



**LINCOLN  
INTERNATIONAL  
ACADEMY**

A CATHOLIC COLLEGE PREPARATORY SCHOOL



**Catholic Schools**  
Learn. Serve. Lead. Succeed.

## Kindergarten

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

# Lincoln International Academy

# KINDERGARTEN COURSE DESCRIPTION

## **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; 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 all areas of study.

## **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 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.

### **Language Arts (Reading, Writing, Phonics)**

In kindergarten, students discover a balanced literacy approach which focuses on reading, writing, speaking and listening. Students discover effective reading strategies through reading aloud, shared reading and guided reading which takes place in small groups. Phonics and whole language are integrated. The students also explore high frequency sight words throughout the year and create books that are founded in the site words they are mastering at that time. Writing strategies are modeled through guided writing. Attentive listening and speaking in complete sentences are encouraged at all times. Students explore several genres throughout the year. The program serves as an introduction to reading with the objective being that most students are reading by the end of the school year.

The school creates an environment where children develop a love of words and begin to see themselves as readers and writers. They share their writing frequently with their classmates and families. They are encouraged to use the letters and sounds they know to begin decoding simple texts and “spell” and write independently. Students explore storytelling exercises, story planning and sharing their stories. They also explore the mechanics of writing including letter formation, punctuation, word spacing and word families

### **Mathematics**

Kindergarten students enjoy a hands-on approach in their development of mathematical concepts. Students learn about the math manipulatives they will be using throughout their elementary years. Students explore units and concepts including number sense, time, money, basic geometry, patterns, graphing, comparisons, critical thinking, calendars, and basic addition and subtraction. Students focus on problem solving strategies as they use manipulatives to master the topics taught.

### **Science**

The kindergarten science curriculum is driven by the interests of the children and takes advantage of and builds upon their natural curiosity. Students use the skills of observing, classifying, predicting and collecting data as they study a variety of plant and animal communities. They learn about and watch both animal and plant life cycles as they sprout bean seeds, collect ladybugs, watch caterpillars turn into butterflies and watch a community of ants work together to tunnel through the soil. Students record their observations through detailed drawings and writing in their science journals. They are encouraged to bring in and share discoveries from home, ask questions, and make predictions based on what they know and have learned.

### **Social Studies**

The primary focus of the kindergarten social studies curriculum is community. Children are given models of and opportunities for practicing how to interact positively with all members of their class and school community. This includes listening attentively to others, responding positively and respectfully to the ideas of others and learning to solve conflicts by talking through problems and brainstorming possible solutions. Students are guided in developing strategies to ask for what they need and want from others in a respectful way. This learning takes place during class meetings, when students are sharing their work, when they play together at recess, and as issues arise. Kindergarten students also learn to see themselves and their peers as teachers. They learn, through guided practice and example, how to help each other learn and to take advantage of the knowledge and experience each child brings to the class. Our

kindergarten theme of communities evolves as students first focus on our class and then school community, extending the theme to include the local community and communities beyond LIA.

### **Spanish**

To learn a language is much more than just speak it, to learn Spanish is also to know about the culture. Students learn about each country in an active way: doing art, singing songs, playing games, and also working with different popular tales. In addition to these general themes, students learn basic Spanish vocabulary such as colors, family, clothing, animals, food, actions and also familiar expressions needed in communication.

### **Art**

Students in Kindergarten discover art materials (e.g., clay, paint, and crayons, pastels, charcoal) and begin works of art. They communicate and express themselves through their original elements of art (line, color, shape/form, texture, value, space) as they demonstrate beginning skills in the use of processes such as the use of scissors, glue, and paper.

### **Dance**

The kindergarten students explore a variety of movement in our dance program. They learn the principle positions in classical ballet, jazz, modern dance and hip-hop. Students are encouraged to perceive dance as an integral exercise and experience in their learning. Students learn different genres of dance, cultural history through dance and are taught the basic skills to kindle a life-long love with dance and movement.

### **Music**

At LIA, we believe that the study of music is critical to a child's academic and social/emotional learning experience. Through a variety of tools, our kindergarten students are introduced to a myriad of instruments, songs and musical history.

### **Physical Education**

At the Kindergarten to third-grade levels, students learn basic motor skills through a variety of individual movement patterns and cooperative games and activities. Students become familiar with many individual movement skills used in a variety of popular games and recreational activities. Students also learn about the benefits of healthy lifestyles through exercise. Students also learn about the importance of sportsmanship, fair play, and learning to get along with each other.

*Kindergarten Course Description*

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