



DWIGHT SCHOOL

Igniting the spark of genius in every child

3s Program Curriculum Handbook for Families | 2015-16

3s PROGRAM CURRICULUM HANDBOOK FOR FAMILIES

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MISSION STATEMENT

Dwight is dedicated to igniting the spark of genius in every child. Kindling their interests, we develop inquisitive, knowledgeable, self-awared, and ethical citizens who will build a better world.

INTERNATIONAL BACCALAUREATE MISSION STATEMENT

The International Baccalaureate Organization aims to develop inquiring, knowledgeable, and caring young people who help create a better and more peaceful world through intercultural understanding and respect. To this end, the IB works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

PHILOSOPHY, GOALS, AND OBJECTIVES

We are a school where children are happily engaged and where they feel cared for and understood. An environment such as this fosters children's sense of discovery about the world around them and develops their capacity to connect with others.

Dwight facilitates a child-centered and inquiry-based educational approach, which fulfills the potential of children today so that they can become the leaders of tomorrow.

Dwight Believes in:

- Fostering social, emotional, intellectual, and physical development.
- Promoting the emotional development of children to encourage a strong sense of self.
- Employing a team of highly qualified teachers who are trained to apply the best practices in early education within a nurturing environment for the children.
- Using the Primary Years Program (PYP) of the International Baccalaureate to teach children in a fun, playful environment ensuring that learning is engaging, relevant, challenging, and significant.
- Encouraging and enabling children to be responsible members of a diverse world community.
- Igniting the spark of genius in every child.



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CURRICULUM

Primary Years Program (PYP)

The PYP offers a rich and stimulating curriculum that is designed to generate an enthusiasm for lifelong learning. Children are challenged to think, create, ask questions, take risks, and discover new things in a happy and caring environment. At the center of the PYP curriculum are five essentials elements: *knowledge, concepts, skills, attitudes, and action*. The aim of the program is to help students acquire a holistic understanding of six transdisciplinary themes through the interrelatedness of these essential elements. The six themes are: who we are, where we are in place and time, how we express ourselves, how the world works, how we organize ourselves, and sharing the planet. In the 3s and 4s programs, children participate in four units of inquiry over the course of the school year.

Role of Inquiry/Units of Inquiry

Inquiry in the early childhood classroom provides opportunities for students to be actively involved in their own learning. Inquiry can take many forms such as exploring, wondering, questioning, experimenting, and making connections between previous learning and current learning. As we learn topics that provoke excitement and promote further inquiry from students, teachers will facilitate discussions and activities that will aim to satisfy these inquiries. The ways in which we will do this will include artistic expression, long-term projects, adding open-ended materials in various center areas, and group discussions.

The students will study the following units during the year:

<i>Unit of Inquiry: Who We Are</i>	
<p><i>Transdisciplinary theme</i></p> <p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships, including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p>	<p><i>Central Idea</i></p> <p>We all grow and change</p> <p><i>Lines of inquiry</i></p> <ul style="list-style-type: none"> • Physical and emotional characteristics • Making caring choices • How we grow and change



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<p>Main subject focus Science</p> <p>Other subject focuses Social Studies Personal, social, and physical education</p> <p>Key concepts Change, reflection, responsibility</p> <p>Related Concepts Self-awareness, discovery</p>	
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<p>Unit of Inquiry: Where We Are in Place and Time</p>	
<p>Transdisciplinary theme An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations, and migrations of humankind; the relationships between the interconnectedness of individuals and civilizations, from local and global perspectives.</p> <p>Main subject focus Social studies</p> <p>Key concepts Causation, function, perspective</p> <p>Related concepts Transportation, geography</p>	<p>Central idea People travel to different places</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Different ways people travel • Where people travel • Planning and preparing for travel

<p>Unit of Inquiry: How We Organize Ourselves</p>	
<p>Transdisciplinary theme An inquiry into the interconnectedness of human-made systems and communities; the</p>	<p>Central idea People have roles and responsibilities in the community</p>



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<p>structure and function of organizations; societal decision-making, economic activities, and their impact on humankind and the environment.</p> <p>Main subject focus Social studies</p> <p>Other subject focuses Personal, social, and physical education</p> <p>Key concepts Form, responsibility, function</p> <p>Related concepts Community, roles, organization</p>	<p>Lines of inquiry</p> <ul style="list-style-type: none"> • Communities around us • Roles of people in a community • Responsibilities of people in a community
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THE LEARNER PROFILE

As part of the IB program, we introduce the Learner Profile words to our students. Through modeling, description, and constant exposure of these words, our goals are for the children to use them in their language, identify what they mean, and point out when they or others have exhibited them. We encourage families to use the Learner Profile words as a part of their language at home as well.

As students we strive to be:

Communicators

We use words and pictures to express our thoughts and ideas. We know more than one language.

Caring

We are kind and thoughtful to the people, plants, and world around us. We try to make people happy.

Risk Takers

We have the courage to try new things.

Inquirers

We are curious and enjoy learning. We ask questions to find out about our world.

Thinkers

We use our brains to solve problems and make good decisions.



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Knowledgeable

We show an interest in school and we remember what we have been taught.

Principled

We share and play well with other children.

Open-Minded

We listen to others.

Balanced

We understand our physical, intellectual, spiritual, and social well-being.

Reflective

We know when we have done our best work and think about the world around us.

LEARNING THROUGH CONSTRUCTIVE, PURPOSEFUL PLAY

Young children are like little scientists who are continuously exploring the unknown. One major way for them to explore, understand, and relate to the world around them is through play. Play becomes an intricate part of a young child's development, and the pathway to reach cognitive, social, emotional, physical, and language milestones.

Play is considered to be children's work. Through this work, children learn about who they are and about the world around them. By allowing ample playtime, children use language to engage with friends, inquire about new topics, and explore new materials. These play times throughout the day provide meaningful experiences for building skill sets, thus creating foundations for success in later school experiences. The following are the skills that children develop when engaging with the materials in the learning centers.

LEARNING ENVIRONMENT

Routines — Weekly schedule components include:

Circle Time

- Developing listening and speaking skills
- Promoting turn-taking
- Developing social skills
- Strengthening attention span
- Developing literacy and mathematics skills



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Work Time/Choice Time

- Introducing a new concept, skill, or material
- Working independently or in a small group with a teacher
- Exploring the learning centers (e.g., blocks, dramatic play, manipulatives, art)
- Encouraging conversations and the sharing of ideas
- Lengthening attention span

Story Time

- Exposing children to different genres of literature, authors, and illustrators
- Developing a sense of a story with beginning, middle, and end
- Allowing children to make predictions, encouraging discussions, and raising questions
- Rereading favorite stories allows children to “read” stories themselves, retell it to others, and match language to text
- Developing prereading and prewriting skills

Music/Movement

- Incorporates singing, dancing, finger play, movement games, instruments, bean bags, and scarves to enhance gross motor skills
- Developing coordination, rhythm, and different ways of moving (e.g., marching, jumping, wiggling, turning, etc.)
- Developing body and spatial awareness
- Using imagination and creativity
- Developing language skills

Cooking

- Promoting cooperation and turn-taking
- Developing mathematics skills of counting, measuring, using fractions
- Giving opportunities to engage in scientific concepts such as predicting and observing changes
- Developing language skills and vocabulary
- Discussing nutrition
- Exploring and sharing food from other cultures
- Exploring senses of sight, touch, smell, and taste
- Being a risk-taker by trying something new

Learning Centers Include:

Blocks

- Understanding basic concepts of math and physics as well as spatial awareness
- Developing gross and fine motor skills
- Developing language skills
- Promoting teamwork and sharing ideas



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- Developing problem solving and negotiation skills
- Exploring shape, size, and symmetry
- Exploring stability and balance through trial and error
- Developing creativity, imagination, and dramatic play

Dramatic Play

- Promoting imagination and recreating situations, role playing
- Developing language skills, putting thoughts into words
- Working together and sharing ideas
- Developing problem solving and social skills
- Strengthening pre-literacy skills
- Exploring materials through imaginative play

Manipulatives

- Exploring materials such as plastic letters, pattern blocks, legos, puzzles, etc.
- Understanding patterning and sequencing
- Developing problem solving skills and cooperation
- Developing fine motor skills and hand-eye coordination
- Counting, building, and creating representations
- Developing notion of “more” and “less”
- Developing spatial awareness

Art

- Focusing on the process, not the product
- Strengthening fine motor skills
- Exploring and sharing materials
- Exploring shape, color, line, form, patterns, texture, etc.
- Expressing ideas, using imagination, and creativity
- Developing pre-writing skills
- Developing language skills
- Understanding properties

Library

- Promoting a love of books and reading
- Developing proper care for books
- Developing turn-taking and sharing
- Developing pre-reading skills
- Exposing children to a variety of different kinds of books, both fiction and non-fiction

Discovery/Science

- Developing a natural curiosity for the world around us
- Exploring, experimenting, making discoveries
- Questioning, predicting, making observations



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- Using a variety of tools (e.g., magnifying glasses)

Sensory Table

- Exploring sensation of different materials (pasta, water, rice, beans, shaving cream, sand, playdough, etc.) through touch, sight, sound, and smell
- Learning basic science concepts as well as the scientific method: “I wonder what will happen if...” and hypothesizing
- Learning properties and how they work (e.g., texture, shape, size, sinking or floating)
- Observing changes, making representations
- Developing language skills
- Using mathematical skills of measuring, counting, comparing, weighing, and sorting
- Promoting imagination and sharing
- Understanding of spatial awareness

AREAS OF DEVELOPMENT AND LEARNING

SOCIAL AND EMOTIONAL DEVELOPMENT

Dwight Preschool’s social-emotional standards reflect an amalgamation of the standards set by New York State, Creative Curriculum, and by the International Baccalaureate’s Primary Years Program for personal, social, and physical education.

The students will:

Identity

1. Regulate own emotions and behaviors
 - Manages feelings
 - Follow limits and expectations
 - Takes care of own needs appropriately

Interactions

1. Establish and sustain positive relationships
 - Forms relationships with adults
 - Responds to emotional cues
 - Interacts with peers
 - Makes friends
2. Participate cooperatively and constructively in group situations
 - Balances needs and rights of self and others
 - Solves social problems



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Physical Development and Health

Dwight's physical development and health standards reflect an amalgamation of the standards set by Creative Curriculum and the International Baccalaureate Primary Years Program.

The students will:

1. Demonstrate traveling skills
2. Demonstrate balancing skills
3. Demonstrate gross-motor manipulative skills
4. Demonstrate fine-motor strength and coordination
 - Use fingers and hands
 - Use writing and drawing tools

LANGUAGE AND LITERACY

Dwight's language and literacy standards reflect an amalgamation of the standards set by Creative Curriculum and the International Baccalaureate Primary Years Program.

The students will:

Reading

1. Demonstrate phonological awareness
 - Notice and discriminate rhyme
 - Notice and discriminate alliteration
 - Notice and discriminate smaller and smaller units of sound
2. Demonstrate knowledge of the alphabet
 - Identify and name letters
 - Use letter-sound knowledge
3. Demonstrate knowledge of print and its uses
 - Use and appreciates books
 - Use print concepts
4. Comprehend and respond to books and other texts
 - Interact during read-alouds and books conversations
 - Use emergent reading skills
 - Retell stories



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Writing

1. Demonstrate emergent writing skills
2. Write name
3. Write to convey meaning

Speaking

1. Use language to express thoughts and needs
 - Use an expanding expressive vocabulary
 - Speak clearly
 - Use conventional grammar
 - Tell about another time or place
2. Use appropriate conversational and other communications skills
 - Engage in conversations
 - Use social rules of language

Listening

1. Listen to and understand increasingly complex language
 - Comprehend language
 - Follow directions

Viewing

1. Demonstrate that they understand what they observe

Presenting

1. Demonstrate their ability to express their ideas using a variety of media

COGNITIVE DEVELOPMENT

Dwight Early Childhood Division cognitive development standards reflect an amalgamation of the standards set by Creative Curriculum and the International Baccalaureate Primary Years Program.

The students will:

Approaches to learning

1. Demonstrate positive approaches to learning
 - Attend and engage
 - Persist
 - Solve problems
 - Show curiosity and motivation
 - Show flexibility and inventiveness in thinking



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2. Remember and connect experiences
 - Recognize and recall
 - Make connections
4. Use classification skills
5. Use symbols and images to represent something not present
 - Think symbolically
 - Engage in sociodramatic play

Mathematics

Data handling

1. Sort, classify, and organize objects by size, number, attributes, and other properties

Measurement

1. Compare and measure

Shape and space

1. Explore and describe spatial relationships and shapes
 - Understand spatial relationships
 - Understand shapes

Pattern and Function

1. Demonstrate knowledge of pattern

Number

1. Use number concepts and operations
 - Count
 - Quantify
2. Connect numerals with their quantities

Science and Technology

1. Use scientific inquiry skills
2. Demonstrate knowledge of the characteristics of living things
3. Demonstrate knowledge of the physical properties of objects and materials
4. Demonstrate knowledge of the Earth's environment
5. Use tools and other technology to perform tasks

Social Studies

1. Demonstrate knowledge about self
2. Show basic understanding of people and how they live
3. Explore change related to familiar people or places



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4. Demonstrate simple geographic knowledge

ARTS

Dwight's art standards reflect an amalgamation of the standards set by Creative Curriculum and the International Baccalaureate Primary Years Program.

The students will:

1. Explore the visual arts
 - Show appreciation for various forms of visual art
 - Show appreciation for the artwork of peers
 - Communicate what he or she sees and how it makes him or her feel
 - Use and care for art materials
 - Explore different materials, tools, and processes
 - Show increasing awareness of color, line, form, texture, space, and design in his or her artwork of the work of others
 - Communicate about his or her artwork
2. Explore dance and movement concepts
 - Communicate feelings and ideas through dance and movement
 - Demonstrate spatial awareness, location, directions, levels and pathways
 - Demonstrate effort awareness, speed, force and control
 - Demonstrate relational awareness with the physical self, with body shapes and size, roles with other people and in space
3. Explore drama through actions and language
 - Show that real-life roles can be enacted
 - Communicate a message or story through action and dialogue
 - Represent ideas through drama
 - Show appreciation of the dramatizations of others

Music

1. Demonstrate the ability to perceive, perform, and respond to music
 - Describe the characteristics of musical sound
 - Develop the skills required for the performance of music
 - Develop the ability to respond to musical sound through movement
2. Develop an understanding of music as an essential aspect of history and human experience
 - Recognize music as a form of individual and cultural expression
 - Develop a perspective of music's role in human history



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- Develop a comprehension of the relationships of music to the other fine arts
- 3. Develop the ability to creatively organize musical ideas and sounds
 - Develop the ability to improvise music
- 4. Demonstrate knowledge of music careers
 - Recognize the uses of music in everyday life and related careers

FOREIGN LANGUAGE

Dwight's foreign language standards reflect an amalgamation of the standards set by New York State and by the American Council on the Teaching of Foreign Languages.

The students will:

Spanish

Speaking/Listening

1. Understand target language through songs, games, daily routines, and storybooks
2. Respond appropriately to simple commands and instructions
3. Communicate and express simple greetings, words and phrases

Reading/Writing

1. Recognize and use basic words to communicate meaning, label, and recall

PORTFOLIOS

Each child will have a portfolio, which will show his or her development and growth throughout the year. These portfolios will contain art pieces, writing samples, photographs, and anecdotal records. In order for the children to have ownership of these portfolios, they will have opportunities to select the work they wish to “showcase.” As children complete various kinds of work, we will place them in a file folder, which will later be transferred to this portfolio. For this reason, some of the work you see in class may not be sent home immediately. There will be various times in the year that you will have opportunities to see these portfolios to witness their development (e.g., at parent/teacher conferences).