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| **Category: Education and Child Development Program Services** | **Regulations: 1302.32 Curricula** |
| **Purpose:** | |  | | --- | | By having an established early childhood education curriculum will help guide a program and build on practices that support the developmental needs and interests of children. The curriculum will help set the foundation in child development on how children grow and learn. | |
|  | **Activity / Steps:** |
| |  | | --- | | **Creative Curriculum-Identified Curriculum for Head Start and Migrant Seasonal Head Start** | | |  | | --- | | Creative Curriculum is a comprehensive, research-based curriculum that features exploration and discovery as a way of learning, enabling children to develop confidence, creativity, and lifelong critical thinking skills. It is designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.   1. A research-based, comprehensive collection of knowledge building and daily practice resources that explains the “what,” “why,” and “how” of teaching. 2. Provides step by step guidance and instructional tools that help teachers with ideas and plans to have meaningful and engaging experiences for children. 3. Supports all children’s learning including English and dual-language learners. 4. Aligns with the Head Start Early Learning Outcomes Framework: Birth to Five. | |
| |  | | --- | | **Tools / Resources** | | |  | | --- | | 1. Provides the 6 central components of teaching preschool children effectively.    1. Volume 1 The Foundation    2. Volume 2 Interest Areas    3. Volume 3 Literacy    4. Volume 4 Mathematics    5. Volume 5 Science and Technology, Social Studies and The Arts 2. Volume 6 Objectives for Development and Learning 3. Provides the 3 central components of teaching infant & toddlers children effectively.    1. Volume 1 The Foundation    2. Volume 2 Routines and Experiences    3. Volume 3 Objectives for Development and Learning 4. Teaching Guides, Intentional Teaching Cards, Mighty Minutes, and Book Discussion Cards.    1. Helps teachers organize and plan their day.    2. Helps teachers have intentional and effective practices.    3. Gives guidance in how to support advanced learners, children with disabilities, and English-and dual –language learners.    4. It is provided for Infants, toddlers, and preschool children. | |
| **Implementation of Curriculum:** | 1. The staff will utilize the volume books to help with the understanding of how children develop and learn, how to observe and assess children’s learning, how to set-up their classrooms and routines, and how to support areas of development in Literacy, Math, Social Studies, Science and The Arts. 2. The staff will utilize the resource tools to help develop the lesson plan for the week for the classroom (see lesson plan protocol form). 3. The staff will utilize the tools and resources to help with individual planning of children based on skill level, interest, and extra support needed (see individualization protocol). 4. The staff will use the resources to help support home goals of children and to support parents in being educators to their children at home (see home goal in-kind protocol). 5. The preschool classrooms will follow the study guide and the lesson plan protocol that has been developed. |
| **Creative Curriculum:**  **Read Aloud Sequence** | **Preschool**-reading aloud to promote a source of enjoyment to children, it builds on their vocabulary and oral language and builds skills in phonological awareness. Children will gain knowledge of print, letters and words and most importantly children can begin to develop the sense of a story (they begin to picture settings, characters, plot and resolution).  Staff will follow the sequence below; teachers are able to add more to each day if they would like.  **Monday-First Read:** introduce book and author- this teaches expanded language (title/ author/ illustrator). It teaches children that a book is read from left to right and how to correctly hold and open a book.  **Tuesday-Second Read:** Recall and predict- by showing children pictures from the book or stating “do you remember what happened” allows children recall and predict events and to help build on their prior knowledge.  **Wednesday-Third Read:** Use vocabulary- identify new words to children from the book and explain the new words by saying beautiful is another word that means pretty or angry is another word for mad”. When you can give new words motion or a picture then children will take more interest. Example if you use the word swooping then you could move your arms in a sweeping motion. Teachers should use new words throughout the day and week, so that children can remember them and use them.  **Thursday-Fourth Read:** Extend- how else can you add to this story or what can the children add, ideas would be like can you make this book a flannel story or a picture story, maybe adding props to the story. Letting the children retell the story in their words just by looking at the pictures. Children could draw a character from the story or they could add a new character. It is being able to see what the children retained from the story. |
| **Creative Curriculum-MSHS/EHS Hello Book** | Infant Toddler: Reading promotes language, communication, vocabulary, listening skills, and patience. Children will develop listening skills by hearing language, communication, vocabulary and build patience while listening to stories.  **MSHS/EHS Center Base**: Staff will implement Hello Book x1 a week. The book can be repeated. If children become disengaged, staff can offer other books that are developmentally appropriate.  **EHS Home Base:** Staff will implement Hello Book x1 at each Kid Zone. Staff can add additional books to kid zones that are developmentally appropriate for the ages and are approved on the lesson plan. |
| **Supplemental Curriculums also used in the program** |  |
| **Second Step** - Builds the Social – Emotional skills in children | **Begin Implementation:** Third week of program start-up  • The curriculum will be implemented daily.  • The curriculum will be placed under large group on the lesson plan  • The teaching staff will write out the detailed information from the lesson card to the lesson plan according to each day.  • The teaching staff will send out letters to parents according to the lesson card (weekly letter).  • The teaching staff will document the curriculum letter on the family partnership section of the lesson plan. A copy of the letter will go in the correspondence binder.  • The teaching staff will implement all lessons of the curriculum (if feasible).  • For the fifth day of Second Step Curriculum when the book is to be read, the teaching staff will place it on the read aloud section of the lesson plan.  • The Second Step Curriculum is for HS/MSHS preschool classrooms only. |
| **Morning Message-** A strategy from GLAD that introduces children to the focus topic of the day. What skill or concept the children will be learning today? The morning message also supports English language learners and Dual language learners. | Begin Implementation: First week of program start-up   * The Morning Message will be on yellow laminated paper (see label guidance form. * The Morning Message will be posted at a large group for the teacher to reference to at the 1st large group of the day. * The Morning Message must begin with “Good morning boys and girls today we are going to learn about……” * The Morning Message should reflect the lesson plan and the current study guide that is being implemented (preschool only uses study guide). * The Morning Message will be presented in English. * All preschool classrooms in the Head Start and Migrant Seasonal Head Start program will implement the morning message.   **EHS Home Base** will title it as Message of the day “Hello boys and girls”, as a reminder to greet children at every Kid zone.  **MSHS and EHS Center Base**-infant & toddler will only display the words “Good Morning boys and girls” as a reminder to greet children every day. |
| **Oral Health Cavity Free** - Dental Curriculum helps teach children and parents about the importance of having daily oral health care practices. | **Begin Implementation:**  First week of program start-up   * The teaching staff will begin the curriculum the first week of the program. * The first three lessons of the curriculum will be implemented on a weekly basis. For example, lesson 1 is week one, lesson 2 is week 2 and lesson 3 is week 3. * After the first 3 lessons have been implemented the staff will then do 1 lesson per month, the first Tuesday of every month. * The curriculum lessons will go in the section of a large group on the lesson plan. The lessons will include unit number and lesson number and title of the lesson. * The lessons will be implemented until the end of the program. * The lessons can be repeated, especially when new children enter the program at a later time. * The teaching staff will document on the lesson plan under family partnership * that a curriculum letter will be sent out and a copy of the letter will also need to go in the correspondence binder (follow Correspondence Binder)   **For MSHS/EHS Center Base**  Lessons will be shared at the visits starting with the first home visit.  EHS Home Base Infant & Toddlers  Oral Health Lessons will be shared with families as stated on the Home Visitor Calendar. |
| **Transportation Safety Curriculum (Pedestrian Safety)**-helps teach children about bus safety, safe and danger zones. | Begin Implementation: First week of program start-up   * The curriculum will be implemented in the first 5 units in order for the first five weeks of the program (1 unit per week). * After all, 5 units have been implemented; the lessons will then be implemented when there is a scheduled field trip, bus evacuation, or if there is a need to teach children safety rules again. * The curriculum will go in the large group section of the lesson plan with unit number and title of the lesson. * Teaching staff will document in the family partnership section of the lesson plan that a family letter is being sent home. A copy of the letter will need to go into the correspondence binder.   HS/MSHS preschool staff will implement as needed  For MSHS/Early Head Start Center Base/ implement at the first home visit  Early Head Start Home Base Infant & toddler implement as stated on the Home Visit Calendar. |
| **The Child Protection Unit**- The curriculum focuses on building skills in the social emotional development area of children by teaching children how to be aware and how to refuse unsafe situations. | Begin Implementation: Implementation of the curriculum starting March for the Head Start Program and in August for the Migrant Seasonal Program. The exact dates will be given by the School Readiness Content Specialist.   * The curriculum will go in the Large Group section of the lesson plan. * The curriculum will have one unit with a lesson to be implemented daily. Each lesson is a week-long and there are 6 units. * A family permission letter must be sent individually to each family before the curriculum can begin and permission must be given by the parent or legal guardian before the child can participate in the curriculum. * The individualized permission letter must be filed in the child's file whether or not the parent signed it. This shows proof that the letter was sent to families. * For children who do not have permission to participate in the lesson cards of the curriculum. Staff must provide a different quiet activity to do while the lesson is being taught. * The teaching staff will document in the family partnership section of the lesson plan that a weekly letter to the curriculum is being sent. A copy of the weekly letter needs to go in the correspondence binder. * This curriculum is for preschool classrooms only. |
| **Question of the day:** allows for interesting and more purposeful discussions to occur on the concept that was taught for the day. This concept can be used at the beginning or the end of the day and can be connected to your morning message. | Begin Implementation: Third week of program start-up   * The Question of the day is stated on the lesson plan and on a sentence strip in your classroom posted for children to see (English / Spanish). * The question will change daily. * The Question of the day will reflect on what the focus of the day is and the current study guide being implemented. * Question of the day is for MSHS/Head Start preschool only. |
| **I Am Moving, I Am Learning Curriculum (IMIL)** -helps promote healthy habits in families, agencies, and in classrooms. | Begin Implementation: The third week of the program start-up The IMIL Curriculum is an evidence based curriculum that increases physical activity and promotes healthy behaviors in children and with families. The curriculum helps integrate all learning domains and promotes partnerships with families and staff and children’s wellness.   1. The curriculum is divided into 4 sections:  * Song Activity Cards * Rhyme Time Story Time Cards Show and Learn Picture Cards * Show and Learn Picture Cards * Resources  1. The curriculum provides extended conversations and activities that teachers can utilize in the classroom.The curriculum includes family letters that can be sent out to inform parents about what their child learned, suggested activities to do at home, and a Choosy Family reminder tip. 2. A music cd is included to align with the curriculum and the implementation of the activities and a DVD with the actual movements to the songs is also included in the curriculum. |
|  | Implementation of the Curriculum: The teaching staff will select one of the tracks from the music CD that was included with the curriculum.   1. Implementation of the curriculum will begin the 3rd week of the program. 2. The teaching staff will select one of songs from the Choosy Move and Learn CD to use one song for Head Start/ Migrant Seasonal Head Start and one song for Kid Zone for Early Head Start (you do not need to go in order, you can skip around to select what track you want to implement). You will then place the selected track on your lesson plan in the Gross Motor (IMIL)/Music and Movement box on the day you choose to implement the track. 3. At the end of the week, typically Friday, there is an extension of learning activities that you can do with the children: Song Activity Cards, Rhyme Time Story, Super Choosy Adventure Time, Extend the Learning. Select one of the activities to do with the children (for Head Start / Migrant Seasonal Head Start a minimal 1x time a week and for Early Head Start minimal 1x at Socialization.) Place this activity that you choose to do in the Gross Motor (IMIL)/Music and Movement box on the selected day you choose to do it along with the track name. 4. Explanation of the activity is listed in the curriculum and some of the resources you need for the activity is located under the tab labeled Resources. |
|  | Lesson Plan:   1. The teaching staff will list the selected music track from the Move and Learn CD on the lesson plan for whatever day you choose to use the track on (Head Start/ Migrant Seasonal Head Start) in the box titled Gross Motor (IMIL)/Music and Movement . Early Head Start will also place the music track selected in the same lesson plan location except it will be only planned for Kid Zone days. 2. Other IMIL activities/songs can take place during the week or Kid Zone, but do not need to be scheduled on the lesson plan. |
|  | My Choosy Family Engaging Letters: the letters are designed for children to reflect their learning and what they might want to share with their families. The letters also bring in family partnership by allowing families to develop healthy practices at home. Under the Resource tab in the curriculum there are family engaging letters that inform parents about the focused song the children learn and the lyrics to the song along with a suggested activity the family can do at home and a Choosy Family Reminder tip.   * Head Start/Migrant Seasonal Head Start/Early Head Start Center Base-staff will need to send home the family engagement letters the week prior on the focused track they will be utilizing in their classroom. * Early Head Start Home Base-will need to share the family letter to the families the week prior to kid zone during their home visit. * All programs will need to pre plan on what music track they will want to focus on, so the correct family letter is given to the family. * Documentation of the letter being sent home will be noted on the lesson plan under the family partnerships box for Head Start/Migrant Seasonal Head Start/EHS Center Base. * For Early Head Start Home Base, you will document that a family letter was given to the family as a resource on the EHS Home Visit Planning Documentation Form. * All program staff will place a copy of the letter sent home in the correspondence binder. * The bottom portion of the letter that states “Add a Link to Choosy’s Chain of Healthy Habits” is optional at this time for parents to return. If parents are sending that portion back please file the portion in the child’s file under the Child Development tab as the last document in that portion of the file and a copy must be provided to the Health & Nutrition Content Specialist. |
|  | Posters/ Picture Cards/ Activities The curriculum includes additional resources / activities that the staff can utilize in the classroom.   1. The Posters and activity cards are located under the Show and Learn Picture Cards tab- please make copies of the originals if you decide to post pictures or use cards in your classroom. This will allow for the original to always stay in the binder. 2. The Rhyme Time Story Time Cards tab has colored pictures that help you with starting conversations and extending children’s learning with the tracks that are on the cd. Staff will be responsible for placing the cards back into the binder in order or they can choose to make a copy so that the original stays in the binder. 3. The Song Activity cards tab has a page titled “My Smart Goal Planner” this is optional for staff to utilize. If staff chooses to use this tool they will need to make a copy of the form, the original will stay in the binder and will not be written on. 4. Under the resource tab there are several dittos (pages CM1.1, CM 1.2, CM 3.2, CM 5.3, CM 8.1CM 8.2, CM 10.2), these pages are an extension to the children’s learning that is part of the curriculum.  * The activity (ditto) can be used if the staff are using a music track for the week or for socialization and it is part of the extended learning. * If the activity (ditto) must be decorated, then children must be given the opportunity to use their own creative thoughts and skills to decorate. This should not be teacher driven, and there should be no expectation of what the finished project should look like. * The activity (ditto) can be sent home as long as the activity matches the My Choosy Family letter topic and it is part of the extended learning. |
|  | Move and Learn with Choosy Music Videos. The curriculum includes a cd that plays videos of each one of the tracks located on the cd. The purpose of the music videos is to help put physical movement to the song and helps with which movements should be utilized with each song.   * The Head Start/Migrant Seasonal Head Start/Early Head Start Center Base staff will be able to play the music video at the end of the week as a closure to the focused track of the week. * For Early Head Start Home Base, a music video can be played at KidZone after the scheduled track has been played and an extended learning activity has been implemented. * The teaching staff will need to work with the center manager/manager to see if devices are available to play the music video cd. The music video cd is optional and not required to be played in the classroom or Kid Zone. * If the music video cd will be utilized in the classroom or Kid Zone, then it needs to go under the WOW! Experiences box on the lesson plan. |
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| **Early Learning Mathematics:** learning math concepts of Counting & Cardinality, Geometry, and Operations and Algebraic Understanding. | Begin Implementation: Third week of program start-up   * The Teaching staff will introduce the concept of “Math Monday” on Monday. * The teaching staff will practice the concept throughout the week. * The math concepts can be implemented in small or large groups or transitions. * EHS Home Base must also incorporate planned Math activities at Kidzones or as School Readiness Goal. |
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| **Parent as Teachers (PAT)** – identified curriculum for Early Head Start Home Base | The PAT is the curriculum for the Early Head Start Home Base Program. The PAT Curriculum promotes the optimal early development, learning and health of young children by supporting and engaging their parents and caregivers. |
| **Tools and Resources** | The PAT Curriculum is portable (online curriculum) to utilize resources for parents and resources for the home visitors.   * The PAT Curriculum offers a Tool Kit Portable Flash Cards as a resource for the home visitor and the family advocate. * The PAT Curriculum also includes the Foundational Training Guide. * Other resources like Creative Curriculum, TS Gold and other approved supplemental resources can be used to support the home visitors and families. |
| **Implementations of the PAT Curriculum** | The Home visitors will introduce the curriculum at the first visit with the family   * The first 8 visits are set-up with topics and resources to cover with the family. * After the 8th visit the home visitor will select resources based on the need and interest of the family. * The Home visitors will utilize the EHS Home Visiting Planning Documentation Form to document the visit- this form will be located in the Child Plus system for the home visitors or the family advocates to type into. |