

## Trinity Early Childhood Center Curriculum and Assessment Preschool

**One of the things** that make our school unique is the child centered curriculum that encourages philosophy to meld effectively with classroom practices. In 2013 the Illinois State Board of Education updated and redesigned their standards to include Early Learning Guidelines and Early Learning Development Standards. Our SCEWD curriculum includes designated teacher-provided opportunities, in relationship to these state revisions and assessment pieces. Our curriculum reflects a strategy in maintaining well-integrated Opportunities, Domains and Evidence. We value what our SCEWD Curriculum offers children, staff, and families in helping us to carry out Best Practices for children's education.

**SCEWD** is an acronym for the areas that encompass a child's whole growth. These areas include Social Spiritual (S), Communication Arts (C), Expressive Arts (E), Wellness (W), and Discovery (D). Content in each area includes developmental skill and academic foundation. We foster children's learning by provoking and further scaffolding their curiosity, inquiry, play, and experience in these domains. We recognize the importance of integrating the domains into one another, and tailoring experiences for age and ability levels.

**Opportunities** reflect the experiences teachers provide for children. In short, the Opportunities refer to what children do in our school. These stem from our understanding of what children need to experience within the environment in order to form the connections necessary to develop healthy social, emotional, physical, cognitive and spiritual skills.

**Domains and Standards** are the specific objectives of the Illinois State Board of Education's Early Learning Guidelines and Early Learning and Development Standards. The academic domains and standards are organized into the SCEWD area they naturally fit. We want learners to benefit in these standards; therefore capitalize upon the opportunities in each domain.

**Evidence** pieces, contained in individual portfolios, mirror the ways in which children approach the opportunities we provide and experience the ISBE Guidelines and Standards. Teacher and child-chosen evidence pieces include work samples, anecdotal notes, observations, checklists, charts, and photos. We use evidence pieces as an integral part of our assessment and planning. We include a variety of pieces in each SCEWD domain per semester to document children's growth.

## Preschool SCEWD CURRICULUM

# S

### Social - Spiritual Development

#### Opportunities

- Capitalizing upon opportunities to facilitate trusting relationships with adults and peers
- Fostering children's relationships with God through relationships, Bible stories, prayer and chapel worship
- Providing environments that reflect children's developing autonomy, interests and decisions
- Teacher facilitated activities to reflect upon past, present, and future events and ideas
- Exploration of social roles and places that include gender, self-regulation, and initiative

#### **Illinois Early Learning and Developmental Standards:**

**The domain of Social / Spiritual includes: Social Studies standards and benchmarks in Concepts related to citizenship, economic systems and human interdependence, and awareness of self, geography, people and families.**

#### ***Goal 14: Understand some concepts related to citizenship.***

Standard 14.A: Understand what it means to be a member of a group and community.

Standard 14.C: Understand ways groups make choices and decisions.

Standard 14.D: Understand the role that individuals can play in a group or community.

#### ***Goal 15: Explore economic systems and human interdependence.***

Standard 15.A: Explore roles in the economic system and workforce.

Standard 15.B: Explore issues of limited resources in the early childhood environment and world.

Standard 15.D: Explore concepts about trade as an exchange of goods or services.

#### ***Goal 16: Develop an awareness of the self and his or her uniqueness and individuality.***

Standard 16.A: Explore his or her self and personal history.

***Goal 17: Explore geography, the child's environment, and where people live, work and play.***

Standard 17.A: Explore environment and where people live.

***Goal 18: Explore people and families.***

Standard 18.A: Explore people, their similarities, and their differences.

Standard 18.B: Develop an awareness of self within the context of family.

**Social/Emotional standards and benchmarks in self-management skills, social awareness and interpersonal skills and decision-making skills and responsible behaviors.**

***Goal 30: Develop self-management skills to achieve school and life success and develop positive relationships with others.***

Standard 30.A: Identify and manage one's emotions and behavior.

Standard 30.B: Recognize own uniqueness and personal qualities.

Standard 30.C: Demonstrate skills related to successful personal and school outcomes.

***Goal 31: Use social-awareness and interpersonal skills to establish and maintain positive relationships.***

Standard 31.A: Develop positive relationships with peers and adults.

Standard 31.B: Use communication and social skills to interact effectively with others.

Standard 31.C: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

***Goal 32: Demonstrate decision-making skills and behaviors in personal, school and community contexts.***

Standard 32.A: Begin to consider ethical, safety, and societal factors in making decisions.

Standard 32.B: Apply decision-making skills to deal responsibility with daily academic and social situations.

# Preschool SCEWD CURRICULUM

## C

### Communication Arts

#### Opportunities

- Utilize graphic symbols in expressive and receptive contexts
- Utilize verbal cues in expressive and receptive contexts
- Incorporation of a wide variety of communication tools
- Literacy opportunities co-exist with drive for knowledge
- Create inferences through literature

#### **Illinois Early Learning and Development Standards:**

#### **The domain of Communication Arts includes standards and benchmarks in: Listening, Speaking, Reading and Writing**

#### ***Goal 1: Demonstrate increasing competence in oral communication (listening and speaking).***

Standard 1.A: Demonstrate understanding through age appropriate responses.

Standard 1.B: Communicate effectively using language appropriate to the situation and audience.

Standard 1.C: Use language to convey information and ideas.

Standard 1.D: Speak using conventions of Standard English.

Standard 1.E: Use increasingly complex phrases, sentences and vocabulary.

#### ***Goal 2: Demonstrate understanding and enjoyment of literature.***

Standard 2.A: Demonstrate interest in stories and books.

Standard 2.B: Recognize key ideas and details in stories.

Standard 2.C: Recognize concepts of books.

Standard 2.D: Establish personal connections with books.

#### ***Goal 3: Demonstrate interest in and understanding of information text.***

Standard 3.A: Recognize key ideas and details in nonfiction text.

Standard 3.B: Recognize features of nonfiction books.

***Goal 4: Demonstrate increasing awareness of and competence in emergent reading skills and abilities.***

Standard 4.A: Demonstrate understanding of the organization and basic features of print.

Standard 4.B: Demonstrate an emerging knowledge and understanding of the alphabet.

Standard 4.C: Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).

Standard 4.D: Demonstrate emergent phonics and work analysis skills.

***Goal 5: Demonstrate increasing awareness of an competence in emergent writing skills and abilities.***

Standard 5.A: Demonstrate growing interest and abilities in writing.

Standard 5.B: Use writing to represent ideas and information.

Standard 5.C: Use writing to research and share knowledge.

## Preschool SCEWD CURRICULUM

# E

### Expressive Arts

#### Opportunities

- Provide environments that encourage children to initiate, explore, and develop two and three dimensional representations.
- Teacher - facilitated opportunities for children to explore various roles
- Opportunities to initiate and respond to musical mediums

***Illinois Learning and Developmental Standards the domain of Expressive Arts includes: art standards and benchmarks in exploring the arts, and using the arts to communicate ideas and emotions.***

***Goal 25: Gain exposure to and explore the arts.***

Standard 25.A: Investigate, begin to appreciate, and participate in the arts.

Standard 25.B: Display an awareness of some distinct characteristics of the arts.

***Goal 26: Understand that the arts can be used to communicate ideas and emotions.***

Standard 26.B: Understand ways to express meaning through the arts.

# Preschool SCEWD CURRICULUM

## W

### Wellness

#### Opportunities

- Foster good practices and understanding of self-care, dietary, and hygiene habits.
- Environment provides flexibility, strength, and coordination challenges to further fine motor skills i.e.: grasp, pinch, twist, turn, roll, pull, squish, pour, swipe, snip, pound, squeeze, and smooth.
- Environment provides manipulation skill challenges i.e.: kicking, catching, striking, throwing, bouncing, dribbling, and trapping.
- Environment provides locomotor challenges, i.e.: running walking, hopping, skipping, leaping, jumping and sliding
- Environment provides nonlocomotor challenges, i.e.: twisting, turning, stretching, reaching, bending, shaking and pushing
- Teacher - Facilitated experiences to foster physical self-regulation and social skills
- Engage in vigorous indoor and outdoor play

**Illinois Learning and Developmental Standards the domain of wellness includes: Physical development and health standards and benchmarks in movement skills, rules and safety during physical activity, team building skills, principles of health promotion and prevention and human body systems**

***Goal 19: Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity.***

Standard 19.A: Demonstrate physical competency and control of large and small muscles.

Standard 19.B: Demonstrate awareness and coordination of body movements.

Standard 19.C: Demonstrate knowledge of rules and safety during activity.

***Goal 20: Develop habits for lifelong fitness.***

Standard 20.A: Achieve and maintain a health-enhancing level of physical fitness, individual fitness improvement plan.

***Goal 21: Develop team building skills by working with others through physical activity.***

Standard 21.A: Demonstrate individual responsibility during group physical activities.

Standard 21.B: Demonstrate cooperative skills during structured group physical activity.

***Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.***

Standard 22.A: Explain the basic principles of health promotion, illness prevention, treatment and safety.

***Goal 23: Understand human body systems and factors that influence growth and development.***

Standard 23.A: Describe and explain the structure and functions of the human body systems and how they interrelate.

Standard 23.B: Identify ways to keep the body healthy.

***Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.***

Standard 24.C: Demonstrate skills essential to enhancing health and avoiding dangerous situations.



## Preschool SCEWD CURRICULUM

# D

## Discovery

### Opportunities

- Ample opportunities for sensory and manipulative play, capitalizing upon natural phenomena.
- Whole experiences that foster numerical sense and scientific logic, i.e. cutting, mixing, measuring, hammering, gluing and taping, including cooking, woodworking and construction.
- Incorporating mathematical and scientific instruments, tools, and vocabulary into children's work
- Experience for child to initiate data collection, hypothesis, prediction, and testing of scientific concepts.

**Illinois Early Learning and Developmental Standards the domain of discovery includes: Mathematical standards and benchmarks in a sense of numbers, identification of relationships in objects, concepts of geometry and analysis of data information.**

***Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.***

Standard 6.A: Demonstrate beginning understanding of numbers, number names and numerals.

Standard 6.B: Add and subtract to create new numbers and begin to construct sets.

Standard 6.C: Begin to make reasonable estimates of numbers.

Standard 6.D: Compare quantities using appropriate vocabulary terms.

***Goal 7: Explore measurement of objects and quantities.***

Standard 7.A: Measure objects and quantities using direct comparison methods and nonstandard units.

Standard 7.B: Begin to make estimates of measurements.

Standard 7.C: Explore tools used for measurement.

***Goal 8: Identify and describe common attributes, patterns and relationships in objects.***

Standard 8.A: Explore objects and patterns.

Standard 8.B: Describe and document patterns using symbols.

***Goal 9: Explore concepts of geometry and spatial relations.***

Standard 9.A: Recognize name and match common shapes.

Standard 9.B: Demonstrate an understanding of location and ordinal position, using appropriate vocabulary.

***Goal 10: Begin to make predictions and collect data information.***

Standard 10.A: Generate questions and processes for answering them.

Standard 10.B: Organize and describe data and information.

Standard 10.C: Determine, describe, and apply probabilities of events.

**Scientific standards and benchmarks in demonstrating curiosity about the world and beginning to use the practices of science and engineering, exploring life, physical and earth sciences and connecting and understanding science and engineering.**

***Goal 11: Demonstrate curiosity about the world and begin to use the practices of science and engineering to answer questions and solve problems.***

Standard 11.A: Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions.

***Goal 12: Explore concepts and information about the physical, earth, and life sciences.***

Standard 12.A: Understand that living things grow and change.

Standard 12.B: Understand that living things rely on the environment and/or others to live and grow.

Standard 12.C: Explore the physical properties of objects.

Standard 12.D: Explore concepts of force and motion.

Standard 12.E: Explore concepts and information related to the earth, including ways to take care of our planet.

Standard 12.F: Explore changes related to the weather and seasons.

***Goal 13: Understand important connections and understandings in science and engineering.***

Standard 13.A: Understand rules to follow when investigating and exploring.

Standard 13.B: Use tools and technology to assist with science and engineering investigations.