

LA NOSTRA DIDATTICA

L'attività didattica in aula delle nostre maestre si basa su 5 Prekindergarten Performance Standard i quali trovano un loro riferimento nei 5 Campi di Esperienza per la Scuola dell'infanzia previsti dal sistema scolastico italiano.

Il nostro processo didattico usa, pertanto, un approccio olistico capace, cioè, di prendere il meglio di entrambi i sistemi didattici, quello anglosassone e quello italiano, per integrarli in un'unica metodologia.

PREKINDERGARTEN PERFORMANCE STANDARD	Corrispondente Campo d'esperienza
SOCIAL AND EMOTIONAL DEVELOPMENT	Il sè e l'altro
PHYSICAL DEVELOPMENT	Il corpo e il movimento
CREATIVE EXPRESSION/AESTHETIC DEVELOPMENT	Linguaggi, creativit�, espressione
COGNITIVE DEVELOPMENT <ul style="list-style-type: none"> ▫ Language and Literacy Development ▫ Mathematical Thinking ▫ Scientific Thinking ▫ Social Studies 	I discorsi e le parole La conoscenza del mondo

GREEN AVENUE SCHOOL'S PREKINDERGARTEN PERFORMANCE STANDARD

SOCIAL AND EMOTIONAL DEVELOPMENT

DESCRIPTION

The development of social and emotional competencies promotes a child's sense of well-being, facilitating interactions with others and receptivity to learning. Rooted in relationships, social and emotional development are crucial to the success of the four-year-old during the preschool year. Creating a social and emotional environment for prekindergarten children requires:

- nurturing teaching teams;
- child-centered, age-appropriate curriculum
- focused on active learning experiences;
- safe, secure, functional learning environments;
- facilitation of family participation to promote
- the growth and development of children; and
- ongoing professional development focused on
- the Principles of Learning for Early Childhood.

PERFORMANCE STANDARDS

- Demonstrate trust that significant others will return;
- Demonstrate increasing self-awareness;
- Demonstrate confidence and positive self-image;
- Demonstrate initiative, cooperation, curiosity, and creativity in chosen learning activities.
- Engage in social relationships and develop
- Connections and attachments to peers, classroom adults and to the larger community.

PHYSICAL DEVELOPMENT

DESCRIPTION

Physical development incorporates gross motor, fine motor and spatial orientation ability. It involves the child's growth and skills that develop from expanded interaction with the environment.

PERFORMANCE STANDARDS

- Demonstrate competence in coordinated movement using large muscles (Gross Motor);
- Demonstrate competence in coordinated movement using small muscles and eye/hand coordination (Fine Motor).



CREATIVE EXPRESSION/AESTHETIC DEVELOPMENT

DESCRIPTION

An environment that is both open-ended and multi-sensory encourages children to develop an appreciation for the arts. Creative expression/aesthetic development is focused on children's creative processes - the use and integration of music, movement, dramatic play and art.

PERFORMANCE STANDARDS

- Participate with increasing interest and enjoyment in a variety of music activities, including listening, singing, fingerplays, and games.
- Experiment with a variety of musical instruments;
- engage in a variety of personal creative movement and functional/physical movement activities individually and in a group;
- Participate in a variety of dramatic play activities that become more extended and complex;
- Show growing creativity and imagination in using materials and in dramatic play situations;
- Gain ability in using different art media and materials in a variety of ways for creative expression and representation;
- Progress in ability to create drawings, paintings, models and other art creations that are more detailed, personal and realistic;
- Develop growing abilities to plan, work independently and demonstrate care and persistence in a variety of art experiences/activities;
- Begin to understand and share opinions about artistic products and experiences.

COGNITIVE DEVELOPMENT

Cognitive development is the domain that addresses language and literacy, mathematical thinking, scientific thinking and social studies. The development of cognitive skills occurs within an interactive learning environment that promotes engagement with peers, adults, activities and materials. When children use their growing intellect to think, problem solve and communicate, they are making meaning out of their world.

Language and Literacy Development

DESCRIPTION

Children's earliest involvement with language and literacy begins in infancy and develops within a child's social environment - their home, school and community. Language development and literacy skills are inseparable.

A carefully planned prekindergarten learning environment validates children's play and provides daily opportunities for oral language development, phonological awareness, experiences with the concepts of print, letter knowledge, story comprehension and writing experimentation. To match children's varying interests and abilities, a broad range of activities and open-ended materials are structurally interwoven throughout the work-play small group time. Highlighted within this environment of complex interactions are opportunities for talking, verbal exchanges, listening, read-alouds, story telling, drawing, painting, writing, dramatic play, block building, outdoor play, cooking experiences, instructional walking trips through the neighborhood and small/whole group discussions.

To facilitate children's later ability to learn to read and write, the instructional program, as proven by research, must promote:

- alphabetic knowledge;
- phonological awareness;
- book and print concepts;
- vocabulary knowledge; and
- discourse skills—meaningful Conversations

with their peers and with adults.

PERFORMANCE STANDARDS

- communicate experiences, ideas, needs, choices and feelings by speaking;
- listen with understanding to conversations, directions, rhymes,



	<p>songs and stories.</p> <ul style="list-style-type: none">▫ Talk for a variety of purposes:<ul style="list-style-type: none">✓ play monologues✓ play dialogues✓ imaginative discourse✓ information and understanding✓ social interaction✓ critical analysis✓ literary response and expression.▫ Look for meaning in visual symbols;▫ Exhibit a variety of behaviors when interacting with books;▫ Describe and share their own experiences;▫ Develop phonemic awareness;▫ Begin to recognize print-sound connection;▫ Demonstrate the behaviors of a beginning writer.
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Mathematical Thinking

<p>DESCRIPTION</p>	<p>Preschoolers make observations, learn about relationships and begin to draw conclusions in order to construct knowledge about mathematics. Appropriate mathematical experiences challenge children to use manipulatives to explore ideas and make connections. Mathematical thinking includes the processes of communicating, problem solving and representation in the following areas:</p> <ul style="list-style-type: none">▫ Numbers and Operations▫ Patterns, Quantitative and Qualitative Properties▫ Shapes and Spatial Relations▫ Measurement▫ Information Gathering and Probability
<p>PERFORMANCE STANDARDS</p>	<ul style="list-style-type: none">▫ Develop an understanding of numbers, ways to represent numbers, relationships among numbers and the number system;▫ Begin to understand the meaning of the operations of addition and subtraction and how they relate to one another;▫ Begin to understand predictions and use estimation;▫ Understand patterns, relations and functions;



- Recognize and analyze quantitative and qualitative properties;
- Recognize properties and characteristics of geometric shapes;
- Understand location, position and spatial relationships;
- Use visualization and spatial reasoning to solve problems;
- Understand that there are measurable attributes of objects and the processes of measurement;
- Formulate questions and collect, organize and display relevant information to answer their questions;
- Understand that predictions can be made.

Scientific Thinking

DESCRIPTION

Inquiry and investigation are the central processes of scientific thinking. Scientific thinking involves:

- Identifying problems;
- Obtaining and using evidence to construct explanations;
- Evaluating the outcomes of investigations;
- Discussing different points of view;
- Proposing solutions and communicating information.

The prekindergarten environment with its array of materials, activities and interactions is a stimulating place for the four-year-old scientist.

PERFORMANCE STANDARDS

- Pose questions, seek answers and develop solutions;
- Observes, investigates and asks questions about the world around him/her;
- Collects, describes and records data;
- Compares, contrasts and classifies objects and events;
- Uses equipment for investigation;
- Makes and verifies predictions.



Social studies

DESCRIPTION

Children naturally work toward knowing and understanding themselves and their world. Through social studies, children learn about the cultural experiences of their community.

PERFORMANCE STANDARDS

- Apply the skills of communicating, sharing and cooperating with others who have similar and different perspectives;
- Begin to understand time, change and continuity and to relate past events to their present and future activities;
- Develop a growing understanding of position in space, geographical location and direction;
- Recognize the contributions of community workers as they produce goods or provide services;
- Understand that all people have basic needs.