



**LINCOLN
INTERNATIONAL
ACADEMY**

A CATHOLIC COLLEGE PREPARATORY SCHOOL



Catholic Schools
Learn. Serve. Lead. Succeed.

Preschool



The Preschool program helps children to establish a positive attitude towards a healthy way of life.

- **Spiritual:** Nurture trust in God through day to day experiences.
- **Cognitive:** Stimulate interest in exploring and learning with our five senses. Set the groundwork for positive attitude toward learning.
- **Social:** Guide children in cooperating, planning and interacting with peers. Foster sense of respect for others and their property.
- **Behavioral:** Help children to understand acceptable ways to achieve goals. Guide the children toward self- control by learning which behavior is acceptable and which behavior needs to be avoided or changed.
- **Physical:** Improve large and small motor coordination.
- **Emotional:** Reinforce positive self-image. Provide a pattern of genuine affection and acceptance by following God's acceptance and love for us all.

Lincoln International Academy's curricular program is designed to give each and every student a solid academic foundation.

In addition to the academic approach, social and emotional skills are developed in an atmosphere where Catholic Faith and values are present in every aspect of the children's education.

The Preschool course description has been carefully designed to provide students with the preparation for Kindergarten and Elementary School.

Lincoln International Academy

PRESCHOOL COURSE DESCRIPTION

Pre-Kindergarten (PK2-PK4)

Social / Emotional Development

Emphasizing building positive and healthy relationships with peers and adults; treating individuals with respect and kindness; identifying their own feelings and the feelings of others; promotion of self-regulation of behavior; development of a sense of self and self-worth; creation of a sense of community belonging, and development of conflict resolution skills.

Cognitive Skills Development

Emphasizing development of thinking and problem solving skills (over learning of rote information); creating an atmosphere that encourages risk-taking as essential to learning; incorporating content in the areas of literacy, mathematics, science, technology, music, art, dance, social studies and health and safety.

Language Development

Encouraging language acquisition through opportunities to experience oral and written communication; providing a language-rich environment which includes questioning, communicating needs, thoughts and experiences, and describing events; exposure to books and storytelling; written communication, and the skills needed to make sense of print; as well as phonological awareness through playing with sounds, such as in rhyming and letter-sound association, which form the basis for beginning reading skills.

Physical / Motor Development

Including activities for development of gross motor skills, such as tricycle-riding, climbing, running, balancing, and jumping, and small motor skills, such as doing puzzles, painting, drawing, gluing, pasting and using tools such as scissors, markers and crayons.

Philosophy

Children are born with an innate drive to learn, and they do so best in an environment that promotes play, that values process over product, and with adults with whom they develop trusting, caring relationships. Each child is an individual, with unique strengths, acquiring knowledge and skills at different rates and different times. By interacting within a physical and emotional environment created to maximize their learning, they develop independence, self-regulation, self-worth, and a sense of belonging in a community, a positive attitude toward school, and a love of learning that will last a lifetime.

Physical Environment

The exciting new outdoor play area is specifically designed to encourage exploration and active engagement within a protected space. In addition to the attractive play structures, also included are areas for riding vehicles, block building, sand play and art activities. Safety is a major goal in the design of both the outdoor and indoor space.

Indoor furnishings, such as tables, chairs, and shelving, accommodate the 2–5 year old child. The room is organized into learning centers that provide areas where children interact with each other and with materials in small and large groups. A rich array of developmentally appropriate materials is available to support learning in all areas.

For example, in the literacy areas, a wide variety of books, writing materials, phonemic games and manipulative letters invite children to experience literature and communicate daily. The mathematics area includes hands-on materials that build an understanding of numbers and number concepts, to count, categorize, seriate, measure, create patterns, and develop an understanding of the concepts of time, addition, subtraction and other mathematical operations.

The science area encourages children to observe phenomena with all senses, explore and experiment, use the tools of science, collect data, to think, question, hypothesize and draw conclusions. In the dramatic play area children explore the roles of adults, create scenarios that expand their views of the world, develop language skills, use symbolization, learn to resolve disagreements and engage with materials and peers to explore concepts and ideas.

For example, in “playing restaurant,” restaurant vocabulary such as “server,” “take an order,” and “customer” could be used, a block could symbolize a telephone, and various restaurant roles could be negotiated, e.g. who is the chef, the server, the customer. Collaboration is also explored in block building; children discover the advantages of working together, using others’ ideas to fulfill a vision, as well as explore such principles as area, size, functionality, and the physics of construction.

Parent Involvement

You can expect frequent and on-going communication with your child’s teachers. As knowledgeable early childhood educators, they will share their perceptions of your child’s social, emotional, cognitive, language and physical/motor development, informally and formally during parent conferences. In partnership with you, your child’s teachers are committed to maximizing your child’s growth within a caring, trusting, and challenging PK learning environment.

Technology

This course involves activities that make students engage and feel comfortable using a computers and tablets. Students will know the keyboard and will work with simple word processing programs. Grade appropriate educational software is used to reinforce all the skills learned in other class subjects. Also, typing tutorials are introduced. Communicate about technology using developmentally appropriate and accurate terminology.

Faith Education

Using guiding principles as the basis of teaching the subject of Religion will contribute to developing a strong religious foundation in the Catholic Faith for each student, and invite the student into the Church which is the mission of Jesus Christ. Lincoln International Academy hopes that each student will arrive at a deeper understanding of the Catholic Faith. The curriculum is based on a spiral approach to learning, meaning that the same fundamental faith topics are presented each year so that the student may gradually deepen his/her understanding of the faith.

The curriculum is structured according to the six fundamental tasks of catechesis set forth in the General Directory for Catechesis [GDC, #85-86] and the National Directory for Catechesis [NDC, pp. 60 – 63]. The NDC explains that “Catechesis comprises six fundamental tasks”:

1. Catechesis knowledge of the faith [Creed],
2. Catechesis promotes knowledge of the meaning of Liturgy and the sacraments [Worship and Prayer],
3. Catechesis promotes moral formation in Jesus Christ [Moral Life],
4. Catechesis teaches the Christian how to pray with Christ [Worship and Prayer],
5. Catechesis prepares the Christian to live in community and to participate actively in the life and mission of the Church [Community Life],
6. Catechesis promotes a missionary spirit that prepares the faithful to be present as Christians in society [Apostolic Life].

In this curriculum there are five major strands for each grade. The strands represent a major category of religious knowledge which are: Creed, Worship and Prayer, Moral Life, Community Life, and Apostolic Life.

Transition to Kindergarten

In transitioning to the LIA Kindergarten program, Pre-Kindergarten children will have learned the routines and expectations of classroom life. While developing a positive attitude toward school, their sense of themselves as competent learners will enable them to take on an academic program with strength and self-assurance. They will have developed a sense of belonging to the greater LIA School community, feeling confident in taking on the challenges that academic life brings. They will have developed a stronger sense of themselves, as well as a strong social peer community, that will maximize their confidence as they enter Kindergarten.

Elementary School Course Description

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