Curriculum sample

**General Contents**

1. The child within the family and society

2. Music and movement

3. Holidays and festivals

4. The animal and plant kingdoms

5. Reading readiness

6. Math readiness

7. A window to science and technology

8. Ways of life

9. Children and the environment

10. Cognitive skills

**The child within the family and society**

**1. Who am I?**

- Height

- Hair color

- Eye color

- Weight (fat/thin/in between)

- Special things connected to my physical characteristics: near or far sightedness/glasses (sight), sharp hearing or hearing difficulties/hearing aid (hearing), clumsy or agile (athleticism)

- Gender

- Age

- Preferences (What do I like and what do I not like?): Types of food/games/clothing items

- My place in the family: parents, siblings, grandparents, cousins

- My place in society: in kindergarten, in my building, in the neighborhood

- What is mine: toys/objects/animals/books

- What can I do by myself and what can I not yet do by myself: at home/sports

**2. Self-confidence:**

- Children will develop the ability to verbally express pride and self-appreciation for the activities that they can carry out within their peer group.

- They will also develop the ability to verbally express pride and self-appreciation for their place within the family.

**3. Coping with failure**

- Children will identify their feelings of frustration in situations of failure.

- Children will identify other people's reaction of disappointment in situations of failure.

- Children will understand that failure in a particular area does not lessen the love or appreciation of the people in their immediate surroundings.

- Children will learn effective ways of dealing with failure: trying again, trying something different, identifying the source of the problem, asking for help, or understanding that the goal is impossible to achieve.

- Children will realize that some people do things better than others, and some worse.

- Children will understand that people older than they, and even adults, can't do everything.

**4. Initiative**

- Children will understand that by taking initiative, they can influence things connected to them and their environment.

- Children will understand that taking initiative is usually positive and will be supported by their environment.

**5. Taking responsibility**

- Children will learn that taking responsibility is part of growing up (and that doing so is usually accompanied by feelings of pleasure and independence) and that the older they get, the more responsibility they can take on.

- Children will learn to choose different alternatives in taking responsibility.

**6. Feelings**

- Children will be able to identify and name their basic emotions and those of others: happiness / anger / sadness / surprise / pride / missing something or someone / fear / pleasure

- Children will learn that they are allowed to experience negative emotions such as anger or fear.

- Children will learn to categorize emotions as pleasant and unpleasant.

- Children will be able to identify the feelings of other people and to take them into account.

**7. Family**

- Children will understand their family structure, who makes up their family, what are typical activities in their families, and family connections and relationships.

- Family events.

- The family as a place of safety and the supplying of basic needs: love, food, clothing, sleep, hygiene, and care in the case of sickness or unhappiness.

- The family as a supportive framework.

- The family as a given fact. (You can't change your family.)

- Tension within the family (discipline, borders, jealousy, sibling rivalry, and ways to cope with this).

**8. Cooperation**

- Children will recognize that doing things together is pleasant and efficient.

- Task allocation as a way to cooperate. (Advantages of planning and sharing work.)

- Combining talents and skills. It will be proven that goals are easier to attain when each member of a group contributes his or her unique skills to the task.

- Mutual help: Children will learn to identify situations in which they need help or can help others.

- Integrating into a group: Children will learn different strategies for integrating into a group.

- Children will learn to identify another person's needs and help integrate that person into a group.

- Children will learn to identify difficulties in integration and functioning in a group.

**9. The neighborhood**

- Children will learn the neighborhood in which they live (the street, shops, kindergarten, school, public parks, clinics).

- Children will learn to identify relationships between neighbors and to decipher their meanings. (cooperation within an apartment building, joint responsibility for the building — cleaning, gardening, guarding privacy, noise).

**10. Same and different**

- Children will learn what is the same and what is different among all people. (behavior patterns, external appearance, language, taste).

- Children will learn what is the same and what is different among groups of people.

- Children will learn that different people can have similar feelings and skills, and different ones.

- Children will learn that with a tolerant attitude and respect for others, they can live together and learn to like and love one another.

- Children will learn that they have a right to be different from others.