

Curriculum Guide

Kindergarten 4



International School
of the Sacred Heart

Art

The Art curriculum in the Kindergarten introduces the students to a variety of creative experiences. The curriculum encourages personal expression using a variety of techniques and materials. Elements of design are integrated into all activities (color, form, line, value, texture, repetition and proportion). Students are introduced to the art of different cultures and the works of master artists, their lives, techniques and styles. Subjects taught in the grade level classes are integrated throughout the Art curriculum.

The Kindergarten Art curriculum develops students' abilities to:

- Recognize a variety of lines and shapes.
- Identify primary and secondary colors, telling how they are made.
- Use media and materials in a safe and responsible way.
- Recall specific works of art belonging to different artists, places, cultures and times.
- Respond and express their personal feelings, memory and imagination through their own art work.
- Recognize and implement the elements and principals of design.

Child Protection Program

The International School of the Sacred Heart promotes a safe and welcoming environment in which each person is valued, cared for and respected. Schools fill a special institutional role

in society as protectors of children. Schools need to ensure that all children in their care are afforded a safe and secure environment in which to grow and develop, both at school and away.

Program's Main Ideas:

We all have the right to feel safe all of the time
Nothing is so awful we can't talk about it

Lesson 1: Feeling Safe

Lesson 2: Taking Risks

Lesson 3: Nothing is so awful we can't talk about it with someone

Lesson 4: Everyone has the right to feel safe all of the time

Lesson 5: Touching Rule

ESL

English as a Second Language (ESL) classes are offered by the kindergarten ESL specialist for those students whose first language or mother tongue is a language other than English.

Upon enrolment in the kindergarten, students are assessed by the ESL specialist to determine if support is needed and, if it is, the specialist will also nominate the type of ESL program into which the student should be enrolled.

These programs are designed to provide both survival English (particularly initially when the student will need to know how to ask for help) as well as English for academic purposes (colors, numbers, shapes and the alphabet). They are generally designed for those students who have little to no English and the number of classes provided per week will depend on the student's English language level.

IPC (Science and Social Studies)

The International Primary Curriculum (IPC) is an international program aimed at K3-Grade 4 children growing up in the 21st Century. At ISSH, the IPC encompasses Science and Social Studies topics that are developmentally linked to reflect the growing complexity in thinking as children mature, as well as the rapidly changing world we live in.

One important and overarching principle that defines the IPC is its objective to encourage international-mindedness in the student body.

This can be defined further as engaging in learning that fosters universal values, intercultural understanding and non-violent conflict resolution.

Through student centered inquiry based learning a love of learning is encouraged and the necessary key skills and personal qualities that will enable children to be successful in life are introduced and expanded upon.

Currently IPC themes for K4 are:

- Family and Friends: An inquiry into the importance of friendship, building relationships and how we celebrate together
- Let's Pretend: An inquiry into and interpretation of traditional tales through music, drama and puppetry
- Animals: An inquiry into how we classify animals and group information
- Sand and Water: An inquiry into the properties of water and sand

Japanese Culture

The objective of this course is to introduce Japanese culture and to develop an understanding and appreciation of culture in everyday life. Students learn Japanese culture and some basic Japanese through various activities. Students also discover and reflect on their own culture and language in this study.

Language Arts

Language is an integral part of every subject in the curriculum, affecting children's ability to form concepts, access information and to develop and maintain relationships. The ultimate purpose of the Language Arts curriculum is to teach students the language abilities they need to communicate effectively as individuals and as contributing members of society. The focus of our Language Arts program is to develop and reading and writing skills so that students become readers and writers. Our Language Arts program provides rich and varied experience in each of the four interrelated language skills: reading, writing, listening and speaking.

Reading:

K4 students learn to:

- show interest and enjoyment in reading
- choose reading material and has favorites
- use pictures to tell a story
- track words from left to write
- develop awareness that print conveys meaning
- retell a simple story

Writing:

K4 students learn to:

- write from left to right and top to bottom
- use pictures and print to convey meaning
- write recognizable letters to represent words
- recognize letter names and sounds

Listening and Speaking:

K4 students learn to:

- speak clearly and fluently in simple sentences
- communicate ideas, needs and feeling through language
- be able to ask and answer questions
- participate in class discussions
- retell events

Library

The school library is a fundamental core to the promotion of the love of reading. Reading for enjoyment and pleasure can be a lifelong joy to a student in addition to facilitating all other school endeavors. Knowledge of the library and associated library skills enhance students' powers of observation, critical thinking, growth in appreciation of other cultures and realization of the many opportunities and ideas in the world today. Reading can open doors to a tremendous wealth of creativity and ideas for the future. To meet these ideals the purpose of the library is to promote reading and literacy as a true pleasure and source of enjoyment to the students.

The library works closely with the classroom teachers and their programs. It provides a source of information for the classroom and is a research center for the staff and students. Every Kindergarten class comes to the library once a week for a scheduled library period. The students may listen to a story, learn about different authors, be introduced to new books in the library, or be taught library skills which help them to locate books or information. Relevant books are displayed and bulletin boards will reflect various themes.

Parents are encouraged to check out books to support their children's reading and research and can do this between 3:00 to 3:30 p.m. daily. As library classes are held throughout the school day, parents may not check out books during school hours. Parents will need to register for a "library account" from the Kindergarten and Junior School Librarian.

Mathematics

Number Concepts and Computations:

- Understands that numerals are symbols used to represent quantities or attributes of real world objects
- Reads writes and recognizes numbers 0-10
- Demonstrates one to one correspondence 0-12

Measurement and Geometry:

- sorts and classifies objects by one attribute
- identifies and names the properties of 2D shapes
- uses non standard units to measure
- Understands sequence of events
- Uses positional language to describe location of object

Probability and Data:

- understands simple graphs
- makes prediction based on routine events

Algebra and Patterns:

- recognize, copies and creates simple patterns

Music

Music in the Kindergarten and Junior School focuses on developing a love and appreciation of music through song, dance, movement and instrumental performance.

At all levels, music is taught as a language, with the aural and physical experiences preceding the cognitive. From the very first days in the music

classroom, the foundation to music literacy is laid using visual icons and manipulatives, melodic hand signs and “stick” notation. Students progress towards fluency with standard music notation in the later grades.

The music program also strives to address a number of other skill areas. By taking part in musical games and activities, children develop self-confidence, effective communication skills and conflict resolution strategies. Music also develops the intellectual faculties; discerning patterns and variations brings the child’s cognitive abilities into play, and learning the words, melody and actions of a song aids memory development. Developing proper technique on classroom instruments (drums, xylophones, recorder) promotes physical coordination and manual dexterity. Additionally, musical experiences awaken the child’s imagination, relieve internal tension and pave the way for more abstract thought processes.

Above all, students are instilled with a realization that music is a natural human expression that celebrates the richness and beauty of the world around them.

More specifically, students in K4:

Singing

- Know (be familiar with) a repertoire of about 25 rhymes, folk songs and singing games
- Sing songs with a range of 3-6 notes
- Sing approximately in-tune with the teacher’s help

Melody

- Discern high/low sounds
- Discern loud/soft sounds

- Recognize familiar melodies when hummed or played on an instrument

Rhythm

- Sing songs with different motions expressing the beat using clapping, walking, etc.
- Use simple ostinatos to accompany a song

Part Work

- Sing a song and accompany it with a motion showing the beat
- Perform echo games and songs

Improvisation

- Improvise new words to a familiar song
- Improvise a motion to accompany a song

Physical Development

Your child's physical development is an important part of the K3 curriculum. Physical development includes both fine and gross motor skills.

Throughout the K3 academic year the following skills develop at varying paces:

- Has established hand dominance.
- Uses scissors with control.
- Uses large pencil or crayon with control.
- Draws simple forms and pictures.
- Attempts writing with pencil, marker or crayon.
- Demonstrates motor planning.
- Runs and gallops with coordination.
- Jumps with feet together.
- Hops on one foot.

Physical Education

The Kindergarten Physical Education curriculum is designed to develop and refine the students' basic gross and fine motor skills. It introduces sports activities relevant to the students' age and ability. Each unit places an emphasis on particular motor skills as well as general fitness principles and social skills. The curriculum provides opportunities for the students to develop a positive self-image. The importance of sharing, working with one another, good sportsmanship is stressed at each grade level.

The Physical Education curriculum develops the following:

Social Skills

- Listening/following instructions
- Values of winning and losing
- Values of cooperation and teamwork
- Values of sharing (ideas, equipment, time)

Physical Skills

- Flexibility
- Cardiovascular fitness
- Muscular strength
- Muscular endurance

Motor Skills

- Agility
- Coordination
- Balance
- Speed
- Reaction time
- Rhythm

Technology

The main aim of Computer Laboratory classes is to give each student an understanding of how to use a computer to enhance their learning skills.

The K4 Computer curriculum develops students' abilities to:

- Revise the Laboratory procedures: tidying up the mouse, headphones and stools, and emergency evacuation procedures.
- Learn the names of and parts of a computer system.
- Start and exit all the programs they use.
- Practice reading skills using various websites: match words/pictures, choose words to complete sentences, and build a simple sentence.
- Use Word Processing skills of: enter and delete text, capital letters, move cursor using arrow keys, and use proper spacing between words.
- Use the Internet for online learning
- Support and enhance classroom learning in all curricular areas.

Values

The Values program deals with issues such as rights and responsibilities, friendships and relationships, and festivals of some of the world's major religions.

The aims of the program are:

- To foster a spirit of love, forgiveness, patience, tolerance, compassion, and respect.
- To learn how to pray/reflect on a daily basis, communal/personal.
- To share their experiences with others.
- To learn about God who loves each one of us.
- The goals and criteria of the Sacred Heart schools.
- History of the Society of the Sacred Heart.

- Learn about Saint Madeleine Sophie Barat and Saint Philippine Duchesne.
- Celebrate Sacred Heart schools' feast days.
- Celebrate Catholic feast days:
Advent/Christmas, Lent/Easter.
- Celebrate feast days of other religions.

Values is integrated into all aspects of school life, as well as other areas of the curriculum.