

Curriculum Planning

Policy

The Creative Curriculum is a comprehensive, research-based curriculum used for NHA's center-based programs. *Parents As Teachers (PAT)* is the curriculum used by the home-based program. Additional supplemental curriculums may be used to enhance the program; however, they do not supersede the guidance provided by the curriculum and must be approved by the Education Coordinator for use. Weekly Planning Forms for center-based and Personal Visit Records for home-based are used to document planned experiences and activities in accordance with curriculum requirements.

Children are encouraged to participate in all routines and activities, however, no child shall be forced to participate in activities or experiences against his/her will. Planned experiences must not result in exclusion of children from participating in the program.

Reference and Regulation:

Head Start Performance Standards Sections 1302.31; 1302.32;
1302.34 (b)(4)

Creative Curriculum for Infant, Toddlers and Twos 3rd Edition

Creative Curriculum for Preschool 6th Edition

Infant/Toddler Environment Rating Scale (ITERS)

Early Childhood Environment Rating Scale (ECERS-R)

Anti-Bias Education for Young Children and Ourselves

Multicultural Principles for Head Start Programs Serving Ages Birth to Five

California Preschool Learning Foundations and Frameworks

California Infant/Toddler Learning and Development Foundations

Parents As Teachers (PAT) Foundational Curriculum

Curriculum Planning

Procedure

Issuance Date: August 2015

Revision Date: June 2019

For home-based, *Parents As Teachers (PAT)* is the foundation for planning home visit and socialization experiences. Details on how these are to be implemented can be found in the “Home-Based Socializations” and “Home-Based Weekly Home Visits” sections of the Education SOPs.

For center-based, *The Creative Curriculum* is the foundation for planning engaging learning experiences and group activities. Early Head Start uses *The Creative Curriculum for Infants, Toddlers, and Twos, 3^d Edition*. Head Start uses *The Creative Curriculum for Preschool 6th edition*. All have five components organized into volumes that provide foundational knowledge and content that support implementing it to fidelity.

Planning and Implementation Fidelity

Classroom staff are to plan experiences that reflect a balance of child-initiated and adult-directed activities, individualization of learning goals, and family engagement. While *The Creative Curriculum* does provide guidance on sequencing activities to support planning for children at various levels of development, it is not intended to be used as a prescriptive curriculum that dictates what exact activities need to be done in the classroom, or provide specific themes tied to a calendar.

Use of *Creative Curriculum* resources is required; however, teachers have the flexibility to choose how they will be used. The resources are directly connected to areas of child development and learning in order to assist teachers in scaffolding children’s development and content learning.

Weekly Planning- Center Based

Weekly planning involves teaching staff reflecting on how children responded to experiences and activities in previous weeks, their current interests, feedback from families and learning goals of individual children. This information is used with Learning Genie and DRDP Online reports, IEP Support Plans (HS only), and other relevant information to develop Weekly Plans.

Teachers must submit the Weekly Planning Form to the Site Supervisor at least one week prior to the week of implementation. This allows the Site Supervisor time to provide feedback and request revisions if needed, and allows Teachers time to prepare materials. Current plans are always posted in the classroom after being approved by the Site Supervisor.

When reviewing the Weekly Planning Form, the Site Supervisor determines if it meets the following criteria for completion:

- All children's codes are reflected on the plan
- At least 1 DRDP measure is reflected in each of the 5 School Readiness domains
- Measures are color coded to match an activity
- *Creative Curriculum* Daily Resource codes (Mighty Minutes, Intentional Teaching Cards, Book Discussion Cards, Highlight Hello (EHS only))- 1 of each used per day
- Learning Games are listed in the Family Partnerships section
- Safety Talk box- only topics selected from the approved list; pedestrian safety topics discussed within the first 30 days of school

Any changes to the plan during the course of the week should be made directly on the plan. Plans from previous weeks are placed in a binder at the site, or stored in another accessible way, and are available for review as needed during the program year.

Learning Experiences and Activities

Learning experiences and activities implemented in the classroom are planned in the context of meaningful, supportive relationships between children and their teachers. These relationships support a learning community that provides opportunities to engage in intentionally planned routines and activities. Parent and staff communication regarding children's strengths, interests, learning styles and needs are an integral part of the learning community as well. Staff should actively engage with parents/guardians to solicit ideas for learning activities and experiences.

Teachers facilitating experiences must understand the goals and objectives of each activity, as well as approaches to implementing plans. Teachers also adjust activities as needed to maximize child participation and support individual needs. Materials for activities are to be prepared in advance so that children are not left waiting and to maximize learning opportunities.

Creative Curriculum for Infants, Toddlers, and Twos offers guidance for EHS about providing appropriate materials and interactions through "key experiences" to support exploratory learning. *The Creative Curriculum for Preschool* offers guidance for HS that includes project-based learning opportunities through "Studies." All activities and experiences are hands-on and interactive in nature. Indoor activities and materials should be made available in the outdoor environment as appropriate.

Creative Curriculum Learning Games are used to expand the classroom curriculum to the home environment. Staff should reinforce the benefits of parents spending time with their child completing the Learning Games.

Workbooks, worksheets ("dittos", "copies" or "handouts"), flash cards, and other materials that focus on "drill and practice" are not used as activities in the classroom or sent home as homework. These

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types of activities do not engage children's problem-solving and other higher-order thinking skills.

In Head Start classrooms, use of media such as TV, DVDs, tablets, smart boards and computers in classrooms is limited to educational, developmentally appropriate, and culturally sensitive programming and limited to 15 minutes a day, 30 minutes total a week. Teachers are expected to be actively engaged with children during these times. When media is used, there must be at least 2 alternative activities available for children who do not want to participate.

Documentation:

Weekly Planning Form

Neighborhood House Association

JC

6/19

ECD-04