



St. Mark's Episcopal School Statement of Curriculum

Mission Statement

The mission of St. Mark's Episcopal School is to encourage spiritual, intellectual, social, emotional, and physical development in young children through an enriched curriculum, rooted in the Christian faith. Within a nurturing Christian community, St. Mark's Episcopal School builds in each child the foundation for good character and a lifelong love of learning.

Philosophy

St. Mark's Episcopal School fosters an early childhood education which honors the unique value and beauty of all children as creations of a loving, empowering God. Based on nurturing Christian values which mirror our Episcopal identity, St. Mark's Episcopal School integrates spiritual formation, joyful discovery, and playful creativity into our daily curriculum, enabling children to reach their full potential.

St. Mark's Episcopal School Curriculum Model

Overview

At St. Mark's Episcopal School, the curriculum is designed to provide learning experiences that have measurable learning objectives at each age level. The classroom units provide a broad range of content that is socially relevant, intellectually engaging and personally meaningful to the children. The units incorporate a variety of approaches and teaching methodologies that meet the needs of a wide range of learning differences.

These learning areas are pre-reading, math, and science, social studies, art, and music activities. Throughout the learning centers in each classroom, the teacher will allow the children to link their life experiences with each unit that is being taught.

A variety of distinctive learning opportunities provide individual and group interactive learning experiences with selected materials. In addition, older students work with specific academic curriculum materials in the areas of phonics, mathematics and handwriting.

Age Level Year Goals

St. Mark's Episcopal School has specific goals for each age level. The goals are designed to reflect achievement in the areas of social/emotional, cognitive, and physical development. The goals are stair-stepped from one age level to the next in order to provide building blocks for success at each school-age level.

EXEMPLARY STANDARDS FOR EXEMPLARY RESULTS

Classroom Activity Learning Centers

Overview

Each classroom provides hands-on learning centers for children to explore various areas of learning. The learning centers support individual and group interactive learning experiences with selected materials. Centers revolve in content and coordinate with the unit of study. All materials are hands-on materials and manipulatives that complement the varying developmental levels of the children in the classroom. The following list of specific learning areas will be addressed in each classroom unit:

Language and Early Literacy: Reading corner, felt and magnetic boards, listening/read-along tapes, rhyming games, rings of sight words, story recorders, alphabet activities, telephones, clipboards, stencils, note pads, envelopes and journals.

Handwriting: Variety of writing implements and surfaces, both vertical and horizontal, tracing activities, Handwriting letter blocks, tracing, experimentation games with words, sounds, and sentences utilizing dry-erase easel.

Mathematics: Attribute blocks, small wooden blocks and shapes, games such as tangrams, puzzles, stacking toys, matching, measuring materials, calendar counting, fraction pieces, counting and sorting pieces, dominoes, play money, classifying and categorizing.

Science: Science/Mystery baskets containing items presented by teacher or items collected by students or items related to a particular area of study such as turkey feathers and corn during Thanksgiving study. Also, materials related to weather maps, magnifying glasses, water play, sensory table, scales, microscope, plants, color prisms, growth charts, nutrition charts, cooking, color paddles, magnets, pebbles, rocks, seeds, bird's nest, and shells.

A Garden Area will be built in the Outdoor Learning Center.

Social Studies: Collections of diverse ethnic and cultural artifacts and customs will be shared. Students will experience maps, globes, flags, materials related to environmental issues, materials related to people's jobs, toy animals, dolls and puppets. Each classroom is designed with Community Center.

Personal and Social Development: Role playing supplies in dress-up, home and props areas, group-oriented construction floor toys, play sets, toy animals, and puppets are available in the Dramatic Play Center in each classroom. Large and small blocks used for variety of expressions.

Fine Arts * Music * Expression: Variety of art materials and surfaces (art easel, dry-erase boards, sand paper, felt, material), wrapping paper, as well as musical instruments, singing activities, music players and voice recorders are provided in the Art/Creativity center in each classroom. Sensory exploration of different textures and materials will be made available to all students.

Fine Motor Development: Table manipulatives such as tongs, eye droppers, small building toys, gear toys, glue bottles, play dough, and clay will assist with each child's fine motor skill development.

EXEMPLARY STANDARDS FOR EXEMPLARY RESULTS

Gross Motor Development: The playground is an extension of the classroom where sensory, social and physical opportunities are available to supplement and balance the important classroom experience. Water, sand, moveable giant cubes and pieces, in addition to the playground equipment, all challenge large motor and social learning. Our Outdoor learning Center will consist of 2 play structures. The play structures will be surrounded by Rubber Mulch! The Outdoor Learning Center will also have a hill made on one side, and a large pavilion constructed for the children to use for outdoor lunches, creative arts, or just to get the energy out!(in the future)

Godly Play – Godly Play teaches children the art of using Christian language – parable, sacred story, silence and liturgical actions – helping them become more fully aware of the mystery of God’s presence in their lives. It’s about understanding how each of the stories of God’s people connects with the child’s own experience and relationship with God. Weekly lessons with hands-on manipulatives create a fun and enriching experience for the children.

Chapel – The student’s will attend a chapel service one time a week. Chapel services will be conducted in a developmentally appropriate style with music and prayer.

Specific Academic Curriculum Materials

Activities at each age level address social/emotional, cognitive, and physical objectives that are consistent with the End of Year Goals.

All classroom learning centers support the Cognitive Development Domain which includes four components that describe how young children develop and demonstrate abilities in:

- Exploring the world around them
- Remembering and retaining information
- Solving Problems
- Pretending and using imagination.

Also, beginning with the four year old level, there are academic supplements to the curriculum that include early phonics, math (for Pre-K and K) and writing emphasis. Below is a listing of current academic subject areas at each age level, from the fours, through Bridge-Kindergarten. *Curriculum resources may vary depending on ages and developmental levels of enrolled students.*

| | <u>Phonics & Reading</u> | <u>Writing</u> | <u>Math</u> |
|-------------------|--------------------------------|--|---|
| Pre -K 4’s | Spectrum Reading A-Z | Workbook Get Set for School | Hands-on Manipulative Everyday Mathematics |
| Bridge – K | Spectrum Reading A-Z | Numbers and Letters for Me Letters and Numbers for Me My Printing Book | Spectrum Math Everyday Mathematics Skill Sharpeners |

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|---------------------------|---------------------------|------------------------|--------------------------------------|
| READING A-Z TECHNOLOGY | ART LESSONS GODLY PLAY | MUSIC DRAMATIC PLAY | SPANISH INSTRUCTION FUN & FITNESS |
|---------------------------|---------------------------|------------------------|--------------------------------------|

Communication & Evaluation

On-going communication with parents

Teachers regularly inform parents throughout the year of any issues regarding the developmental level of each child.

Parent-Teacher Conferences

Parents may request a conference with the teacher at any time. The teacher will request a conference at the beginning of the year and at the end of the year for each child.

End of Year Goals Form

The End of Year Goals form serves as the template to conferencing with parents to provide assessment in specific areas of learning in the categories of cognitive, social-emotional, and physical development goals.

Vision and Hearing Evaluation

In compliance with state law, the school requires annual vision and hearing screenings for all children who are in the threes, fours, Pre-Kindergarten and Kindergarten. Parents may choose to have the screenings done at the school for a fee, or may obtain the screening elsewhere and provide the school with the report.

Evaluation of Teachers

Teachers informally receive continual support and guidance in their teaching through-out the school year from the Head of School. The formal teacher evaluation process includes goal setting with the Head of School early in the year, with a concluding visit in the spring between the teacher and the Head of School.

Teacher Communication: Weekly activities will be posted outside each classroom.
A Parent Newsletter will be sent home monthly.