

Coventry Public Schools Preschool Curriculum Framework



Introduction

This curriculum framework is intended to guide classroom teachers and support professionals in the development of high quality educational experiences for all children regardless of their current ability levels. The Coventry Preschool Curriculum framework is designed to incorporate all nine domains of the Rhode Island Early Learning and Development Standards. These domains include: Physical Health and Development, Social and Emotional Development, Language Development, Literacy, Cognitive Development, Mathematics, Science, Social Studies and Creative Arts. It aligns to Creative Curriculum which is the approved formal curriculum implemented. The formal curriculum is supplemented with HandWriting Without Tears and Heggerty.

Content

What Children Know, Understand, and are Able to Do

The Coventry Preschool teachers first consider the Rhode Island Early Learning and Development Standards (RIELDS) when designing and implementing learning experiences for their students. In our classrooms the formal curriculum program in use is Creative Curriculum which is aligned to the RIELDS. The RIELDS are designed to provide teachers with a continuum of milestones children of various ages can be expected to meet. By starting with the standards, teachers ensure both that the implemented curriculum is age-appropriate and that they are creating challenging, but attainable learning goals for all students.

Individual knowledge of children is essential in planning curriculum. By understanding each child and by having knowledge of developmental skills on the continuum of development as guided by the RIELDS,

The teacher's role is to provide each student an educational experience that is aligned to the standards and which incorporate developmentally appropriate practices designed to meet the individual needs of each child. A variety of instructional practices are utilized to meet the learning needs of all of the children. For those students who qualify for special education services, the teachers work with a team of professionals to develop an Individualized Educational Plan that is aligned to the standards and reflects the unique needs of each child. It is our goal to provide all services in the least restrictive setting for each child. Our Assessment Plan drives our assessment procedures and supports curriculum instruction.

Our curriculum framework guides our teachers in the development of a daily schedule that is predictable yet flexible and responsive to the individual needs of the children. The schedules reflect opportunities and time to support transitions, offer both indoor and outdoor opportunities, and provide large and small groups along with individual learning experiences. Our classroom materials and environment reflect the lives of our children and diversity in society. A variety of adaptive materials are available to provide equal access for all children. The framework and schedule embeds exploration, experimentation, and discovery through a variety of learning and interest centers. Studies are used within the classroom which provide

for an integrated curriculum approach to learning. Two way home school communication is maintained regularly through a variety of means, such as newsletters, family projects, parent-teacher conferences, and family events.

Our preschool embraces the research of the following theorists and their theories as they contribute to the education of young children. We incorporate many of these theories into our daily curriculum as we differentiate instruction to meet the unique individual needs of each child.

It is also important to understand that because child development occurs along a continuum, state standards can provide teachers with information about what skills precede and follow a milestone. Thus, teachers can scaffold children's experiences based on where they are developmentally, providing additional supports for children who have not yet mastered a particular skill, and additional challenges for those who are ready.

Play Based Learning (PROCESS)

Sara Smilansky's research supports that there are four types of play: functional, constructive, dramatic/pretend and games with rules. Functional play is when children use their senses and muscles to experiment with materials and learn how things go together. Children learn best when they are surrounded by high-quality experiences that are imaginative, engaging and rich in language, especially when guided through these experiences by skilled, caring, thoughtful adults. Constructive play is different from functional because the children's actions are purposeful; they have a plan with an end goal. Teacher's must validate and reinforce this type of play, and prompt children to extend it. Dramatic/pretend play typically involves children taking on a role as they use real or pretend objects to carry out that particular role. Studies have shown a high connection between high levels of dramatic play in preschool and cognitive, verbal, and social ability measures in the early elementary grades.

Newer research supports that complex sociodramatic play is linked to development of self-regulatory competence and may be particularly beneficial for children who are impulsive or less advanced in self-regulatory development (Elias & Berk, 2002).

According to Piaget's research, play serves many purposes and provides an excellent channel for learning (Piaget, 1972). By handling many different materials, children learn to observe, compare, sort, and sequence. Their knowledge grows as they experiment, make discoveries, and modify their current thinking to incorporate new insight.

Social Emotional Learning (PROCESS)

Our Coventry preschool classrooms support the work around social-emotional learning of the following theorists:

John Dewey's work supports education as a social process (Dewey, 1897). He believed that children learn best when they interact in a rich environment with other people (Mooney, 2000; Rushton & Larkin, 2001). Through the response they receive from others, children attach value and

social meanings to activities. Dewey urged that the classroom be organized as a community in which children learn in collaboration with each other and their teachers.

Eric Ericson's psychosocial theory of development considers the impact of external factors, parents and society on personality development from childhood to adulthood. He believed every person must pass through a series of eight interrelated stages over the entire life cycle. The three that relate to early childhood development are infant (hope)- basic trust vs. mistrust, toddlers(will)- autonomy vs. shame and preschool (purpose)- initiative vs. guilt.

Albert Bandura proposed what is known as Social Learning Theory. According to this theory of child development, children learn new behaviors from observing other people. Unlike behavioral theories, Bandura believed that external reinforcements were not the only way that people learn new things. Instead, intrinsic reinforcements such as a sense of pride, satisfaction, and accomplishment could also lead to learning. By observing the actions of others, including parents and peers, children develop new skills and acquire new information.

Vygotsky theory believes that social interaction plays a fundamental role in the process of cognitive development. He believes social learning precedes development. He states "every function in the child's cultural development appears twice; first, on the social level and later, on the individual level: first between people (interpsychological) and then inside the child (intrapsychological)." (Vygotsky, 1978).

Developmentally Appropriate Practices (PROCESS)

Our framework supports the NAEYC, twelve principles of development and learning.

12 Principles of Child Development and Learning:

- All areas of development and learning are important.
- Learning and development follow sequences.
- Development and learning proceed at varying rates.
- Development and learning result from an interaction of maturation and experience.
- Early experiences have profound effects on development and learning.
- Development proceeds toward greater complexity, self-regulation, and symbolic or representational capacities.
- Children develop best when they have secure relationships.
- Development and learning occur in and are influenced by multiple social and cultural contexts.
- Children learn in a variety of ways.
- Play is an important vehicle for developing self-regulation and promoting language, cognition, and social competence.
- Development and learning advance when children are challenged.
- Children's experiences shape their motivation and approaches to learning.

Our integrated teachers are all dual certified educators holding certification in Early Childhood Education and Early Childhood Special Education. Our RI PreK teachers hold at least an Early Childhood Education certification. Individualized accommodations are made for each child to have equal access to the curriculum. Children's Individualized Education Plans are developed around the RIELDS and implemented in the least restrictive setting as determined by the IEP team. Related service providers support student needs within the classroom and small groups as determined by an IEP team. Resources within the district for students who are second language learners or dual language learners

COVENTRY PRESCHOOL CURRICULUM FRAMEWORK					
Domain	Component	Learning goal	Context	Teaching s & Facilitation	Assessment data
PHYSICAL HEALTH AND DEVELOPMENT	1.Health and Safety	1a: children engage in structured and unstructured physical activities 1b: Children become increasingly able to identify unsafe situations and gradually learn strategies to respond to them 1c: Children develop self-help skills	Students transition to the classrooms and place personal belongings in personal spaces Outdoor time is used as an extension of the classroom Snack and hygiene routines encourage independence	Students all have personal cubbies for their belongings. Arrival/departure routines are taught Independence is encouraged at bathroom and snack routines Handwashing is enforced	Formative Assessment data Observation Parent input Input from related service providers as appropriate (children with IEPs)
	2.Gross Motor development	2a: Children develop large muscle control, strength, and coordination. 2b: Children develop traveling skills.	Outdoor time is used as an extension of the classroom. Indoor gross motor opportunities are provided.	Teachers have daily outdoor time within the schedule where a variety of safe play opportunities are offered.	Formative Assessment data Observation Input from related service providers as appropriate (children with IEPs)
	3.Fine Motor development	3a: Children develop small muscle control, strength and coordination.	Classroom materials allow all children access to activities.	Manipulatives are available in all centers. Writing center is in the classroom	Formative Assessment data Observation Performance Tasks

		3b: Children develop writing and drawing skills	Daily schedule reflects appropriate activities		Input from related service providers as appropriate (children with IEPs)
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Domain	Component	Learning goal	Context	Teaching s & Facilitation	Assessment evidence
SOCIAL AND EMOTIONAL DEVELOPMENT	1.Relationships with others	1.a: Children develop trust in and engage positively with adults who are familiar and consistently present in children’s life 1.b: Children engage in positive relationships and interactions with other children	Group times Centers- Dramatic play, blocks outdoor play Family engagement projects	Strategies used to engage all children to participate in large and small group activities (turn taking). Problem solving strategies in centers (mediating a disagreement, sharing plans)	Formative Assessment data Observations
	2.Sense of Self	2.a: Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives 2.b: Children develop the confidence to complete an action	Group times Centers- Dramatic play, art, music Arrival/dismissal Family projects	Dramatic play centers (hot chocolate center, Drs. Office) Arriva/Departure routines Creative art centers allowing self expression	Formative Assessment data Observations

		successfully or independently		Independence at snack (opening own items, clean-up)	
	3.Self-regulation	3.a: Children develop the ability to express and regulate their own emotions. 3.b: Children develop the ability to control impulses.	Group times Outdoor play Music Storytime	-Music activities involving following directions -Strategies to attend to Storytime -Classroom rules and expectations	Formative Assessment data Observations

Home Carryover: Family engagement projects aligned to studies and standards

COVENTRY PRESCHOOL CURRICULUM FRAMEWORK					
Domain	Component	Learning goal	Context	Teaching s & Facilitation	Assessment evidence
LANGUAGE DEVELOPMENT	1: Receptive Language	1.a: Young Children attend to, understand, and respond to increasingly complex Language.	Storytime Circle time Center times Family engagement projects	Activities with verbal directions Listening to stories	Formative Assessment data Observations
	2: Expressive Language	2.a: Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.	Center times Storytime Family engagement projects	Questioning strategies Sharing information	Formative Assessment data Observations
	3: Pragmatics	3.a: Young children understand, follow and use appropriate social and conversational rules.	Center times Snack Outdoor play	-classroom rules/expectations -participation at circle time (talking stick)	
	4: Language development of Dual Language Learners	4.a: Young children attend to, understand, and respond to increasingly complex language as well	Classroom interactions Dramatic play Circle time	Provide visual supports and opportunities to	Observation

		as a range of topics and types of texts (including digital texts) in English. 4.b: Young children become increasingly proficient in expressing their thoughts and Ideas in English.	Storytime/literacy center	experience both languages. Provide contextual cues, such as gestures, pointing and voice modulation. Label objects, shelves and centers around the room.	Formative Assessment data
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Domain	Component	Learning goal	Context	Teaching s & Facilitation	Assessment evidence
LITERACY	1: Phonological awareness	1. a: Children notice and discriminate the sounds of spoken language.	Circle time Storytime Centers	Language rich environment opportunities- songs, stories, questioning and communication	Formative Assessment data
	2: Alphabet Knowledge	2. b: Children Recognize and identify letters and make letter sound connections.	Circle time Storytime Centers	-Centers and objects labeled around the room	Formative Assessment data
	3: Print Knowledge	3.b: Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.	Circle time Storytime Centers- Dramatic play set up as a post office	-Centers and objects labeled around the room Literacy center stocked with a variety of materials	Formative Assessment data
	4:Comprehension and interest	4.a: Children show interest and an understanding of a variety of literacy experiences.	Circle time Storytime Centers-literacy/book area	Literacy/book center –offering a variety of literature , providing visual prompts to enrich involvement	Formative Assessment data

				-Storytime with interactive activities and questioning strategies	
	5: Literacy Development for Dual Language Learners	5.a: Children become increasingly engaged in literacy experiences in English.	Circle time Storytime Centers-	Literacy/book center –offering a variety of literature , providing visual prompts to enrich involvement	Formative Assessment data
	6:Emergent Writing	6.a: Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication. 6. b:Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing.	Circle time Storytime Centers-writing center, Art	Offering a variety of writing instruments in the writing center Journal writing opportunities Identification of names in circle time or at centers to label work -Centers and objects labeled around the room	Formative Assessment data Writing samples

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COGNITIVE DEVELOPMENT	1:Logic and Reasoning	1. a: Children apply strategies and draw upon past knowledge and experience to meet goals and solve problems.	Circle time Story Morning meeting Centers Arrival/departure routines family projects	Dramatic play center themes (Dr. office, Store), science center, literacy and math center Sharing experiences in circle/morning meetings	Formative Assessment data
	2:Memory and Working Memory	2. a: Children hold information in their minds and manipulate it to perform tasks.	Circle time Story Morning meeting Centers Arrival/departure routines	Following routines for handwashing, snack time , arrival and other daily routines -centers	Formative Assessment data

	3:Attention and Inhibitory Control	3. a:Children's skills increase in filtering impulses and sustaining attention on a task.	Circle time Story Morning meeting Centers Arrival/departure routines	-Attending to large group activities -active participation in story time. Providing details about stories or past experiences. - turn taking stick in circle	Formative Assessment data
	4:Cognitive Flexibility	4. a:Children's skills increase at adjusting to changes in demands, priorities, and perspectives.	Circle time Story Morning meeting Centers Arrival/departure routines	-Creative art manipulatives -Dramatic play center themes (Dr. office, Store)	Formative Assessment data

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MATHEMATICS	1: Number Sense and Quantity	1. a:Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.	Centers Circle time Music Story time	Songs during circle time Calendar skills Reading math based stories and having access to math stories	Formative Assessment data
	2: Number Relationships and Operations	2. a:Children learn to use numbers to compare quantities and solve problems.	Centers-(math,science,blocks) Circle time Music Story time	Variety of manipulatives in the math center Voting, graphing activities at circle time	Formative Assessment data
	3: Classification and Patterning	3.a: Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.	Centers Circle time Music Story time Gross motor	Patterns activities at circle time Math manipulatives Science center activities	Formative Assessment data Observation

	4: Measurement, Comparison, and Ordering	4.a: Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.	Centers Circle time Music Story time Sand/water tables	Sand/water table with cylinders and containers Science center with measuring tapes, balances...	Formative Assessment data Observation
	5: Geometry and Spatial Sense	5.a: Children learn to identify shapes, and explore the positions of objects in space.	Centers Circle time Music Story time	Building in block area Manipulatives- puzzles sorters, pattern blocks Block center sorting at clean-up	Formative Assessment data Observation

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SCIENCE	1: Scientific inquiry and Application	1.a Children learn to plan for and carry out investigations and collect, evaluate, and communicate information.	Centers Outdoor play Sand & water table	Going on nature walks –collecting materials Science center investigations Exploring a variety of materials at the sand and water table Writing center charting plant growth	Formative Assessment data
	2: Knowledge of Science Concepts	2.a Children explore the characteristics of objects and materials that are living and nonliving, man-made, or naturally occurring.	Outdoor play Centers Storytime Cooking activities	Going on nature walks Caring for plants within science center Using a variety of building materials in the block center	Formative Assessment data

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Domain	Component	Learning goal	Context	Teaching s & Facilitation	Assessment evidence
SOCIAL STUDIES	1. Self, Family, and Community	1.a: Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.	Circle Time Dramatic Play Classroom rules	Home/ school communication logs	Formative Assessment data Home /school communication
	2. History and Geography	2.a: Children understand the concept of time (past, present and future) and places.	Circle time routine Daily transitions	Daily picture schedules will be used for all students.	Formative Assessment data Observation

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COVENTRY PRESCHOOL CURRICULUM FRAMEWORK					
Domain	Component	Learning Goal	Context	Teaching s & Facilitation	Assessment evidence
CREATIVE ARTS	1: Experimentation and Participation in the Creative Arts	1.a Children Gain appreciation for and participation in the creative arts.	Music activities Gross motor activities Dramatic play Visual art activities Center time Circle time Outdoor time	Children are encouraged to express themselves through art, dance and music. Provide opportunities to interact with a variety of art materials Provide exposure to a full variety of music types Display examples of artists and play	Formative Assessment data Work Samples Observations with anecdotal notes

				examples of different varieties of music Provide a variety of opportunities in the dramatic play center (stores, settings, cultures...)	
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