

2016 Elizabethtown Community Nursery School (ECNS)

3's curriculum

I. Approaches to Learning Through Play

AL.1 Constructing and Gathering Knowledge

AL.2 Organizing and Understanding Information

AL.3 Applying Knowledge

AL.4 Learning Through Experience

A. Introduction – Children will have an opportunity to participate in the following types of activities:

1 Constructing and Gathering Information

- a. Curiosity and Initiative (AL.1 OT.A)
 - i. Uses senses to explore and learn from the environment
 - ii. Show interest and interact with others
 - iii. Ask questions
 - iv. Watch others to play and ask to join in
 - v. Makes independent play choices
- b. Risk Taking (AL.1 OT.B)
 - i. Actively explore new materials that are introduced in the classroom
 - ii. Looks to adults for reassurance when attempting new things or meeting new people
 - iii. Observing an adult completing a task and then independently attempting it
 - iv. Listen attentively, then follow through using the learned technique
- c. Stages of play (AL.1 OT.C)
 - i. Interacts with other children during play
 - ii. Joins others play, first watching and later joining in
 - iii. Acts out familiar scenarios

2 Organizing and Understanding Information

- a. Engagement and attention (AL.2 OT.A)
 - i. Complete short, simple task with adult support
 - ii. Engages in play with peers for an extended period of time
 - iii. Participates with others focusing on a specific task
 - iv. Tries a task several times
- b. Task analysis(AL.2 OT.B)
 - i. Attend and follow through on two-step directions with adult support
 - ii. Explain a routine sequence or daily schedule
 - iii. Relate the steps necessary to complete a task or activity
- c. Persistence(AL.2 OT.C)
 - i. Attempt to complete a task in more than one way before asking for help or stopping due to frustration
 - ii. Focus on activity or object while other things are occurring

- iii. Stick to a task for a short period of time before asking for help
 - iv. Show pride in completion of a challenging task
 - d. Patterning (AL.2 OT.D) (2F.08)
 - i. Identify patterns in the environment
 - ii. Dance to rhythmic music
 - e. Memory (AL.2 PY.E)
 - i. Relate information and/or experiences from the past
 - ii. Engage in memory games
 - iii. Recall details from stories, events, or experiences
- 3 Applying Knowledge**
 - a. Engagement and attention (AL.3 OT.A)
 - b. Invention (AL.3 OT.B)
 - c. Representation (AL.3 OT.C)
 - i. Use non-conforming objects to create representations of real life objects or activities
 - ii. Use real life objects to represent make believe or fantasy objects
- 4 Learning Through Experience**
 - a. Making connections (AL.4 OT.A)(2D.01)
 - i. Relate to personal experiences during play
 - ii. Understand that appropriate activities and events may differ from home to school
 - iii. Tell another that he or she is doing something wrong when it varies from a familiar routine
 - iv. Ask questions about similarities and differences among peers
 - v. State similarities between activities
 - b. Resiliency (AL.4 OT.B)
 - c. Problem Solving (AL.4 OT.C)(2D.06)
 - i. Observe other's actions with materials to learn strategies for problem solving
 - ii. Try new ways to complete a familiar task
 - iii. Use a previously successful strategy
 - iv. Discuss the different ways used to accomplish a task or solve a problem

Mastery

Trying new things – The child will be able to try at one new task or independent activity (i.e. choosing a book building with blocks, configuring a puzzle, asking a friend to play) (AL.1 OT.A, AL.1 OT.B,

II. Language and Literacy Development

- 1.1.1 Foundation Skills**
- 1.1.2 Reading Informational Text**
- 1.1.3 Reading Literature**
- 1.1.4 Writing**
- 1.1.5 Speaking and Listening**

- A. **Introduction** – Children will be exposed to a variety of literature such as fairytales, rhymes, poems, fiction, and non-fiction. Children will be exposed to activities designed to develop:

1. Foundation Skills

- a. Practicing appropriate book handling skills (1.1. OT.A)(2E.03, 2E.04, 2E.08)
 - i. Independently seek books to read during free play
 - ii. Orient book correctly
 - iii. Turn pages in order
 - iv. Use pointer or finger to track print
- b. Classifying and sorting (upper/lower case letters, words, numbers, pictures that go with the same story, etc.) (1.1. OT.B)
- c. Discriminating between like and unlike objects (memory game)(1.1. OT.B)
- d. Developing phonemic awareness, beginning phonics and word skills (1.1. OT.D)(2E.06)
 - i. Identify animal sounds
 - ii. Listens to sounds and guess what they are
 - iii. Use and imitate sounds when playing
 - iv. Recognize sounds that are similar to those found in name
- e. Reciting poems, songs, and finger plays (1.1. OT.D, 1.1. OT.E) (2E.04)

2. Reading Informational Text/ Reading Literature

- a. Share prior knowledge about text being read aloud
- b. Recounting of experiences or components of a story (1.2. OT.A, 1.2. OT.B, 1.3. OT.A, 1.3. OT.C, 1.5. OT.C)
- c. Respond to comments from other children
- d. Describe details about pictures in stories (1.2. OT.B, 1.2. OT.G, 1.3. OT.F)
- e. Using some details of text to answer questions (1.2. OT.B, 1.3. OT.E)
- f. Answer 'who' or 'what' the text is about (1.2. OT.B, 1.3. OT.B, 1.3. OT.H)
- g. Respond to action in a story (jumps when character jumps) (2D.05)
- h. Sharing of experiences, ideas, and objects (1.2. OT.C, 1.2. OT.L, 1.4. OT.H, AL1. OT.B) (2E.04)
- i. Answers questions related to personal experience
- j. Choose text based on personal experience
- k. Locate a familiar text when provided with a title
- l. Locate an unfamiliar text when provided a description of the front cover
- m. Discussing new words (vocabulary) and phrases and use in everyday conversations (1.2. OT.F, 1.2. OT.J, 1.2. OT.K, 1.3. OT.F, 1.3. OT.I, 1.3. OT.J) (2D.04, 2D.07)
- n. Use prepositions and pronouns
- o. Understand as many as 900 words and use about 300 words in every day speech

3. Writing

- a. Using early forms of writing dictation or illustrations to tell a story (lists, letters, poems, personal experiences, etc.) (pre-writing skills) (1.4. OT.A, 1.4. OT.B, 1.4. OT.C, 1.4.

OT.D, 1.4. OT.E, 1.4. OT.F, 1.4. OT.G, 1.4. OT.H, 1.4. OT.I, 1.4. OT.J, 1.4. OT.M, 1.5. OT.N, 1.4. OT.O, 1.4. OT.P, 1.4. OT.T)(2E.05. 2E.07)

- i. Tell a real or make believe story (2E.04)
- ii. Describe shapes in a story ("This is a dog")
- iii. Respond when asked 'who' or 'what' is in the picture
- iv. When prompted, provide further details about what is in the picture
- v. Communicate the beginning and end of an event
- vi. Use a variety of writing tools and surfaces
- vii. Engage in tactile experiences creating letters and other forms
- viii. Scribble lines, circles, zig-zags, or in rows (
- ix. Begin to use letter-like forms

4. Speaking and Listening

- a. Collaborative discussion (1.5. OT.A)(2D.04)
 - i. Engage in conversational turn taking
 - ii. Pose questions
 - iii. Allow wait time before responding
- b. Evaluation (1.5. OT.C)
 - i. Respond to adults' requests showing understanding of what is being asked
 - ii. Demonstrates an understanding of position words
 - iii. Follows two-step directions
- c. Purpose, Audience and Task/context (1.5. OT.D, 1.5. OT.E) (2D.03)
 - i. Express thoughts, feelings, and ideas
 - ii. Talk about stories, experiences, and interests
 - iii. Use appropriate volume to be heard by group, paying attention to inside and outside voices
 - iv. Use pronouns more frequently
 - v. Use inflection when speaking
- d. Conventions of Standard English (1.5. OT.G) (2D.02)
 - i. Speak in simple sentences
 - ii. Use pronouns for self
 - iii. End words in 's' to indicate plural
 - iv. Begins to use propositions

B. Mastery -

- 1. **Correct book handling skills** – (1.1. OT.A, 1.2. OT.E)
 - A. The child will be able to hold a book correctly.
 - B. The child will be able to properly turn the pages of a book.
- 2. **Mechanics of early reading** – (1.1. OT.B, 1.2. OT.E))
 - a. The child will be able to point to the words on the page of a book.
- 3. **Making Connections** - The child will be able to connect information and events to a real life experience when being read a story 80% of the time. (Having a pet, being happy or sad, going on a trip, etc.) (1.2. OT.C, 1.2. OT.F, 1.2. OT.L)

4. **Retelling** – The child will name one event in a story, one character in a story, or talk about what that story is about. (1.2 OT.B, 1.3 OT.A, 1.3 OT.C)
5. **Phonemic Awareness** – The child will label sounds when they are heard (i.e. say, 'Dog', when they hear a dog barking) (1.1 OT.C)
6. **Pre-writing skills** – The child will be able to dictate a one-sentence story to go with a picture or topic. (1.4. OT.A, 1.4. OT.B, 1.4. OT.C, 1.4. OT.D, 1.4. OT.F, 1.4. OT.G, 1.4. OT.H, 1.4. OT.I, 1.4. OT.J, 1.4. OT.M, 1.4. OT.N, 1.4. OT.O, 1.4. OT.P)
7. **Grammatical construction in their own speech (sentences)** – The child will be able to speak in a complete sentence. (1.5. OT.D, 1.5. OT.E, 1.5. OT.G)

III. Mathematical Thinking and Expression

- 2.1 Numbers and Operations
- 2.2 Algebraic Concepts
- 2.3 Geometry
- 2.4 Measurement, Data, and Probability

A. Introduction – The children will be exposed to activities designed to develop:

1. Numbers and Operations

- a. Understanding mathematical practices through play (2.1. OT.MP, 2.2. OT.MP, 2.3.OT.MP, 2.4. OT.MP) (2F.02, 2F.04)
 - i. Engage in play when working with numbers, math concepts, geometry, measuring, organizing, and understanding data.
 - ii. Persist when playing with numbers, math concepts, geometry, measuring, organizing, and understanding data
 - iii. Problem solve when engaged with numbers, math concepts, geometry, measuring, organizing, and understanding data
 - iv. Communicate thinking while engaged with numbers, math concepts, geometry, measuring, organizing, and understanding data
 - v. Talk and listen to peers when playing with numbers, math concepts, geometry, measuring, organizing, and understanding data
 - vi. Use common forms of numerical representation (fingers, tally marks, dots)
- b. Recognize some numbers
- c. Engage in experiences relating to numbers (songs, finger plays, number books)
- d. Verbalize how many objects they have
- e. Use counting and numbers as part of play and as a means of determining quantity
- f. Comparing sets of objects (greater than, less than, equal to, more/less) (2.1. OT.A.3)

2. Algebraic Concepts

- a. Engaging in experiences related to addition and subtraction (2.2. OT.A.1, 2.2. OT.A.3)
- b. Group like objects into sets (2F.02, 2F.03)
- c. Use vocabulary that includes addition and subtraction concepts (I need one more, they are all gone)

3. Geometry

- a. Identifying, creating, and comparing simple shapes using a variety of materials (2.3. OT.A.1, 2.3. OT.A.2) (2F.03, 2F.06)
- b. Completing simple puzzles (2.3.OT.A.1, 10.5OT.A, 10.5 OT.B)

4. Measurement, Data, and Probability

- a. Use Basic Measurement Vocabulary (2F.05)
 - i. Use size words
 - ii. Compare sizes of objects
 - iii. Explore objects to determine size
 - iv. Explore measuring tools
 - v. Measure objects with adult assistance
 - vi. Begin to use non-standard or standard tools to measure objects
- b. Graphing skills (2.4.OT.A.4)
 - i. Sort objects by one attribute
 - ii. Classify 5 objects using one attribute into categories
 - iii. Count the number of objects in each category and, with adult assistance, display the number of shapes in each category

B. Mastery –

- 1. Rote Counting** – The child will be able to rote count to 10 (2.1 OT.A.1)
- 2. Subitizing** – The child will be able to match a value to a set of objects (0-3) without counting with 90% accuracy. (2.1 OT.A.2)
- 3. Matching of like objects** – The child will be able to match like objects with 80% accuracy. (2.1 OT.A.3)
- 4. Discrimination between like and unlike objects** – The child will be able to discriminate between like and unlike objects using attributes such as color, size, category, shape, etc. with 80% accuracy. (2.1 OT.A.3, 2.4 OT.A.1)
- 5. Identification of shapes** – The child will be able to recognize and name a square, circle, and triangle with 80% accuracy. (2.3.PK.A.1)
- 6. Complete puzzles** – The child will complete a simple puzzle with 80% accuracy (2.3 OT.A.1)
- 7. Sorting** – The child will sort objects using one attribute (color, shape, size, etc.) with 80% accuracy (2.4 OT.A.4)

IV. Scientific Thinking and Technology

- 3.1A Biological Sciences – Living and Non-Living Organisms**
- 3.1B Biological Sciences – Genetics**
- 3.1C Biological Sciences – Evolution**
- 3.2D Physical Sciences – Chemistry**
- 3.2 E Physical Sciences – Physics**
- 3.3A Earth and Space Sciences – Earth Structures, Processes, and Cycles**
- 4.1 Environment and Ecology – Ecology**
- 4.2 Environment and Ecology – Watersheds and Wetlands**
- 4.3 Environment and Ecology – Agriculture and Society**
- 4.4 Environment and Ecology – Humans and the Environment**
- 15.4 Computer and information Technology**

A. Introduction – The children will be exposed to activities designed to develop:

1. Science As Inquiry

- a. Curiosity and questioning (AL.1 OT.1, 3.1 OT.A.9, 3.1 OT.B.6, 3.2 OT.A.6, 3.2 OT.B.7, 3.3 OT.A.1, 3.3 OT.A.4, 3.3 OT.A.7, 3.3 OT.B.3) (2G.06)
- b. Awareness and use of five senses (3.1 OT.A.9, 3.1 OT.B.6, 3.2 OT.A.6, 3.2 OT.B.7, 3.3 OT.A.1, 3.3 OT.A.4, 3.3 OT.A.7, 3.3 OT.B.3) (2G.03)
- c. Communication of observations (3.1 OT.A.9, 3.1 OT.B.6, 3.2 OT.A.6, 3.2 OT.B.7, 3.3 OT.A.1, 3.3 OT.A.4, 3.3PK.A.7, 3.3PK.B.3) (2G.05)
- d. Comparing and contrasting (3.1 OT.A.9, 3.1 OT.B.6, 3.2 OT.B.7, 3.3 OT.A.7, 3.3 OT.B.3)
- e. Describing observable patterns (3.1 OT.B.6)
- f. Make predictions (3.1 OT.A.9, 3.1 OT.B.6, 3.2 OT.A.6, 3.2 OT.B.7, 3.3 OT.A.1, 3.3 OT.A.4, 3.3P OT.A.7, 3.3 OT.B.3)
- g. Experiment with objects (3.2 OT.A.6, 3.2 .B.7, 3.3 OT.A.7, 4.1 OT.C)
- h. Using scientific tools (3.2 OT.B.5, 3.3 OT.A.1, 3.3 OT.A.5, 3.3 OT.B.3, 4.1 OT.E, 4.4 OT.E, 15.4 OT.M) (2G.04)
- i. Discussing new words and meanings (vocabulary) (3.2 OT.B.1, 4.2 OT.C, 15.4 OT.A, 15.4 OT.C) (2G.07, 2G.08)

2. Biological Sciences

- a. Sorting and classifying (3.1 OT.A.1, 3.1 OT.A.2)
- b. Awareness of living and non-living things (3. OT.A.1, 4.1 OT.A) (2G.02)
 - i. Use technology to observe and describe objects (magnifying glass, digital camera, light table, etc.)
 - ii. Identify external characteristics of living things
 - iii. Identify external characteristics of non-living things
 - iv. Engage in activities to sort by living and non-living
- c. Awareness of the animal kingdom (2G.02)
 - i. Engage in basic caretaking of safe animals
 - Needs of living things (3.1 OT.A.2, 3.2 OT.B.6, 4.1 OT.D, 4.4 OT.A)
 - ii. Awareness of change over time (3.1 OT.A.3, 3.1 OT.C.3, 4.4 OT.C)
 - iii. Identifying similarities and differences in family characteristics (3.1 OT.B.1)
- d. Awareness of the plant kingdom (2G.02)
 - i. Engage in basic caretaking of non-toxic plants
 - ii. Needs of living things (3.1 OT.A.2, 3.2 OT.B.6, 4.1 OT.C, 4.1 OT.D, 4.4 OT.A)
 - iii. Awareness of change over time (3.1 OT.A.3, 3.1PK.C.3, 4.4PK.C)

- iv. Experimenting with plants (41 OT.C)
- e. Awareness of humans (2G.02)
 - i. Needs of living things (3.1 OT.A.2, 3.2 OT.B.6, 4.1 OT.D, 4.4 OT.A, 4.5 OT.A)
 - ii. Awareness of change over time (3.1 OT.A.3, 3.1 OT.C.3, 4.4 OT.C)
 - iii. Identifying similarities and differences in family characteristics (3.1 OT.B.1)
- f. Awareness of physical and chemical changes (cooking projects, changes in nature, weather, seasons, growth cycles, mixing colors, ice cube or snow melting, etc.) (3.2 OT.A.3, 3.2 OT.A.5, 3.2 OT.A.6 3.3 OT.A.5, 4.1 OT.E, 4.4 OT.C)
 - i. Use senses to explore objects of varying sizes, shapes, textures and color
- g. Exploring how things work (3.2 OT.B.1)
- h. Exploring sound (3.2 OT.B.5)
- i. Explore earth features
 - i. Explore a variety of earth materials (rocks, soil, wood, materials)
- j. Water
 - i. Use senses and simple tools to explore water
- k. Awareness of weather and seasons (3.3 OT.A.5, 4.1 OT.E) (2G.02)
 - i. Use senses to observe weather conditions
 - ii. Exploring observable conditions for each of the four seasons
 - iii. Matching clothing to seasonable weather conditions
 - iv. Discussing weather events that affect a community

3. Environment and Ecology

- a. Awareness of water (3.3 OT.A.4, 4.2 OT.A)
 - i. Identifying bodies of water (ponds, lakes, streams, oceans)
 - ii. Comparing moving and still water
- b. Exploring our environment (4.2 OT.C, 4.3 OT.A, 4.3 OT.B)
 - i. Exploring basic needs of animals in a habitat
 - ii. Exploring different types of habitats
 - iii. Matching animals to their habitat
- c. Technology Influences on Agriculture
 - i. Communicate about gardening
 - ii. Use basic, child-sized gardening tools
- d. Keeping our environment safe (4.5 OT.B, 4.5 OT.C, 4.5 OT.D) (2L.08, 2L.09)
 - i. Discussing plants, insects, and animals that would be harmful to our environment
 - ii. Discussing how littering damages the environment
 - iii. Identifying ways to keep our environment safe
 - iv. Participating in recycling

4. Computer and Information Technology

- a. Technology (15.4 OT.A, 15.4 OT.B, 15.4 OT.D, 15.4 OT.G, 15.4 OT.K, 15.34 OT.L, 15.4 OT.M) (2H.01, 2H.02, 2H.03)
 - i. Discussing and exploring technology (filmstrips, cameras, listening centers, computers, etc.)
 - ii. Explore workplace technologies (i.e. medical – stethoscope, blood pressure cuff)

B. Mastery

- a. **Basic characteristics of living things** – The child will be able to identify at least 3 characteristics of a living or non-living thing (size, shape, color, texture, body parts, etc.). (3.1 OT.A.1, 4.1 OT.A)
- b. **Change over time** – Describe at least 2 ways something changes over time (people, plants, animals, seasons, day/night, etc.). (3.1 OT.A.3, 3.1 OT.C.3, 3.2 OT.A.3)
- c. **Recognizing and identifying body parts** – The child will be able to name and recognize at least 8 parts of their body. (3.1 OT.A.5)
- d. **Describe how weather affects daily life** – The child will match a variety of clothing or activities to seasonal weather conditions with 80% accuracy (snow – snowman, sun – bathing suit, fall picture – rake, etc.). (3.3 OT.A.5)
- e. **Name bodies of water** – The child will name at least 2 bodies of water in the environment (rivers, lakes, streams, creeks, puddles, etc.). (4.2 OT.A)

V. Social Studies Thinking

5.1 Civics and Government – Principles and Documents of Government

5.2 Civics and Government – Rights and Responsibilities of Citizenship

6.1 Economics – Scarcity and Choice

6.3 Economics – Functions of Government

6.5 Economics – Income, Profit, and Wealth

7.1 Geography – Basic Geography Literacy

7.2 Geography – Physical Characteristics of Places and Regions

8.1 History – Historical Analysis and Skills Development

A. Introduction – Children will be exposed to activities designed to develop an awareness of:

1. Civics and Government

- a. Understanding rules and their consequences (5.1 OT.A)
- b. Identifying American symbols (5.1 OT.F)
- c. Understanding the responsibilities of being in a group (family, class, etc.) (5.2 OT.A, 5.3 OT.F) (2L.01, 2L.02, 2L.03, 2L.04, 2L.06)
 - i. Talk about family members
 - ii. Identify self in relationship to others in a group (brother, sister, son, daughter, friend)
 - iii. Talk about things the family does together
 - iv. Talk about things the class does together
 - v. Participating in group decision making
 - vi. Recognize and say their first name
- d. Exploring our community and community helpers (5.3 OT.C) (2L.05)
- e. Communicate about products produced locally
- f. Communicate about local businesses

2. Economics

- a. Making a choice and explaining the reason for that choice (6.1 OT.D) (2L.10)

3. Geography

- a. Using Map Skills (7.1 OT.A)
 - i. Using maps (classrooms, homes, neighborhoods)
- b. Describe the characteristics of home to gain an understanding of physical features (7.2 OT.A) (2L.07)
 - i. Identify the characteristics of one's home
 - ii. Describe the locations and uses of important areas within the home
 - iii. Identify the room in which certain items might be found

4. History

- a. Sequencing of events (8.1P OTA) (2F.07)

VI. Creative Thinking and Expression (Communicating through the Arts)

9.1M Production and Performance – Music and Movement

9.1D Production and Performance – Dramatic and Performance Play

9.1V Production and Performance – Visual Arts

9.2 Historical and Cultural Context of Works of Art

9.3 Critical Response to Works in the Arts

A. Introduction – Children will have the opportunity to participate in the following types of activities:

1. Production and Performance

- a. Engaging in music and movement (9.1.M OT.A, 9.1.M OT.B, 9.1.M OT.E) (2J.01, 2J.06)
 - i. Practice rhythms in different forms of music and dance
 - ii. Explore a variety of rhythm
 - iii. Participate in teacher-guided music and movement activities
 - iv. Demonstrate an understanding of vocabulary (fast, slow, loud, soft) (2J.04)
 - v. Respond to a variety of music types, including culturally diverse music
 - vi. Request favorite music and sing songs in recognizable ways
 - vii. React to music with increasingly coordinated body movements
 - viii. Attempt to initiate music patterns and dance movements
- b. Using a variety of technologies for performance (9.1M OT.J)
 - i. Explore musical instruments including those which are culturally diverse
 - ii. Uses instruments to accompany music
 - iii. Use a variety of props to enhance movement activities (scarves, bean bags, ribbons)
- c. Using imagination to recreate a dramatic play experience or to express oneself (9.1.D OT.B, 9.1D OT.E) (2J.01, 2J.06)

- i. Imitate familiar actions in play (hold phone to ear, stir using a spoon, etc.)
- ii. Use object for intended purpose or to represent another object during play
- iii. Create dramatic play scenarios
- iv. Act out experiences that are new or unknown
- v. Pretend to be a person or animal
- vi. Imitate and repeat various voice inflections and facial expressions
- vii. Acts out stories
- viii. Represents fantasy and real-life experiences through pretend play
- ix. Imitates roles of people, animals, or objects
- x. Uses props and costumes
- xi. Ask others to watch a performance
- d. Knowing basic elements and using a variety of materials to express self through art
(9.1.V OT.A, 9.1.V OT.B, 9.1.V OT.E, 9.1.V OT.J)
 - i. Participates in teacher-guided or chooses art during free choice
 - ii. Demonstrates understanding of color, shape and line
 - iii. Creates pictures
 - iv. Combines colors
 - v. Select and use/manipulate a variety of materials (chalk, paint, crayons, pencils, markers, wood, play dough) as intended
 - vi. Demonstrate increased control of art technologies
 - vii. Participate in teacher-guided visual art activities
 - viii. Initiate independent works of art
 - ix. Draw simple pictures to represent something
 - x. Attempt to draw a self portrait

2. **Critical Response to Works in the Arts**

- a. Recognize and name a variety of art forms (photo, painting, drawing, dance, and songs) and form an opinion (9.3. OT.F.F, 9.4 OT.G) (2J.01, 2J.06)
 - i. Describe pictures, photographs and paintings (2J.07)
 - ii. Engage in tactile art experiences
 - iii. Participate in teacher-guided music and movement activities
 - iv. Turn head to source of music
 - v. Notice the way others are dancing to music
 - vi. React to music with body movements

B. Mastery

- 1. **Recognizing colors** – The child will be able to recognize the colors red, yellow, green, purple, blue, brown, black, pink, gray, and white with 80% accuracy. (9.1.V OT.A)
- 2. **Identifying colors** – The child will be able to name the colors red, yellow, green, purple, blue, brown, black, pink, gray, and white with 80% accuracy. (9.1.V OT.A)

VII. Health, Wellness, and Physical Development

- 10.1 Concepts of Health
- 10.2 Healthful Living
- 10.3 Safety and Injury Prevention

10.4 Physical Activity – Gross Motor Coordination

10.5 Concepts, Principles, and Strategies of Movement – Fine Motor Coordination

- A. **Introduction** – Children will have the opportunity to participate in the following types of activities:

1. Concepts of Health

- a. Identifying body parts and foods that keep our body healthy (10.1 OT.B, 10.1 OT.C)
 - i. Participate in body identification games and songs (i.e. Hokey Pokey)
 - ii. Name and point to body parts when asked
 - iii. Use fingers and hands during finger plays and songs with motion
 - iv. Identify healthy and unhealthy foods
 - v. Make healthy food choices

2. Healthful Living

- a. Participating in healthy habits(10.2 OT.A)(2K.01, 2K.02)
 - i. Establish and engage in individualized daily routines (eating, toileting, sleeping)
 - ii. Use verbal and non-verbal cues to express needs
 - iii. Practice basic hygiene routines (washing hands, tooth brushing, cover nose and mouth when sneezing)
 - iv. Explain that we need to eat well, get rest, and exercise to stay healthy
 - v. Identify people who keep us healthy (doctor, nurse, dentist, gym teacher)

3. Safety and Injury Prevention

- a. Recognizing safe and unsafe practices (10.3 OT.A)(2K.03)
 - i. Respond appropriately when adult identifies an unsafe practice
 - ii. Understands clearly stated rules
 - iii. Indicate that a behavior should not be done
 - iv. Follow basic safety rules with reminders (2K.04)
 - v. Participate in discussions about basic safety rules (2K.05)

4. Physical Activity – Gross and Fine Motor Coordination

- a. Demonstrating coordination of body movement (10.4 OT.A, 10.4 OT.B) (2C.04)
 - i. Combine large motor movement with equipment (throw a bean bag or ball, kick a ball, use riding toys, swinging, pumping, parachute)
 - ii. Move, run, and stop with control and direction
 - iii. Throw an object at a target
 - iv. Climb and crawls in and out of things
 - v. Use outdoor equipment
 - vi. Side steps across beam
 - vii. Jump over small objects
 - viii. Use steps (non-alternating feet) with support
 - ix. Carry objects from one place to another
 - x. Engage in gross motor games (Hokey Pokey, London Bridge, Simon Says)
 - xi. Engage in large-motor activities that require balance (marching, hopping, running, jumping, dancing, walking tip-toe)
 - xii. Participate in an obstacle course

- b. Using hands, fingers, and wrists to manipulate objects (10.5 OT.A) (2C.03)
 - i. Practice manual self-help skills (zipping, snapping, buttoning, tying, lacing)
 - ii. Manipulate a variety of objects
 - 1. Pick up more than one object with the same hand
 - 2. Transfer objects from one hand to the other
 - 3. Hold object in one hand and manipulate it with the other hand (tearing paper, brushing a doll's hair, string beads)
 - iii. Twist wrists to turn hands
 - iv. Imitate motions of basic finger plays
- c. Using tools that require use of fingers, hands, and wrists to accomplish a task (10.5 OT.B, 10.5 OT.C)
 - i. Use writing and drawing implements to make recognizable shapes, lines, and dots
 - ii. Pick up and manipulate objects
 - 1. Stack toys and blocks
 - 2. Place objects in containers
 - 3. Use nesting toys and place one inside the other
 - 4. Manipulate pieces of a puzzle
 - 5. Hold book with one hand and turn pages with the other
 - 6. Use safety scissors to make simple snips and cuts (2J.05)
 - 7. Use basic tools to manipulate play dough
 - iii. Use child-sized tools (broom, dust pan, brush, gardening tools) to complete a classroom job
 - iv. Use spoon and fork for eating
 - v. Use cups to practice pouring

A. **Mastery**

- 2. **Walking** – The child will be able to walk up/down stairs holding the railing, using non-alternating feet. (10.4PK.A, 10.4PK.B)
- 3. **Running** – The child will be able to run fluidly for ten feet. (10.4PK.A, 10.4PK.B)
- 4. **Jumping** – The child will be able to jump off a low step and land with 2 feet together. (10.4 OT.A, 10.4PK.B)
- 5. **Jumping** – The child will be able to jump over a small object (bean bag, book, block, etc.) (10.4 OT.B)
- 6. **Balancing** – The child will be able to balance on one foot for five seconds. (10.4PK.A, 10.4PK.B)
- 7. **Riding wheeled vehicles** – Children will be able to ride a wheeled vehicle for 25 ft. (10.4PK.A, 10.4PK.B)
- 8. **Cutting** – The child will be able to cut on across a strip of paper. (10.5 OT.A, 10.5 OT.B, 10.5 OT.C)
- 9. **Gluing** – The child will be able to glue multiple types of media together (10.5PK.A, 10.5 OT.B, 10.5PK.C)
- 10. **Drawing** – The child will be able to draw a somewhat recognizable picture and briefly explain it. (1.4. OT.A, 1.4. OT.B, 1.4. OT.C, 1.4. OT.D, 1.4. OT.F, 1.4. OT.G, 1.4. OT.H, 1.4. OT.I, 1.4. OT.J, 1.4. OT.M, 1.4. OT.N, 1.4. OT.O, 1.4. OT.P (10.5 OT.A, 10.5 OT.B, 10.5PK.C)

VIII. Social and Emotional Development

16.1 Self-Awareness and Self-Management

16.2 Establishing and Maintaining Relationships

16.3 Decision Making and Responsible Behavior

1. Self-Awareness and Self-Management

- a. Managing emotions and behaviors (16.1 OT.A)
 - i. Demonstrate an emotional response in reaction to an experience
 - ii. Recognizing and naming a range of feelings
 - iii. Use pretend play as a way to practice feelings
 - iv. Ask questions that connect behavior to emotion
- b. Recognizing personal traits (16.1 OT.B)
 - i. Demonstrating awareness of self and personal preferences
 - ii. Convey ownership of objects and people ("That's mine" or "That's my mommy")
 - iii. Request preferred activity
 - iv. Show preference to familiar adults
 - v. Communicate resistance when asked to end an activity they are engaged in.
 - vi. Engage in the same activity over and over
 - vii. Communicate choice
- c. Resiliency (16.1 OT.C)
 - i. Show confidence and pleasure in the completion of a task or activity
 - ii. Demonstrate pride in completed accomplishments
 - iii. Attempt a teacher-suggested alternate solution to accomplish a task
- d. Goal setting (16.1 OT.D)
 - i. Make simple choices
 - ii. Set and discuss goals for play and activities when asked
- e. Identity and Development (1.6.1 OT.E)
 - i. Use words that mean self when speaking ('Me too' I can")
 - ii. Tell stories to self
 - iii. Relate personal experiences to other experiences

2. Establishing and Maintaining Relationships

- a. Trust and attachment (16. OT.A)
 - i. Conversing with peers and adults (also 1 OT.A, AL.1 OT.C, 1.5 OT.A, 5.2. OT.A, 5.3 OT.F).
 - ii. Responding to questions (also A1.5 OT.D, 1.5 OT.C)
 - iii. Demonstrating appropriate affections for familiar adults and peers
 - iv. Playing cooperatively (also AL.1 OT.A, 1.5 OT.A, 5.2 OT.B)
 - v. Seek out companionship from another child
 - vi. Use words denoting friendship
 - vii. Show interest in unfamiliar adults
 - viii. Demonstrate increasing ability to separate from trusted adults without distress
- b. Diversity (16.2 OT.B)
 - i. Make drawings of people including self-portrait
 - ii. Engage in activities that reflect home culture
 - iii. Engage in activities that promote labeling of personal characteristics (likes, dislikes, physical characteristics, family make-up)
- c. Communication (16.2 OT.C)
 - i. Engage in reciprocal conversations and interactions with peers and adults (16.2 OT.C)
- d. Relationships (16.2 OT.D)

- i. Using appropriate words to express emotions and describe needs
 - ii. Engage in simple conflict resolution strategies with adult support (also AL.1 OT.A, 1.5 OT.A, 5.2 OT.B)
 - iii. Ask and adult to intervene
- e. Support – Asking for Help (16.2 OT.E)
 - i. Attempting tasks independently before asking for help
 - ii. Recognizing appropriate sources of help (teacher, parents, community helpers, etc.)
 - iii. Responding appropriately to offers of help
- 3. Decision Making and Responsible Behavior
 - a. Decision Making Skills (16.3 OT.A)
 - i. Making simple choices
 - ii. Discuss consequences of choices
 - iii. Seek reinforcement for behavior
 - iv. Test limits set by adults
 - b. Understanding Social Norms (social identity) (16.3 OT.B)
 - i. Put toys away at clean-up time
 - ii. Keep toys in a specific location
 - iii. Join group for circle time
 - iv. Using inside voices inside and outside voices outside
 - v. Adapting to limits (also 1.5 OT.C, 5.3 OT.F, 8.1 OT.A)
 - vi. Responds appropriately when adult identifies and unsafe practice
 - c. Responsibility and Engagement (16.3 OT.C)
 - i. Tell or indicate that another child appears to be distressed
 - ii. Recognize and name others' feelings
 - iii. Help a child with a task
 - iv. Attempt to sooth another who is in distress
 - v. Respecting others attempts to complete tasks independently

C. Mastery -

- 1. **Verbalize feelings and ideas** – The child will volunteer to share new ideas and experiences three times. (16.1 OT.A)
- 2. **Initiate Experiences** – The child will initiate play during free choice times indoors and outdoors 50% of the time. (16.1 OT.B, AL.1 OT.A)
- 3. **Shows Persistence** – The child will initiate, follow through, and complete play activities and projects for at least 5 minutes (16.2 OT.C, AL.1 OT.A)
- 4. **Interaction with Peers** – The child will seek out companionship from another child and play/role play with that child for at least 5 minutes (16.2 OT.A, AL.1 OT.A)

IX. Partnerships for Learning

- PL.1 Parents are supported in times of need**
- PL.2 Families experience relationships with early care and educational programs that are affirming and reciprocal, and build upon their strength**
- PL.3 Families have the support and information they need to encourage their children's learning and development**
- PL.4 Family members have support from other families**

PL.5 Families have goals of their own and benefit from having supportive partners to help reach their goals

PL.6 – Families grow in their leadership and use these skills in many different ways

PL.7 – Families are supported in times of transition

1. PL.1 Parents are supported in times of need when professionals:

- a. Facilitate connections to other agencies
 - i. Identify and understand services provided within the community (ECNS website)
 - ii. Build relationships with these community agencies
 - iii. Create a family resource area that is accessible
 1. Communication board
 2. Bulletin board
 3. Parent lending libraries
 4. Early intervention screenings
 5. ECNS website
 - iv. Routinely share information with families about this resource area
 - v. Portray a positive light on families that have accessed community resources by using them as mentors, facilitators, or giving them opportunities to share their stories
 - vi. Work collaboratively with other professionals (early intervention, behavioral health, etc.) ensuring that their ongoing communication and development of successful strategies and supports for the child and the family
 - vii. Partner with local college for education majors to gain field experience
- b. Make referrals
 - i. Share information about available events, classes, workshops, and community supports (community bulletin board, parent newsletters)
 - ii. Provide information, specific resources, and referral information from agencies. Developing ongoing information sharing processes with agencies
 - iii. Maintain open communication with families
 - iv. Empower the family as the decision maker for connecting to services (make sure that any information exchange follows confidentiality procedures)
 - v. Be sensitive to some families' reluctance to act on potential referral or additional evaluation recommendations
 - vi. Recognize and support parents' resiliency when they manage stressful situations and identify potential solutions
 - vii. Follow up with families after making referrals
 - viii. Provide information and resources to enable families to access affordable, quality health care
 - ix. Guide and support families through sharing observations, portfolios, and family conferences to help families take the first step.

2. PL.2 Families experience relationships with early care and education programs that are affirming, reciprocal, and build upon their strengths through:

- a. Program policies and procedures
 - i. Teacher handbook
 1. Roles and responsibilities of staff
 2. Expectations of staff and families

3. Approaches to learning
 4. Curriculum
 - ii. Parent handbook
 1. Policies and procedures related to timely responses to phone calls and messages from families
 2. Families rights, including conflict resolution procedures
 3. Procedures for maintaining confidentiality
 4. Policies regarding class visitation
 - b. Approaches to relationship building
 - i. Acknowledge that family members are the child's primary teachers
 - ii. Create ongoing formal and informal opportunities to engage with families
 - iii. Use parents' preferred methods for communication (notes, phone calls, emails, conversations)
 - iv. Promote ongoing and reciprocal communication about day-to-day activities between staff and families (newsletters, whiteboards, bulletin boards to post pictures and activities, conversations)
 - v. Recognize and create opportunities for program staff and families to have fun and learn together (guest speakers, parent night informational meetings, field trips)
 - vi. Recognize that obstacles to relationship-building can be overcome, and actively seek out strategies and resources when barriers exist
 - c. Practices to honor a family's unique culture
 - i. Recognize that culture is defined as 'an integrated pattern of human behavior, which includes but is not limited to thought, communication, language, beliefs, values, practices, customs, courtesies, rituals, manners of interacting, roles, relationships, and expected behaviors of racial, ethnic, religious, social, or political group; the ability to transmit the above to succeeding generations; dynamic in nature: (National Center for Cultural Competence 2004, 4)
 - ii. Learn about whom the child considers 'family' and invite them to participate
 - iii. Ensure that communications are done in a culturally sensitive way that accommodates family literacy levels and language needs.
 - iv. Recognize how daily routines (eating, holiday celebrations, special events, emotions, etc.) are culturally influenced
3. PL.3 Families have the support and information they need to encourage their children's learning and development
- a. Program provides information about child development and how the program supports learning
 - i. Provide information about child milestones
 - ii. Provide information about Early Learning Standards and how they are supported through the program
 - iii. Share with families about the quality of the program and how the indicators of quality are measured (Keystone STARS, Pre-K Counts, NAEYC Accreditation)
 - iv. Help families understand the role of active play and active learning in instructional processes
 - v. Encourage and support shared opportunities for families and staff to discuss and explore such topics as child development, health and nutrition, supportive parenting, cultural/ethnic expectations, social expectations, how they were parented, and their relationships with their children.

- vi. Other information can include:
 - 1. A parenting resource library with videos, books, toys, and information that families can access
 - 2. Written schedules
 - 3. Newsletters
 - 4. Parent Night informational meetings
- b. Reciprocal sharing of an individual child's milestones, progress, learning styles, and supportive practices
 - i. Through parent conferences, and other communications:
 - 1. Regularly provide the family information about the child's growth and progress
 - 2. Share results of screenings and tests
 - 3. Share progress of child's development and what to expect as we build on the child's strengths
 - 4. Encourage and support families in assessing screenings for physical, mental, and dental health, and social-emotional and cognitive development supports
 - 5. Provide regular updates on child's progress in a consistent format
 - 6. In collaboration with families develop strategies to support a child's learning with modification and adaptations to the environment and curriculum to meet the child's specific learning needs.
 - ii. Through home visits:
 - 1. Share with families how ECNS reviews tests results and screenings... and uses it for overall program improvement to support children's learning and development
 - 2. Ask family members to identify accomplishments or discuss events (or past experiences) that may impact a child's learning and development. (ECNS website)
 - 3. Provide collaborative opportunities with families to develop individual goals and strategies to support children's learning and development
 - 4. Encourage and support families in assessing screenings for physical, mental, and dental health, and social-emotional and cognitive development support
- c. Using family input and strengths to enhance and support children's development
 - 1. Guide families in identifying books, songs, finger plays, foods, toys, and culturally relevant materials and experiences that can be used to support their children's development.
 - 2. Encourage children to show pride in family-specific beliefs or practices
 - 3. Include families in the screening, authentic assessment, and referral processes of the program. (Make sure that they are culturally sensitive and delivered in the language requested by the family.)

4. PL.4 – Family members have support from other members

- a. Include family to family support practices and encourage social connections (parent night informational meetings, guest speakers, book fairs, family nights)
- b. Strategize and create intentional opportunities for families with similar circumstances and interests to connect with each other while respecting confidentiality
- c. Develop mentoring and welcoming network opportunities within the program
- d. Share information about formal and informal parent networking opportunities (Parent to Parent of Pennsylvania, online groups, support groups, library groups)

5. PL.5 – Families have goals of their own and benefit from having supportive partners to help reach their goals
 - a. Understand that the overall health and well-being of the family affects the child
 - b. Support and encourage families in non-judgmental ways to make short and long-term goals
 - c. Connect families with other community resources and other families who have relevant experiences (ECNS website)
 - d. Recognize and accept that the families are in different stages related to planning for the future
 - e. Recognize that age, economics, and lifestyle impact family goal setting
6. PL.6 – Families grow in their leadership and use these skills in many different ways
 - a. Leadership with their children and within the program
 - i. Encourage families to take the lead when planning goals for their children
 - ii. Recognize families advocating on behalf of their children (provide opportunities for parents to advocate)
 - iii. Support families efforts to develop effective ways to navigate support systems
 - iv. Value the participation of families and provide a variety of ways for the input of varied members in planning efforts and decision making
 - v. Routinely investigate new state, federal, or local initiatives that may impact the program operation and recommends next steps
 - vi. Involve families in program goal-development and strategic planning (Give opportunities to serve on the ECNS board of directors)
 - vii. Provide opportunities for families and staff to share expectations and give feedback related to the program (Parent surveys, Staff PD – curriculum writing and review, ECNS website)
 - viii. Connect and encourage families with volunteer opportunities within their community
7. PL.7 – Families are supported in times of transition
 - a. Family to school (or program)

**** Using Early Child partnerships and Kindergarten visits in local school districts, as well as parent classroom visits....

 - i. Share instructional philosophies to help families understand the program so families can decide if the program is a good match for their family
 - ii. Ensure that families are aware of timelines for program registration, policies, and practices related to transition for children receiving early intervention services (newsletters, news releases, advertising, etc.)
 - iii. Identify home culture, language, and routines, and how they might enhance or impact a child's learning and participation in the program
 - iv. Offer opportunities for families to tour the program, observe routine, and meet key individuals related to the program, prior to the start of the new program
 - v. Provide networking and mentoring opportunities for families experiencing similar transitions
 - vi. Support and encourage families who anticipate a more challenging transitions with more specific resources to assist in preparing for children
 - b. Child to school (or program)

**** Using Early Child partnerships and Kindergarten visits in local school districts as well as parent classroom visits....

- i. Support and encourage the child and family to observe where the child will be attending
- ii. Support the child to visit and participate in the next classroom setting prior to the full transition
- iii. Share and incorporate elements of environments of settings where children are coming from and going to
- iv. Identify strategies and supports with families to ease the children into the program
- v. Support families to share specific information with receiving program or school for children for whom it is anticipated may have a difficult transition.

c. School (or program) to school (or program)

**** Using Early Child partnerships and Kindergarten visits in local school districts as well as parent classroom visits....

- i. Develop policies and procedures to address internal and external transitions
- ii. Gather and share information about the locations and policies of the places to where children are most likely to transition (Kindergarten)
- iii. Collaborate with receiving programs/classrooms to share information on curriculum, instructional strategies used in the program, and transition supports provided.
- iv. Invite school district personnel to review kindergarten registration and attendance policies with families
- v. Encourage and participate in collaborative efforts with sending and receiving programs/schools to allow for sharing of information and program design to support transitions of children

d. School (or program) in community

- i. Provide information about the program to the community and receiving schools (newspaper, open houses, consortiums)
- ii. Be knowledgeable about community resources, in the event a significant change impacts families and staff such as natural disasters, loss, grief, etc. (parent handbook/ teacher handbook)
- iii. Encourage the development of and participation in a community-wide transition team that includes family members, multiply early education providers, and other community partners
- iv. Create intentional links to community partners to provide school-based screenings, education, and other supportive services (ECNS website)

*** This curriculum was written in accordance with the Pennsylvania Department of Education Early Child Standards (2014) for Infants and Toddlers. The primary use will be for the 3's class. Students in the multi-age classes will use the same curriculum. It will be differentiated in order to build on skills learned, be more individualized, and provide new experiences for students.

