

CURRICULUM FOR CHILDREN

The Children's Learning Center at Penn College

INTRODUCTION

The Children's Learning Center at Penn College was established in 1994 to provide a safe and stimulating educational environment for the young children of Pennsylvania College of Technology students and staff, as well as a collaborative learning site where College students enrolled in various majors could learn first-hand about child development, families, education of young children, and child health. The philosophy statement that provides the foundation of the program and its curriculum for children is as follows:

At the Children's Learning Center, our first priority is establishing a safe, nurturing, and responsive environment where children's physical needs are met and they feel psychologically secure. We believe that high quality early care and education fosters the physical, social, emotional, language, and cognitive development of young children. Reciprocal relationships with each child's family are an essential element of quality. We value and celebrate each family's unique composition and their cultural, ethnic, and linguistic background. Positive relationships among all children and adults promote each child's sense of individual worth and belonging to a community.

We believe children are active learners who construct an understanding of the world around them through play and exploration of their environment. Teachers support and enhance children's learning by providing the time, materials, and relationships children need. Children learn at varying rates and in different ways. They also have different methods of representing what they know.

We believe adults are also active learners. We are committed to supporting the education of Pennsylvania College of Technology students who are learning about children and families. This is best accomplished by providing them with opportunities to work directly with children and families, under the guidance of professional educators who serve as role models and mentors, in an exemplary early care education setting. We believe that children's development and learning are enhanced by their experiences with the Penn College community.

The curriculum is based upon the types of experiences we will provide for the children attending our center. We wrote it with the following principles and facts in mind:

1. Because our class groups are mixed-age and include children with special needs, a goal-oriented curriculum (except for the very general goals for the children listed below for each age group) will not meet our needs. Basing the curriculum on opportunities for learning allows individual children to participate in these opportunities according to their own individual development level and skills. It also enables teachers to plan activities based on their observations and assessments of the children in their group.

2. We want to encourage emergent curriculum (that is, curriculum based on the current interests of the children), while at the same time providing a structure which will ensure that teaching and learning take place in a predictable way. In our preschool classes, we often use a specific topic as a beginning point for planning, but we believe that almost any topic which is of interest to the children, teachers, and families can provide opportunities for learning. For example, our preschool curriculum calls for weekly experience in dictating words for an adult to record. It does not matter whether the words are about an individual child's visit to grandmother's house, what she saw on a fall walk, or how many kinds of bubbles he can name. Teachers can be sure that they are providing children with the important language skills needed to dictate and then "read" their own written words, while at the same time following today's interests when deciding on the topic. For toddlers, teachers follow the children's interests in deciding upon new elements to add to the environment or special activities to prepare.
3. A curriculum which is based on practical applications fits the philosophy of our parent organization, Pennsylvania College of Technology.

TABLE OF CONTENTS

HOW THE CURRICULUM IS STRUCTURED.....	5
TODDLER CURRICULUM	6
Goals for toddlers (18 months to 3):.....	6
I. Social/Emotional Development.....	7
II. Physical - Gross Motor.....	8
III. Physical - Fine Motor/Self help.....	9
IV. Language Development.....	10
V. Cognitive Development – Early Literacy	11
VI. Cognitive Development – Early Mathematics.....	12
VII. Cognitive Development – Science	13
VIII. Cognitive Development – Technology	13
IX. Cognitive Development - Creative Expression & Appreciation of the Arts	14
X. Cognitive Development - Health, Safety and Nutrition.....	16
XI. Cognitive Development - Social Studies.....	17
PRESCHOOL CURRICULUM.....	18
Goals for children ages 3 to 5:	18
I. Social/Emotional Development.....	19
II. Physical - Gross Motor.....	21
III Physical - Fine Motor	22
IV. Language Development.....	23
V. Cognitive Development – Early Literacy	25
VI. Cognitive Development – Early Mathematics.....	27
VII. Cognitive Development – Science	29
VIII. Cognitive Development - Technology.....	31
IX. Cognitive Development - Creative Expression & Appreciation for the Arts.....	32
BIBLIOGRAPHY.....	38

HOW THE CURRICULUM IS STRUCTURED

Both the preschool curriculum and the toddler curriculum are divided into broad areas of development designated by Roman numerals. The developmental areas were chosen to coincide with the curriculum areas identified in the National Association for the Education of Young Children (NAEYC) accreditation standards (2006). Since young children's learning is always integrated across developmental domains, any such division is necessarily arbitrary. We tried to be consistent with our primary assessment tool for children, the Creative Curriculum Developmental Continuum, as well as with the NAEYC curriculum standards. Some opportunities for learning are listed under two or more developmental areas. These are identified by a number in parentheses indicating the other location of that learning activity in the curriculum.

Under each developmental area, specific learning opportunities are listed in three different categories: those provided daily, those provided at least weekly, and those provided several times each semester.

- The learning opportunities listed as “Every Day” are provided either as a regular part of the environment (“Every day, toddlers will have opportunities to: use age appropriate climbing equipment”) or the daily routine: (“Every day, preschool children will have opportunities to: observe adults using written words and numerals to communicate”). They are not shown on weekly lesson plans, except when a specific activity is planned around them (for example, when a teacher specifically plans to introduce a new dramatic play area). Learning takes place from the time children arrive at the center until they leave for the day.
- The learning opportunities listed as “Every Week” or “Several times during each semester” are those which require more teacher planning or assistance or the use of special equipment not always present in every room. (“Every week, toddlers will have one or more opportunities to: Participate in listening games.” “Several times during each semester, preschoolers will have one or more opportunities to: Construct and ‘read’ a chart, graph, or picture depicting the results of an experiment.”) These opportunities, for the most part, are those shown on weekly lesson plans. Naturally, toddlers require far fewer of these opportunities than older children, as nearly all of their learning takes place during everyday encounters with the environment and interactions with one another and the teachers.

Weekly lesson plans are posted in each room. They never list ALL the activity and learning that takes place, and they are always subject to change based on children's interests and needs.

TODDLER CURRICULUM

GOALS FOR TODDLERS (18 MONTHS TO 3):

1. To experience, recognize, and express a variety of emotions and begin to manage them.
2. To begin to regulate their own behavior.
3. To build relationships with known and caring adults and other children.
4. To follow simple routines and use personal care skills according to their individual ability.
5. To discover and develop all of their physical capabilities and skills.
6. To use all their senses to learn joyfully about the world.
7. To develop sustained attention, problem-solving skills, an understanding of how objects can be used, and a beginning understanding of cause and effect.
8. To develop receptive and expressive language that enables them to link words to actions and experience, increase vocabulary, and communicate wants and needs.
9. To enjoy books and being read to, to experiment with drawing and writing, and to show an awareness of pictures and print.

Toddler Curriculum (continued)

I. SOCIAL/EMOTIONAL DEVELOPMENT

A. *Every day, children will have opportunities to:*

1. Interact with adults who listen with respect and interest to their requests, ideas, and experiences, and who accept and respect them and their families as they are. (XIA1)
2. Express emotions and needs verbally, nonverbally, and through play and artistic representation.
3. Hear their names and see them in print.
4. Choose activities, select materials, and carry out tasks with as much independence as possible to encourage persistence, engagement, curiosity, and mastery.
5. See genuine appropriate emotional responses modeled by adults and older children.
6. Experience guidance practices that encourage the development of self-control.
7. Look at pictures, posters, and books showing different forms of diversity.
8. Spend time alone and in small groups where the children will have the chance to interact with each other.
9. Help and be helped by adults and children of different ages and abilities. (XIA9)

B. *Every week, children will have one or more opportunities to:*

N/A

C. *Several times during each semester children will have opportunities to:*

1. Interact with parents and other family members who visit the room for special activities or as volunteers.

Toddler Curriculum (continued)

II. PHYSICAL - GROSS MOTOR

A. Every day, children will have opportunities to:

1. Practice basic locomotor skills; such as jumping, crawling, and running both inside and outside.
2. Move freely and achieve mastery of their bodies through self-initiated movement.
3. Use age appropriate climbing equipment.
4. Go for walks both inside and outside, weather permitting.

B. Every week, children will have one or more opportunities to:

1. Use portable equipment such as balls and bean bags.
2. Dance to various types of music.
3. Perform body awareness and movement exploration activities using tapes and CDs.

C. Several times during each semester children will have opportunities to:

1. Play with riding toys without pedals.
2. Move to rhythm and express emotion in movement during musical activities that may include scarves, streamers, etc. (IXC5)

Toddler Curriculum (continued)

III. PHYSICAL - FINE MOTOR/SELF HELP

A. Every day, children will have opportunities to:

1. Play with open-ended sensory materials such as water, sand, clay, etc. (VIA2)
2. Use paper and writing tools such as crayons, markers, and chalk. (IXA1)
3. Strengthen fine motor muscles through use of puzzles, play dough, clay, manipulatives and tools such as toy hammers, utensils, etc.
4. Practice self-help skills integrated throughout the daily schedule (tooth brushing, pulling up pants, putting on coat, buttoning, zipping, etc.).
5. Participate in daily routines such as washing their hands, filling their water bottles, hanging up their coats, and put out their own bedding.

B. Every week, children will have one or more opportunities to:

N/A

C. Several times during each semester children will have opportunities to:

1. Strengthen fine motor skills through the use of materials requiring close adult supervision such as finger paints, clay, scissors etc.

Toddler Curriculum (continued)

IV. LANGUAGE DEVELOPMENT

A. Every day, children will have opportunities to:

2. Listen to stories told or read by adults.
3. Listen to and participate in finger plays, songs, and nursery rhymes.
(IXA5)
4. Listen to adult conversation and simple directions, including words from children's home language whenever possible.
5. Listen to or participate in peer conversation.
6. Express themselves openly to adults who take the time to listen patiently.
7. Follow directions and describe things and simple events.
8. Use alternative communication strategies as needed.

B. Every week, children will have one or more opportunities to:

1. Participate in listening games such as What do you do when you mother/father calls? or Head, shoulders, knees and toes.

C. Several times during each semester children will have opportunities to:

1. Listen to their voices on tape recordings.
2. Listen to tape recordings of family members speaking their home language.
3. Talk about field trips taken around the campus.

Toddler Curriculum (continued)

V. COGNITIVE DEVELOPMENT – EARLY LITERACY

A. Every day, children will have opportunities to:

1. Hear and respond to various types of books including picture books, wordless books, and books with rhymes.
2. Have access to durable books that enable and encourage independent exploration
3. Become familiar with, recognize, and use print that is accessible throughout the classroom (e.g., cubby and shelf labels, names on artwork).
4. Be exposed to multicultural pictures, books, and other learning materials that depict people of all races, cultures, language, family structures, genders, ages, and abilities in a positive, non-stereotypical way. (XIA5)
5. Receive help from adults to recognize print and connect it to spoken words.

B. Every week, children will have one or more opportunities to:

1. Observe pictorial symbols and environmental print on field trips around campus such as street signs, logos, and names of buildings.

C. Several times during each semester children will have opportunities to:

1. Act out nursery rhymes or familiar stories.
2. Practice pre-reading skills such as shape recognition.

Toddler Curriculum (continued)

VI. COGNITIVE DEVELOPMENT – EARLY MATHEMATICS

A. Every day, children will have opportunities to:

1. Sort, classify, compare, and put into one-to-one correspondence various concrete manipulatives.
2. Use puzzles, blocks and other manipulatives that provide experiences with size, shapes, space, parts, and whole.
3. Have access to books that include counting, shapes, size, and color.
4. Hear adults integrate mathematical terms into everyday conversation (e.g., more and less, far and near, count the number of children when leaving and entering the room, etc.)

B. Every week, children will have one or more opportunities to:

N/A

C. Several times during each semester children will have opportunities to:

1. Participate in planned activities that specifically address shape, size, and color.
2. Participate in cooking activities with recipes using concepts of measurement, time, and quantity.

Toddler Curriculum (continued)

VII. COGNITIVE DEVELOPMENT – SCIENCE

A. Every day, children will have opportunities to:

1. Observe real objects and interact with adults who encourage them to sort, classify, and use all of their senses to learn about them.
2. Play with open-ended sensory materials such as water, sand, mud, etc. (IIIA1)
3. Spend time outdoors, weather permitting.
4. Discover they can make things happen and solve simple problems.

B. Every week, children will have one or more opportunities to:

1. Care for living things such as classroom pets and/or plants.

C. Several times during each semester children will have opportunities to:

1. Be actively involved in a cooking experience. (XC3)
2. Participate in seasonal nature activities.

VIII. COGNITIVE DEVELOPMENT – TECHNOLOGY

The use of video tapes and audio tapes is limited to developmentally appropriate programming.

A. Every day, children will have opportunities to:

1. See themselves and their peers on the computer screen used for documentation.

B. Every week, children will have one or more opportunities to:

N/A

C. Several times during each semester children will have opportunities to:

1. Listen to themselves and their families on a tape recorder.
2. See themselves at work and play on a digital camcorder.

Toddler Curriculum (continued)

IX. COGNITIVE DEVELOPMENT - CREATIVE EXPRESSION & APPRECIATION OF THE ARTS

A. Every day, children will have opportunities to:

1. Use art materials such as markers, crayons, paper, paint, play dough. (IIIA2)
2. See their own works displayed in their rooms and in the hall.
3. Talk to adults about their work, and have the adults label the art as the children wish.
4. Engage in pretend and imaginative play. Differentiate between real and pretend through the guidance of the staff.
5. Sing a wide variety of songs, finger plays, and rhymes. (IVA2)
6. Listen to various forms of music, both real (echo/voiced) and recorded, with wide range of rhythms, tempos, and moods.
7. Express feelings and emotions in song, rhythm, and movement.
8. Explore rhythms and simple instruments.

B. Every week, children will have one or more opportunities to:

1. Experiment in an open-ended way with art materials not freely available daily (ex. finger paint or clay).

C. Several times during each semester children will have opportunities to:

1. Hear and learn an appreciation of art, music, drama, and dance in ways that reflect cultural diversity.
2. Participate in the creation of a group art project, such as a mural, quilt, or cardboard structure.
3. Try art activities connected to a particular interest (e.g., fall leaf collages on sticky paper)
4. Widen their repertoire of skills that support artistic expression (e.g., cutting, gluing, and caring for tools).
5. Move to rhythm and express emotion in movement during musical activities that may include scarves, streamers, etc. (IIC2)

Toddler Curriculum (continued)

6. In good weather, use art materials outdoors.
7. Learn about basic musical concepts and terms, such as loud and soft, fast and slow, and high and low.

Toddler Curriculum (continued)

X. COGNITIVE DEVELOPMENT - HEALTH, SAFETY AND NUTRITION

A. Every day, children will have opportunities to:

1. Practice healthy personal habits such as handwashing, proper toileting, etc., and have these habits reinforced consistently and routinely by adults.
2. Contribute to a safe and healthful environment by participating in clean-up, proper disposal of used tissues, etc.
3. Learn about personal safety (e.g., staying with group, handling scissors), and be kept safe by adults.
4. Observe adults and other children practicing healthy and safe personal habits.
5. Eat a variety of nutritious foods and be encouraged to taste foods that may be new to them.
6. Develop a vocabulary describing the taste, smell, and texture of food.
7. Use good hygiene and table manners when eating and working with food.

B. Every week, children will have one or more opportunities to:

1. Help set the table for the meals.

C. Several times during each semester children will have opportunities to:

1. Review, recall, and help to set safety rules, for example, when a new piece of equipment is introduced or a field trip is planned.
2. Participate in emergency drills, such as monthly fire drills, and learn about fire prevention and safety in emergencies.
3. Be actively involved in a cooking experience. (VIIC1)

Toddler Curriculum (continued)

XI. COGNITIVE DEVELOPMENT - SOCIAL STUDIES

A. Every day, children will have opportunities to:

1. Interact with adults who listen with respect and interest to their requests, ideas, and experiences, and who accept and respect them and their families as they are. (IA1)
2. Experience the world around them through all their senses.
3. Interact with and learn from children and adults of different ages, cultures, and abilities.
4. Learn that they are part of a community of learners.
5. Be exposed to multicultural pictures, books, and other learning materials that depict people of all races, cultures, language, family structures, genders, ages, and abilities in a positive, non-stereotypical way. (VA4)
6. Interact with adults who respect and appreciate individuals of different backgrounds and who provide for the special needs of individual children.
7. Help maintain and care for personal property and the communal property of the classroom.
8. Share in communal activities, such as meals and celebrations.
9. Help and be helped by adults and children of different ages and abilities. (IA9)

B. Every week, children will have one or more opportunities to:

1. Leave the classroom to visit another area of the building or the campus.

C. Several times during each semester children will have opportunities to:

1. Explore and/or participate in a campus community activity such as storytelling, visiting author/artist/musician, or student-produced program.

PRESCHOOL CURRICULUM

GOALS FOR CHILDREN AGES 3 TO 5:

1. To develop individually appropriate skills of independence, self-confidence, and self-control.
2. To learn what it means to be part of a group, becoming sensitive to the needs of others, taking responsibility for the school environment, and following rules and routines.
3. To work and play successfully with children and adults of different ages and abilities and from diverse cultural and ethnic groups.
4. To develop “an inclination to learn,” as demonstrated by a willingness to try to master various kinds of learning activities, including cognitive, social, and physical.
5. To increase their large and small muscle skills and to develop habits of exercise, personal hygiene, safety, and nutrition that will lead to lifelong good health.
6. To acquire thinking skills such as the ability to solve problems, to ask questions, and to think logically.
7. To use various means of communication (verbal, artistic, musical, dramatic) to express their own thoughts and emotions and to show what they have learned.
8. To use words to communicate with others and to understand the purpose of print, to recognize letters and words, and to begin writing for a purpose.

Preschool curriculum (continued)

I. SOCIAL/EMOTIONAL DEVELOPMENT

A. Every day, children will have opportunities to:

1. Interact with adults who listen with respect and interest to their requests, ideas, and experiences, and who accept and respect them and their families as they are. (XIA1)
2. Express emotions and needs verbally, nonverbally and through play and artistic representation.
3. Hear their names and see them in print.
4. Choose activities, select materials, and carry out tasks with as much independence as possible, in order to encourage persistence, engagement, curiosity, and mastery.
5. See genuine appropriate emotional responses modeled by adults and older children.
6. Experience logical consequences and guidance practices that support self-control.
7. Look at pictures, posters, and books showing different forms of diversity.
8. Play alone, with one other child or a small group.
9. Help and be helped by adults and children of different ages and abilities. (XIA9)
10. Discuss ways to solve interpersonal problems in naturally occurring activities during any part of the day.
11. Share materials with other children.

B. Every week, children will have one or more opportunities to:

1. Listen to stories told or read by adults that focus on emotional issues and friendship.
2. Engage in discussion about fairness, friendships, responsibility, authority, and differences. (XIB4)

Preschool Curriculum (continued)

C. Several times during each semester children will have opportunities to:

1. Interact with parents and other family members who visit the room for special activities or as volunteers.
2. See or participate in scenarios (such as puppet plays, social stories, or role modeling) that model problem-solving.
3. Participate in activities that involve the recognition of others' feelings.

Preschool Curriculum (continued)

II. PHYSICAL - GROSS MOTOR

A. *Every day, children will have opportunities to:*

1. Practice basic locomotor skills (running, jumping, hopping, galloping, climbing).
2. Exercise large muscles in a safe space indoors or outdoors, weather permitting.

B. *Every week, children will have one or more opportunities to:*

1. Play with portable equipment such as balls, bean bags, bowling, and ring toss games.
2. Go for walks both inside and outside, weather permitting.
3. Play and move to music, and favorites like “Skip to My Lou” or “Blue Bird.” (IXB5)
4. Move to rhythm and express emotion in movement during musical activities that may include scarves, streamers, etc.
5. Use riding equipment.

C. *Several times during each semester children will have opportunities to:*

1. Participate in teacher guided creative movement and dance activities. (IX C6)
2. Exercise in special areas of the campus such as the tennis courts, Field House, or the patio of the Professional Development Center.

Preschool Curriculum (continued)

III PHYSICAL - FINE MOTOR

A. Every day, children will have opportunities to:

1. Play with open-ended sensory materials such as water, sand, mud, corn, rice, etc. (VIIA2)
2. Use paper and writing tools such as crayons, markers, pencils, chalk. (IXA1)
3. Strengthen fine motor muscles through use of puzzles, blocks, play dough, clay, manipulatives and tools such as scissors, hole punchers, graters, etc.
4. Practice self-help skills integrated throughout the daily schedule. (tooth brushing, pulling up pants, putting on coat, buttoning, zipping, etc.)
5. Participate in daily routines such as: washing their hands, filling their water bottles, hanging up their coats, and putting out their bedding.
6. Use tongs and serving spoons to serve themselves breakfast, lunch, and snack.

B. Every week, children will have one or more opportunities to:

N/A

C. Several times during each semester children will have opportunities to:

1. “Write” using sensory materials such as finger-paint, corn meal, and sand.

Preschool Curriculum (continued)

IV. LANGUAGE DEVELOPMENT

A. *Every day, children will have opportunities to:*

1. Listen to new and familiar stories told or read by adults at least twice a day. (VA1)
2. Listen to and/or recite finger plays, songs, poetry, nursery rhymes, or other rhythmic language.
3. Listen to adult conversation and simple directions including words from the child's home language whenever possible.
4. Listen to or participate in peer conversation.
5. Express themselves openly to adults who take the time to listen patiently.
6. Follow directions alone, in small groups, and in large groups during planned activities as well as during naturally occurring activities throughout the day.
7. Use alternative communication strategies as needed.
8. Ask questions during or after stories and other activities.
9. Respond to open-ended questions.
10. Experience oral and written communication in a language their family uses or understands.
11. Discuss ways to solve problems that are both interpersonal and related to the physical world during naturally occurring activities throughout the day.

B. *Every week, children will have one or more opportunities to:*

1. Participate in listening games such as Simon Says, Hokey Pokey, and Red Light/Green Light.
2. Listen in a group as other children recall events or share experiences.
3. Add to the story by suggesting alternatives and predicting outcomes.
4. Practice speaking in group situations.

Preschool Curriculum (continued)

C. Several times during each semester children will have opportunities to:

1. Listen to themselves and their families on a tape player. (VIIC1)
2. Identify sounds through games, sound cylinders, rhythm instruments, and tape recorders.
3. Act as messengers and leaders to give direction.
4. Experience other ways of speaking, such as sign language and languages other than their own.

Preschool Curriculum (continued)

V. COGNITIVE DEVELOPMENT – EARLY LITERACY

A. *Every day, children will have opportunities to:*

1. Listen to new and familiar stories told or read by adults at least twice a day. (IVA1)
2. Choose and explore books on their own and have places that are conducive to the quiet enjoyment of books.
3. Retell and anticipate words in stories read by an adult.
4. See their own names and other words (such as room labels and numerals) in print.
5. Be exposed to multicultural pictures, books, and other learning materials that depict people of many races, cultures, language, family structures, genders, ages, and abilities in a positive, non-stereotypical way. (XIA5)
6. Be assisted as needed in writing words and messages they are trying to communicate.
7. Observe adults and other children reading.
8. Observe adults using written words and numerals to communicate.
9. Imitate letters, words, and numerals which are on display in the room.

B. *Every week, children will have one or more opportunities to:*

1. Observe pictorial symbols and environmental print on field trips around campus such as street signs, logos, and names of buildings, etc.
2. Dictate words for an adult to record.
3. Practice pre-reading skills such as shape recognition, print identification, and letter recognition.
4. Use the computer for letter and word recognition.
5. Recognize two- and three-dimensional geometric shapes in manipulative toys and/or on paper. (VIB2)
6. Incorporate reading and writing into dramatic play and other play situations.

Preschool Curriculum (continued)

7. Develop phonological awareness (for example, recognize and produce words with same beginning or ending sounds, use inventive spelling, play with sounds of language including syllables, word families and phonemes, etc.) using developmentally appropriate practice.

C. Several times during each semester children will have opportunities to:

1. Act out stories or pretend situations using puppets, costumes, or props.
2. Play developmentally appropriate board games or card games involving pre-reading skills.
3. Retell stories and/or songs orally or with teacher-made materials such as flannel, rebus chart, story cans.
4. Participate in making language charts.
5. Visit the library or story mobile to choose books.
6. Create a book individually or as part of a group.
7. "Write" using sensory materials such as finger-paints, corn meal, sand, shaving cream.
8. Observe different kinds of writing, such as other alphabets or Braille.

Preschool Curriculum (continued)

VI. COGNITIVE DEVELOPMENT – EARLY MATHEMATICS

A. *Every day, children will have opportunities to:*

1. Sort, classify, compare, and put into one-to-one correspondence various concrete manipulatives.
2. Use puzzles, blocks, and other manipulatives that provide experience with shape, space, sets, size, patterns, and parts and wholes.
3. Have access to books that include counting, shapes, size, and color.
4. Interact with adults who point out relationships among objects, events, and actions, and who positively reinforce the children's own construction of such relationships.
5. Hear counting words, see written numbers in the environment, and receive encouragement to quantify when ready.
6. Build an understanding of time in the context of their lives, schedules, and routines.
7. Solve problems by observing, questioning, predicting, estimating, and checking, using concrete objects during naturally occurring activities throughout the day.

B. *Every week, children will have one or more opportunities to:*

1. Sing counting songs or use counting chants, as a way of learning the names of numbers.
2. Recognize two- and three-dimensional geometric shapes in manipulative toys and/or on paper. (VB5)
3. Recognize how figures are composed of different shapes.

C. *Several times during each semester children will have opportunities to:*

1. Participate in cooking activities with recipes that use concepts of measurement, time, and quantity.
2. Participate in activities that use arbitrary measurement of volume, length, time, etc.

Preschool Curriculum (continued)

3. Participate in the making of some sort of graph or chart, as a visual representation of quantity.
4. Interact with peers and adults in cooperative problem-solving activities.
5. Participate in activities that help them recognize and name patterns.

Preschool Curriculum (continued)

VII. COGNITIVE DEVELOPMENT – SCIENCE

A. *Every day, children will have opportunities to:*

1. Observe real objects and interact with adults who encourage them to sort, classify, and use all of their senses to learn about them.
2. Play with open-ended sensory materials such as water, sand, mud, corn, rice, etc. (IIIA1)
3. Spend time outdoors, weather permitting.
4. Solve problems by observing, questioning, predicting, estimating and checking, using concrete objects during naturally occurring activities during any part of the day.
5. Use vocabulary describing weather and seasons.
6. Explore science displays (which are rotated periodically) such as rocks, seeds, gourds, nests, pine cones, fossils, feathers, insects, seashells, etc.
7. Play with different types of blocks such as wood, foam, plastic and Legos.
8. Use a tape player or CD player independently or with help.

B. *Every week, children will have one or more opportunities to:*

1. Care for living things such as classroom pets and/or plants.
2. Participate, according to ability, in an adult-supervised observation, prediction, or classification activity.
3. Hear adults use scientific terms such as observe, predict, compare, etc.
4. Use scientific tools such as measuring devices, magnifying glasses, prisms, microscopes, etc.
5. Listen to books about science topics such as life cycle, plants, animals, weather, food, senses, and the solar system.
6. Discuss food sources during meal time and at other occasions such as cooking activities.

Preschool Curriculum (continued)

C. Several times during each semester children will have opportunities to:

1. Be actively involved in a cooking experience. (XC3)
2. Participate, according to ability, in a structured science experiment.
3. Construct and “read” a chart, graph, or picture depicting the results of the experiment.
4. Visit a lab, medical office, workshop, or other places where adults do science on the campus.
5. Dress up in seasonal clothing in the dramatic play area.
6. Participate in nature walks to observe seasonal changes.
7. Sort objects and/or pictures by living/nonliving, size, type, and texture.
8. Play with simple machines such as cash register, wind-up toys, and gears.
9. Use the computer to supplement classroom activities or children’s interests.

Preschool Curriculum (continued)

VIII. COGNITIVE DEVELOPMENT - TECHNOLOGY

A. Every day, children will have opportunities to:

1. Access technology such as tape players, CD players, and computers for activities related to classroom activities or children's interest.

B. Every week, children will have one or more opportunities to:

N/A

C. Several times during each semester children will have opportunities to:

1. Listen to themselves and their families on a tape player. (IVC1)
2. View television, film, videotapes or DVDs that are developmentally appropriate and related to classroom activities or children's interests.
3. Use microscopes.

Preschool Curriculum (continued)

IX. COGNITIVE DEVELOPMENT - CREATIVE EXPRESSION & APPRECIATION FOR THE ARTS

A. *Every day, children will have opportunities to:*

1. Use art materials such as markers, crayons, paper, paint, play dough, and glue. (IIIA2)
2. Select and see their own works displayed in their rooms and center hallway.
3. Talk to adults about their work and have the adults label the art as the children wish.
4. Show imagination and creativity in play during naturally occurring activities throughout the day. Differentiate between real and pretend through the guidance of the staff.
5. Sing a wide variety of songs, rhymes, and favorite and newly charted sing-a-longs.
6. Listen to various forms of music, both real (echo/voiced) and recorded, with a wide range of rhythms, tempos, and moods.
7. Express feelings, emotions, and language in song, rhythm, and movement.
8. Explore rhythms and simple instruments, either commercial or child constructed.
9. Engage in creative expression and role play through the use of dress-up clothes, costumes, and props.

B. *Every week, children will have one or more opportunities to:*

1. Experiment in an open-ended way with art materials not readily available daily (such as finger paints, sponge painting, stamp pads).
2. Widen their repertoire of skills that support artistic expression (e.g., cutting, gluing and caring for tools).
3. Create art connected to a particular learning topic, experience, or area of child interest.
4. Use art materials outside as weather permits.

Preschool Curriculum (continued)

5. Play and move to music and favorites like “Skip to My Lou” or “Blue Bird” (IIB3)

C. Several times during each semester children will have opportunities to:

1. Hear and learn about music, drama, and dance from different cultures and ethnic groups.
2. Participate in the creation of a group art project, such as a mural, quilt or cardboard structure, piñata, or collage.
3. Learn about basic musical concepts and terms, such as loud and soft, fast and slow, and high and low.
4. View various kinds of art by adults illustrating many cultures and historical periods,
5. Use art as a means of communicating to others or recording learning.
6. Participate in teacher-guided creative movement and dance activities. (IIC2)
7. Participate in teacher-guided dramatic activities (acting out a story).

Preschool Curriculum (continued)

X. COGNITIVE DEVELOPMENT - HEALTH, SAFETY AND NUTRITION

A. *Every day, children will have opportunities to:*

1. Practice healthy personal habits such as handwashing, proper toileting, etc., and have these habits reinforced consistently and routinely by adults.
2. Contribute to a safe and healthful environment by participating in clean-up, proper disposal of used tissues, etc.
3. Learn about personal safety (e.g., staying with the group, handling scissors) and be kept safe by adults.
4. Observe adults and other children practicing healthy and safe personal habits.
5. Eat a variety of nutritious foods and be encouraged to taste foods that may be new to them.
6. Develop a vocabulary describing taste, smell, and texture of food.
7. Use good hygiene and table manners when eating and working with food.
8. Discuss food sources during meal time and at other occasions such as cooking activities.

B. *Every week, children will have one or more opportunities to:*

1. Help prepare or serve meals, according to ability.
2. Listen to stories told or read by adults that focus on health, safety, or nutrition.

C. *Several times during each semester children will have opportunities to:*

1. Review, recall, and help to set safety rules, for example, when a new piece of equipment is introduced or a field trip is planned.
2. Participate in emergency drills such as monthly fire drills and learn about fire prevention and safety in emergencies.
3. Be actively involved in a cooking experience. (VIIC3)
4. Prepare and/or taste food from other cultures.

Preschool Curriculum (continued)

5. Participate in organized activities and lessons about specific health or safety concerns (for example, proper tooth brushing or street-crossing safety).
6. Observe and interact with health professionals (such as nurses, dental hygienists, and physician assistants in the college's academic programs) at work.
7. Discuss, ask, or express fears about doctor, hospital, shots, and taking medicine.
8. Participate in conversations or activities that help them understand how different foods help the body stay healthy in different ways.

Preschool Curriculum (continued)

XI. COGNITIVE DEVELOPMENT - SOCIAL STUDIES

A. *Every day, children will have opportunities to:*

1. Interact with adults who listen with respect and interest to their requests, ideas, and experiences, and who accept and respect them and their families as they are. (IA1)
2. Experience the world around them through all their senses.
3. Interact with and learn from children and adults of different ages, cultures, and abilities.
4. Learn that they are part of a community of learners, with responsibilities to the other members as well as rights.
5. Be exposed to multicultural pictures, books, and other learning materials that depict people of many races, cultures, language, family structures, genders, ages, and abilities in a positive, non-stereotypical way. (VA4)
6. Interact with adults who respect and appreciate individuals of different backgrounds and who provide for the special needs of individual children.
7. Help maintain and care for personal property and the communal property of the classroom.
8. Share in communal activities, such as meals and celebrations.
9. Help and be helped by adults and children of different ages and abilities (IA9)
10. Use dramatic play to act out life roles and situations.
11. Initiate discussions about current events (both personal and public) with adults who will help them understand and make sense of them.

B. *Every week, children will have one or more opportunities to:*

1. Leave the classroom to visit another area of the building or the campus.
2. Talk about the passing of time: “Tomorrow is Saturday and we don’t have school” or “When your Mom/Dad was little.”
3. Practice democracy by making communal decisions.

Preschool Curriculum (continued)

4. Engage in discussions about fairness, friendship, responsibility, authority, and differences. (IB2)

C. Several times during each semester children will have opportunities to:

1. Explore and/or participate in a campus community activity such as storytelling, visiting author/artist/musician, or student-produced program
2. Learn about the community (the College and, to a lesser extent, the City) through field trips to various sites.
3. Learn about people, families, and communities that are different in some way from their own and also about the similarities that, nevertheless, connect these differing people and communities with individual experience.
4. Meet visitors who have been invited to share some particular interest, ability, or cultural heritage with them.
5. Learn about special ways of learning or moving, such as sign language or wheelchairs, which are used by people with abilities that may be different from their own.
6. Look at and make maps with concrete objects or on paper.
7. Use special dramatic play set-ups to act out community roles and careers, economic concepts (e.g., playing restaurant) or important events.
8. Learn about ecology and environmental responsibility through activities such as planting, making bird feeders, recycling, etc.

BIBLIOGRAPHY

- Albrecht, K., & Miller, L. (2000). *The comprehensive toddler curriculum*. Beltsville, MD: Gryphon House.
- Allen, K., & Marotz, L. (1989). *Developmental profiles birth to six*. Albany, NY: Delmar Publishers.
- Bredenkamp, S., & Copple, C. (1997). *Developmentally appropriate practice in early childhood programs*. Revised Edition ed. : NAEYC.
- Caring for our children* (2nd ed.). (2002). Elk Grove Village, IL: American Academy of Pediatrics.
- Charlesworth, R. & Lind, K (1999).*Math and science for young children* (4thed.).Albany, NY: Delmar Publishers, Inc.
- Derman-Sparks, L. (1989). *Anti-bias curriculum: tools for empowering young children*. Washington, DC: NAEYC.
- Dodge, D.T., Colker, L.J., & Heroman, C (2002). *The creative curriculum for preschool* (4th ed.). Washington, DC: Teaching Strategies, Inc.
- Dombro, A.L., Colker, L., & Dodge, D.T. (1999). *The creative curriculum for infants and toddlers* (rev. ed.). Washington, DC: Teaching Strategies, Inc.
- Gestwicki, C. (1999). *Developmentally appropriate practice: Curriculum and development in early education* (2nd ed.). Albany, NY: Thomson Delmar Learning.
- Harms, T., Cryer, D., & Clifford, R. M. (2003). *Early childhood environment rating scale* (rev. ed.). New York: Teachers College Press.
- Harms, T., Cryer, D., & Clifford, R. M. (2003). *Infant/toddler environment rating scale* (rev. ed.). New York: Teachers College Press.
- Hodges, S. (1998). *Toddler art*. Torrance, CA: Totline Publications.
- Katz, L.G., Evangelou, D., & Hartman, J. A. (1990). The case for mixed-age grouping in early education. Washington, D.C.: NAEYC.
- Kinney, M., & Ahrens, P. (1996). *Tangling with toddlers*. Grand Rapids, MI: Instructional Fair.
- Kohl, M. (2002). *First art*. Beltsville, MD: Gryphon House.

NAEYC early childhood program standards and accreditation criteria: The mark of quality in early childhood education. (2005). Washington, D.C.: NAEYC.

Pennsylvania code title 55. public welfare chapter 3270. child day care centers. (1996). Harrisburg, PA: Pennsylvania Department of Public Welfare.

Pennsylvania early learning standards for pre-kindergarten. (2005). Harrisburg, PA.: Pennsylvania Department of Education and Department of Public Welfare.

Schickedanz, J. A. *More than the ABCs: The early Stages of reading and writing* (1986). Washington, D.C.: NAEYC.

Schirrmacher, R. *Art and creative development for young children* (2nd ed.). (1993). Albany NY: Delmar Publishers.

York, S. (1991). *Roots & wings.* St. Paul, Minnesota: Redleaf Press.