook.

Science: The children learn to observe, experiment and predict using their senses indoors and out. They learn and review basic facts about plants, animals, weather and the seasons.

Social Studies: The children continue to learn about themselves and their culture. They explore the family, family roles, peers and the community around them. They learn to understand and respect themselves in relation to others.

General Schedule

Arrival and Free Play
Outside Play
Specials
Bathroom Break
Snack
Circle Time
Project
Bathroom Break
Rest/Book Time

Possible Units

All About Me
Seasons and Holidays
Nursery Rhymes and Mother Goose
Investigating Insects
Spring's New Life: Butterflies
The Five Senses
Africa and Its Wild Animals

Specials

Music:	Mondays
Art and Chapel:	Wednesdays
Creative Movement:	Fridays
Playground:	Daily