

The Good Shepherd School Curriculum

Goals

Extended Pre-Kindergarten Class

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 without distress and adjust easily to new situations.
- work cooperatively within a daily routine and follow and anticipate a daily schedule.
- develop attention skills and the ability to follow multi-step directions.
- recognize, don, snap, button and zip their own clothing.
- show responsibility for personal possessions.
- 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 "please," "thank you," "let's," "excuse me" and "I'm sorry."
- role play and "pretend" to discover successful interactions.
- develop an awareness of our world around us and our responsibility to it.
- 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.
- develop the ability to lead and to follow.
- respond positively to guidance and direction.

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

- participate in a weekly chapel service that includes prayers, stories, songs and seasonal activities.
- 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 critically to literature and poetry, laying the foundation for a love of books, learning and reading.
- participate in scientific “hands-on” experiences that will arouse and expand natural curiosities.
- detect patterns and compare lengths, sizes, numbers and amounts.
- distinguish between fantasy and reality.
- anticipate the consequences of simple actions.
- use imagination to explore in independent and teacher-directed activities.
- understand and anticipate humor, experimenting with silly language, movements and situations.

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

- participate in small and large group discussions.
- recall and describe events and stories.
- listen to, participate in and repeat finger plays, songs, poems, literature and discussions.
- speak clearly, articulate and use complete sentences and proper pronouns.
- incorporate verbal directions into play activities.
- be introduced to a wide range of words in meaningful context.
- use language to stimulate judgment, comparisons and evaluations.
- learn their addresses, phone numbers and birthdates.
- modulate their voices for indoor and outdoor activities.

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

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

- rolling, squeezing, poking and molding play dough.
- beginning to color within the lines, copy and trace.
- stringing beads and imitating finger plays.
- manipulating puzzles, blocks, toys and clothing.
- handling scissors, pencils, crayons, markers and paint brushes
- establishing left or right dominance.
- Handwriting without Tears Curriculum/printing letters and numbers

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.
- practicing the integration of muscles and rhythm.
- playing games requiring movement, balance and coordination.
- refining their ability to run, hop, skip, crawl, jump, gallop, tip-toe, kick a ball, balance, throw and ride.

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

- learn about hazards created by poisons, water, fire, traffic and strangers.
- alert teachers and control needs relating to toileting.
- clean spills and put away materials with direction.
- practice 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, drama, 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.
- begin to appreciate masterpieces of the art world by discussing, imitating, copying and imagining.
- dramatize “action songs,” poetry and stories and perform plays for an audience.
- 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 Thanksgiving, Christmas and spring pageants

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 learn the alphabet, beginning letter sounds and common rhymes and onsets. They practice opposites, listening and memorization skills, basic sequencing, simple classification, word recognition and creative writing. They learn how to follow directions, form letters, 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 to master shape recognition, number recognition, patterning, sequencing to 20, ordination, printing numbers and the calendar. They experiment with measurement, spatial and numerical concepts, size, sets, weight, time and temperature. They compare and contrast, match, add, subtract, graph 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, magnets, flotation, planets, sky, water and the seasons.

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

Celebrity Chef: Children follow recipe directions to create delicious snacks. The recipes are collected in individual “cookbooks” to be taken home at the end of the year.

French: Using the French language, children sing and play games, greet one another, and use their good manners. They learn to count, name colors, and identify animals in French as well.

Daily Schedule

Possible Units

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| Free Play/Individualized Activities | Making Friends |
| Circle Time | Animal Habitats |
| Directed Activity/Free Play | On the Loose with Dr. Seuss |
| Special | Maryland My Maryland |
| Outdoor Play | Kingdom of Kindness |
| Snack | Celebrating Our Presidents |
| Directed Activity/Free Play | Nutrition/Dental Health |
| Smart Board Activities | Animal Life Cycles: From Egg to Chicken |
| Story Time/Show and Tell | Investigating Insects |
| <i><u>Afternoon:</u></i> | Seasons and Holidays |
| Science | Once Upon A Time – <i>Fairy Tales & Folklore</i> |
| French | |
| Yoga | |
| Drama | |

Specials

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| Daily: | Music |
| | Chapel |
| | Art |
| | Creative Movement |
| Daily: | Playground |

