



# Redeemer Parish Day School Curriculum Overview



## Statement of Philosophy

Within the framework and beliefs of the Episcopal Church, we serve the community at large, welcoming diverse religions and cultures into the Parish Day School. In that same context, our education teaches the Christian faith and values, as espoused by the Episcopal Church, and honors diverse viewpoints through worship, outreach, and daily activities.

We believe that the early years are the most important in the development of children and that the family is a powerful influence in that development. Therefore, the Parish Day School works closely with the parents and encourages a close relationship between parents and staff. As a school community, we strive to guide the development of the children's attitudes, habits, and interpersonal relationships. We believe an education should promote spiritual, physical, intellectual, emotional, and social growth.

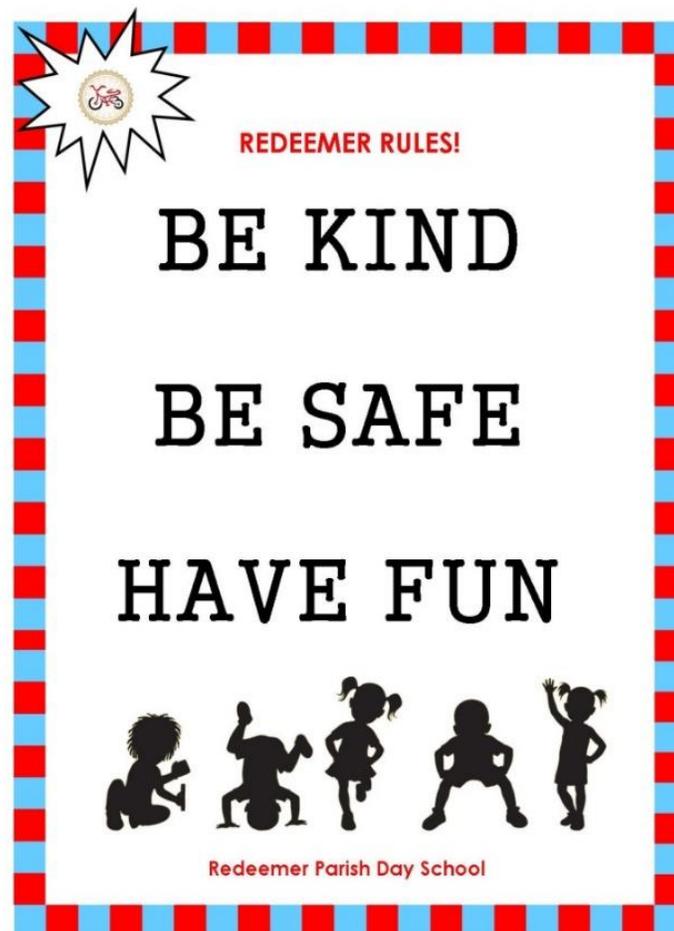
We firmly believe that each child should be accepted as an individual. Growth in self-understanding and self-esteem is encouraged by promoting independence, initiative, and feelings of individual worth. We also feel it is particularly important that early learning experiences be joyful to allow each child to discover that using the mind is a source of pleasure. This innate eagerness to learn thrives in a warm, accepting, informal atmosphere: one which plays down competition, encourages internal motivation, and emphasizes mutual respect and trust among children.

- *Adopted by the Parish Day School Board, May 17, 1999*

## School Program and Learning Environment

With the recognition that all children develop differently, Redeemer Parish Day School's program is designed to meet the unique needs of each student while reinforcing that we are all important members of a community. We are committed to providing an educational experience in a nurturing and safe environment that embraces a journey of discovery through exploration, risk taking, and an acceptance of the power of learning through mistakes. As members of a society greater than ourselves, we value the importance of cultivating a strong sense of character and an awareness and sensitivity towards others as appropriate to the age of the child.

It is the mission of the Day School to offer a balance between play and academics in an engaging, child-centered, and open-ended atmosphere. Using a child's intrinsic ability to explore through the five senses, our program emphasizes an authentic process that inspires growth. With ample indoor and outdoor space, our students are exposed to a variety of experiences, materials, and learning environments. Investigation, collaboration, creation, inquisitiveness, discovery, and questioning are fundamental to our daily routines. Our students thrive in an atmosphere that stresses kindness, safety and fun; impacting overall cognitive, social, emotional and physical growth. We guide our students to be effective communicators, problem solvers, and decision makers as well as productive and compassionate members of our community.



## Goals and Teaching & Learning Methods

### Social and Emotional Development

#### Goal

Positive social and emotional development in our students is a primary mission of Redeemer Parish Day School. It is important that our students learn to be cooperative and thoughtful members of a group, while displaying good manners and consideration for others. By promoting strong self-awareness, students will learn to engage effectively, respectfully, and compassionately with both their peers and adults. The Parish Day School offers ample opportunity for growth through daily interactions, classroom curriculum, a values and chapel program, community engagement, and school-wide collaborative units of study.

#### 2s

Social and emotional development for our two year olds begins with successful separation from parents and care givers. With their growing independence, greater emphasis is placed on self-help skills and social autonomy. As the year progresses, students learn to transition from one activity to the next, nurture a sense of self and personal space, and participate actively in circle time and classroom activities.

#### 3s

For three year olds, social and emotional development emphasizes adjustment to the school routine and transitions, following directions, active and polite engagement during circle time, and positive and respectful interaction with others. Growth in language and communication, expressing needs and feelings appropriately, and handling frustration and disappointment in a suitable manner are all highlighted at this age.

#### Pre-kindergarten

Developmentally, four year olds should begin to recognize personal feelings as well as those of others. Our goal is to help students learn to assist those in need, respond appropriately, and begin to formulate a solid understanding of the concept of friendship and inclusive behavior. They also learn to become productive members of our community by taking care of their environment and by performing classroom jobs.

#### Kindergarten

In kindergarten, students begin to comprehend how their behavior and decisions impact those around them. Our five year olds start processing and internalizing social norms and are expected to understand the concept of rules, boundaries, and respect for others. There is greater emphasis on independence and responsibility. Our kindergarteners begin to solve their own problems with a deeper consideration for the feelings and ideas of their peers.

#### Pre-first

As the oldest children in the school, our pre-first students are provided ample opportunity to develop skills of leadership, responsibility, and independence. With increased confidence in their talents and unique abilities, they have a more solid understanding of their own and others' emotions. Redeemer's pre-first students acquire stronger techniques for self-control and appropriate interactions with both peers and adults.

## **Language and Literacy**

### **Goal**

Literacy and language development is fundamental to learning. Pre-literacy skills and early language concepts are emphasized, beginning with our youngest students, promoting expressive and receptive competency. Through the use of daily read aloud time, literature, rhyming, dramatic play, library sessions and poetry; our students are prepared to acquire more complex skills. We strive to create confident and capable communicators.

### **2s**

The primary aim with our 2s is to help students express wants and needs through gestures and language growth. There is a focus on using first names, greeting one another, the retrieval of simple vocabulary, and repeating or generating rhyming words and song. Daily read aloud time and parent story time offer additional opportunities to foster comprehension and focused listening.

### **3s**

In the 3s, there is increased emphasis placed on listening, rhyming, and the opportunity for verbal response to literature and poetry, all precursors to becoming effective readers. Children are expected to find their names on placemats, cubbies and sentence strips; and students are exposed to early letter and sound identification. Speaking in more complex sentences and retrieving rhyming and opposite words are, as important pre-literacy skills, integral to the program.

### **Pre-kindergarten**

Development of auditory and verbal skills, visual recognition of upper case letters and their corresponding sounds, an exposure to lower case letters and beginning writing through the Handwriting Without Tears® and Wilson Foundations® phonics programs all form the backbone of the pre-kindergarten curriculum. An informal emphasis is placed on recognizing and categorizing opposites and synonyms, sequencing events and pictures, and retelling stories and experiences.

### **Kindergarten**

Our kindergarten curriculum emphasizes phonics, classic literature, and the advancement of language and comprehension skills. Through the Wilson Foundations® phonics and handwriting program and a literacy curriculum which focuses on Caldecott award-winning children's literature, students are exposed to the essential reading and writing skills necessary to become successful communicators. Students spend a portion of every day working in small groups aimed at individual developmental levels. They also attend a weekly library session and expand learned skills through Writer's Workshop.

### **Pre-first**

Using the Wilson Foundations® phonics and handwriting program, small group time, and leveled readers; our pre-first uses a first grade curriculum designed with the pacing of pre-first students in mind. Students spend a portion of each day working on skills targeted towards individual levels of development. Pre-first attends a weekly library session and Writer's Workshop, fostering their comprehension and fluency as readers and writers.

Kindergarten and Pre-first culminate their language and literacy studies at Redeemer through an end of the year Publishing Party, where the writing process is celebrated and individual and class created books are shared with members of our community.

## **STEM & Outdoor Learning**

### **Goal**

Curiosity, exploration, experimentation, and flexible thinking are the primary goals of the Day School's STEM (science, technology, engineering, and math) and outdoor learning curriculum. Through organized and informal classes in science and math, ample time playing and building with a variety of materials and manipulatives, the use of electronic whiteboards and a multi-sensory outdoor space; students are provided with abundant opportunity for discovery using their five senses. They create, manipulate, and journey to places beyond the classroom walls. We are fortunate to have an acre of playground space that includes a rain garden, climbing equipment, outdoor classroom area, and vegetable and herb gardens. Our environment promotes spontaneity and inquisitiveness within our students.

### **2s**

The curiosity of a two year old naturally feeds into our curriculum which encourages exploration through a variety of materials. Developing a beginning foundation in math, engineering, and science; our two year olds begin to differentiate attributes, explore the natural environment, construct and play with a variety of manipulatives, and classify by size, shape, and color.

### **3s**

Using students' natural abilities, the 3s program focuses on sorting, matching, classifying, and measuring. Our three year olds are given plenty of opportunity to observe, question, and begin making predictions. Students explore counting and number concepts, shapes, the weather, textures, plants, and animals.

### **Pre-kindergarten**

Through a multi-sensory approach, our four year old students experience science, math, and engineering through food preparation and cooking, observation and exploration of the natural environment, and an investigation of the seasons. Our students attend weekly science classes, use the University of Chicago Everyday Mathematics as a springboard for daily math activities, and are given the time and freedom to build, create, and play outside to support emerging skills.

### **Kindergarten**

Daily math lessons, weekly science sessions, ample time outdoors and opportunities for building and playing all support the kindergarten STEM and outdoor learning curriculum. Using the University of Chicago Everyday Mathematics program as a basis for mathematical investigations, students begin to delve into more complex concepts like estimation, logic, and problem solving while continuing their study of patterns, sequencing, and numerals. With a hands-on experiential approach to science, they are given opportunity to connect reason with ideas through observation, investigation, and experimentation.

### **Pre-first**

The University of Chicago Everyday Mathematics first grade curriculum, two weekly science classes, and a continued emphasis placed on exploration and manipulation of a variety of materials allow for strong STEM development in pre-first. Additionally, students spend weekly time working in interactive math stations and studying famous scientists and their fields of expertise through experimentation.

## **Creative Arts**

### **Goal**

The Day School's program emphasizes creativity, animated movement, and inventive expression in an environment that engages the children's imagination. Students are offered ample opportunity for creative innovation through weekly sessions in visual arts and music, everyday classroom experiences, and opportunities to perform; positively impacting confidence and originality. Our program is process-driven, highlighting the experience versus the finished product. Using the elements of art (line, shape, form, texture, space and color), students explore with a variety of mediums to design in a unique and individualized way. Young children have a natural affection for music which is fostered through singing, playing various rhythm instruments, and integrating movement to music. Musical literacy is built through the elements of rhythm, melody, harmony, and tone.

### **2s**

Exploring through movement, rhythm, and with a variety of mediums and materials; our 2s program begins to build a strong foundation for creative expression. Dancing, singing, painting, building and experimenting with patterns are integral to development at this age. Students are afforded the opportunity to discover and design with a variety of materials, fostering artistic freedom and self-assurance.

### **3s**

In the 3s, the creative process is supported through singing, listening discrimination, following directions to action songs, and exploring a variety of mediums and techniques. Students are provided with simple instruments, materials, and tools to develop fine motor growth and further foster artistic freedom.

### **Pre-kindergarten**

Creativity and increased confidence are fostered through individual and collaborative expression. With an emphasis placed on multi-sensory awareness, students are provided a variety of materials and experiences to experiment with color mixing, painting, stamping, rhythm, beat, instrument exploration, and listening to music to delve into mood and feeling.

### **Kindergarten**

Creative arts in kindergarten is discovery-centered and allows students to learn through observation, exploration, and invention. Not only do students continue to build skills based on the elements of art and music, they are also introduced to several famous artists and musical styles throughout the year.

### **Pre-first**

In pre-first, the students experience a more detailed study of the elements of art and music. At this level they begin making more complex choices and decisions regarding design, execution and performance. Through instrumental exploration, they develop music reading and listening skills, and they continue to observe and discover new art and design.

## **Play and Motor Development**

### **Goal**

Play and motor development are essential to the healthy growth of preschool-aged children. Our goal at Redeemer is to focus on ingenuity, adventure, joy, and friendship. Through imaginary and dramatic play, the manipulation of materials and tools, physical education, and outdoor free time; our students have the opportunity to express themselves and enjoy one another while developing necessary fine and gross motor skills.

### **2s**

Typically our two year olds begin the year in parallel play and gradually transition to a more interactive engagement with one another. They will have the opportunity to participate in symbolic and imaginative play and imitate the actions of adults as well as their peers. Learning to use and share toys appropriately, choosing activities independently, and nurturing emerging motor control are the primary goals.

### **3s**

Games, outdoor time, sand box activities and free choice in the playroom support our three year olds social interactions and motor development. Our students attend a weekly physical education class where they begin to understand a sense of peer engagement and the concepts of movement and body and space awareness, all while cultivating a stronger capacity to listen and follow directions.

### **Pre-kindergarten**

A greater emphasis on understanding personal space, taking turns, decision making, good sportsmanship, rule creation, and fairness all contribute to students' development through sensory exploration, dramatic play, and organized physical education classes. Our four year olds have access to a variety of materials, tools, and resources to encourage a mastery of age-appropriate skills. They cultivate a sense of teamwork while working on basic hand-eye coordination, cooperative play, and chasing and dodging.

### **Kindergarten**

In kindergarten, students gain necessary motor and social skills by being provided with the time and space for energetic and active play. Students further refine skills like throwing, catching, coordinated movement, and running in twice weekly physical education classes. Teamwork, fairness, and safety are emphasized. Students' evolving social skills are also dependent upon the opportunities and freedom to navigate unstructured time outside, in the playroom, and through role playing with their peers.

### **Pre-first**

Independence and responsibility drive play and motor growth in our pre-first students. While continuing to navigate both structured and unstructured time, our pre-first students are given greater autonomy to improve necessary social skills like negotiation, problem solving, and flexibility during outdoor and free play, as well as through their twice weekly physical education classes. Sportsmanship and the ability to follow basic game rules are emphasized.

## **Thematic Study and Cultural Awareness**

### **Goal**

Thematic study and cultural awareness contribute to our students' understanding of themselves, the community in which they live, and the larger world around them. Themes become more complex as the children grow and develop. Learning about the seasons and holidays, community helpers and the city in which we live, eventually evolves into learning about more abstract concepts like outer space, the time of the dinosaurs, and caring for our environment. Redeemer offers both in-house programs and field trips to further enhance thematic units of study.

### **2s**

In our 2s program, the primary goal is to help students begin to appreciate the world beyond themselves. Emphasizing friendship and a recognition of emotions help promote an understanding of this notion. Using a multi-sensory approach, students begin to discover that we all have similarities and differences and that we are part of and dependent upon the world in which we live.

### **3s**

Thematic study in our 3s helps students understand concepts that directly relate to their lives and well-being. Concrete topics like the seasons, community helpers, and transportation help students relate to the world on a personal level, while also beginning to comprehend the impact others and our environment have on daily life.

### **Pre-kindergarten**

Using a letter a week, our pre-kindergarten students expand their comprehension of life around them. The children are involved in science and outdoor nature exploration, cooking, hands-on art activities, and dramatic play to reinforce beginning sounds and letter recognition. Our curriculum also focuses on seasonal changes, holidays, and growing and changing within nature. Through a multi-sensory approach, students further develop their cognitive and physical understanding of how they fit into the world around them.

### **Kindergarten**

Our kindergarten program integrates thematic study and literature. Through investigation, exploration, and research; students will perform an in-depth study of a concept that is reflected in the weekly literature selection. They also use art, crafts, cooking, and music in a holistic approach to make connections between their own lives and the world around them.

### **Pre-first**

The pre-first curriculum creates opportunity to develop independent thoughts and conclusions through literature and thematic studies. Through thought-provoking class discussions, students expand their knowledge and delve deeply into concepts and ideas. They share their learning and expertise through research, writing, and presentation.

Kindergarten and Pre-first also attend weekly enrichment classes in both Spanish and world cultures. In Spanish, students are introduced to basic communication and introductory vocabulary related to everyday activities and classroom thematic units. Our world cultures studies allow students to learn more about other ethnicities and customs and their similarities and differences to ours through experiential learning, literature, crafts, and cooking.

## Thematic Units of Study

### 2s

Monthly shape and color  
Back to School/Redeemer Rules  
Emotions  
Farm  
Halloween  
Fall/Apples  
Thanksgiving  
Christmas  
Winter  
Dressing for Weather  
Groundhog Day  
Love and Friendships  
Valentine's Day  
Dr. Seuss  
Weather  
Spring  
Insects  
Mother's Day  
Summer Fun  
Pets

### 3s

Monthly shape and color  
Back to School/Redeemer Rules  
Mary Had a Little Lamb  
Fall  
Halloween  
Peter, Peter Pumpkin Eater  
Thanksgiving  
Little Boy Blue  
Christmas  
Weather  
Hibernation  
Little Jack Horner  
Animal Habitats  
Friendship  
Jack Be Nimble  
Author Study  
All About Me  
5 Senses  
Hickory Dickory Dock  
Spring  
Transportation  
Hey Diddle, Diddle  
Spring Flowers  
Easter  
Community Helpers  
Humpty Dumpty  
Ocean Life  
Counting Book

### Pre-kindergarten

Weekly activities are planned around each letter

Back to School/Redeemer Rules

A:	Alligators, Apples	U:	Underground, Underwater, Up, Ukelele
B:	Bubbles, Bears, Butter	V:	Volcano, Volume, Violets
C:	Cats, Clouds, Carrots	W:	Weather, Worms, Wands, Wind, Weaving
D:	Dinosaurs, Donuts, Dot to Dot	X:	X-rays, Exits
E:	Eggs, Elephants, Estimating	Y:	Yak, Yo-yos, Yams
F:	Friends, Fire Safety, Fish, Float/Sink	Z:	Zebra, Zoo
G:	Grass, Green, Games, Granola		
H:	Houses, Halloween, Hibernate, Hot Cakes		
I:	Insects, Icky Slime		
J:	Jaguars, Juggling, Jumping		
K:	Kangaroo, Kites		
L:	Lions, Leaping, Lemons		
M:	Measuring, Maps, Marshmallows, Monsters		
N:	Night, Numbers, Noise		
O:	Opposites, Octopus		
P:	Pig, Purple, Pattern		
Q:	Quilt, Queen, Quick		
R:	Robots, Rabbits, Rainbows, Ramps		
S:	Seed, Sun, Snakes, Seuss, Shapes, Shadows		
T:	Turtle, Tree, Tip-toe, Tiger, Tails, Teeth		

## **Kindergarten**

Back to School/Classroom Rules  
I Am Special  
The 5 Senses  
Apples  
Fall/Colors  
Farm  
Bats  
Nutrition  
Native Americans  
Pilgrims  
Christmas Symbols  
Opposites  
Animals in Winter  
Polar Animals  
Emperor Penguins  
Snow  
Presidents  
Dinosaurs  
Wheels/Inventions  
Solar System  
Easter/Spring  
The Rain Forest  
Under the Sea  
Insects  
Birds

## **Pre-first**

Back to School/Classroom Rules  
All About Me  
My Family and Friends  
Maps  
Chicks  
Farm  
Spiders  
Fall/Seasons/Weather  
Halloween  
Native Americans/Pilgrims/Thanksgiving  
Christmas  
Winter  
Hibernation  
Snow/Weather  
Polar Bears  
Valentine's Day  
Presidents  
Dinosaurs  
Solar System  
Easter/Spring  
USA, US Symbols, Landmarks  
States, Capitals, Cities  
Author Studies – Leo Lionni, Jan Brett  
Me on the Map