

Overview of Preschool 3 Curriculum

Our 3-year-old preschool program uses Bob Jones curriculum. The Bob Jones curriculum features a traditional, biblical approach to teaching and learning, cross-subject integration, spiral review, and plenty of hands-on activities.

Preschool *cognitive, language, and prewriting* skills are formally assessed with a pre-assessment (October/November) and a post-assessment (April/May). The pre-assessment is reported on the 2nd quarter report card and the post-assessment is reported on the 4th quarter report card. The skill levels are communicated through the codes **DNM** (does not meet), **ME** (meets expectations), and **EE** (exceeds expectations).

Personal/Social skills are reported every quarter using the same codes of DNM, ME, EE and are observations made by the classroom teachers. Fine and Gross motor skills are tracked throughout the year through activities and teacher observations.

The activities will help develop their spiritual, personal, social, cognitive, language, and fine and gross motor skills.

Formally assessed *cognitive* skills:

- Distinguishes between small and large items.
- Distinguishes between empty and full items
- Distinguishes between long and short items
- Counts 3 objects
- Gives 2 objects
- Identifies 6 colors
- Points to 6 body parts
- Completes a 3-piece puzzle
- Follows 2-step directions in proper sequence

Formally assessed *pre-writing* skills:

- Emerging shape development
- Tracing Name

Informally assessed *gross motor* skills:

- Balance on one foot
- Jump forward 10-24 inches
- Catches large ball
- Walks up stairs (alternating feet)
- Walks on tiptoes

Informally assessed *fine motor* skills:

- Beginning scissor skills
- String beads on shoelace
- Makes ball out of clay
- Builds tower of cubes

Formally assessed *language* skills:

- Names 4 pictures of common actions
- Answer questions regarding physical needs
- Speaks clearly (articulates familiar words)
- Names 5 pictures of common objects
- Asks questions (how, why, where, when)
- Uses personal pronouns
- Delivers 1-part verbal message

Informally assessed *personal/social* skills:

- Plays simple group games
- Associative play
- Puts toys away with supervision
- Shares and takes turns
- Initiates interactions with familiar adults
- Responds to initial greeting by adult
- Expresses displeasure verbally
- Tells full name

Overview of Preschool 4 Curriculum

Our 4-year-old preschool program uses Abeka curriculum and Foundations Literacy Program. The Abeka curriculum features a traditional, biblical approach to teaching and learning, cross-subject integration, spiral review, and plenty of hands-on activities. Foundations Literacy Program is implemented to begin developing the critical foundational literacy skills in preparation for kindergarten.

Preschool 4 early literacy and math skills are formally assessed with a pre-assessment (October/November) and a post-assessment (April/May). The pre-assessment is reported on the 2nd quarter report card and the post-assessment is reported on the 4th quarter report card. The skill levels are communicated through the codes **DNM** (does not meet), **ME** (meets expectations), and **EE** (exceeds expectations).

The formal assessments are aligned with Virginia's kindergarten readiness standards. The Phonological Awareness Literacy Screening (PALS) is used to assess early literacy. The formal math assessment aligns with the state standards for PreK students.

Personal/Social skills are reported every quarter using the same codes of DNM, ME, EE and are observations made by the classroom teachers. Fine and Gross motor skills are tracked throughout the year through activities and teacher observations.

Formally assessed *literacy* skills:

- Name Writing
- Upper-case alphabet recognition
- Lower-case alphabet recognition
- Letter sounds
- Beginning sound awareness
- Print and word awareness
- Rhyme awareness
- Nursery rhyme awareness

Informally assessed *gross motor* skills:

- Runs, jumps, climbs well
- Beginning to skip
- Hops on one foot
- Walks up stairs (alternating feet)
- Walks on tiptoes

Formally assessed *math* skills:

Geometry:

- Shape recognition & properties
- Composing shapes
- Extending patterns
- Recognizing patterns

Numeracy:

- Counting & cardinality
- Comparing & ordering
- Composing & decomposing
- Numerals (1-20)
- Sharing Fairly

Computation:

- Addition
- Subtraction

Informally assessed *fine motor* skills:

- Scissor skills (simple shapes, lines)
- Thumb in opposition with each finger
- Folds paper (horizontally & vertically)
- Completes simple puzzle (6-10 pieces)

Informally assessed *personal/social* skills:

Plays simple group games

Associative play

Puts toys away with supervision

Shares and takes turns

Initiates interactions with familiar adults

Responds to initial greeting by adult

Expresses displeasure verbally

Tells full name