

Léman Manhattan Preparatory School



The Center for Early Childhood Education
Curriculum Guide 2016-2017



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MISSION STATEMENT

Léman Manhattan Preparatory School is an international learning community committed to educating, empowering and inspiring students from early childhood through 12th Grade to be confident, independent critical thinkers.

We equip young minds with the knowledge and skills they need to evaluate, compare and make thoughtful choices so they can become informed and engaged citizens of the world.

Léman Manhattan Prep is enriched by our vibrant downtown location and the proven academic resources afforded us as an affiliate school of Nord Anglia Education.

VISION

We develop each child's potential through:

- Personalized instruction that addresses each student's unique learning style
- Differentiated instruction, curriculum and assessment
- Fostering meaningful student-teacher relationships
- Promoting ongoing collaboration among community members, both locally and globally
- Cultivating independent thought that builds character and confidence

CORE VALUES

Core values are the essential and enduring tenets of our school. These guiding principles have a profound impact on how everyone thinks and acts. And they are the soul of who we are — the values that guide all of our actions.

We believe equally in the value of:

- Thinking critically and working collaboratively
- Achieving academic excellence
- Personalized learning
- Nurturing creativity
- Modeling and promoting resiliency
- Promoting healthy minds and bodies
- Respecting one's self and others
- Serving the local and global community
- Encouraging open minds and international-mindedness

Portrait of a Léman Manhattan Learner

Léman Manhattan Preparatory School is an international learning community committed to educating, empowering and inspiring students from early childhood through 12th Grade to be confident, independent critical thinkers. The Portrait of a Léman Manhattan Learner includes the IB Learner Profile as well as additional unique attributes that draw from the Léman Manhattan Mission Statement.

AS LÉMAN MANHATTAN LEARNERS, WE STRIVE TO BE:

- INQUIRERS**
- We nurture our curiosity, developing skills for inquiry and research.
 - We know how to learn independently and with others.
 - We learn with enthusiasm and sustain our love of learning throughout life.

- KNOWLEDGEABLE**
- We develop and use conceptual understanding, exploring knowledge across a range of disciplines.
 - We engage with issues and ideas that have local and global significance.

- THINKERS**
- We use critical and creative thinking skills to analyze and take responsible action on complex problems.
 - We exercise initiative in making reasoned, ethical decisions.

- COMMUNICATORS**
- We express ourselves confidently and creatively in more than one language and in many ways.
 - We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

- PRINCIPLED**
- We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere.
 - We take responsibility for our actions and their consequences.

- OPEN-MINDED**
- We critically appreciate our own cultures and personal histories, as well as the values and traditions of others.
 - We seek and evaluate a range of points of view, and we are willing to grow from the experience.

- CARING**
- We show empathy, compassion and respect.
 - We have commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

- RISK-TAKERS**
- We approach uncertainty with forethought and determination.
 - We work independently and cooperatively to explore new ideas and innovative strategies.
 - We are resourceful and resilient in the face of challenges and change.

- BALANCED**
- We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others.
 - We recognize our interdependence with other people and with the world in which we live.

- REFLECTIVE**
- We thoughtfully consider the world and our own ideas and experience.
 - We work to understand our strengths and weaknesses in order to support our learning and personal development.

The ten attributes and descriptors above are called the 'IB Learner Profile.' They are valued by all IB World Schools.

- COLLABORATORS**
- We form cultural, academic and social partnerships globally and locally.
 - We maximize opportunities to share our learning within our own community and beyond.

- GLOBAL CITIZENS**
- We mindfully cultivate individuality and embrace diversity.
 - We are advocates for peace and stewards of the planet.

These additional descriptors represent unique attributes valued at Léman Manhattan.

CENTER FOR EARLY CHILDHOOD PROGRAM

The Center for Early Childhood Education at Léman is a joyful, nurturing place that sets the foundation for each child’s academic, social, and emotional success. At Léman, we foster a warm learning environment where young children can ignite their curiosity and grow during the most influential time in their development.

Research shows that the more hands-on experiences children are offered, the more confident and engaged they become in their learning. And the younger that can happen, the better. At The Center for Early Childhood Education at Léman, we help children become independent lifelong learners who are not afraid to take risks. Through an inquiry-based program, we build literacy, mathematics, gross and fine motor skills, music, and world language fluency in a community that values service to others and family.

After three years in the Early Childhood program at Léman, students transition into 1st Grade as strong readers and writers. All Léman students take Mandarin starting at age three, in addition to music education, which builds towards the school’s signature Strings Program. Each child in Kindergarten through 3rd Grade at Léman plays the violin as part of a robust arts education program.

The Center for Early Childhood Education at Léman is housed on two dedicated floors of 41 Broad Street, creating a vibrant space focused exclusively on the learning needs of children three to five. Our interactive WonderLab offers state-of-the-art stations designed to inspire children to explore, innovate, plan, problem solve, and learn how to learn. The WonderLab’s blocks and building materials, iPads, 3D printers, and tinker kits foster critical thinking, science, mathematics, coding, and engineering skills—the tangible ‘building blocks’ of the future. Classrooms are designed for a multi-sensory approach to learning, with games, puzzles, and visual arts, and feature a literacy-rich environment to cultivate reading and comprehension skills.

We foster successful partnerships with parents through ongoing and open communication with teachers and educational programming for families throughout the year. The environment at Léman provides parents with opportunities to make connections and be part of a strong community.

STUDENT SUPPORT

The Student Support Services Department employs a collaborative and holistic approach to the comprehensive development of our students. Our counselors, psychologist, nurses, and learning and ELL specialists provide ongoing teacher, family and student support both in and outside of the classroom. The Student Support department acknowledges that children learn in diverse ways and according to individual time frames; therefore, the team incorporates strategies for personal learning and differentiation, and provides educational access to students with developing language acquisition, social-emotional challenges, learning differences and physical and developmental needs.

LEARNING SUPPORT SERVICES

The role of the Learning Support Services team is to ensure Léman Manhattan provides an inclusive PK3 through Grade 12 multidisciplinary, student support system that respects learner differences, facilitates attainment of Léman Manhattan's high educational standards, and promotes the development of lifelong learners. The provision of inclusive education is based on three complementary principles:

1. Curriculum is provided equitably to all students and is provided in an inclusive, common learning environment shared among age-appropriate peers.
2. The success of each student depends on the degree to which the education is based on the student's best interests and responds to his/her strengths and needs.
3. The service to students is flexible and responsive to change.

Under these guidelines, we believe:

- Students build self-confidence and better prepare themselves to be lifelong learners by developing self-advocacy skills and by understanding their learning needs.
- It is important to work with the whole student (intellectually, socially, emotionally, and physically) from a position based on the student's strengths in an effort to address areas of concern.
- Learning issues may change as the student grows and developmental differences need to be considered; resources should be allocated as needed.
- An effective student support program requires a team approach with all team members sharing responsibility for the student's learning. Teams may include students, parents, teachers, student support personnel, and administrators.
- Staying current with research and best practices helps the team determine how to address student needs.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM

Our mission is to help students acquire proficiency in the English language, to ensure academic success, and to confidently participate and integrate as an active member of the Léman Manhattan Preparatory School (LMPS) community.

We believe that all students should have equal access to the curriculum and should be immersed into the mainstream classrooms whenever possible. The ESOL Department believes that high academic standards help promote language development for non-native English speakers. A culture of school-wide collaboration is adopted such that classroom content is made accessible and comprehensible for English language learners. Students are strongly encouraged to maintain their mother tongue, enhancing both cognitive development and English language acquisition.

The faculty of LMPS believes and practices the following:

- English is the primary medium of instruction, and teachers work collaboratively to provide a program of English language learning for all students to address their academic needs.
- All staff members are language teachers and are responsible for addressing and meeting the needs of all students of diverse linguistic and cultural backgrounds.
- At Léman Manhattan, we believe that ELL students are best educated in a sheltered instruction environment. Our ELL students are instructed in a mainstream classroom setting with ELL push-in and pull-out support when possible.

EXTRACURRICULAR ACTIVITIES

The **Early Childhood Léman Plus After School** Program for PK3 through K students supports working parents and exposes young children to new learning experiences. This provides students with learning experiences beyond the academic school day to meet their developmental needs.

The class offerings vary, including athletics, visual and performing arts, STEAM, and more. All classes are developmentally appropriate for three to five year olds, following best practices for early childhood education.

CURRICULUM PHILOSOPHIES

The following curriculum philosophies were created by members of the PK-12 Department/Vertical Teams. For more grade-specific information, please refer to the grade-level descriptions.

ENGLISH

The study of the human experience is central to English Language Arts. At Léman Manhattan, we recognize the power of literature to unlock empathy and international-mindedness. The invitation to analyze a text, whether visual or written, is a call to hone one's critical thinking and interpretive sensitivity. Our students develop a keen awareness of purpose and audience as they explore different modes of writing, develop their own unique voices as writers, and articulate ideas with clarity and expression.

WORLD LANGUAGES

The World Languages Department believes in developing students' global awareness by offering the chance to communicate in a variety of languages and allowing students to have a deeper understanding and appreciation of other cultures. Léman Manhattan provides rigorous courses in Mandarin, Spanish, French, and Arabic. All courses ensure development in the core modalities of language learning: aural, oral, reading, and writing. Students are exposed to a variety of instructional strategies and authentic contexts in which to practice using these core skills for learning a new language. Total Physical Response (TPR) is often used to challenge students to figure out the meaning of words and phrases in context.

From Pre-K to 12th Grade, our spiraled curriculum ensures progression and development of the essential skills needed to become proficient in another language. In order to fulfill Léman's mission and vision, students study an additional language in high school. Through interactive classes, which explore cultural differences and similarities, and study abroad experiences, students are provided with the knowledge and skills they need to be engaged citizens of the world.

SOCIAL STUDIES

The Social Studies Department at Léman Manhattan Preparatory School promotes critical thinking skills, research, reading and writing abilities, international mindedness, and collaborative learning. As students learn how the past informs the present, they spend a great deal of time analyzing primary and secondary historical sources to generate the types of work done by historians and other social scientists. Learning is structured by deriving understanding from a variety of perspectives, organized into eight core historical lenses:

time, continuity, and change; connections and conflict; geography; culture; society and identity; government; economics; and science and technology.

SCIENCE

The Science Department at Léman Manhattan provides an experience for every student that allows them to investigate and explore the scientific principles of the world around them so that they discover the complexities and beauty of science through the scientific method. While exploring the various disciplines of science, our students' natural curiosity is engaged. They learn to not only ask questions, but how to seek answers.

The science curriculum at Léman is designed to promote and develop an analytical mindset in our students through inquiry. Our students test their own understandings through designing, conducting, and reflecting on experimental investigations. We teach science as a collaborative process to foster cooperation even as we hone our students' individual abilities as learners.

MATHEMATICS

The Mathematics Department at Léman Manhattan strives for students to think critically, communicate effectively, and to apply mathematics in a variety of contexts and disciplines. We want our students to enjoy mathematics. To that end, our math department utilizes a variety of resources and teaching strategies to meet the needs of each of our students. These are drawn from best practice in the field and are supported by research. We differentiate at a variety of levels to meet students' needs and abilities. Students at Léman Manhattan are provided with a strong base in mathematical skills and knowledge that will enable them to be successful in future studies.

FINE ARTS

We believe that artistic experiences enrich students' lives, cultivate creative, and inventive thought, and provide unique opportunities for self-discovery and reflection. It is through consistent involvement in the Arts that skills are refined, appreciations are formed, and creativity is enhanced.

Whether in the classroom, studio, or on the stage, our artists, musicians, and actors are challenged to achieve their best work as they develop both artistic and life skills. Through rigorous and creative class experiences, as well as a variety of extra-curricular opportunities, our students are inspired as they actively participate in the creative process as individuals and collaborators. As a result of their Fine Arts experiences, we hope that Léman Manhattan graduates will be lifelong learners who value the Arts as a dynamic contributing force, enriching not only their own lives, but also the lives of the greater community.

PHYSICAL EDUCATION

Physical Education is an essential part of the Léman Manhattan curriculum and is structured to promote lifetime fitness through participation in cooperative activities and team sports. The program inspires students to adopt lifelong physical skills gaining

knowledge of movement and sports. Our diverse curriculum promotes creativity while fostering teamwork and provides students with the building blocks to live a healthy life.

TECHNOLOGY, LIBRARY, AND INFORMATION CONNECTIONS

Léman Manhattan combines technology and library support into the Technology, Library, and Information Connections (TLIC) department. Educational Technology (EdTech) Coaches and Library faculty work as a team to collaborate on information literacy instruction goals for each grade level. They support successful and ongoing integration across the curriculum in the Early Childhood, Lower, and Upper Schools, collaborating with faculty to plan, execute, and evaluate curriculum units that engage and challenge students.

TECHNOLOGY

Technology empowers teachers to personalize instruction and engages students to become confident, independent critical thinkers. The role of our EdTech Coaches is to help facilitate this by mentoring, collaborating, and training faculty and staff on best practices for integrating technology in the classroom, our community, and the world. As an international learning community, technology supports our commitment to educating, empowering and inspiring students to make thoughtful choices and global connections as informed and engaged citizens of the world.

We believe that technology...

- Is an essential part of a student’s life at Léman
- Should be integrated throughout the standards-based curriculum
- Supports students’ path to digital responsibility and global citizenship in the 21st century
- Empowers teachers to personalize instruction
- Enables learning “anytime, anyplace, at any pace” as our students become the innovators of tomorrow

We have adopted the International Society for Technology in Education (ISTE) Standards that guide our practice and goals for learning here at Léman. Our students will become:

- *Empowered Learners* who leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- *Digital Citizens* who recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

- *Constructors of Knowledge* who critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.
- *Innovative Designers* who use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- *Computational Thinkers* who develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- *Creative Communicators* who communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- *Global Collaborators* who use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. (<http://www.iste.org>)

CENTER FOR EARLY CHILDHOOD EDUCATION WONDERLAB

The WonderLab is a classroom where children can explore, plan, and create in a fun, innovative maker-space. They will use a myriad of STEAM materials, both traditional (legos, tinkertoys, and lincoln logs) and cutting-edge (Xylobas and Codeapillars - an electronic caterpillar that teaches the fundamentals of coding). The WonderLab fosters opportunities for children to “think outside the box” and use their innate curiosity to become innovators, creators, and risk-takers. This shared space allows children to work together and communicate with their peers, providing opportunities to build on each other’s ideas and develop the skills of negotiation – a key attribute to becoming an open-minded, caring member of the community. The work that students do in the WonderLab reflects and reinforces the Portrait of a Léman Manhattan Learner.

LIBRARY

The mission of the school library program is to ensure that students and staff are effective users of ideas and information; students are empowered to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information. (<http://www.ala.org/aasl/standards/guidelines/outline>)

Both librarians hold ALA accredited Master’s degrees in Library and Information Science.

Our libraries are the cultural and intellectual centers of the school, hosting book discussions, creative writing clubs, displays of student artwork, and author visits throughout the year. They are also physical, programmatic, and virtual entities.

- *Physical:* Both libraries are home to a wide assortment of fiction and nonfiction titles in print for research, curriculum support, or the pursuit of interests and leisure

reading. These collections represent the best there is in both classic and contemporary literature. The diversity of their culture, thought, and experiences reflect our school's commitment to and celebration of international-mindedness.

- *Virtual:* Our learning space includes a virtual space that includes access to ebooks and research databases. For research and homework needs, students have remote access to more than 20 subscription databases - available on-campus and from home - covering all disciplines of our PreK-12 curriculum and beyond. These digital resources range from generalized databases, containing both scholarly and magazine articles, to more subject specific databases, containing primary source documents, visual and audio resources, biographies, and streaming video.
- *Programmatic:*
 - Early Childhood and Lower School students have scheduled time in the library, where words and pictures are the central inspiration for expression. Answering questions becomes a natural part of each program, and a vibrant story program captures the varied interests of children at different ages and reading levels. The librarian, in collaboration with teachers and the educational technology coach, provides information literacy instruction both in the library and in the classrooms, connecting the needed skills to the curriculum.
 - The Upper School librarian collaborates with Middle and High School faculty to integrate information literacy skills into their curriculum. The library sponsors independent reading programs throughout the year. The librarian is embedded into the Research and Writing classes and works with IB students both in groups and one-on-one, helping them to not only understand the research process; but, also helps them find the information they need to have a successful Extended Essay.

HABITS AND ATTITUDES OF LEARNING (HAL)

RESPONSIVE CLASSROOM

Creating a classroom community is paramount to the social-emotional development of our youngest students at Léman Manhattan. In each homeroom setting, children experience what it means to be part of a community of learners. They participate in activities that bring them together as a group, oftentimes beginning their day gathering at the meeting area. During these moments, each child is greeted by name by a peer, hears the schedule for the day, presents, listens, and/or asks questions of the person sharing, and participates in a group activity. Daily routines and structures set our students up for success, as they can feel confident and capable to tackle the expectations for the day.

Supporting our students' social-emotional development promotes confidence that carries over to all other aspects of learning, including activities requiring teamwork, cooperation, negotiation and the need to listen to others. Over time, children gradually increase their comfort with risk-taking and expressing their ideas, feelings, likes and dislikes with their peers and with adults.

CENTER FOR EARLY CHILDHOOD EDUCATION CURRICULAR PROGRAM

PRE-KINDERGARTEN 3

Our PK3 curriculum promotes social, emotional, intellectual, and physical development in a safe and nurturing environment. A sense of community is created through many group experiences, such as establishing and following community practices, daily meetings, and small and whole group collaborative activities. Our morning meetings provide opportunities for the children to exchange thoughts and ideas with their peers and teachers, hear different points of view, and to be active members of our classroom community within our Responsive Classroom approach. Through hands-on experiences, the children explore and become critical thinkers as they investigate their surroundings.

SOCIAL/EMOTIONAL DEVELOPMENT

Our routines promote social and emotional development and establish a stable and nurturing environment. Children gain a better understanding of self and build self-confidence through positive interaction with others. They learn about their feelings and the feelings of others, fairness, conflict resolution, and good manners through a series of role-playing activities, puppet shows, and songs.

EARLY LITERACY

Emergent literacy is integrated throughout our curriculum. Our print-rich environment helps children understand why and how print is used. Nursery rhymes and songs allow the children to hear the sounds of speech in our oral language. Active engagement with books and storytelling promote pre-literacy skills that build vocabulary, develop comprehension, and support higher levels of thinking.

MATHEMATICS/SCIENCE

A mathematical foundation is established with interactive games, puzzles, block building, and manipulatives. Our morning meeting begins by reviewing the calendar and daily schedule, incorporating the gradual understanding of time, counting, and numeral recognition. Throughout these activities, children develop an understanding of numerals, shapes, patterns, measurement, sorting, one-to-one correspondence, categorizing, and logical thinking. Science and discovery-based activities are woven throughout the curriculum. Children learn about seasonal changes, animals and their habitats, plants and seeds, parts of the body, and the five senses. Classroom activities provide opportunities for the children to explore, discover, predict, compare, and draw their own conclusions based on observations.

SOCIAL STUDIES

Our social studies program allows children to explore rich thematic units. Students learn how to appreciate the diversity of their friends, understand roles within their community, and think critically about the world around them. Our youngest citizens gain a better understanding of being an active community member.

FINE/GROSS MOTOR SKILLS

Our facility provides the space and equipment for the physical activity that children enjoy and need for gross motor development. Recess encourages and supports whole body movements, which include pedaling tricycles, catching and throwing balls, climbing and running. Fine motor skills are practiced to strengthen and refine the use of the children's small muscles in their hands, fingers, and thumb through activities such as beading, lacing, coloring, and painting. One way to build hand strength is through art. Our daily art activities provide experiences that involve a wide array of art media. We celebrate our children's creativity by displaying their work throughout our classroom and school.

MANDARIN

The PK3's are engaged in Mandarin through stories, games, songs, and music. Total Physical Response (TPR) is used to reinforce meaning through body movements. Themes we cover include counting from 1-10, primary colors, animals, and body parts.

MUSIC

The music curriculum focuses on safe, nurturing, and creative play to explore key elements of music. Vocal discovery is cultivated through various whisper-speak-sing activities, high-low games, echo singing, and consistent use of tonal patterns. The process of feeling, hearing, and creating a steady, even beat is approached through active songs, chanting, repetitive movement, and the use of percussive instruments like hand drums, sand blocks, and rhythm sticks. In each class, students develop a healthy, independent singing voice by echoing simple songs and melodies.

PRE-KINDERGARTEN 3 BENCHMARKS

EARLY LITERACY

- Answers questions about story read aloud.
- Identifies first name.
- Identify parts of a book (e.g. title, front and back cover).
- Identifies upper case letters of the alphabet. (spring)

EARLY MATHEMATICS

- Identifies basic shapes by name (e.g. circle, square, triangle, rectangle).
- Uses positional terms to locate objects (e.g. over/under, below/above, in/out).
- Compare objects based on size and length. (fall/spring)

Compares groups of objects using terms such as more and less. (fall/spring)
Identifies numbers 0-10. (fall/spring)
Counts up to 10 objects with one-to-one correspondence. (fall/spring)
Recites numbers in sequential order up to 10. (fall/spring)
Identifies AB patterns. (spring)
Creates AB patterns. (spring)

SCIENCE

Asks questions and tests predictions through experiments. (fall/spring)
Describes characteristics of living things. (fall/spring)

SOCIAL/EMOTIONAL/HABITS

Follows two-step directions.
Uses strategies to problem solve.
Shows empathy and caring for others.
Works and plays well with others.
Speaks in complete sentences.
Listens to others.
Expresses ideas and needs.
Stays on task.
Works well independently.
Works well cooperatively.
Takes care of classroom materials.
Manages transitions.
Knows name of children in class.
Recalls words to classroom songs.

MOTOR SKILLS

Controls body while learning.
Displays stamina.
Hops with two feet together.
Uses feet to pedal a tricycle.
Uses alternating feet when ascending and descending the stairs.
Balances on a straight line.
Uses tripod grip when holding a writing utensil.
Manipulates scissors when cutting.

PRE-KINDERGARTEN 4

The PK4 curriculum promotes curiosity, creativity, independence, and cooperation that enhance early learning and development. A multi-sensory approach encourages and increases a child's active engagement in learning through differentiated instruction to meet the needs of every child. These areas of development include leadership skills, self-motivation, expressive and receptive language, and positive self-esteem to create successful and nurturing learning experiences each day. An integrated approach to learning provides many math, literacy, and writing opportunities throughout each thematic unit.

SOCIAL/EMOTIONAL DEVELOPMENT

The curriculum strives to create a peaceful classroom community in which the children feel safe to express their thoughts and ideas in a caring environment. A sense of community is established by following the Responsive Classroom approach, which consists of practical strategies for bringing together social and academic learning throughout the school day. Our day begins with Morning Meeting, as each child greets a friend or visitor so they feel welcomed and connected to our classroom family. Daily class meetings provide emotional support so the children can form secure relationships. Learning takes place when children use their words, work on conversational skills, listen to one another, and problem solve. Cooperating, taking turns, and empathy are modeled to make the classroom a nurturing, safe environment, where young children flourish both socially and academically.

EARLY LITERACY

Children develop their foundational literacy and pre-reading skills in a print-rich environment. Interactive read aloud, role-play, puppets, and various retelling opportunities support developing comprehension and critical thinking skills. Stories come alive in the dramatic play and block areas as children learn to make connections between the stories and incorporate learning in their play. In-depth studies on childhood classics introduce children to story elements and narrative structure and sequence.

Children learn to express their thoughts, feelings, and experiences through drawing and writing. A letter study, in which a new letter is introduced each week, promotes an understanding of sound symbol correspondence, correct letter formation, and recognition of both upper and lowercase forms. Throughout the year, children are encouraged to use these skills to phonetically spell words when labeling their work and sharing their thoughts.

MATHEMATICS

The math curriculum is embedded in the thematic units and daily routines. Whether participating in morning meeting, building in the block area, or measuring ingredients for the pretend bakery in dramatic play, children practice reasoning skills daily. Morning meeting routines reinforce number recognition and sequence in the calendar, patterning and skip counting when tallying up the days of school, and graphing as students chart the weather patterns each month. When creating elaborate structures in the block area and collaborating with peers, students reinforce shape recognition skills and concepts of weight

and balance. Various manipulatives aid students in developing mathematical problem solving skills as they count, sort, combine, and measure with pattern blocks, links, and tangrams.

SCIENCE/SOCIAL STUDIES

The science and social studies curriculum offers students exposure to the world around them through hands-on exploration, group discussions, and read aloud stories. Rich, thematic units encourage students to deeply explore and understand topics. At the start of each unit, the children are encouraged to share their prior knowledge, experiences and any questions they may have with the group. Through inquiry and group discussions, the children acquire the knowledge to incorporate what they have learned into their work and play. These critical thinking skills allow children to become independent thinkers and learners.

FINE/GROSS MOTOR SKILLS

Children develop both their fine and gross motor coordination throughout the year. Activities that involve lacing, cutting, stringing, pouring, and drawing help students build their fine motor muscles. Many games and math manipulatives, such as links, snap cubes, and tweezers provide fun ways to strengthen the muscles needed for a mature pencil grip. Ample time is provided for gross motor development during PE class and visits to the roof every afternoon. Outside the children have access to a play structure with rope ladders, climbing walls, and several slides. Bicycles, balls, and large building blocks are also available for the children to use as they work together to build structures such as balance beams to aid in their imaginative play and develop their coordination through jumping, hopping, running, pedaling tricycles, and climbing stairs.

VISUAL ART

In PK4, children are encouraged to work with a variety of materials. Students create, problem solve, and have fun while they explore clay, paper, wire, felt, paint, beads, and yarn.

Students paint and draw with a variety of materials: tempera paint, watercolors, watercolor crayons, pencils, Cray-pas, and Sharpie markers. They make collages with bright and sparkling papers. In addition, students work on group projects creating art that complements studies being done in the homeroom class. We pound, roll, and pinch clay to make ceramic bowls and sculptures, which we paint and glaze with beautiful colors.

MUSIC

PK4 students continue to explore and develop different elements of music through a variety of engaging activities. Each class includes echo singing on traditional melodies and the use of simple tonal patterns on solfège with Curwen hand signs to develop intonation, pitch recognition, and understanding of pitch relation (distance between pitches and low/medium/high). These activities improve singing tone quality, and provide the building blocks for students to demonstrate confident solo singing and the ability to match pitch.

Students read and create four-beat rhythm patterns using quarter notes, barred eighth notes, and quarter rests, and to practice making the distinction between rhythm and steady beat. Rhythm activities include chanting, movement, and the use of pitched and percussive instruments. Students are asked to keep a steady beat, distinguish between steady beat and rhythm, and maintain a sense of pulse while performing patterns and repertoire.

PHYSICAL EDUCATION

Students spend the first few weeks of school learning the rules and routines of physical education. A safe environment is necessary to nurture a positive experience. From the very first day of class, students will gain knowledge of lifelong fitness in a safe and fun manner. Throughout the year, students learn about spatial and body awareness, directional concepts, and locomotive skills. Through creative games and activities, students learn to cooperate and develop fine and gross motor skills.

Locomotive movements such as skipping, galloping, tiptoeing, and running are skills that are continuously reviewed throughout the year. Creative movement is a large part of our curriculum. Students enjoy our animal unit where they explore the movements of other animals. From slithering like a snake to crawling like a spider, students' imaginations widen as they strengthen muscles and work on key movement skills. Understanding and developing patterns is very helpful while learning new skills like targeting. Learning how to aim develops eye-hand coordination, and these skills are developed through activities such as tossing and catching alone or with a partner and throwing or rolling objects at a target. Many of the concepts from the classroom are integrated and reinforced in physical education, including a study of the four seasons, pattern development, the alphabet, and animal movements. The highlight of our year is the "Movement through Literature" unit, where students bring a book to life using their imaginations and moving like the characters in a story.

SWIM

Safety is first! A safe environment is necessary to nurture a positive experience in the water. Students spend the first few weeks of school learning about water safety, which includes our pool rules and routines. We discuss the importance of following those rules and how they can help us become more productive swimmers.

Throughout the year, students learn skills that are essential to swimming and lifesaving. These skills include learning to exhale underwater or "blowing bubbles", floating (supine and prone floating), streamline ready position, flutter kicking, and beginner jumping/diving. Students often work in small skills-based groups to ensure each child is receiving the attention they require to progress. "Free-Play" is an important component to learning at this level as it allows students to explore different skills in a less structured environment, while still being monitored.

PRE-KINDERGARTEN 4 BENCHMARKS

EARLY LITERACY

Identifies the main character and setting of a story.

Identifies the main idea in texts.

Retells stories with details.

Arranges stories in sequence.

Answers inferential thinking questions.

Expresses ideas through pictures or dictation.

Identifies all of the upper case letters of the alphabet.

Identifies lower case letters of the alphabet.

Identifies letter-sound correspondence for consonants.

Distinguishes and identifies the initial sounds of spoken words.

Identifies the number of syllables in spoken words with up to three syllables.

Identifies rhyming pairs.

Identifies first name.

Identifies last name.

Recognizes grade-appropriate environmental print (e.g. schedule, labels, calendar, etc.).

EARLY MATHEMATICS

Identifies basic shapes by name (e.g. circle, square, triangle, oval, diamond).

Compares objects and organizes them based on measurable attributes (length, size, weight, shape).

Compares quantities of objects using terms such as more and less, most and least.

Represents and interprets data on graphs.

Recalls the days of the week in sequential order.

Identifies numbers 1-20.

Counts up to 20 objects with one-to-one correspondence.

Identifies the next number in a counting sequence up to 15.

Identifies and extends three-object patterns.

Creates three-object patterns.

SOCIAL STUDIES

Understands roles and responsibilities in the class and school community.

Recalls information about events and celebrations.

Recalls specific facts on thematic units of study.

Compares and contrasts the similarities and differences of people.

SOCIAL/EMOTIONAL DEVELOPMENT - HAL

Initiates play with others.
Shows empathy and consideration for others.
Uses multiple strategies to problem solve.
Follows multi-step directions.
Listens during meetings.
Contributes to group meetings and activities.
Demonstrates self-confidence and resilience.
Expresses self in complete and fluent sentences.
Engages in reciprocal conversations.
Sustains attention during self- and teacher-initiated activities.
Manages daily transitions.

MOTOR SKILLS

Demonstrates fine motor strength and control.
Uses a mature pencil grip.
Writes first name independently.
Uses scissors properly and accurately.
Exhibits gross motor control.
Demonstrates eye-hand coordination.
Displays an awareness of spatial boundaries.
Moves in a balanced and coordinated way.
Walks up and down stairs using alternating feet.

KINDERGARTEN

EARLY LITERACY

Throughout the year, students engage in a multi-sensory approach to review the alphabet and learn each letter's corresponding sound and how they blend together, rhyming with word families, short vowels, and how to decode words. We introduce sight words through our Morning Message, shared reading, and predictable texts.

Using a balanced literacy approach, we intertwine phonics, sight words, read aloud stories, shared reading experiences, and independent reading to ensure our students have developed strong reading foundational skills.

Students learn to use reading strategies, such as using picture cues, matching words to the printed text, and sounding out words to read books at their individual reading level. The combination of these skills helps students to build a strong foundation in reading. These skills are reinforced in small-differentiated groups during reading workshop in guided reading and literacy centers. Children practice reading comprehension skills during stories read aloud to the class. They are encouraged to make predictions, personal connections and discuss stories with their peers. Children also participate in author studies and focus on the various elements of a story, including the characters, settings, problem, solution, and main ideas. Reading units, including fiction and nonfiction, provide students opportunities to determine similarities and differences across texts and draw conclusions.

WRITING

As students build their understanding of letters and sounds, they begin to express their thoughts and ideas through dictation, labeling and phonetic spelling by applying learned sounds in words. They also incorporate correct formation of lowercase letters into final draft pieces.

In Writing Workshop, children practice several writing strategies. Students learn to brainstorm, organize their ideas, edit their rough draft, and finally publish and present their writing pieces. They learn to attend to writing mechanics by using the environment as a tool for their writing, including referring to the spelling word wall, leaving spaces between words, and adding beginning and ending punctuation. Once a week, the children write a personal narrative in their Weekend News pieces, and they apply writing strategies, incorporating the goals they are working on. As a part of the editing process, students confer with their teachers. Some writing units include pattern books, small moments, How-to Books, All About Books, and creative and opinion writing pieces.

MATHEMATICS

In Mathematics, students develop problem solving and critical thinking skills by working with manipulatives, such as pattern blocks, counting bears, colored tiles and unifix cubes. These tools are used to strengthen their number sense and understanding of numerical relationships as well as to identify, create and extend patterns.

Students work to build their number awareness by counting objects, recognizing numbers, building combinations of one- and two-digit numbers, and by creating and solving basic equations and through number stories. Students also work to develop their skills of measurement, graphing, sorting, composing and decomposing number combinations and time through a variety of engaging activities. They learn to identify and describe shapes and analyze, compare, create and compose plane and solid geometric figures. Math concepts are incorporated through calendar work, recording the daily attendance, and counting the number of days we have been in school. Games extend each unit of study.

SOCIAL STUDIES

Our year begins with a study of self and expands to include our responsibilities as members of a classroom community. Together, students create and establish the classroom “Community Practices,” including expectations for their roles and responsibilities, in order to sustain a safe, happy and fun learning environment. Students create self-portraits and discover many ways in which they are similar and different from their peers. Then, students engage in a family study where they focus on the differences within the family structure, highlighting immediate and extended family members. In addition, they learn about family traditions that are celebrated during the winter months.

Our studies continue as we learn and discuss communities and how they grow and change. We begin with conversations about the components of a classroom and then expand our focus to discuss our school community and the neighborhood. Each class focuses on the essential components that make up a neighborhood community by reading literature, sharing personal experiences and going on neighborhood visits to learn about the people and businesses that surround our school.

SCIENCE

In Science, students explore changes in the world around them. The integrated curriculum focuses on paleontology, weather, rocks and minerals, life science, and the human body. Throughout the year, students learn how to make observations by using their senses and creating inferences based on the observations they make.

In the fall, students explore the differences between living and nonliving things and investigate the variations that exist among individual plants or animals. Then, during the winter and spring months, students use scientific tools to observe changes to evaluate weather patterns. Additionally, they learn to use their senses to describe the differences between Earth’s materials (i.e. rock, soil, sand, water, etc.).

MANDARIN

In Kindergarten, we use a variety of themes to expose students to the words and sounds of the language, preparing them for more advanced learning in the future years. Through songs, games, books, and activities, we learn greetings, basic numbers, primary and other colors, the weather and clothing, classroom objects, and parts of the body.

SPANISH

In Kindergarten, we use a variety of themes to expose students to the words and sounds of the language, preparing them for more advanced learning in the future years. Through songs, games, books, and activities, we learn about greetings in Spanish, basic numbers, the primary and other colors, the weather and clothing, classroom objects, and parts of the body. Students also learn about some of the monthly cultural holidays of Spanish speaking countries.

FRENCH

In Kindergarten, we use a variety of themes to expose students to the words and sounds of the language, preparing them for more advanced learning in the future years. Through songs, games, books, and activities, we learn about greetings in French, basic numbers, the primary and other colors, the weather and clothing, classroom objects, and parts of the body. Students also learn about some of the monthly cultural holidays of Francophone countries.

VISUAL ART

Students tap into their imagination while experimenting with various artistic media. Their fine motor skills and spatial understanding develop and grow as they create each piece.

We begin with painting. Using a limited palette, the students explore the primary colors and determine how secondary colors can be made. Students work to cover their whole paper with many colors. We continue with collage, examining the work of Eric Carle, cutting up the painted papers we make, and using them to create fish, parks, people, and abstract designs.

After working in two dimensions, students start thinking about how to take their work off the page. We look at work by sculptors such as Richard Serra, an artist whose work is all about standing, leaning, and balancing. We lean, stand, and balance cardboard to create 3D structures. We continue to think sculpturally when we work with clay. We roll clay into balls and coils, and pinch and pull the clay to make various clay formations. We learn about the different stages of clay; wet, air dry, bisque, glaze.

The semester ends with different forms of weaving and interlocking materials. We make paper and stick weavings called "God's Eyes." Each project involves following a pattern of action, such as under/over, over/wrap around, and fold/turn. These actions create a pattern in the projects, which become clearer as the projects near completion.

WOODWORKING

The woodworking curriculum is centered on four main principles: the practice of individual safety and awareness of others, teamwork and cooperation between students, the development of tool usage, and a lasting sense of accomplishment and success. The overall goal of the program is for students to increase motor skills and tool usage, as well as develop a strong sense of personal accomplishment, success, and ownership by completing meaningful projects.

Students learn how to use straight and coping saws, safety goggles, files, c-clamps, hammers and wood glue to build their projects. Once the project is assembled, students further design their project with paint and ink to give it a finished quality and to promote ownership and achievement.

Students begin woodworking by learning about safety in the wood shop. We study several tools and their usage, and the children's first assignment is to assemble a simple drum, utilizing this tool knowledge. The next project each child builds a "Market Basket" that coincides with a class field trip to the urban farm and outdoor market. The basket can be used beyond the classroom as a useful shopping basket to promote healthy nutrition or for display and utilitarian purposes at home.

MUSIC

In Kindergarten Music vocal technique, ear training, musicianship, and music literacy are developed through a variety of structured and engaging activities. Echo singing of tonal patterns and traditional melodies continues to be an important part of every class. Students practice using their singing voice to match pitch while singing together as a full class, in small groups, and independently, using proper posture and listening skills to improve tone quality. Students continue to create tonal and rhythm patterns and play pitched and non-pitched percussion instruments.

In the spring semester, students are introduced to the violin. Beginning with a focus on rest position, playing position, and instrument safety, students use foam violins and the "TOPS" song to learn about proper violin posture and practice the steps to transition from rest position to playing position. Performing the "TOPS" song throughout the process allows students to focus on building foundational violin technique while developing their singing voice. Soon they make the exciting switch to real violins, and practice making a beautiful pizzicato sound by gently plucking the strings.

PHYSICAL EDUCATION

Students spend the first few weeks of school learning the rules and routines of physical education. A safe environment is necessary to nurture a positive experience. From the very first day of class, students gain knowledge of lifelong fitness in a safe and fun manner. Throughout the year, students learn about spatial and body awareness, directional concepts, and locomotive skills. Through creative games and activities, cooperation and fine and gross motor skills are developed.

Locomotive movements such as skipping, galloping, tiptoeing and running are skills that are continuously reviewed throughout the year. Creative movement is a large part of our curriculum. Students enjoy our animal unit where they explore the movements of other animals. From slithering like a snake to crawling like a spider, students widen their imagination while strengthening muscles and working on key movement skills. Students also participate in a mini yoga unit exploring the cobra, cat, cow, and downward facing dog poses. Learning how to aim is very important to the development of hand-eye coordination, and students practice tossing and catching to themselves as well as with a

partner, and throwing or rolling objects at target to sharpen these skills. Our curriculum is integrated, and we try to reinforce many of the concepts that are being taught in the classroom in physical education, including our study of the four seasons, pattern development, and the alphabet and animal movements. The highlight of our year is our circus arts unit. During this unit students learn how to juggle scarves, walk on bucket stilts, and practice balancing. At the end of this unit students get to see and participate in a circus of older students. We conclude the year playing games that reinforce problem solving and cooperation.

SWIM

A safe environment is necessary to nurture a positive experience in the water. Students spend the first few weeks of school learning about water safety. We discuss the importance of following the rules and how they can help us become more productive swimmers. Throughout the year students learn to exhale underwater or “blow bubbles”, float (supine and prone floating), streamline ready position, and to flutter kick and dive. Differentiated instruction is crucial to the swimming development of each student, and students often work in small skills-based groups to ensure each student receives the attention they require to progress. Students also learn how to combine multiple skills, such as the transition from “ready position” to streamlining off the wall and gliding while exhaling from their nose. These are the beginning steps to learning the front crawl stroke. With practice, students will be challenged to complete a 25-yard swim.

KINDERGARTEN BENCHMARKS

READING

- Reads and comprehends grade-level texts.
- Follows words from left to right with correspondence.
- Identifies all uppercase and lowercase letters.
- Identifies short vowel sounds.
- Reads grade-appropriate sight words/word wall words.
- Demonstrates knowledge of letter/sound correspondence.
- Reads fluently with expression and intonation.
- Makes connections while reading.
- Retell stories read independently with details and in sequential order.
- Retell stories and identify story elements that are read aloud.
- Uses decoding strategies.
- Rereads and self-corrects.
- Answers inferential thinking questions.
- Identifies the main idea in a nonfiction text.

WRITING

- Spells grade-appropriate CVC words.

Identifies and uses correct ending punctuation.
Uses correct capitalization.
Prints all uppercase and lowercase letters.
Uses spaces between words.
Represents ideas using pictures and words.
Represents ideas in logical sequence.
Writing includes details.
Generates own story ideas.
Writes grade-appropriate sight words.
Uses print in the environment as a tool for writing.
Illustrates with detail.

MATH

Identifies, creates and extends patterns.
Completes number patterns (2s, 5s, 10s).
Compares quantities of objects using terms such as more, less, most, least and equal to.
Solves addition problems up to 20.
Solves subtraction problems up to 10.
Rote counts from 0-100 independently.
Orders numbers from 0-100 from smallest to largest.
Identifies quantities up to 20 by sight counting.
Reads, interprets and creates graphs and extracts relevant information.
Locates target dates on the calendar including yesterday, today and tomorrow.
Identifies days of the week and months of the year sequentially.
Identifies coins by their name and value.
Counts back by 1s from 20 using math resources.
Tells time to the hour and half hour on both digital and analog clocks.
Identifies the operation needed to solve a word problem.
Records ideas using pictures and manipulatives to represent mathematical ideas.
Measures length and weight with non-standard units.
Uses manipulatives to model half and whole.
Identifies and describes plane and solid figures.

SOCIAL STUDIES

Compares similarities and differences between themselves and their peers.
Identifies communities to which they belong.
Sequences events in terms of past, present and future.
Differentiates between self, peers and family.
Compares and contrasts social environments in different cultures.
Differentiates between classroom, school and neighborhood community.
Distinguishes between needs and wants.

Identifies the specialized jobs in our communities and how we depend upon them.
Describes how goods and services can be exchanged within community businesses.

HABITS AND ATTITUDES OF LEARNING

Listens with understanding and empathy.
Follows classroom and community rules.
Contributes during morning meeting.
Works with others toward a common goal.
Follows multi-step directions.
Controls body while learning.
Takes responsible risks.
Follows routines.
Strives for accuracy and neatness.
Completes work in a timely manner.
Perseveres through challenges.
Identifies various principles used for decision making and problem solving.
Asks meaningful, relevant questions.
Participates in activities and discussions.

ART

Understands the characteristics of various art mediums.
Demonstrates an ability to work with a variety of art mediums.
Develops own ideas within the parameters of projects.
Responds to art presented during group discussions.
Reflects on own artwork during presentations.
Attentive during demonstrations.
Completes work independently.
Collaborates with others during group projects.
Uses materials appropriately.

MUSIC

Demonstrates appropriate singing tone.
Displays an ability to match pitch.
Performs simple melodies and tonal patterns.
Identifies and demonstrates steady beat.
Performs and creates simple rhythm patterns.
Follows classroom and community rules.
Asks thoughtful questions, thinks critically, and reflects on learning.
Uses instruments and materials appropriately.
Demonstrates correct instrument posture (violin up and covering left shoulder).

PHYSICAL EDUCATION

Participates in physical activities.

Develops physical fitness skills through regular practice and perseverance.

Demonstrates fundamental motor, non-locomotor and manipulative skills.

Contributes to a safe environment by observing safe conditions for games and activities.

Works constructively with others to accomplish a variety of goals and tasks.

Demonstrates care and consideration of self and others during physical activity.

SCIENCE

Appropriately uses materials for experiments and follows safety precautions.

Develops a research question that provides a basis for an experiment.

Implements multi-step directions to perform an experiment.

Reflects on procedure to create an evaluation using evidence.

Collaborates with a variety of partners in small groups.

Identifies differences between observations and inferences.

Evaluates properties of living and nonliving things.

Constructs a timeline for the creation of fossilized objects.

Demonstrates an understanding of the history of prehistoric creatures and their cause of extinction.

Uses plate tectonics to demonstrate extreme changes on the Earth's surface.

Identifies layers of Earth's interior and atmosphere.

SWIM

Demonstrates control during breathing activities.

Demonstrates balance during various activities.

Displays rhythm/pattern during stroke development.

Develops endurance through regular practice and perseverance.

Works constructively and actively participates to accomplish a variety of goals and tasks.

Contributes to a safe and healthy environment by observing safety conditions.

WOODWORKING

Communicates ideas through woodworking.

Uses materials and tools knowledgeably and safely.

Maintains a safe working environment.

Engages in woodworking activities.

Listens carefully to directions.

Demonstrates best effort.

Works well with others.
Asks for help when needed.

FRENCH

Responds with basic answers to express feelings and emotions, and displays understanding of basic vocabulary of spoken French on a variety of topics.
Understands songs, games and cultural activities in French.
Demonstrates an understanding of the Francophone culture.
Shows interest in learning; speaks French in class.
Makes meaningful contributions to the class.
Follows classroom directions and community rules.
Participates in interactive games and classroom activities.

MANDARIN

Responds with basic answers to express feelings and emotions, and displays understanding of basic vocabulary of spoken Mandarin on a variety of topics.
Understands songs, games and cultural activities in Mandarin.
Demonstrates an understanding of the Chinese culture.
Shows interest in learning; speaks Mandarin in class.
Makes meaningful contributions to the class.
Follows classroom directions and community rules.
Participates in interactive games and classroom activities.

SPANISH

Responds with basic answers to express feelings and emotions, and displays understanding of basic vocabulary of spoken Spanish on a variety of topics.
Understands songs, games and cultural activities in Spanish.
Demonstrates an understanding of the Spanish culture.
Shows interest in learning; speaks Spanish in class.
Makes meaningful contributions to the class.
Follows classroom directions and community rules.
Participates in interactive games and classroom activities.