

CURRICULUM ELEMENTS

Project work enriches our curriculum and creates authentic learning experiences. The topics for our in-depth investigations are taken directly from the interests of the students. The direction of the project reflects the ongoing and emerging interests of the students. Woven into each project are the Ohio Early Learning and Development Standards.

Writer's/Reader's Workshop

Teachers purposefully choose read aloud stories written by "mentor worthy" authors and help children investigate the crafts of writing. Through this work, children begin to see themselves as writers and readers. Quality children's literature provides the basis for Writer's/Reader's Workshop. Time is given daily to share student writing and to "celebrate approximations!"

Environment

The environment is often referred to as "the third teacher." Materials are chosen purposefully by the teachers to reflect the interests of the children, the natural world, home, and to promote exploration. An enriching environment aids children in attaining skills and making discoveries.

The Studio

The Studio is a laboratory for Project Work and creative expression. The Studio teacher facilitates and provokes the students as they work with a rich variety of materials. Introduction to a broad range of materials and bringing ideas to life are the foundations of The Studio.

Large Motor

Both indoor and outdoor large motor areas are planned to provide a combination of organized activities (e.g. yoga, parachute play, obstacle course...) and free play. This provides children with the optimum opportunity for healthy physical development.

Content Standards

A list of Ohio Early Learning and Development Standards are used by teachers to provide a framework for lesson and environment planning. These Standards are aligned with Ohio Kindergarten Standards and are woven into each of the other curriculum areas. These standards ensure that our children are learning the essential concepts and skills in the areas of math, language arts, social studies and science.

Conscious Discipline

A classroom management system that uses daily challenges to teach character development, conflict resolution, social skills and self regulation. This system is based on 3 major premises:
¹ controlling ourselves is possible (without the use of threats and bribes),
² connectedness leads to cooperation and ³ conflict is an opportunity to teach.