

ST. LUKE 3 YR OLD PRESCHOOL COURSES AND CURRICULUM

The following curriculum chart was created by the St. Luke teaching staff. It was developed for two main reasons. **First**, it is an internal document for curriculum planners and teachers to use as a means to verify that we are offering a variety of high quality learning experiences for all of our students and that the curriculum addresses all the state standards. **Second**, this curriculum map was designed with our students and families in mind. We believe the information presented will be appreciated at home because it provides an “at-a-glance” reference regarding the subjects taught at St. Luke’s School.

Please know that the information presented below is intended as an approximate plan and that it is subject to change. Exact due dates and assignments will be given at the classroom level.

IB (International Baccalaureate) units will be taught through an IB PYP (Primary Years Programme) unit planner. Other content areas are also embedded so learning is transdisciplinary.

Course	September	October	November	December	January	February	March	April	May	June
Religion	God gives us our friends	Our families	We say “thank you” to God.	Advent: The Journey to Bethlehem.	God’s gift of ourselves	Feelings: God knows and cares how we feel.	Discovering our world	Easter: We celebrate Jesus’ new life.	Loving others. God gave us mothers.	God is with us.
	Prayers									
IB Units	God created the world and each of us because He loves us. We move our bodies in different ways in different spaces.			We have friends at school.			Exploring books helps us learn about the world.			
Approaches to Learning	Child manages feeling and emotions with support from familiar adults.	Child manages actions behaviors with support from familiar adults.	Child maintains focus and sustains attention with support.	Child develops the ability to show persistence in actions and behavior.	Child demonstrates the ability to be flexible in actions and behavior.	Child demonstrates emerging initiative in interactions, experiences, and explorations.	Child shows interest in and curiosity about objects, materials, or events.	Child uses creativity to increase understanding and learning.	Child shows imagination in play and interactions with others.	Review of standards.
Social and Emotional Development	Welcoming, Listening, Focusing attention	Self Talk, Following directions, Asking for what you need or want	Identifying feelings, Identifying more feelings, Identifying anger	Same or different feelings, Accidents, Caring and Helping	We feel feelings in our bodies, Strong feelings, Naming Feelings	Managing Disappointment, Managing Anger Managing Waiting	Fair ways to play, Having fun with friends. Inviting to play	Joining in with play, Saying the problem, Thinking of solutions	Speaking up assertively, Learning in Pre-4, Exploring new teachers	Introduction to new classroom and review of all Second Step skills
Language and Communication	Child attends to, understands, and responds to communication and language from others.	Child learns from communication and language experiences with others.	Child communicates needs and wants (and engages others) non-verbally and by using language.	Child uses increasingly complex language.	Child understands and uses an increasing # of words used in conversation.	Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.	Child handles books, and relates them to their stories or information.	Child recognizes pictures and some symbols, signs, or words and comprehends meaning.	Child makes marks and uses them to represent objects or actions.	Review of Language and Communication goals.
		Bill Martin and friends author study			Ezra Jack Keats author study		Dr. Seuss author study		Eric Carle author study	
Cognition	Child actively explores people and objects to understand self, others, and objects.	Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.	Child uses memories as a foundation for more complex actions and thoughts.	Child learns to use a variety of strategies in solving problems.	Child develops sense of number and quantity.	Child uses spatial awareness to understand objects and their movement in space.	Child uses matching and sorting of objects or people to understand similar and different characteristics.	Child observes and imitates sounds, words, gestures, actions, and behaviors.	Child uses objects or symbols to represent something else.	Child uses pretend play to increase understanding of culture, environment, and experiences.
Perceptual, Motor, and Physical Development	Child uses perceptual information to understand objects, experiences, and in interactions in directing own actions,	Child demonstrates effective and efficient use of large muscles for movement and position.	Child demonstrates effective and efficient use of large muscles to explore the environment.	Child uses sensory information and body awareness to understand how their body relates to the environment.	Child coordinates hand and eye movements to perform actions.	Child uses hands for exploration, play, and daily routines.	Child adjusts reach and grasp to use tools.	Child demonstrates healthy behaviors with increasing independence as part of everyday routines.	Child uses safe behaviors with support from adults.	Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.

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	experiences, and interactions.									
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Head Start Early Learning Outcomes Framework

Approaches to Learning

Sub-Domains: Emotional and Behavioral Self-Regulation, Cognitive Self-Regulation, Initiative and Curiosity, Creativity

Social and Emotional Development

Sub-Domains: Relationships with Adults, Relationships with Other Children, Emotional Functioning, Sense of Identity and Belonging

Language and Literacy

Sub-Domains: Attending and Understanding, Communicating and Speaking, Vocabulary, Emergent Literacy

Cognition

Sub-Domains: Exploration and Discovery, Memory, Reasoning and Problem-Solving, Emergent Mathematical Thinking, Imitation and Symbolic Representation and Play,

Perceptual, Motor, and Physical Development

Sub-Domains: Perception, Gross Motor, Fine Motor, Health/Safety/Nutrition