

BETHANY LUTHERAN EARLY LEARNING CENTER CURRICULUM

Bethany Lutheran Early Learning Center uses a curriculum that provides each child with developmentally appropriate activities and experiences. These activities and experiences contribute to the development of the whole child: spiritually, physically, intellectually, socially, and emotionally.

We implement the HighScope Curriculum into both of our classrooms, largely based on the Key Developmental Indicators listed below as bullet points. To learn more about this process and how it was developed visit the HighScope website at highscope.org.

BIBLE STORY

Each week we learn about and celebrate God's love for us through Bible stories and songs. Our Bible stories are selected from the Arch Books story set.

MUSIC

Each week we learn and practice a variety of music theory, follow the direction songs, musical instruments, or silly songs.

Creative Arts

- Music: Children express and represent what they observe, think, imagine, and feel through music.

MOVEMENT

Each week we learn and practice a large motor skill through a variety of games and activities.

Physical Development and Health

- Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.
- Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.
- Body awareness: Children know about their bodies and how to navigate them in space.
- Personal care: Children carry out personal care routines on their own.
- Healthy behavior: Children engage in healthy practices.

Creative Arts

- Movement: Children express and represent what they observe, think, imagine, and feel through movement.

SMALL GROUP

During this time, a small group of children meet with an adult to experiment with materials, try out new skills, and solve problems. Teachers develop a small group activity based on children's interests and particular skills, materials, or content areas that suit children's developmental learning needs.

Each subject area (listed below) is covered for one week. Each week builds knowledge on one or two specific components from that subject area. The five subject areas are repeated every five weeks.

Creative Arts

- Art: Children express and represent what they observe, think, imagine, and feel through two-and three dimensional art.
- Appreciating the arts: Children appreciate the creative arts.

Mathematics

- Number words and symbols: Children recognize and use number words and symbols.
- Counting: Children count things.
- Part-whole relationships: Children combine and separate quantities of objects.
- Shapes: Children identify, name, and describe shapes.
- Spatial awareness: Children recognize spatial relationships among people and objects.
- Measuring: Children measure to describe, compare, and order things.
- Unit: Children understand and use the concept of unit.
- Patterns: Children identify, describe, copy, complete, and create patterns.
- Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.

Literacy, Language, & Communication

- Comprehension: Children understand language.
- Speaking: Children express themselves using language.
- Vocabulary: Children understand and use a variety of words and phrases.
- Phonological awareness: Children identify distinct sounds in spoken language.
- Alphabetic knowledge: Children identify letter names and their sounds.
- Reading: Children read for pleasure and information.
- Concepts about print: Children demonstrate knowledge about environmental print.
- Book knowledge: Children demonstrate knowledge about books.
- Writing: Children write for many different purposes.

Science & Technology

- Observing: Children observe the materials and processes in their environment.
- Classifying: Children classify materials, actions, people, and events.
- Experimenting: Children experiment to test their ideas.
- Predicting: Children predict what they expect will happen.
- Drawing conclusions: Children draw conclusions based on their experiences and observations.
- Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.
- Natural and physical world: Children gather knowledge about the natural and physical world.
- Tools and technology: Children explore and use tools and technology.

Social Studies

- Diversity: Children understand that people have diverse characteristics, interests, and abilities.
- Community roles: Children recognize that people have different roles and functions in the community.
- Decision making: Children participate in making classroom decisions.
- Geography: Children recognize and interpret features and locations in their environment.
- History: Children understand past, present, and future.
- Ecology: Children understand the importance of taking care of their environment.

WORK TIME

Plan-Do-Review

This three-part sequence is unique to the HighScope Curriculum. It includes a period during which children plan what they want to do during work time (the area to visit, materials to use, and friends to play with); a work time for children to carry out their plans (or shift to new activities that interest them); and another period for reviewing and recalling with an adult or other children what they've done and learned.

Creative Arts

- Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.

SOCIAL DEVELOPMENT

Approaches to Learning

- Initiative: Children demonstrate initiative as they explore their world.
- Planning: Children make plans and follow through on their intentions.
- Engagement: Children focus on activities that interest them.
- Problem Solving: Children solve problems encountered in play.
- Use of resources: Children gather information and formulate ideas about their world.
- Reflection: Children reflect on their experiences.

Social and Emotional Development

- Self-identity: Children have a positive self-identity.
- Sense of competence: Children feel they are competent.
- Emotions: Children recognize, label, and regulate their feelings.
- Empathy: Children demonstrate empathy towards others.
- Community: Children participate in the community of the classroom.
- Building relationships: Children engage in cooperative play.
- Moral development: Children develop an internal sense of right and wrong.
- Conflict resolution: Children resolve social conflicts.