



OUR HOUSE CHILD DEVELOPMENT CENTER CURRICULUM

MISSION

The mission of the curriculum of Our House Child Development Center is to provide a nurturing environment and quality education through a program of developmentally challenging, age appropriate activities and experiences that meet the individual needs of each child and foster growth in all domains of development: physical, social, emotional, language, cognitive and aesthetic.

PHILOSOPHY

Because children learn what they live, positive experiences are essential in early childhood. We believe that for children to realize their greatest potential they need unconditional love, a quality environment, and a program based on developmentally sound learning practices. Children grow intellectually, physically, and socially when they have an emotional sense of well-being, are confident in themselves, feel secure in their relationships, and are active participants in the learning process.

GOALS

The goals of our early childhood curriculum are in keeping with our mission and philosophy and include the following:

- To develop a positive self-concept and attitude toward learning
- To develop effective language skills, both listening and speaking
- To think critically and develop problem-solving skills
- To develop a curiosity about the world
- To develop both fine and large motor skills
- To develop initiative and independence
- To develop positive social skills, including cooperation and interdependence
- To develop respect for one's own rights as well as the rights of others
- To respect and understand cultural diversity within families and the community
- To develop an understanding of the relationship between people, events and objects
- To support individual family interests and needs as they relate to child growth and development, curriculum, and assessment

These are broad program objectives that address the "whole" child and incorporate all areas of development. Curriculum goals are very specific according to each developmental domain.

Physical

To promote and enhance:

Body awareness
Gross motor skills

Eye-hand/foot coordination
Fine Motor skills

Social

To promote and enhance:

Parallel play
Cooperative play
Dramatic play
Role-playing
Communication skills
Listening skills

Cleanliness/health/safety
Sense of community
Cultural awareness
Responsible use of materials
Etiquette
Sharing/taking turns





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Emotional

To promote and enhance:

Self-awareness	Self-control
Self-concept	Attention span
Sense of family	Task completion
Self-care	Smooth transitions
Self-responsibility	Delayed gratification

Cognitive

To promote and enhance:

Language development	Visual discrimination
Numbers concepts	Auditory discrimination
Spatial concepts	Following directions
Conception of time	Problem solving

Aesthetic

To promote and enhance:

Visual memory	Music/art appreciation
Auditory memory	Creative expression
Color discrimination	Imagination
Tactile awareness	Tasting/smelling

CURRICULUM OVERVIEW

The curricula used in our early childhood program not only support our mission and philosophy but also reflect developmentally appropriate practices endorsed by National Association for the Education of Young Children (NAEYC). Regardless of age or level of developmental, our children receive curricula guided by the following principles:

- Children are active learners, gaining meaning from exploration, investigation, and interaction
- Children need an environment that provides opportunities for self-initiated learning
- Positive play experiences promote learning and allow children to practice new and emerging skills
- Teachers are facilitators of learning
- Opportunities and experiences cover all developmental domains and include content across disciplines
- All children, regardless of exceptionalities, should have access to the curriculum

The curricula for our toddlers, twos, and preschool children are **theme*** based and **integrated** (comprehensive). These written materials along with **learning centers*** in the classroom provide the framework for our developmentally appropriate program. Theme curriculum, integrated curriculum, and learning centers are discussed below. This framework, in turn, provides a focus for planning and implementing intentional experiences and activities where teachers and children work together to realize program and curriculum goals. Children develop and enhance their physical, cognitive, language, social, and emotional skills. As they grow, they develop an appreciation of math, science, language, art, music, the world, themselves and each





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other. Lessons in health, safety, sharing, caring, and behavior are learned in everything the children do.

Activities and experiences are modified and adapted within the framework of the curricula as needed to ensure that children with differing abilities have access to and benefit from the curricula. Children are assessed using ongoing informal assessments and periodic formal assessments that incorporate criteria based on curriculum goals. Results of these assessments provide valuable information that guides teachers in scaffolding learning opportunities according to children's individual needs. Assessments are discussed at length following this Curriculum piece. The curricula also encourage family involvement, support diversities, and are responsive to family culture, language, values, experiences, and beliefs. Information from children/family interest and need forms is considered when incorporating activities and experiences into daily lessons.

** Learning Centers are not found in infant and youngest toddler rooms. Here toys are arranged according to skill area. Infant activities/experiences are based on developmental areas, not themes.*

PRESCHOOL CURRICULUM

Our three-year-old preschool children and our four-year-old Voluntary Prekindergarten children follow the researched-based *DLM Early Childhood Express* curriculum. The *DLM* is a theme-based curriculum that is rich in math and literacy experiences. Phonemic awareness, phonetic awareness, vocabulary, and comprehension are highlighted in every language lesson. Other subject areas such as social studies, science, art, and health are incorporated through content connection activities and learning center opportunities. The *DLM* supports the mission of Our House Child Development Center because it is designed to address the "whole" child and target all areas of development. Lessons and activities are based on weekly themes that are developmentally appropriate and age interesting. The *DLM* provides carefully sequenced learning experiences that make learning easier and more meaningful. Latest neuroscience research indicates that a large part of intelligence is the ability to see patterns and build relationships out of these patterns. The lesson plan format for The *DLM* not only presents information in a way that facilitates learning but also focuses on helping children see patterns in what they are learning. Children can gradually expand upon the knowledge and skills they already have by making connections (similarities and differences) to what they already know. Time is taken each day for the children to focus on the learning process, reflect upon and discuss new concepts, make important connections and apply what they have learned.

TODDLERS/TWOS CURRICULUM

To closely align our toddler and preschool programs, our one and two-year-olds follow a theme-based companion curriculum using *The Complete Resource Book* (for Toddlers and Twos) written by Dr. Pam Schiller, one of the authors of the *DLM* curriculum. The toddler/two curriculum also supports our mission with a strong literacy focus and lessons and activities that target four areas of development: language, cognition, social/emotional, and physical. The children are given many hands-on opportunities to learn problem solving and cause and effect, and discover relationships that facilitate learning. This curriculum is not only developmentally challenging, but also a wonderful foundation for the Prekindergarten program.





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INFANT CURRICULUM

Our infant classrooms also use Dr. Schiller's *The Complete Resource Book* (for Infants) as well as *Active Learning for Infants* as their foundation for learning. Language, cognitive, social/emotional, and motor development are enhanced through planned experiences that focus on specific skills and are integrated with activities that occur during daily care and routines. Because developmental levels vary so greatly depending on the age of the infant, experiences are tailored to meet individual needs. Goals for infants include increased mobility, perception, communication, independence, self-competence, and trust. We provide a safe, loving, nurturing environment where babies can grow in mind, body, and spirit.

THEME CURRICULUM

In a *theme curriculum*, age appropriate and age interesting topics teach the children about themselves, others and the world around them. Every month brings new themes as well as letters, numbers, colors and shapes to be introduced. Spanish words for colors, numbers and familiar objects as well as basic sign language for common words are introduced even in our infant classrooms. Specific activities and experiences covered in the classroom reflect the theme and become more detailed and involved according to the age of the children. The curriculum "spirals" or grows with the children. Themes for *The Complete Resource Book* and *The DLM Early Childhood Express Curriculum* immediately follow.

THE COMPLETE CURRICULUM

THEMES 2009/2010

AUGUST	<u>Physical Me</u>		
	Eyes	24,25	LI #0 (Cero)
	Ears	26,27	Red (Rojo)
	Nose	29,31	Circle
SEPTEMBER	Mouth	1,2	TOA #1 (Uno)
	Chin	3,4	Blue (Azul)
	Hair	8,9	Square
	Hands/Fingers	10,11	
	Arms	14,15	
	Feet/Toes	16,17	
	Legs	18,21	
	Knees/Elbows	22,23	
	Facial Expressions	24,25	
	<u>Which One?</u>		
	Big/Large	28,29	
	Little/Small	30	





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OCTOBER	Little/Small	1	DCE #2 (Dos)	
	Short	2,5	Orange (Anaranjado)	
	Long	6,7	Black (Negro)	
	Tall	8,9	Triangle	
	Rough	12,13		
	Smooth	14,15		
	Soft	16,19		
	Hard	20,21		
	Loud	22,23		
	Halloween	26-30		
NOVEMBER	Thin/Skinny	2,3	FGJ #3 (Tres)	
	Fat/Wide	4,5	Brown (Café)	
	Red	6,9	Yellow (Amarillo)	
	Yellow	10,11	Rectangle	
	Blue	12,13		
	Fall	16-20		
	Thanksgiving	23,24,25		
	Green	30,1		
DECEMBER	Purple	2,3	QUS #4 (Cuatro)	
	Orange	4,7	Red (Rojo)	
	Black	8,9	Green (Verde)	
	White	10,11	Star	
	Round	14,15		
	Circle	16		
	Christmas	17-24		
	New Years	28-31		
	JANUARY	Circle	1	BHP #5 (Cinco)
		Sunny	4,5	Gray (Gris)
Cloudy		6,7	Diamond	
Cold		8,11		
Hot		12,13		
Rainy		14		
Windy		15,25		
Winter		18-22		
Alike/Different		26,27		
<u>Who or What is Where?</u>				
In/Inside		28,29		





OUR HOUSE CHILD DEVELOPMENT CENTER CURRICULUM

FEBRUARY	Out/Outside	1,2	RNM #6 (Seis)
	On	3,4	Red (Rojo)
	Off	5,15	Heart
	Valentine's Day	8 thru 12	
	Up	16,17	
	Down	18,19	
	Over/Above	22,23	
	Under/Below	24,25	
	Top/Middle/Bottom	26,1	
MARCH	First/Next/Last	2,3	VYW #7 (Siete)
	<u>Opposites</u>		Green (Verde)
	Big/Little	4,5	Circle/Square
	Tall/Short	8,9	
	Long/Short	10	
	Up/Down/High/Low	11	
	St. Patrick's Day	12,15,16,17	
	In/Inside/Out/Outside	18,19	
	Over/Under	22,23	
	Front/Back	24,25	
	Fat/Skinny	26	
Easter	3/29-4/2		
APRIL	Spring	5 thru 9	KXZ #8 (Ocho)
	Day/Night	12,13	Pink (Rosado)
	Hard/Soft	14,15	Oval
	Fast/Slow	16,19	
	Thick/Thin	20,21	
	Loud/Soft	22,23	
	Light/Heavy	26	
	<u>Nursery Rhymes</u>		
	Humpty Dumpty	27,28	
	Little Miss Muffet	29,30	
MAY	Mother's Day	3 thru 7	Review #9 (Nueve)
	Cinco de Mayo	5	Purple (Morado)
	Jack and Jill	10,11	Rectangle
	Little Boy Blue	12,13	
	The Cat and the Fiddle	14,17	
	The Mouse and the Clock	18,19	





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CURRICULUM**

	Three Little Kittens	20,21	
	Hush-A-Bye	24	
	Five Toes	25,26	
	One, Two, Buckle My Shoe	27,28	
JUNE	<u>Favorite Songs</u>		Review #10 (Diez)
	If You're Happy	31,1	Yellow (Amarillo)
	Wheels on the Bus	2,3	Triangle
	<u>Favorite Stories</u>		
	Goldilocks and the Three Bears	4,14	
	Father's Day	7 thru 11	
	Three Little Pigs	15,16	
	Little Red Hen	17,18	
	Summer	21 thru 25	
JULY	4th of July	6/28-7/2	Review
	Space/Moon/Stars	5 thru 9	
	Sports/Games	12 thru 16	
	Bugs	19 thru 23	
	Animals	27 thru 30	
AUGUST	Dinosaurs	2 thru 6	Review
	Favorite Authors	9 thru 13	
	Circus Fun	16 thru 20	
	Short		
	Long		

**THE DLM EARLY CHILDHOOD EXPRESS
THEMES 2009/2010**

AUGUST	School Days	8/24-8/28	L,I	#0 (Cero)
	Physical Me	8/31-9/4	Red (Rojo)	
			Circle	
SEPTEMBER	Thinking and Feeling Me	9/7-9/11	T,O,A	#1 (Uno)
	My Family	9/14-9/18	Blue (Azul)	
	Friends	9/21-9/25	Square	
	Pets	9/28-10/2		





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OCTOBER	Opposites	10/5-10/9	D,C,E	#2 (Dos)
	Color, Shape, Size	10/12-10/16	Orange (Anaranjado)	
	Color, Shape, Size 2	10/19-10/23	Black (Negro)	
	Halloween	10/26-10/30	Triangle	
NOVEMBER	Things That Go Together	11/2-11/6	F,G,J	#3 (Tres)
	Under Construction	11/9-11/13	Brown (Café)	
	Fall	11/16-11/20	Yellow (Amarillo)	
	Thanksgiving	11/23-11/25	Rectangle	
DECEMBER	Growing Things	11/30-12/4	Q,U,S	#4 (Cuatro)
	Food and Nutrition	12/7-12/11	Red (Rojo)	
	Nursery Rhymes	12/14-12/16	Green (Verde)	
	Christmas	12/17-12/24	Star	
	New Years	12/28-12/31		
JANUARY	Sound and Movement	1/4-1/8	B,H,P	#5 (Cinco)
	Music	1/11-1/15	Gray (Gris)	
	Winter	1/18-1/22	Diamond	
	Community Workers	1/25-1/29		
FEBRUARY	Traditional Tales	2/1-2/5	R,N,M	#6 (Seis)
	Valentine's Day	2/8-2/12	Red (Rojo)	
	Presidents/Black History	2/15-2/19	Heart	
	Traditional Tales 2	2/22-2/26		
MARCH	Transportation	3/1-3/5	V,Y,W	#7 (Siete)
	Travel	3/8-3/12	Green (Verde)	
	St. Patrick's Day	3/15-3/17	Circle/Square	
	Celebrations	3/18-3/19		
	Weather	3/22-3/26		
	Easter	3/29-4/2		
APRIL	Spring	4/5-4/9	K,X,Z	#8 (Ocho)
	Bugs	4/12-4/16	Pink (Rosado)	
	Bugs 2	4/19-4/23	Oval	
	Animals	4/26-4/30		
MAY	Mother's Day	5/3-5/7	Review	#9 (Nueve)





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	Cinco de Mayo	5-May	Purple (Morado)	
	Zoo Animals	5/10-5/14	Rectangle	
	Farm Animals	5/17-5/20		
	Ocean Life	5/24-5/28		
JUNE	Big Things	5/31-6/5	Review	#10 (Diez)
	Father's Day	6/7-6/11	Yellow (Amarillo)	
	Summer Fun	6/14-6/18	Triangle	
	Fun With Science	6/21-6/25		
JULY	4th of July	6/28-7/2	Review	
	Space/Moon/Stars	7/5-7/9		
	Sports/Games	7/12-7/16		
	Dinosaurs	7/19-7/23		
	Favorite Authors	7/26-7/30		
AUGUST	Favorite Authors 2	8/2-8/6	Review	
	All About Florida	8/9-8/13		
	3's Circus	8/16-8/20		
	4's Kickoff to Kindergarten	8/16-8/20		

INTEGRATED CURRICULUM

Daily activities and experiences not only address a particular theme but also incorporate the concept of an *integrated curriculum*. An integrated curriculum is one that includes all the traditional areas of learning: language, science, mathematics, social studies, art, music and movement. Our integrated curriculum is facilitated through a balance of teacher-supported activities and child-initiated activities, a feature of High/Scope. Teacher supported activities include circle time and planned art and science experiences. Child initiated activities include exploration, discovery and center play where the children plan and choose activities for themselves. Kindergarten readiness skills are an important part of the integrated curriculum for our four and five year olds.





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LEARNING CENTERS

Learning Centers in the classrooms and in the shared common areas of our facility are an important element of our integrated curriculum and enhance the children's learning with hands-on experiences, discovery opportunities, and social interaction. A balance of structured as well as unstructured activities is provided in center play. Unstructured activities are those such as legos and blocks where there are no directions for completion. Structured activities are those such as puzzles or games where children's actions are directed. A balance of indoor and outdoor play is also provided. Centers within the classrooms include reading/language, science/discovery, math/manipulatives, art and music/movement. A homework center is provided for our school aged children. Shared centers in our facility include the *Media Center*, *Imagination*, *Exploration*, and *Computers*. Each classroom has time in their daily schedule to rotate through these areas. The *Media Center* offers opportunities for experiences in language, music, science/discovery and dramatic play. *Imagination* experiences include blocks, math/manipulatives, language, science and dramatic play. Outdoor experiences in *Exploration* include science/ discovery, manipulatives, art and active/dramatic play. A *Computer Center* is provided for children three years of age and older and provides experiences to enhance computer skills.

VALUE OF LEARNING CENTERS

Children learn about their world by playing, manipulating materials, and interacting with others. Learning centers encourage discovery and exploration, accommodate different learning styles, and provide the opportunity to teach and learn in small groups. Children can experience success, develop a sense of purpose and responsibility, and learn to make decisions, solve problems, and manage time. The structure of learning centers promotes interaction, verbalization, and the development of social skills. Children work and play together, learn from one another, and build expressive language skills.

READING/LANGUAGE CENTER

Values:

- To develop a positive attitude toward reading and books
- To develop listening skills
- To build correct concepts of objects and ideas
- To learn to form new ideas
- To increase vocabulary
- To understand that printed words have meaning
- To develop the desire to read
- To learn letters, numbers and language
- To learn about and understand customs and culture
- To learn and understand acceptable behavior
- To learn and understand social relationships
- To increase understanding of other peoples' feeling and needs
- To learn to relax





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SCIENCE/SCISCOVERY CENTER

Values:

- To exercise imagination
- To use senses
- To learn how to use tools
- To learn about size and measurement
- To learn to experiment
- To learn size, shape and volume
- To develop the concepts of opposites like full/empty, warm/cold, wet/dry
- To solve problems
- To count, sort and classify
- To change and combine materials and observe those changes
- To play socially as well as alone
- To understand cause and effect

MATH/MANIPULATIVES CENTER

Values:

- To use imagination
- To learn about color, size, shapes, weights, balances, height, depth, volume and spatial relations
- To learn about order and design
- To create/repeat patterns
- To sort and classify
- To develop fine muscle control
- To develop eye-hand coordination
- To count using one-to-one correspondence
- To develop number concepts like more, less, longer, shorter
- To problem solve, plan and evaluate
- To observe and compare
- To use logical reasoning
- To notice similarities and differences

ART CENTER

Values:

- To use imagination
- To encourage creativity
- To develop fine motor skills
- To learn responsibility in handling materials
- To learn to collaborate, share, cooperate and respect others
- To learn value of own work and to appreciate ideas of others
- To express emotion
- To make decisions, plan and evaluate
- To experiment with materials and tools
- To learn concepts like color, size, texture and shape





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- To develop visual and tactile senses
- To have a sense of accomplishment and success

MUSIC/MOVEMENT CENTER

Values:

- To develop language and vocabulary skills
- To practice counting skills
- To develop listening skills
- To learn to classify and discriminate sound
- To express feelings
- To use imagination
- To encourage creativity
- To develop memorization skills
- To develop physical skills
- To learn and understand concepts like high/low, up/down, loud/soft and fast/slow
- To develop appreciation of different cultural backgrounds
- To release tension and energy/calm anger
- To learn to combine movements and music
- To learn to use instruments appropriately
- To make learning fun

BLOCK CENTER

Values:

- To use imagination
- To learn about size, shapes, weights, balances, height, depth, volume, and spatial relations
- To learn dimensions
- To create/repeat patterns and classify
- To develop strength and coordination of large and small muscles
- To problem solve, plan and evaluate
- To observe and compare
- To learn self-control, collaboration, sharing and respect for others
- To use abstract thinking

DRAMATIC PLAY CENTER

Values:

- To develop imagination/creativity
- To develop language skills
- To develop listening skills
- To learn cooperative play
- To understand human relationships
- To develop physical skills
- To learn to make decisions and choices
- To learn problem solving
- To learn safety and caution
- To learn to use materials and tools properly





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COMPUTER CENTER

Values:

- To reinforce concepts through mirroring (practicing skills introduced in the classroom)
- To develop fine motor skills
- To develop keyboard/typing/mouse skills
- To develop cognitive skills including memory
- To develop listening skills/following directions
- To learn problem solving
- To understand cause and effect
- To develop creativity through story creation and art
- To increase independence
- To increase self-esteem
- To develop a respect for technology
- To learn to use equipment properly and safely

EXPLORATION/OUTDOOR CENTER

Values:

- To develop fine and gross motor skills/coordination/balance
- To use imagination
- To cooperate with others
- To solve problems
- To develop self-confidence
- To learn about the body- abilities and limitations
- To learn safety and caution
- To learn to take turns and share a piece of equipment
- To observe and describe weather changes
- To explore the natural environment
- To represent experiences through dramatic play

CURRICULUM IMPLEMENTATION

Each classroom has a daily schedule and lesson plan in place. Time is allotted in every schedule of every age group for children to have activities/experiences in all areas of development as well as for meals and rest periods. Classroom schedules are consistently followed to provide the children with a sense of security and the opportunity to develop independence. Schedules are flexible, however, to meet the needs of individual children.

For our Toddler, Two, and Preschool classrooms, a calendar is prepared at the beginning of each month and posted in the classroom to keep parents abreast of themes and major activities for that month. The infant rooms have an activities lesson plan posted by the week in each classroom. Copies of these calendars are provided to families upon request. To better connect families to the curriculum, a monthly classroom newsletter is also provided that details vocabulary, literature, songs, poems, finger plays, and activities week by week. Calendars and





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lesson plans are submitted a month in advance for review by the Curriculum Administrator and Executive Director. Lesson plan formats for *The Complete Resource Curricula* and *The DLM Curriculum* immediately follow.

OUR HOUSE CHILD DEVELOPMENT CENTER
COMPLETE CURRICULUM INFANT LESSON PLANS

Classroom:
Week of:

	LANGUAGE DEVELOPMENT	MOTOR DEVELOPMENT	COGNITIVE DEVELOPMENT	SOCIAL/EMOTION DEVELOPMENT
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				





**OUR HOUSE CHILD DEVELOPMENT CENTER
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OUR HOUSE CHILD DEVELOPMENT CENTER
ONES/TWOS COMPLETE CURRICULUM LESSON PLAN

THEME:
FOCUS:

AM	LANGUAGE ENRICHMENT	PHYSICAL DEVELOPMENT	SOCIAL/EMOTIONAL DEVELOPMENT	COGNITIVE ENRICHMENT
	<u>Media Center:</u> <u>Songs/Fingerplays:</u> Sign Language	<u>Music/Movement:</u>	<u>Small Group:</u>	<u>Small Group:</u>
PM	LANGUAGE ENRICHMENT	PHYSICAL DEVELOPMENT	SOCIAL/EMOTIONAL DEVELOPMENT	COGNITIVE ENRICHMENT
	<u>Story:</u> <u>Songs/Fingerplays:</u>	<u>Music/Movement:</u>	<u>Small Group:</u>	<u>Small Group:</u>

OUR HOUSE CHILD DEVELOPMENT CENTER
DLM EARLY CHILDHOOD EXPRESS LESSON PLANS

THEME:
FOCUS:

AM	LANGUAGE ENRICHMENT	PHYSICAL DEVELOPMENT	SOCIAL/EMOTIONAL DEVELOPMENT	COGNITIVE ENRICHMENT
	<u>Media Center:</u> <u>Songs/Fingerplays:</u> Sign Language	<u>Music/Movement:</u>	<u>Small Group:</u>	<u>Small Group:</u>
PM	LANGUAGE ENRICHMENT	PHYSICAL DEVELOPMENT	SOCIAL/EMOTIONAL DEVELOPMENT	COGNITIVE ENRICHMENT
	<u>Story:</u> <u>Songs/Fingerplays:</u>	<u>Music/Movement:</u>	<u>Small Group:</u>	<u>Small Group:</u>





OUR HOUSE CHILD DEVELOPMENT CENTER CURRICULUM

TOYS, EQUIPMENT, AND MATERIALS

Toys, equipment, and materials used in our classrooms and shared areas support program goals and are, therefore, developmentally appropriate. Careful consideration is given to the value of materials in each learning center so that items promote growth in one or more developmental domain. Materials are engaging as well as educational to motivate hands-on learning. Materials are interesting, nonviolent, nonsexist, multicultural and safe. Materials are readily available, accessible and clearly labeled for independent use and clean up. The following is a list of some of the types of items in each center.

Classroom Center Materials

Reading/Language

Storybooks	Magazines
Pictures	Puppets
Flannel board	Telephone
Magnetic numbers/letters/shapes	

Science/Discovery

Magnets	Magnifying glass	Scale
Tape measure	Plants/pets	Measuring cups/spoons
Nature items: seeds, shells, pinecones, rocks, feathers, etc.		

Math/Manipulatives

Puzzles	Stacking rings	Wooden cylinders
Stringing beads	Geometric tiles	Geometric shape sorters
Nesting boxes	Legos	Pegs/boards
Lacing cards	Marble run	Interlocking/snapping toys
Matching games	Bingo games	Counting/sorting bears
Dominos		

Art

Drawing paper	Writing paper	Construction paper
Markers/Crayons	Pencils	Scissors
Stencils/stamps	Glue/tape	Chalk
Playdough	Paint brushes	Paint: tempera, finger, watercolor

Music/Movement

Tapes/CD's	Songs
Instruments	Movement items i.e. streamers





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Shared Center Materials

Block

Large hardwood blocks
Cars/trucks/airplanes
People with diversities
Train table/accessories
Legos

Music/Language

Musical instruments, including multicultural
Audio books
Tape player/ headsets
Storybooks
Flannel board
Puppets
CD's/cassette tapes

Science/Discovery

Magnets
Magnifying glasses
Binoculars
Shell collection
Insect collection
Animal collection
Rock collection
Dinosaurs

Manipulatives

Wall legos: letters, numbers, shapes
Carpentry bench

Dramatic Play

Housekeeping items: stove, sink, refrigerator, table, chairs, dishes, food, dolls, cradles, iron, ironing board, brooms, mops
Dress-up items: clothes and accessories for fire fighter, police officer, mail carrier, doctor
Multicultural costumes
Mock Village: bank, grocery store, dentist and hair salon items

Prop Boxes

Dramatic play props and materials for the following: Shoe Store, Hair Salon/Barber Shop, Optometrist, Beach, Dentist, Supermarket, Bakery, Post Office, Veterinarian, Bank, Doctor, Picnic, Detective, Gardening, Camping, Restaurant, Construction, Entomologist, Archeologist.
Prop boxes may be used in imagination where they are located or checked out and used in classrooms, exploration or media.





OUR HOUSE CHILD DEVELOPMENT CENTER CURRICULUM

Computer Lab

Central Processing Units
Monitors
Keyboards
Mouse/Pads/Headsets
Software

Exploration/Outdoor

Sandbox	Water table	Bicycles/riding toys
Tires	Tunnels	Climbing equipment
Digging tools	Sliding equipment	Basketball court
Buggy for infants and toddlers		Playhouse

Sports equipment/games: Kick balls, football, basketball, volleyball, softball, soccer ball and net, T-ball/bat/glove, baseball gloves, hoola hoops, croquet set, beanbag toss, scoop ball, jump ropes

ASSESSMENT

Our House Child Development Center uses both formal and informal assessments as an integral part of our program to monitor the developmental progress, behavior, and learning of our children. Formal assessments are those that are norm-referenced or standardized. Informal assessments include observations, work samples, and developmental checklists. These assessment tools are consistent with curriculum goals and philosophy in that they support children's learning with timely results that reflect individual strengths and weaknesses in all developmental domains. Assessments serve as a "checks and balance" system to ensure program quality. Information generated from assessments enables us to identify individual children's interests and needs; track individual strengths and weaknesses according to developmental area; modify teaching practices or learning environment; adapt curriculum activities and experiences; initiate informed communication with families; and plan program improvement. Ongoing assessment is also effective in identifying an individual need for additional developmental screening or further diagnostic assessment.

All assessment results are maintained in individual child folders that are kept in the classroom.

FORMAL ASSESSMENTS/SCREENING

We use *Ages & Stages Questionnaires (ASQ-3 and ASQ:SE)** solely as a screening instrument to help identify children who may have some type of developmental delay or behavioral concern and, in turn, may need more in-depth assessment to determine the need for specialized services. *Ages & Stages Questionnaires* are norm-referenced tests that assign numerical scores to a list of developmental activities and behaviors, and a base line score for each area of development. All areas of development are included in this screening. *ASQ-3* assesses communication, fine motor, gross motor, problem solving, and personal/social skills. *ASQ:SE* assesses social/emotional and behavioral skills. Inability of a child to accomplish activities or behaviors and meet the cutoff score for one or more area of development sends up a "red flag" for concern. Every child in our facility is given at least one of each *Ages & Stages Questionnaire*. Screenings are facilitated by the child's primary teacher/teachers and may necessitate assistance from families. An age





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appropriate *ASQ-3* and *ASQ:SE* is administered to every child new to our facility and is completed within the first two months of admission. Children continuing with us have screenings that were done in prior years. Babies in our youngest infant room receive screening when they reach two months of age, as these are the earliest *Questionnaire* available. If a child scores above the cutoff figures, no further *Ages & Stages* are administered unless deemed necessary at a future time by the teacher or director, or if requested by the family. If a child scores below the cutoff figure in one or more area, the child is closely monitored and a follow-up *Questionnaire* is administered three months later. Children often need more time to transition, and scores frequently improve after children have the opportunity to engage in new learning experiences and practice emerging skills and behaviors. If scores continue to fall below the cutoff figure after the subsequent assessment, we then link families with appropriate referral resources. Documentation of referral is noted in both classroom child files as well as Administrative Office files to ensure that referrals are followed up. After referrals are complete, any Individual Education Plan deemed necessary is also maintained in both files and objectives/goals outlined in the plan are then considered when planning specific classroom activities within the framework of our curriculum for that child. For additional information see the section on Referrals and our Referral Policy at the end of this Assessment piece. Results of the *Ages & Stages Questionnaires* are not only used to meet individual needs, but also to evaluate if the curriculum is generally effective in meeting its goals, and to provide direction for implementing changes when necessary.

* *Ages & Stages Questionnaires* is a well recognized and widely used screening tool backed by over 30 years of research. They are versatile, flexible, culturally sensitive, and easily administered. The **concurrent validity** (results compared to professionally administered standardized assessments) is 82%-88%. The reliability is 92%. The **sensitivity** (ability to correctly identify delays) is 86%. The **specificity** (ability to correctly identify typical development) is 85%. The American Academy of Pediatrics considers high quality developmental screening tests to have **sensitivity** and **specificity** rates of 70% to 80%. For more information visit www.agesandstages.com.

Health screenings for our children are currently administered by family pediatricians or primary health care providers. Our state licensing agency, the Florida Department of Children and Families, requires that every child have on file an up-to-date physical and immunization form. These forms must be submitted to our Administrative Office within thirty days of enrollment. Physicals must be updated annually, and immunization forms must be updated according to expiration date. Physical and immunization forms are maintained in individual child folders in the Administrative Office. Tracking of these forms is done via computer, and families are notified when updates are needed.

INFORMAL ASSESSMENTS

Teachers conduct ongoing informal assessments in the form of work samples, developmental observation notes, and developmental checklists.





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WORK SAMPLES

Visuals are one way to represent exactly what a child has done or what a child is able to do. Samples can be original work, photocopies of work, or photographs of children at work or play. Samples taken over time can reflect the development of a concept or skill, or simply document any unique or unusual work. Examples can include drawings, paintings, emergent writing, dictation samples, cutting, or photos of children interacting with or experimenting with materials. Work samples are varied to include all developmental domains. Any work of which a child is particularly proud is also included in the work sample portfolio.

DEVELOPMENTAL OBSERVATION NOTES

Developmental observation notes are brief periodic notations or anecdotes made by primary teachers as they observe and interact with children throughout the year. Observation notes are objective documentations of what a teacher hears a child say or sees a child do. Examples can include a description of a physical or cognitive ability, a conversation between two children or with the teacher, a list of activities a child enjoys, or time spent on task. This information helps teachers reflect on the individual needs and interests of each child, set goals, and plan modifications, changes or adaptations to instruction, environment, and learning activities. Across time, observation notes are comprehensive to include all areas of development.

DEVELOPMENTAL CHECKLISTS

Developmental checklists are completed on every child three times during the school year. The first assessment is done in September after the children have had time to settle into the classroom routine and feel comfortable with their teacher/teachers and surroundings. The second assessment occurs in January, and the final takes place in May. This allows ample time between assessments so that growth can be seen. Developmental checklists are age appropriate for each child and are based on accepted standards for typical development. Checklists cover all areas of development and reflect program and curriculum goals. Again, teachers use results of these assessments to target individual areas of weakness, set goals, plan instruction accordingly, and inform program improvement.

PARENT/FAMILY NOTES

We understand that parents and families play an integral role in the assessment process. They can provide valuable information and insight about their child and we encourage their input. Parent/Family notes are brief documentations made by primary teachers of conversations with parents/family throughout the year that may be deemed important or relevant in considering future goals, plans, or activities for their child. Conversations may be initiated by parents/family or teachers. These notes potentially cover a wide variety of subjects and may include conversations about family customs, home language, child interests and needs, concerns, questions, classroom involvement, or home observations. Regardless of topic, notes considered worthy of documentation are those that will have a direct bearing on future instruction and learning opportunities for their child or for the classroom as a whole.

IMPLEMENTATION OF ASSESSMENTS

Implementation of assessments varies depending on the age of the particular classroom of children. Work samples for youngest infants, for example, are limited to photographs, for they





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are not yet able to produce physical evidence. Older children will have work samples that they have done themselves. *Ages & Stages Questionnaires* and developmental checklists for infants and toddlers are designed to assess children with varying degrees of expressive and/or receptive language, thus many items require observation, not verbal responses. On the other hand, preschool children with more developed language skills are required to assume a more active role in their assessments by answering questions that require oral responses.

Regardless of age, however, certain key elements are considered when we implement assessments- we want our children to succeed.

- All assessments and observations are done by the child's primary teacher/teachers, those individuals with whom the child has developed a relationship of comfort and trust.
- All teachers conducting assessments receive training to ensure they understand the purposes, values, and uses of these tools and are not only comfortable administering them, but can also explain them. The Executive Director and Program Curriculum Administrator are also available to assist teachers during any phase of the assessment process.
- Multiple assessment tools are used (checklists, observation notes, work samples) to allow children to demonstrate their abilities in a variety of ways.
- Children are assessed when they are feeling well and, as much as possible, in a familiar environment where they will be less anxious. Many items on the assessments can be done as part of a group activity or incorporated into daily activities so that the children do not even realize they are being assessed; other items must be done individually.
- Children are given ample time and, if necessary, more than one opportunity to determine if assessment criteria are met.
- Consideration is given to family culture, home language, previous experiences, and individual abilities and disabilities of each child when interpreting assessment results. We seek help, if necessary, from someone who knows the language and customs of the child we are working with. We rephrase directions or questions so the child can understand. We ask for explanations to provide clues as to what a child might be thinking. We distinguish the differences between what the child really knows and can do from what he or she can demonstrate based on cultural or language diversities.
- Family involvement is vital in the assessment process. Families are given general information regarding assessments in a classroom introduction letter provided as part of a welcome packet they receive at open house or upon enrollment. They are encouraged to visit our website www.ourhousecdc.com for more in depth information, to ask for a hard copy if access to a computer is not available, and to request to see specific assessment tools used. We make every effort for parents to understand why we assess, how we assess, and what results mean in terms of meeting individual needs.
- Families are often asked to assist in conducting assessments or share observations from home with teachers to contribute to the overall assessment process.

COMMUNICATING ASSESSMENT RESULTS

After an *Ages & Stages Questionnaire* or developmental checklist assessment is completed, families are notified of the results in writing. This occurs generally one time for the screening questionnaire and three times each school year for the checklist. A letter is sent to each family





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explaining that the assessment was administered and that the results indicate that the child shows development within normal ranges in all areas; shows development within normal ranges but with some weakness in one or more area; or shows weaknesses below one or more developmental norms. Parents are requested to contact their child's teacher to discuss assessment results. At this time, teachers or families have the opportunity to arrange a conference to discuss the evaluation, the child's progress and accomplishments, or any other specific concerns. Additional conferences may be scheduled throughout the year when deemed necessary or at the request of the teacher, parent or Executive Director.

CONFIDENTIALITY

An assessment file on each child is maintained in the classroom. This file includes all the assessment documents listed above- *Ages & Stages Questionnaires*, work samples, developmental observation notes, parent/family notes, and developmental checklists. A Family Needs Assessment and an Infant and Child Interests and Needs Form are also included in this file. All information is kept confidential. Parents and legal guardians will have access to their child's file. Regulatory authorities will also have access to these files upon request. Members of the Our House Child Development Center staff assigned responsibility for the care and education of a child will have access to personal information. Staff members are instructed in their responsibility regarding protecting information by safeguarding it when in use, filing it properly when not in use, and discussing it only with those who have a legitimate business to know. An acknowledgement is signed by all staff members regarding responsibility for and maintaining of confidentiality. An explanation of confidentiality is included in both the Parent Handbook and Employee Handbook.

REFERRALS

Assessment results provide valuable information to guide aligning curriculum and classroom practices to meet the needs of individual children, the needs of the group as a whole, and, in turn, general program goals. When assessment results suggest that a child may have special needs in any area and may benefit from further evaluation from a pediatric specialist, our goal is to work with families to ensure a successful referral.

We understand that the subject of referral is a delicate and serious issue for everyone involved- children, families, and teachers. We are committed to maintaining the highest professional and ethical standards throughout the entire referral process, respecting the dignity of our children and families while remaining sensitive to individual needs, feelings, and cultural diversities and values. We will work with referral specialists and incorporate Individual Educational Plan recommendations when considering curriculum planning and implementation. We will maintain referral records in the Child Files in the classroom as well as in a Referral File in the Administrative Office to monitor follow-up of services and the overall effectiveness of the referral process. All documentation will remain confidential.

See the "Referral Policy" for more detailed information.

