



The Center for Early Childhood Education
Curriculum Guide 2018-2019



The Center for Early Childhood Education at
LÉMAN MANHATTAN
PREPARATORY SCHOOL

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MISSION

Léman Manhattan is an International Baccalaureate World School that delivers an academically rigorous program and sets high expectations for students from early childhood through 12th grade. Serving our local neighborhoods and a diverse international community, we prepare students with the knowledge, confidence and fluency they need to engage in a rapidly changing world.

Léman challenges students' intellect and inspires their creativity. We encourage them to think critically and work collaboratively. Celebrating each student's individuality, we foster the skills they need to grow in mind, body and spirit. Our unifying mission is to instill a positive outlook in each of our students and a certainty for all they can achieve in life.

Léman Manhattan. Each student, future prepared.

VISION

The greatest lasting impact of a Léman education will be the achievement of our students and the contributions they make to their communities and to the world.

Preparing each student for a future filled with personal growth, fulfillment and success defines, unifies and inspires everyone and everything we do at Léman Manhattan.

VALUES

Our core values are the essential and enduring tenets of our school community. These principles, reflected in the Portrait of a Léman Manhattan Learner, guide all of our actions. At Léman, we firmly believe in the essential value of:

- Thinking critically and working collaboratively
- Achieving excellence through academic rigor
- Respecting diverse opinions and cultures
- Fostering meaningful student-teacher-parent partnerships
- Addressing each student's individual learning style
- Discovering passions and nurturing creativity
- Serving our local and global communities
- Encouraging independent thinking and decision-making
- Cultivating resiliency and determination
- Instilling confidence and optimism
- Growing in mind, body and spirit
- Recognizing the importance of preparation for life

INCLUSION STATEMENT

Léman Manhattan Preparatory School is a community of diverse cultures, languages, and countries of origin, which draws unity through the acknowledgement and celebration of our differences. As a mosaic of individuals who believe everyone should feel safe and respected, we strive to facilitate opportunities for meaningful engagement with openness and empathy. This process of communication is integral to fostering a just and harmonious place of learning.

Ours is an inclusive school where students, families, caregivers, faculty, and staff are supported equally, and where each unique identity, voice, ideological viewpoint, and experience is valued. We honor all members of our community, diverse in: ability, age, appearance, belief system, citizenship, culture, family structure, gender, gender identity, language, learning style, national origin, political view, race, religion, sexual orientation, and socio-economic level, and all other protected characteristics.

Committed to sustaining an environment free of harassment in any form, including bullying and discrimination, we maintain that the work of inclusion is a responsibility held by all and done for all, person to person. We embrace this challenging, yet rewarding opportunity and understand that this is an evolving work which enriches all of lives.

PORTRAIT OF A LÉMAN LEARNER



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.

LÉMAN ACADEMIC PLAN



THE CENTER FOR EARLY CHILDHOOD EDUCATION

The Center for Early Childhood Education (CECE) 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 completing the Early Childhood program at Léman, students transition into 1st Grade as strong readers and writers. All Léman students take a World Language 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 (CECE) at Léman is housed on two dedicated floors of 41 Broad Street, creating a vibrant space focused exclusively on the learning needs of children ages sixteen months 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 multisensory 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 English Language Learner (ELL) specialists provide ongoing teacher, family, and student support both inside 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 who are developing language acquisition, and those with 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 Pre-K to 12th Grade 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. The curriculum is provided equitably to all students 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 help them confidently participate and integrate as active members 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 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 After School Program brings extended learning opportunities to our youngest students in a familiar environment. This engaging, developmentally appropriate program has been designed to meet the learning needs of children ages 3 to 6 and respond to working parents seeking after-school programming. The class offerings vary, and include physical activities, visual arts, science, STEAM, and more.

The CECE After School Program has been developed by Léman's experienced faculty and is led by a teacher certified in Early Childhood Education. The program will be offered to all Léman students enrolled in Pre-K3, Pre-K4 and Kindergarten for the 2018-19 school year.

CURRICULUM PHILOSOPHIES

The following curriculum philosophies were created by members of the Pre-K to 12th Grade 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 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

World Languages Department believes in teaching students to develop their global awareness and to communicate in a variety of languages. World Language courses provide opportunities for students to have a deeper understanding and appreciation of other cultures through learning language. Léman Manhattan provides rigorous courses in Mandarin, Spanish, and French. All courses ensure development in the core language skills: listening, speaking, reading, and writing in the three communicative modes: interpretive, interpersonal, and presentational. Students acquire language through differentiated learning approaches that stimulate meaningful and authentic communication in the target language. Through studying language, students are exposed to diverse perspectives, practices, and products of the target-language cultures around the world.

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 High School, students may select to take a second language as an elective and continue to study one of those languages if they enter the IB Diploma Program in 11th Grade. All High School students are strongly encouraged to apply to participate in the World Language trip to their country of study. This is a language and culture immersion and exchange experience that involves a homestay and service work in the host country. Through language learning at LMPS, students are provided with the knowledge, skills, and global awareness 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 students that allows each of them to investigate and explore the scientific principles of the world around them and to discover the complexities and beauty of science through the scientific method. While exploring various scientific disciplines, the natural curiosity of students 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 by 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 apply math in real-life situations. Students build a strong base in mathematical skills and knowledge through our hands-on, differentiated approach to learning. We continue to build upon these skills through a variety of teaching resources and strategies. Students graduate Léman Manhattan as lifelong learners of mathematics who are prepared for university and beyond.

FINE ARTS

We believe that artistic experiences enrich the lives of students, 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 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, while 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 Librarians work as a team to collaborate on information-literacy instruction for each grade. They support successful and ongoing integration across the curriculum in Early Childhood, Lower School, and Upper School, collaborating with faculty to plan, execute, and evaluate curricular units that engage and challenge students.

TECHNOLOGY

Technology empowers teachers to personalize instruction and engages students to become confident, independent, and critical thinkers. The role of our EdTech Coaches is to help facilitate this process 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' paths to digital responsibility and global citizenship in the 21st century
- Empowers teachers to personalize instruction
- Enables learning "anytime, anyplace, and 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 at Léman. Our students will become:

Empowered Learners who take an active role in using technology to set and achieve their learning goals.

Model Digital Citizens who recognize the rights, responsibilities, and opportunities of living and learning in an interconnected, digital world in ways that are safe, legal, and ethical.

Constructors of Knowledge who use a variety of digital tools and resources to build knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

Innovative Designers who use a variety of technologies to create new, useful, or imaginative solutions to problems.

Computational Thinkers who develop strategies for understanding, testing, and solving problems.

Creative Communicators who express themselves creatively for a variety of purposes, using the technological tools that are appropriate to their goals.

Global Collaborators who use digital tools to broaden their perspectives and enrich their learning by collaborating with others, locally, and globally. (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.

(www.ala.org/aasl/standards/guidelines/outline)

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 e-books 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 Pre-K to 12th Grade 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 needed skills to the curriculum.

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

Léman Explorers (16-24 Months)

Our toddler program is the ideal first school experience for the youngest of learners. Our goal is to ensure each child feels comfortable and secure in their learning environment. We warmly greet our students each day and help parents and caregivers settle into the classroom for the day.

We prepare toddlers for the routines of preschool through a multi-sensory approach that builds a strong foundation for academic and social/emotional success. This “grown-up and me” program fosters strong partnerships between teachers and parents to ensure children build a sense of belonging, confidence, and independence as they explore the world around them.

Play is the work of children. Our toddler program exposes students to developmentally appropriate learning experiences that build pre-academic skills and socialization. To our students, they are engaged in fun, exciting activities.

Our classrooms are designed to foster self-directed learning and help young students start to identify their passions and interests. Exploration centers are set up around the room that focus on individual and small group learning. Sensory, fine motor, dramatic play, and literacy activities are rotated throughout the classroom.

Pre-Kindergarten 2

We provide an interdisciplinary approach to learning in our Twos classroom, where inquisitive young students build a foundation of academic readiness and social-emotional development. Through hands-on experiences in literacy, math, art, music, and movement, two-year-olds leave our program as engaged learners, ready for Léman's full-day Pre-K3 classroom.

CURIOSITY

Our Twos Program sets the foundation for learning in an inquiry-based environment where children foster a love of coming to school and build the academic and social skills they need for success in a future full-day preschool environment. Children are expertly guided through this magical time in their development.

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.

EARLY LITERACY

The foundation of pre-literacy skills are built through daily interactive story time, building conceptual understanding through the introduction of new vocabulary in thematic units, and surrounding children with a print-rich environment and exposure to letterform and sound.

MATHEMATICS/SCIENCE

Pre-K2 children are introduced to the concepts of counting and patterning, which build the foundation for strong mathematical skills. Using a variety of sensory materials ranging from paint and Play-doh to beads and water, children make connections and begin to understand cause and effect, a foundational science skill.

SOCIAL STUDIES

At two years of age, children begin to understand the world as concentric circles around them. We introduce the concept of community in our Pre-K2 classroom, starting with a “study of me” followed by our classroom community and family, to help children understand their important place in our world and those who share it with us.

FINE/GROSS MOTOR DEVELOPMENT

Pre-K2 children develop their fine motor skills through exploration with a range of materials including paint, markers, crayons and beads. In addition, we help children navigate learning spatial awareness and development of fundamental tumbling skills in our renovated play space for toddlers.

MUSIC

Building music literacy is core to the Léman academic program. Through daily song and movement, children apply a full kinesthetic approach to growing their music skills. We use song to build community and a sense of belonging in our classroom, as well introduce the foundational skills of rhythm and beat.

Pre-Kindergarten 3

Our Pre-K3 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. Classroom activities provide opportunities for the children to explore, discover, predict, compare, and draw their own conclusions based on observations, investigations, and experiments.

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 DEVELOPMENT

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.

WORLD LANGUAGE

The Pre-K3 students learn Mandarin or Spanish through stories, games, songs, and music. The class approach is based on Comprehensible Input which allows students to access the meaning of the language through what they hear and see. Students learn all content in very familiar, simple, and engaging contexts in order to receive the input they need to develop proficiency in the language.

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, singing games, echo singing, and engagement with simple tonal and rhythm 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 such as hand drums, sand blocks, and rhythm sticks. Engaging active listening and movement activities are an important part of the curriculum as well. In each class, students develop a healthy, independent singing voice by echoing simple songs and melodies.

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, and flutter kicking. Students often work in small skills-based groups to ensure each child is receiving the attention they require to progress. Exploration time is an important component to learning at this level as it allows students to focus on different skills in a less structured environment, while still being monitored.

Pre-Kindergarten 4

The Pre-K4 curriculum promotes curiosity, creativity, independence, and cooperation to enhance early learning and development. A multisensory 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 uppercase 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 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 DEVELOPMENT

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.

WORLD LANGUAGE

The Pre-K4 students learn Mandarin or Spanish through stories, games, songs, and music. The class approach is based on Comprehensible Input which allows students to access the meaning of the language through what they hear and see. Students learn all content in very familiar, simple, and engaging contexts in order to receive the input they need to develop proficiency in the language.

VISUAL ARTS

In Pre-K4, 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

Pre-K4 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 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 echo and create four-beat rhythm patterns using quarter notes, barred eighth notes, and quarter rests, and 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 are 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, and flutter kicking. Students often work in small skills-based groups to ensure each child is receiving the attention they require to progress. Exploration time is an important component to learning at this level as it allows students to focus on different skills in a less structured environment, while still being monitored.

Kindergarten

EARLY LITERACY

Using a balanced literacy approach, we intertwine phonics with reading and writing workshop to ensure our students have developed strong foundational skills. The integration of interactive read-alouds, small-group work, collaborative-partner reading, and individual conferences provide each student with differentiated opportunities to achieve their personal literacy goals.

PHONICS

Throughout the year in literacy centers, students engage in a multisensory approach to review the alphabet and learn each letter’s corresponding sound. Phonemic awareness is strengthened through blending phonemes, rhyming word families, and decoding words. To support their development in reading and writing, students are exposed to foundational spelling patterns and high-frequency sight words. Corresponding with the introduction of each letter, students are taught motor-plans for writing lowercase letters.

READING

Students build strong foundational reading skills by reading books at their individual reading level and implementing reading strategies such as: using picture cues, matching words to the printed text, and sounding out words. These skills are reinforced in small differentiated groups during reading workshops in guided reading. To develop reading comprehension skills, children are encouraged to make predictions, explain 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, both fiction and nonfiction, provide students opportunities to determine similarities and differences across texts and draw conclusions.

WRITING

Children practice several writing strategies as they build their understanding of letters and sounds. They are given many opportunities to express their thoughts and ideas through drawing, dictation, and labeling. Students learn to brainstorm, organize their ideas, edit their work, and collaborate with their peers as they celebrate the writing process. Students build independence by using environmental tools such as the Word Wall, anchor charts, and mentor texts. Throughout the year students confer individually with teachers to review their writing and reflect on their personal goals. Writing units include small moments, pattern books, all about books, how-to books, and opinion-writing pieces as well as an ongoing narrative: weekend news.

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, 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

Across the school year, Kindergarteners focus on the three domains of science: physical science, earth science, and life science. The three units of study are Materials and Motion, Trees and Weather, and Animals Two by Two. In Motion and Matter, students have the opportunity to explore the different materials that make up objects and the processes involved in making objects move. In Trees and Weather, students observe the day-to-day changes in weather and how it impacts living things. Finally, in Animals Two by Two, students compare and contrast various animals and learn what each needs to live and grow. Throughout each unit, students participate in collaborative, hands-on, and inquiry-based experiments that require students to collect and analyze data to help build theories about each topic.

WORLD LANGUAGE

In Kindergarten, we use a variety of familiar themes to expose students to the meaning of the language, preparing them for more advanced language acquisition in future years. Students learn Mandarin, Spanish, or French through stories, games, songs, and music. The class approach is based on Comprehensible Input which allows students to easily access the meaning of the language through what they hear and see. Students learn all content in very familiar, simple, and engaging contexts in order to receive the language input they need to develop proficiency.

VISUAL ARTS

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, and 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 about 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 and practice exhaling underwater or “blowing bubbles”, floating (supine and prone floating), streamline ready position, and flutter kicking. Differentiated instruction is crucial to the swimming development of each student. Students often work in small skills-based groups to ensure each student receives the attention they require to progress. As the skill level of the student progresses, they will 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.