

DEVELOPMENTAL KINDERGARTEN CURRICULUM OUTLINE

I. Self-Concept and Awareness

(Along with specific elements listed below, the general atmosphere and approach which underlie all areas of the program and all teacher-child interactions, will support this area)

GOALS:

A. Self-Concept

1. Feeling good about self; increasing knowledge and understanding of self.
2. Caring for personal belongings.
3. Dressing self.
4. Making choices independently.
5. Improving “work” habits.
6. Taking initiative to become involved in individual, small and large group activities.
7. Self-directed play developed.

B. Relationships with Others

1. Sharing while appreciating others’ similarities and differences.
2. Expressing feelings in appropriate ways.
3. Interacting through play, and verbal interactions with others, in appropriate ways.
4. Finding positive and creative ways for problem solving

SUGGESTED ACTIVITIES:

1. Discussion of feelings
2. Self-care skills modeled and practiced.
3. Respect and understanding by staff.
4. Process-oriented activities.
5. Use of dictation, self-portraits, photographs, growth charts, body awareness activities, art activities.
6. Socio-dramatic play/play therapy
7. Study of family
8. Concrete and tactile materials which foster feelings of success, security, and which are self-rewarding, as well as emotionally and kinesthetically soothing.

C. Creative Development

1. Exposure to art, music and movement in process-oriented and developmentally appropriate ways.

Music:

1. Learn to sing tunefully
2. Learn to respond rhythmically to music through creative movement and instrumental expression.
3. Develop attentive listening habits
4. Play simple classroom instruments which do not require fine muscle coordination.
5. Exposure to different and varied types of music.

Art:

Problem-solving and free expression through varied, process-oriented art experiences which do not incorporate models or emphasize final products. Reggio Emilia approach to 100 languages of children kept in mind as variety of media utilized.

Movement:

Creative movement and dance which foster cognitive development, problem-solving and individual expression. Yoga, brain gym, etc. (see Motor Skills)

II. Perceptual Development

A. Auditory

1. vocabulary growth
2. listening skills
3. discrimination
4. literacy and music appreciation
5. reading readiness skills
6. self-expression
7. receptive language processing skills
8. improved ability to focus listening within small group

B. Visual

1. sequencing
2. classification
3. discrimination
4. literacy and artistic appreciation
5. reading readiness skills
6. visual processing skills

SUGGESTED ACTIVITIES:

1. stories – told and read (including puppets, books, etc)
2. fingerplays
3. rhythm instruments
4. peepers
5. retelling stories
6. tapes of sounds
7. recordings
8. music enrichment
9. picture sequencing cards
10. sorting
11. matching
12. patterning
13. opposites
14. rhyming
15. left-right progression

III. Motor Skills

A. Gross Motor – Body Awareness, Motor Control, Motor Planning

1. active participation in locomotion
2. coordination
3. balance – dynamic and sustained
4. directionality
5. strength
6. constructive emotional release
7. sequencing

B. Fine Motor

1. eye-hand coordination
2. eye movement (tracking, directionality, focus)
3. motor control

SUGGESTED ACTIVITIES:

A. Motor Skills

1. unit blocks
2. balls
3. sand table
4. bean bags
5. work bench dance creative movement
6. outdoor playground
7. floor exercise, gym
8. obstacle courses
9. parachute activities
10. water table
11. balance beams (vestibular)
12. scooters, bicycles, wagons
13. yoga

B. Fine Motor

1. painting, drawing, art materials, etc.
2. clay and other 'dough's
3. cutting, tongs
4. puzzles
5. sewing
6. work bench
7. parquetry
8. stringing activities
9. manipulative toys
10. snack – pouring own juice

IV. LANGUAGE DEVELOPMENT AND ENRICHMENT

A. Competence – developing communication skills

- a. Speech: opportunity to articulate and express self
- b. Sharing times – listening as well as speaking skills
- c. Interaction in group – cooperation and assertion through verbal expression
- d. Following verbal directions

B. Literature (receptive)

- a. Growth of language skills
- b. Enjoyment of language and the Arts

- c. Development of listening skills
 - d. Desire to learn to read fostered; reading for pleasure
- C. Expressive
- a. Artistic and communicative expression
 - b. Dramatization
 - c. Language tied to own experiences
- D. Exposure to varied writing tools and materials to allow for active experimentation in writing (as a precursor to more formalized instruction). Understanding function of print through environmental exposure and meaningful use: basic skills develop when they are meaningful to children. An abundance of those types of activities is provided to develop language and literacy through meaningful experience.

SUGGESTED ACTIVITIES:

1. language experience stories
2. “sharing” meeting time
3. dramatic play and manufacture of props
4. stories and poems
5. color recognition, games and stories
6. shape recognition, games and stories
7. vocabulary development activities
8. picture charts and labels
9. dictated stories
10. puppetry
11. flannel board
12. tapes and cds and videos
13. directions – within routine and as part of creative movement
14. problem solving
15. conversations
16. recipe charts
17. science and math charts and graphs
18. manipulation of writing and print-making materials, book-making and functional use of written language.

V. World Around Us – Science and Social Studies

- A. Health and Nutrition
- a. Body parts and function
 - b. Hygiene

- c. Dental
- d. Food growth, preparation and value
- e. Life cycles

B. Safety

- a. Fire, school, traffic, home

C. Community

- a. Role playing (including community workers)
- b. Family
- c. Home
- d. Various levels of community

D. Science

- a. Weather
- b. Seasons
- c. Tools of measurement
- d. Animals and plants
- e. Physical Changes
- f. The environment

E. Multicultural Education

SUGGESTED ACTIVITIES:

- 1. field trips
- 2. nature walks
- 3. role playing (dress-ups)
- 4. community helpers materials
- 5. cooking
- 6. gardening
- 7. scales and measurement tools
- 8. animals and their homes
- 9. graphing and drawing
- 10. classification activities
- 11. mapping
- 12. science experiments
- 13. "senses" exploration
- 14. snacks
- 15. magnets
- 16. magnifying materials
- 17. water table, sand table
- 18. observation, investigation, classification, measurement, prediction
- 19. Let's Find Out magazine

OTHER CONTENT AREAS GROWING OUT OF INTERESTS AND NEEDS OF
INDIVIDUAL CHILDREN