

ICA and 5th City Staff

5th City Preschool Curriculum

Mini-School Curriculum

18 – Months until 3 Years Old

Name _____

5th City Mini School

Curriculum Event

Week 1 Day Mon.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

- 1. Analytic
- 2. Scientific

Day's Curriculum Rationale:

Children hear that we are pointing to something when we use a word symbol.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

Pictures of persons face, including:

- 1. eye area
- 2. ear
- 3. nose
- 4. Doman Delacato word cards for eye, ear, nose.

Description of Event:

- 1. Children seated at tables in Universal Room.
- 2. "Where is your eye?"
- 3. "This is the word symbol for eye." (Hold up card.)
- 4. Hold up picture, touch eye in picture--"Does that feel like your eye?" (no) "This is not an eye, it's a symbol for eye." Let each child touch picture-- "See it feels different. It's not on a real person, like X."
- 5. Pass around card symbol, having them say "eye".
- 6. "Let's put up our symbols for eye." (Put on wall.)
- 7. Repeat steps 2-6 for ear and nose.
- 8. "What do we call this?" (pointing to each symbol.)
- 9. Children wave, say, "Bye, bye eye, ear, nose" while teacher puts equipment away.

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 1 Day Tues.

Curriculum Area:

Psych.	Soc.	Sci.	Imaginal
Art	Hist.	<u>Philos.</u>	

Curriculum Subcategories:

1. Analytic 2. Scientific

Day's Curriculum Rationale:

Hold up to children that word symbols point to specific things.

Tool:

<u>PLASTIC</u>	RHYTHMIC	LITERARY
<u>painting</u> design sculpture	music dance song	poetry story drama

Equipment:

Pictures:

1. Mommy
2. Daddy
3. Boy
4. Doman Delacato word cards for Mommy, Daddy, Boy.

Description of Event:

1. Children sit at tables in Universal Room.
2. "Where is your Mommy?"
3. "This is the word symbol for Mommy." (Hold up card.)
4. Hold up picture, touch--"Does this feel like Mommy?" (no) "This is not Mommy, it is a symbol for Mommy. (Child touch picture) "See, it feels different. It is a different size. It is not a real person like your Mommy."
5. Pass around word symbol having them say Mommy.
6. Put word symbol up on wall.
7. Repeat steps 2-6 with Daddy and Boy.
8. "What do we call this?" (pointing to each symbol.)
9. Children say "Bye, bye Mommy, Daddy, Boy," and wave as teacher puts equipment away.

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 1 Day Wed.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Analitic 2. Scientific

Day's Curriculum Rationale:

Pointing to specific things, with picture symbols and word symbols.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

Pictures:

1. Table
2. Chair
3. Door

4. Roman Dalacato word cards for table, chair, door.

Description of Event:

1. Children sit at tables in Universal Room.
2. "Where is the table?"
3. "This is the word symbol for table." (hold up card)
4. Hold up picture, touch--"Does this feel like the table?" (no) "This is not the table, it is a symbol for table." (Child touch picture) "See, it feels different. It is a different size. It is not a real table."
5. Pass around word symbol, having them say table.
6. Put symbol on wall.
7. Repeat steps 2-6 with chair and door.
8. "What do we call this?" (pointing to each symbol?)
9. Children say "bye, bye table, chair, door" and wave as teacher puts equipment away.

Evaluation:

5th City Mini School

Curriculum Event

Week 1 Day Thurs.

Curriculum Area:

Psych.	Soc.	Sci.	Imaginal
Art	Hist.	<u>Philos.</u>	

Curriculum Subcategories:

1. Artistic 2. Scientific

Day's Curriculum Rationale:

Pointing to specific things with picture and word symbols.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

Pictures:

- | | |
|---|--------------------------|
| 1. Car | 4. A car outside window. |
| 2. Ball | 5. A ball |
| 3. Cookie | 6. A cookie |
| 7. Ioman Delacato word cards for <u>Car</u> , <u>Ball</u> , <u>Cookie</u> . | |

Description of Event:

1. Children sit at tables in Universal Room.
2. Look at car outside window.
3. Hold up word card--"This is the word symbol for car."
4. Hold up picture, touch--"Does this feel like a car?" (no) "This is not a real car, it is a symbol for car." (Children touch picture.) "See, it feels different. It is a different size. It isn't a real car."
5. Pass around word symbol, they say car."
6. Put symbols on wall.
7. Repeat steps 2-6 with ball and cookie, showing them real objects in step 2.
8. "What do we call this?" (Pointing to each symbol)
9. Children say "bye, bye, car, ball, cookie," and wave as teacher puts equipment away.

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 1 Day Fri.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Analytic 2. Scientific

Day's Curriculum Rationale:

Children experience that we are pointing to some thing when we use symbols, either picture symbols or word symbols.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

Pictures:

1. Dog
2. Flower
3. Bird

4. Doman Delacato word cards for dog, flower, bird.

Description of Event:

1. Children sit at tables in Universal Room.
2. Talk about dog showing their picture.
3. Hold up word card, "This is word symbol for dog."
4. Hold up picture, touch--"Does this feel like a real dog would feel?" (no)
"This is not a real dog, it is a symbol for dog." (Children touch picture)
"See, it feels different. It is a different size, It isn't a real dog."
5. Pass around word symbol, they say dog.
6. Put symbols on wall.
7. Repeat steps 2-6 with flower and bird.
8. "What do we call this?" (Pointing to each symbol?)
9. Children say "bye, bye dog, flower, bird," and wave as teacher puts equipment away.

Name _____

5th City Mini School

Curriculum Event

Week 2 Day Mon.

Curriculum Area:

Psych.

Soc.

Sci.

Art

Hist.

Philos.

Imaginal

Curriculum Subcategories:

1. Analytic 2. Pragmatic

Day's Curriculum Rationale:

Stress use of adjectives to help children describe what kind of situation they are in.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. One big and one little bell.
2. One big and little toy truck.
3. One big and one little chair.
4. Doman Delcato word cards for big and little.

Description of Event:

1. Children sit at tables in Universal Room.
2. Present chairs--"This is a big chair. "This is a little chair.
3. "This is the word symbol for big. (Presenting word card.)
4. "This is the word symbol for little. (Presenting word card.)
5. Repeat steps using truck and bell.
6. "Bye, bye up and down" (Children wave as teacher puts equipment away.)

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 2 Day Tues.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Analytic 2. Pragmatic

Day's Curriculum Rationale:

Use prepositions to help children describe the kind of situation they are in.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Doman Delcato word cards for up and down.

Description of Event:

1. Children stand againtt wall in Social Room.
2. Chant--"Up and down, Let's stand up." "Up and down, Let's sit down."
3. "This is the word symbol for down" (present word card, and teacher squats down.)
4. "This is the word symbol for up" (present word card and teacher stands up.)
5. Repeat, having children get up and down, with teacher, saying up and down.
6. "Bye, bye up and down" (Children wave as teacher puts equipment away.)

Evaluation:

Name _____

5th City Mini. School

Curriculum Event

Week 2 Day Wed.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Analytic 2. Pragmatic

Day's Curriculum Rationale:

Hold up the place in our language of prepositions as a way to help grasp what kind of situation they are in.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Doman Delacato word cards for over, under.
2. Double unit blocks.

Description of Event:

1. Stand against wall in Social Room.
2. Two at a time, jump over the blocks. (Cheer)
3. "This is the word symbol over. This word says over."
4. Do same for under the block (teacher holds block while children go under it.).
5. "Bye, bye over and under." (Children waves as teacher puts equipment away.)

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 2 Day Thurs.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Analytic 2. Pragmatic

Day's Curriculum Rationale:

Children experience verbs in their use to describe the situation.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Doman Delacato word cards for sitting and chasing.

Description of Event:

1. Children sit by wall in Social Room.
2. Teacher chases teacher--" X is chasing X."
3. Hold up word card--"This is the word symbol for chasing."
"This word says chasing."
4. Do same with each of two children being chased by teacher.
5. "X, sit down." "Look, X is sitting down."
6. Present word sitting as in step 3.
7. Repeat with two more children.
8. "Bye, bye sitting, chasing," children wave as teacher puts equipment away.

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 2 Day Fri.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Analytic 2. Pragmatic

Day's Curriculum Rationale:

Children experience verbs in their use to describe the situation.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting, design sculpture music dance song poetry story drama

Equipment:

1. Doman Delacato word cards for running and hop.

Description of Event:

1. Children sit by wall in Social Room.
2. Teacher runs across room.
3. Other teacher--"Look, X is running."
4. Hold up word card--"This is the word symbol for running. This word says running."
5. Repeat two more times, asking child to run.
6. "Let's hop." Demonstrate, and have children hop.
7. Hold up word card--"This is the word symbol for hop. This word says hop."
8. Children say, "Bye, bye running, hop," as teacher puts equipment away.

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 3 Day Mon.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Analytic 2. Linguistic analysis

Day's Curriculum Rationale:

Children encounter word symbols used in a sentence, fitting a situation together with language.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Doman Delacato word cards, words written in red on separate cards-- I, want, more.
2. Word holder.
3. Picture hangers.

Description of Event:

1. Children sit at tables in Universal Room.
2. "Can you say "I want more?""
3. "These are the word symbols for "I want more."" (Put up each word in holder as you say it.)
4. These word symbols say "I want more."
5. These words say "I want more."
6. Children say "Bye, bye, word symbols" and wave as teacher puts word cards away.

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 3 Day Tues.

Curriculum Area:

Psych.

Soc.

Sci.

Art

Hist.

Philos.

Imaginal

Curriculum Subcategories:

1. Analytic 2. Linguistic Analysis

Day's Curriculum Rationale:

Children encounter word symbols used in a sentence, fitting a situation together with language.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Word written in red on separate Doman Delacato word cards--I, want, a, ball, and more.
2. Word holder.
3. Picture hangers.

Description of Event:

1. Children sit at tables in Universal Room.
2. "Here are the word symbols for I want more," putting them in word holder.
3. Can you say "I want more?"
4. "Bye, bye word symbols," wave--teacher removes word more.
5. "These are the word symbols for I want a ball" (insert a and ball in holder).
6. "These word symbols say I want a ball."
7. "These words say I want a ball."
8. Children say--"Bye, bye word symbols" as teacher puts word cards away.

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 3 Day Wed.

Curriculum Area:

Psych.	Soc.	Sci.	Imaginal
Art	Hist.	Philos.	

Curriculum Subcategories:

1. Analytic 2. Linguistic Analysis

Dya's Curriculum Rationale:

Children encounter word symbols used in sentences, fitting situations together with language.

Tool:

<u>PLASTIC</u>	RHYTHMIC	LITERARY
<u>painting</u> design sculpture	music dance song	poetry story drama

Equipment:

1. Words written in red on separate Doman Delacato word cards;- I, want, a, ball, what, is, that, more.
2. Word holder.
3. Picture hangers.

Description of Event:

1. Children sit at tables in Universal Room.
2. Review--"I want more", and "I want a ball.":
 - a. Putting cards in holder, say "Here are the word symbols for I want more."
 - b. "Can you say I want more?" Repeat with "I want a ball."
3. Remove review word cards, say--"Can you say What is that?"
4. Putting new cards in holder, say "These are the word symbols for What is that. These word symbols say What is that. These words say what is that."
5. Children say "Bye, bye word symbols," and wave as teacher puts word cards away.

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 3 Day Thurs.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Analytic 2. Linguistic Analysis

Day's Curriculum Rationale:

Children encounter word symbols used in sentences, fitting situations together with language.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Words written in red on separate Doman Delacato word cards--I, want, a, ball, what, is, that, more.
2. Word holder.
3. Picture hangers.

Description of Event:

1. Children sit at tables in Universal Room.
2. Review "I want more", "I want a ball", and "What is that" :
 - a. Putting cards in holder, say--"Here are the word symbols for I want more."
 - b. "Can you say I want more?"
 - c. "These word symbols say I want more."
 - d. "These words say I want more."
3. Repeat for "I want a ball" and "What is that".
4. Children say "Bye, bye word symbols" and wave as teacher puts word cards away.

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 3 Day Fri.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

- 1. Analytic
- 2. Linguistic Analysis

Day's Curriculum Rationale:

Children encounter word symbols used in sentences, fitting situations together with language.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

- 1. Words written in red on separate Doman Delacato word cards;- I, want, a, ball, what, is, that, more.
- 2. Word holders.
- 3. Picture hangers.

Description of Event:

- 1. Children sit at tables in Universal Room.
- 2. Review "I want more", "I want a ball", and "What is that" :
 - a. Putting cards in holder, say--"Here are the word symbols for I want more."
 - b. "Can you say I want more?"
 - c. "These word symbols say I want more."
 - d. "These words say I want more."
- 3. Repeat for "I want a ball" and "What is that."
- 4. Children say "Bye, bye word symbols" and wave as teacher puts word cards away.

Evaluation:

Name _____

5th City MiniSchool

Curriculum Event

Week 4 Day Mon.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Analytic 2. Scientific

Day's Curriculum Rationale:

Children experience that we are pointing to some thing when we use word symbols.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Doman Delacato word cards for eyes, nose.

Description of Event:

1. Children sit at tables in Universal Room.
2. Show word card, say--"This word symbol says eye."
3. "Where is your eye?"
4. "This word says eye." (Take word card around to each child to view for five seconds.)
5. "What does this word say?"
6. Repeat with nose.
7. Children say "Bye, bye, word symbols."

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 4 Day Tues.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Analytic 2. Scientific

Day's Curriculum Rationale:

Children experience that a symbol, either a rubber figure or a word symbol points to some specific thing.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Doman Delacato word cards for Mommy, Daddy.
2. Bendable rubber figures of mommy and daddy.

Description of Event:

1. Children sit at tables in Universal Room.
2. Show children mommy family figure. "Who is this?" This is mommy." Show word card, say--"This word symbol says mommy."
3. "Where is your mommy?"
4. "This word says mommy" (Take word card around to each child to view for five seconds.)
5. "What does this word say?"
6. Repeat with daddy.
7. Children say "Bye, bye, mommy and daddy."

Evaluation:

Name _____

5th City MiniSchool

Curriculum Event

Week 4 Day Wed.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

- 1. Analytic
- 2. Scientific

Day's Curriculum Rationale:

Children experience that we are pointing to some thing when we use word symbols.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

- 1. Doman Delacato word cards for big, little.
- 2. One big chair.
- 3. One little chair.
- 4. One big bell.
- 5. One little bell.

Description of Event:

- 1. Children sit at tables in Universal Room.
- 2. Show children big chair, say "this chair is big." Show Children word card, say--"This word symbol says big."
- 3. "This word says big." (Take word card around to each child to view for five seconds.)
- 4. "What does this word say?"
- 5. Repeat with little chair, using word card little, and repeat whole process with big and little bells.

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 4 Day Thurs.

Curriculum Area:

Psych.	Sec.	Sci.	Imaginal
Art	Hist.	Philos.	

Curriculum Subcategories:

1. Analytic 2. Pragmatic

Day's Curriculum Rationale:

Children enabled to describe their situation by the holding up of verbs.

Tool:

<u>PLASTIC</u>	RHYTHMIC	LITERARY
<u>painting</u> design sculpture	music dance song	poetry story drama

Equipment:

1. Doman Delacato word cards for running, chasing.

Description of Event:

1. Children sit at tables in Universal Room.
2. Show word card, say "This word symbol says running."
3. Have three children, one at a time, run across room, say "Look, X is running."
4. "This word says running." (Take word card around to each child to view for five seconds.)
5. "What does this word say?"
6. Repeat with chasing. Teacher chase a child across room, other teacher says, "Look, X is chasing X."
7. Children say "Bye, bye, word symbol."

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 4 Day Fri.

Curriculum Area:

Psych.	Soc.	Sci.	Imaginal
Art	Hist.	<u>Philos.</u>	

Curriculum Subcatagories:

1. Analytic
2. Linguistic analysis

Day's Curriculum Rationale:

Children encounter word symbols used in sentences, fitting situations together with language.

Tool:

<u>PLASTIC</u>	RHYTHMIC	LITERARY
<u>painting</u> design sculpture	music dance song	poetry story drama

Equipment:

1. Doman Delacato word cards, printed in red, for I, want, more.
2. Word holder.
3. Picture hangers.
4. Ten small plastic airplanes.

Description of Event:

1. Children sit at tables in Universal Room.
2. First teacher gives second teacher an airplane. Second teacher says, "I want more." Repeat nine times.
3. Putting word cards in holder, say "These word symbols say I want more. Can you say I want more?"
4. Children say "Bye, bye word symbols." as teacher puts word cards away.

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 5 Day Mon.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Existential 2. Individual 3. Who am I? (mystery)

Day's Curriculum Rationale:

Dramatization of the mystery of life before birth.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Graduated nesting eggs.

Description of Event:

1. Children sit at tables in Universal Room, teacher talks and demonstrates, using graduated nesting eggs.
2. "Who are you?"
3. "Who were you before you were _____?"
3. "You were a large egg inside your mother's womb, right here."
4. "Who were you before that?" "A smaller egg, like this."
"Who were you before that? A smaller egg than this, etc." Demonstrating with nesting eggs leaving last egg a mystery.
5. "Who were you before that?" "I don't know."

Evaluation:

5th Year Unit School

Curriculum Name:

Week 2 Day Mon.

Curriculum Area:

Philos.	Sci.	Art	Foreign
Philos.	Soc.	Art	Foreign
Philos.	Hiac.	Art	Foreign

Curriculum Subcategory:

1. Essential 2. Individual 3. (Mystery)

Unit's Curriculum Rationale:
Investigation of the mystery of the dove's nest.

Topic:

PHILOSOPHY

PHILOSOPHY

PHILOSOPHY

poetry story drama

poetry story drama

poetry story drama

Subject:

1. Unsettled nesting eggs.

Description of Topic:

1. Children sit at tables in Universal Room, teacher talks and demonstrates using guided nesting eggs.
2. "Who are you?"
3. "Who were you?" "ore you were?"
4. "Who were you?" "ore you were?" "ore you were?"
5. "Who were you?" "ore you were?" "ore you were?"
6. "Who were you?" "ore you were?" "ore you were?"
7. "Who were you?" "ore you were?" "ore you were?"
8. "Who were you?" "ore you were?" "ore you were?"
9. "Who were you?" "ore you were?" "ore you were?"
10. "Who were you?" "ore you were?" "ore you were?"

Conclusion:

Name _____

5th city Mini School

Curriculum Event

Week 5 Day tues.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcatagories:

1. Existential 2. Individual 3. Who am I? (depth)

Day's Curriculum Rationale:

Participation in question "Who am I", using dance to records.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Dance record.
2. Unknown record.
3. Zorba the Greek record.
4. Record player.

Description of Event:

1. Children sit against wall in Social Room.
2. "Who am I when I hear this music?" Play record--"Dance to tell me."
Repeat question while changing record.
3. Repeat step 2 with other records.
4. Ask records: "Do you know who you are? I don't know who I am."

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 5 Day Wed.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcatagories:

1. Existential 2. Individual 3. Who am I? (greatness)

Day's Curriculum Rationale:

Dancing on table top to affirm **Greatness**.

Tool:

PLASTIC

painting design sculpture

RHYTHMIC

music dance song

LITERARY

poetry story drama

Equipment:

1. African record.
2. Table top.

Description of Event:

1. In Universal Room. Push tables together, children sit in chairs.
2. Children get on table, one at a time, perform to record.
3. (Say as he gets on table) "Who are You?"
4. "You can dance your greatness."
5. Cheer according to performance.
6. "Who are I? I can't know who I am."

Evaluation:

Name: _____

5th City MiniSchool

Curriculum Event

Week 5

Day Thurs.

Curriculum Areas:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Extential

2. Individual

Day's Curriculum Rationale:

Children paint about question of "Who am I?".

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting, design sculpture

music dance song

poetry story drama

Equipment:

1. Newspaper
2. bibs
3. mixed paint- magenta
4. brushes
5. paper

Description of Event:

1. Children sit by wall in Social Room. "I don't know who I am, but here I am. What do I do with who I am?"
2. Let's go paint who I am."
3. Paint, expressing as little as possible.
4. Have Universal Room set up for painting, chairs back, etc., while children are in Social Room.

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 5 Day Fri.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Existential 2. Individual 3. Where am I? (world)

Day's Curriculum Rationale:

Hold up question of "Where am I" using pictures of starvation.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting/design sculpture

music dance song

poetry story drama

Equipment:

1. Pictures-- starvation, war, etc. (in "Family of Man.")

Description of Event:

1. Children sit at tables in Universal Room.
2. "Who am I? Where do I live?"
3. "This is the world." Show pictures.
4. "We live in a world where there is suffering. Here is suffering in war.
Here is hunger."

Evaluation:

Name: _____

5th City MiniSchool

Curriculum Event

Week 6 Day Mon.

Curriculum Areas:

Psych.	Soc.	Sci.	Imaginal
Art	Hist.	Philos.	

Curriculum Subcatagories:

1. Existential 2. Social 3. Time: Urban

Day's Curriculum Rationale: "This is the way things are in the worl" situation presented in movie.

Tool:

PLASTIC	RHYTHMIC	LITERARY
painting design sculpture	music dance song	poetry story drama

Equipment:

1. Movie, "City of Necessity"
2. Movie Projector

Description of Events:

1. Children sit facing wall in Social Room.
2. "We live in the city."
3. "Let's see a movie about a city."
4. Show movie
5. "What did you like in the movie?" Hold up fact of crowdedness.
6. "This is the way things are in the world."

Evaluation:

Name: _____

5th City MiniSchool

Curriculum Event

Week 6

Day Tues.

Curriculum Areas:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcatagories:

1. Existential

2. Social

3. Time: Space

Day's Curriculum Rationale: Recognition of crowded space in drama situation.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting desing sculpture

music dance song

poetry story drama

Equipment:

1. T.V.
2. Chairs

Description of Event:

1. Children sit in chairs in Individual Room. Extra chairs in there make room very crowded. "That's what it means to live in the city. There is not much room. But,
2. (Look on TV) we can bring the whole world into this room. We can do this whenever we like by turning on T.V." Switch channels.

Evaluation:

Name: _____

5th City MiniSchool

Curriculum Event

Week 6 Day Wed.

Curriculum Areas:

Psych.

Soc.

Sci.

Art

Hist.

Philos.

Imaginal

Curriculum Subcatagories:

1. Existential

2. Social

3. Time and time:demands to
make decision.

Day's Curriculum Rationale:, Participation in situation which demands decision
be made in a limited time period.

Tools:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment: 1. 20 sheets of paper with different figures drawn on them.
2. crayons, assorted.

Description of Events

1. Children sit in Social Room, send them to Universal Room one at a time.
2. They must select from display on shelf 1 sheet of paper to color on, which crayon to use, and where to sit.
3. Teacher - "You must decide. That's the way it is."

Evaluation:

Name: _____

5th City MiniSchool

6-Theme.

Curriculum Areas:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Existential

2. Social

3. Time - Relation

Day's Curriculum Rationale:

Dramatization of situation in which someone is forced to make decisions by himself.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Blue box on side for store.
2. little blocks in it for groceries.
3. Bendable rubber family figures - Mother, father, grand-father, boy.

Description of Event:

1. Children sit at tables in Universal Room. Teacher enacts drama on stage in front of room.
2. Mother and Boy keep trying to ask salesman at grocery store to help them find things.
3. Salesman always too busy.
4. Mother finally decides she will have to help herself by reading signs.

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 6 Day Fri.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Existential 2. Social 3. Time: roots

Day's Curriculum Rationale:

Exploration and dramatization of "Who are we?".

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Blocks.
2. Gray tubs.

Description of Events:

1. Children sit against wall in Social Room, blocks on floor.
2. "Who are we? We are the Mini School."
3. "Who are we?" sing--
"We are the ones who clean our room."
"We are the ones who wash our hands."
"We are the ones who eat our food."
"We are the ones who take our nap."
"We are the ones who read our words."

Last line of stanza: "At the Mini School". (Use gray tubs for verse about hand washing.) "That's who we are."

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 7 Day Mon.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Existential 2. Ontological(Rational) 3. (Decision-making)

Day's Curriculum Rationale:

Holding up, in drama situation, the complexity of deciding between a right and a wrong.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Cookie container.
2. Cookies.
3. One adult and two child rubber dolls.

Description of Event:

1. Children sit at tables in Universal Room. Exact drama on "stage" in front of room.
2. Mother doll talking to first child doll. "I'm going to put these cookies here. If you take any before lunch, you will get a spanking."
3. Mother leaves. Child says-- "I want a cookie but if I decide to take one I'll get a spanking. Should I take a cookie even if I get spanked? Cookies taste good. I'll take one even though I will get spanked." Takes one. Mother comes and spans.
4. Second child doll comes in and says "I want a cookie too. A cookie would be good. But I don't want to get spanked, so I won't take any."

Evaluation:

Name _____

5th City MiniSchool

Curriculum Event

Week 7

Day Tues.

Curriculum Areas:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Existential

2. Ontological (Rational)

3. (decision-making)

Day's Curriculum Rationale: Holding up, in drama situation, the complexity of choosing between two "rights".

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. blocks
2. miniature toys
3. bendable rubber family figures - 6 children and 1 adult

Description of Event:

1. Children play with tables in Universal Room. Teacher enacts drama on stage in front of room.
2. Build 2 rooms on stage with blocks. Put toys in one room. "All the toys are in here." Put children figures in other room. "All the children are dancing in here."
3. Ask each child, "Would you like to dance in this room with all the children without any toys, or would you like to play with the toys in this room and have no children to play with?"
4. Ask other teachers, too.

Evaluation:

Name _____

5th City MiniSchool

Curriculum Event

Week 7

Day Wed.

Curriculum Areas:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcatagories:

1. Existential

2. ontological (rational)

3. (decision making)

Day's Curriculum Rationale: Holding up, in drama situation, the complexity of choosing between two somewhat negative situations.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. blocks, large and small
2. 6 children, 1 adult bendable family figures.

Description of Event:

1. Children sit at tables in Universal room. Teacher enacts drama on "escape" at front of room.
2. Build 2 rooms with blocks. Use small blocks for table, chairs in one room. All children figures dancing in other room.
3. One child says "I don't want to dance."
4. Teacher in drama says - "O.K., If you don't want to dance with us, either sit against the wall or go sit at the table until we're through. "Which place are you going to sit?"
5. To MiniSchoolers - If you were this child, where would you sit?"

Evaluation:

Name _____

5th City MiniSchool

Curriculum Event

Week 7 Day Thurs.

Curriculum Areas:

Psych.	Soc.	Sci.	Imaginal
Art	Hist.	Philos.	

Curriculum Subcategories:

- 1. Existential
- 2. Ontological (rational)
- 3. (decision making)

Day's Curriculum Rationale: Dramatization of a situation involving choice between two "right" stances.

Tool:

PLASTIC	RHYTHMIC	LITERARY
painting design sculpture	music dance song	poetry story drama

Equipment:

- 1. Potty chair
- 2. Big doll

Description of Event:

- 1. Children sit at tables in Universal Room. Teacher enacts drama on stage in front of room.
- 2. Teacher - "Oh, look, we have a new child at MiniSchool today. Her name is Karen. Karen, do we have to change your diapers on the diaper table like a little baby, or do you go to the potty like a big girl?"
Karen - "I sure like to be picked up by the teacher to be changed, but I like to be a big girl and use the potty, too. Which should I do?"
- 3. Ask children which they would rather do.

Evaluation:

Name _____

5th City MiniSchool

Curriculum Event

Week 7 Day Fri.

Curriculum Subcatagories:

Psych.	Soc.	Sci.	Imaginal
Art	Hist.	Philos.	

Curriculum Subcatagories:

1. Existential 2. Ontological (rational) 3. (decision-making)

Day's Curriculum Rationale: Children given opportunity to choose among several possibilities what to do about not having enough chairs.

Tool:

PLASTIC	RHYTHMIC	LITERARY
painting design sculpture	music dance song	poetry story drama

Equipment:

1. Chairs
2. Tables

Description of Event:

1. Chairs at tables, 2 less chairs than children. Other chairs elsewhere in room. Children in Social Room. Teacher "We're going to play a game. Go sit down at the table."
2. Give time for children to decide what to do about lack of chairs. If they ask, tell them to decide what to do about not having a chair.
3. Teacher - "What shall we (or did he) do?" Talk about alternatives:
1) get another chair, 2) cry 3) fight 4) do nothing 5) push.
4. Repeat. "What did we decide we could do?" List alternatives again.

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 8 Day Mon.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Existential 2. Individual 3. Who am I? (greatness)

Day's Curriculum Rationale:

Opportunity given for children to dramatize their own greatness.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. South American record, drums.

Description of Event:

1. Universal Room, tables pushed together, children sit at tables.
2. "Who are you?" Play record.
3. "We can dance your greatness." Invite children to dance on table.
4. Cheer according to performance.
5. "Who am I? I don't know who I am."

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 8 Day Tues.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philes.

Curriculum Subcatagories:

1. Existential 2. Individual 3. Who am I? (mystery)

Day's Curriculum Rationale:

Hold up mystery of pregnancy and birth.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Performer---pregnant woman.
2. Pictures of childbirth (Family of Man).
3. Doll or baby.

Description of Event:

1. Children at tables in Universal Room. Show baby. "Where does the baby come from?"
2. "Inside the mommy, in her womb. If you feel the womb, maybe the baby will kick."
3. "Here is a picture of a baby coming out of the womb."
4. "Where did you come from?" "From right here in your mommy's womb."

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 8 Day Wed.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Existential 2. Social

Day's Curriculum Rationale:

Thru drama of family fight, demonstrate the relationship we take toward our situation.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Rubber family figures--mother, father, child.

Description of Event:

1. Children at tables in Universal Room. Teacher enacts drama on "stage" in front of room.
2. Fight between parents---argue about who goes to the store. Hit each other.
3. Child--"No, no don't fight."
4. Parents--"O.K., we won't hit each other."

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 8 Day Thurs.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Existential 2. Rational

Day's Curriculum Rationale:

Situation involving children making decision about what to do when there are fewer dolls than children.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. One doll for each child.

Description of Event:

1. Children sit in Social Room, against wall.
2. All but two dolls are in basket.
3. "Everybody get a doll and sit against wall."
4. Allow time for them to deal with situation.
5. "Look, _____ & _____ don't have dolls." Hold up alternative they did or might do, _____ grab, cry, get another toy, nothing. ask teacher for another doll.

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 8 DAY Fri.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Existential 2. Ontological(rational) 3. Decision-Making

Day's Curriculum Rationale:

Holding up, in drama situation, the complexity of deciding between a right and a wrong choice.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Cookie container.
2. Cookies.
3. One adult doll, rubber.
4. Two child dolls, rubber.

Description of Event:

1. Children sit at tables in Universal Room. Enact drama on "stage" in front of room.
2. Mother doll talking to first child doll--"I'm going to put these cookies in here. If you take any before lunch, you will get a spanking."
3. Mother leaves. Child says--"I want a cookie but if I decide to take one, I'll get a spanking. Should I take a cookie even if I get a spanking? Cookies taste good. I'll take one, even though I will get spanked."
Takes one, mother comes and spanks.
4. Second child doll comes in and says, "I want a cookie, too. A cookie would be good, but I don't want to get a spanking, so I won't take any."

Evaluation: