

**ICA and 5<sup>th</sup> City Staff**

**5<sup>th</sup> 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. Political 2. Order (structure) 2. (time) *Accountability*

Day's Curriculum Rationale:

Experiencing the clock as an instrument that orders our life.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. 3 cardboard clocks (large, simple)
2. 1 real clock, old, taken apart.
3. 1 large operating clock on wall.

Description of Event:

1. Sit at tables in Universal Room.
2. "This is a clock" presenting each type.
3. Let them manipulate cardboard clocks and old clock and continue naming.
4. Point to clock on wall.
5. "The clock says what time it is."

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 1 Day Tues.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcatagories:

1. Political 2. Order (structure) 3. (task)

Day's Curriculum Rationale:

'Participating in the common structure of washing tables.'

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. bibs
2. rags
3. 2 gray tubs of water.

Description of Event:

1. Move chairs away and stand at tables in Universal Room.
2. Put out tubs with water and rags in them on table.
3. Say, "Let's wash the tables."
4. Give each child a rag and demonstrate.

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Day Wed.

Sci.

Imaginal

Philos.

3. (space)

of setting the table, that there  
ch thing.

RHYTHMIC

LITERARY

e music dance song poetry story drama

orks, spoons, for each child and

stage.

s- plate, cup, fork, spoon.

me plate.

n let children help, each do one.

up, fork, spoon.

*Madison  
Murdale of Board  
5400*

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 1 Day Thurs.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcatagories:

1. Political                      2. Order                      3. (task)

Day's Curriculum Rationale:

Participating in the common structure of washing the floor.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture    music dance song    poetry story drama

Equipment:

1. bibs
2. 2 gray tubs of water
3. rags, mops, brooms.

Description of Event:

1. Children at table in Universal Room.
2. Put tubs with water and rags on table.
3. "Let's clean the floor."
4. Demonstrate, let each child get rag, or broom, or mop.

Evaluation:

5th City Mini School

Curriculum Event

Week 1 Day Fri.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Political

2. Order

3. (Space)

Day's Curriculum Rationale:

Learning, in the activity of putting toys, etc., away, that there is a proper place for each thing.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. blocks
2. books- shelves
3. coats- hooks

Description of Event:

1. Sit by wall in Social Room, moving to other rooms as necessary.
2. Show children where things go-- "This is where the \_\_\_\_\_ go."
3. They help you put them away. Repeat with each kind of equipment.
3. Individually show them where coat goes.
4. Words to emphasize - block, book, coat, shelf, hook, sweater, box.

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 2 Day Mon.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Political 2. Justice (accountability) 3. Time

Day's Curriculum Rationale:

Learning, through use of a timer, that there is a particular time to do what is directed.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Timer

Description of Event:

1. Various activities to do when timer rings. "When the bell rings."

Indoor

1. Go from Social Room to the next room to get a chair.  
2. Go from standing to lying down, etc.

Outdoor

1. Run from one teacher to another teacher in another corner of the playground.

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 2 Day Tues.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Political 2. Justice (accountability) 3. Task

Day's Curriculum Rationale:

Children experience that they are to assume responsibility for putting on and taking off their own coats.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Children and their coats.

Description of Event:

1. Sit at tables in Universal Room.
2. Put their own coats on to go outside.
3. Take their own coats off when they come in.

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 2 Day Wed.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art.

Hist.

Philos.

Curriculum Subcategories:

1. Political    2. Justice (accountability)    3. Space

Day's Curriculum Rationale:

Children learn that they are responsible for returning each toy, etc. to its proper place.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture    music dance song    poetry story drama

Equipment:

1. Shelves
2. Toys

Description of Event:

1. Children sit at tables in Social Room.
2. Put misc. toys on table.
3. Distribute things to proper shelves in same room.
4. Do same in Social Room with children on floor and toys on a tray.

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 2 Day Thurs.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art.

Hist.

Philos.

Curriculum Subcategories:

1. Political      2. Justice (accountability)      3. Task

Day's Curriculum Rationale:

Children experience that they are responsible for hanging up their own coats.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture      music dance song      poetry story drama

Equipment:

1. Children with their coats.
2. Coat hooks.

Description of Event:

1. Take off coats in hall after outdoor play.
2. Send children in two at a time with their coats.
3. Hang up their own coats with supervision.

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 2 Day Fri.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Political 2. Justice (accountability) 3. Space

Day's Curriculum Rationale:

Each child experiences that he has his own proper place in the given situation (walking in line with a number on.)

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Cardboard numbers on cord to put over head of each child.

Description of Event:

1. Sit against wall in Social Room.
2. Put on cardboard numbers.
3. Tell children that number tells where they are to stand in line.
4. Stand and walk in line according to numbers.

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 3 Day Mon.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos

Curriculum Subcategories:

1. Political 2. Well Being (Resp. for Society) 3. Time

Day's Curriculum Rationale:

Do rituals stressing the importance of waiting to begin until all children are ready to participate.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Voices and hands.
2. Words and gestures for rituals.

Description of Event:

1. Children sit at tables in Universal Room.
2. In each of following rituals, wait for every child to be ready with proper hand position, gestures, etc., before beginning.
3. Do each of the following rituals, demonstrating first:
  - a. "I am my limit"--(points to himself)
  - b. "You are my limit"---(points to another child)
  - c. "This is my limit"---(Pounds on table)
  - d. "Limits, limits, limits"---(all three gestures)

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 3 Day Tues.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art.

Hist.

Philos.

Curriculum Subcatagories:

1. Political 2. Well Being(Resp. for Society) 3. Task

Day's Curriculum Rationale:

All children participate in creating art work to take to Pre-School.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Two large sheets of paper.
2. Glue.
3. Small pieces of colored paper cut in geometric shapes.
4. Tape.

Description of Event:

1. Remove chairs and have children stand by tables in Universal Room.
2. Tape paper to tables.
3. Children select pieces of colored paper and point to where they want them glued.
4. Teacher assist with gluing.

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 3 Day Wed.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Political    2. Well Being (Resp. for Society)    3. Task

Day's Curriculum Rationale:

Being responsible for others by sharing our art work with them.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Finished art from previous day.
2. Rubber bands.
3. Make arrangements with Pre-School.

Description of Event:

1. Children at tables in Universal Room.
2. Roll and fasten paper in front of children saying, "We're going to take these to Pre-School to make their room pretty."
3. March to Pre-School.
4. Present picture and hang it up.
5. Say "hi" and wave "bye, bye."

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 3 Day Thurs.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories.

1. Political      2. Well Being (Resp. for Society)      3. Space

Day's Curriculum Rationale:

Showing responsibility for others by making room for other people to join us for snacks.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Two guests.
2. Cookies or special snack.

Description of Event:

1. All Children seated at tables in Universal Room for snack.
2. Have extra chairs in Social Room.
3. Serve cookies.
4. Have guests knock on door.
5. Children say "hi."
6. Ask where they are going to sit.
7. Assign children to go for chairs in other room (with help).
8. Children serve guests.

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 3 Day Fri.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcatagories:

1. Political    2. Well Being (Resp. for Society)    3. Space

Day's Curriculum Rationale:

Being responsibility for telling persons to follow directions, and learning that each has his own place to stand.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music (dance) song

poetry story (drama)

Equipment:

1. Record player.
2. Marching record.
3. Numbers on cardboard, on yarn to put around necks and tell them where to stand in line.

Description of Event:

1. At tables in Universal Room.
2. At end of snack time, tell children to stand next to wall.
3. As one strays, ask group, "What do we tell X?"
4. Stand long enough for several to stray.
5. Put on "line" numbers, say "this tells you to stay behind X."
6. Turn on marching music.
7. March to other room, staying in line.

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 4 Day Mon.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcatagories:

1. Political 2. Review- order, justice, well being 3. Time

Day's Curriculum Rationale:

Experiencing that the clock orders our lives, and taking responsibility to see that all in group know what it is time to do.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music

dance song

poetry story drama

Equipment:

1. Toy clock.
2. Song "Now it's time to stand right up," to the tune of "Mary Had A Little Lamb" (Repeat ending with "Let's all stand up.")

Description of Event:

1. Children sit in Social Room, against wall.
2. Set clock where children can see it.
3. Sing song, varying activities; sit right down- clap our hands- pat our heads- go to sleep- stretch our arms. Stress participation of all, saying "Who do we need to tell that it's time to stand up?" and "What so we need to tell X?"

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 4 Day Wed.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Political 2. Review- order, justice, well being 3. Task

Day's Curriculum Rationale:

Group participation in room cleanup- all participate, and also clean hall, etc., for others.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Cleaning equipment- mops, brooms, etc.- one piece per child.

Description of Event:

1. Pass out equipment.
2. Let children clean Mini School rooms, then move to the hallway.
3. They may trade pieces of equipment, and return to teacher when through.

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 4 Day Fri.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Political 2. Review- order, justice, well being 3. Space

Day's Curriculum Rationale:

Experience that each coat has its place in closet, and being responsible for hanging up someone else's coat.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Children and their coats.
2. Closet, hooks.

Description of Event:

1. Children in hall (after outdoor play) with coats.
2. Send children in, in pairs, each carrying coat of the other child.
3. Teacher helps each child hang up his partner's coat in closet.

Evaluation:

5th City Mini School

Curriculum Event

Week 5 Day Mon.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcatagories:

1. Economic
2. Resourses
3. (Clothing)

Day's Curriculum Rationale:

Children experience source of resourses used for clothing; wool from sheep.

Tool:

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

Equipment:

1. Picture of sheep.
2. Sketched sheep with wool on it.
3. Wool from sheep.

Description of Event:

1. Children sit at tables in Universal Room.
2. Present picture of sheep, label sheep.
3. Present sketch, "the sheep has wool on it like we have hair on our heads."
4. Pass around and pet sketch. "Feel the wool on the sheep."
5. "Here's a piece of wool for you to feel of."
6. "This is what some of our clothes are made from."

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 5 Day Tues.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Economic      2. Resources      3. (Food)

Day's Curriculum Rationale:

Children shown source of good, apples, by use of felt board.

Tool:

PLASTIC

RHYTHMIC

LITERARY

Painting design sculpture

music dance song

poetry story drama

Equipment:

1. Felt board.
2. Felt figures: apple tree, apples (at least one per child).
3. Apples for snack.
4. Small bowl.

Description of Event:

1. Children sit in Universal Room at tables.
2. Have apples for snack, whole and cut.
3. Hold up felt board with apple tree and apples.
4. Look at it while eating.
5. "What kind of tree is this?"
6. "Apples grow on it."
7. "Would you like to pick an apple?"
8. Each child picks an apple and puts it on the bowl.

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 5 Day Wed.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcatagories:

1. Economic 2. Resources 3. (Shelter)

Day's Curriculum Rationale:

Children experience resources (wood, brick, glass) used in building.

Tool:

PLASTIC

RHYTHMIC

LITERARY

printing design sculpture

music dance song

poetry story drama

Equipment:

1. Wood--lumber.
2. Brick.
3. Glass.

Description of Event:

1. Children sit at tables in Universal Room.
2. Present materials. Label--(lumber, wood), glass, brick.
3. "This is what we build houses and buildings with."
4. Ask and point out where these materials are in our building.

Evaluation:

5th City Mini School

## Curriculum Event

Week 5 Day Thurs.

## Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

## Curriculum Subcategories:

1. Economic      2. Resources      3. (Clothing)

## Day's Curriculum Rationale:

Children experience source of resources used for clothing; Mohair FROM goats.

## Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

## Equipment:

1. Two pictures of goat, one a sketch with mohair on it.
2. Mohair.

## Description of Event:

1. Children sit at tables in Universal Room.
2. Show picture of goat-- label "goat".
3. Present sketch--"Goat has mohair like we have hair on our heads."
4. Pass around and pet picture with mohair on it.
5. "Here is some mohair for you to feel of."
6. "Sometimes clothes are made of mohair."

## Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 5 Day Fri.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcatagories:

1. Economic 2. Resources 3. (Food)

Day's Curriculum Rationale:

Children shown sources of food, milk, using rubber cow and puzzle.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Picture of cow and glass of milk.
2. Milk carton for snack.
3. Puzzle--cow, milk, etc.
4. Rubber cow.
5. Snack.

Description of Event:

1. Show pictures--"The milk comes from the cow, then we drink it."
2. Serve snack.
3. After snack, present puzzle and rubber cow. Repeat--"The milk come from the cow, then we drink it."

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 6 Day Mon.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Economic      2. Tools      3. (Shelter)

Day's Curriculum Rationale:

Children watch building process in movies and then participate in building with blocks.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Movie "City of Necessity".
2. Movie projector.
3. Cardboard blocks.

Description of Event:

1. Sit in Social Room, facing wall.
2. Show part of movie dealing with construction.
3. Talk about what they are doing.
4. "Now we can build a building with the blocks." Ask each child to bring a block for the building.

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 6 Day Tues.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcatagories:

1. Economic      2. Tools      3. (Clothing)

Day's Curriculum Rationale:

Children are shown, by use of books, the process by which wool becomes clothing.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Book---"Pelly's New Suit".
2. Wool.
3. Wool material.

Description of Event:

1. Children sit at tables in Universal Room.
2. Read story.
3. Give them wool and material.
4. "This is what is used to make wool material." "Wool material is used to make our clothes."

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 6 Day Wed.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcatagories:

1. Economic      2. Tools      3. (Food)

Day's Curriculum Rationale:

Children participate in preparation of food, stressing use of milk.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Large bowl and large spoons.
2. Bibs.
3. One plate and spoon for each child and teacher.
4. Pitcher of milk.
5. Measuring cup.
6. Instant pudding.

Description of Event:

1. Children sit at tables in Universal Room.
2. Bring out milk pitcher--"Sometimes we drink milk but we can also make things to eat from milk."
3. "We are going to make pudding." (Teacher make pudding on shelf or table in front of room.)
4. Explain what you are doing as you add milk and pudding to bowl.
5. Give each child turn stirring the pudding.
6. Serve and eat pudding.

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 6 Day Thurs.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcatagories:

1. Economic      2. Tools      3. (Clothing)

Day's Curriculum Rationale:

Demonstration of process of assembling clothing.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Sewing machine.
2. Cloth.
3. Thread.
4. Scissors.
5. Pattern.
6. Doll.

Description of Event:

1. Children sit at tables in Universal Room. Set up sewing machine on shelf or table in front of room.
2. Hold up cloth--"What is this?"
3. Ask what sewing machine is.
4. "We are going to make some clothes for the doll."
5. Demonstrate and label equipment, process, product, as you use pattern, cut out cloth, sew up simple garment.
6. Dress doll.

Evaluation:

Name

5th City Mini School

Curriculum Event

Week 6 Day Fri.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Economic      2. Tools      3. (Food)

Day's Curriculum Rationale:

Participation in food preparation, stressing use of fruit.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Bibs
2. Apples.
3. Bananas.
4. Grapes.
5. Small knives, some not sharp (table knives).
6. Bowl.
7. Spoons or forks.
8. Plates.

Description of Event:

1. Sit at tables in Universal Room, put on bibs, wash hands and return to their chairs.
2. Name fruit and origin.
3. "Sometimes we eat it like this and sometimes we cut it up to make salad."  
"Let's cut it up and make a fruit salad."
4. Let children cut bananas.
5. Serve and eat fruit salad.

Evaluation:

Name \_\_\_\_\_

5th City Ward School

Curriculum Event

Week 7 Day Mon.

Curriculum Area:

Psych.

Soc.

Sci.

Art

Hist.

Philos.

Curriculum Subcategories:

1. Economic

2. Distribution

Day's Curriculum Rationale:

Experience, with pictures, different varieties of housing: - house and apartment building.

Tool:

PLASTIC

painting design sculpture

RHYTHMIC

music dance song

LITERARY

poetry story drama

Equipment:

1. Four pictures of apartment buildings.

2. Four pictures of houses.

3. Ten half unit blocks.

Description of Event:

1. Children sit on floor in Social Room.

2. Alternately show pictures of apartment building and house, emphasizing differences between them: "Lots of families live in apartment buildings,

one family in a house." "Apartment buildings are very tall."

3. "Let's build a house--(2 blocks) for one family to live in."

4. "Let's build an apartment building--(10 blocks) for a lot of families to live in."

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 7 Day Tues.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Economic                      2. Distribution

Day's Curriculum Rationale:

Participation in food distribution process by visit to store to buy cookies.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Car and Del Farm grocery store.
2. One dollar to buy some cookies.

Description of Event:

1. Sit at tables, put on coats, go to car.
2. Enter store "Now we are going to go in the store."
3. Go to cookie counter, get cookies together.
4. "Now we need to pay for the cookies." "Here is the money."
5. Go to cash register. "We will give the money to the lady and she will put the money in the cash register."
6. "Now we can take the cookies home." "Bye, bye store." (Go home and eat cookies.) Emphasize cash register and store.

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 7 Day Wed.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Economic                      2. Distribution

Day's Curriculum Rationale:

Dramatization of distribution process; telephoning ordering and "truck" delivery.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Arrival of delivery truck.
2. Toy telephones (10).
3. Tyke bikes and wagons for delivery (4).
4. Snack to be delivered.
5. Small paper bags (one per child).

Description of Event:

1. Children sit at tables in Universal Room. Choose four children to sit in special chairs away from tables.
2. Children at tables telephone store and teacher answer phone.
3. Say, "Bring us some cookies."
4. Teacher has four children take cookies to children at tables, riding tyke bikes.
5. Eat cookies for day's snack.
6. Watch a truck deliver supplies some day if possible.

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 7 Day Thurs.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcatagories:

1. Economic                      2. Distribution

Day's Curriculum Rationale:

Presentation of Community Service figures to dramatize distribution of services.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Book about Community Service People.
2. Bendable Rubber Community Service People.

Description of Event:

1. Read book.
2. Describe people and what they do.
3. Allow children free play time with rubber figures.

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 7 Day Fri.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Economic                      2. Distribution

Day's Curriculum Rationale:

Participation in clothing distribution process by playing store.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Shelf for store.
2. Items of children's clothing.
3. Pennies-- at least one per child.
4. Toy cash register.

Description of Event:

1. Designate "place" of store, children at tables in Universal Room.
2. "Everybody gets a penny so he can go to the store and buy something."
3. Hand out pennies to each child as he goes to the store -- two at a time.
4. Child picks out something and pays for it.
5. Emphasize-- money, cash register, clothes.

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 8 Day Mon.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcatagories:

1. Economic 2. Response

Day's Curriculum Rationale:

Participation in process of picking cotton, using felt board, and making picture.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Black construction paper, glue.
2. Cotton.
3. Felt board.
4. Felt cotton plant.

Description of Event:

1. Children sit at tables in Unviersal Room.
2. Hold up felt board with cotton plant and cotton.
3. Label it, talk about what it is.
4. Demonstrate picking cotton and gluing it on black paper.
5. Let each child pick cotton.
6. Assist children with gluing cotton an black construction paper.
7. Hang up pictures after completed.

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 8 Day Tues.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Economic      2. Resources, Process

Day's Curriculum Rationale:

Dramatization of process of clothing making from cotton plant to finished product.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Felt board.
2. Felt cotton plant, cotton.
3. Pieces of cloth, cut in shapes appropriate for arranging in clothing shapes, etc.
4. Articles of cotton and things made of cotton, washable things, blankets, etc.

Description of Event:

1. Children sit at tables in Universal Room.
2. Show and label cotton plant and felt board.
3. "We use this to make cloth with" (put cloth on board).
4. "We use cloth to make clothes with," (make clothes on board).
5. Pass around board.
6. Pass around articles made of cotton.

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 8 Day Wed.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

SOC.: 1. Economic 2. Distribution SCI.: 1. Physics 2. Astro-Physics

Day's Curriculum Rationale:

Experiencing distribution of shelter by visiting large apartment building.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Car
2. Make arrangements to visit CHA building. Call Ann Johnson 533-2286.

Description of Event:

1. Children sit at tables, put on coats, line up by wall and get in car.
2. Take children to CHA home, roof.
3. As we are entering building point out cars and trucks as being Big.
4. From the top of the building they seem little. (look for ours)
5. "This is an apartment building. Lots of families live here."

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 8 Day Thurs.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Economic      2. Resource, Tools

Day's Curriculum Rationale:

Demonstration of food preparation process: making popcorn.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Ear of corn.
2. Popcorn popper.
3. Popcorn.
4. Salt.
5. Oil.
6. Plates.

Description of Event:

1. Children sit at tables in Universal Room.
2. Show them popcorn. Tell them what it is, also, ear of corn.
3. "We have to look it before we can eat it."
4. "Hands in laps, it's hot."
5. Pop corn.
6. Serve and eat, "Now it looks different."

Evaluation:

Name \_\_\_\_\_

5th City Mini School

Curriculum Event

Week 8 Day Fri.

Curriculum Area:

Psych.

Art

Soc.

Hist.

Sci.

Philos.

Imaginal

Curriculum Subcategories:

1. Economic      2. Process

Day's Curriculum Rationale:

Participation in building process, painting boxes to use in building an apartment building.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Bibs.
2. Four boxes, about shoe box size.
3. Gray tubs.
4. Large brushes, one per child.
5. Tempra paint, pans, water, cans.
6. Newspaper.

Description of Event:

1. Have paint mixed, bibs on, newspaper on tables, chairs put back. Distribute materials, while children are involved in Social Room.
2. "Today we are going to paint a house."
3. Let them paint boxes, helping as necessary.
4. After dry, stack them up and say "Now it's an apartment building." "A lot of families can live here."

Evaluation:

Mini-School Negro Heritage

Song: Way Life is

"I'm a Black Man. I'm a White Man  
That's the way life is.  
When you see it. When you be it.  
You are free to live.

I'm the greatest. You're the greatest.  
That's the way life is  
When you know it. When you show it.  
You are free to live.

--Show the New Negro from Ebony. Art Form: Point to what you see in the New Negro.

--Negro Heritage Myth

Who are you?

--We are Africans: Black people whose hands and feet and heads built a continent. Our beat brought dead mountains to life and ordered the chaos of jungle and desert. We walk tall in graceful beauty. We are a people.

--We are slaves: Black people who were torn from our land and sent into exile. We are the people whose families were torn apart, who were refused education, privacy, and safety, yet who remained a people. We formed our own way, hidden away in the dark places of the night, and the beat went on. We walk bent-shouldered with eyes fixed on the ground, but we walk on. We are a people.

--We are the Emancipated: Black people who ran into reality. We trusted the White Slavemaster's gift, went to school, built farms and businesses, only to be cut down when the white man turned away. Trying to deny our different skin and history, we were denied. We walked another path, and tried to hide our beat, but we were thrown down into the dirt. We stood up again. We are a people.

--We are the Civil Rights Workers: Black people who decided to lift up our blackness and thrust it into history, forging a place for ourselves that was our own. We have laid our lives and our deaths on the line that marks the edge of history. Our beat throbs through us, singing of strength and power, as we dare to walk over the traps, the walls and chains around us. We are a people.

--We are the New People: People who are more than Black. Knowing who we have been and who we are, we have decided to be that for the whole world. We are no longer fighting for our place in the world; it is given. We fight now for all the people: Black, Red, Brown, Yellow, Tan, and White, who have not yet grabbed hold of their humanity. We have a task, for we have chosen to take our beat and offer it to the world. We walk our path, but we walk it for the sake of all men. We are Black, but no longer the Black men. We are Universe Men.

--What is Black? Black is Beauty.

Negro Heritage March

"I am a Black Negro in history. Black is beauty. Black is negro. I am a Black Negro in history. I give my beauty to the world."