

## Trinity Early Childhood Center Curriculum and Assessment Younger Full Day

**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.

# Younger Full Day 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 Guidelines 21 - 36 months

#### Social & Emotional Developmental Domain 1

***Attachment Relationships: Children form secure attachment relationships with caregivers who are emotionally available, responsive, and consistent in meeting their needs.***

- Children demonstrate a desire for their attachment figure to share in their feelings, responses, and experiences. Behaviors that demonstrate a need for physical proximity with the primary caregiver decrease, while in certain instances of distress, some children seek to be close to their attachment figure.

***Emotional Expression: Children demonstrate an awareness of the ability to identify emotions.***

- Children begin to convey and express emotions through the use of nonverbal and verbal communication. Children also begin to apply learned strategies from their caregivers to better regulate these emotions.

***Relationships with Adults: Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults.***

- Children interact with adults to communicate ideas, share feelings, and solve problems. Children also actively explore adult roles and tasks.

***Self-Concept: Children develop identity of self.***

- Children begin to identify and discuss their connections to other people and things. Children can also identify their feelings and interests and communicate them to others.

***Relationships with peers: Children demonstrate the desire and develop the ability to engage and interact with other children.***

- Children engage and maintain interactions with their peers through the use of developing social and play skills.

***Empathy: Children demonstrate an emerging ability to understand someone else's feelings and to share in the emotional experience of others.***

- Children begin to exhibit an understanding that other people have feelings different from their own.

## **Self-Regulation: Foundation of Development**

***Emotional Regulation: Children demonstrate the emerging ability to identify and manage the expression of emotion in accordance with social and cultural contexts.***

- While children still need support from a caregiver, they are able to better manage their emotions and can sustain regulation as they begin to discriminate which skills and strategies to apply in different situations.

***Attention Regulation: Children demonstrate the emerging ability to process stimuli, focus and sustain attention, and maintain engagement in accordance with social and cultural contexts.***

- Children begin to attend to, engage in, and transition between multiple activities or interactions at a time. Children also have an increased internal capacity to discriminate and strategize while focusing and attending, and can remain focused for longer periods of time.

***Behavior Regulation: Children demonstrate the emerging ability to manage and adjust behaviors in accordance with social and cultural contexts.***

- Children demonstrate some limited self-control over their behavior without adult intervention or prompting. Children have knowledge of a wide range of expected behaviors and can manage some of those expectations. Children also have an increased capacity to recognize when they need their caregiver to help regulate instead of relying on their own self-regulation strategies.

## **Approaches to Learning**

***Confidence & Risk Taking: Children demonstrate a willingness to participate in new experiences and confidently engage in risk-taking.***

Children use their confidence to being taking emotional risks in addition to physical risks, with support from their caregiver(s).

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## 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

#### Early Learning Guidelines 21 - 36 months

#### Language Development, Communication, and Literacy Domain 3

**Social Communication: Children demonstrate the ability to engage with and maintain communication with others.**

- Children maintain social interactions through the pattern of turn-taking, and are able to build upon ideas and thoughts conveyed.

***Receptive Communication: Children demonstrate the ability to comprehend both verbal and nonverbal communication.***

- Children continue to expand their comprehension across a variety of contexts through the use of words, actions and symbols.

***Expressive Communication: Children demonstrate the ability to understand and convey thoughts through both verbal and nonverbal expressions.***

- Children communicate about present themes and begin to combine a few words into mini-sentences to express needs and wants.

***Early Literacy: Children demonstrate interest in and comprehension of printed materials.***

- Children engage others in literacy activities, and have an increased awareness and understanding of the variety of different types of print found in their environment.

## **Approaches to Learning**

***Curiosity & Initiative: Children demonstrate interest and eagerness in learning about their world.***

- Children demonstrate initiative by participating and maintaining engagement in novel experiences. Children use observation, communication, and inquiry to make sense of these experiences.

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## 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 Early Learning Guidelines 21 - 36 months

#### Cognitive Development Domain 4

***Creative Expression: Children demonstrate the ability to convey ideas and emotions through creative expression.***

- Children initiate and engage in music, movement, building, and play activities to interact with others and express ideas, feelings, and emotions.

***Symbolic Thought: Children demonstrate the understanding go concepts, experiences, and ideas through symbolic representation.***

- Children use their ability to label and think symbolically to engage in increasingly complex social interactions, exploration, and play. Children use these skills to recreate experiences, problem-solve, and explore relationships and roles.

#### Approaches to Learning

***Creativity, Inventiveness, & Imagination: Children demonstrate the ability to use creativity, inventiveness, and imagination to increase their understanding and knowledge of the world.***

- Children incorporate their use of creativity, inventiveness, and imagination in more complex manner while they play, communicate, and problem-solve.

# Younger Full Day 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

#### Physical Development and Health Domain 2

***Gross Motor: Children demonstrate strength, coordination, and controlled use of large muscles.***

- Children begin to master more complex movements as coordination of different types of muscles continues to develop.

***Fine Motor: Children demonstrate the ability to coordinate their small muscles in order to move and control objects.***

- Children effectively coordinate their small muscles to manipulate a wide array of objects, toys, and materials in different ways.

***Perceptual: Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.***

- Children begin to process sensory information in a more efficient manner and use the information to modify behavior while interacting with the environment.



***Self-Care: Children demonstrate the desire and ability to participate in an practice self-care routines.***

- Children attempt to attend to their self-care needs independently with less support from their caregivers.

## **Cognitive Development Domain 4**

***Safety & Well being: Children demonstrate the emerging ability to recognize risky situations and respond accordingly.***

- Children will begin to demonstrate a limited ability to internalize what caregiver(s) communicates in relation to safety, rules, and well-being. Children continue to act upon impulses but begin to develop strategies to protect themselves in uncertain and potentially unsafe situations.

## **Self-Regulation: Foundation of Development**

***Physiological Regulation: Children demonstrate the emerging ability to regulate their physical processes in order to meet both their internal needs and external demands in accordance with social and cultural contexts.***

- Children begin to independently manage functions of feeding, sleeping, waking and eliminating with some support from their caregiver(s). Children can now manage and begin to discriminate internal and external stimuli.

## **Approaches to learning**

***Persistence, Effort, & Attentiveness: Children demonstrate the ability to remain engaged in experiences and develop a sense of purpose and follow-through.***

Children can attend to tasks for longer periods of time, and their ability to persist in increasingly difficult tasks increases. In addition, children are now able to attend to more than one event in their environment; this skill enables them to stay focused even when there are distractions.

## Younger Full Day 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 Guidelines 21 - 36 months

## Cognitive Development Domain 4

***Concept Development: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.***

- Children begin to demonstrate the ability to classify objects based on common characteristics, and begin to apply knowledge of simple concepts to new situations.

***Memory: Children demonstrate the ability to acquire, store, recall and apply past experiences.***

- Children anticipate the steps in experiences and activities, and understand the sequence of events. They may also remember and recall past events and translate knowledge of past experiences to new experiences.

***Spatial Relationships: Children demonstrate an awareness of how objects and people move and fit in space.***

- Children can better predict how objects and people will fit and move in relationship to each other. Children have knowledge of object properties and apply this knowledge without having to rely on physical trial and error.

***Logic & Reasoning: Children demonstrate the ability to use knowledge, previous experiences and trial and error to make sense of an impact their world.***

- Children have a greater understanding of causation and can predict and choose specific actions to attain a desired result. Children also begin to apply past experiences and knowledge to form ideas.

***Quantity & Numbers: Children demonstrate awareness of quantity, counting and numeric competencies.***

- Children use language to demonstrate a basic understanding of number representation and quantity identification.

***Science Concepts & Exploration: Children demonstrate a basis awareness of and use scientific concepts.***

- Children use their communication skills to indicate interest in observations, experiences, and engagement with the world around them. Children actively experiment with their environment to make new discoveries happen.

## **Approaches to Learning**

***Problem Solving: Children attempt a variety of strategies to accomplish tasks, overcome obstacles, and find solutions to tasks, questions, and challenges.***

- Children begin to discriminate which solutions work, with fewer trials. Children increasingly become more autonomous and will attempt to first overcome obstacles on their own or with limited support from caregivers.