



LOWER SCHOOL CURRICULUM SUMMARIES

EARLY CHILDHOOD

Stuart's Early Childhood Program embraces the Sacred Heart Goals and Criteria. In this atmosphere of intellectual growth and community spirit, young learners come to begin their education. We create a safe, secure environment where children are loved, nurtured, and respected. Each child is valued as a unique individual and as an integral member of the community. Cooperation, sharing and independence are fostered in this setting as meaningful learning takes place.

At Stuart, the foundation for learning is the social and emotional development and well being of the young child. Children are encouraged throughout each segment of the school day to develop independence of thought and deed, self-confidence, and self-control. The group setting promotes active learning, independent thinking, and cooperative peer interaction. Good listening and direction following skills are paramount in order to become an active learner.

The curriculum is age appropriate and is focused on developing the whole child. Each child's learning style and developmental level in the different areas of the curriculum are evaluated in September. The classroom programs are then adjusted to meet, challenge, and support each child's individual strengths, interests, and needs. Our curriculum includes activities that enhance skills and capabilities in all developmental areas to compliment the individual learning styles of each child. Throughout the year, learning goals are met and tailored. Each classroom curriculum is designed to allow for individual differences in pace, style, and range of learning.

Cognitive growth is promoted throughout the school day. The early morning circle time not only builds community, but also offers opportunities to use and refine expressive and receptive language. A print rich environment is used to promote literacy and reading-readiness skills across the curriculum. Math concepts are cultivated in a hands-on program that is connected to real world activities. Science, social studies, music, art, and drama are incorporated throughout the curriculum.

Beginning with the youngest children, the Stuart faculty assesses and adapts the learning environment to meet the needs of each child. While at play, the children are able to explore their surroundings, use their imaginations, observe, experiment, and make the meaningful connections that encourage intellectual growth. As children play, they refine their fine motor skills, as well as critical thinking and problem solving abilities. The carefully designed classroom environments provide the children with comfortably stimulating, safe, and challenging environments in which learning in all areas of development take place naturally.

Social and Emotional Development Goals

The social and emotional development of a preschooler is basic to his/her ability to learn. Since motivation to learn comes from a positive self-image and is enhanced in a stimulating environment, the classrooms are designed and equipped with this in mind.

- *Nurture emotional security and positive self-identity and respect for others
- *Develop independence in a wide range of activities
- *Develop social interactions and self-regulation
- *Encourage a positive approach to learning
- *Develop children's competence as creative problem solvers and understanding about the world around them
 - directions: follow 3-4 step directions
 - communication: contribute ideas with peers and adults and uses language to negotiate play: offer imaginative suggestions during play with peers
 - attention/listening skills: attend to 20 minutes
- interact in a group setting: take personal responsibility for following school rules and routines and develops an appreciation of others
- develops self-control: independently expresses feelings appropriately with peers and adults
- develops independence/becomes self-sufficient: continues to develop problem solving skills, masters buttoning, snapping, and zipping and begins to tie, and makes and takes responsibility for choices

Readiness Goals

- *Provide a solid foundation for the development of language and literacy
- *Provide varied opportunities for children to practice language in a classroom rich in print

Language Development

- listening skills, auditory discrimination - environmental, phonetic, vocal modulation
- oral communication - conversations, developmentally appropriate speech patterns, sequence of events, storytelling
- Show and Share
- Star of the Week

Reading Readiness

- recognizes first and last name
- makes letter sound connection
- answers questions related to story
- makes predictions and inferences about story
- begins to interpret pictures in books to "read" story
- develops sight word vocabulary

Writing Readiness

- correct pencil grip
- print first and last name
- copy letters in alphabet
- copy printed words
- begins to print numbers

- begins to use inventive spelling
- attempts to write on lined paper

Math Readiness

- classify geometric shapes based on more than one attribute
- creates and extends visual and oral patterns
- rote counts to 50
- master 1:1 correspondence
- recognizes and names numerals 1-20
- uses the number line to introduce concepts of addition and subtraction
- basic fractions; reinforce concept of whole, half and quarter
- concept of time; calendar, clock, past, present and future tenses
- begins to use tools for measurement with ease
- collects data from measurements to create graphs

PHYSICAL EDUCATION

Throughout the year children will learn gross locomotor skills necessary for everyday activities. The Athletic Department has added a low ropes course, suitable for all ages, where the children will work on balance, strength, and most important teamwork.

JK SCIENCE

Throughout the course of the school year, students will be involved in many hands-on activities to begin to understand Science concepts coinciding with the Early Childhood Curriculum. Students will learn everyday science topics related not only to themselves but the world around them. We will learn a variety of different topics including but not limited to our habitats, habitats of animals, seasons and weather, the five senses, nutrition, healthy living/taking care of our body. Students will also learn about the life cycle of butterflies and plants and watch these two cycles unfold in their classrooms in May.

RELIGION

This year we will be teaching religion for the Early Childhood program. Goal One for EC is "Think about God." Each week the same lessons will be taught throughout the program. The lessons will be designed for each developmental level and will include appropriate prayers, stories, crafts and some music. The Early Childhood classes study religious celebrations through the lens of global holidays and traditions, including Christianity, Judaism, Islam, and non-denominational cultural celebrations. In the Junior Kindergarten, each week follows the "letter of the week," and looks at one religious concept or item from a different tradition.

We will talk about God knowing and loving us. We will learn about loving ourselves and others, and learn that we are all special in all our different ways. We will also discuss holidays and traditions of the many cultures represented by our families.

CREATIVE MOVEMENT

Creative Movement is a fun way for children to explore movement through music, stimulate imagination, channel energy, and develop physical skills all while promoting creativity. Through movement children learn about spatial awareness, cooperating with others, and about their own bodies. We will be using a series of movement games, along with exercises and songs that help the child develop mind/body coordination, while introducing them to a sense of rhythm.

ART

Art takes place on a daily basis in the EC classrooms. Emphasis throughout the program is on use of various materials, mediums and

JK classes meet once a week in the Lower School Art Room, and students enjoy the generous space to explore materials move about in an age appropriate environment. Classroom skills are reinforced and embellished in the art room. Drawing, painting, cutting, collage, gluing, organizing, sculpting, and printing are introduced in two dimensional and three dimensional projects such as pottery, landscape, still life, architecture and portraits. Self-expression is emphasized, and students work at their own pace. Process is integral and the art product flows naturally from their hard work during the process. Students enjoy the messiness of art class and are encouraged to participate freely.

MUSIC

Early childhood classes are centered around instilling a sense of passion, excitement, and appreciation for music in each student. In each class, students are exposed to a diverse music repertoire and are vocalizing, moving creatively, improvising vocally and instrumentally, learning proper playing habits on age appropriate and developmentally appropriate instruments, analyzing musical performances and compositions, and interacting musically with their peers. Repertoire incorporates curricular themes, such as the alphabet and counting, among others. World language acquisition is also included in music, as students sing French and Spanish songs. New songs are learned through play, teacher/student interaction and conversations, and experiences with their peers. The ECE music program is skill and practice based with a performance component. Students have music once a week as an ECE unit (Group Sing), and once as a class. Performances throughout the year include Halloween, Christmas, Valentine's Day, Grandparents' Day, and the ECE Closing Ceremony.

WORLD LANGUAGE

This year, French and Spanish will take on a different format in the Early Childhood and Junior Kindergarten classrooms as we move toward a more integrated language model in the early years. French and Spanish will be incorporated into classroom life, flowing in a natural, organic way. Madame Altchek and Señora Simons and will be joining the children to support activities such as snack time, prayer and play explorations in their respective languages. Short circle times will include songs, games, rhymes and creative movement. Mr. Nichols will also support the JK Spanish students during World Language class time. Classes will take place twice a week for 30 minutes. The two year old children will begin Spanish mid-way through the school year.

Critical and Creative Thinking:

Intellectual humility
Intellectual courage
intellectual empathy
intellectual independence
intellectual integrity
intellectual perseverance
intellectual creativity
self awareness
fair-mindedness

Habits of Mind:

persistence
managing impulsivity
listening with understanding and empathy
thinking flexibly
metacognition
striving for accuracy
questioning and posing problems
thinking and communicating with clarity
innovating
finding humor
thinking independently
remaining open to continuous learning
applying past knowledge

21st century literacies:

attention
critical consumption
participation
collaboration
network awareness