The Stanley Clark School
Preschool Curriculum

Art

Language Arts

Math

Movement

3/4 - 4/5 Music

Science

Social Studies

Table of Contents
Preschool 3/4 and 4/5 Art

Course Description: The Preschool art curriculum introduces young students to the elements of art, and the use of art materials. These art experiences are inspired by the philosophy of early childhood education developed in the municipality of Reggio Emilia, Italy. It is an emergent curriculum deeply rooted in the belief that children are creative, capable, curious, and full of potential. The philosophy recognizes that children learn and communicate their knowledge and questions through their interaction with a rich variety of materials. These materials or “languages” become children’s first expressive language. Throughout the year, the children will explore two and three-dimensional artwork, drawing, collage, clay, painting, and other media corresponding to the interests of the children. These activities will be linked to classroom interdisciplinary projects, classroom curricula, and the interests of the children whenever possible. The children will also examine art in their environment and begin to learn about famous works of art. Preschool art classes meet for thirty minutes per week.

Learning Outcomes:

Students will:

- begin to learn art tool manipulation and fine motor skills to produce art projects
- begin to comprehend world artists and to recognize specific artists styles
- begin to practice comprehension and knowledge of elementary art terms specific to art projects and processes

Instructional Methods:

- Direct whole group instruction
- Individualized instruction
- Interactive instruction
- Modeling of proper tool and material use and technique
- Group and individual idea brainstorming
- Visual image research using books and visual references
- Group discussion including compare and contrast, storytelling, expressing opinions, Visual Thinking Strategies (VTS)
- Interdisciplinary themes as inspiration

Evaluation Methods:

- Teacher observation
Student Materials:

- Including but not limited to...
  - Collage and Mixed Media - Glue, found objects to include natural materials, paints, papers, recycled materials, and resource materials
  - Drawing - Charcoal, colored pencils, crayons, erasers, found objects, markers, pencils, stencils, and a variety of surfaces on which to draw
  - Painting - Brushes (all sizes and types), pastels (dry and oil), special technique materials such as salt and straws, sponges, surfaces on which to paint (many varieties), tempera, watercolors, and water crayons
  - Three Dimensional Objects - Cardboard, clay and ceramic equipment, glazes, found objects, glue, molding materials, gesso, natural objects, paper, recycled materials, string, tape, thread, tools, weaving supplies, wire, wood, and yarn
  - Art Equipment - Cutting tools, compasses, display spaces, drawing boards, drying rack, kiln, palettes, paper punches, paper cutters, rulers, scissors, staplers, storage tables
  - Supplementary Sources - Books, community resources, computer software, CDs, VCR videos, YouTube videos, DVDs, magazines, movies, music, picture files, model/replica/hands-on folk art cultural items, reference libraries, SCS families, slides, still life collections, and visiting artists

Instructor Reference Materials: Including but not limited to...

- Reggio Emilia literature at SCS Media Centers
- Art Elements - Crystal Productions
- Master Artists - Crystal Productions
- On-line preschool resources
- VTS books and training materials

Back to Index
Preschool Language Arts

Course Description: The preschool language and literacy program actively involves children in many meaningful, functional language experiences including reading readiness, writing, speaking, and listening.

Learning Objectives:

- Alphabet recognition (3/4’s - upper case letters, 4/5’s - upper case letters and introduction to lower case letters)
- Name recognition (upper case)
- Vocabulary building
- Pre-reading skills
- Phonics
- Whole language experiences
- Fine-motor development
- Beginning name writing
- Handwriting Without Tears
- Letter formation (upper case)
- Student generated stories - individual and class
- Expressing self to others
- Participation in class discussions
- Being a respectful listener/audience
- Researching

Instructional Methods:

- Direct whole group instruction in a classroom setting
- One on one instruction between teacher and student
- Small group instruction between teacher and students
- Modeling of proper techniques by teacher
- Small group activities with peers during morning free choice time

Evaluation Methods:

- General class discussions and classroom meetings
- Conversations
- Teacher produced evaluation sheet (PS 4/5)
- Handwriting Without Tears evaluation sheet (PS 4/5)
- Observing children’s thinking processes and theories through their many ways of learning (100 Languages of Children)
Field trips/Special Projects:

• National Writing Day

Students Materials:

• Letters and Numbers For Me, Handwriting Without Tears, 2008 (PS 4/5’s)
• Handwriting Without Tears Manipulatives
• Classroom writing center
• Due to the fact that we have an emerging curriculum, our materials can change and vary from year to year based on our classroom studies.

Instructor Reference Materials:

• Handwriting Without Tears Teachers Guide, Handwriting Without Tears, 2008
• Fundations Teacher’s Manual, Wilson Language Training Corporation, 2002
• Handwriting Without Tears website - www.hwtears.com

Back to Index
Preschool Mathematics

Course Description: The math curriculum is designed to help students begin to develop an understanding and gain insight into math concepts through the use of concrete materials.

Learning Objectives:

- Calendar
- Rote Counting
- Classifying
- Sorting
- Graphing
- Patterning
- Compare/Contrast
- Measurement
- Shape identification
- Number recognition
- Writing numbers
- Problem-solving skills
- One-to-one correspondence
- Estimating

Instructional Methods:

- Direct whole group instruction in a classroom setting
- One-on-one instruction between teacher and student
- Small group instruction between teacher and students
- Modeling of proper techniques by teacher
- Small group activities with peers during morning free choice time

Evaluation Methods:

- General class discussions and classroom meetings
- Conversations
- Teacher produced “Math Skills” evaluation sheet (PS 4/5)
- Observing children’s thinking processes and theories through their many ways of learning (100 Languages of Children)

Field trips/Special Projects:

- 100th Day of School celebration
**Students Materials:**

- Various math manipulatives
- Teacher produced activities
- Due to the fact that we have an emerging curriculum, our materials can change and vary from year to year based on our classroom studies.

**Instructor Reference Materials:**

- Bob Sorenson’s website - [earlylearningfoundation.com](http://earlylearningfoundation.com)
- Various websites

[Back to Index](#)
Preschool 3/4 and 4/5 Creative Movement

Course Description: Students in preschool participate in a creative movement class. The focus of the class is designed to help develop their spatial, directional, and kinesthetic awareness. They are also exposed to gross motor skill development. Movement is performed with and without music.

Learning Objectives:

• Demonstrate mastery of the following locomotor movements: Walking, skipping, jumping, hopping, galloping, sliding, and running.
• Demonstrate mastery in the following non-locomotor skills: bending, twisting, and balancing.
• Demonstrate understanding of directional awareness: left, right, front, back, up, and down.
• Introduction to understanding boundaries for specific games and activities.
• Introduction to spatial and kinesthetic awareness.
• Proper understanding and demonstration of safe equipment usage.

Instructional Methods:

• Direct whole group instruction in physical education setting
• Demonstration of proper techniques by instructor and students
• Individualized instruction

Evaluation Methods:

• Informal observation

Field Trips/Special Projects:

• Fannin Hall Field Day

Students Materials:

• Proper footwear

Instructor Reference Materials:

• P.E. for Elementary Education School Children, Pangrazi, Robert
• JOPERD (journal of physical education, recreation, and dance)
• Strategies (a journal for physical and sport educators)
• Internet References including pecentral.com

Back to Index
Preschool 3/4 and 4/5 General Music

Course Description: Music at the preschool level is a general introduction to the many facets of music. Students participate in a variety of activities such as singing, creative movement, listening, and playing rhythm instruments. The program emphasizes group interaction, cooperation, and self-expression. The students also have the opportunity to perform in various mini-assemblies.

Learning Objectives:

- Identify the ‘beat’ in music
- Identify high and low in music
- Identify soft and loud in music
- Identify fast and slow in music
- Repeat a simple rhythm pattern
- Identify simple tonal patterns
- Understand correct instrument usage

Instructional Methods:

- Direct whole group instruction in a classroom setting
- Modeling of proper techniques by instructor
- Digital presentations
- Videos
- Sound clips

Evaluation Methods:

- Informal observation

Field trips/Special Projects:

- Collaboration with the classroom teacher on special projects and performances
- Public concerts and performances
- Guest speakers and performers

Students Materials:

- Instructor produced presentations.

Instructor Reference Materials:
• 120 Singing Games and Dances for Elementary Schools, Prentice-Hall, Inc., 1987
• Animals All Around, Alice Olsen Publishing Co., 1993
• Boomwhackers and Beyond, Shawnee Press, Inc., 2004
• The Great Big Book of Children’s Songs, Hal Leonard Co., 1995
• Heritage Songster, Wm C. Brown Company, 1980
• Music and My World, Kindermusik International, 1991
• Various websites
Preschool Science

Course Description: The science curriculum is designed to encourage daily discoveries of the world around us. The children are provided a variety of experiences that give them the opportunity to use their senses to construct an understanding of their environment.

Learning Objectives:

- Observing
- Hypothesizing
- Experimenting
- Problem solving
- Measuring
- Charting/graphing
- Communicating
- Researching
- Critical-thinking skills

Instructional Methods:

- Direct whole group instruction in a classroom setting
- One-on-one instruction between teacher and student
- Small group instruction between teacher and students
- Modeling of proper techniques by teacher
- Small group activities with peers during morning free choice time

Evaluation Methods:

- General class discussions and classroom meetings
- Conversations
- Observing children’s thinking processes and theories through their many ways of learning (100 Languages of Children)

Field trips/Special Projects:

- Local Pumpkin Patch
- Local nature centers and parks
- Potawatomi Zoo
- Various speakers and field experts
Students Materials:

• Environment and natural materials
• The Stanley Clark School campus
• Due to the fact that we have an emerging curriculum, our materials can change and vary from year to year based on our classroom studies.

Instructor Reference Materials:

• Various Websites
• Field Guides

Back to Index
Preschool Social Studies and Character Education

Course Description: During the preschool years, children move from interest in their own needs to exhibiting concern for others. An appreciation of diversity in ourselves, community, and the world are formally and informally taught in day-to-day activities and nurtured in a supportive classroom setting.

Learning Objectives:

• Classroom responsibilities
• Organizational skills
• Being courteous and respectful of others
• Conflict resolution skills
• Developing independence
• Cooperation skills
• Using manners
• Appreciation of diversity, in ourselves, community, and our world
• Developing confidence
• Problem-solving skills
• Developing self-control

Instructional Methods:

• Direct whole group instruction in a classroom setting
• One-on-one instruction between teacher and student
• Small group instruction between teacher and students
• Modeling of appropriate behaviors
• Classroom wide service learning projects
• Small group activities with peers during morning free choice time

Evaluation Methods:

• General class discussions and classroom meetings
• Conversations
• Observing children’s thinking processes and theories through their many ways of learning (100 Languages of Children)

Field trips/Special Projects:

• Salvation Army “Adopt A Family” project
• Recycling
Students Materials:

- Due to the fact that we have an emerging curriculum, our materials can change and vary from year to year based on our classroom studies.

Instructor Reference Materials:

- Various character education books

[Back to Index]