

ST. LUKE 4 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 on the following page(s) 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 | Jesus teaches us about friends | We are special | All Saints Day, The Good Shepherd, Kindness | Christmas, Jesus' Birthday | God made the world, God loves us | Family and friends | Baptism, Communion | Easter | Honoring Mary | |
| | Prayers | | | | | | | | | |
| IB Units | Awareness of ourselves and others help us gain a sense of belonging | We cooperate to share resources | | Behavior and communication are expressed in different forms | | We cooperate to share resources (cont.) | | | | |
| | Numbers and letters help us understand and organize our world | | | | | | | | | |
| Approaches to Learning | Child manages emotions with increasing independence. | Child follows directions and takes care of classroom materials. | Child manages actions, words, and behavior with increasing independence. | Child is increasingly able to control impulses and maintain focus. | Child persists in tasks. Child demonstrates flexibility in thinking. | Child holds information in mind and manipulates it to perform tasks. | Child demonstrates initiative and independence. | Child shows interest in and curiosity about the world around them. | Child expresses creativity in thinking and communication. | Child uses imagination in play and interactions with others. |
| Social and Emotional Development | -Welcoming -Listening -Focusing Attention -Self-Talk | -Following Directions -Asking for What you Need or Want -Identifying Feelings -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 Assertively | -Speaking Assertive -Learning in Kindergarten | -Making New Friends in Kindergarten | |
| Language and Literacy | For a thorough Scope and Sequence of core instruction for the 4 yr old Preschool Program, please click on this Happily Ever After Scope and Sequence . This covers phonics and vocabulary, shapes, colors, phonological awareness, letter recognition, visual development, fine motor skills, comprehension, and emergent writing. | | | | | | | | | |
| Cognition | -Child knows number names and the count sequence. -Child recognizes the number of objects in a small set. | -Child understands the relationship between numbers and quantities. | -Child compares numbers. | -Child associates a quantity with written numerals up to 5 and begins to write numbers. | -Child understands addition as adding to and understands subtraction as taking away from. -Child understands simple patterns. | -Child measures objects using standard and non-standard measurement. -Child identifies, describes, compares, and composes shapes. | -Child explores the positions of objects in space. -Child observes and describes observable phenomena | -Child engages in scientific talk. -Child compares and categorizes observable phenomena. | -Child asks a question, gathers information, and makes predictions. -Child plans and conducts investigations and experiments. | -Child analyzes results, draws conclusions, and communicates results. |
| Perceptual, Motor, and Physical Development | Child demonstrates knowledge of personal safety. | Child demonstrates knowledge of practices and routines. | Child demonstrates personal hygiene and self-care skills. | Child uses perceptual information to guide motions and interactions with objects and other people. | Child develops knowledge and skills that help promote nutritious food choices and eating habits. | Child demonstrates control, strength, and coordination of large muscles. | Child demonstrates increasing control, strength, and coordination of small muscles. | Review all skills | | |

ST. LUKE 4 YR OLD PRESCHOOL
COURSES AND CURRICULUM

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, Phonological Awareness, Print and Alphabet Knowledge, Comprehension and Text Structure, Writing

Cognition

MATHEMATICS DEVELOPMENT

Sub-Domains: Counting and Cardinality, Operations and Algebraic Thinking, Measurement, Geometry and Spatial Sense

SCIENTIFIC REASONING

Sub-Domains: Scientific Inquiry, Reasoning and Problem-Solving

Perceptual, Motor, and Physical Development

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