EARLY CHILDHOOD EDUCATION CURRICULUM

NEWTOWN SCHOOLS
NEWTOWN, CT.
May, 2002
Introduction

Since the implementation of the 1995 Early Childhood Education curriculum, several factors have occurred which necessitate redesign of the curriculum.

First and foremost, Newtown High School was awarded a major School to Career demonstration site grant in 1998, which made possible many improvements and enhancements for the high school’s growing enterprises.

The site coordinator, Mrs. Peg Ragaini, has directed funds to the Early Childhood program for the purchase of a laptop computer and a personal computer for the Early Childhood program. This technology has also enabled the teacher to provide digital camera photos for each student to document their child’s growth.

At the same time, The Creative Curriculum for Preschool, which is the core assessment system used in the Nurtury, has been refined into a new Developmental Continuum with corresponding software to make recording progress easier.

Lastly, at the local, state, and national levels there has been renewed emphasis on establishing standards for students enrolled in School to Career courses. At the local level, this has taken the form of Common Denominator document that defines skills that cross all areas of the curriculum. At the state level standards and competencies were published for Vocational and Technical Education by the State Board of Education in 2001. At the federal level, Family and Consumer Sciences Education (FACS) coordinated the publication of the FACS National Standards in 1998.
For the enhancement of children’s education, the Bureau of Early Childhood Education and Services compiled the *Connecticut Preschool Curriculum Framework and Benchmarks for Children in Preschool Programs* in 1999.

All of the above documents have been reviewed and the standards incorporated into the existing Early Childhood Education curriculum.

The writer wishes to express her deep appreciation to the authors of the above publications, and to Mrs. Ragaini for her leadership in making possible so many program improvements in the School to Career Enterprises and courses taught at Newtown High School.

Mrs. Mary E. Thomas
May 1, 2002
EARLY CHILDHOOD EDUCATION CURRICULUM

NEWTOWN HIGH SCHOOL

PHILOSOPHY

We believe that the care and welfare of small children in the preschool years is important to the community. We also believe that high school students have developed the maturity to contemplate their family life, their role in society, and the broad range of social issues confronting contemporary America. One of these issues is how best to provide quality care for preschoolers.

Preschool programs have a major impact on a child's ability to learn, to communicate ideas and feelings, and to get along with others. Studies indicate that children attending quality early childhood programs are less likely to need remedial education, drop out of school, get in trouble with the law, or be unemployed.

Past experience has shown that junior and senior high school students in Newtown have the cognitive and emotional maturity to study the growth and development of small children, as well as the social skills and the physical energy to devote to their care and instruction. They have demonstrated this ability in the twelve years that the Newtown Nurtury has grown and developed to its current standard.

Our experience has proven that learning about small children can best occur when students interact in a learning environment that is structured for the mutual benefit of both ages of learners; i.e., in a planned program of activities which foster the growth and development of both age groups. High school students can use their unique abilities to care for and teach young children in such a productive setting, gaining skills useful to them in their personal life as future parents, as well as for potential careers.

We further believe that committed students in a high school child development program, which uses training materials that meet the national CDA (Child Development Associate) assessment standards, can be successful in their goals. These students who complete the objectives, and meet the competency standards, are able to gain three college credits in early childhood education if they successfully complete two years (four semesters) of work using the Trainer's Guide to Caring for Preschool Children. This work, by Diane Trister Dodge, is published by Teaching Strategies Inc. and is correlated to the companion volumes, Caring for Preschool Children Volumes I and II.

The curriculum, which follows, is based on these training materials, and the children's standards and activities, which are the heart of the Newtown Nurtury program, are closely correlated to the student's curriculum. The student portion of the curriculum is in plain type, the children's portion of the curriculum is in italics so that it will be clearer which document you are reading.
CONTENT STANDARDS FOR STUDENTS AND CHILDREN

The students will be able to…
- Provide a safe environment
- Promote good health and nutrition
- Create and use a learning environment
- Promote physical development
- Promote cognitive growth and development
- Use language to promote communication
- Promote the development of creativity
- Promote the development of a sense of self
- Promote social development
- Guide children towards good behavior
- Have good relationships with families
- Show professionalism

The children in the Nurtury will . . .
- Be safe
- Have good health and nutrition
- Cooperate in creating a learning environment
- Develop physical abilities
- Grow in cognitive areas
- Use language to promote communication
- Develop creativity
- Develop a sense of self
- Develop social skills
- Behave well
- Identify themselves as members of a family
CONTENT STANDARD I. STUDENTS WILL BE ABLE TO PROVIDE A SAFE ENVIRONMENT

OBJECTIVES

Students will:

- recognize some typical behaviors of preschool children
- use knowledge about children to help keep them safe
- use a safety checklist to keep the area safe
- choose safe materials and equipment
- provide for children's safety in outdoor areas
- maintain a safe environment through close supervision
- develop safety rules with children
- practice preventive techniques to avoid accidents
- demonstrate a safe and healthy learning environment for children
- explain the importance of sanitation practices
- demonstrate basic first aid procedures
- identify basic responsibilities of caregivers for
- protecting children’s health and safety
- explain the importance of immunizations
- explain safe maintenance of toys, equipment, and materials

SUGGESTED ACTIVITIES

Students may:

- use a safety checklist to assess the safety of the classroom; share with class
- make a priority list of items needing attention, and list steps to be taken to improve the safety of the environment
- make changes in the area, and create a schedule of daily and monthly safety checks
- complete individual student contracts explicitly listing rules of supervision of small children
- record safety limits for each activity area, and post them in the activity area; share with children as a class exercise
- role play scenarios where good supervision and preventive strategies will prevent common accidents
- read about how to handle emergencies and provide first aid
- review the school's emergency procedures and demonstrate emergency procedures; i.e., fire drill routine.
- demonstrate correct procedure for walking outdoors near roadways
- demonstrate the selection of, and proper use of, learning materials and equipment
- review school's field trip policy and authorization and travel rules for field trip
supervision

ASSESSMENTS

Assess student’s performance according to the Common Denominator document.

Complete individual training plan modules for safety, including pre-training assessments, trainer observation forms for competency assessments, and knowledge assessments for evaluation.

STUDENT RESOURCES


CHILDREN'S CONTENT STANDARD I. CHILDREN WILL BE SAFE

OBJECTIVES

Children will:

- understand the importance of safety
- follow safety rules
- appreciate the relationship between following safety rules and their own personal well-being and that of others

SUGGESTED CHILDREN'S SUGGESTED ACTIVITIES

Children may:

- take a tour of department, guided by students, and put colored stickers up in areas they are safe, thereby welcome, (green), and areas they should not enter (red).
- mount safety pictures near sand and water table
- make, with help of students, "How Do We Get There Map" showing the areas of the school, with labels and color-codes as above.
- make touch...don't touch signs to post in department
- practice fire drill procedure, using the little children's bell, employing standard emergency exit policies for the school.
- practice safe crosswalk technique, holding hands always with older student when in or near parking area.
- during fire safety week in October, children host local fire chief, who demonstrates fire safety at home, distributes fire hats and learning materials, and escorts children through local fire station to see the fire engines and learn more about safety.
- before cooking experiences begin, children role-play safety in the cooking area.
- play Red Light, Green Light
- sing Twinkle, Twinkle, Crossing Light
- make "driver's licenses" which have on them the safety rules to use when riding their
tricycles; also, make milk jug helmets to wear, and discuss wearing helmets when on bikes.

- participate in Favorite Safe Vehicle Day, and make Vehicle Stickers for decoration.

ASSESSMENT


CHILDREN'S CURRICULUM RESOURCES


CONTENT STANDARD II. STUDENTS WILL BE ABLE TO PROMOTE GOOD HEALTH AND NUTRITION

OBJECTIVES

Students will:

• recognize the signs of a healthy, well-nourished child

• provide and maintain a hygienic environment

• recognize common symptoms of illness in a preschooler

• model good health habits for children so they can learn by the student's example; i.e., proper hand washing technique

• help children select and sample nutritious foods for snacks and meals

• share in experiences that demonstrate that food is important
  and the body needs a variety of good foods each day

• develop appropriate menus for meals and snacks

SUGGESTED ACTIVITIES

Students may:

• read about health, nutrition, and teacher competence

• write responses to situational health questions

• write responses to personal and health questions

• brainstorm how students can ensure children's good health and nutrition; emphasize modeling good behaviors like washing hands before meals, avoiding overeating, etc.

• demonstrate ways to create a hygienic environment and recognize symptoms of illness in children

• use a health checklist to assess the environment; list items that need improvement and take necessary precautionary measures

• invite school nurse to demonstrate universal health precautions and first aid techniques

• read about and discuss goals for nutrition education
• measure and weigh classmates and compare to charts reflecting norms of standard weights and heights related to age

• post the chart, 'Dietary Guidelines for Americans' and review in class

• write a plan and implement a cooking experience for a small group of children

• share food with children and model ways to make meal times enjoyable and relaxed

• discuss how students can model good nutrition practices by improving their own eating habits

• read about the signs of child abuse and neglect

• record observations of children to identify typical behaviors of children

• review the school's policy and procedures of how to report child abuse and neglect

ASSESSMENTS

Assess student’s performance according to the Common Denominator document. Students will complete individual training plan modules for health and nutrition, including pre-training assessment, trainer observation forms for competency assessments, and knowledge assessments for evaluation.

STUDENT RESOURCES


Diane Trister Dodge and Laura Colker The Creative Curriculum, Teaching Strategies, Inc. 2000
CONTENT STANDARD II. CHILDREN WILL HAVE GOOD HEALTH AND NUTRITION

OBJECTIVES

Children will:

- practice appropriate eating habits, hygiene, and self-help skills
- choose nutritious and wholesome meals and snacks
- prepare and sample wholesome foods
- understand the relationship between good nutrition and their personal health and well-being

SUGGESTED CHILDREN'S SUGGESTED ACTIVITIES

Children may:

- discover the health benefits of carbohydrates while making good soup as a class exercise
- participate in a Fun Food Day where every child brings in one piece of wholesome food, and the foods are shared by everyone at snack or lunch time
- make low-fat muffins for snack, using chart to show steps
- experiment with a tasting center that features a different wholesome food every day
- share how one healthy food can be used in several ways to make different dishes, such as pumpkins
- participate in a peanut day, using several recipes to share
- use bread dough to make different kinds of pretzels
- make different pizzas with bread dough
- make initials out of bread dough and share with class
ASSESSMENT


CHILDREN'S CURRICULUM RESOURCES


CONTENT STANDARD III. STUDENTS WILL CREATE AND USE A LEARNING ENVIRONMENT

OBJECTIVES:

Students will:

- organize indoor areas that encourage play and exploration
- select and arrange appropriate materials and equipment that foster growth and learning
- plan and implement a schedule and routines appropriate to the needs of learners
- identify what kinds of interest areas are appropriate for preschool children
- locate and define interest areas in the room
- select materials that are developmentally and culturally appropriate for each interest area
- organize and display these materials in ways that invite learners to use and care for them
- create a learning environment that encourages independence, security, and a sense of belonging
- arrange the indoor space to give learners clear and positive messages
- use transition periods as learning opportunities
- develop a balanced schedule or routine of activities (small/large group, child/teacher-directed, active/quiet, etc.)
- develop an activity that encourages independence in a child
- explain the importance of a multicultural/anti-bias awareness curriculum
- describe a variety of transition time activities
- name activities that provide for the release of emotional energy
• demonstrate effective storytelling as a method of instruction

• explain the stages of development according to Piaget and give examples of application in the childcare setting

• explain modification of the environment, routine, or activities to meet a child’s special needs

• explain the relationship of social, emotional, physical, and cognitive development

• list learning opportunities for children to express their creative abilities

• list activities for guiding art and sensory experiences

SUGGESTED ACTIVITIES
Students may:

• write responses to questions about organizing the environment for play and exploration

• demonstrate ways teachers can create an appropriate and effective learning environment

• compare the floor plan of the facility as it is now, and redraw a new arrangement to make it more effective

• make changes in the facility based on group's decisions

• complete a checklist on what materials are in each area, and plan to organize and display them

• read about messages that learners may receive from the arrangement of the environment

• complete chart identifying messages in the classroom space and develop new ideas to try

• make changes in environment and observe results

• read about how to plan a schedule and daily routines that suit the school and the students

• compare the schedule to the guidelines; brainstorm proposed changes with class

• plan and implement transition activities; evaluate

• discuss ways to increase learner’s role in taking care of the environment
• brainstorm ways to organize most-used materials for easy access and orderliness

ASSESSMENTS

Assess student’s performance according to the Common Denominator document. Students will complete individual training plan modules for creating a learning environment, including pre-training assessments, trainer observation forms for competency assessments, and knowledge assessments for evaluation.

STUDENT RESOURCES


Sue Bredekamp, Editor. Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8, Expanded Edition. National Association for the Education of Young Children, 1993
CHILDREN'S CONTENT STANDARD III. CHILDREN WILL COOPERATE IN CREATING A LEARNING ENVIRONMENT

OBJECTIVES
Children will:

- follow established routines to create an orderly environment
- cooperate with adults in creating a learning environment
- follow rules of the school
- understand the relationship between and orderly environment and effective learning

SUGGESTED ACTIVITIES
Children may:

- post signs that show steps in sequence of basic routines, such as Painting at the Easel (use picture showing steps) Washing Hands, Putting Away toys when done, etc.
- keep a box of book repair supplies in the library corner so that children can tape torn pages, etc. to keep books in good repair
- sing the fingerplay I Am Me as a transition aid to getting children to sit quietly and settle down on mats for circle time.
- sing Hello, Goodbye Song in September, to ease transition to school and help learn names: also do the following:
  - chant Match Mate to tune of Ring around the Rosie
  - sing Clean up, Count Up
  - sing Help Yourself!
- make chart showing classroom jobs such as ringing bell, watering plants, etc.
- help monitor clean up after meals and take turns telling table-mates when they can be excused
- put name labels on cubbies, tote boxes, show-and-tell bags, etc. and take a hall pass when they are excused to go to the lavatory
ASSESSMENT


CHILDREN’S CURRICULUM RESOURCES


CONTENT STANDARD IV. STUDENTS WILL PROMOTE PHYSICAL DEVELOPMENT

OBJECTIVES:

Students will:

- recognize some typical behaviors of preschool children
- use knowledge about children to promote their physical development
- identify children's motor development sequence
- plan activities that help children practice gross motor skills
- identify children's developing fine motor skills
- plan activities that help children practice fine motor skills
- select materials and equipment that help children develop gross and fine motor skills
- use the environment in ways that encourage development of gross and fine motor skills
- select age-appropriate indoor and outdoor play equipment for physical development
- give examples of gross and fine motor development for each developmental age

SUGGESTED ACTIVITIES

Students may:

- read about physical development, both fine and gross-motor, and about teacher competence
- write responses to questions about physical development
- read about the physical development of 4 and 5 year olds
- write examples of how students can help promote children's physical development
• create plans for a variety of gross motor activities
• record observations of two children, identifying their particular gross motor skills
• read about age-appropriate fine motor development
• record observations of two children, identifying their particular fine motor skills
• make a sequential chart illustrating the different stages of fine motor skills which emerge at different ages
• role play with students to practice ways to encourage children to try new skills. Have two students pretend to be children while a third student provides direction and encouragement
• select an interest area and appropriate learning materials for a child to develop a physical skill
• list physical activities and materials that can help children develop a sense of confidence and self-esteem
• have a physical-skills 'field day' where different activities are arranged both inside and outside for students to pursue

ASSESSMENTS

Assess child’s growth using the PHYSICAL DEVELOPMENT section of The Creative Curriculum Developmental Continuum for Ages 3-5

Assess student’s performance according to the Common Denominator document.

Students will complete individual training plan modules for physical development, including pre-training assessments, trainer observation forms for competency assessments, and knowledge assessments for evaluation.

STUDENT RESOURCES


Sue Bredekamp, Editor. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8, Expanded Edition*, National Association for the Education of Young Children, 1993
CHILDREN'S CONTENT STANDARDS IV.
CHILDREN WILL DEVELOP PHYSICAL ABILITIES

OBJECTIVES
Children will:

- engage in a wide variety of gross motor activities that are child selected and teacher initiated
- demonstrate special awareness of both fine and gross motor activities
- practice personal hygiene and self-help skills
- use a variety of materials that promote eye-hand coordination and small muscle development

SUGGESTED ACTIVITIES

Children may:

- demonstrate competence in a variety of activities that require coordinated movement using large muscles
- perform activities that combine large muscle movements with equipment
- combine a sequence of several motor skills in an organized way
- choose to engage in physical activity
- perform fine motor tasks that require small muscle strength and control
- use eye-hand coordination to successfully perform fine motor tasks
- show beginning control of writing, drawing, and art tools
- move through an environment with body control
- demonstrate spatial awareness in fine motor activities
- choose daily activities from a range of physical activity centers
- move to music and participate in games like Simon Says, Ring-around-the Rosie, and Duck-
duck goose both indoors and outdoors

- improve balance, coordination, and rhythm through dancing and other movement activities like Obstacle Course, Walking the Line and The Hinge Song

- choose daily activities from a range of centers including office corner, craft table, kitchen corner, laundry corner, dress-up corner, and puzzle corner

- engage in a variety of art activities, including painting, finger-painting, daily craft activities calling for drawing and coloring and cutting experiences stringing cornstarch beads, manipulating small items like buttons, and placing pegs in holes

- use eye droppers and tongs for art activities

- play the Sound Game to discriminate sounds

- sing the Rain song with the entire class to practice making different sounds

- make feely mystery boxes for experimenting by touch to determine the identity of objects

- experiment with different textures of materials in the sand and water play area

- experiment with patterns, puzzles, name boards and other objects for visual discrimination

- sort objects according to their attributes of color, size, and shape

**ASSESSMENT**


**CHILDREN'S CURRICULUM RESOURCES**


CONTENT STANDARD V. STUDENTS WILL PROMOTE COGNITIVE DEVELOPMENT

OBJECTIVES:

Students will:

- recognize some typical cognitive abilities of preschoolers
- use what is known about preschool children to promote their cognitive development
- observe how children make sense of the world around them
- respect the child's thoughts and opinions
- share their own skills and abilities with others
- recognize the skills children use in learning
- use the environment to help children learn new concepts and skills
- select materials that invite children to explore and ask questions
- ask questions that encourage children to think and solve problems
- use the computer with curiosity and ability

SUGGESTED ACTIVITIES

Students may:

- read about cognitive development and teacher competence
- respond to situational questions about promoting children's cognitive development
- read about the cognitive development of preschool children
- identify examples of how students can promote children's cognitive development based on what children do
• read about how children make sense of their world

• record observations of children and write examples of how they develop thinking skills

• read about the development of thinking skills and how toys and blocks can facilitate thinking skills

• record observations of children demonstrating the five thinking skills, have teammate write what the student said to promote thinking and learning

• complete planning chart to organize the classroom to help children develop concepts and skills

• read about and select new materials which can be observed to help children expand their learning

• discuss the importance of helping children develop problem-solving skills; share strategies with class

• in teams, focus on one indoor area; record interactions with children, and write open-ended questions used to promote problem solving

• using resource book, choose an activity which promotes cognitive development.

• collect materials for selected activity, and make plans for implementing the activity. Try out with small group of children and record results. Review and consider ways to extend activity for further learning.

• review "introducing new ways to use toys." Each student chooses a material, create a new way to use it, and share the method with the class.

• prepare class materials using the computer

ASSESSMENTS

Assess child’s growth using the COGNITIVE DEVELOPMENT section of The Creative Curriculum Developmental Continuum for Ages 3-5

Assess student’s performance according to the Common Denominator document.

Students will complete individual training plan modules for cognitive development, including pre-training assessments, trainer observation forms for competency assessments, and knowledge
assessments for evaluation.

**STUDENT RESOURCES**


Sue Bredekamp, Editor, *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8, Expanded Edition*, National Association for the Education of Young Children, 1993
CHILDREN'S CONTENT STANDARD VI. CHILDREN WILL GROW IN COGNITIVE AREAS

OBJECTIVES

Children will:

• Demonstrate the ability to think, reason, question, and remember

• Engage in problem solving

• Use language to communicate, convey and interpret meaning

• Establish social contacts as they begin to understand the physical and social world

• Express wonder, ask questions and seek answers about the natural world

• Ask questions about and comment on observations and experimentation

• Collect, describe and record information

• Use equipment for observation

• Recognize and solve problems through active exploration, including trial and error and interacting with peers and adults

• Make and verify predictions about what will occur

• Compare and contrast objects and events

• Classify objects and events based on self-selected criteria

• Use language to explain why things happen using scientific principles

• Engage in a scientific experiment with a peer or with a small group

• Organize and express their understanding of common properties and attributes of things

• Recognize simple patterns and duplicate or extend them

• Create and duplicate patterns and shapes using a variety of materials

• Sort objects by one or more attributes and regroup the objects based on a new attribute
• Order or seriate several objects on the basis of one attribute

• Organize and express their understanding of common properties and attributes of things

• Show spatial awareness by demonstrating an understanding of position and order

• Use common instruments to measure things

• Demonstrate understanding of one-to-one correspondence by counting

• Show curiosity and independent interest in number related activities

• Estimate and verify the number of objects

• Demonstrate an understanding of sequence of events and time periods.

• Collect, organize and display information

**SUGGESTED ACTIVITIES**

Children may:

• cooperate in A Colorful Story, and participate by making sounds when color cue is called

• play a game using 'tall' and 'small'

• classify many kinds of birds

• make a seed collection and predictions using egg cartons

• make collections of natural materials found outdoors

• after sorting and classifying experiences, make simple graphs, such as "Our Leaves" that show children's collections

• count items in the environment

• practice a counting fingerplay and right hand from left hand

• recognize patterns in environment, and create some of their own, using objects in the classroom
• have a measure hunt, using strips of paper to find the strip on the floor that matches

• make a Spring Board for counting and measuring

• practice the Measuring Chant, Sometimes I am Tall

• use the indoor and outdoor environs as a springboard for exploring nature

• plant seeds and grow plants both in school and at home

• see how plants re-seed themselves

• catch seeds on sock walks, and follow plant mazes

• make kites and observe the action of the wind

• make balloon boats and observe action with the wind

• observe the outdoors for changes in the natural world and the weather

• make solar tea

• observe what happens at the water table, for example, when cornstarch is added to water

• observe objects that sink and float

• observe and record effect of hot and cold on water

• tend a garden in front of school

• observe insects, make homes for them, and say riddles

• study birds, and make bird calls and wings

• make a Spring Tree, and decorate with emerging signs of spring

• use the computer to extend their learning
ASSESSMENT


CHILDREN'S CURRICULUM RESOURCES


CONTENT STANDARD VI: STUDENTS WILL USE LANGUAGE TO PROMOTE COMMUNICATION

OBJECTIVES:

Students will:

- recognize typical behaviors of preschoolers that are related to communication
- help establish an environment which supports communication
- use various strategies and activities to help children learn communication skills
- recognize the importance of one's role in promoting children's language skills
- appreciate why books are an important part of the child's language program
- choose books that are age appropriate for preschoolers
- use books effectively with children
- identify the kinds of skills and understandings that help children prepare for reading and writing
- create an environment that promotes the development of reading and writing skills
- model interest in, and ability to perform reading skills
- model excellent English, both in verbal and written work
- demonstrate enthusiastic verbal participation in class activities
- use the computer with ability and interest
- describe the development of verbal and nonverbal communication
- describe the sequence of language development including writing
- plan activities that encourage expressive and receptive language development such as open-ended questions, state guidelines for choosing appropriate literature and appropriate ages
- prepare effective oral and/or written communication for parents
SUGGESTED ACTIVITIES

Students may:

- read about the development of communication skills and teacher competence
- respond to situational questions about promoting children's communication
- read about the development of language skills from birth to the preschool years
- write examples of ways teachers promote communication based on what children do
- read about the stages of language development
- read two articles about speech and conversations of young children
- complete a checklist to assess language skills of two children in the group
- discuss the importance of creating an environment that supports communication
- share methods of serving as a communication model
- write a language development plan for the children observed with the language assessment checklist
- analyze results after practicing the activities or strategies for two weeks
- using specific criteria, review books stored in the room
- demonstrate ways to enliven the reading of books
- write a plan for trying new ways to read to children; share the results
- read about the foundations for reading and writing, and how to select materials that promote emerging literacy
- record observations of the story-reading and writing skills of one child
- assess the environment to determine how it can be enhanced to encourage children's interest in reading and writing
- design activities or props to add to or enhance learning areas that promote literacy
• set up a book-lending library so that parents can borrow books for reading at home with children

• create and share a handout for parents outlining the foundations for reading and writing

• produce a back-to-school night where students can demonstrate techniques that will encourage emerging literacy in children

• tape record their verbal exchanges with children (with their permission) and listen to the tape and discuss ways to expand on methods for promoting communication skills

• identify children who may be experiencing a speech or language delay. Develop enrichment activities for that child.

ASSESSMENTS

Assess child’s growth using the LANGUAGE DEVELOPMENT section of The Creative Curriculum Developmental Continuum for Ages 3-5

Assess student’s performance according to the Common Denominator document.

Students will complete individual training plan modules for communication, including pre-training assessments, trainer observation forms for competency assessments, and knowledge assessments for evaluation.

STUDENT RESOURCES


Sue Bredenkamp, Editor. Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8, Expanded Edition. NAEYC, 1993
CONTENT STANDARD VI. CHILDREN WILL USE LANGUAGE TO PROMOTE COMMUNICATION

OBJECTIVES:
The children will . . .

- Communicate experiences, ideas and feelings through speaking
- Speak clearly, including use of appropriate tone and inflection
- Use multiple word sentences or phrases to describe Ideas, feelings, and actions
- Speak to initiate conversation or entry into play situation
- Speak for a variety of other purposes
- Listen with understanding to directions, conversations and stories
- Demonstrate understanding of basic conversational vocabulary
- Demonstrate understanding of messages in conversation
- Retell information from a story
- Exhibit interest in reading
- Show independent interest in reading-related activities
- Attend to a story
- Demonstrate book awareness
- Recognize matching sounds and some printed letters
- Recognize several printed words
- Use different forms of writing
- Use symbols or drawings to express thoughts, feelings and ideas
- Print or copy first name
- Use letter-like approximations to write words or ideas
SUGGESTED ACTIVITIES

Children may:

- Read-aloud to Let’s Find Out magazines centering on weekly themes

- develop signs with adult help, which use print as a means of communication. Post the signs and change as needed, for example, when a new toy is put into the table toy area.

- write group thank-you notes after special guests or favors, and get-well cards to classmates as well as signing birthday cards

- dictate responses to students, about themes of the day, such as Letter Home To Family after first day of school, What I Like About Thanksgiving, Letter to Santa, etc.

- contribute writing which has been dictated to students for publication in the local newspaper Kid Page (Danbury News-Times) and distribute in school

- make a Class ABC book. After reading several published ABC books, assign each child a letter, and have child draw a page about their letter. Display in room for class to use and share.

- make name puzzles with adult supervision, and keep in envelope with their names to practice spelling

- make individually-decorated mailboxes with little flags, so that children can recognize each other's name and 'mail' them mail

- do Spot to Spot, highlighting each time the child's first-name initial shows up on a piece of print

- practice Squirt bottle writing on the sidewalk, using colored water to write child's name

- make 2-sided name labels with adult help, with children's names on 1 side in lower-case and other side with upper-case letters, and display in container so children have model to copy as they write to each other

- participate in show-and-tell, making bags to carry items back and forth from home, and invite parents to host show and tell with child when they visit counting and clapping activities on circle

- participate in Big Book story times focused on a well-defined theme

- use the computer to communicate with others
ASSESSMENT


CHILDREN'S CURRICULUM RESOURCES


CONTENT STANDARD VII: STUDENTS WILL PROMOTE THE DEVELOPMENT OF CREATIVITY

OBJECTIVES

Students will:

- use knowledge of child development to promote learner's creativity
- participate in a variety of creative experiences
- communicate that the process of creating is more important than the product
- accept and value each person's creative expression
- ask open-ended questions and make open-ended statements to promote creativity
- describe conditions that encourage children to learn and promote creative thinking (senses, concrete experience, and play)
- explain the importance of visual display of children’s work for the appropriate age
- list activities for guiding art and sensory experiences
- list learning opportunities for children to express their creative feelings

SUGGESTED ACTIVITIES

Students may:

- read about creativity and teacher competence
- write responses to situational questions about promoting children's creativity
- write responses to creative thinking exercises
- read about children's creative development from infancy through the preschool years
- write examples of how teachers can promote children's creativity based on what children do
- read about how to respond to children's ideas and use open-ended questions to encourage creative thinking
• practice asking questions that can promote creativity, and record the results
• share their own creative ability with others
• make written plans, implement, and evaluate one music and one movement activity
• read about developmental stages of children's art
• review how to plan for a variety of art activities
• observe and record one child's art activities
• make a written plan, implement it, and evaluate an appropriate art activity for the child observed
• read about why sand and water activities appeal to children
• read about how to plan for sand and water activities
• make a written plan, implement it, and evaluate a sand or water experiment
• have a showcase where children exhibit their art work, and the writings that they verbally dictate that explain their work. Share on circle on the same day that they bring the work home.
• Put together a prop box to extend play in the sand and water areas. Vary the content of the prop box as seasons progress.

ASSESSMENTS

Assess student’s performance according to the Common Denominator document.

Students will complete individual training plan modules for creativity, including pre-training assessments, trainer observation forms for competency assessments, and knowledge assessments for evaluation.

STUDENT RESOURCES


Diane Trister Dodge, A Trainer's Guide to Caring for Preschool Children. Teaching Strategies,
Inc., 1990

Sue Bredekamp, Editor. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8, Expanded Edition*, National Association for the Education of Young Children, 1993
CONTENT STANDARD VII. CHILDREN WILL DEVELOP CREATIVITY

OBJECTIVES
The children will . . .

• Use different art forms as a vehicle for creative expression and representation

• Develop an appreciation of the arts

• Exhibit curiosity about and explore how materials function and affect the senses

• Create works that express or represent experiences, ideas, feelings, and fantasy using various media

• Represent fantasy and real life experiences through pretend play

• Engage in musical and creative movement experiences

• Describe or respond to their own creative work or the creative work of others

SUGGESTED ACTIVITIES

• Use a variety of art materials and activities for sensory experience and exploration

• Elect to use the art media as a choice

• Demonstrate the ability to represent experiences, thoughts and ideas, using several art forms

• Use a variety of visual art media for self-expression

• Assume the role of someone or something else and talk in the language/tone appropriate for that person

• Engage in cooperative pretend play with another child

• Participate in group music experiences, which may include listening to music, singing songs, doing finger plays, using musical instruments

• Initiate the singing of songs, finger plays, the use of musical instruments of the use of tapes or compact discs

• Participate in creative movement and dance
• Use oral language to explain or describe or ask questions about a work of art

• Express interest in and show appreciation for the creative work of others

SUGGESTED ACTIVITIES

Children may:

• make their own puppet, and then compose puppet stories using props

• make dolls, decorating in individual fashion with a variety of trims (invite children to make different sizes, for their family members and/or friends)

• make sock puppets, decorating with a variety of trims and other fabrics

• play a game with musical instruments. make sure child knows the name of the instrument. play the music; when music stops, call out name of instrument, and child plays it; repeat.

• make musical instruments and use to create music as well as develop ability to follow rhythm

• make school back packs from grocery bags, decorating in their own unique way

• make Gnome Homes, using found materials and natural woodland resources like twigs and bark

• weave their own art project, using chicken wire, plastic baskets, or yarn and twigs. Allow to be a long-term project if child so desires.

• make collections using folded paper bags sewn together along the folds. Decorate as desired and use for nature or other collections.

• make bubble paint, and let children decide how to use their paint to make a project.

• prepare playdough, using different recipes for different projects

• make etchings using styrofoam meat trays and rollers

• make bird's nests, using multi-stemmed tree branch, and wrapping with yarn. Stuff with straw, hang glittery decorations on exterior, and bring home to put in a tree and observe birds visiting the nest.

• decorate parents' clothing item (t-shirt, tennis shoes, hats) for parent's special day
• build houses and/or neighborhoods or imaginary dwellings, using found materials like tissue boxes, shoe boxes, and recycled items

• make Baby in the Cradle project with oatmeal canisters, decorating and creating personal baby dolls with fabric scraps

ASSESSMENT


CHILDREN’S CURRICULUM RESOURCES


CONTENT STANDARD VIII. STUDENTS WILL PROMOTE THE DEVELOPMENT OF A SENSE OF SELF

OBJECTIVES

Students will:

- use knowledge of child development to promote the individual's sense of self
- respect each child as a unique person
- respond to each child as an individual
- help children deal with separation
- use caring words that help build self-esteem
- provide optimal kinds of support for children
- provide an environment that builds self-esteem
- offer praise and support for a child who attempts to make a choice
- accept mistakes as a natural part of learning new things

SUGGESTED ACTIVITIES

Students may:

- write responses to situational questions about building an awareness of self
- write responses about a personal school situation that helped build an awareness of self
- read about Erikson's stages of emotional development and typical behaviors of preschool children
- write examples of how teachers can build children's individuality based on what children can do
- read about the importance of observing children
- observe a child for 5 to 10 minutes and make a written record of what the child does and says and his or her facial expressions
- plan to observe several children in school over next few weeks
- discuss observations with a colleague who cares for these children; discuss how to use this information in working with the children
- read about responding to each child as an individual
- observe one child over a week, completing an observation report
- use observation to develop strategies for building child's self-esteem
- read about how children react when separating from parents
- observe two children and complete questions regarding those children's strategies for coping with family separation
- read an article on children's self-esteem
- review examples of the use of caring words
- practice using caring words; complete a record of this practice
- post signs illustrating caring words in the classroom
- read about the importance of knowing each child so that one can respond in appropriate ways
- read about ways that children's self-esteem is enhanced by using materials in the environment
- list five materials or activities the child selects in the room, what child does with these materials or activities, and how this builds self-esteem

ASSESSMENTS

Assess student’s performance according to the Common Denominator document. Students will complete individual training plan modules for self, including pre-training assessments, trainer observation forms for competency assessments, and knowledge assessments for evaluation.
STUDENT RESOURCES


Sue Bredekamp, Editor, *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8, Expanded Edition*. National Association for the Education of Young Children, 1993
CHILDREN'S CONTENT STANDARD VIII.
CHILDREN WILL DEVELOP A SENSE OF SELF

OBJECTIVES

Children will:

- choose their own activities and materials as much as possible
- make choices that reflect their personality and needs
- accept mistakes as a natural part of learning new things
- identify their preferences
- identify their name and family

SUGGESTED ACTIVITIES

- children make paper bag vests and decorate with their name and individual art
- children make newspaper hats, and recite clothing riddles
- participate in Stand Up Name Story
- do Rolling Names game and See Me Do Things game
- make a graph or chart, I'm Changing, which shows different characteristics, such as height, weight, shoe size, etc.
- practice That's Me Game: (Jump up if you are a girl..)
- make "I Can" projects from coffee cans or similar container and cover with colorful paper. On a paper strip, print the name of skill or ability the child possesses, for example, tie their shoes. Add as many strips as possible to the can. Share project with the family, and have the child add strips at home so that they can see for themselves how many skills they possess and build their self-esteem. This is an ideal project to end the year with, so that families can help children add skills as the summer progresses. Feedback from several families states that this is a huge help in getting children to overcome school fear, as they review the growing pile of slips and see how many things they can indeed accomplish...)
- create "Where I live" projects which help child see that she or he is part of a neighborhood of caring people.

- create child-sized outlines on long sheets of paper, and have child decorates their 'self' with facial and hair details, etc.

**ASSESSMENT**


**CHILDREN'S CURRICULUM RESOURCES**


CONTENT STANDARD IX. STUDENTS WILL PROMOTE SOCIAL DEVELOPMENT

OBJECTIVES

Students will:

- use knowledge of child development to promote social development
- promote the development of children's dramatic and social play
- create an environment that supports positive social interaction
- demonstrate responsible social behavior that respects the rights of others
- share social skills and abilities to create a harmonious and productive social climate
- name the stages of social play
- discuss the relationship of a nurturing environment to social development

SUGGESTED ACTIVITIES

Students may:

- read about social development and teacher competence
- write responses to situational social development questions
- write about specific social skills modeled at the school by students and teacher
- read about the development of social skills in the first five years of life
- write examples of how teachers can promote social development based on what children do
- read about the importance of children's play, especially dramatic play
- observe the dramatic play of children, and videotape it
- record examples of social skills being developed during play
- write a plan, implement it, and evaluate an activity that extends children's play
• read about how the environment supports and encourages children's social development
• write suggestions for changing the learning environment
• create a prop box, record the contents on a form, try in the classroom, and evaluate the results
• read about how to recognize and encourage caring behaviors in children
• list examples of how children demonstrate caring behaviors
• discuss this activity with a colleague who also cares for these children
• read about teacher's role in helping all children, including shy or aggressive children, make friends
• observe and record behaviors of a child who needs help learning to make friends
• write a plan and try out strategies for helping this child

ASSESSMENTS

Assess child’s growth using the SOCIAL DEVELOPMENT section of The Creative Curriculum Developmental Continuum for Ages 3-5

Assess student’s performance according to the Common Denominator document. Students will complete individual training plan modules for social development, including pre-training assessments, trainer observation forms for competency assessments, and knowledge assessments for evaluation.

STUDENT RESOURCES


Sue Bredekamp, Editor, Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8, Expanded Edition. National Association for the Education of Young Children, 1993
CHILDREN'S CONTENT STANDARD IX.
CHILDREN WILL DEVELOP SOCIAL SKILLS

OBJECTIVES

Children will:

• experience the social interaction of a classroom
• practice sharing behaviors
• cooperate in learning activities with peers
• understand that their behavior affects others
• practice listening to others
• practice caring behaviors
• acquire social skills as part of a group

SUGGESTED ACTIVITIES

Children may:

• experience the Ka Choo Circle Game, chanting the song, 'Here Comes the Train'
• participate in a pet hug day, where children bring stuffed animals, have a parade, and share with others
• sing Yoo Hoo song and Friendly Leaders
• play musical hoops
• play Pass It On, on circle, with all students,
• team children up in pairs. Do 'We are Alike, We are Different' and post lists; share later on circle with group.
• pose for class pictures with class, and for yearbook pictures with class
• make a class Treasure book, with big pages, and encourage each child to add to his or her page as the year progresses. Keep on display for ready reference by students, children, or
parents

- take a field trip to a nature museum, wearing Nurtury buttons, and report on the field trip to the student newspaper
- participate in parades, where the children wear the costumes they have made and show them to the school community
- plant in the bulb garden, having each child plant a bulb for their class

**ASSESSMENT**


**CHILDREN’S CURRICULUM RESOURCES**


CONTENT STANDARD X. STUDENTS WILL GUIDE CHILDREN TOWARDS GOOD BEHAVIOR

OBJECTIVES

Students will:

- use knowledge about child development to guide children's behavior
- guide children's behavior according to established guidelines
- arrange the area to promote self-discipline
- use words to provide positive guidance for children
- respond properly to challenging behaviors
- identify positive guidance techniques
- analyze effects of environment on guidance behavior
- describe how limits and rules should be set and managed
- recognize the caregiver’s level of involvement in child’s play

SUGGESTED ACTIVITIES

Students may:

- read about typical behavior of preschool children relevant to developing self-discipline
- write examples of how teachers can provide positive guidance based on what children do
- read about the differences between discipline and punishment, and positive guidance approaches
- observe and record one child's behavior
- write a plan of ways to provide positive guidance to the child
- consider how room arrangement affects children's behavior
- make a chart about common behavior problems, environmental factors, and ways to make
changes in the environment

- evaluate completed chart and compare to answers provided at end of module
- write a brief analysis of, and plan for, decreasing problem behaviors by changing the classroom environment
- diagram possible rearrangements of the area
- discuss plan with colleague, amend, and try out changes
- read examples of how teachers can respond to problem behavior using positive words
- write plans for guiding children's behavior with positive words
- read about setting limits and how to communicate them
- list rules and limits in the room and discuss them with a colleague
- select one rule, and write responses to questions about the rule
- focus on a child whose behavior is challenging; write a description of the behavior and teacher's response
- write a plan, implement it, and evaluate new response strategies
- make charts of words teachers should use and post in classroom
- videotape constructive sessions where children's challenging behavior has been guided through positive words
- read about and discuss the principles of restitution
- brainstorm discipline situations and how the principles of restitution can be used effectively
- practice restitution on a personal basis when a school rule has been broken or someone else's rights have been abridged
- contrast the use of restitution v. punishment in behavioral situations
ASSESSMENTS

Assess student’s performance according to the Common Denominator document. Students will complete individual training plan modules for guidance, including pre-training assessments, trainer observation forms for competency assessments, and knowledge assessments for evaluation.

STUDENT RESOURCES


Sue Bredekamp, Editor, *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8, Expanded Edition*. National Association for the Education of Young Children, 1993


CHILDREN'S CONTENT STANDARD X. CHILDREN WILL BEHAVE WELL

OBJECTIVES

Children will:

• gain control over their own behavior
• follow rules for behaving correctly in a classroom environment
• realize that their behavior affects others
• make restitution for their misbehavior

SUGGESTED ACTIVITIES

• children will learn, over time, to respond to circumstances by remembering school rules, stated in the following ways:

The speech patterns below are posted on charts for all to follow:

1. State clearly what the behavior should be:

   The ball is for rolling on the floor towards the goal

   The clothespins go on the line

   We sit on the mat when the bell rings

2. Avoid negatives as much as possible, and state behavior in a positive fashion to help guide the child:

   Walk  [when child is running]

   Take the pass [when child is leaving without it]

   Use your tissue [when child needs one]

3. Use a helpful, cooperative attitude to get something you want done that the child needs reminding about:
Let's clean the table.....

Let's go get the broom....

Let's say we're sorry.....

4. State a Nurtury rule (school rule) to guide the child:

In the Nurtury, we ...... [clean up after ourselves]

In the Nurtury, we ...... [apologize if we have hurt someone]

In the Nurtury, we ...... [MAKE IT RIGHT!]

ASSESSMENT


CHILDREN'S CURRICULUM RESOURCES


Laurie A. Sullo and Robert A. Sullo, I'm Learning to be Happy.
CONTENT STANDARD XI. STUDENTS WILL UNDERSTAND THE IMPORTANCE OF FAMILIES

OBJECTIVES

Students will:

- analyze the impact of family as a system on individuals and society
- explain the relationship of effective parenting on moral and social development of children
- analyze roles and responsibilities of parenting
- analyze physical and emotional factors related to beginning the parenting process
- use correct speech and manners when dealing with families
- display an attitude of cooperation and respect when communicating with families
- share information about the program and its activities
- welcome parent's involvement in the school
- prepare accurate and well-written documents about children

SUGGESTED ACTIVITIES

Students may:

- read about working with families and teacher competence
- write responses to situational questions about working with families
- read about information that can be shared between students and parents
- read about building partnerships with parents and interaction techniques
- read about communication techniques that can be used to keep all parents informed about life in the school
- write an evaluation of a technique presently used, implement it, and report on the results
- read about strategies for involving parents
• read about the goals of parent-teacher conferences

• write a plan for a parent-teacher conference, implement it, and analyze the results

• conduct a survey of parents to find out what kind of information they would like to receive from the school, and what information about their children they would like to share with the students

• prepare folders for parents to store the letters and guidelines families receive from the school, including membership lists of the children's names and addresses, school calendar, policies, etc.

• plan a parent/staff appreciation event, such as a June picnic, where awards are given and children move up a grade.

ASSESSMENTS

Assess student’s performance according to the Common Denominator document. Students will complete individual training plan modules for families, including pre-training assessments, trainer observation forms for competency assessments, and knowledge assessments for evaluation.

STUDENT RESOURCES


Sue Bredekamp, Editor, *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8, Expanded Edition*. National Association for the Education of Young Children, 1993
CHILDREN'S CONTENT STANDARDS XI: CHILDREN WILL IDENTIFY THEMSELVES AS MEMBERS OF A FAMILY

OBJECTIVES

Children will:

- identify themselves as members of particular families
- appreciate the unique characteristics of their own families
- understand that families and schools cooperate in helping promote learning, for all ages

SUGGESTED ACTIVITIES

Children may:

- practice a fingerplay about families
- complete, with parents, the outline, "My Child as an Infant" including one very unique quality or humorous memory of their child, then help children make baby books, and follow with a listening activity where teacher asks, Who Did This Funny Thing? Then send answers home to families.
- play the game, "Mother, Father, May I"
- do Lost and Found mazes, having children draw pictures of their families to share with home
- create 'My Family' posters with their drawings of their families to decorate as they wish
- decorate a t-shirt, tennis shoes, or hat for parents on their special holidays
- share in a Grandparent's Day celebration where children's extended families are welcome at school
- dictate "My Family is Special" letters to share with families
- dictate Helpful lists, completing the sentences, How I Can Be Helpful to my sister, brother, etc., and share with family.
ASSESSMENT


CHILDREN'S CURRICULUM RESOURCES


Students will:

- Recognize laws and regulations that pertain to licensing.
- Describe the importance of confidentiality
- Explain the procedure for reporting child abuse and neglect
- Identify legal and ethical responsibilities related to supervision and caring for young children within early childhood education programs
- List components of a quality child care center (affectionate, nurturing adults, planned curriculum, parent involvement, etc.)
- Identify the personal characteristics of a professional caregiver or early childhood teacher