

Project Construct Curriculum Implementation in Classrooms

In every classroom, Center Based Learning is designed for every child to be successful.

The Daily Schedule includes the following, and is not limited to:

Whole & Small Group Learning	<ul style="list-style-type: none">-Class meetings-Discussions-Group games-Movement-Music
Individual Learning	<ul style="list-style-type: none">-Exploration & Experimentation-Clean-up-Distributing items
Indoor & Outdoor Play Areas	<ul style="list-style-type: none">-Gross motor skills-Outdoor playground-Indoor play in Gymnasium-Chalk-Push and Pedal toys
Art	<ul style="list-style-type: none">-Fine motor skills-Use a variety of manipulatives-Individual creativity-Coloring/Drawing-Craft projects
Reading	<ul style="list-style-type: none">-Individual reading time-Whole group story time
Science	<ul style="list-style-type: none">-Hands-On experiments-Observe cause & effect-Earth Science
Writing	<ul style="list-style-type: none">-Personal journaling-Use letters
Imaginative Play	<ul style="list-style-type: none">-Pretend Play-Blocks/Building
Technology	<ul style="list-style-type: none">-Computers-Listening Centers
Religion	<ul style="list-style-type: none">-Old Testament Stories-New Testament-Life of Jesus-Liturgical Season-Prayer
Pre-Math Skills	<ul style="list-style-type: none">-Manipulatives-counting & sorting-Differentiate: quantity, size, shape, color-Analyze data
Music	<ul style="list-style-type: none">-Rhythmic movements-Use a variety of instruments-Explore various types of music

Curriculum Based on Project Construct

Holy Child Catholic Preschool offers Project Construct Early Childhood Curriculum and Assessment approach to teaching children ages three to five. The curriculum for young children does not categorize learning according to various disciplines, and our framework is not organized by traditional subject areas. Skills, Concepts, and Growth Development are enhanced with Project Construct center-based learning. Our curriculum draws from the constructivist theory of learning and is organized according to four domains: Sociomoral, Cognitive, Representational, and Physical.

These four principles are an important part of our Project Construct Curriculum:

Principle 1: Children have an intrinsic desire to make sense of their world.

Children will learn what they genuinely need and want to know.

Principle 2: Children actively construct knowledge and values by interacting with the physical and social worlds.

Young children's thoughts are closely tied to action, therefore their learning environment requires physical, intellectual, and social interactions. They need to act and observe reactions, make predications, and attempt to produce desired effects through their own actions. They also need to interact with their peers and exchange and compare ideas.

Principle 3: In their universal efforts to understand the world, children's thinking will contain predictable errors.

These errors are necessary for learning. Children who ask questions and who risk making incorrect predictions are engaged in active thinking. Given time and guidance to recognize and correct their own errors, children both construct new knowledge and gain confidence in their own ability to figure things out.

Principle 4: Children's development is an interactive and interrelated process and spans the Sociomoral, Cognitive, Representational, and Physical Development domains.

As children explore and expand on their interests and construct understanding in a particular domain, that understanding influences their development in other domains as well.

Project Construct Curriculum is divided into 4 domains of development:

1. ***Sociomoral***-able to relate emotionally, ethically and intellectually to the external world
2. ***Cognitive***-able to merge new knowledge with what is already known
3. ***Representational***-able to communicate ideas seen, known or imagined
4. ***Physical***-able to use body with increased purpose, control and skill