

# **St. Thomas School**

## **Pre – K Curriculum**

### **Adopted 2009**

**Mission Statement:** St. Thomas is the parish school of St. Therese of Lisieux and in service to its cluster parishes. In partnership with the family, we are dedicated to nurturing the personal development of the whole child. We seek to instill Catholic values, foster self-discipline and promote academic excellence in the spirit of a caring and affirming community.

**Purpose:** The purpose for the Pre-K program at St. Thomas School is to provide an experience in Catholic education that prepares students to enter Kindergarten. Through a variety of hands on activities students will be provided opportunities to learn about the Catholic faith as well as develop social and academic skills necessary for Kindergarten. The academic part of the curriculum is adapted and based upon the 2005 Early Childhood Learning Guidelines which are sanctioned by the state of Maine Department of Education.

**Religion** – Through activities, songs and sharing students will come to know God’s love for each of them. Students will experience both formal and informal prayer. They will begin to understand that each person has special gifts.

Through religion classes, prayer services and daily experiences students will develop dispositions and skills that enable them to begin to be:

- ❖ Gentle and Kind Respecters of Life
- ❖ Good and Faithful Servants
- ❖ Responsive and Caring Individuals
- ❖ Patient, Persevering Creators of Peace
- ❖ Humble Sharers of Time, Talent and Treasure
- ❖ Self-Controlled and Joyous Lovers of Life

### **Scripture**

- S.1. Begins to recognize that the Bible is a special book about God
- S.2. Begins to understand that the Bible is God’s word
- S.3. Begins to understand that everything God made is good
- S.4. Begins to understand that the Bible teaches us about God’s love.

### **Creed**

- C.1. Understands that God is the Creator of water, plants, trees, birds, fish, animals, light and darkness through the beauty and order of nature
- C.2. Knows that God created each person to be special
- C.3. Recognizes that God created families to love and take care of one another
- C.4. Students begin to understand that the Catholic Church is a larger family

- C.5. Students understand that they can experience God's love through the love of others such as family and friends
- C.6. Students begin to understand God loves them
- C.7. Students begin to understand that there is one God
- C.8. Students begin to understand that Jesus Christ is God the Son in human flesh
- C.9. Students can explain that Mary is Jesus' mother and that Joseph is his foster father
- C.10. Students understand that Christmas is the celebration of the birth of Jesus, our Savior
- C.11. Students begin to understand that Easter is the celebration of Jesus' resurrection from the dead
- C.12. Students begin to understand that the church is a sacred place where students behave and are reverent

### **Seasons of the Church Year**

- M.1. Students begin to understand that people must say they're sorry when they have done something wrong and forgive one another
- M.2. Students begin to understand that Advent is a time to prepare for Christmas – the Birth of Jesus
- M.3. Students begin to understand that Lent is a time to prepare for Easter – the Resurrection of Jesus
- M.4. Students begin to understand that Good Friday is the day that Jesus died on the cross for us

### **Prayer**

- P.1. Students will learn to make the Sign of the Cross
- P.2. Students will begin to learn the Our Father and Hail Mary
- P.3. Students will learn a mealtime prayer
- P.4. Students will understand that God knows how each person feels and that prayer is talking to God
- P.5. Students will understand that God is always with us and that they can talk to God at anytime in anyplace

**Personal and Social Development** – Maslow's *Hierarchy of Needs* suggests that when students' personal, physical, social and relational needs are met then they can reach their fullest personal potentials. When students are provided with safe and nurturing environments they develop a healthy sense of self and social skills necessary to function in society. These are articulated in the Guiding Principles for the Maine Learning Results. They are:

- A Clear and Effective Communicator
- A Self-Directed and Lifelong Learner
- A Creative and Practical Problem Solver
- A Responsible and Involved Citizen
- An Integrative and Informed Thinker

## **Self – Control**

SC.1. Seeks adult help when needed

SC.2. Shows progress in expressing feelings, needs, and opinions without harming themselves, others or property

SC.3. Demonstrates increasing capacity to follow rules and routines

SC.4. Uses materials and equipment purposefully, safely and respectfully

## **Self-Concept**

ST. 1. Develops and communicates a growing awareness of self as having certain abilities, characteristics, preferences and rights

ST.2. Separates from family to participate in early education setting

ST.3. Increases ability to adjust to new situations

ST.4. Explores and experiments with new interests

ST.5. Expresses pride in accomplishments

## **Social Competence**

SE.1. Demonstrates an understanding of and follows through with basic responsibilities

SE.2. Interacts respectfully and cooperatively with adults and peers

SE.3. Listens with interest and understanding to directions during conversations and story time

SE.4. Shows increasing abilities to use compromise and discussion in play and resolution of conflicts

**Approaches to Learning** – Environments that nurture learning are built upon the premise that children by nature are curious and inquisitive. A well designed learning environment is one that involves the family and stimulates children to explore, initiate and problem solve. This environment encourages further questions and reflection. The goal of creating this type of learning environment enables children to develop the learning attitudes and skills to prepare them for school and enable them to become active learners for life.

## **Initiative and Curiosity**

IC.1. Expresses (verbally and nonverbally) an eagerness to participate in and learn about a widening range of topics, ideas and tasks

IC.2. Recognizes and solves problems through active exploration, including trial and error, and interactions and discussions with peers and adults

IC.3. Engages in individual or group activities that express real life experiences, ideas, knowledge, feelings and fantasy

## **Persistence and Reflection**

PR.1. Sets goals, develops plans, persists in and completes tasks

PR.2. Demonstrates a capacity to maintain concentration on a task set of directions, or interactions, despite distractions and interruptions

PR.3. Discusses or demonstrates important aspects of a learning experience and identifies what was learned

**Creative Arts** – The creative arts (music, visual arts, dance, and theatre) afford an outlet for emotional, creative and physical expression. They also help children to understand their world, acquire verbal and non-verbal abilities, problem solve, develop confidence, self-esteem, cooperation, discipline and self-motivation. Most importantly, children should experience the arts as a source of enjoyment, expression and creativity. Children develop skills, knowledge and appreciation of the arts by participating with increasing interest and enjoyment in a variety of music, movement, visual art and drama activities.

CA.1. Shows increasing ability in keeping/moving in time to different patterns of beat and rhythm in music

CA.2. Participates in movement, songs and dances using a variety of instruments and props

CA.3. Uses different art media and materials to explore a variety of art processes: drawing, painting, sculpture, weaving, collage, etc.

CA.4 Identifies shapes, colors and textures

CA.5. Takes part in role playing and dramatic play

CA.6. Acts out the movements and sounds of animals

CA.7. Sings songs that enhance the curriculum

**Early Language and Literacy** – In order for children to develop good thinking strategies, they must be engaged in the learning environment as active learners. Young children form a strong foundation for English language arts when their emergent literacy skills (reading, writing, and speaking) are developed to build beginning reading and writing abilities. Hands on exposure to books and language arts, creative expression through play and guided encouragement from adults develops the child’s verbal and writing skills as well as a love of reading and the spoken word. This in turn provides tools for the child to become a lifelong learner, critical thinker and effective communicator.

To succeed in school and life, young children develop linguistic and cultural skills to communicate successfully in a diverse society. Language and communication are the heart of the human experience, whether communication takes place face-to-face, in writing or through experience with literature.

### **Communicating and Listening**

CL.1. Asks and answers simple questions

CL.2. Shares personal stories and participates actively in conversations

CL.3. Expresses thoughts and feelings in an appropriate way

- CL.4. Listens to stories
- CL.5. Communicates clearly enough to be understood by familiar and unfamiliar listeners
- CL.6. Uses an increasingly complex and varied spoken vocabulary
- CL.7. Demonstrates increased proficiency in language use

### **Book Knowledge and Appreciation**

- BK.1. Seeks out and enjoys experiences with pictures, books and other print materials
- BK.2. Handles and cares for books
- BK.3. Listens to and communicates information about books
- BK.4. Knows that books provide information about the world
- BK.5. Understands that a book has a title, author and illustrator
- BK.6. Knows to view one page at a time in sequence from front to back
- BK.7. Incorporates some literacy activities into dramatic play, e.g. pretends to read a book, write on paper, or use written signs to read labels

### **Comprehension**

- CN.1. Explains what is happening in a picture
- CN.2. Retells information from a story and demonstrates understanding of basic plots of simple stories in a variety of ways
- CN.3. Makes reasonable predictions about what will happen next or how things might have turned out differently in a story
- CN.4. Makes observations about the use of words and pictures
- CN.5. Understands the main ideas of simple information

### **Sounds in Spoken Language**

- SL.1. Recites simple poems or nursery rhymes
- SL.2. Develops an awareness of word sounds and rhythms of language (rhyming, singing)
- SL.3. Begins to recognize sounds for letters
- SL.4. Shows awareness of syllables in spoken words

### **Print Concepts**

- PC.1. Begins to recognize own written name
- PC.2. Begins to identify some labels and signs (stop, go, and exit)
- PC.3. Begins to recognize that letters are grouped to form words
- PC.4. Begins to understand that print has a message

### **Alphabet Knowledge**

- AK.1. Begins to identify some letters of the alphabet
- AK.2. Begins to recognize the connections between the printed word and spoken word by beginning to follow print as it is read aloud
- AK.3. Begins to strengthen visual discrimination by comparing letters, shapes, and colors

## **Early Writing**

- W.1. Tells about experiences and discoveries, both orally and in writing, which could include child's own invented, emergent writing
- W.2. Experiments with a growing variety of writing tools, materials and resources
- W.3. Understands that writing is a way of communicating
- W.4. Uses scribbles, shapes or pictures to represent thoughts or ideas
- W.5. Copies or prints own name
- W.6. Engages in writing using letter-like symbols to make letters or words

**Health and Physical Education** – Young children begin to learn about health practices through activity and discussion that will help them to thrive physically, socially, mentally and emotionally. Children begin to know and understand the benefits of safety practices, prevention, good hygiene, and personal health care. Good health is hallmarked by: physical soundness and vigor, mental alertness and ability to concentrate, expressing emotions in a healthy way, resiliency and positive relationships with others.

## **Healthy Habits**

- H.1. Communicates health related needs
- H.2. Follows basic health and safety rules in the Pre-K environment
- H.3. Tries a variety of nutritious foods and knows the difference between healthful foods and those with little nutritional value
- H.4. Regularly participates in active games, outdoor play and other forms of exercise that enhance physical fitness
- H.5. Practices safety skills for different situations (crossing the street, awareness of strangers)
- H.6. Links particular community helpers with given situations/needs (police, firefighter)
- H.7. Understands that healthy bodies require rest, exercise and nutrition

## **Gross and Fine Motor Skills**

- MS.1. Moves with an awareness of personal space in relationship to others
- MS.2. Demonstrates progress with non-locomotor skills (moving in place, turning, twisting)
- MS.3. Shows increasing levels of proficiency, control and balance in locomotor skills
- MS.4. Demonstrates increasing abilities to coordinate movements in using playground equipment
- MS.5. Demonstrates cooperative skills (following rules, taking turns, sharing equipment) while participating in physical activities
- MS.6. Grows in eye-hand coordination
- MS.7. Progresses in abilities to use writing, drawing and art tools

**Mathematics** – Early education in mathematics should provide children opportunities to discover fundamental mathematical concepts and the relevance math has to daily life. Learning environments should have a variety of tools, such as measuring

cups, balance scales, blocks, cubes and other hands-on materials. The use of these encourages the development of problem solving skills.

### **Numbers and Number Sense**

- N.1. Matches a number of objects with written numbers
- N.2. Uses descriptive math terms such as more, less, same
- N.3. Understands that numbers have multiple uses (age, prices, and phone numbers)
- N.4. Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity
- N.5. Identifies positions of objects in a sequence (first, second)
- N.6. Uses one to one correspondence in counting objects and matching groups of objects
- N.7. Shows growth in matching, sorting, putting in a series and regrouping objects according to one or two attributes such as color, shape or size
- N.8. Demonstrates understanding of concepts whole and part

### **Shape and Size**

- S.1. Builds an understanding of direction, order and position of objects and words
- S.2. Recognizes, names, matches and sorts simple shapes
- S.3. Begins to determine whether two objects are the same size and shape
- S.4. Matches two dimensional geometric shapes (puzzles, non-interlocking puzzles)
- S.5. Recognizes and compares objects based on differences in length, volume, weight, width (thick, thin)
- S.6. Uses non-standard units of measurement (books, blocks) to measure objects
- S.7. Describes simple navigation activities (going to the school office)

### **Mathematical Decision Making**

- D.1. Responds to questions that can be answered with information gained through data analysis (How many people are wearing blue shirts?)
- D.2. Makes two and three dimensional depictions, such as graphs and charts of information gathered from immediate surroundings (Number of brothers and sisters)

### **Patterns**

- P.1. Begins to recognize, copy, extend and create simple patterns (sounds, objects, shapes)
- P.2. Matches and sorts objects

**Science** – The opportunities to explore, experience and question creates the foundation for an understanding of science and technology in the young child’s experience. The early childhood program encourages active learning through individual and cooperative exploration that builds on children’s natural curiosity and desire to understand the world in which they live.

### **Scientific Knowledge**

- SK.1. Knows differences between living and non-living things
- SK.2. Sorts living things by characteristics
- SK.3. Identifies body parts and knows their functions
- SK.4. Knows that plants and animals need food, water, air and sun to survive
- SK.5. Identifies how things move
- SK.6. Begins to be aware of the life cycles of plants and animals
- SK.7. Demonstrates an interest in and respect for plant and animal life
- SK.8. Demonstrates an awareness of daily weather
- SK.9. Develops an awareness of the four seasons and some of the attributes of those seasons (observes weather and plant life)

### **Scientific Process**

- SP.1. Explores the world with the five senses
- SP.2. Observes and describes the physical properties of objects
- SP.3. Develops ability to classify, compare and contrast objects
- SP.4. Becomes familiar with simple scientific tools
- SP.5. Participates in simple experiments
- SP.6. Asks questions, makes predictions and communicates observations orally
- SP.7. Explores cause and effect (what happened, what caused it, and what happened because of the event)
- SP.8. Observes and participates in activities related to preserving the environment (cleaning up after themselves both inside and outside)



**Social Studies** – Young children’s understanding of and ability to participate cooperatively in family and group settings enables children to develop, practice and apply skills required to be full participants in a democratic society.

**Families and Communities**

- SS.1. Develops understanding of self as part of a family, group, community and culture
- SS.2. Demonstrates a beginning understanding of family/non-family
- SS.3. Understands and discusses why certain responsibilities are important (cleaning up, caring for pets)
- SS.4. Understands that there are other cultures
- SS.5. Recognizes emergency situations
- SS.6. Explores types of work and workers
- SS.7. Explores modes of transportation
- SS.8. Participates in projects to help others in need
- SS.9. Recites the Pledge of Allegiance
- SS.10. Identifies purposes and customs of holidays

**Technology** – Children’s understanding of technology stems from their interactions with it in the home and school environments. At the Pre-K level, technology is used to enhance knowledge and skills developmentally appropriate for the level of understanding and fine motor skills.

**Standard A** – Students will acquire developmentally appropriate computer skills to enhance learning.

- TA.1. Students will be able to identify the major parts of a computer and peripheral devices including the mouse, keyboard, CD ROM drive and monitor
- TA.2. Students will develop technology vocabulary such as keyboard, mouse, monitor, printer, CD ROM drive
- TA.3. Students will use the mouse to move and point to a designated location as well as point and click
- TA.4. Students will use computer software and CD ROMs to support content areas such as math and science
- TA.5. Students will demonstrate the safe handling of a CD

**Standard B** – Students will apply computer technology that is imbedded into discipline centered curriculum content (English/language arts, science, mathematics, social studies, religion).

- TB.1. Students will understand that there are differences among the kinds of information in different forms of media
- TB.2. Students will identify different types of media in their daily lives
- TB.3. Students will describe their reactions to a variety of print and non-print resources