



# LOWER SCHOOL ACADEMIC HANDBOOK

2024-2025

# PRE-K CURRICULUM

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## OVERVIEW

Our pre-kindergarten curriculum is developmentally appropriate providing for all areas of a child's development: spiritual, physical, emotional, social, and cognitive through an integrated approach. A variety of individual, small group, and large group activities are incorporated into the daily program. Our classroom environment provides opportunity for children to learn through active exploration and interaction with adults, other children and materials.

## BIBLE PRE-K3

Intentionally designed units of study are used to help students learn the biblical story through the worldview framework of creation, fall, and redemption in developmentally appropriate ways. Christ-centered lessons based on Galatians 5 focus on the heart rather than behavior to encourage character development that springs from gratitude for what Christ did for us on the cross.

## BIBLE PRE-K4

Intentionally designed units of study are used to help students learn the biblical story through the worldview framework of creation, fall, and redemption in developmentally appropriate ways. *Positive Actions* Bible curriculum is used to bring to life scriptural truths and provide focused Bible instruction. Christ-centered lessons based on Galatians 5 focus on the heart rather than behavior to encourage character development that springs from gratitude for what Christ did for us on the cross.

## EARLY LITERACY

Early literacy development is a fundamental component of a child's overall development. In our Pre-K classrooms, students build literacy understanding with thoughtfully designed units of study to immerse them in language and literacy in various ways. Students explore concepts in literacy through hands-on, experiential learning in structured play experiences. Our teachers provide developmentally appropriate support and guidance through small group and one-on-one instruction. Our Pre-K4 classrooms utilize the *Learning Without Tears Get Set for School* curriculum for both literacy and math instruction.

## HANDWRITING

*Handwriting Without Tears* is a component of the *Get Set for School* curriculum and is used to teach developmentally appropriate handwriting skills. *Handwriting Without Tears* is a program based on a child's development designed to promote growth in a child's fine motor skills along with visual skills through engaging and interactive activities. Teachers are intentional about utilizing tools such as play dough, blocks, chalk, and other tactile materials to encourage interacting with letters using their senses.

## EARLY NUMERACY

Students build mathematical understanding through a concrete-pictorial-abstract approach. Using manipulatives first then visual models/drawings, students learn the fundamentals of number sense and learn to become problem solvers and thinkers. Students explore mathematical concepts through hands-on, experiential learning often through structured play experiences. Our teachers provide support and guidance through small group and one-on-one instruction. Our Pre-K4 classrooms utilize the *Learning Without Tears: Get Set for School* curriculum for both literacy and math instruction.

## SCIENCE

An inquiry-based, hands-on approach to science instruction gives students numerous opportunities to discover the principles and truths of God's creation. Purposefully designed units are integrated into all content areas to immerse students in Science concepts.

## SOCIAL STUDIES

Students in Pre-K are learning how to live in community with one another. Teachers are purposeful in providing focused instruction for how to navigate sharing, friendships, responsibility, and overall citizenship among other areas to help develop our students to have a positive impact in their community. Ample opportunities for authentic play and social interactions contribute to the development of the whole child.

# K-4TH GRADE CURRICULUM

## OVERVIEW

We use an interdisciplinary approach, ensuring students are comfortable working across disciplines. A variety of individual, small group, and large group activities are incorporated, providing opportunities for children to learn through active exploration and interaction with others. Students learn to tackle a concept through closer examination by applying, analyzing, evaluating, reflecting, and reasoning. Your child will make connections between the concrete and the abstract, solidifying those critical thinking skills that are essential in secondary and higher education.

## BIBLE K-4TH

Christ-centered instruction is implemented in all subject areas to develop a biblical worldview. *Deep Roots* curriculum is used to help students learn the biblical story through the worldview framework of creation, fall, and redemption. Practical activities and lessons teach students how to apply their faith to everyday living and help develop their core values. Character Trait training focuses on the heart rather than behavior to encourage character development that springs from gratitude for what Christ did for us on the cross.

## ELA-READING K-1ST

Teachers follow a structured literacy framework utilizing *Open Court* curriculum for a systematic foundation largely focused on phonics, phonemic awareness, and alphabetic knowledge. This instructional method provides opportunities for word study/phonics instruction, auditory/visual comprehension, and guided, shared, and independent reading experiences to develop thorough literacy instruction. The Daily Five approach to our literacy block allows for purposeful instruction of reading strategies in *Comprehension, Accuracy, Fluency, and Expanded Vocabulary* (CAFE) through minilessons and conferring with students.

## ELA-READING 2ND-4TH

Teachers follow a structured literacy framework utilizing *Open Court* curriculum for a focus on grammar, phonics, word analysis, and vocabulary. This instructional method provides opportunities for word study, auditory comprehension, and guided, shared, and independent reading experiences to develop thorough literacy instruction. The Daily Five approach to our literacy block allows for purposeful instruction of reading strategies in *Comprehension, Accuracy, Fluency, and Expanded Vocabulary* (CAFE) through minilessons and conferring

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## WRITING K-4TH

Students work in authentic ways to develop independence as writers. *The Being a Writer* curriculum by the Center for the Collaborative Classroom is used for writing instruction. Students participate in mini-lessons where the teacher introduces various genres of writing and models skills, followed by time in independent writing allowing for one-on-one conferencing and small group instruction.

## MATH K-4TH

Students build mathematical understanding through a concrete-pictorial-abstract approach. Using manipulatives first, then visual models/drawings, and finally numerical symbols, students learn to apply multiple strategies for computation and develop as problem solvers and thinkers. *Into Math* by HMH is the curriculum used to guide our math instruction and build continuity of math skills, such as drawing diagrams to understand word problems and provide a bridge to algebraic thinking and Mental Math to promote numerical fluency. In grades kindergarten through fourth grade, teachers use an instructional framework to include whole group lessons, small group and one on one instruction, as well as independent math tasks. This approach encourages active thinking, process, communication of mathematical ideas, and problem solving.

## SCIENCE K-4TH

An inquiry-based, hands-on approach to science instruction gives students numerous opportunities to discover principles and truths of God's creation. Units in Life Science, Physical Science, Earth & Space Science, and the human body are designed to engage students in age- and grade-appropriate investigation skills. *Purposeful Design* is the curriculum used in 2nd-4th grades to guide science instruction.

## SOCIAL STUDIES K-4TH

Integrated units of study support reading and writing through hands-on activities, collaborative projects, discussions, and field trips. An emphasis on friendships, authority figures, American government and citizenship, economics/goods and services, families and communities here and around the world, families and communities then and now, South Carolina and US History, and cultures of America are what drives the social studies instruction.

*Equipping* **Students.**  
*Establishing* **Leaders.**



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