

ICA and 5th City Staff

5th City Preschool Curriculum

Mini-School Curriculum

18 – Months until 3 Years Old

CURRICULIUM EVENTS FOR SUMMER

WEEK II

Curriculum Area	Day of Week	Notebook Source of Curriculum Event
Psychology	1. Monday	1. Week 8 - Mon
	2. Tuesday	2. Week 8 - Tues
	3. Wednesday	3. Week 7 - Wednesday
	4. Thursday	4. Week 8 - Thursday
	5. Friday	5. Week 7 - Friday
Art	1. Monday	1. Week 8 - Mon
	2. Tuesday	2. Week 8 - Tues
	3. Wednesday	3. Week 8 - Wed
	4. Thursday	4. Week 5 - Fri
	5. Friday	5. Week 8 - Fri
Sociology	1. Monday	1. Week 8 - Mon
	2. Tuesday	2. Week 8 - Tues
	3. Wednesday	3. Week 7 - Wed
	4. Thursday	4. Week 8 - Thurs
	5. Friday	5. Week 8 - Fri
History	1. Monday	1. Week 8
	2. Tuesday	2.
	3. Wednesday	3.
	4. Thursday	4.
	5. Friday	5.
Science	1. Monday	1. Week 8 - Mon
	2. Tuesday	2. Week 8 - Tues
	3. Wednesday	3. Week 7 - Fri
	4. Thursday	4. Week 8 - Thurs
	5. Friday	5. Week 8 - Fri
Philiosphy	1. Monday	1. Week 8
	2. Tuesday	2.
	3. Wednesday	3.
	4. Thursday	4.
	5. Friday	5.
Imaginal	1. Monday	1. Week 8
	2. Tuesday	2.
	3. Wednesday	3.
	4. Thursday	4.
	5. Friday	5.

CURRICULIUM EVENTS FOR SUMMER

WEEK III

Curriculum Area	Day of Week	Notebook Source of Curriculum Event
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Psychology	1. Monday	1. Week 12 - Mon
	2. Tuesday	2. Week 12 - Tues.
	3. Wednesday	3. Week 11 - Fri
	4. Thursday	4. Week 12 - Thurs.
	5. Friday	5. Week 12 - Fri

Art	1. Monday	1. Week 12
	2. Tuesday	2.
	3. Wednesday	3.
	4. Thursday	4.
	5. Friday	5.

Sociology	1. Monday	1. Week 12
	2. Tuesday	2.
	3. Wednesday	3.
	4. Thursday	4.
	5. Friday	5.

History	1. Monday	1. Week 12
	2. Tuesday	2.
	3. Wednesday	3.
	4. Thursday	4.
	5. Friday	5.

Science	1. Monday	1. Week 12
	2. Tuesday	2.
	3. Wednesday	3.
	4. Thursday	4.
	5. Friday	5.

Philosophy	1. Monday	1. Week 12
	2. Tuesday	2.
	3. Wednesday	3.
	4. Thursday	4.
	5. Friday	5.

Imaginal	1. Monday	1. Week 12 - Mon
	2. Tuesday	2. Week 11 - Wed
	3. Wednesday	3. Week 12 - Wed
	4. Thursday	4. Week 12 - Thurs
	5. Friday	5. Week 12 - Fri

CURRICULIUM EVENTS FOR SUMMER

Week IV

Curriculum Area	Day of week	Notebook Source of Curriculum Event
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Psychology	1. Monday	1. Week 13 - Mon
	2. Tuesday	2. Week 13 - Tues
	3. Wednesday	3. Week 13, - Wed
	4. Thursday	4. Week 11 - Wed
	5. Friday	5. Friday - Week 13

Art	1. Monday	1. Week 13
	2. Tuesday	2.
	3. Wednesday	3.
	4. Thursday	4.
	5. Friday	5.

Sociology	1. Monday	1. Week 13
	2. Tuesday	2.
	3. Wednesday	3.
	4. Thursday	4.
	5. Friday	5.

History	1. Monday	1. Week 13
	2. Tuesday	2.
	3. Wednesday	3.
	4. Thursday	4.
	5. Friday	5.

Sociology	1. Monday	1. Week 13
	2. Tuesday	2. Week 13
	3. Wednesday	3.
	4. Thursday	4.
	5. Friday	5.

Philosophy	1. Monday	1. Week 13
	2. Tuesday	2.
	3. Wednesday	3.
	4. Thursday	4.
	5. Friday	5.

Inaginal	1. Monday	1. Week 13
	2. Tuesday	2.
	3. Wednesday	3.
	4. Thursday	4.
	5. Friday	5.

CURRICULUM EVENTS FOR SUMMER
WEEK I

Curriculum Area	Day of Week	Notebook Source of Curriculum Event
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Psychology	1. Monday	1. Week 4 - Mon.
	2. Tuesday	2. Week 13 - Wed.
	3. Wednesday	3. Week 4 - Wed.
	4. Thursday	4. Week 3 - Fri.
	5. Friday	5. Week 4 - Fri.

Art	1. Monday	1. Week 4
	2. Tuesday	2.
	3. Wednesday	3.
	4. Thursday	4.
	5. Friday	5.

Sociology	1. Monday	1. Week 4 - Mon.
	2. Tuesday	2. Week 3 - Mon.
	3. Wednesday	3. Week 4 - Wednesday
	4. Thursday	4. Week 33 - Tuesday and Wednesday
	5. Friday	5. Week 3 - Thursday

History	1. Monday	1. Week 4
	2. Tuesday	2.
	3. Wednesday	3.
	4. Thursday	4.
	5. Friday	5.

Science	1. Monday	1. Week 4 - Mon.
	2. Tuesday	2. Week 2 - Tuesday
	3. Wednesday	3. Week 4 - Wed.
	4. Thursday	4. Week 3 - Thurs.
	5. Friday	5. Week 4 - Fri.

Philosophy	1. Monday	1. Week 4
	2. Tuesday	2.
	3. Wednesday	3.
	4. Thursday	4.
	5. Friday	5.

Imaginal	1. Monday	1. Week 4
	2. Tuesday	2.
	3. Wednesday	3.
	4. Thursday	4.
	5. Friday	5.

Name: _____

5th City MiniSchool

Curriculum Event

Week 1

Day Mon.

Curriculum Areas:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Biology

2. Method of Classification

3(Naming parts of body)

Day's Curriculum Rationale: Children experience classification through naming parts of body.

Tool:

PLASTIC

RHYTHMIC

LITERARY

plastic design sculpture

music dance song

poetry story drama

Equipment:

1. Large sheet of paper and black crayon to make a traced picture of child, done in advance, with child lying on paper on table while teacher traces around him with crayon.

Description of Event:

1. Children sit at tables in Universal Room.
2. Name parts of body: mouth, fingers, toes, navel.
3. Present traced picture and name same body parts on it.
4. Ask children to do same on selves and picture.

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 1 Day Mon.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Space 2. Place (Geography)

Day's Curriculum Rationale:

Children are held up against dealing with geography by being asked where certain outdoor things are.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. None.

Description of Event:

1. Children sit at tables in Universal Room.
2. Ask "Which way do we go to the playground?" (Open door, have child show which way.) "Which way do we go to the car?"
3. Go to playground to play--"Which way do we go to go back to the Mini School?" Let's Go."
4. At door--"Where are the steps to Mini School?"
5. "Here we are at the 5th City Mini School."

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 1 Day Mon.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Impressionistic 2. Plastic 3. Painting

Day's Curriculum Rationale:

Children are given opportunity to answer art form questions about impressionistic paintings.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Painting-- Garden Scene With Watering Can--Klee.
2. The Artist At The Window-- Klee.

Description of Event:

1. Children sit at tables in Universal Room.
2. Show paintings, one at a time, asking for each:
 - a. "Point to what you like in the picture." Children point.
 - b. "Point to where you want to stand in the picture." Children point.
3. Children say "Bye, bye paintings" and wave while teacher puts them away.

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 1 Day Mon.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Biological 2. (Blind Thurst) 3. (Oral)

Day's Curriculum Rationale.

Feeding dolls to illustrate oral thirst.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. A doll for each child.
2. A doll bottle for each child.
3. Water.

Description of Event:

1. Universal Room, children sit at tables.
2. "The baby is hungry." Words to emphasize--Baby, Doll, Hungry, Bottle.

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 1 Day Tues.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Art 2. Scientific

Day's Curriculum Rationale:

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

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

Pictures:

1. Mommy
2. Daddy
3. Boy

4. Dolan 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 MiniSchool

Curriculum Event

Week 1 Day Tues.

Curriculum Areas:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Biology

2. Method of Classification

3. (naming animals)

Day's Curriculum Rationale: Children experience classification by naming several different pets.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design (sculpture)

music dance song

poetry story drama

Equipment:

1. 1 dog
 2. 1 cat
 3. 1 turtle
 4. 1 bird
- (other pets might be substituted)

Description of Event:

1. Children sit at tables in Universal Room.
2. Bring in pets, one at a time.
3. Name them and let child experience them, touch them when appropriate. Emphasize the animal names (dog, cat, etc.)

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 1 Day Tues.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcatagories:

1. Space 2. Place (geography)

Day's Curriculum Rationale:

In an indoor situation, children are asked to describe use of space and label certain areas.

Tool:

PLASTIC

RYTHMIC

LITERARY

painting design sculpture

music dnace song

poetry story drama

Equipment:

1. None.

Description of Event:

1. Children sit at tables in Universal Room.
2. "We are in the table room now. Where is the table?" "Can you say table room?"
3. "Where is the record player? Let's go sit against the wall in the music room."
4. "Where are the horses? Let's go sit in the horse room."
5. "What room do you want to play in?" Help item name the room as they go to it.

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 1 Day Tues.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Impressionistic

2. Plastic

3. Painting

Day's Curriculum Rationale:

Children are given opportunity to answer art form questions about impressionistic paintings.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Painting-- Pool of London-- Andre Decain
2. Painting-- Landscape With Red Tree-- Maurice Viamenck

Description of Event:

1. Children sit at tables in Universal Room.
2. Show paintings, one at a time, asking for each:
 - a. "Point to what you like in the picture." Children point.
 - b. "Point to where you want to stand in the picture." Children point.
3. Children say "Bye, bye paintings" and wave while teacher puts them away.

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 1 Day Tues.

Curriculum Area:

(Psych.)

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Biological 2. (Blind Thrust) 3. (Anal)

Day's Curriculum Rationale:

Feeding and changing dolls with emphasis on wet diaper and changing in order to hold up the anal thrust.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story/drama

Equipment:

1. One doll for each child.
2. One doll bottle for each child.
3. Water.
4. Diapers and pins for changing some of the dolls.

Description of Event:

1. Sit at tables in Universal Room.
2. Feed dolls as yesterday.
3. Take note of wet diaper—"Oh see-Baby's wet!" "Let's change Baby's diaper," and do so.
4. Words to emphasize--Wet, Diaper, Pants.

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 1 Day Wed.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

- 1. Analogy
- 2. Scientific

Key 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 DeLacat: 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:

Name: _____

5th City MiniSchool

Curriculum Event

Week 1 Day Wed.

Curriculum Areas:

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

Curriculum Subcategories:

1. Biology 2. Method of Classification 3. (Naming types of plants)

Day's Curriculum Rationale: Children participate in classification by labeling different types of plants.

Tool:

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

Equipment:

1. Walk outdoors to see: a) tree
b) bush
c) flowers-if no flowers, get some to use
d) grass inside, or use plastic ones.
2. Pictures of each.

Description of Event:

1. Children sit at tables in Universal Room.
2. Hold up pictures and name things we are going to see outside.
3. Take children outside to touch and name plants.
4. Repeat step 1 upon return to room.

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 1 Day Wed.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

- 1. Space
- 2. Place (geography)

Day's Curriculum Rationale:

In a role play situation, children are asked to use knowledge of place in finding different areas of Mini School.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

- 1. Three small boxes, shoe box type, "door" cut in each.
- 2. Small toy rocking horse and doll.
- 3. Lego building blocks for table.
- 4. Round paper for record and block for record player.

Description of Event:

- 1. Children sit at tables in Universal Room. Enact drama on "stage" in front of room.
- 2. Put up three boxes--"This is the Mini School." Name each room: Table room, Music room, Horse room.
- 3. Put furniture in each room.
- 4. "X, will you help this 5th City girl go to the table room?" (Go through doors, cheering as child does this, let several children have a turn.)

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 1 Day Wed.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Impressionistic

2. Plastic

3. Painting

Day's Curriculum Rationale:

Children are given opportunity to answer art form questions about impressionistic paintings.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Painting-- Model Standing-- Georges Seurat
2. Painting-- Cowbeuore Bridge-- Georges Seurat

Description of Event:

1. Children sit at tables in Universal Room.
2. Show paintings, one at a time, asking for each:
 - a. "Point to what you like in the picture." Children point.
 - b. "Point to where you want to stand in the picture." Children point.
3. Children say "Bye, bye paintings" and wave while teacher puts them 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. Biological 2. (Blind Thrust) 3. (Rest)

Day's Curriculum Rationale:

Show need for rest by putting dolls on cots, and everyone lying down for short rest.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Four dolls.
2. Four cots.
3. Radio or record and record player.

Description of Event:

1. Sit by wall in Social Room.
2. Get out cots and dolls.
3. Turn on radio or record player.
4. Say, "Baby is sleepy." "Let's put Baby to bed."
5. Put dolls to bed.
6. We lie down, "Let's lie down."
7. Words to emphasize--Bed, Doll.

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 1 Day Thurs.

Curriculum Area:

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

Curriculum Subcatagories:

1. Biological 2. (Blind Thrust) 3. (Activity)

Day's Curriculum Rationale:

Illustrate need for movement with variety of music---suggested activities.

Tool:

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

Equipment:

1. Record player
2. Records: fast, slow, marching.

Description of Event:

1. Sit against wall in Social Room.
2. Put on fast music and clap.
3. Put on slow music and use body movement.
4. Marching music, march in place and around room.

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 1 Day Thurs.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Impressionistic 2. Plastic 3. Painting

Day's Curriculum Rationale:

Children are given opportunity to answer art form questions about impressionistic paintings.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Painting-- Pomtrieux by Paul Signac
2. Painting-- The Harbor at Sun Liotat by Georges Seurat

Description of Event:

1. Children sit at tables in Universal Room.
2. Show paintings, one at a time, asking for each:
 - a. "Point to what you like in the picture." Children point.
 - b. "Point to where you want to stand in the picture." Children point.
3. Children say "Bye, bye paintings" and wave while teacher put them away.

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 1 Day Thurs.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Space 2. Place

Day's Curriculum Rationale:

Children are asked to identify rooms in an apartment in a role play situation.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. 3 boxes, shoe box variety, "doors" cut, to represent living room, bedroom, and kitchen of an apartment.
2. Lego building blocks to build furniture.
3. Bendable rubber family figures--Mommy, Daddy, Boy.

Description of Event:

1. Children seated in Universal room. Enact drama on "stage" in front of room.
2. Put up boxes. "This is an apartment."
3. "Here is the living room, kitchen, and bedroom."
4. "In the living room, we need a couch, chair, T.V."
"In the kitchen, we need a stove, refrigerator, sink."
"In the bedroom, we need a bed, dresser."
(Ask children what is needed in each room while putting it there.)
5. "Here is the mommy, daddy, and boy who live in the apt."
6. Adlib drama having children take turns manipulating family figures from room to room through doors.

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 1 Day Thurs.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

- 1. Anal. Lit.
- 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

Components:

Pictures:

- 1. Car
- 2. Ball
- 3. Cookie
- 4. A car outside window.
- 5. A ball
- 6. A cookie
- 7. Roman Delacato word cards for Car, Ball, Cookie.

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 walk.
- 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 MiniSchool

Curriculum Event

Week 1 Day Thurs.

Curriculum Areas:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Biology 2. Method of Classification 3. (naming of foods)

Day's Curriculum Rationale: Children participate in classification by naming and eating several vegetables.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. 1 scrubbed, raw, and 2 cooked with skins on potatoes.
2. 1 raw and 1 cup cooked carrots, and carrot sticks, 1 per child.
3. 1 pod and 1 cup cooked peas.
4. 1 raw and 1 cup cooked green beans.
5. pictures of same vegetables.

Description of Event:

1. Children sit at tables in Universal Room.
2. Show children pictures of vegetables mentioned in Equipment.
3. For each vegetable, present raw one, name it.
4. Let children touch and name it.
5. Serve and let children name and eat cooked vegetables and carrot sticks, repeating and emphasizing vegetable names.

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 1 Day Fri.

Curriculum Area:

Psych.

Soc.

Sci.

Art

Hist.

Philos.

Imaginal

Curriculum Subcatagories:

- 1. Biological
- 2. (Blind Thrust)
- 3. (Anal)

Day's Curriculum Rationale:

As an Example of the anal thrust, help children become acquainted with potty chairs.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

- 1. Two potty chairs.

Description of Event:

- 1. Sit at tables in Universal Room.
- 2. Show children potty chairs, label them.
- 3. Take apart and let them play with them.

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 1 Day Fri.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcategories:

1. Impressionistic 2. Plastic 3. Painting

Day's Curriculum Rationale:

Children are given opportunity to answer art form questions about impressionistic paintings.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture

music dance song

poetry story drama

Equipment:

1. Painting-- Still Life by Henri Matisse
2. Painting-- 14th July, St. Tropey by Albert Marquet

Description of Event:

1. Children sit at tables in Universal Room.
2. Show paintings, one at a time, asking for each:
 - a. "Point to what you like in the picture." Children point.
 - b. "Point to where you want to stand in the picture." Children point.
3. Children say "Bye, bye paintings" and wave while teacher puts them 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. Space 2. Place (geog.)

Day's Curriculum Rationale:

Children are asked to identify place, in situation of rooms in an apartment, in a role play situation.

Tool:

PLASTIC

RYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Flannel board
2. Flannel people (mommy, daddy, boy) couch, chair, T.V., stove refrigerator, sink, bed, dresser.
3. Flannel lines.

Description of Event:

1. Children seated in Universal Room. Enact drama on "stage" in front of room.
2. Put up boxes. "This is an apartment."
3. "Here is the living room, kitchen, bedroom."
4. "In the living room, we need a couch, chair, T.V."
"In the kitchen, we need a stove, refrigerator, sink,"
"In the bedroom, we need a bed, dresser."
(Ask children what is needed in each room while putting it there.)
5. "Here is the mommy, daddy, boy who live in the apt."
6. Adbil drama having children take turus manipulating family figures from room to room through door.

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 1 Day Fri.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curriculum Subcatagories:

1. Biology 2. Method of Classification 3. (Naming Foods)

Day's Curriculum Rationale:

Children participate in classification by naming and eating several fruits.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. One whole and two sliced apples.
2. One whole and two sectioned oranges.
3. One whole and two sliced bananas.
4. One bunch of at least 15 grapes.
5. Pictures of these fruit.

Description of Event:

1. Children sit at tables in Universal Room.
2. Show children pictures, naming each fruit.
3. Present each whole fruit and name it.
4. Let children touch and name each one.
5. Pass out pieces of fruit, let children name and eat it.

Evaluation:

Name _____

5th City Mini School

Curriculum Event

Week 1 Day Fri.

Curriculum Area:

Psych.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Curricular Subcategories:

- 1. Art
- 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

relating design sculpture

music dance song

poetry story drama

Equipment:

Pictures:

- 1. Dog
- 2. Flower
- 3. Bird

- 4. Dolan 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)
"Yes, 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 S Buss

5th City MiniSchool
Curriculum Event
Week A Day 1

Curriculum Area: Negro Heritage

Pshcy.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Day's Curriculum Rationale: Affirming African Gift of Blackness "Whaddod"

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. ~~Picture of Lang Leary~~ picture of Negro face
2. Poem; Black is Beauty (on Negrotude poem sheet)
- 3.
- 4.

Description of Event:

1. Have children sit against the wall
2. Holding up picture "This is a black man" "His family came from Africa" "To be black is to be beautiful"
3. "Let's listen to a poem about being black"
3. Read Poem
4. Say "Bye bye black man" to poem & to picture

Evaluation:

Name S Buss

5th City MiniSchool
Curriculum Event
Week A Day 2

Curriculum Area: Negro Heritage

Pshcy.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Day's Curriculum Rationale: Decision to appropriate having been a slave.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Pictures of Slaves
- 2.
- 3.
- 4.

Description of Event:

1. Sit at table
2. "A long time ago black men were slaves and had to do what white men told them to do."
3. Questions:
 - 1) What do you see
 - 2) What is happening
 - 3) What do you want to say to them
4. "Bye Bye black slaves."

Evaluation:

Name S Buss

5th City MiniSchool
Curriculum Event
Week A Day 3

Curriculum Area: Negro Heritage

Pshcy.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Day's Curriculum Rationale: Release from obvious slavery does not solve the problems.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Pictures of Negro Poverty
- 2.
- 3.
- 4.

Description of Event:

1. Sit at table
2. "Black men aren't slaves anymore but it is still sometimes hard to find food and a place to live."
3. Questions:
 - 1) what do you see?
 - 2) what is happening?
 - 3) what do you want to say to them?
4. "Bye bye black men"

Evaluation:

Name S Buss

5th City MiniSchool
Curriculum Event
Week A Day 4

Curriculum Area: Negro Heritage

Pshcy. Soc. Sci. Imaginal
Art Hist. Philos.

Day's Curriculum Rationale: To encounter the soul struggle of the negro out of his past.

Tool: PLASTIC RHYTHMIC LITERARY

painting design sculpture music dance song poetry story drama

- Equipment:
1. Pictures of freedom marches
 2. Record player
 3. Jazz Record
 4. Freedom Songs Record

Description of Event:

1. Sit against wall
2. Put on record of freedom songs for background music
3. "The negro is trying to deal with a difficult situation"
4. Showing the pictures of the freedom marches, ask:
 - 1) what do you see.
 - 2) what is happening.
 - 3) what do you want to say to them
5. Lets dance to this Negro music about a difficult situation.

Evaluation: Putting on Jazz music.

Name S. Buss

5th City MiniSchool
Curriculum Event
Week A Day 5

Curriculum Area: Negro Heritage

Pshcy.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Day's Curriculum Rationale: The Negro embracing all his past for the sake of all.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Pictures of women with ^{Natural} ~~afro~~ hairdo (Ebony magazine)
2. Song Sheet: Iron Man Song
3. Black Beret
- 4.

Description of Event:

1. ^{Sit at a table} "The negro has decided to love himself in a lot of ways."
2. "Show pictures of women" "see these beautiful black women with their negro hair"
3. "Who else is the new negro" IRON MAN of 5th City
"He wears the Black Beret."
4. "Lets Sing our Iron Man Marching Song -?"

Evaluation:

Name _____

5th City MiniSchool
Curriculum Event
Week B Day 1

Curriculum Area: Old Testament

Pshey,	Soc.	Sci.
Art	Hist.	Philos.

Day's Curriculum Rationale; The Covenantal people as our heritage

Tool:

PLASTIC

RHYTHMIC

LITERARY

PAINTING design sculpture music dance song ~~poetry~~ story drama

Equipment:

1. Pictures of Hebrew People
2. Old Testament Bible: Exodus, Ch. 6: 2-8

Description of Event:

SIT AT THE TABLE

1. Show pictures saying "These are the people of Israel"
2. "Now I am going to read you some poetry of the people of Israel from the Bible."
3. Read Exodus chapt. 6: 2-8
Pausing and emphasizing words "Lord" "Covenant" "Israel"
4. "Bye bye Bible"

Evaluation:

5th City MiniSchool
Curriculum Event
Week B Day 2

Curriculum Area: Old Testament

Pschy.

Soc.

Sci.

Art

Hist.

Philos.

Day's Curriculum Rationale: To become acquainted with wisdom literature

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry STORY drama

Equipment:

1. Pictures of Hebrew People
2. Old Testament Bible reference for general context: Book of Jonah
3. Adapted version of story on special sheet

Description of Event:

SIT AT THE TABLE

1. Show pictures saying "These are the people of Israel"
2. "This is a story of the people of Israel"
3. Tell adapted version of story
4. Questions:
 1. Who was in the story
 2. What happened
5. "Bye Bye Bible"

Evaluation:

Name _____

5th City MiniSchool
Curriculum Event
Week B Day 3

Curriculum Area: Old Testament

Psalm.

Sec.

Sci.

Imaginal

Art

Hist.

Philos.

Day's Curriculum Rationale: To encounter the prophets.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Pictures of Hebrew People
2. Old Testament Bible Ezekiel 37:1-14

Description of Event:

SIT AT THE TABLE

1. Show pictures saying "These are the people of Israel"
2. "This is a story about the people of Israel"
3. Read Story
4. Questions:
 1. What word do you remember?
 2. What happened?
5. Bye Bye Bible

Evaluation:

Name _____

5th City MiniSchool
Curriculum Event
Week B Day 8/

Curriculum Area: Old Testament

Pschy.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Day's Curriculum Rationale: To encounter the Law of the Universe

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Pictures of Hebrew People
2. Record player
3. Creation Story Record (God's Green Acre Trombone)

Description of Event:

SIT AGAINST THE WALL

1. Show pictures saying "These are the people of Israel"
2. Let's listen to a story about the people of Israel .
3. Questions
 1. "What happened in the story?"

Evaluation

Name _____

**5th City MiniSchool
Curriculum Event
Week B Day 5**

Curriculum Area: Old Testament

Pschy.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Day's Curriculum Rationale: To encounter the Hebrew people in history and their understanding of the universal.

Tool:

Plastic

Rhythmic

Literary

painting design sculpture music dance song poetry story drama

Equipment:

- 1. Pictures of Hebrew People**
- 2. Old Testament Bible: Exodus 20:1-17**

Descriptions of Event:

SIT AT THE TABLE

- 1. Show pictures saying "These are people of Israel"**
- 2. "Listen tottthe laws of the people of Israel"**
- 3. Read 10 Commandments , Exodus 20:1-17**
- 4. "What have you been told by your mother and/or teacher not to do?"**
- 5. Bye Bye Bible**

Evaluation:

Name S Buss

5th City MiniSchool
Curriculum Event
Week C Day 1

Curriculum Area: *Ecumenics*

Pshcy.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Day's Curriculum Rationale: *History of Ecumenism: Prost.*

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. *Picture of Martin Luther in scholars garb*
- 2.
- 3.
- 4.

Description of Event:

1. *Set against wall*
2. *Hold up picture of Luther "This is Luther he is a Prost."*
3. *Questions: 1) Point to what you see in the picture
2) what do you think looks funny in the picture*
4. *Boyz bye Luther*

Evaluation:

Name S Ruse

5th City MiniSchool
Curriculum Event
Week C Day 2

Curriculum Area: Ecumenics

Pshcy. Soc. Sci. Imaginal
Art Hist. Philos.

Day's Curriculum Rationale: Roman Catholicism

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Madonna + Child picture
- 2.
- 3.
- 4.

Description of Event:

1. Sit against wall
2. Questions for each picture;
1) Point to what you see in the picture
3. ~~This is called a Madonna and Child~~
Hold all 3 pictures up: Madonna + Child
Which ~~picture~~ do you like best.
4. ~~This is called~~
Bye, bye, Madonna and Child

Evaluation:

Name S Buss

5th City MiniSchool
Curriculum Event
Week C Day 3

Curriculum Area: Ecumenics

Pshcy. Soc. Sci. Imaginal
Art Hist. Philos.

Day's Curriculum Rationale: Encounter with Judicium

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Picture of Star of David
- 2.
- 3.
- 4.

Description of Event:

1. Sit at the wall
2. Question: "present to what yourself"
3. "This is called the 'Star of David'"
4. "Lets count the points"
4. Ques: "what would you like to do with it?"
5. "Bye bye Star of David"

Evaluation:

Name S Buss

5th City MiniSchool
Curriculum Event
Week C Day 4

Curriculum Area: *Ecumenics*

Pshcy.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Day's Curriculum Rationale: *Encounter with Nationalism*

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. *Flag from geo-social areas*
- 2.
- 3.
- 4.

Description of Event:

1. *Sit at Table*
2. *One flag at a time, have each of 4 children point to what they like in the flag. "This is the flag of..."*
- 3.
4. *"Bye Bye x flag" for each flag.*

Evaluation:

Name S Buss

5th City MiniSchool
Curriculum Event
Week C Day 5

Curriculum Area: Ecumenics

Pshcy.	Soc.	Sci.	Imaginal
Art	Hist.	Philos.	

Day's Curriculum Rationale: Communism

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Picture of Hammer ~~and Sickle~~ & Sickle
- 2.
- 3.
- 4.

Description of Event:

1. Sit against wall.
2. Show picture: 1) Point to what you see in the picture"
2) Point to hammer (then ~~the~~ sickle) "what do you want to do with this."
- 3.
4. "Bye bye hammer and sickle"

Evaluation:

Name S Buse

Date _____

5th City Minischool
WK D Day 1-5

Daily Plan

Curriculum Areas: Church history

Psych. Soc. Sci.
Imag. Art Hist. Phil.

Curriculum ~~categories:~~ rationale To experience church history through the period music.
1. _____ 2. _____ 3. _____

I. The Plan

A. The tool: Rhythmic music.

B. List of Equipment used:

- 1. Performer
- 2. Record player

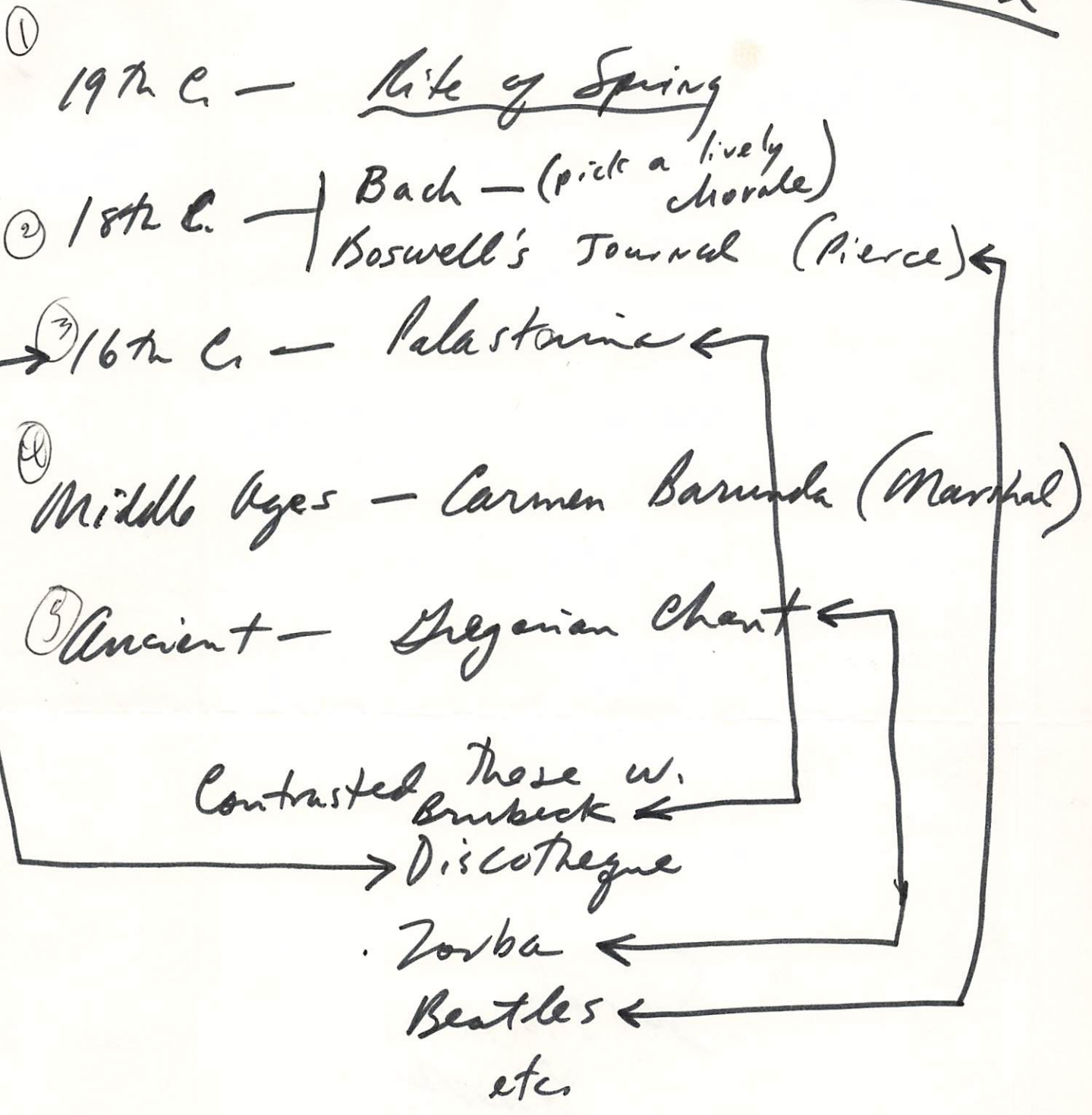
- 3. Records; 1) Rite of Spring
- 2) Bach (pick a lively chorale)
- Boswell's Journal (P. ever)
- 3) Palastina
- 4) Carmen Baranda (Marchal)
- 5) Gregorian Chant

C. Step by step description of the event, including lines, questions, songs, etc.

- 1. Sit against wall
- 2. Let's listen to some special music from the church
- 3. Play part of record
- 4. Hand out blocks "Let's make the blocks dance to the music"
- 5. Performer gives characteristic dance of the period music.
- 6. After performance "Now you may get out dance"

II. Evaluation: Did it come off as planned? How so? How not?

Sarah



Sarah
Buss

Name S Buss

5th City MiniSchool
Curriculum Event
Week A Day 1

Curriculum Area: Ind/Family

Pshcy.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Day's Curriculum Rationale: To get an image of a family unit in covenant.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Family of 5 rubber dolls
- 2.
- 3.
- 4.

Description of Event:

1. Sit at table
2. "Today we are going to talk about a family"
3. "Introduce family members: Mother, daddy, brother, sister, baby"
4. "This family's name is the Williams, ~~to end~~ ^{the Williams family}"
This is ~~Fred~~ ^{Fred} Williams, Maryann W, Joyce W, Jen W, Joe W.
5. ~~Ask each child~~ "ask each child 'what is your family's name,' helping him repeat the name."

Evaluation:

Name 5 Buss

5th City MiniSchool
Curriculum Event
Week A Day 2

Curriculum Area: Ind/Family

Pshcy.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Day's Curriculum Rationale: To experience playing the role of a woman.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Womens purses + shoes for each child
2. Wraparound clothes " " "
- 3.
- 4.

Description of Event:

1. Sit against wall
2. "Today lets be women and mothers"
3. "What do you need to be a ~~mother~~ woman?"
4. Hand out props as requested and listed
4. "Let children use props to be women"

Evaluation:

Name S Buss

5th City MiniSchool
Curriculum Event
Week A Day 3

Curriculum Area: Ind/Family

Pshcy.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Day's Curriculum Rationale: To experience playing the role of a man.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Mens shoes and hats ^{+ties} for each child
- 2.
- 3.
- 4.

Description of Event:

1. Sit against wall.
2. "Today lets be men and daddies"
3. "What do you need to be a daddy?"
4. Hand out props as requested and listed
4. "Let children use props to be women"

Evaluation:

Name S Buss

5th City MiniSchool
Curriculum Event
Week A Day 4

Curriculum Area: Inv & Family

Pshcy.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

demonstration of

Day's Curriculum Rationale: *To experience the cultural Abfo of ~~the~~ through celebration.*

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Family of 5 rubber doll
2. Rubber dolls to come as visitor
- 3.
- 4.

Description of Event:

1. Sit at table
2. "This is the Williams family"
3. "What do we want them to celebrate today?"
Let them reply +/or celebrate the following things:
 - 1) birth day (sing happy birthday to Joyce)
 - 2) New baby (cheer)
 - 3) visitors (pretend snack and cheer.)
4. "Now let's celebrate being the Williams family. What did you do today?" Let each family member reply then cheer for the Williams family.

Evaluation:

Name S Bus

5th City MiniSchool
Curriculum Event
Week A Day 5

Curriculum Area: Ind/Family

Pshcy.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Day's Curriculum Rationale: To ground the family as Mission

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Family of 5 Rubber dolls
- 2.
- 3.
- 4.

Description of Event:

1. Sit at table
2. Introduce Williams family
3. "They have a task to do ~~to~~ today"
4. "They are all going to read books. to find out about China"
5. Set family pretend to read books.
6. Ask Children "What are some of the things your family does and/or you do in your family."
6. "Bye bye Williams family"

Evaluation:

Name S Buss

5th City MiniSchool
Curriculum Event
Week B Day 1

Curriculum Area: Local Congregation

Pshcy.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Day's Curriculum Rationale: Review of Witnessing Love

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. None
- 2.
- 3.
- 4.

Description of Event:

1. Sit against wall
2. "What it means to be the church is to tell everyone who they are"
3. "Who are you?" say Teacher, Children say "You are the greatest"
4. Each child comes up one at a time & teacher asks the each to "tell them who they are"
5. Child replies "you're the greatest"

Evaluation:

Name S Buse

5th City MiniSchool
Curriculum Event
Week B Day 1

Curriculum Area: Loc. Cong.

Pshcy.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Day's Curriculum Rationale: To encounter the use of Symbols in the Church

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Design of X X
2. Song sheet of "Hallelu Hooray, you're the greatest"
- 3.
- 4.

Description of Event:

1. Sit at table
"Can you say 'symbol'?"
2. "This is the symbol that says 'you are the greatest'"
3. "This is the symbol when you decide to be the greatest"
~~3~~ painting to X in each case
4. Sing Song: Church version of Hooray, you're the greatest

Evaluation:

Name S. Buss

5th City MiniSchool
Curriculum Event
Week B Day 3

Curriculum Area: Wood Carving

Pshcy.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Day's Curriculum Rationale: To experience a study methodology

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Curri. Poem; We look into ourselves
2. \bar{c} gestures We look out at others
3. And see the whole world
4. Methodology Poem:
 \bar{c} gestures We hear with our ear
We see with our eyes
and we keep our mouths closed

Description of Event:

1. Sit at table
2. Who does it mean to study at the Mini School?
3. ~~How do we study?~~ When we want to know about the world, what do we do? Curri. Poem \bar{c} gestures
4. ~~How do we pay attention?~~ When we pay attention what do we do? Method. poem with gestures?

Evaluation:

Name S Buss

5th City MiniSchool
Curriculum Event
Week B Day 4

Curriculum Area: Local Cong.

Pshcy.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Day's Curriculum Rationale: discipline

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

- 1.
- 2.
- 3.
- 4.

Description of Event:

1. Sit at table
what are the rules at M.S.: 1) open toys away
2) take a nap
3) sit at table
- 2.
3. For each rule named "sing this is the way we ---"
to tune of "The way we go round the
Mulberry Bush"
4. Did you do these rules? yes or No?
5. "Whether or not you did today, ~~there~~ there will be
a new day tomorrow?"

Evaluation:

Name S Buss

5th City MiniSchool
Curriculum Event
Week B Day 5

Curriculum Area: Local Cong.

Pshcy.	Soc.	Sci.	Imaginal
Art	Hist.	Philos.	

Day's Curriculum Rationale: To participate in justifying love

Tool:

PLASTIC	RHYTHMIC	LITERARY
---------	----------	----------

painting design sculpture music dance song poetry story drama

Equipment:

1. trash sack
2. place to pick up trash
- 3.
- 4.

Description of Event:

1. Sit at table
2. "What needs to be done for the world?"
3. "We need to pick up the paper outside"
4. "What things do we need if we are going to pick-up trash?" (get out there model as)
 - ① trash bag
 - ② our hands
 - ③ where to do it
5. Go do the task saying "this is what it means to be the church,"

Evaluation:

Name S Bass

5th City MiniSchool
Curriculum Event
Week C Day 1

Curriculum Area: N.T

Pshcy.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Day's Curriculum Rationale: To give experience in de-mythologizing the Bible through the story of John

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. NT
- 2.
- 3.
- 4.

Description of Event:

1. Sit at table
2. "Let's hear a story about the power of a man"
3. Read Scripture
4. Questions:
 - 1) what happened?
 - 2) what is it you can do?

Evaluation:

Name J. Buss

5th City MiniSchool
Curriculum Event
Week C Day 2

Curriculum Area: N.T

Pshcy.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Day's Curriculum Rationale: *To encounter the Word as the only word through the Gospel of John*

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. N.T. John Ch 8
- 2.
- 3.
- 4.

Description of Event:

1. Set at table
2. "Let's hear the story about ~~our~~ our lives"
3. Read Scripture
4. Bye-bye Bible

Evaluation:

Name S Russ

5th City MiniSchool
Curriculum Event
Week C Day 3

Curriculum Area: N.T

Pshcy.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Day's Curriculum Rationale: ~~To encounter the decision ^{at} ~~that~~ ~~set~~ ~~for~~~~
~~in the~~ resurrection myth as demanding a decision.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. N.T. - Luke Chapt 24:45-~~53~~53
- 2.
- 3.
- 4.

Description of Event:

1. Sit at table
2. "Let's hear a story that we can decide about."
3. Read scripture
4. "Bey Bye Bible"

Evaluation:

Name S Buss

5th City MiniSchool
Curriculum Event
Week C Day 4

Curriculum Area: N.T.

Pshcy. Soc. Sci. Imaginal
Art Hist. Philos.

Day's Curriculum Rationale: To encounter the Man of Faith as articulated in the NT

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

Equipment:
1. NT - Romans 8:35-39
2.
3.
4.

Description of Event:

1. Sit at table
2. "Let's hear about what it means to be a Man of Faith."
3. Read scripture
4. Bye Bye Bible.

Evaluation:

Name S Buss

5th City MiniSchool
Curriculum Event
Week C Day 5

Curriculum Area: N.T.

Pshcy.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Day's Curriculum Rationale: Encountering through the NT what it means to be the church.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. N.T. - 2nd Corinth. 6:1-10
- 2.
- 3.
- 4.

Description of Event:

1. Sit at table
2. Let's hear about what it means to be the people of God.
3. Read Scripture
4. Bye Bye Bills

Evaluation:

Name _____

5th City Middle School
Curriculum Event
Week Day

Curriculum Area: Nation/World

Policy.	Sec.	Sci.	Imaginal
Art	Hist.	Philos.	

Day's Curriculum Rationale: To become acquainted with the geographical areas of the world.

Tool: PLASTIC NOSTRUMIC LITERARY

painting assign sculpture music dance song poetry story drama

- Equipment:
1. A picture, 3 poster of 9 geo. sec. areas
 - 2.
 - 3.
 - 4.

Description of Event:

- SIT AGAINST THE WALL.
1. "There are a lot of different people in the world"
 2. "Let's look at the different kinds of people"
 3. Point to each picture and say

These are:	Americans	Asian Indians	Latin Americans
	Russians	Chinese	Africans
	Europeans	S. E. Asians	Arabs
 4. Bye Bye People of the world.

Evaluation:

Name _____

5th City MiniSchool
Curriculum Event
Week D Day 2

Curriculum Area: Nation/World

Pshcy.	Soc.	Sci.	Imaginal
Art	Hist.	Philos.	

Day's Curriculum Rationale: To become acquainted with the West of the geo-soc grid.

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. World map
2. pictures of people from the 3 Western Areas
3. Poster used Monday

Description of Event:

1. Sit against wall
2. "Here are the people from the West again:
Americans, Russians and Europeans"
3. "Here is a map of the world. Let's see where in the world they live."
4. With each of the 3 areas move a picture from the poster to the saying, "This is where XX people live."
5. Bye Bye Western World.

Evaluation:

Name S Buss

5th City MiniSchool
Curriculum Event

Week 10 Day 3

Curriculum Area: Not/World

Pshcy.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Day's Curriculum Rationale: To become acquainted with the East of the Geo Soc Grid -

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. World Map
2. Pictures of people from the 3 Eastern areas
3. Poster used Monday
- 4.

Description of Event:

1. Sit against wall
2. "Here are the people from the East again"
Indians, Chinese, SE Asian
3. "Here is a map of the world. Let's see where in the world they live."
4. With each of the 3 areas move a picture from the poster to the map saying "This is where x people live."

Evaluation: 3) Bye bye Eastern world

Name _____

5th City MiniSchool
Curriculum Event
Week B Day 4

Curriculum Area: Local Congregation

Phcy.	Soc.	Sci.
Art	Hist.	Imaginal Philos.

Day's Curriculum Rationale:

Tool:

PLASTIC RHYTHMIC LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

Description of Event:

1. Sit at table
2. What are the rules at MiniSchool:
 1. put toys away
 2. Take a nap
 3. sit at the table
3. For each rule named "sing this is the way we _____"
to the tune of "The way we go round the Mulberry Bush"
4. Did you dot these rules? Yes or No?
5. "Whether or not you did today, there will be a new day tomorrow"

Evaluation:

Name _____

5th City MiniSchool
Curriculum Event
Week B Day 5

Curriculum Area: Local Congregation

Pshey.

Soc.

Sci.

Imaginal

Art

Hist.

Philos.

Day's Curriculum Rationale:

To participate in Justing love

Tool:

PLASTIC

RHYTHMIC

LITERARY

painting design sculpture music dance song poetry story drama

Equipment:

1. Trash sack
2. place to pick up trash

Description of Event:

1. Sit at table
2. "What needs to be done for the world?"
"We need to pick up the paper outside"
3. What things do we need if we are going to pick up trash?
Get out their model as:
 1. trash bag
 2. our hands
 3. where to do it
4. Go do the task saying "This is what it means to be the church."

Evaluation: