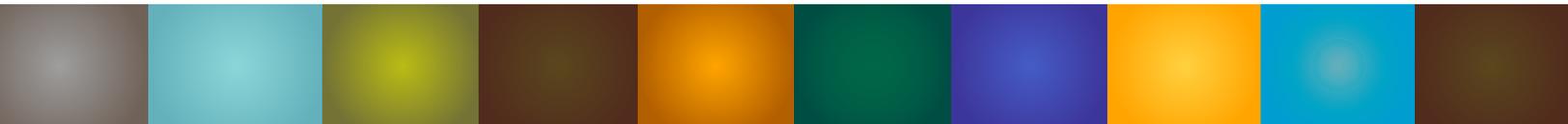




SANDY SPRING FRIENDS SCHOOL



LOWER SCHOOL PRESCHOOL (PK3-PK4) CURRICULUM GUIDE

2018-2019

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LOWER SCHOOL STATEMENT OF PHILOSOPHY

The Lower School is dedicated to educating the whole child. We focus on each child's growth academically, physically, socially, and spiritually. We believe there are unique gifts within each child, and we stress acceptance and celebration of differences as well as concern for and cooperation with others. We seek to provide a balance between independent thinking and receptivity to the ideas of others.

By emphasizing individual strengths and talents, we nurture a sense of self-worth among our students and a confidence to take risks. We seek to balance mastery of basic skills and concepts with open-ended problem solving, expansive thinking, and creative writing.

Our child-centered environment is characterized by a quiet hum of challenging activity. Our cooperative approach to learning promotes a sense of community, strengthens communication and social skills, and encourages respect for the contributions of others.

We strive to promote awareness and a concern among our students, so that they become actively involved in making their community and the world a better place. Our hope for our students is that they discover the joy of lifelong learning

General Information

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General Information

Academic Program Overview

At the Sandy Spring Friends Lower School the social and emotional development of our children is as important as the academic development. We are committed to creating a community where each child feels a sense of belonging and significance within the class. We strive to foster responsive interactions through sharing, listening, inclusion, and participation. Opportunities are provided for students to lead, as well as to follow others. They learn to appreciate differences among one another, stressing consideration for others through mutual respect. We teach the skills needed to be a responsive member of a classroom and a school community. We also strive to teach our children to be aware of the needs of people beyond our immediate community by participating in a variety of community service projects.

Community and Spiritual Life

The Lower School focuses on spiritual growth as part of the development of the whole person. Elements of the curriculum are woven into all daily learning experiences. Based on the essential Quaker belief that there is “That of God” in each person, every area of learning emphasizes a respect for others and encourages an appreciation of cultural and religious diversity. We stress the Quaker values of service, simplicity, equality, integrity, community, stewardship of the environment, and the peaceful resolution of conflict as part of our continual search for truth. We want our students to develop a deep appreciation of themselves and others and to discover the joy that spiritual awareness can bring to their lives.

Meeting for Worship



Meeting for Worship (MFW) is an integral part of the culture of Quaker schools. Meeting is a time for the community to gather and sit together in silence, listening for the still small voice within. Each month, Lower School classes participate in activities and discussions that introduce and reinforce the Quaker Testimonies, often referred to with the acronym, “SPICES”: simplicity, peace, integrity, community, equality and stewardship. In addition to the SPICES, the themes of “That of God in Everyone,” Service, Perseverance, and Courage are also explored.

Students learn to appreciate the role of silent worship and reflection through in-class practice of settling into silence. Teachers guide the students to think about the month’s queries and reflect on thoughts that are shared during Meeting for Worship. Students also learn the importance of leaving space for more silence after someone shares their thoughts during Meeting for Worship. Lower School students gather for Meeting for Worship Tuesday afternoons in the Meeting House. We sit in silence for approximately 25 minutes. The Meeting ends when the silence is broken and we shake hands. We leave the Meeting House while singing a parting song.

Morning Meeting

Morning Meeting is a classroom gathering that serves as a transition from home to school, and helps children to feel welcome and acknowledged. It provides a meaningful context for teaching and practicing social and academic skills. The five components of our Morning Meeting are observing a moment of silence, greeting one another, reading or discussing a Morning Message, doing a group activity, and sharing. These components encourage cooperation, foster inclusion, and improve communication. Children thereby develop the ability to become responsive members of both the classroom and school community.

Community Service

Throughout the school, students learn to serve their community in a variety of ways. They perform simple jobs in the classroom and on the campus grounds. Students serve the local and world communities with outreach service projects. Service projects are approached through developing connections between the students and the recipients of their efforts. Deeper understanding of the need for and impact of community service is reached through classroom discussion, related reading, and collaborative activities.

The objectives of community service are:

- To experience the satisfaction and fulfillment that comes from serving others and making a difference in the community.
- To develop a sense of responsibility as a member of the school community as well as the world community.



General Information

Outdoor Education

One of the natural outgrowths of being part of a pre-kindergarten through twelfth grade school located on a 140-acre campus is participation in developmentally-appropriate outdoor education activities. For younger students, this program takes the form of exploration of our woods, pond, stream and Community Farm, as well as the study of the plants and animals that share this natural setting with us.

Peace Education

Through peace education, we help students build constructive, honest relationships by voicing thoughts clearly and respectfully, listening to others openly and attentively, and resolving conflicts peacefully. Conflict resolution skills are taught through modeling and role-playing. We support the children as they attempt to see the points of view of others during negotiations with their peers. We encourage students to cooperate and show respect and kindness for others, while still honoring their own needs. The children practice using their words to express their feelings and needs to others, to aid in conflict resolution and interactions with peers.

- As students move throughout the Lower School, they learn to:
- Recognize and appreciate the good (“That of God”) in others.
- Practice kindness and respect for every individual and living thing.
- Take responsibility for personal actions.
- Discuss different feelings and reactions to those feelings.
- Listen to and find ways to affirm self and others’.
- Develop communication and problem solving strategies.
- Demonstrate a sense of fair play in different situations.
- Use “I messages” in the resolution of conflicts.



Assessment and Reflection

“Assessment” and “reflection” play important roles in our classrooms in authentic ways that go far beyond the administration of tests. Several times a year, Lower School teachers spend time with each student to focus on assessment of specific skills. The use of portfolios proves to be child-centered and aptly shows a picture and tells the story of each individual child. Portfolio entries provide opportunities for children to document important events or thoughts through pictures and dictation. Periodically, the representation of three-dimensional projects with sketches by the students and/or digital photos are included. Students’ words and explanations of their work are included at every opportunity. Throughout the year, we value the time for conversation between students and teachers as they reflect together on the students’ work. At the end of the year, students’ growth and development are clearly and proudly evidenced through their completed portfolio.





Language Arts



Language Arts Overview

The language arts curriculum consists of Reading, Handwriting, Vocabulary and Oral Language. Pre-primary students practice and develop a strong foundation of skills and, in so doing gain positive feelings towards the components of language and literature. Multi-sensory techniques are employed in the classroom.

Reading

Preschool (Age 3): Students are exposed to literature through stories, poems, and rhymes. Listening to stories builds early comprehension skills as students learn to identify details about characters, plot, setting, and moral. Students are guided to use illustrations as clues for prediction. The classroom library provides a variety of genres to encourage independent exploration.

Preschool (Age 4): Students explore a wide variety of fiction and nonfiction books, rhymes, and poetry. Children enjoy repeating familiar rhymes and gain ownership of them through memorization and choral recitation. Class discussions build early comprehension skills as students learn to listen for details about story components. Students develop inferencing skills through utilizing picture clues, wondering and making predictions. The classroom library provides a wide range of books to encourage exploration and an appreciation of literature.



Language Arts

Oral Language

Listening and speaking are important life skills; therefore, these skills are developed and reinforced throughout the day. Large and small group activities and one-on-one communications provide opportunities for language development. Students practice taking turns and listening attentively and respectfully to their classmates' ideas in large and small group discussions. Students learn to raise their hands and hold their thoughts while listening to what friends and teachers share.

Students begin to distinguish the difference between questions and comments while showing an interest and appreciation for what is being shared. As they are introduced to new concepts through class discussions, students are encouraged to draw on their background knowledge and make connections to the newly-learned information.

Preschool (Age 3): Students build listening skills during Morning Meeting and throughout the day. Understanding both verbal and non-verbal spoken and unspoken messages boosts overall communication skills. PK3 students continuously develop their language skills as they practice organizing their thoughts into verbal messages and express those messages with increasing clarity.

Preschool (Age 4): Listening to books read aloud, as well as oral stories shared by students and teachers daily, promotes the development of listening skills. Students listen for directions throughout the day to successfully complete projects, activities, and scheduled transitions. Sharing time, including Family Share, provides opportunities to practice being a good, respectful listener. Speaking skills are further developed during meeting times where participation is encouraged from all students.



Vocabulary

Vocabulary development happens throughout the day, both formally and informally. Words and concepts are introduced organically through thematic units and daily experience. Teachers are guided to select words for instruction, develop student-friendly explanations of new words, create meaningful learning activities, and get students involved in thinking about, using, and noticing new words both within and outside the classroom. The goal of our program is to enlarge the students' vocabulary, thus promoting word knowledge and reading comprehension.



Writing

Writing is used as a communication tool in all curricular areas. Preschool students build pre-writing skills through stories and imaginative play. Sharing ideas and experiences allows students to create a personal narrative. Dictation to a teacher scribe supports students' written expression as pre-academic skills develop.

Preschool (Age 3): Students begin to gain an understanding of writing through listening to stories. Group writing encourages brainstorming and idea extension while incorporating vocabulary, rhyme and humor. Imagination and creativity provide inspiration for original story composition, as well as the repetition of known stories. Individual students have opportunities to dictate stories to a teacher scribe and to illustrate story creations.

Preschool (Age 4): Storytelling and enactment serve as powerful tools to build early writing skills. Students are encouraged to become storytellers as they take what they know about stories and create narratives on their own. Stories are dictated to a teacher scribe. This transcription process provides students with an appreciation for the printed word and an awareness that words hold meaning. Completed stories are then illustrated and shared aloud with the class, with the option of choosing from a variety of storytelling props. Students are encouraged to listen carefully to their peers' stories and to make comments and ask questions. Storytelling and enactment allow the children to take what they know about stories and create narratives on their own.

Handwriting

At Sandy Spring Friends Lower School, students are instructed in handwriting using the *Zaner-Bloser's Handwriting* curriculum.

Preschool (Age 3): Students develop fine motor skills through activities with playdough, coloring and cutting, clay, and age-appropriate manipulatives. The pincer grasp is introduced in preparation for the PK4 *Zaner-Bloser Handwriting* curriculum.

Preschool (Age 4): Students are introduced to handwriting using the *Zaner-Bloser: On the Road to Writing and Reading* curriculum. The program focuses on the development of fundamental prewriting skills using songs, stories, movement and manipulatives to create activities that complement the Pre-Kindergarten curriculum. Students gain a sense of spatial awareness and directionality as they learn letter and number recognition and formation.



Mathematics



Mathematics Overview

Mathematics at the preschool level is integrated throughout the curriculum and daily routines. Students become competent in basic math skills and to view math as fun, exciting, and relevant to their lives.

Preschool (Age 3): Students develop early math skills through manipulation, play and experimentation. Math experiences are integrated throughout the day in routines like such as the calendar, weather and attendance. Many math experiences include free play with manipulatives to strengthen number sense and one-to-one correspondence. The open-ended nature of our math program encourages the development of mathematical concepts. Math skills, such as patterning, number sense recognition, counting, graphing, sequencing, tallying, and measurement are introduced in a play-based atmosphere.

Preschool (Age 4): In the preschool (age 4) classroom, math instruction includes manipulation, play and experimentation. Math experiences are integrated throughout the day, in daily routines such as the calendar and weather graph. Free play with math manipulatives offers open-ended experiences while laying the groundwork for symbolic understanding. Math skills such as patterning, number recognition, counting, graphing, sequencing, tallying, and measurement are introduced in a play-based atmosphere. More structured activities are conducted in flexible learning groups and implemented specifically based on the ability to extend an activity to the developmental levels of each student.





Science



Science Overview

Children are inherently curious and full of wonder about their world. They are constantly observing and exploring their environment. Our science program supports this innate curiosity and emphasizes hands-on, inquiry based activities that allow students to explore the world around them. Students use their senses as they observe, explore, identify, and compare and contrast. The science curriculum uses the school grounds as a natural extension of the classroom. Preschool students collaborate to maintain two gardens for the Preschool classrooms. Students help to plant, maintain, harvest, and enjoy vegetables from their raised garden beds throughout the year.

Preschool (Age 3): The science curriculum welcomes the emergent and diverse interests of three-year-old children. An open-ended approach responds to their innate curiosity. With teacher guidance, students learn to formulate “what”, “why” and “how” questions to gather information. They learn to predict by wondering what “would,” “could,” or “might” happen next. Children are encouraged and supported to explore, collaborate and discuss their discoveries.

Preschool (Age 4): The science curriculum intentionally leaves room for the emergent interests of the children. An open-ended approach responds to the innate curiosity, fascination and wonder, which young children hold about the world around them. In keeping with our Quaker values regarding stewardship for the earth, students learn to reduce food waste, create rich reusable soil, and develop an understanding about the cycle of food as they give back to the earth. Additional topics of study may include ecology, health, nutrition and safety, physical science, and earth sciences such as air, water and weather.





Social Studies



Social Studies Overview

The preschool social studies curriculum focuses on the SSFS school community. Many opportunities are provided to gather with other Lower School students throughout the school year. Lower School assemblies and weekly Meetings for Worship build awareness that we are one community. Relationships are fostered with the Middle and Upper School students. This includes the Preschool/Senior Buddy program. Students become familiar with one another, thus promoting a sense of community within the School as a whole.

Preschool (Age 3): For many children, the 3-year-old program at SSFS may be their first school experience. Three year olds are just beginning to show an interest in expanding their focus from self to others. Stories open the door to learning about people and places, both near and far away. Children become more aware of and curious about others and the world around them. The social studies curriculum focuses on community, beginning with our own. The specific characteristics that make and define each of us, including individual likes, interests, abilities, physical appearances, and family cultures, are celebrated. Time is devoted to developing a sense of awareness and an appreciation for individual differences through a variety of activities. As the youngest students at SSFS, the PK3 class participates in weekly “travelling” adventures around the campus to explore places beyond the Lower School, meet other community members and learn about their roles at our School.

Preschool (Age 4): In the 4-year-old program, children begin to show a heightened interest in the stories and lives of others. They become more aware of and curious about others and the world around them. A major part of the social studies curriculum is focused on community, beginning with our own. Students learn to compare and celebrate the specific characteristics that make and define each of us, including individual interests and abilities, physical appearances, and family cultures. A sense of awareness and an appreciation for these individual differences is developed through a variety of activities.





Art



Art Overview

The goal of the Preschool art program is to foster a sense of pride, pleasure, and accomplishment in their artistic ability while broadening their artistic knowledge base. The process of experimentation, creative thinking and problem solving is the primary focus, rather than just the end product.

Preschool (Age 3): Art is integrated into the day as an important modality of learning. The Preschool (Age 3) classroom provides opportunities for free exploration with a variety of media. Students develop small motor muscle control through the manipulation of materials such as play dough, modeling clay, large beads, sand, and yarn. In addition, children have daily opportunities to choose drawing, painting, cutting and pasting, as well as other craft activities.

Preschool (Age 4): Art projects and activities are integrated into classroom instruction in all subject areas. Students continue to develop small motor muscle control, manipulate through the manipulation of a wide variety of materials. Opportunities for drawing, painting, cutting, and pasting are offered throughout the day. Monthly self-portraits are drawn to provide children with the opportunity to see their growth as artists while fostering their self-concept.



Let's Make Music Together!



Music



Music Overview

The primary goal of the Lower School music program is to present music to students in ways that foster a life-long enjoyment and appreciation of music. The program also endeavors to provide experiences that develop and continually increase musical skills while nurturing musical imagination and creativity. Students at all grade levels explore and expand their musical abilities through singing, moving, playing instruments, listening to selected musical works, and creating original music and interpretive movements.

Our students enjoy playing a variety of ethnic instruments, attending multicultural assemblies, and learning about celebrations and traditions from around the world. When young children experience a wide variety of music through lyrics, rhythm, and dance, diversity is celebrated. Drama and improvisation are integral parts of the Lower School music program as we blend music with storytelling and playacting. Classroom music techniques and activities are drawn from a variety of music methodologies including Kodaly, Orff, and Dalcroze. By the time children complete our Lower School Music program, they have learned to read the treble clef, count measures, play chords with hand chimes, play melodic patterns on xylophones, and play the soprano recorder.

Preschool (Age 3): Music and Movement classes are part of the daily classroom routine. Storytelling and playacting blend music with drama and improvisation. Experimentation with sounds, pitch, tempo (fast/slow) and dynamics (loud/soft) are introduced as a foundation to musical concepts taught in preschool through grade 5. Chants, rhymes and songs are combined with movement to establish a sense of pulse and rhythm. Call and response songs, and simple melodies reinforce emerging language skills, as well as sound experimentation. Students learn to listen for sound and silence, rhythmic patterns and repetitions. Simple rhymes and songs allow children to feel and express rhythms with movement.

Preschool (Age 4): Students are introduced to many musical concepts through songs and chants. Students listen for sound and silence, key words and directions in songs, and same/different melody and rhythm patterns. Students say and sing simple rhymes and songs to practice word enunciation, feel rhythmic pulses, and experiment with the speaking, singing, whispers and loud voices. They use stepping, walking, hopping, galloping and clapping to move

to the beat, to show fast and slow tempos; to indicate up/down melodic movement; and interpret emotions expressed in music. Students play a variety of rhythm instruments to experiment with sounds, develop body coordination and control, and explore their own originality.





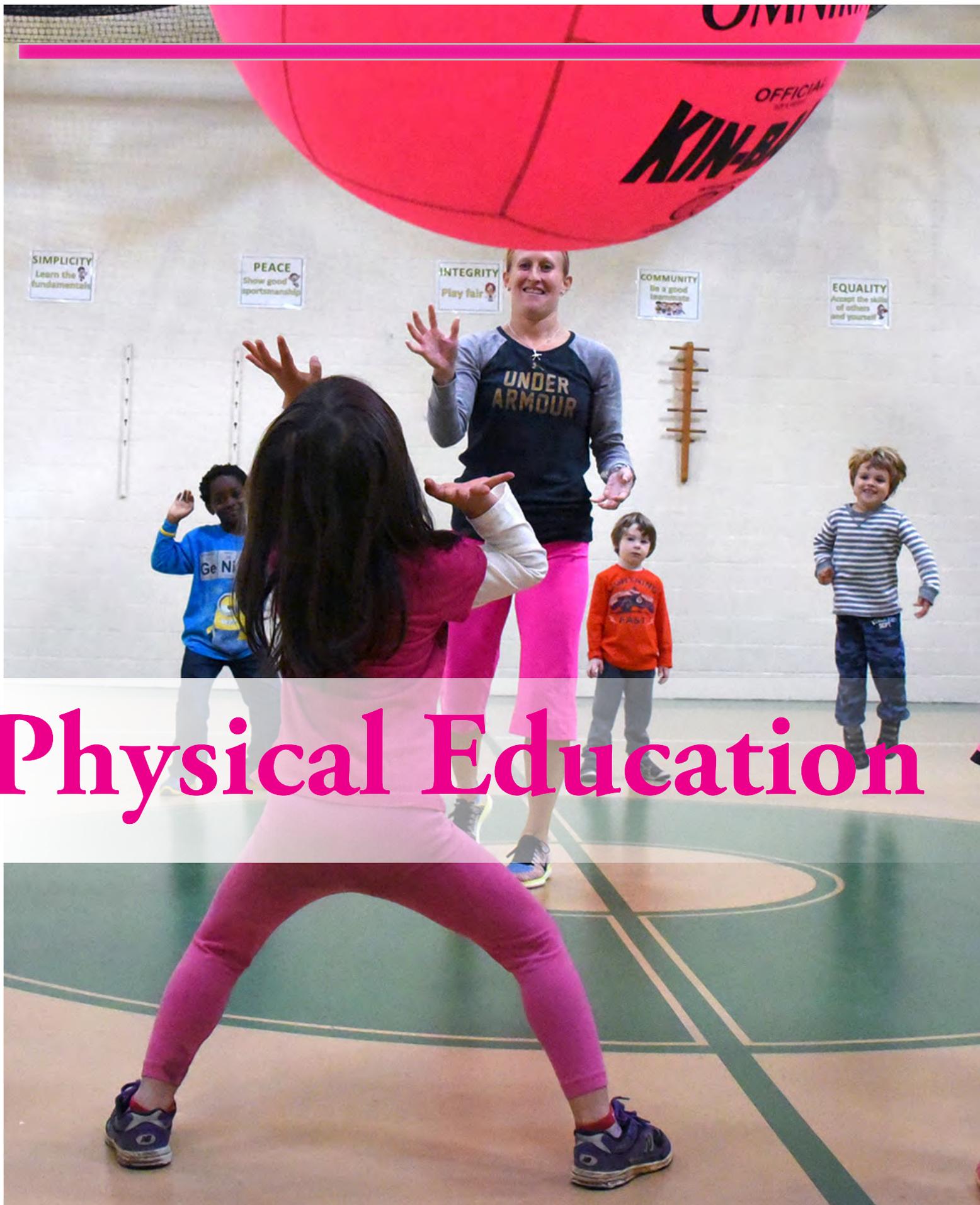
Spanish

Spanish Overview

In Lower School, Spanish study begins at preschool (age 3) and focuses on active listening, comprehension, and communication. Students are introduced to the language as they were introduced to their mother tongue. As they progress through the grades, students gradually internalize frequently used vocabulary and basic grammar while they learn to speak. By the fourth and fifth grades, students become familiar with phonetic spelling and begin to communicate ideas in writing. The target language becomes comprehensible to students through multisensory activities such as songs, chants, rhythmic repetition of patterns, Total Physical Response activities (TPR), and Storytelling (TPRS). Visual cues such as gestures, pictures and props are used to support comprehension. The consistent repetition inherent in chanting and singing at an early age leads to the student's acquisition of good pronunciation. Students are exposed to the culture of Spanish-speaking countries through observation of non-verbal language, traditional games, songs, and poems.

Preschool (Ages 3 and 4): Students in preschool listen to commands in the target language and respond to commands with gestures and short phrases in the target language. Students get accustomed to the correct pronunciation through singing and chanting. Students learn how to provide basic information about themselves and express their needs and wants in the Spanish language. In addition, students learn key vocabulary and phrases that are the basis for building complex grammatical structures in the future.





Physical Education

Physical Education Overview

The goals of the Lower School physical education program derive from the School’s mission to develop “the trained mind, the skilled hand and the healthy body.” The School encourages enjoyment of physical pursuits throughout life by helping students to be successful and comfortable in a variety of active games, dance, and exercise. Quaker values are stressed in play to build sportsmanship and teamwork. Our learning approach is developmental – accepting and challenging individual levels of fitness, skill acquisition, and understanding of strategy.

Based on the National Association for Sports and Physical Education Standards, five skill areas – locomotor movement, space awareness, manipulative skills, stabilizing skills, and rhythm and dance skills – are developed through age-appropriate activities. As an enhancement to exploring these skills in a non-competitive atmosphere, an adventure-based component is incorporated. Participating in “challenge by choice” initiatives and non-traditional activities, students are engaged in the exploration of self and group goals while enhancing their level of physical fitness, decision making, and expanding personal comfort levels.

Lessons are designed to optimize the cognitive and physical abilities of children. Students participate in a series of activities during every PE class. Students begin with a loco motor/space awareness activity, then move to a manipulative activity (such as throwing), continue with a non-manipulative activity (such as balancing, stretching or jumping), and conclude with a rhythm activity. Skill themes follow a gradual progression and are reviewed throughout the year after they have been introduced. The physical education curriculum includes an ongoing focus on developing appropriate social skills such as cooperating, taking turns, and sharing.

Preschool (Age 3): PK3 physical education focuses on increasing body and spatial awareness while moving and developing body control. Students are exposed to a wide variety of movement and locomotor skills. Manipulative skills are introduced in the form of throwing and catching, both from a skilled thrower and with self. Exploratory ball play helps students gain greater self-awareness and self-regulation, and find their bodies in space, which leads to healthy and positive group game play. Students participate in a dynamic routine involving static stretching, consisting mostly of large muscle group development that includes cross-body movements, bending, twisting and balance. Students practice running to introduce cardio endurance and develop the proper large muscle movements. Throughout the year, students review proper skill cues for walking, hopping, jumping, galloping and skipping in order to see growth and improvement in overall strength, agility and balance. Focus on developing appropriate social skills such as cooperating, taking turns and sharing span the school year.

Preschool (Age 4): Physical education classes for PK4 students incorporate routines of running for cardio endurance, ball warm-ups for hand-eye coordination, and tag games for understanding rules and learning essential sportsmanship tactics. Students learn a variety of recess games to provide a solid foundation for play during the day; and movement concepts focus on strengthening spatial awareness. Cooperative game units focus on teamwork and collaboration. Focal units include tumbling, throwing/catching, parachute, dancing for fitness and cooperative games. Students participate in a climbing wall unit beginning with basic groundwork and safety, and progressing to “challenge by choice” games and trust elements of spotting. Sport specific units address kicking skills associated with soccer, dribbling and passing skills associated with basketball, and tracking and follow-through skills with lacrosse and net/racket games. Throughout the year, games and skill building focus on listening, following directions, cooperation and teamwork.

Wellness Overview

The Lower School Wellness curriculum consists of three components: physical health, preventative health and social/emotional health. Students learn the benefits of taking care of their body. Lessons on fitness, injury prevention, and nutrition are taught in Physical Education to help students learn to identify healthy choices and activities. Preventative health education and lessons that emphasize the importance of germ prevention, sun safety, and hydration are taught at relevant times during the year. The *Connected and Respected* Life Skills curriculum focuses on the social and emotional health of students.



Play Time



Value of Play

Preschool students are offered daily free play opportunities, both indoors and outdoors. Our Natural Playground offers many opportunities for unstructured play. Students develop motor skills while exercising, and build social skills while playing and exploring with friends.

Outdoor play is an integral part of each school day. Students explore the preschool gardens and play area several times a day. Trips to the large sand area in the Natural Playground allow for imaginative play and discovery. The children benefit from both teacher-guided and unstructured play. Outside time provides opportunities to develop gross motor skills while exercising and playing with friends in fresh air. Class nature walks around campus are regular outings for preschool students.

Indoor free play opportunities are available throughout the day. When not involved in a structured, small group activity, students play in one of the areas in the room. The value of play is emotional, physical, cognitive, and social. Emotionally, free play acts as a medium for expressing thoughts and feelings. Play offers a risk free environment that enables children to work through any stresses they may have while increasing their well-being and self-esteem. These play times, especially dramatic play, provide a venue in which children can act out issues from the outside world with their peers, including issues that confuse and/or upset them or bring them joy. Physically, play enhances both fine and gross motor development, allows children to test the limitations of their bodies, and improves self-assurance in physical abilities. Cognitively, play allows for the development of language and for creative thinking that promotes problem solving and concept development. Socially, play aids in the beginning of the decentering process that is developmentally appropriate for three-year olds. It allows children to practice social patterns while encouraging social interactions, social respect and responsibility. Over the course of the year, students engage less in singular and parallel play and become more interactive and collaborative with classmates.



Life Skills

Life Skills

The *Connected and Respected: Lessons from the Resolving Conflict Creatively Program* was developed to nourish a respectful and caring classroom community by way of five key themes and through developing essential emotional and social learning competencies.

Five Key Themes of the *Connected and Respected* curriculum:

- Making Connections
- Emotional Literacy
- Caring and Effective Communication
- Cultural Competence and Social Responsibility
- Conflict Management and Decision Making

Emotional and Social Learning (ESL) Competencies:

- Self-Awareness
- Social Awareness
- Self-Management
- Responsible Decision Making
- Relationship Skills

The curriculum is structured in a workshop format that includes the following components:

- **Gathering:** A time for a community-building activity or sharing that focuses students on the purpose of the day's lesson.
- **Agenda Check:** A review of the plan and expectations for the lesson. The agenda is usually presented in a visual format (on chart paper on the board).
- **Main Activities:** The core of the lesson which involves structured group activities based on the lesson's subject.
- **Summary:** A recap and review of the lesson to check for understanding and reinforce internalization of the lesson's message. Discussion questions, art, writing and small-group sharing or reporting are some of the recap exercises that can be incorporated into the Summary.
- **Closing:** A song, quote or exercise to provide closure to the lesson.
- **Extension and Infusion:** Reinforcement activities that expand the lesson. Extensions can include additional sharing, art and writing, games and role-plays, as well as opportunities to practice and consider ways to integrate skill practice throughout the school day.
- **Connecting to Literature:** Age and level-appropriate books and guided questions that connect the lesson theme and targeted skills.



Technology Integration Overview

We believe that technology skills are best learned through integration into the context of class-related projects. Technology is integrated by teachers in project-based learning assignments across the curriculum. A variety of teacher-selected iPad apps and online resources are used to reinforce and extend learning. iPads can be used for creative expression and to document what students have learned.

Library Overview

The library program has the dual goals of fostering a love of books and teaching information skills. The program is planned to blend with the Lower School curricula, supporting both academic and spiritual themes. During the early grades, library classes emphasize the pleasure derived from books. Preschool students learn to enjoy rhyming texts, including nursery rhymes, and to participate appropriately during stories, seizing opportunities to joyfully explore narrative through all their senses. Students begin to recognize authors and illustrators and act out stories. They extend their listening skills through various participatory activities such as call and response, anticipation, gesture, predictions, rhyming, and singing. Librarians and teachers share literature in a variety of ways through the use of flannel boards, creative dramatics, storytelling, music, and poetry. They also demonstrate appropriate use of library materials. Students regularly borrow books and learn to be responsible for their safe return.



As the students begin to seek more materials and information of interest to them, they learn to use and understand the organization of the classification system and the automated library catalog. When well-grounded in our system, students apply the same skills to search other library reference tools (in both electronic and print formats) and the Internet. The library program supports classroom research with practical instruction in how to find, collect, and evaluate information. Students explore the concept of respect for other people's work and intellectual property as the basis for citation and bibliography creation. By the end of the Lower School years, students are expected to be adept at the essential skills of asking good questions and finding answers.