

# CURRICULUM, ASSESSMENT PLAN, & OUTCOMES

The following is a plan of the daily programming requirements for the G-K-B Head Start Program. This plan includes the curriculum plan, daily schedule, weekly lesson plan, individualizing and environment design. This plan is based on the philosophy of this Head Start program and the Creative Curriculum. These requirements meet or exceed the state and federal requirements, as well as, the recommendations by the National Association for the Education of Young Children (NAEYC) and the Council for Early Childhood Professional Recognition.

Our philosophy is based on the idea that most children can learn the skills necessary for success in school, that children will learn at their own rate, and that the success in learning will develop the self-image of children. It is also our belief that children can learn proper health practices at a very early age and maintain those practices throughout life.

## CURRICULUM

The G-K-B Head Start curriculum provides staff with goals and strategies rather than specific materials and activities. The goals of our curriculum are:

- To help children become active, enthusiastic learners.
- To help children be creative explorers.
- To encourage children to become independent, self-confident and inquisitive learners.
- To allow children to learn at their own pace and in the ways that are best for them.
- To encourage good habits and attitudes in children, particularly positive self concepts.
- To inspire children to use positive problem solving skills.

The **“Creative Curriculum”** is set up in two parts: Part I - Setting the Stage and Part II - Interest Areas. The primary focus of both these parts is the environment. The Creative Curriculum recognizes that by continually changing and enriching the environment, teachers can support learning and creativity in children. The approach in the Creative Curriculum allows teachers to respond to children’s interests and explorations. It emphasizes establishing a partnership with parents.

The Creative Curriculum fosters creativity. Children’s creativity is supported by the environment that encourages them to try out ideas and to risk making mistakes. Teacher’s creativity is supported by a curriculum framework that encourages them to be innovative and responsive to children.”

**“The Zoo-phonics Program”** teaches the alphabet using a cast of Animal characters, sounds and body movement that directly relates to the animal/letter. Lowercase letters are taught before uppercase letters and letter sounds are taught before letter names. The program involves the child’s eyes, ears, mouth and body as they learn phonemic awareness and the alphabet.

Staff set clear, consistent limits for children (see Child Guidance Plan.) The curriculum is child-centered. Key elements of a child-centered curriculum include building on what the individual children already know, having realistic and attainable goals, and supporting the children's home and community cultures. Staff are constantly modifying their approach and environment while remaining aware of "teachable moments."

The following curriculum kits may be integrated, in whole or in part, along with activity ideas borrowed from other resources:

Second Step - Mental Health	Sun Safe - Health
I Am Amazing - Mental Health	Transportation & Pedestrian Safety - Safety
Chef Combo - Nutrition	As I Am - Mental Health
My Friends and Me - Mental Health	Little People's Workshop - All areas
Body Rights - Mental Health & Safety	Head Start Nutrition Curriculum - Nutrition
Head Start Dental Curriculum - Dental	Growing, Growing Strong- Health
Healthy Choices, Healthy Living- Mental Health	
I'm Safe ! - Personal Safety	

### **DAILY SCHEDULE**

The daily schedule must be posted in a visible spot, and should include all of the following:

- Outdoor time daily - 20 to 30 minutes (weather permitting)
- Small group activity each day - 10 to 15 minutes
- Balance of quiet and active times
- Large Group Time - 10 minutes
- More Individual and Small Group Times than Large Group Times
- More Child Initiated times than Adult Directed times
- Planned transitions
- PLAN - 10 minutes DO - 60 minutes REVIEW - 10 minutes
- Lunch - 30 minutes/Breakfast or snack - 20 minutes
- Tooth brushing time - 15 minutes
- Hand washing times - ( Teachers, other adults and children should wash hands often. This should be on written lesson plans before meals, nutrition experiences, etc.)

\*When planning the daily schedule, allow at least 2 hours, not more than 3 hours between meals.

### **Plans need to include the following activities MONTHLY:**

Food Centers are set up in each classroom on a monthly basis. Children have the opportunity to create a snack during center time if they choose. Pictures/word cards are set up at the table with the necessary items. Children can follow the pictures step by step to create their own snack. This activity is in addition to regular meals and snacks during class time.

## Food Project Experiences

Food projects are hands-on self-help skill-developing food activities. These are done on a regular basis at meal times, however teachers do plan additional ones throughout the year. A food experience is an opportunity for the child to “experience” something new. Child initiated food experiences are planned throughout the year as well as some teacher initiated food experiences.

Fire, tornado and bus evacuation drills as well as height and weight measurements are completed and documented on a monthly basis.

## LESSON PLANS

Lesson plans must be placed in a spot visible to staff, volunteers and visitors. These experiences are planned as a part of large group, small group, learning centers, and outdoor time. The experiences are organized to support the 8 Domains as outlined by National Head Start.

<b>Language Development</b>	<b>Literacy</b>	<b>Mathematics</b>	<b>Science</b>
1. Language (LA)  *Listening and Understanding  *Speaking and Communicating	1. Phonological Awareness (PA) 2. Book Knowledge & Appreciation (see “Books Read”) *Print Awareness *Early Writing *Alphabet Knowledge	1. Math (M) *Number and Operations *Geometry and Spatial Sense *Patterns and Measurement	1. Discover (D)  *Scientific Skills & Methods  *Scientific Knowledge
<b>Creative Arts</b>	<b>Social &amp; Emotional Development</b>	<b>Approaches to Learning</b>	<b>Physical Health &amp; Development</b>
1. Music (MS) 2. Art (A) 3. Movement (M0) 4. Dramatic Play (DP)	1. Mental Health (MH) *Self-Concept *Self-Control *Cooperation *Social Relationships *Knowledge of Families and Communities	*Initiative and Curiosity *Engagement and Persistence *Reasoning and Problem- Solving	*Health Status and Practices 1. Health (H) 2. Safety (S) 3. Nutrition (N) 4. Small Motor (SM) 5. Large Motor (LM)

*# Items are designated by letter code on the lesson plan.*

*\* Items are planned for and observed then documented on the on-going assessment tool.*

Plans have NEW experiences or adaptations made to them on a weekly basis. Lesson plans should include documentation of child initiated activities (CI) on a regular basis. Individualizing must be documented on the Individualizing form in the classroom lesson plan book.

**The following “extra” activities must also be documented on daily plans:**

speech times	therapies	volunteer activities
library visits	presenters	field trips
Dad’s Day	Mom’s Day	Grandparent’s Day

Every Monday head lice checks are completed. Should an outbreak occur daily checks will take place.

## ENVIRONMENT

Each classroom must have the following materials and equipment available daily:

art	blocks
table toys (manipulatives)	housekeeping
dramatic play	discover (science, sand/water)
books	music and movement/listening
writing	large motor
cooking	computers
outside equipment	

These items may be found in learning centers. Centers should be rotated during the year to allow for different experiences. Materials and experiences need to reflect cultural awareness and cultural diversity (MC).

The classroom environment and materials should be planned and organized to support free choice and active learning. They should also be based on the individual needs of the children in the class. This includes adapting for the special needs of children with disabilities.

## ASSESSMENT PLAN

On-going Assessment is central to the curriculum process. There are 3 types of screenings/assessments used during the school year. The Denver II, the Devereux Early Childhood Assessment (DECA), and the Teaching Strategies Gold. All student assessment information is confidential and is kept in locked file cabinets.

Teachers provide parents with the results of the screenings and assessments by means of verbal communication while on home visits, during classroom parent/teacher conferences or by written notification.

Teachers work with parents to set goals both at the beginning of the school year as well as at the mid-year point. Results of the assessments are used to assist teachers in planning and meeting the child's individual goals.

\*The **Devereux Early Childhood Assessment (DECA)**: is a strength based assessment of protective factors which also contains a screener for behavioral concerns.

This assessment is completed by the parents during Parent Orientation and by the child's classroom teacher after the child has been in class for no less than 4 weeks.

The findings of the DECA assist both the parents and teacher in developing strategies that can be used to help the child meet his/her individual goals.

One of the primary goals of the DECA is assist in fostering healthy social and emotional growth in all children. The DECA provides teachers with tools to assist in identifying those

children with at risk factors. It also provides information for referrals to the Mental Health Provider for the purpose of individual observation and referrals for further services.

\*A **Denver II Screening:** is completed on each child within the first forty-five days of entry. This screening is then reviewed with the parents, and areas of concern addressed. Goals are set accordingly between the parents and teachers. Referrals to the Northeast Indiana Special Education Cooperative and Speech Pathologists are made from this screening. (See Disability Services page in parent handbook). The screening is completed again on each child in April and reviewed with the parents.

\***Teaching Strategies Gold:** is an assessment system that blends ongoing, authentic, observational assessment for all areas of development and learning with intentional, focused, performance-assessment tasks for selected predictors of school success in the areas of literacy and numeracy.

\***The Creative Curriculum Child Development and Learning Checklist:** the teacher builds on what the individual children already know. Small group activities, large group activities and adaptations to the environment are planned based on the information gained through the ongoing assessment process. Informal assessment takes place with the use of anecdotal notes as children work in various centers. The use of hands on manipulatives, a wide variety of classroom materials, and well planned activities, provide students with opportunities to explore and learn.

## **OUTCOMES**

### **Teaching Strategies Gold (Creative Curriculum Online Assessment tool)**

Teaching Strategies Gold is intended to be a continuous process of measuring student performance in authentic situations. It shows the learning progression in each developmental area from birth through kindergarten.

Reports can be generated to show the students progress and this progress can be shown from birth through kindergarten. At the end of the year the Education Committee meets to review the reports and make any recommendations for change for the following school year.