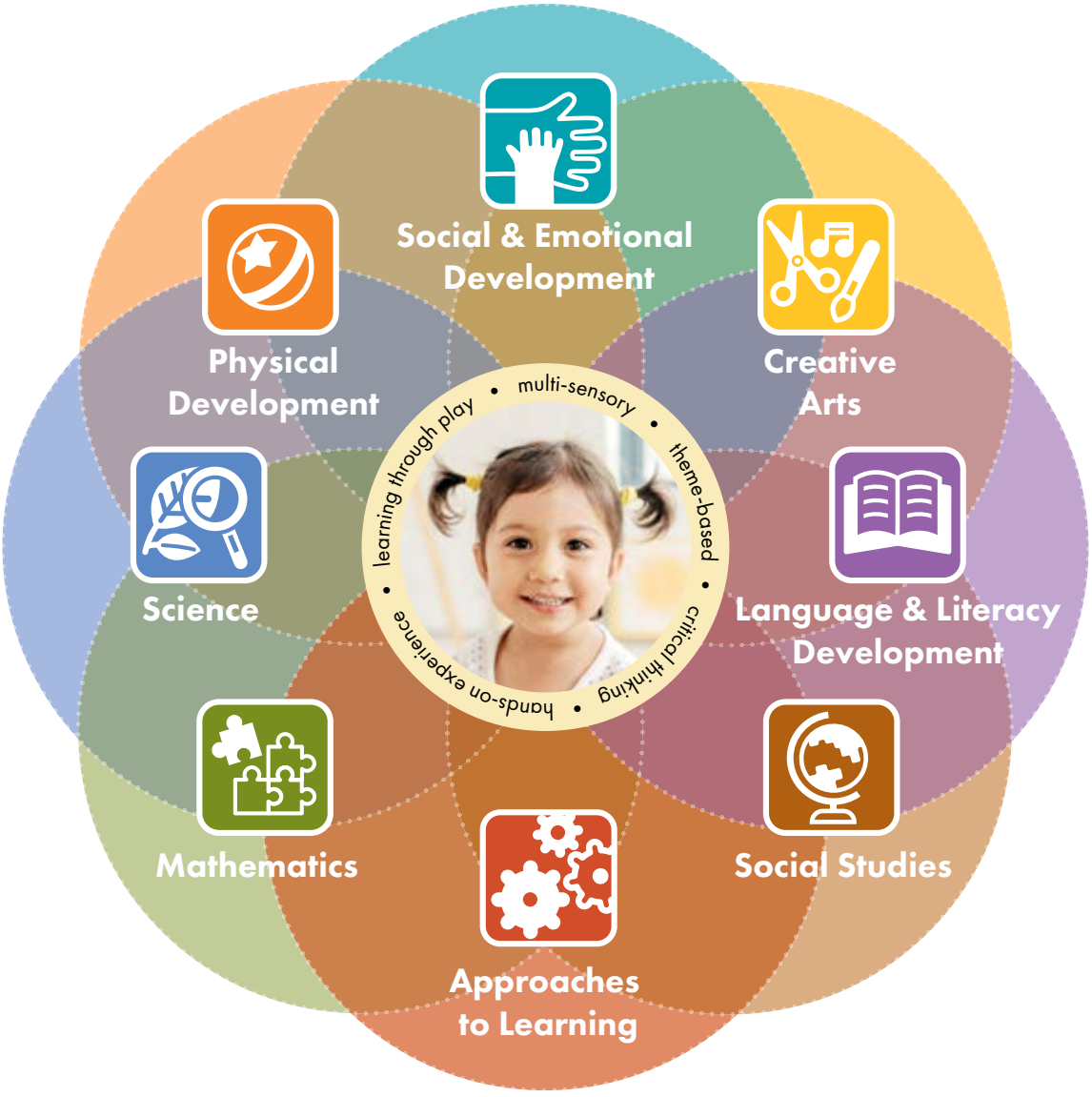
experience preschool™

Curriculum Framework



experience™ EARLY LEARNING

experience EARLY LEARNING

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Curriculum Design

Experience Curriculum is a comprehensive curriculum that is based on the latest research in the field of early childhood education. Experience Curriculum is intentionally designed to support the development of skills across eight domains, including:

1. Social & Emotional Development
2. Physical Development
3. Approaches to Learning
4. Language & Literacy Development
5. Mathematics
6. Science
7. Social Studies
8. Creative Arts

Activities, projects and extended learning experiences are intentionally planned to invite children to explore their own curiosities while encouraging them to naturally apply multiple skills throughout the learning experience. With Experience Curriculum, educators frame experiences around thematic studies to help children link past and new knowledge within a playful story platform. Thematic studies reinforce real-world connections and help children learn about themselves, their families, diverse communities, natural habitats and how they fit within the big, beautiful world.

The Experience Curriculum design:

- Applies the latest research and theory into practice.
- Supports the development of 36 skills.
- Shows the interrelationship between domains of learning.
- Exposes children to a diverse range of thematic, real-world studies.
- Connects skills with themes.
- Organizes, links and extends concepts through the use of theme webs.

Applies the latest research and theory into practice

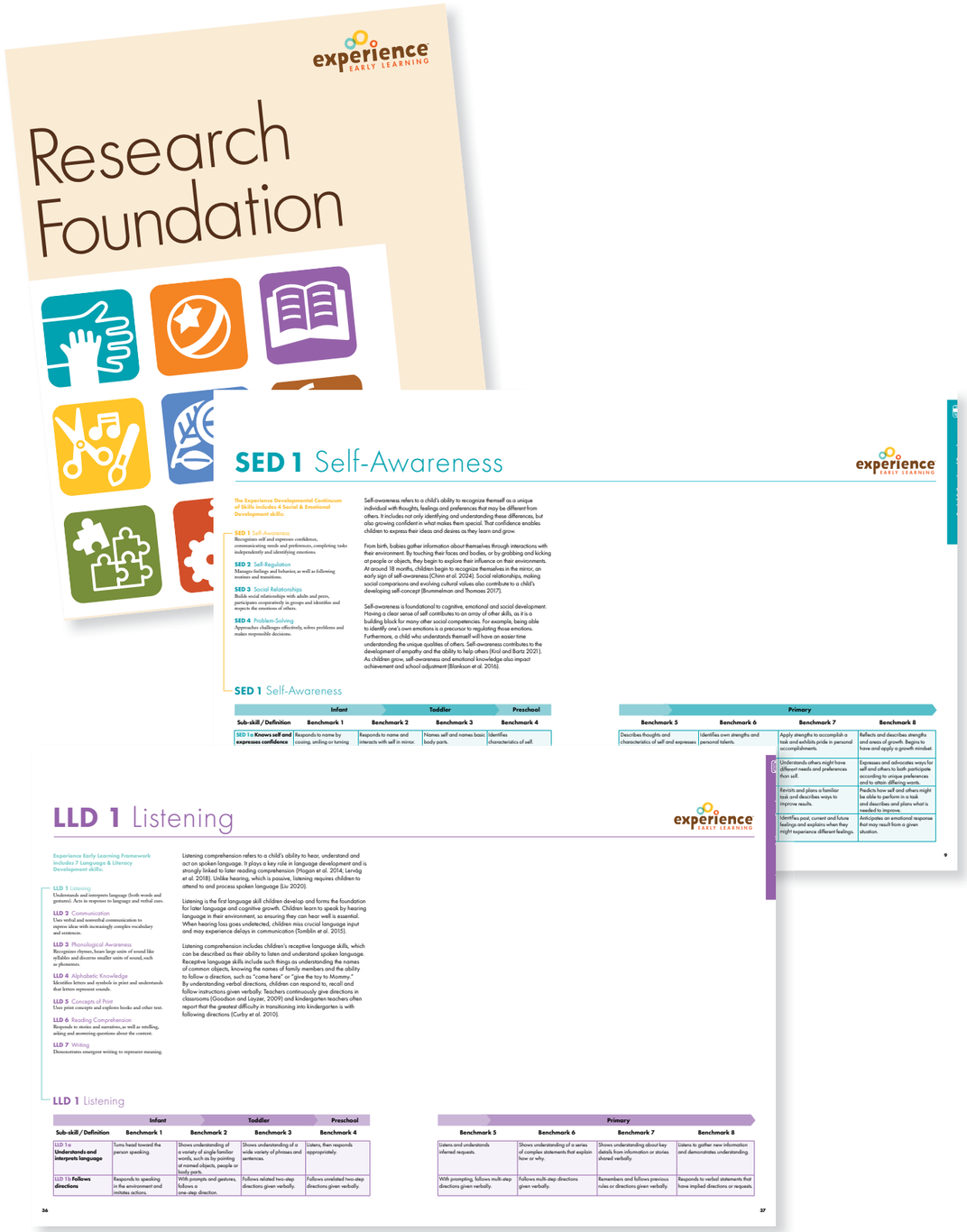
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Experience Curriculum is grounded in child development research and shaped by constructivist learning theories. Experience Curriculum offers educators practical methods for engaging children in the learning process and supports educators to observe children, document learning, identify a child's interests and cultural background, and then adapt suggested activities and experiences to best connect with the child's strengths, needs and interests. Theories that guide our approach to curriculum design include:

- **John Dewey's Research:** Children learn best when they interact with the materials and world around them. Curriculum should offer structure while embracing the unique interests and abilities of the children.
- **Urie Bronfenbrenner's Ecological Systems Theory:** Various environmental systems influence the development of an individual.
- **Jean Piaget's Developmental Stage Theory:** Children are active learners and the way they understand develops as they interact with the world around them.
- **Howard Gardner's Theory of Multiple Intelligences:** Intelligence is represented in various, sensory modalities. Teaching content should employ the use of diverse methods, such as music, art, social, and nature-based experiences, to support learning amongst children who favor different intelligences.
- **Brain-based Learning Theory:** The brain develops over time by making connections between past and present knowledge. The brain is a parallel processor, meaning it can perform several activities at once, like tasting and smelling. Learning is enhanced by challenge and inhibited by threat.
- **R.N. Emde and Louis Sanders on the Importance of Relationship:** The child-caregiver relationship is central to development. The research highlights the role of the caregiver's personality in child development.
- **Barbara Rogoff on Culture:** Child development is shaped by the culture and the community goals and expectations. Educators must seek to understand their own culture as well as the culture of each child's family.
- **Lev Vygotsky's Sociocultural Theory:** Learning happens through social interaction. Children develop best when supported within their "zone of proximal development," the gap between what they can do alone and with help.

For more information on other theorists and research that forms the research basis of Experience Curriculum, refer to the Experience Early Learning Research Foundation.



Supports the development of 36 skills

The Experience Curriculum design:

- Applies the latest research and theory into practice.
- **Supports the development of 36 skills.**
- Shows the interrelationship between domains of learning.
- Exposes children to a diverse range of thematic, real-world studies.
- Connects skills with themes.
- Organizes, links and extends concepts through the use of theme webs.

Experience Curriculum supports the development of 36 skills across 8 domains of learning. An eighth domain features an additional section to outline the learning goals for children who are in the process of acquiring a second language. Each skill includes a set of observable subskills.

We believe child development is a dynamic and gradual process. Experience Curriculum uses open-ended activities that can incorporate the diversity of children's skill levels. (Read more in Individualized Instruction, pp. 26-35.)

The Experience Developmental Continuum of Skills outlines a series of observable benchmarks for each skill from birth through age eight. Throughout the curriculum, we identify which sub-skills the activity may trigger and model how to scaffold activities and support a child according to their zone of proximal development (Vygotsky, 1978).

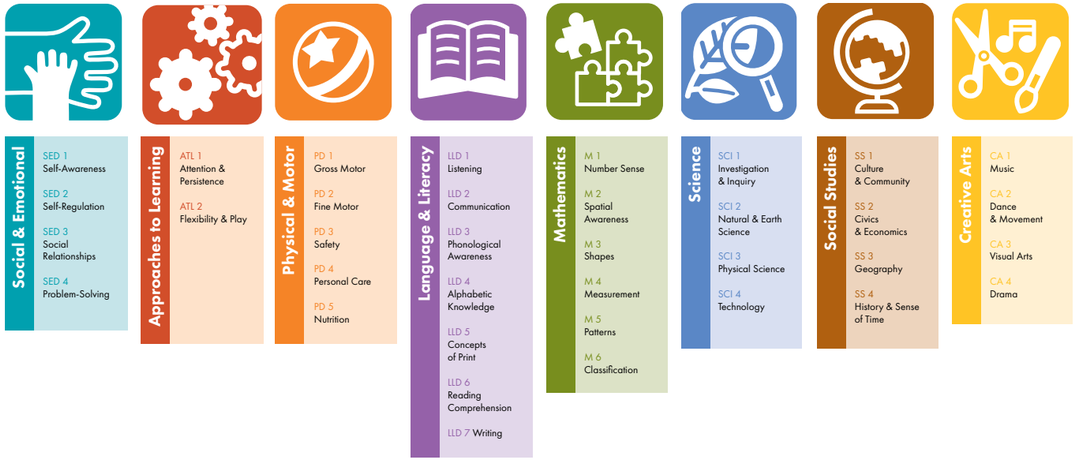
See Appendix A: Experience Developmental Continuum of Skills

Experience Curriculum supports the on-going growth and development of children along the Experience Developmental Continuum of Skills with sequenced benchmark indicators from 1 through level 8. Experience Curriculum includes the Experience Baby Curriculum, Experience Toddler Curriculum and the Experience Preschool Curriculum. Each curriculum program is written to support a child's development of the 36 skills along 2-3 developmental benchmarks within Experience Developmental Skill Continuum.

- **Experience Baby Curriculum** provides scaffolded supports for skill benchmarks 1 and 2.
- **Experience Toddler Curriculum** provides scaffolded supports for skill benchmarks 2 and 3
- **Experience Preschool Curriculum** provides lessons and scaffolding for skill benchmarks 3 through 5.

Each program is based on developmental levels rather than age because age is not always an indicator of a child's level. Each program intentionally overlaps within the developmental continuum so that children have a smooth transition from one program to the next and also can be supported even if their development in one domain is different than another domain. This allows educators to select a curriculum level based on development rather than on age. This is important for educators serving multi-age groups or children with diverse needs including dual-language learners and children with disabilities or special needs.

Domains + Skills



Developmental Continuum for each skill goal

MEASURABLE BENCHMARKS

Individual children develop at a unique pace.

Skill / Skill Code	Sub-skill / Definition	Infant		Toddler		Preschool			Primary		
		Benchmark 1	Benchmark 2	Benc		Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
Social & Emotional Development										
SED 1 **Self-Awareness**	SED 1a **Knows self and expresses confidence**	Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet	Responds to name and interacts with self in mirror. Recognizes self as being separate from others.	Names self and	parts.	Identifies characteristics of self.	Describes thoughts and characteristics of self and expresses confidence in own abilities.	Identifies own strengths and personal talents.	Applies strengths to accomplish a task and exhibits pride in personal accomplishments.	Reflects and describes strengths and areas of growth. Begins to have and apply a growth mindset.
	SED 1b **Expresses needs and preferences**	Vocalizes or moves to express needs.	Seeks out or responds to favorite or preferred toys, objects or people.	Expresses likes or		When given two to three options, chooses their most desired option.	Describes and compares preferences of self and others.	Expresses and advocates for one's needs or personal preferences.	Understands others might have different needs and preferences than self.	Expresses and advocates ways for self and others to both participate according to unique preferences and to attain differing wants.
	SED 1c **Completes tasks independently**	Reaches for a familiar object or toy.	Attempts to do a familiar task or explore objects independently.	Completes familia	s	Expresses interest in planning or trying new or complex tasks and activities with help.	Takes risks and pushes self to accomplish new tasks independently.	Revisits a familiar task or activity with a different approach.	Revisits and plans a familiar task and describes ways to improve results.	Predicts how self and others might be able to perform in a task and describes and plans what is needed to improve.
	SED 1d **Identifies emotions**	Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.	Shows a range of emotions with facial expressions and gestures.	Recognizes and personal feelings		Identifies and describes personal feelings.	Recognizes that feelings can change.	Identifies complex feelings and recognizes that they can have more than one feeling at the same time.	Identifies past, current and future feelings and explains when they might experience different feelings.	Anticipates an emotional response that may result from a given situation.
SED 2 **Self-Regulation**	SED 2a **Manages feelings and behavior**	Calms with support from caregiver.	Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.	Begins to use stra emotions or beha familiar adult.		Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.	Independently chooses and uses a variety of strategies to regulate emotions or behavior.	Describes and demonstrates appropriate responses to different emotions and behaviors.	Describes strategies to calm oneself in new or stressful situations.	Applies strategies for managing own emotions and behaviors.
	SED 2b **Follows routines and transitions**	Reacts to changes in tone of voice or expression.	Participates in familiar routines and transitions with support.	Recognizes a fam routine and redire with support		Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.	Follows daily routines. With support, negotiates ways to handle new routines or transitions.	Transitions from one activity to the next and helps others through the transition.	Describes strategies to adjust and calm oneself in new or stressful situations.	Adapts to new situations or routines quickly and with minimal stress.
SED 3 **Social Relationships**	SED 3a **Develops relationships with adults**	Recognizes, interacts with and responds to primary caregivers.	Stays close to and interacts with familiar adults for comfort and support.	Engages in interac but returns to the comfort and supp	adults, ers for	Engages in positive back-and-forth interactions with new or familiar adults.	Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults.	Identifies trusted adults in the community and describes when to seek help.	Describes characteristics of trusted adults and seeks help when needed.	Describes how trusted adults can provide support in various settings and how to build positive relationships.
	SED 3b **Develops relationships with peers**	Notices, responds to and looks at peers.	Engages in simple interactions with peers.	Shows interest in and may demons specific peers.	ners for	Engages in interactions with peers and has preferred friends that they play with consistently.	Demonstrates connection with others and identifies similar interests as friends.	Describes personal friendships and meaningful relationships.	Describes characteristics of positive friendships and how to build positive relationships.	Describes different types of relationships. Takes care of self, others and considers the needs of others.
	SED 3c **Participates cooperatively in groups**	Engages in simple social interactions, such as games like peek-a-boo.	Mimics actions of others.	Joins a group and activity when ask	on	With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.	Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.	Identifies roles of self and others during group tasks or activities. Offers to help others.	Fulfills personal roles and responsibilities when working in a group.	Begins to use active listening and inclusion of other's ideas to support collaboration in a group setting.
	SED 3d **Identifies and respects emotions of others**	Adjusts behavior according to emotional or facial response of a familiar person.	Explores different facial expressions, such as in pictures.	Recognizes the e demonstrates con	and	Explains how and why someone may be feeling a certain emotion.	Identifies complex feelings of others and responds accordingly.	Explains how self and others may feel similar or different in a variety of situations and explains why.	Seeks to understand and support others' feelings.	Demonstrates respect for others who have differing feelings and needs. Shows empathy to others.
SED 4 **Problem-Solving**	SED 4a **Solves problems**	Uses simple repeated actions or movements to solve a problem.	Explores how things work using repeated trial and error to solve a problem.	Recognizes a pro help to solve the	adult	Suggests and explores possible solutions to a problem with support from an adult.	Uses previous knowledge to determine which solution to try first when solving a problem.	Explains the sequence of their problem solving strategy.	Evaluates possible solutions and their consequences before acting.	Solves problems by connecting personal experiences to possible solutions.
	SED 4b **Responsible Decision-Making**	Begins to recognize choices, such as reaching for a toy when multiple options are available.	Responds to simple guidance on safe and kind choices.	Identifies basic c such as "if I throw	actions, break"	With adult support, lists choices or solutions before making a decision.	Makes independent choices based on rules and fairness.	Considers others' feelings when making decisions.	Evaluates possible solutions and their consequences before acting.	Demonstrates responsible decision-making by applying past experiences to new situations.
Approaches to Learning										
ATL 1 **Attention & Persistence**	ATL 1a **Attends**	Focuses for a short time on a person, sound or thing.	Attends to what others are looking at or pointing to.	Focuses on an ex short period of ti	er a nders.	Focuses on an engaging activity for a short period of time independently.	Sustains focus for at least five minutes, even if there are distractions.	Sustains focus for at least thirty minutes, even if there are distractions.	Sustains focus for forty-five minutes, even if there are distractions.	Sustains focus for forty-five minutes, even if there are distractions.
	ATL 1b **Persists**	Engages in a continued interaction or activity with a familiar object or adult.	Repeats actions to gain a result.	Asserts a desire t activity. Asks for	referred	Practices or repeats an activity until successful. Expresses delight over a successful project.	Begins to persist on a challenging activity with teacher support.	Persists on a challenging activity independently.	With adult support, plans steps to pursue a challenging activity or idea and implements it with persistence.	Plans steps to pursue an idea and implements it with persistence independently.
ATL 2 **Flexibility & Play**	ATL 2a **Shows flexibility**	Shifts attention from one person or thing to another.	Shifts attention from one task to another with prompting and adult support.	With adult suppo to shift ideas, pla complex tasks or	ability while	With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios.	Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.	Demonstrates ability to shift ideas, plans or imagination while completing complex tasks or games independently.	Imagines new ways to approach a task or discover information when obstacles are present.	Demonstrates ability to fluently shift approaches within complex tasks independently.
	ATL 2b **Engages in play**	Explores and manipulates materials.	Entertains and plays by themselves without adult or child involvement.	Watches others p side with another	le by	Joins a group and participates in group play. May have different purposes of play.	Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play.	Engages in social play and creates goals and scenarios that involve creative problem-solving.	With adult support, plays games or activities with complex rules.	Plays games or activities with others that have complex rules. May create own rules to games.
Physical Development										
PD 1 **Gross Motor**	PD 1 **Builds strength, coordination and balance of large muscles**	Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.	Walks and climbs. Carries, drags, kicks and tosses objects.	Runs. Balances o objects in an inte objects against b	throws catches	Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.	Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.	Changes direction and speed of movement.	Balances on a variety of objects. Kicks or strikes moving objects with aim and accuracy. Leaps. Skips at a boundary.	Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous play.
PD 2 **Fine Motor**	PD 2 **Builds strength and coordination of small movements**	Reaches for objects in sight and uses hands or feet to make contact with an object.	Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self.	Opens, closes, st objects with one	ills	Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.	Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.	Manipulates objects through tasks like following an outline with scissors, tying shoes and dressing self.	Threads small beads. Stacks small objects. Uses scissors to cut more challenging materials, such as fabric or cardstock.	Manipulates objects of all sizes with speed and accuracy.
PD 3 **Safety**	PD 3 **Demonstrates safe practices**	Reacts to unexpected noises, lights or sights.	Responds to possible dangers in environment and avoids them when prompted.	Follows simple sa avoids danger.		Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help.	Describes reasons for safety rules and reminds others to follow them.	Identifies emergency situations and how to behave accordingly. Describes how to get help.	Applies general safety rules to a variety of everyday situations with little prompting.	Takes appropriate initiative in dangerous and emergency situations.
			Begins to participate in self-care activities the difference between	With help, partici self-care routines		Recognizes personal needs and how to get them met and implements with adult support.	Meets most personal and hygiene needs when prompted by an adult.	Maintains personal	health and role of exercise	

Promotes the interrelationship of domains

The Experience Curriculum design:

- Applies the latest research and theory into practice.
- Supports the development of 36 skills.
- **Shows the interrelationship between domains of learning.**
- Exposes children to a diverse range of thematic, real-world studies.
- Connects skills with themes.
- Organizes, links and extends concepts through the use of theme webs.

Social-emotional, physical and cognitive developments are closely related. Development in one domain influences and is influenced by development in other domains (Bjorklund, 2011). Experience Curriculum continuously highlights how to plan rich learning experiences to embrace the whole child and support growth across all areas of learning: social-emotional, approaches to learning physical, language, mathematics, scientific discovery and creative development.

Experience Curriculum design integrates multiple skills within a single activity. Learning is a social and active process. Therefore, Experience Curriculum encourages children to move their bodies, minds and hearts in all they do. Through integrated experiences, children make connections and see relationships across concepts. Our lesson plans model how educators can build lessons that support multiple domains of learning within a single activity. We intentionally design art projects, group games and science investigations to engage children in integrated experiences.

Skill objectives are embedded in each activity and are clearly defined within the Teacher Guide. All 36 core skills are integrated into every monthly thematic study so that children have repeated opportunities throughout the month and year to apply and develop the 36 developmental skills.

Experience Curriculum sequences learning to include multiple, related opportunities for children to explore a concept or skill with increasing depth throughout the focused thematic study. Then they continue to revisit and apply the skills month after month through hands-on projects. Materials and activities are designed to flex with the developmental level of each child so that as children develop, the teacher can individualize the experiences based on the child's level, interests and needs.



Exposes children to a diverse range of thematic, real-world studies

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Experience Curriculum is designed to expose children to a diverse range of thematic, real-world concepts. Through the use of thematic investigations, children are encouraged to explore long-term studies and make connections between the various planned and unplanned activities that occur throughout the week or month. We help teachers map this learning through the use of knowledge webs. We believe it is important for learning to have personal meaning to each child and that activities and experiences should be thoughtfully linked with one another to reinforce real-world connections.

Experience Curriculum utilizes photos, music, art, drama, games and storytelling to help children experience thematic concepts in tangible and playful ways. We believe that a child's experiences within the classroom should be appropriate and relevant for the developmental level that each child uniquely demonstrates. As a result, children investigate a range of thematic studies through developmentally appropriate experiences. Our thematic studies are categorized within three main areas and introduced to children in concrete and intentional ways that help them connect everyday experiences to a greater understanding of the world that surrounds them:

1. **Personal Experiences**
   Getting to know self, family, friends, feelings and traditions
2. **Nature and Environment**
   Investigating rocks, dirt, insects, plants, animals and natural phenomena
3. **Global Communities and Ecosystems**
   Understanding how the people, plants and animals live as a community within diverse global communities, such as in deserts, oceans, grasslands and woodlands

Each year there is a variety of thematic studies from each category so that children are exposed to a range of experiences. This helps teachers learn how to invite children to explore topics about which they may not personally be as familiar. As a result, the children and educators become partners in learning.

Experience Curriculum Thematic Studies

PERSONAL/CULTURAL	NATURE/SCIENCE	GLOBAL ECOSYSTEMS
All About Me	A to Zoo	EcoVenture
Art Studio	Baby Animals	Experience the Rainforest
Community Helpers	Bees & Butterflies	Going on Safari
Family & Pets	Birds & Eggs	Ice Castles (Arctic)
Folktales & Fables	Bubbles, Boats & Floats	Island Treasure
Friends & Feelings	Bug & Crawly Things	Camping
Global Passport	Cozy Winter Senses	Ocean Dive
Health & Fitness	DinoLand	Pond Life
Nursery Rhymes	Down on the Farm	Space & Sky
Travel Around the World	Garden Treasures	Winter in the Woods
Superheroes	Habitats & Homes	*Themes subject to change*
	Orchard Harvest	
	Science Lab	
	Weather & Seasons	





Connects skills with themes

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Themes help build depth and breadth of knowledge by linking bits of information together to form a large, interconnected knowledge web. Learning becomes relevant to children when their prior knowledge is activated and the new information is stored within an organized system.

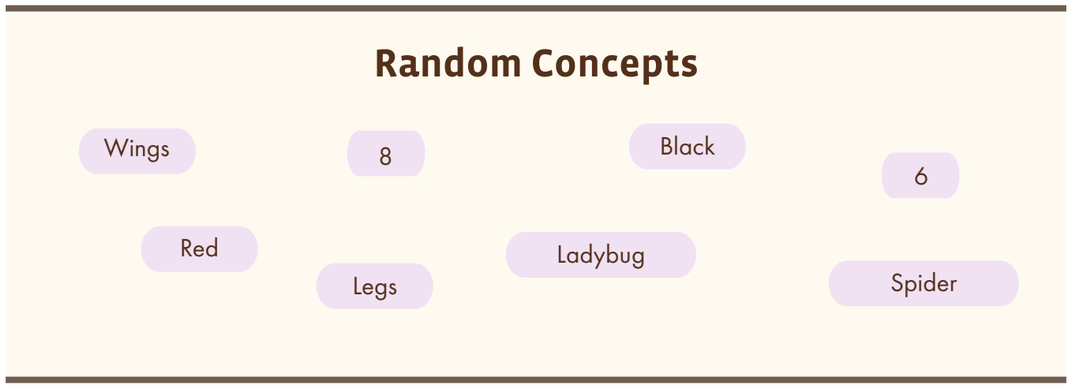
If we present children with a number of disjointed concepts in random order, their ability to retain and recall the information will be limited compared to information presented within a schema (Slavin, 1991). Consider these concepts: ladybug, the number 8, the letter S, oval, the color black, legs, the number 6, spider and the color red. All of these concepts are developmentally appropriate to introduce to a preschooler. However, this may be too much information to retain at once. As a result, the preschooler's ability to remember and transfer this knowledge from classroom to life will be limited.

Material that is well organized is much easier to learn and remember than material that is poorly organized (Durso & Coggins, 1991).

Our annual scope and sequence provides a 'big picture' view of the child's learning objectives and how they will build throughout the year. Concepts and all 36 skills are reinforced and woven into every thematic study so that children have many opportunities to apply skills within a variety of experiences. Each thematic study features key basic skills, then builds on these throughout the year. Teachers scaffold the activity to respond to individual child's developmental level, interests, strengths and needs.



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Organizes links and extends concepts through the use of theme webs

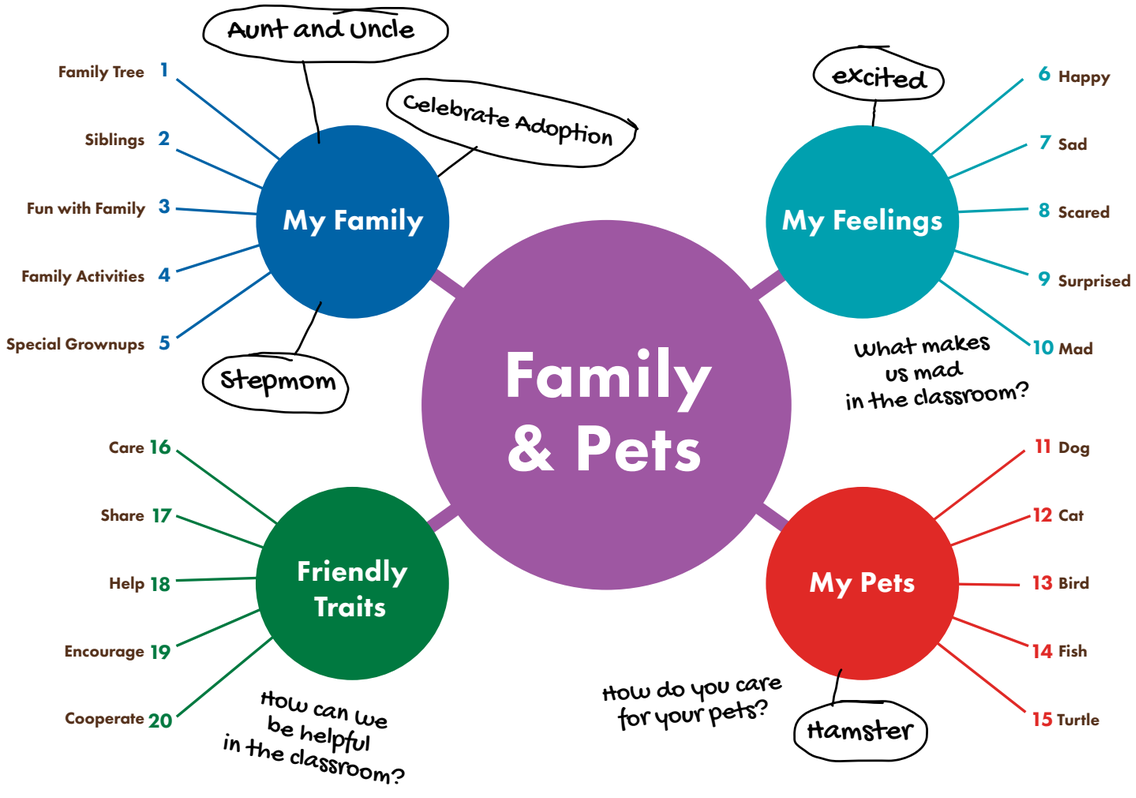
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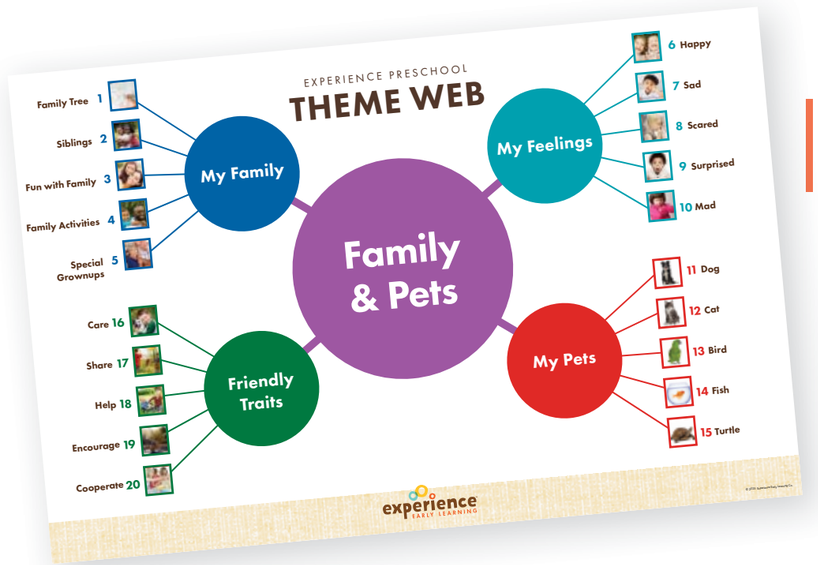
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Themes engage and excite children because they function as a stage upon which children can act out their imaginations and contribute to the evolving storyline. Throughout this story creation process, children apply abstract skills to a personally meaningful and tangible context.

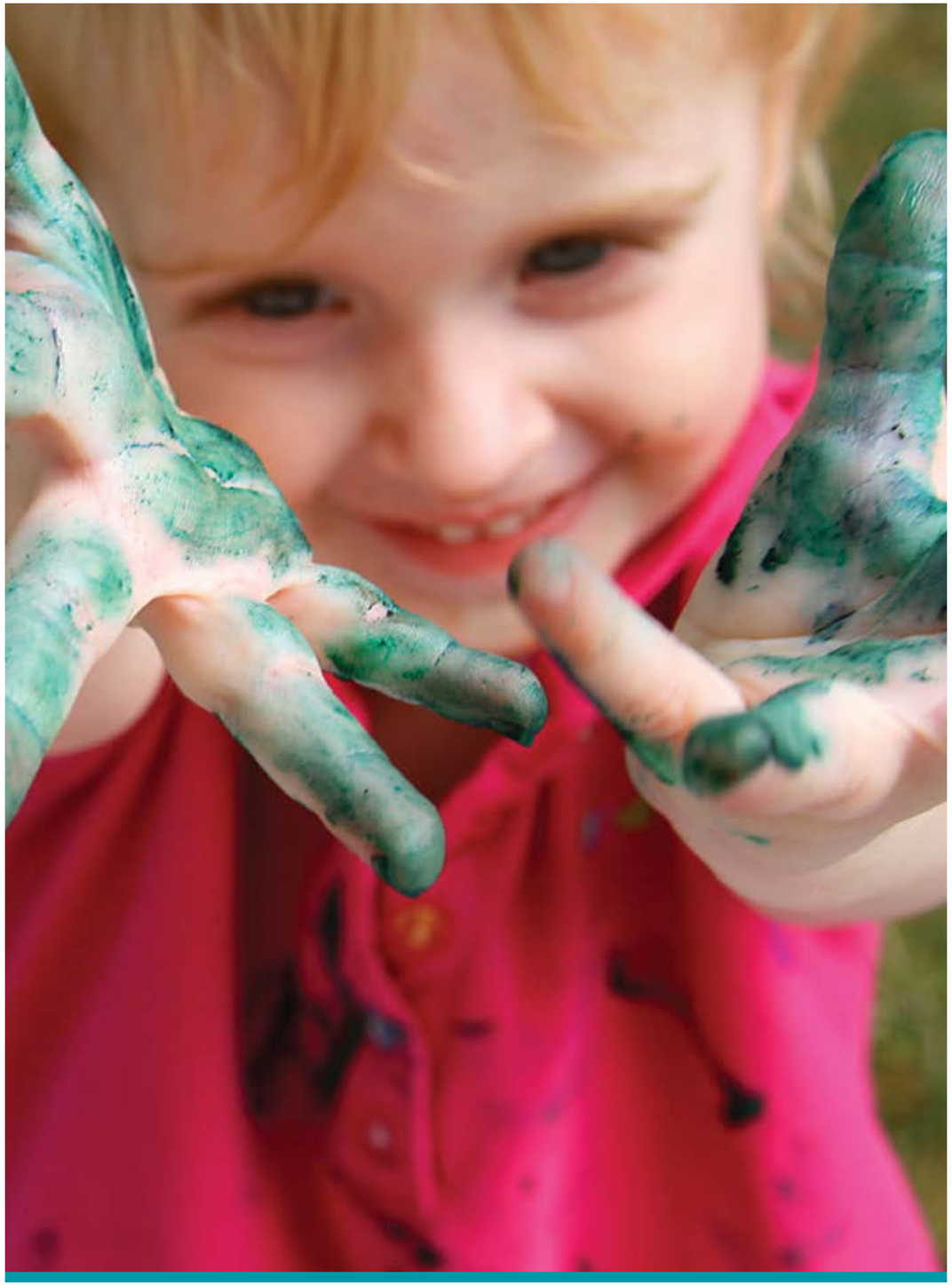
Each thematic study includes a web that explains how the various daily topics connect back to an inquiry-based discovery question. Children and educators may create additional or new discovery questions, or choose to add additional topics to the web. Experience Early Learning uses the concept of **planning webs** to help both children and educators to organize new information gained throughout each thematic study into a cognitive framework or schema (Piaget, 1952).

Each day a daily topic that relates to the weekly investigation will be featured in the teacher's guide. Educators are encouraged to expand and adapt the daily topics to incorporate past experiences, cultures and current interests of their children. Children's prior knowledge and emerging interests should be incorporated into the planning to make learning relevant and meaningful (Goldenberg, 2006). For example, if the daily topic is butterfly wings, but children notice a bird's nest in a tree and want to talk about baby birds, the teacher could extend the study to research wings in general: butterfly wings, baby bird wings and more.





Educators add notes, topics and additional investigation questions based on children's interests.



Arts-Infused Model

Experience Curriculum incorporates art throughout all learning experiences. Art includes music, storytelling, dramatic play, visual art, theatre, dance, creative movement, inventive thinking and design. Our arts-infused model provides a stage on which children can play, create and act out their imaginations. In this process, children become authors of their own learning stories. We provide props for play, digital music streaming, art supplies, storytelling prompts and a range of resources to manipulate in creative and independent ways. We write lesson plan books to model a variety of ways educators can use materials (both easily found materials or those that we include in thematic curriculum kits) in skill-based and creatively playful ways. We view creativity as a way for children to individually express ideas, take risks, make choices, apply new knowledge and explore their curiosities.

The arts-infused model applies consistent sensory-based techniques that are adaptable and inclusive to diverse children (Manville, Metz, Gibbs, & Chen, 2011). Through Experience Curriculum multisensory, hands-on art experiences, children participate in a variety of activities across all domains of learning. Our arts-infused model supports the idea that all children are capable, beautiful and have the right to discover and construct knowledge through play. Research has validated the importance of art in the learning process and overall development of the child:

- Art increases a child's problem-solving skills (Douglas, 2001).
- Dramatic play supports the development of long-term memory and increases mental capacities for recall (Liebermann, 1995).
- Children use props in dramatic play and dance to demonstrate the ability to think symbolically (Gaskins & Miller, 2009).
- Creating art enables children to develop fine motor skills, hand-eye coordination (Koster, 2005), visual discrimination (Morrow, 2007) and foundational math skills (Roberts & Harpley, 2007).
- Early musical development builds fundamental auditory and rhythmic understanding and increases spatial-temporal reasoning (Schiller, 1999).
- Art, music and dance invite children to develop social and emotional skills by symbolically representing their feelings, thoughts and imaginations (Seefeldt & Galper, 2008; Gaskins & Miller, 2009).

The Experience Curriculum arts-infused model uniquely:

- Provides a stage for creative play and learning.
- Stimulates the senses.
- Promotes inclusion of all children.

Provides a stage for play and learning

The Experience Curriculum arts-infused model uniquely:

- **Provides a stage for creative play and learning.**
- Stimulates the senses.
- Promotes inclusion of all children.

The arts-infused model provides a stage for children to play out their ideas and imaginations to become the authors of their own learning stories. Creativity allows children to take risks, make choices, connect old and new information and explore their imaginations in personally meaningful ways. Play provides young children with a safe place to try out and explore different roles, emotions, curiosities and experiment with problem-solving (Gaskins & Miller, 2009). Children who score higher on tests of imagination and creativity develop stronger problem-solving skills (Brown, Sutterby, & Thronton, 2008).

We believe children construct knowledge through play. Play is a creative, artistic and imaginative process. Therefore, Experience Curriculum embraces an arts-infused curricular approach. Art naturally integrates multiple areas of development and allows children to experience knowledge as an integrated whole (McMahon, 1997; Di Vesta, 1987).

For example, if a child is curious about bees, we may suggest that educators invite the child to paint a B to look like a bee. The child imagines how a bee might look and decides to paint yellow and black stripes. Then he hunts through the collage box to find something to use for wings. After the child finishes the painted B, the teacher asks where the B might want to live. The child imagines a beautiful flower garden. Throughout this artistic process, the child applies a range of skills and concept knowledge including: fine motor control, making choices, letter recognition, life science and dramatic play.



Make & Play activities invite children to make a dress-up prop, then explore motor, math and science concepts through dramatic play.



★Grain Shaker

CA 1a & **CA 1b** Music **CA 3a** Visual Arts **SCI 3a** Physical Science

SUPPLIES
- ☐ *Dancing on the Farm* album

FOR EACH CHILD
- ☐ Paper cup
- ☐ Lid
- ☐ Foil pan

YOUR SUPPLIES
- ☐ Paint
- ☐ Paintbrushes
- ☐ Markers
- ☐ Shaker mix
- ☐ Glue

Discuss
- Set out a bowl of shaker mix. Invite the children to explore scooping and pouring. Ask, "How does the shaker mix sound when you pour it? Is it loud or soft?"

Make
- Invite the children to paint the cup. When dry, encourage them to add additional details with markers.
- Invite the children to add the shaker mix. Seal the cup with the lid.
- Glue the pan to the top to create a grain bin.

Play
- Play "Rooster Dance," track 1 on the *Dancing on the Farm* album, and explore shaking fast or slow in response to the music.

OBSERVE: Does the child control the shaker and move it in response to different speeds in a song?

Sunset Shadows

PD 2 Fine Motor **CA 3a** Visual Arts **LLD 7a** Writing

SUPPLIES
- ☐ Title Displays
- ☐ Inspiration Photo

FOR EACH CHILD
- ☐ Coffee filter
- ☐ Eyedropper

YOUR SUPPLIES
- ☐ Paper
- ☐ Watery paint
- ☐ Scissors (child-safe)
- ☐ Glue

Set Up
- Set out the Inspiration Photo and additional materials.

Prompts
- What colors do you see during a sunset?
- Could you mix or blend the colors together? What do you think might happen?
- How will you use the eyedropper to add paint? How can you cut the black paper to create a shadow? How will you use the coffee filter?
- Can you write your name or other letters on the coffee filter?

OBSERVE: Does the child squeeze the watery paint in and out of the eyedropper? Do they use the scissors to cut the paper?



Invitation to Create activities invite children to explore process art with inspiration photos, experiment with textures and colors and express their own ideas.

Experience Curriculum lesson plans feature daily ideas that integrate art with skill-based learning. We encourage a range of art experiences, including open-ended art projects, music and movement activities, pretend play, as well as suggestions on how to create homemade costumes or dramatic play props to use in storytelling. We often include the supplies needed to make these props within the curriculum resource kits. Children problem solve as they make their props, then express their creativity in how they use it.

Art increases a child's problem-solving skills (Douglas, 2001) and invites children to develop social and emotional skills by symbolically representing their feelings, thoughts and imaginations (Seefeldt & Galper, 2008; Gaskins & Miller, 2009).

Stimulates the senses

The Experience Curriculum arts-infused model uniquely:

- Provides a stage for creative play and learning.
- **Stimulates the senses.**
- Promotes inclusion of all children.

The Experience Curriculum arts-infused model integrates sensory-based techniques for engaging children in a variety of ways and on multiple levels. Through the arts, we utilize sensory-based experiences to empower children to gather information, link discoveries to ideas they already know, tap into nonverbal reasoning skills and understand relationships between concepts. Multisensory techniques throughout the Experience Curriculum offer children a range of variation in how to experience and process information. From hand to mouth, from viewing to sniffing, the young child uses all available senses to explore the world (Tephly, 1986).

Experience Curriculum gives explicit examples throughout the lesson plan books on how to engage children in the creative learning process. By using the arts, children actively learn and discover in ways that are natural and connected to their learning styles. (Read more about learning styles on page 32.)

Learning is an active, social process. As children touch, hear, taste and create, we offer many opportunities for them to share their discoveries with peers and teachers. Whether they are comfortable sharing verbally or prefer to express themselves nonverbally, they have multiple opportunities to express through dance, drawing, role-playing, singing or dramatization. Art helps children construct meaning by allowing them to act on their environment, then share it with others (Ernest, 1995; Prawat & Floden, 1994).

Experience Curriculum provides guidance within the lesson plan books to assist teachers on how to interact with children in ways that extend the child's natural exploration, thinking and communication. Supports include the embedded open-ended question prompts, ideas for additional materials to add to centers, rich vocabulary paired with real photos to help extend a child's conceptual knowledge and understanding of skills across domains.



Multisensory techniques throughout the Experience Curriculum offer children a range of variation in how to experience and process information.



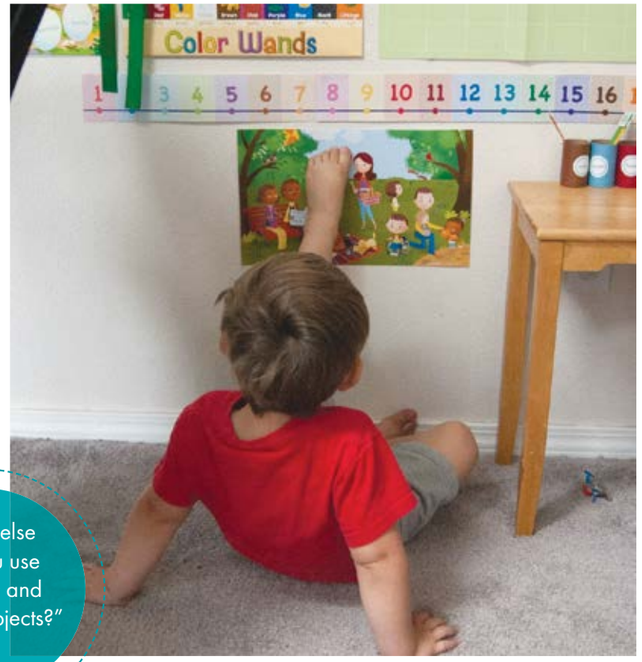




Stimulates the senses (continued)

To help teachers get started in arts-infused teaching methods, Experience Curriculum offers a range of resources within the curriculum kits to help teachers set the stage for sensory-based experiences within dramatic play, cooking, music, science and art exploration. Experience Curriculum provides a starting place for teachers to successfully guide children in hands-on, sensory-based discovery processes. We encourage educators to use found or natural resources to extend the sensory experiences and connect them even closer to the child's culture and immediate environment.

The teacher's role in the constructive creative process is one of guide (Brownstein, 2001). As the children explore with their senses, we offer suggestions throughout our lesson plan book on questions teachers can ask to prompt deeper thinking and further creative exploration. The result is engaged children and teachers sharing in dialogue, discovery and developing a love for learning (Rhodes & Bellamy, 1999).



"What else can you use to touch and explore objects?"

Experience Curriculum kits offer educators a collection of sensory-based tools to help them successfully invite children into arts-infused experiences.

SEE
TOUCH
HEAR
TASTE
SMELL

Digital Streaming Music



Art Supplies



Books



Storytelling





Create-Your-Own Props



Recipes and Science Experiments



Found/Natural Materials



Manipulatives

experience EARLY LEARNING

ARTS-INFUSED MODEL

Promotes inclusion of all children

The Experience Curriculum arts-infused model uniquely:

- Provides a stage for creative play and learning.
- Stimulates the senses.
- **Promotes inclusion of all children.**

All children are capable, beautiful and have a right to explore, discover and learn. Experience Curriculum is designed to be inclusive of all children and embrace each child's diverse learning style as well as their unique physical, cultural, linguistic and socio-economic attributes. All children need to feel included as valued members of the community (Tabors, 2008). The Experience Curriculum arts-infused curricular model allows children to participate and experience activities in many different ways according to skill level, language and physical ability.

We embed suggestions throughout the Experience Preschool Teacher Guide on how to adapt activities for children with special needs. Educators can easily modify our creative activities to match the learning goals and needs of each child.







Experience Curriculum believes that early childhood special education should emphasize a developmental focus rather than a disability focus. Therefore, our inclusive methods acknowledge each child's potential and support the ongoing learning process.

Little Learners is a thematic-based supplemental lesson plan book designed to support multi-age classrooms. It provides daily suggestions for adapting the Experience Curriculum tools and materials to meet the needs of all learners. This unique resource helps children of diverse ability levels share the same experiences, explore the same materials and creatively express themselves together.

Experience Curriculum believes that early childhood special education should emphasize a developmental focus rather than a disability focus. Therefore, our inclusive methods acknowledge each child's potential and supports the ongoing learning process.



Individualized Instruction

Every child is unique. Children develop at different rates, have different interests and are influenced by diverse family and cultural backgrounds (Rogoff, 2003; Bronfenbrenner, 1979). Experience Curriculum is flexible and designed to incorporate the individuality of a child, as well as the ever-changing dynamics within a group of children.

Experience Curriculum supports teachers in using intentional inquiry-based approaches so that they can gather information and adjust the lesson plan to incorporate the emerging interests, past knowledge and learning goals of each child. Experience Curriculum has planned thematic studies and provides children with a set of materials they can manipulate to construct knowledge in personally meaningful ways.

Experience Curriculum can be individualized to:

- Incorporate a child's interests and inquiries.
- Adjust to a child's developmental level.
- Embrace various learning styles.
- Is culturally responsive.
- Is linguistically responsive.

Incorporates a child's interests and inquiries

Experience Curriculum can be individualized to:

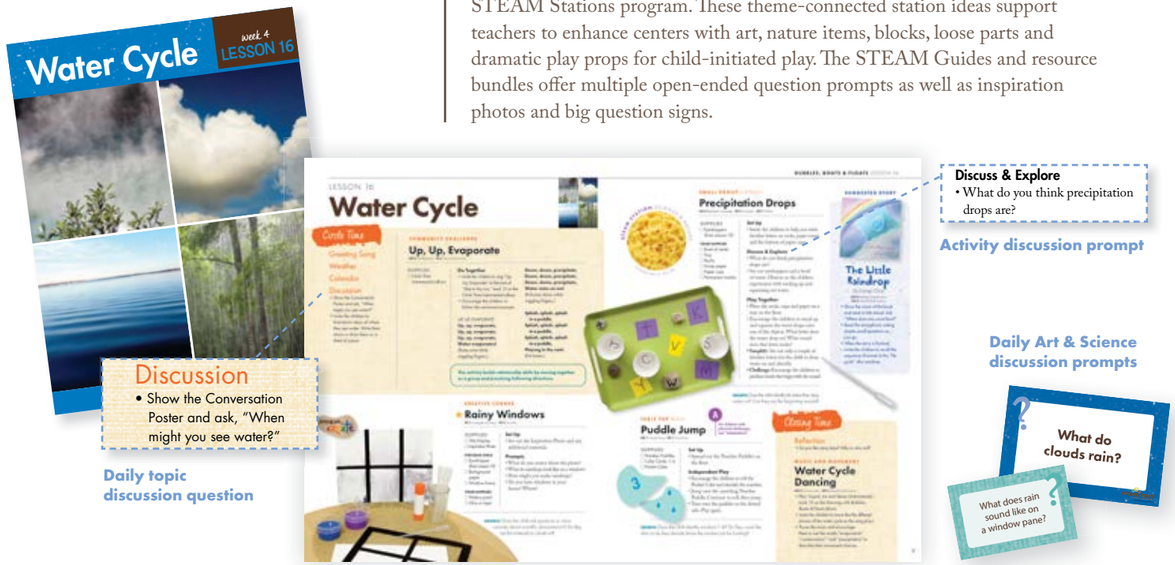
- **Incorporate a child's interests and inquiries.**
- Adjust to a child's developmental level.
- Embrace various learning styles.
- Is culturally responsive.
- Is linguistically responsive.

Children are naturally curious and have personal wonders that drive them to learn and explore (Piaget, 1952). We believe that children learn by making choices and by having an opportunity to follow their own interests (Bredekamp & Copple, 1997). Children need many opportunities to select an activity, define an inquiry and take control of their learning. By offering opportunities for children to investigate their own questions and interests within the routine of the curriculum, children will experience a personally meaningful understanding of concepts (Gaskins, 2006).

Experience Curriculum typically begins weekly investigations, daily topics, activities or projects with an open-ended question to spark children's prior knowledge and curiosity. This informs educators on how to adapt, expand or restructure the lessons to best match the interests, cultural beliefs and learning goals of their child or group of children. Open-ended questions are a key component to the Experience Curriculum lesson planning model. They serve as a conduit for inviting children into the planning process. Learning is most relevant to children when new activities or discussions incorporate their prior knowledge and experiences (Goldenberg, 2006).

Experience Curriculum supports educators to extend the interests of children by setting up learning centers where children can discover, apply skills and test out new ideas. We model how to set up a range of centers in the embedded STEAM Stations program. These theme-connected station ideas support teachers to enhance centers with art, nature items, blocks, loose parts and dramatic play props for child-initiated play. The STEAM Guides and resource bundles offer multiple open-ended question prompts as well as inspiration photos and big question signs.

Open-ended questions are a key component to the Experience Curriculum lesson planning model.



An educator's experience with individualizing Experience Curriculum lesson plans

(from the blog http://dandelioninherhair.blogspot.com)

Waterfall Cracks

I sat him on my lap and as we watched the waterfall video and asked him the Question of the Day. "Why do you think water falls down a waterfall?"

"Crack," he said.

"What?" I couldn't quite understand what he had said.

"Crack," he said again.

It finally sunk in and I said, "You know, you are right. There is a crack in the earth," and I pointed to the edge of the waterfall where the water was flowing over.

Lachlan is very visual, so the video was great for him. Also, I love his answer! It may not be the best technical answer to the question, BUT, it's in his language. This term he used to describe it is how HE understands it. So I hung on to that word throughout the day as we were talking about waterfalls to reuse for his understanding.

Being responsible on rafts

I asked the opening question, "What have you been on that floats in the water?"

"A boat!" Lachlan exclaimed.

I started the "Farmer in the Dell" track and started singing, "Let's build a raft, let's build a raft . . ." I only got through a little bit of it before I knew I was going to lose the kids; they were ready to move on. So I did too. I turned off the music and invited them to build a boat with me.

I set out a stack of napkins and we spread them out to build a raft. I had them all hop on board.

Next, I started on the Be Responsible lesson as we sat on our newly crafted raft. "When have you had to be responsible? Do you know what responsible means?"

"Uh umm, you have to listen."

I was happy and surprised by his quick response. We are already getting better at the open ended questions. I then asked how to be responsible on a boat. Oh boy, did he know the answer to that.

"Wear a life jacket and listen to the grown ups," he said.

The life jacket was leaning against the couch where it was left last night (from the boat trip with grandpa). So I asked if he wanted to put his life jacket on and helped him suit up.



Making his own waterfall project | Designing a napkin raft | Responsible bracelets reminding of new vocabulary and discussion about being responsible | Wearing the life jacket and bracelet during journal activity

Be Responsible

PD 3 Safety **SED 2** Self-Regulation **SED 4** Social Relationships

SUPPLIES

FOR EACH CHILD
- ☐ Friendship Band

YOUR SUPPLIES
- ☐ Tape
- ☐ Markers/crayons

Discuss
- When have you had to be responsible?

Play Together
- Invite the children to pretend to be on a raft while you discuss some safety rules for rivers and lakes (never swim alone, wear a life jacket, e.g.).
- Invite each child to share one way they can be responsible at home or in the classroom.
- Give them a Friendship Band and encourage them to color it as desired, then tape the band around their wrist as a reminder to be responsible.

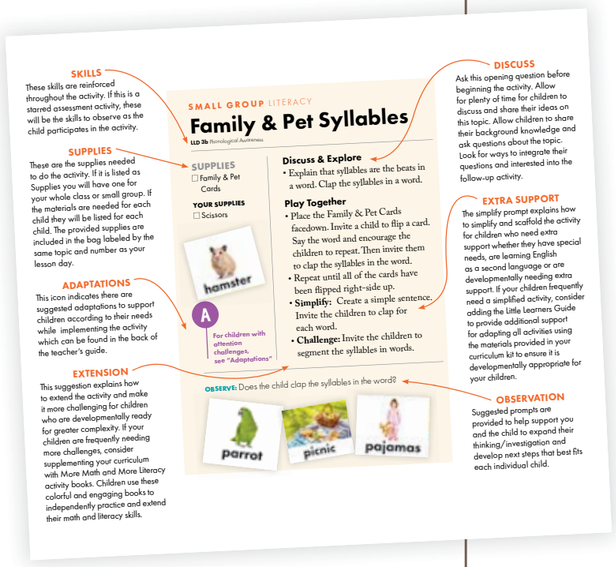
OBSERVE: Does the child brainstorm ideas about responsibility? Are they able to follow the safety rules?



Adjust to a child's developmental level

Experience Curriculum can be individualized to:

- Incorporate a child's interests and inquiries.
- **Adjust to a child's developmental level.**
- Embrace various learning styles.
- Is culturally responsive.
- Is linguistically responsive.



Children develop at their own rates and age is not always an indicator of developmental level. Development also occurs unevenly within different domains of learning. Therefore, Experience Curriculum is flexible for educators to adapt to each child's developmental level.

Experience Curriculum suggests a range of daily activities that can be easily scaffolded so that educators can support children according to their zone of proximal development. The zone of proximal development (ZPD) is a term established by Lev Vygotsky (1896-1934) that describes the distance between what a child can do or understand on their own and what a child can do with assistance. We embed tips within the lesson plans to suggest ways to scaffold activities. We model how to extend or simplify at least one activity per lesson plan day so that educators who are new to this concept can learn by doing.

To support educators in knowing how to observe a child's developmental level as they play and engage in the project or experience, each activity provides an 'observe' prompt that is directly related to the skill objective and skill benchmark level. As teachers identify the child's developmental level, they can then reference the curriculum scaffolded support for how to adapt the experience for that child.

Experience Curriculum activities clearly define the integrated skills and goals. Reference the Developmental Continuum of Skills chart (Appendix A) for more information on the observable benchmarks for each skill goal. Supplemental resources complement the Experience Curriculum Teacher Guide to assist educators in knowing how to tailor instruction for varying developmental levels within each group of children:

- Experience Baby Curriculum Benchmarks 1 - 2
- Experience Toddler Curriculum Benchmarks 2 - 3
- Experience Preschool Curriculum Benchmarks 3 - 5

All Experience Curriculum materials and supplements correlate to the same research-based skill continuum so that children can easily and naturally transition from one benchmark to the next level benchmark. Simultaneously, teachers benefit from curricular resources that can be easily differentiated so that all children can fully participate with an activity or project and are appropriately challenged according to their zone of proximal development.

INDIVIDUALIZING EXPERIENCES

Experience Curriculum offers a blend of large group, small group and child-directed play experiences which include materials and methodology that are intentionally designed for individualization based on the child's developmental level and to be inclusive of all children. Some examples include:

Circle Time Topic Discussions
Each newly introduced topic is paired in the Experience Preschool Curriculum with a large photo to support dual language learners in connecting the concept to a real image. Teachers are also encouraged to gather real artifacts for children to touch during the discussion. Prompts in the Teacher Guide offer teachers ideas on how to ask open ended questions while showing the topic photo as well as an alternative, a more active way to invite less verbal children to participate. These suggestions may include the use of role-playing or movement to express and show their thoughts and ideas.

Invitation to Create Process Art Art is for all ages and can adapt to all developmental levels. The artistic process is unique to each child. We offer open-ended process art experiences called "Invitation to Create." Art invites children to independently plan, create, reflect, redo and either display or play with their creations. Teachers are given prompts and open-ended questions that they can ask children as they create to encourage creative and critical thinking skills.

Make and Play Projects Make and Play Projects invite children to design their own dramatic play props, instruments or games. These projects encourage children to use problem- solving and fine motor skills in the construction of the prop and the creative process afterwards in how they play, sing or dance with their prop. In the Teacher Guide, we offer suggestions on how to encourage children to play with their creations and continue learning beyond the creation process. When children participate in the process of creating a math game, a dramatic play headband or story-telling puppet, they play with greater purpose, pride and increased attention span (Paley, 2004).

Small Group and Tabletop Games Games are introduced and modeled by the teacher while they play with the children. Teachers are given discussion and discovery prompts to encourage exploration of the materials before playing the game. Then the teacher is given a simplify and challenge prompt for how to scaffold the activity to align with the child's developmental level.

Music and Movement Music and Movement is used daily to invite children of diverse abilities and levels to share in a community experiences. Children hear different music genres, diverse instruments and rhythm patterns representative of diverse traditions and cultures. Creative movement prompts invite children to express emotions safely through movement.

Outdoor Active Play Each thematic study offers teachers the flexibility to take any activity outdoors. The curriculum also offers specific suggestions on how to plan intentional outdoor play experiences to connect with the weekly investigation theme. Researchers, Frances E. Kuo, PhD and Andrea Faber Taylor, PhD, found that children who spent structured and unstructured time in outdoors in nature, appeared to have a reduction in their ADHD symptoms (Kuo and Taylor, 2004). Experience Curriculum designs experiences that can be experienced either indoor or outdoors so that educators can individualize the how and where experiences are explored.

Embrace various learning styles

The Experience Curriculum can be individualized to:

- Incorporate child's interests and inquiries.
- Adjust to a child's developmental level.
- **Embrace various learning styles.**
- Is culturally responsive.
- Is linguistically responsive.

Each child has a unique learning style, and it is through this style that the child learns best and feels most comfortable (Gardner, 1983). Experience Curriculum uses a variety of methods for introducing new concepts so that children can learn in ways that closely parallel their preferred learning style. The Experience Preschool Teacher Guide is designed to model and show examples of how to plan activities that invite children to explore materials and concepts in ways that connect to their preferred learning style.

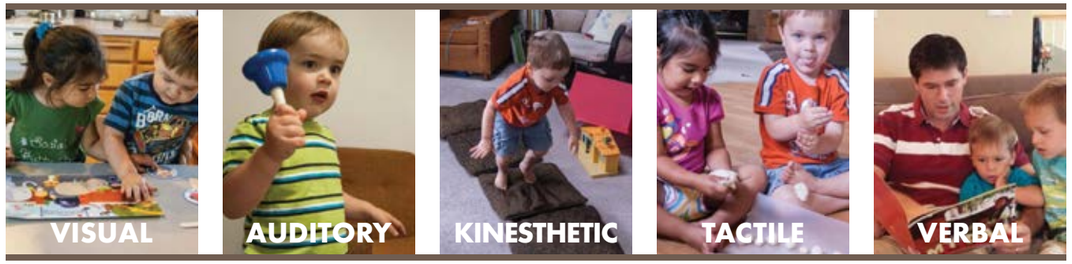
Learning Styles

Because each child is likely to have a different learning style or unique combination of styles, it is important to provide a variety of lesson plans and activities that engage the entire group. When educators understand the basic learning styles and the way each impacts children, it is easier to create and adapt lesson plans accordingly. Experience Curriculum materials and resources are intentionally designed to support children to learn through multi-sensory experiences as well as offer engaged learning opportunities within these primary learning styles:

- Visual
- Auditory
- Kinesthetic (experiential, doing)
- Tactile (hands-on touching)
- Verbal

Experience Curriculum resource kits include a variety of visual aids and manipulatives that integrate multiple learning styles.

Primary Learning Styles of Young Children



VISUAL	AUDITORY	KINESTHETIC	TACTILE	VERBAL
A child with a visual learning style will remember information best when presented with pictures or images. Visual learners will often recognize numbers and letters better than peers with another type of learning style.	Auditory learners are best able to understand when they hear information. In early education, auditory learners prefer listening to stories or telling stories as a key approach to understanding information. Children who tend toward music demonstrate a preference for auditory learning.	Young children with a kinesthetic learning style learn best by doing, experiencing and engaging in physical activities.	Young children who have a preference for hands-on touching and manipulation of materials exhibit a tactile learning style.	Verbal learners focus on words rather than simple auditory sounds. In early childhood education, verbal learners and auditory learners have similarities because of their interest in stories as a primary method of understanding information.

Experience Curriculum tools that intentionally support these styles

VISUAL	AUDITORY	KINESTHETIC	TACTILE	VERBAL
Rhyme Time Poster, Look and Find Glasses with Theme Poster, Photo Cards, original storybook, Daily Topic Posters	**Circle Time discussions, Music, Storytelling Sets, Story Sequence Cards**	**Gross motor games, dramatic play activities, science experiments, Folder Games**	**Hands-On Letters and Numbers, Foam Shapes, Counting Cards, Color Wands, Art projects**	**Storybooks, I Can Read books, My Little Journal**



Is culturally responsive

The Experience Curriculum can be individualized to:

- Incorporate a child's interests and inquiries.
- Adjust to a child's developmental level.
- Embrace various learning styles.
- **Is culturally responsive.**
- Is linguistically responsive.

Children live within many different communities: family, school, church, city, nation and the world. Within each community are different social rules and traditions. Understanding of social systems sets the stage for a child's lifelong dispositions about people, cultures and belonging within these systems (National Council for Social Studies, 1988). Experience Curriculum invites children to explore diverse communities, which enables children to integrate commonalities between them and increase respect for differences (Morrison, 2001). Within the curriculum are also numerous opportunities for children to learn about others as well as share their own family traditions and beliefs through discussions, activities, books and music. Each thematic study creatively suggests projects which reinforce our social studies concepts and skill goals.

Experience Curriculum supports educators in observing children, designing lesson plans, setting learning goals and communicating with parents in a way that acknowledges a child's unique abilities and learning styles, as well as values cultural reciprocity. Cultural reciprocity is based on mutual respect, communication, collaboration and negotiation of culturally based beliefs, values and assumptions (Day & Parlakian, 2003).

Our mission is to ensure that the design of tools are both intrinsically inclusive and accessible to all children according to their needs while also helping children build empathy and curiosity for others who may look, sound or act differently than themselves. Experience Curriculum encourages children to learn about diverse cultures, people and places through the inclusion of photos, art, books and music that represent diverse cultures, people, places and traditions. By inviting families to share stories and artifacts, children will develop a sense of self as well as a belonging within the classroom environment.

Experience Curriculum activities allow for modification based on a child's physical limitations, home language, culture or family dynamics.



Reminders embedded to adapt questions based on the diversity of children

Examples for how to modify for diverse skill levels

Tips to suggest ways to support the special needs of children

Is linguistically responsive

The Experience Curriculum can be individualized to:

- Incorporate a child's interests and inquiries.
- Adjust to a child's developmental level.
- Embrace various learning styles.
- Is culturally responsive.
- **Is linguistically responsive.**

Learning a second language is a complex social and cognitive process. It includes phases from pre-production to advanced fluency. In early stages, children first observe and respond with gestures only. Over time, the child will progress into speech emergence, then ultimately gain fluency both in second language comprehension and communication. By immersing language-building activities within the natural routines of the day, children from diverse language backgrounds can participate and acquire language through authentic experiences. Engaging the child and encouraging them to express themself in the second language throughout the day builds natural connections between real-life and language concepts (Clark, 2000).

Teachers using Experience Curriculum can scaffolded learning for dual language learners by leveraging visual aids, tactile manipulatives, music and role-playing resources to invite children who are still in pre-production, early production or speech emergence stages to engage and participate in activities. A child's willingness to use and engage in activities in the target language is foundational to acquiring language proficiency. Tactile, kinetic and visual activities in the target language support language learning and give children opportunities to use the target language in context (Reynolds, 1995).

We model how to use both the child's home language and English when labeling new vocabulary as demonstrated on our two-sided vocabulary word strips. Teacher can label centers and toy bins with a photo, then both the home language and English.

By dancing to songs, playing games and using tangible manipulatives and props, children will be able to engage successfully with their peers even if they are still building communication skills. This will result in increased self-confidence and a motivation to play and build friendships. Krashen and Brown (2005) found that children with high levels of self-confidence and motivation are more likely to become proficient in a second language.

To support children in their ability to engage in the daily routine, Experience Curriculum provides educators methods for facilitating group activities to connect with both verbal and non-verbal children. For example: in Daily topic discussion during Circle Time, the curriculum always includes a photo to show which supports vocabulary and concept building. Additionally, the teacher receives prompts for how to ask questions, as well as a non-verbal way to encourage children to express their ideas.

Moreover, throughout the day as children engage in small group, art experience and indoor – outdoor STEAM projects, the teacher is given both visual and tactile tools to offer multiple ways for children to engage and experience the concepts.

MATERIALS AND METHODS WITHIN EXPERIENCE CURRICULUM TO SUPPORT DUAL LANGUAGE LEARNING

1. **Language for Social and Instructional Purposes:** Children communication for social purposes as they participate in group activities, circle time, songs and dance. The curriculum offers many visual cues and/or non-verbal modes to express ideas through art and dramatic play as they build vocabulary to describe their actions and ideas. Daily topic photos, posters and opportunities in active play experiences during the Community Challenge games allow second language learners to participate in multiple ways, test out their language and play with their peers.
2. **Language for Language Arts:** Experience Curriculum provides numerous tools and games to support English language learning within language and literacy activities. Tools that support language learners include: Vocabulary word strips with photos and words (bilingual Spanish – English) to support increasing vocabulary in language discussions. I Can Read Books each month offer simple reading comprehension with one repetitive sentence, plus an illustration to support understanding on each page. Other language and literacy small group "games" encourage dual language learners to participate through play and apply their emerging language skills.
3. **Language for Mathematics:** Experience Curriculum includes hands-on manipulatives and visual aids intentionally paired with daily math experiences so children can connect number and math terms to tangible experiences.
4. **Language for Science:** Experience Curriculum STEAM stations offer children opportunities to play and show their ideas while they build vocabulary to communicate their process. Photos are provided throughout the curriculum to enhance the set-up of the project. They provide additional reference cues to help language learners hear others talk about science terms (parts of plants, types of animals and habitats, etc.) and see clear representations as they build vocabulary and engage in conversations.
5. **Language for Social Studies:** Experience Curriculum integrates and provides tangible games, maps, photos, books, songs and visual aids used to investigate concepts of Social Studies. These tools and activities support dual language learners in building language and vocabulary around their understanding places, people, classroom jobs and rules.
6. **Spanish Teacher Guides and Spanish Literacy Kit:** All of the Teacher Guides are provided in Spanish to support bilingual instruction. The Spanish Literacy Kit provides supplemental materials for teaching literacy, including Letter Cards, Poems, Rhyme Cards and more.

Teachers are supported to understand the language learning process with the research and developmental continuum for language acquisition provided in the Experience Early Learning Research Foundation.



Environment Design

Successful environment design allows children to feel safe, thrive and explore their independence. We believe that the classroom environment should be set up to allow choice and discovery across all domains of learning, and children should be given easy access to developmentally appropriate materials. Children need spaces, indoors and outdoors, to run and jump, get messy, invent art and sit quietly in a cozy place with a puzzle or book.

The environment influences a child's development and should reflect their interests and needs, and encourage a sense of belonging (Bronfenbrenner, 1979). Experience Curriculum provides materials that allow children to construct knowledge by acting on their environment. We also provide resources that reflect diversity in order to build tolerance and a culture of respect for differences. We provide resources and materials to enhance the learning environment and enrich and extend the overall curriculum. Educators are supported to include artifacts from their children's home cultures and evolve the materials based on their children's emerging interests over time.

Experience Curriculum supports educators in designing an environment that:

- Allows for quiet and active exploration.
- Encourages choice and independence.
- Leverages indoor and outdoor learning opportunities.
- Includes developmentally appropriate learning materials.
- Adapts to be developmentally appropriate learning materials.
- Uses technology to support discovery and learning.
- Reflects diversity.

Allows for quiet and active exploration

Experience Curriculum supports educators in designing an environment that:

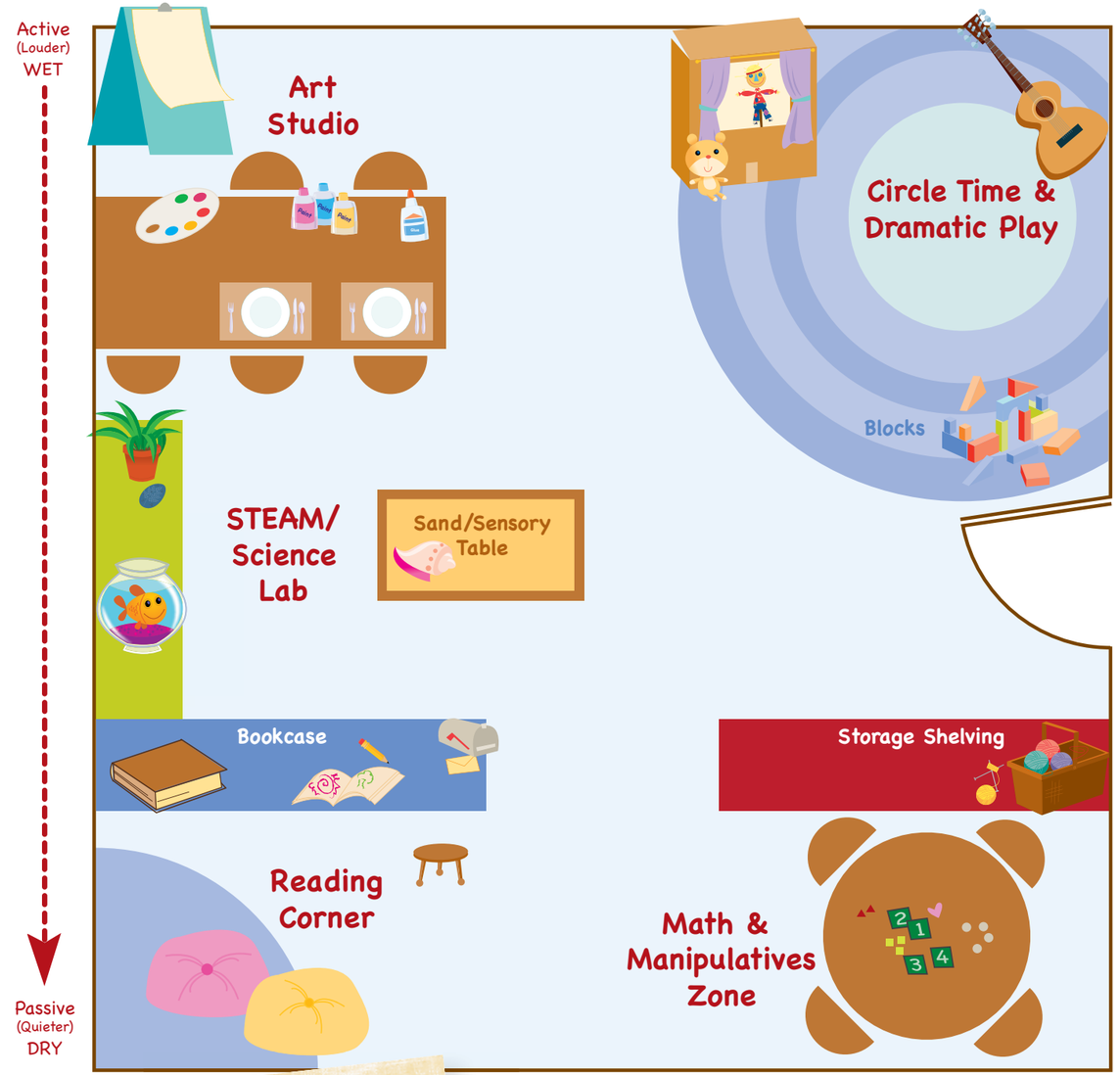
- **Allows for quiet and active exploration.**
- Encourages choice and independence.
- Leverages indoor and outdoor learning opportunities.
- Includes developmentally appropriate learning materials.
- Adapts to be developmentally appropriate.
- Uses technology to support discovery and learning.
- Reflects diversity.

Children learn best in stimulating and safe environments that connect with their interests and allow for open exploration (Hamre & Pinta, 2001). Children need space that allows for both quiet and active exploration. Experience Curriculum suggests a room arrangement that can be modified to consider the needs and traffic patterns of an educator's unique classroom, living room or learning environment. Most importantly, we encourage teachers to create a range of places where children can run, climb and be active with peers or cool off and settle down in a small cozy place.

Special places to set up in the learning environment include:

- Active areas
- Passive or quiet areas
- Wet play areas
- Dry play areas
- Large group space
- Small cozy spaces
- Learning areas with intentional resources available for children

An environment layout helps children know what to do and where to do it. It supports attention span and a child's emerging ability to take responsibility as they select activities, explore, play and put away materials (Mooney, 2000).





Room layout found in the 'Getting Started' booklet

An environment layout helps children know what to do and where to do it.

Encourages choice and independence

Experience Curriculum supports educators in designing an environment that:

- Allows for quiet and active exploration.
- **Encourages choice and independence.**
- Leverages indoor and outdoor learning opportunities.
- Includes developmentally appropriate learning materials.
- Adapts to be developmentally appropriate.
- Uses technology to support discovery and learning.
- Reflects diversity.

Young children benefit from an environment where they can make choices about their learning, try out different roles, responsibilities and emotions and problem-solve through play. (Gaskins & Miller, 2009). We believe that children are active participants in their learning journeys and should be given independent access to materials, as well as space to interact with others.

Learning Areas

Learning areas are special places designated within a room or classroom where children can independently go and touch, look, build, create, role-play and initiate conversations with friends. When educators offer children choices, especially about learning activities, they feel more positive about their work and, at the same time, feel less anxiety. Choices allow children to reach self-determined goals, sparking and maintaining children's motivation, which is critical to learning (Schiller, 1999). Experience Curriculum provides ideas for the following activity areas: Art Studio, Math, Library, Sensory, Science, Writing, Dramatic Play, Manipulatives, Outdoors, Blocks, Quiet and Music.



Whatever is planned must be flexible and changeable depending on the needs of the children and opportunities unseen during initial planning. A complex part of planning the physical environment is coordinating the learning areas. Learning areas are often permanent places in the room, with materials that change according to changing themes. An environment that encourages flexibility and spontaneity for children's play is essential for healthy brain development (Black & Hazen, 1990).

We include daily activity area set-up ideas to **help educators set up their learning areas** in ways that allow children to extend group learning and freely play, build relationships, try on new roles and invent individual ideas. Throughout Experience Curriculum Teacher Guides, we offer tips and tools for how to extend learning activities or repurpose small group materials into open learning areas.

Activity Area setup suggestions

Set up Your Activity Areas

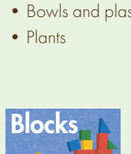
Depending on your space, you may only have room to set up two or three activity areas at a time. Be creative with your space. The outdoors can make a fascinating science lab. Tables can be art studios or even become underwater caves. Most importantly, create tidy and cozy places where children want to visit and explore their imaginations during free-play time. Put a few props in each area to encourage play. Be careful to not over-clutter these places.



- Books
- Puppets
- Paper
- Envelopes
- Photos
- Stuffed animals



- Found objects from nature (pinecones, rocks)
- Large magnets
- Rulers and simple scale
- Bowls and plastic eyedroppers
- Plants



- Blocks
- Wheel toys
- Cardboard pieces
- Toy animals and people



- Paper
- Child scissors
- Crayons and paint
- Easel
- Child-size table and chairs
- Aprons



- Mailbox
- Envelopes
- Paper
- Pencils
- Crayons
- Scissors

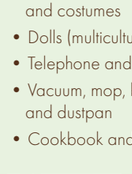
- Sandpaper blocks
- Bells and shakers
- Rhythm sticks
- Music
- Scarves and ribbon



- Pattern blocks
- Sorting pieces
- Sorting buckets, cups and trays
- Rulers



- Toy oven and sink
- Table settings
- Dress-up clothes and costumes
- Dolls (multicultural)
- Telephone and phone book
- Vacuum, mop, broom and dustpan
- Cookbook and dishes



- Recycled materials
- Tape
- Plastic or Paper cups
- Variety of crafting materials
- Writing Materials
- Recycled technology



- Objects that sink or float
- Sand, oats and water
- Sand and water toys



- Pegs and pegboard
- Building bricks
- Puzzles
- Tweezers



- Loose letter pieces
- Word Wall Letters & Words
- Letter Games
- Letter Stamps or Magnets
- Playdough



- CD Player
- Monthly music
- Tablet
- Flashlight

Suggestions for Activity Areas found in the 'Getting Started' booklet



To facilitate the growth of independence, we encourage educators to place materials at a child's level so that they can easily find and play with materials, then clean up throughout the day during both planned and unplanned activities. We believe that by allowing children to practice skills of independence and responsibility, they build confidence in their own abilities, which leads to their ability to take the risks needed for learning (Fordham & Anderson, 1992; Maxim, 1997).

experience EARLY LEARNING

Leverages indoor and outdoor learning opportunities

Experience Curriculum supports educators in designing an environment that:

- Allows for quiet and active exploration.
- Encourages choice and independence.
- **Leverages indoor and outdoor learning opportunities.**
- Includes developmentally appropriate learning materials.
- Adapts to be developmentally appropriate.
- Uses technology to support discovery and learning.
- Reflects diversity.

We believe the outdoor environment supports a sense of wonder and connects children with their world in a way that helps them become stewards of their natural environment. Our curriculum regularly promotes ways in which educators can use the outdoor play area as a fascinating outdoor classroom. Outdoor play encourages children to communicate, express their feelings, discover and investigate the world around them (Guddemi, Jambor, & Moore, 1999). Moreover, outdoor play is an important vehicle for developing self-regulation, language, cognition and social competence (National Association for the Education of Young Children, 2008).

Carrot Song

If it's a carrot and you know it, Pull it up.

If it's a carrot and you know it, Pull it up.

If it's a carrot and you know it,

Then you will see the color orange.

If it's a carrot and you know it, Pull it up.

It is important to teach our children to be good stewards of their natural environment. Experience Curriculum includes a series of thematic studies focused on both nature appreciation and diverse, global ecosystems. These studies help children begin to understand how they fit within their surrounding environments and how all organisms work together to support life (Bess-Gene, 1993). Song lyrics, storybooks, photos and feel bag items introduce the sounds, textures and the beauty of nature for the purpose of igniting a child's sense of wonder.

Within all thematic studies, Experience Curriculum incorporates ideas for how teachers can spark children's curiosity and support healthy development and discovery of the outdoors so that children can learn to appreciate and respect their environment (Miller & Almon, 2009). We encourage the incorporation of items found in nature as a regular material in both free play and more structured activities.

Experience Curriculum Thematic Studies about Nature and Global Ecosystems

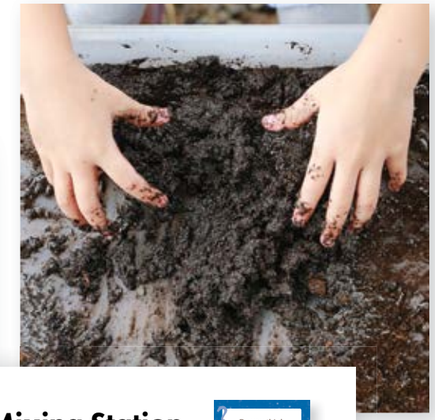
NATURE/SCIENCE

A to Zoo
Baby Animals
Bees & Butterflies
Birds & Eggs
Bubbles, Boats & Floats
Bug & Crawly Things
Cozy Winter Senses
DinoLand
Down on the Farm
Garden Treasures
Habitats & Homes
Orchard Harvest
Science Lab
Weather & Seasons

GLOBAL ECOSYSTEMS

EcoVenture
Experience the Rainforest
Going on Safari
Ice Castles (Arctic)
Island Treasure
Camping
Ocean Dive
Pond Life
Space & Sky
Winter in the Woods

Outdoor Discovery





DRAMATIC PLAY

Butterflies in the Rainforest

SCI 2 Natural & Earth Science PD 2 Fine Motor

How high can your butterfly go?

Set Up
- Hang and drape green streamers in the dramatic play area. Set out blue half sheets of paper and scissors for the children to create their own blue morpho butterflies. Encourage children to hide their butterflies in the rainforest.

Big Questions
- Where do you think blue morpho butterflies live?
- What shapes and sizes are butterflies?
- How can they be camouflaged?
- Do you think they have a butterfly house in the rainforest?

Mixing Station

PD 2 Fine Motor SCI 1 Investigation & Inquiry

Do you think it's more fun to mix solids or liquids?

Set Up
- Set up a mixing station outside with flour, salt, sand, water, utensils and bowls. Encourage the children to explore mixing the materials together.

Big Questions
- What kinds of things do you mix together?
- Once you mix something together, can you separate them?
- What happens when you mix a solid (sand) and a liquid (water)?
- What are more ways to mix materials together?

Activities using items from nature





SCIENCE & NATURE

Building Bugs

CA 3 Visual Arts PD 2 Fine Motor

How is a butterfly similar to other bugs?

Set Up
- Set out pictures or books that have photos of bugs and butterflies. Set out a tray and bowls of different nature items (rocks, sticks, leaves, acorns, etc.). Encourage the children to explore building a bug/insect on the tray using the nature items.

Big Questions
- What are the parts of an insect?
- What shapes do you notice?
- What is your favorite insect?
- How could you make a butterfly?

Pounding Colors

SCI 3 Physical Science SCI 4 Technology

What nature items can be used to make dye?

Set Up
- Gather leaves, flower petals and other colorful nature items. Place the nature items on a hard surface, then cover them with a lightly colored fabric. Tape down the fabric, if necessary.
- Encourage the children to wear safety goggles and pound a child-safe mallet on the nature items until they stain the fabric. What do they want to do with the fabric and nature items?

Big Questions
- What do you think will happen to the fabric? What might you see?
- What happens when you pound the mallet softly? Hard?
- Which nature items create color and interesting designs?

experience EARLY LEARNING

Includes developmentally appropriate learning materials

Experience Curriculum supports educators in designing an environment that:

- Allows for quiet and active exploration.
- Encourages choice and independence.
- Leverages indoor and outdoor learning opportunities.
- **Includes developmentally appropriate learning materials.**
- Adapts to be developmentally appropriate.
- Uses technology to support discovery and learning.
- Reflects diversity.

Environment Design includes Developmentally Appropriate Learning Material.

Children learn by acting on their environment. In accordance with the work of Jean Piaget (1950), Experience Curriculum offers a range of developmentally appropriate materials that foster investigation, open-ended exploration and inquiry. Children construct knowledge from their own personal experiences with people and objects in their environment and file away their understandings in their mental schemas. As children grow and develop, their mental schemas evolve to incorporate new information about their environment and experiences. Experience Curriculum encourages educators to set up the environment to allow hands-on discovery across all domains of learning.

Experience Curriculum connects lesson plan activities with an intentionally curated collection of tools. These supporting materials help educators bridge the gap between theory and practice. Our lesson plans clearly identify techniques on how to link skills with play-based experiences. We include a set of hands-on materials to help educators spend more time observing and individualizing curriculum than finding and preparing materials. We encourage educators to complement the included materials with commonly found or recycled materials in the child's immediate environment so that children can have authentic experiences connected to their everyday realities.

Each thematic study includes the same collection of tools but is uniquely designed to connect to the theme. Experience Curriculum group and child materials include storybooks with props, large photos, math manipulatives, puzzles, folder games, digital music, journals, diverse art supplies and more. Tools emphasize hands-on learning across multiple domains and also support educators in building developmentally appropriate collections of teaching tools that support development within each domain throughout the year.

Experience Curriculum tools support skill-based learning through play, art and discovery. The combination of these and the Experience Preschool lesson plan book helps educators bridge the gap between theory and practice.

Examples of tools designed to coordinate with each thematic study and integrate skills

Social & Emotional Development

SED 1 Self-Awareness	**SED 1a** Knows self and expresses confidence
	SED 1b Expresses needs and preferences
	SED 1c Completes tasks independently
	SED 1d Identifies emotions
SED 2 Self-Regulation	**SED 2a** Manages feelings and behavior
	SED 2b Follows routines and transitions
SED 3 Social Relationships	**SED 3a** Develops relationships with adults
	SED 3b Develops relationships with peers
	SED 3c Participates cooperatively in groups
	SED 3d Identifies and respects emotions of others
SED 4 Problem-Solving	**SED 4a** Solves problems
	SED 4b Responsible Decision-Making



Approaches to Learning

ATL 1 Attention & Persistence	**ATL 1a** Attends
	ATL 1b Persists
ATL 2 Flexibility & Play	**ATL 2a** Shows flexibility
	ATL 2b Engages in play



Physical Development

PD 1 Gross Motor	**PD 1** Builds strength, coordination and balance of large muscles
PD 2 Fine Motor	**PD 2** Builds strength and coordination of small movements
PD 3 Safety	**PD 3** Demonstrates safe practices
PD 4 Personal Care	**PD 4a** Implements self-care routines including rest, toileting, handwashing, exercise and dressing
	PD 4b Understands bodily functions
PD 5 Nutrition	**PD5** Follows healthy nutrition routines



Language & Literacy Development

LLD 1	Listening	LLD 1a Understands and interprets language
		LLD 1b Follows directions
LLD 2	Communication	LLD 2a Uses language to express information and ask/answer questions
		LLD 2b Uses conversational skills
		LLD 2c Uses sentence structure
		LLD 2d Uses and expands vocabulary
LLD 3	Phonological Awareness	LLD 3a Rhyme
		LLD 3b Hears Large Units of Sound
		LLD 3c Hears Small Units of Sound
LLD 4	Alphabetic Knowledge	LLD 4 Identifies letters, makes letter-sound connections and decodes words
LLD 5	Concepts of Print	LLD 5 Uses print concepts and explores books and other text
LLD 6	Reading Comprehension	LLD 6a Responds to text
		LLD 6b Retells, asks and answers questions about a text or story
LLD 7	Writing	LLD 7a Emergent Writing
		LLD 7b Uses writing to represent meaning





Mathematics

M 1	Number Sense	M 1a Verbally counts numbers
		M 1b Identifies and writes numerals
		M 1c Counting one-to-one, and composing and decomposing numbers
		M 1d Number Quantities and Comparison
		M 1e Addition and Subtraction
M 2	Spatial Awareness	M 2a Understands how objects move in space
		M 2b Determines object location
M 3	Shapes	M 3 Identifies shapes and their characteristics
M 4	Measurement	M 4a Measures and Estimates
		M 4b Compares and Orders
M 5	Patterns	M 5 Copies, Creates, and Extends Patterns
M 6	Classification	M 6 Sorts and graphs











Science

SCI 1	Investigation & Inquiry	SCI 1a Asks questions and makes predictions
		SCI 1b Observes, describes and records
SCI 2	Natural & Earth Science	SCI 2a Understands living and nonliving things
		SCI 2b Demonstrates knowledge of Earth's environment
SCI 3	Physical Science	SCI 3a Explores forces and motion
		SCI 3b Explores the physical properties of materials
SCI 4	Technology	SCI 4 Uses tools and technology to perform tasks











Social Studies

SS 1	Culture & Community	SS 1a Identifies community and family roles
		SS 1b Explores and respects cultures and traditions
		SS 1c Respects diversity
SS 2	Civics & Economics	SS 2a Follows rules, limits and expectations
		SS 2b Understands concepts of money and economics
SS 3	Geography	SS 3a Identifies types of places
		SS 3b Interacts with maps
SS 4	History & Sense of Time	SS 4 Develops sense of time











Creative Arts

CA 1	Music	CA 1a Expresses through music
		CA 1b Develops rhythm
		CA 1c Develops tone
CA 2	Dance & Movement	CA 2a Expresses through dance
		CA 2b Develops movement techniques
CA 3	Visual Arts	CA 3a Expresses through 2D and 3D visual art
		CA 3b Develops visual art techniques
CA 4	Drama	CA 4a Participates in dramatic and symbolic play
		CA 4b Uses and creates props to represent other objects or ideas



Adapts to be developmentally appropriate

Experience Curriculum supports educators in designing an environment that:

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- Includes developmentally appropriate learning materials.
- **Adapts to be developmentally appropriate.**
- Uses technology to support discovery and learning.
- Reflects diversity.

Open-ended materials allow educators and children to make modifications to best fit a child's goals and developmental level. Experience Curriculum thematic kits include a diverse collection of materials and manipulatives. Within the Experience Preschool and Experience Toddler Teacher Guides, suggestions are embedded on how to add to the art supplies, modify the manipulatives or experience the games in order to offer more support or extend choice and independent challenge. The Little Learners supplemental guide offers detailed explanations on how to modify the use of materials so that they are safe and appropriate for younger children and those with developmental needs.

The Little Learners supplemental guide offers detailed explanations on how to modify the use of materials so that they are safe and appropriate for toddlers or children who have developmental delays.

Dirt Writing

LLD 7 Writing **PD 2** Fine Motor

SUPPLIES

FOR EACH CHILD
- ☐ Nametag

YOUR SUPPLIES
- ☐ Crayons
- ☐ Tray of soil
- ☐ Brown paint

Discuss & Explore
- What can you draw in soil? Invite the children to explore drawing letters, numbers, shapes or their own designs in the soil.

Play Together
- Invite the children to write their names on a Nametag.
- Encourage each child to dip their pointer finger in brown paint and trace over his letters.
- **Simplify:** Write the child's name on the Nametag and encourage them to trace their letters with paint.
- **Challenge:** Encourage the child to write their last name on the back of the Nametag.

A For children with tactile challenges, see "Adaptations"

OBSERVE: Did the child write all of the letters in their first name? Did they carefully trace their letters with paint?

Dirt Writing

SKILLS **LLD 7** WRITING **PD 2** FINE MOTOR

SUPPLIES

FOR EACH CHILD
- ☐ Nametag

YOUR SUPPLIES
- ☐ Paintbrush
- ☐ Page protectors
- ☐ Marker
- ☐ Dirt or sand

Set Up
- Write the child's name on the Nametag and put it into a page protector.

Play Together
- Invite the child to help you sprinkle dirt over their Nametag.
- Encourage them to wipe away the dirt with a paintbrush.
- If desired, encourage them to trace over the letters in their name.

Did the child make marks in the dirt with the paintbrush? How did the child hold and control the paintbrush?

Ideas for scaffolding embedded throughout the Experience Preschool Teacher Guide





Art is for all ages and can adapt to all developmental levels. The artistic process is unique to each child. We offer art supplies to be used in a variety of ways according to the imagination and developmental level of the child. Many art projects are open-ended and encourage children to collage, cut and explore the various textures and artistic techniques.





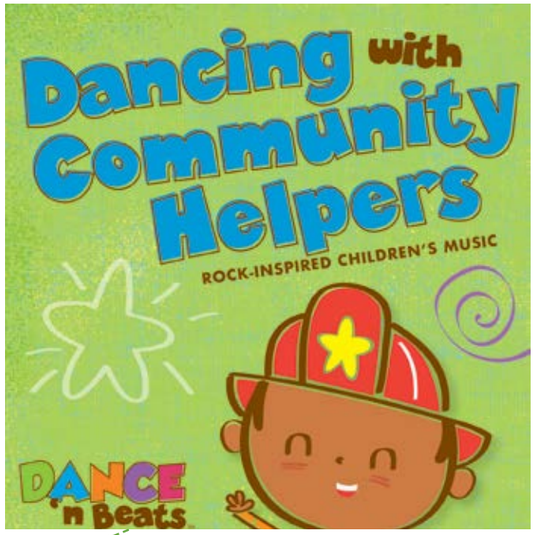
Other projects invite children to make their own dramatic play props, instruments or games. These projects encourage children to use problem-solving and fine motor skills in the construction of the prop and the creative process afterwards in how they play, sing or dance with their prop. In the lesson plan book, we offer suggestions on how to encourage children to play with their creations and continue learning beyond the creation process. When children participate in the process of creating a math game, a dramatic play headband or story-telling puppet, they play with greater purpose, pride and increased attention span (Paley, 2004).

Uses technology to support discovery and learning

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- Adapts to be developmentally appropriate.
- **Uses technology to support discovery and learning.**
- Reflects diversity.

Technology offers children the tools and information they need to explore math and science connections in the real world from a more global perspective (Ronis, 2008). When used effectively, technology can support learning across multiple domains and provide children with access to new skills and content. The technologies that benefit young children the greatest are those that are interactive and allow the children to develop their curiosity, problem-solving and independent thinking skills. (Perry, 2005). We provide many online resources that support our curriculum and extend classroom experiences. We encourage educators to use technology in a way that expands, enriches and individualizes the overall experience with the curriculum. We encourage the exploration of various forms of technology in our lesson plans while considering the fact that all of our teachers and families may not have access to the same types of resources.



We create technology resources that invite children to explore music and creative arts. We write and produce our own original children's music to complement each Experience Curriculum theme.

We integrate technology to encourage mental and physical fitness. Our Dance 'n Beats supplemental program is a research-based movement program that helps children learn 21 movements that increase muscle control, encourage physical fitness and foster a joy for learning.

We encourage children to explore everyday technology woven into thematic studies. They explore kitchen tools, clocks, light and shadow, ramps and simple machines.



experience EARLY LEARNING

Reflects diversity

Experience Curriculum supports educators in designing an environment that:

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- Adapts to be developmentally appropriate.
- Uses technology to support discovery and learning.
- **Reflects diversity.**

Intentionally chosen materials that reflect diversity build tolerance and a culture of respect for differences. Through Experience Curriculum, children are exposed to the diversity of people, places and cultures through photos, storybooks and illustrated resources. Diversity connects to one's ethnicity, culture, religion and beliefs, biology and special needs. We represent diversity in all of our teaching materials, and also intentionally include world discovery as a component in our lessons, included books and music production. By learning to respect and appreciate diverse cultures and people, children build self-confidence and better understand how they fit in their expanding world (Rogoff, 2003; Charlesworth, 2008).

We believe that a key element in designing a safe and caring environment is to intentionally invite children and their families to tangibly present and display their values, beliefs and traditions within the classroom experience. Positive teacher-family relationships result when there is mutual respect and the exchange of ideas (Copple & Bredekamp, 2009). Concurrently, we teach children to value and respect differences. We include experiential activities in all of our guides to show teachers how to introduce children to second language learning, explain why and how children use American Sign, explore multi-cultural traditions and show photos and illustrations of children with biological and physical differences, as well as children from diverse races and cultures. Experience Curriculum encourages room setup to incorporate these components and we provide materials within our thematic study kits to reflect and celebrate diversity.





We represent diversity in all of our teaching materials, and also intentionally include world discovery as a component in our lessons, included books and music production.





Routines

Young children flourish in environments that create routine and where the daily schedule includes large group, small group and individual discovery experiences. We believe children have a greater chance of success in learning when offered a variety of experiences with a balance of both teacher- and child-initiated activities. We encourage flexibility of routine to allow time for children to lead the depth and direction of investigation.

Within each Experience Curriculum activity, educators follow a routine of first asking children to share background knowledge and individual curiosities; then while exploring the activity, the teacher guides them in making connections and reflecting on learning. Experience Curriculum also offers many creative ways for educators to create smooth transitions throughout the day to encourage a child's sense of self-direction and regulation. A child's ability to manage oneself and have self-control over their actions and emotions is essential for competent functioning throughout life (Shonkoff & Phillips, 2000).

Routines encourage a child's sense of ownership and belonging within a community. Experience Curriculum helps educators implement routines and opportunities for children to be meaningful contributors to the learning community and environment.

Experience Curriculum helps educators establish routines that:

- Balance teacher- and child-initiated activities.
- Allow time for individual, small and group learning.
- Encourage a sense of belonging.
- Use questions and reflection to link learning.
- Use music and fingerplays to create smooth transitions
- Link unplanned teachable moments to planned experiences.

Balance teacher- and child-initiated activities

Experience Curriculum helps educators establish routines that:

- **Balance teacher- and child-initiated activities.**
- Allow time for individual, small and group learning.
- Encourage a sense of belonging.
- Use questions and reflection to link learning.
- Use music and fingerplays to create smooth transitions
- Link unplanned teachable moments to planned experiences.

Children benefit from a balance of teacher- and child-initiated activities. Both free play and "structured" play (where teachers purposefully design play experiences to support specific learning goals) are equally important for this age group (Diamond, Barnett, Thomas, & Munro, 2007). The Experience curriculum model encourages a daily routine that is both predictable in its sequence and flexible for the amount of time spent in each part of the day. The lesson plans present a collection of activities and projects that can be integrated throughout various parts of the day.

An age-appropriate schedule for preschoolers is built around large blocks of time during which children move freely about the classroom, self-selecting activities in which to engage alone or with others. Allowing children to choose the activities in which they will participate promotes enthusiasm for school, self-confidence and creativity (Hirsh-Pasek, 1991).

Picture Schedules help children understand what will come next and invite them to participate in the flow of the day. A daily schedule includes time for naps, meals, free play in centers, group time, outdoor time and small group projects or workshops.

The role of the educator is one of coach, mentor and researcher. Whether the activity is planned by the teacher or initiated by the child, educators should engage with children similarly:

- Ask open-ended questions that encourage children to make connections and explore multiple correct answers.
- Offer concrete materials that children can manipulate to construct personally meaningful knowledge.
- Use redirection, positive reinforcement and encouragement to guide positive social behavior and self-regulation.

FULL-DAY SCHEDULE

Arrival - 8:30 am	**Meet and greet** Welcome each child. Encourage free exploration of activity areas.
8:30 - 9 am	**Circle Time** Children sit in a large group and discuss the questions of the day. Children explore the weather and calendar, then participate in a Community Challenge.
9 - 10 am	**Free play and centers** Children explore the activity areas and build with blocks, make art, play dress-up or choose books to explore.
10 - 10:15 am	**Snack** Children participate in snack prep, handwashing, serving and clean-up.
10:15 - 11:30 am	**Small group and centers** While a few children participate in the activities from the Teacher Guide with you, others play freely in the activity areas while waiting for their turn.
11:30 am - 12:30 pm	**Outside play** Children participate in active play outdoors.
12:30 - 1 pm	**Lunch** Children participate in food preparation, handwashing, serving and clean-up. Family style meals are a great way to expose children to social, mathematic and language skills.
1 - 3 pm	**Rest time** Provide quiet activities, such as soothing music, low lights, books or individual toys that create a restful ambiance.
3 - 3:15 pm	**Snack** Children participate in snack prep, handwashing, serving and clean-up.
3:15 - 3:45 pm	**Story time** Explore books, letters, rhymes and storytelling. Use your own books or the included books in your Experience Preschool Curriculum.
3:45 - 4:30 pm	**Outside play** Children participate in outdoor activities and experience nature in play. Bring "indoor" materials outside to blend the indoor/outdoor experience.
4:30 - 5 pm	**Music closing time** Children participate in the closing song and reflect on the day's activities.



Found in the 'Getting Started' booklet

HALF-DAY SCHEDULE

Arrival - 8:30 am	**Meet and greet**
8:30 - 8:45 am	**Circle Time**
8:45 - 9:45 am	**Free play + STEAM Stations**
9:45 - 10 am	**Snack**
10 - 11 am	**Small group + table top + choice time**
11 - 11:30 am	**Outside play**
11:30 - 11:45 am	**Music closing time**

Whether an educator runs a full-day, half-day or 2-3 day program, Experience Curriculum is flexible to meet a variety of scheduling needs while ensuring time for children to freely explore and investigate learning through unplanned experiences.

Allow for individual, small and large group learning

Experience Curriculum helps educators establish routines that:

- Balance teacher- and child-initiated activities.
- **Allow time for individual, small and group learning.**
- Encourage a sense of belonging.
- Use questions and reflection to link learning.
- Use music and fingerplays to create smooth transitions
- Link unplanned teachable moments to planned experiences.

Social, physical, cognitive and language skills are stimulated in complementing ways through a variety of individual, small and large group settings. Within each of these settings, we recommend that educators actively observe their children and follow the child's lead on how to extend the activity and how much time to allow for each activity.

Large Group Learning

Circle Time and Closing Circle routines bring children together to share experiences from home. They sing songs, dance, observe the weather, talk about the day of the week and reflect on past learning.

Circle Time and Closing Circle routines bring children together to share experiences from home.

DISCUSSION
Introduce the topic of the day by asking an open-ended question. Use the question printed in your book to find out what children already know and want to know about the topic. Record this information, if desired, on the back of your daily Conversation Poster). At the end of the day, ask what they learned about the topic and record this on the sheet as well.

OPENING ACTIVITY
Use the rhyme or song each day to transition your children out of Circle Time and into the daily activities. Repeat the songs throughout the day, if desired, to reinforce the daily topic through rhyme and rhythm.

Circle Time

DISCUSSION
LLD 2a Communication
SCI 2a Natural & Earth Science

- Show the Conversation Poster and ask, "What do you know about chickens?" Save all Conversation Posters for later use.

ALPHABET ADVENTURE
LLD 4 Alphabetic Knowledge

- Show the letter Nn. Say the letter name and sound. Encourage the children to repeat.
- Model letter formation. Invite the children to write the letters using their finger in the air.
- Show the children the Phonics Photo for "nest." Say "Nn is for nest, /n/. What other words begin with the /n/ sound?"

COMMUNITY CHALLENGE

Five Little Eggs

SED 1a Self-Awareness **SED 3c** Social Relationships **ATL 1a** Attention & Persistence **CA 1a** Music

Do Together

- Ask, "Can you show me five?" Encourage the children to count out five fingers and hold them in the air. Explain that chickens keep laying eggs until they have a clutch. If someone doesn't gather the eggs daily, chickens will sit on a clutch of about twelve eggs.
- Sing the rhyme, then put one finger down after each verse. Count backwards.
- Insert the name of a different child each time you repeat. Invite that child to stand up.

FIVE LITTLE EGGS

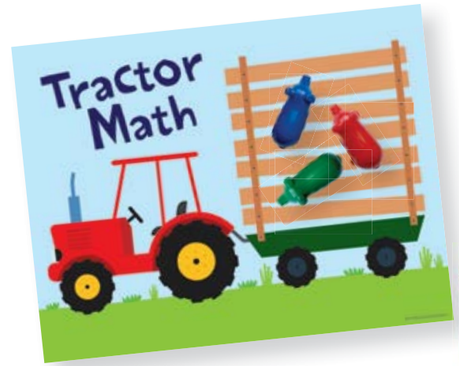
Five little eggs in a pile of hay
One started to crack and hatch today
Out popped Miles, happy and quick
The little bitty egg was now a chick

This activity builds relationship skills, self-awareness and the ability to attend by encouraging the children to participate in a song while waiting for their name to be called.

CIRCLE TIME
Circle Time materials are provided to support calendar, weather and greeting songs that may also be incorporated into Circle Time.

ALPHABET ADVENTURE
Alphabet Adventure teaches letter names and sounds through daily playful chants, poems and activities, building early phonics skills.

Example of small group activity



Small Group Learning

Small group activities include logic games, science experiments, literacy activities, math games and manipulative exploration. Small group activities build skills while also encouraging children to cooperate, share, take turns, listen and communicate with kindness.

Tractor Math

M 1d Number Sense

SUPPLIES
- ☐ Tractor Math Game
- ☐ Number Cards: 1-6*
- ☐ Counting Pigs*
- ☐ Pocket Cube

YOUR SUPPLIES
- ☐ Scissors



Discuss and Explore
- Explain that a "set" is a group of things that belong together. Make a set of three pigs. Say, "This is a set of pigs." Count the pigs and say how many there are.

Play Together
- Show and roll the Cube. Make a set of pigs in the cart to match the number shown.
- Invite the children to roll the Cube and make a set of pigs in the cart to match the numeral rolled. Then ask, "How many pigs are in the set?"
- **Simplify:** Set out a group of no more than three pigs. Ask the children to say how many are in the group without counting.
- **Challenge:** Create two sets up to five. Ask the children to identify which group has more, less or if they are the same even if the objects in the larger group are smaller.

OBSERVE: Does the child create sets up to five in the cart?

Individual Learning

Individual activities include art projects, journals, and independent play in activity areas. Throughout the curriculum, we recommend that educators take many of the tools and manipulatives introduced during small group time and set them out for children to freely explore during independent discovery time.

Example of one-on-one activity



Snow Names

LLD 7a Writing **PD 2** Fine Motor

SUPPLIES
- ☐ Loose Letter Mat: Bb*
- ☐ Nametags (save for later use)

YOUR SUPPLIES
- ☐ Paint: white
- ☐ Tray
- ☐ Scissors
- ☐ Real sticks
- ☐ Marker

Set Up
- Place nametags and markers on the table. Add trays of white paint.

Independent Play
- What marks do you think a deer leaves on the ground? Explain that the children will write names to leave marks or tracks in the snow.
- Help the children use a marker to write their name on the Nametag. Put all of the nametags in a pile.
- Invite the children to select a nametag and copy the first letter or whole name in the "snow."
- Brainstorm additional things that the children can write or draw in the snow.

OBSERVE: **LLD 7a** Does the child write using letter-like forms, mock letter or letter strings to write their name?

experience EARLY LEARNING

Encourage a sense of belonging

Experience Curriculum helps educators establish routines that:

- Balance teacher- and child-initiated activities.
- Allow time for individual, small and group learning.
- **Encourage a sense of belonging.**
- Use questions and reflection to link learning.
- Use music and fingerplays to create smooth transitions
- Link unplanned teachable moments to planned experiences.

Routines that invite children to participate in caring for their indoor and outdoor learning spaces help them to feel connected to their environment. Routines encourage a child's sense of belonging. Learning is a social experience (Vygotsky, 1978). As young children develop, they seek to understand how and where they fit within their immediate environment. We offer educators a "Little Helper" routine to help establish a caring community where children feel they are important contributors to the maintaining of their indoor learning environment. It is important that children understand that they are meaningful contributors to the school family. Meaningful contributors experience greater self-worth and value within. An internal feeling of self-worth extends outward as kindness, sharing and cooperation (Bailey, 2001).

Children also increase their sense of belonging within the environment when they routinely hear their name and see their own photo or images of their family. Activities embedded in each thematic study encourage teachers to use the children's names and photos, and invite the children to share artifacts or photos from home.

The Experience Preschool Curriculum nurtures the sense of belonging and community each morning during the Community Challenge. This part of the morning routine may include a song that inserts the child's name while singing, a collaborative game or a project where the children work together. During these community times, as well as during storytimes, children increase their sense of belonging when they see themselves or their home language and traditions represented in the books and stories shared.

Examples of how to create community and stewardship

Why are Little Helper jobs important?

When you include children in the everyday care of your home or classroom, it builds a sense of pride and belonging. Little Helper jobs also teach children that they can take responsibility and contribute in meaningful ways. Invite children to choose their jobs, then encourage them in the process and watch their confidence blossom!

Build these skills:

- Social-emotional skills: taking responsibility, following routines, caring and helping others
- Physical skills: coordinating large and small muscles to complete tasks

Create your own Little Helper station!



- Cut the job list off this flyer and hang it on the wall where children can see it.
- Write the name of each child on a clothespin and attach it to assign a task.



- Cut apart the job labels and tape them onto recycled cans.
- Write the name of each child on a craft stick and assign tasks by placing the sticks in the cans.



Found in the 'Little Helper Set' of the Welcome Kit

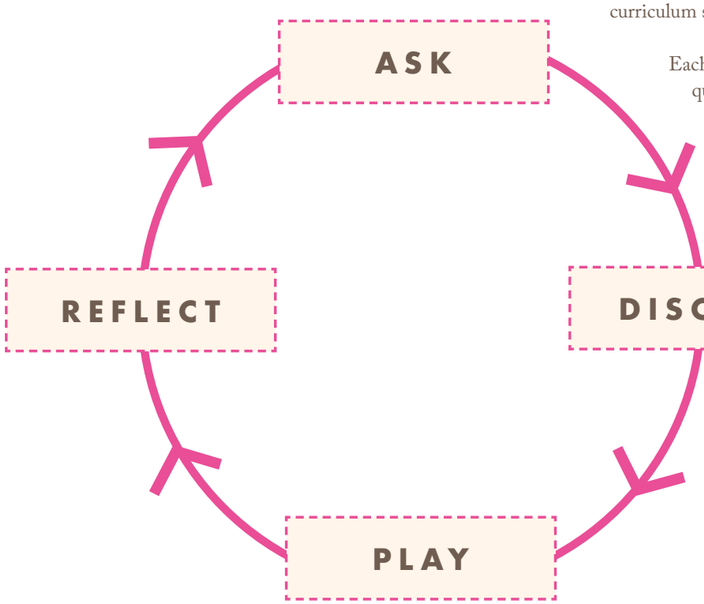
Use questions and reflection to link learning

Experience Curriculum helps educators establish routines that:

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- Encourage a sense of belonging.
- **Use questions and reflection to link learning.**
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Learning is an artful process of investigating the surrounding environment, making connections to past experiences, playing with concepts and reflecting on new experiences. Experience Curriculum models how to open and close each activity with a question that stimulates children to share background knowledge, make connections, file new ideas in their minds and reflect on their learning.

This discussion routine helps children link information and experiences to create an ever-expanding knowledge web. Between toddler and preschool years, a child's verbal self offers them a new toolbox for sharing thoughts, ideas and feelings with others (Stern, 2000). Listening and speaking are the primary ways that young children learn new concepts and ideas, and express their thoughts, observations and feelings (Wright & Neuman, 2009). Young children have many things they may wish to communicate, however, they are met with the frustrating reality of language limitations. Routine discussions invite children to build vocabulary, practice communicative skills, as well as offer educators information about their unique interests, questions and understanding of the world. With this information, educators can help children make connections between activities and individualize the curriculum so it relates to their interests.



Each planned activity begins with an open-ended question so educators can adapt or extend the activity to incorporate a child's interests and skill goals. The purpose of these activities is to introduce basic concepts, then offer a range of multisensory games or tasks to invite children to experience the concept. Extension ideas embedded in the lesson plan model how one could extend an activity to follow children's wonders and evolve the investigation. As children experience concepts in both a sequenced and constructivist approach, fundamental concepts are progressively refined, better understood and retained longer in memory (Fowell & Lawton, 1992).

Example page from the Family & Pets thematic study. Discussion questions encourage children to think about personal experiences and then connect and compare to new concepts.



FAMILY & PETS LESSON 6

STEAM STATION DRAMATIC PLAY — SEE PG. 8 FOR DETAILS

SMALL GROUP MATH

Happy Hearts

MR 1 Number Sense SED 4 Social Relationships SED 1 Self-Awareness

SUPPLIES
- ☐ Happy Hearts Game & Pieces
- ☐ Pocket Cube*
- ☐ Cube Cards: 1-6*

YOUR SUPPLIES
- ☐ Paper
- ☐ Crayons
- ☐ Scissors

Discuss & Explore
- What is something that makes you happy? Discuss how when we are kind and share, it makes us and others happy.

Play Together
- Set out the Happy Hearts game board. Give each child a game piece and their matching colored heart cards.
- Insert the Number Cards into the Pocket Cube. Invite one child to roll the cube and move that many spaces.
- Count the hearts on the landing space, then give that many heart cards to all of the other players.
- Take turns rolling and sharing hearts.
- How many hearts did you collect?
- **Simplify:** Each time the child has a turn, they give one heart to everyone.
- **Challenge:** Invite the child to sort their hearts by color and see which color they have the most of.

OBSERVE: Does the child count the number of hearts on the space and share that same number of cards?

SUGGESTED STORY

A Bear Hug for Bunny

by Leslie Falconer

LLD 6 Reading Comprehension SED 4 Social Relationships

- Show the cover of the Forest Friends book and read its title aloud. Ask, "How can you be kind to a friend?"
- Give each child a Story Piece to hold. Read the story and invite the children to hold up the characters when they are speaking.
- Afterward talk about how Bunny is kind to Bear. If desired, use the Story Pieces to retell the story.

TABLE TOP LITERACY

Happy-Sad Faces

A — For children with fine motor challenges, see "Adaptations"

LLD 7 Writing MR 6 Classification

SUPPLIES
- ☐ Happy Color Charts
- ☐ Cube Cards: Happy/Sad
- ☐ Pocket Cube*

YOUR SUPPLIES
- ☐ Crayons
- ☐ Scissors

Set Up
- Insert the Happy/Sad Cards into the Pocket Cube. Tape the Color Charts on the wall.

Independent Play
- Invite the child to toss the Cube and identify the color and emotion.
- Draw the same emotion face on same colored chart.
- At the end of the day, count the amount of happy and sad faces for each color.

OBSERVE: Does the child hold the crayon with a pincer grip? Do they draw a matching color face?

Closing Time

Reflection
- What could you do to make others feel happy?

MUSIC AND MOVEMENT

Happy Dance

LLD 1 Listening SED 2 Self-Regulation
- Draw happy faces on one side of papers and numbers or letters on the other side. Set them out happy face up.
- Play "The Happy Dance," track 4 on the *Dancing with My Family* CD.
- Invite the children to dance around the faces then pause the music. Call on a child to flip over the closest face and identify the concept on the back.

11





DRAMATIC PLAY

Pretend Party

SED 1 Self-Awareness CA 4 Drama

Set Up
- Make a prop box filled with birthday party supplies and stuffed animals. Encourage children to decorate and set up a pretend party for one of the stuffed animals.

Big Questions
- Why might someone have a party?
- What do you do at parties?
- How could you make a party special for one of the animals?
- What games could you play at a party?



experience EARLY LEARNING

Use music and fingerplays to create smooth transitions

Experience Curriculum helps educators establish routines that:

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- Encourage a sense of belonging.
- Use questions and reflection to link learning.
- **Use music and fingerplays to create smooth transitions.**
- Link unplanned teachable moments to planned experiences.

There are many creative ways to help children move from one activity to the next throughout a day. Transitions are times that occur between activities and can disrupt the flow of play. We encourage educators to avoid too many transitions, and give children enough time to become absorbed in their play. Throughout Experience Curriculum, we utilize music, rhymes and dramatic play to transform transitions into teaching moments. Transitions are important times during which children build a sense of self-direction and self-regulation.

Each day follows a similar routine and we use music and rhymes as a cue to trigger "what comes next." Each lesson plan day begins with Circle Time, in which the teacher invites children to gather during the Circle Time Song. The song functions as an auditory trigger. We also include a variety of visual aids for educators to show children as visual cues to capture their attention and invite them into new activities. Children come to expect how they will participate in Circle Time as they follow the routine of discussing questions, observing weather and deciding the pattern of calendar cards. Similar routines and transitions are encouraged throughout the day as the educator establishes the daily schedule.

Circle Time Song

1-2-3
Come learn with me
4-5-6
Calendar and weather pics
7-8-9
It's circle time

Clap clap clap-clap-clap (repeat)

Jump - jump run in place.
Turn around and then sit down!



Examples of transition songs and rhymes

Gather & Dismiss from Group Activities	Little Helper Clean Up Song	Goodbye Song
• Sing to the tune of "Row Your Boat," track 9 on the Circle Time album. Invite the children to pound on their legs, the floor, table or wall. • Insert a child's name in the song. When the child hears their name, invite them to march around. **Pound, pound, pound the drum,** **Pound it soft or loud.** **Pound, pound, pound the drum,** **As Shelly marches around.**	**I'm a little helper,** **I can do many helpful things** **Just for you** **Ask me and you will see** **I will do my very best** **Just for you** **Helper, helper** **I'm a little helper**	**Our day is done** **It was so much fun** **Learning with you** **A doodlee-do** **Now we must say** **Good bye to the day** **Good bye to you** **And you and you** **A doodlee doo** **A doodlee doo** **Good bye**
• Invite the children to gallop around the room. • Insert a child's name in the rhyme, then encourage them to pretend to fall off the horse. **Giddy-up, Horsey,** **Trot to town.** **Whoa, Horsey!** **Julia fell down.**		

Example of Closing Time Routine

My Friend is in the Circle!

- Ask the children to share how they learned to make or keep friends.
- Encourage them to hold hands and make a circle.
- Ask a child to stand in the middle. (If you work with one child, take turns walking around each other.)
- Sing to the tune of "The Farmer in the Dell," track 23 on the Circle Time album.
- Encourage the children to make a circle with their families and sing together at home.

My friend is in the circle.
My friend is in the circle.
Oh how I love them so,
My friend is in the circle.



Experience Curriculum offers a variety of fingerplays, rhymes and simple lyrics set to the tune of familiar songs in each lesson plan book. Educators can use these songs to facilitate smooth transitions between activities. Educators also use them to gather and dismiss children. For example, by inserting the name of a child into a rhyme or song, a child will be prepared to know how to manage their behavior to support the group transitions.

Link unplanned teachable moments to planned experiences

Experience Curriculum helps educators establish routines that:

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- **Link unplanned teachable moments to planned experiences.**

Teachable moments are important for children because they provide natural, meaningful contexts to reinforce the skills or concepts presented in planned activities. A teachable moment is an unexpected event during the day that an educator can use as a learning opportunity. Examples include the realization of a lost toy, a child's story from a home experience, a child's observation of a natural phenomenon or a challenge in getting coats and shoes on to go outside. An educator identifies teachable moments by observing and listening to children, following their leads and looking for interesting occurrences.

Routines that are flexible allow educators and children to share special unexpected moments and to leverage them to create even greater meaning in the planned experiences. Educators can help children make connections between unplanned teachable moments and planned teachable moments. Make notes in the lesson plan book on the teachable moments from the day, and intentionally incorporate these interests into the lesson planning for the coming days. Begin by reformulating the open-ended questions that lead into the planned activities to better connect the unplanned teachable moment to the planned activity. For example, a child noticed a snail on a leaf in the school garden. Today's planned activity was to talk about road safety. Before sharing together in the planned activity, set up the activity by asking questions, such as: How fast do you think a snail moves? How does his speed compare with a car's speed? When do you think it would be safe for the snail to cross the road? When do you think it would be safe for you to cross the road?

Teachable moments frequently occur during self-help and meal time routines. Allow for extra time so that children have ample opportunity to explore and discover during these times.

Examples of teacher notes for linking an earlier, unplanned activity to planned experiences



Tire Tracks

CA 3 Visual Arts **PD 2** Fine Motor **SCI 3** Physical Science

SUPPLIES

YOUR SUPPLIES
- ☐ Toy vehicles with a variety of tire treads
- ☐ Paper
- ☐ Paint

How might a snail track look? How can you make that on your paper?

Discuss
- What has wheels?

Independent Play
- Invite the children to compare the tire treads on the various toy vehicles.
- Encourage the children to run a vehicle through the paint, then roll it on the paper to make tire tracks.
- Use the various tire tracks to make designs on the paper.

OBSERVE: Does the child use the vehicles to make a variety of tracks?

How fast do you think a snail moves? When is it safe for a snail to cross the road?

Road Safety

SS 2 Civics & Economics **SED 4** Social Relationships **PD 1** Gross Motor

SUPPLIES
- ☐ *Circle Time* album

YOUR SUPPLIES
- ☐ Masking tape

Discuss
- What should we do to be safe on the road?

Explore
- Use masking tape to create an oval path (pretend road).
- Play a song from the *Circle Time* album and invite one child to walk on the road and pretend to be a type of vehicle (truck, bus, race car, motorcycle, tractor, bicycle, etc.).
- As the first child comes around, ask another child to join and "share the road." (If you work with one child, you pretend to be a second vehicle.)
- Continue inviting more and more children to share the road. Discuss how to move safely.

What might happen if a snail crawled onto our road? What would we do next?

OBSERVE: Does the child stay on the tape line while walking? Do they share with another when joined on the road?

What can we add to our block area to be pretend snails?

Self-Help Routines

Be sure to include time in your routines for children to help themselves. Offer more time for clean-up, bathroom breaks, getting ready to play outside, etc. Children develop social, emotional, communication and reasoning skills as they use self-help skills. This is an important and natural time for young children to learn and apply skills.

Mealtime Routines

Use the "teachable moments" that naturally arise during eating times to expand children's learning and thinking. Engage children in the planning, prep, serving and clean-up of meals. Encourage children to take the lead on the topic of conversation as they sit and eat with you or their peers. Be responsive to their inquiries. Encourage social skills and promote manners.



Assessment

We believe that young children learn through experience and participation. Likewise, assessment of young children should be play-based and observed in the natural flow of the day. As children play, create, discover and explore with Experience Curriculum, educators can record their learning and validate their observations by saving child work samples.

The purpose of assessment is to inform the planning of meaningful and developmentally appropriate learning experiences for children (Donovan, Bransford, & Pellegrino, 1999). Experience Assessment makes it easy to record observations of individual children and allow the process of their learning to be visible and easily shared with families. Our assessment methods give both parents and teachers the information necessary to move forward in helping each child reach individual goals, as well as insights needed to inform instruction and future planning.

The Experience Curriculum assessment model invites educators to:

- Observe through authentic strategies.
- Record child's developmental progress over time.
- Make learning visible and inform planning.
- Use technology to organize and share documentation.

ASSESSMENT

Observe using authentic strategies

The Experience Curriculum assessment model invites educators to:

- **Observe through authentic strategies.**
- Record child's developmental progress over time.
- Make learning visible and inform planning.
- Use technology to organize and share documentation.

Young children construct knowledge through interactive, concrete and hands-on experiences (Bredekamp & Rosegrant, 1992). Likewise, we believe that assessment of young children should be play-based and observed in the natural flow of the day. Authentic assessment uses documentation gathered during everyday experiences to chart learning over time.

Experience Curriculum offers a linked assessment system, meaning that assessment and curriculum planning are aligned. Experience Curriculum's lesson plans clearly identify which skills are integrated within a given learning activity. As children participate in the activity, educators observe the child's use of the identified skills and document their observations with anecdotes, work samples and levels that allow for tracking growth.

Because the system can be used for children who developmentally function between birth and 8 years of age, it can be used in classrooms that serve children with a wide range of developmental goals and needs. Experience Curriculum recognizes that each child is unique and develops at their own rate. A child may master certain skills quickly, while taking more time to master others.

Example of documenting a child's learning with Experience Curriculum



Shows control and tripod grip of marker. PD 2
Writes letters and draws pictures. LLD 7a, LLD 7b
Models how to write to younger child. SED 3d

Teacher photographs the child during participation in an activity

Teacher writes anecdotes



Verbally shares what was written and drawn. LLD 7b

Teacher connects observation to skills and the developmental level.

Encouraging Words

LLD 7a & **LLD 7b** Writing **SED 3d** Social Relationships

SUPPLIES

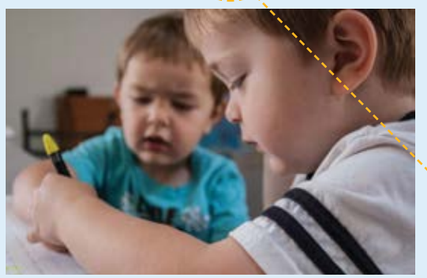
FOR EACH CHILD
☐ Postcard

YOUR SUPPLIES
☐ Crayons or markers

Set Up
- Set out the Postcards and any additional materials.

Write
- Who would you like to encourage and send a postcard to?
- What can you write or draw to encourage a friend or family member?
- What is happening in the picture you drew?
- Invite the children to write encouraging words on their postcards. Write key words as a model for the children to copy.

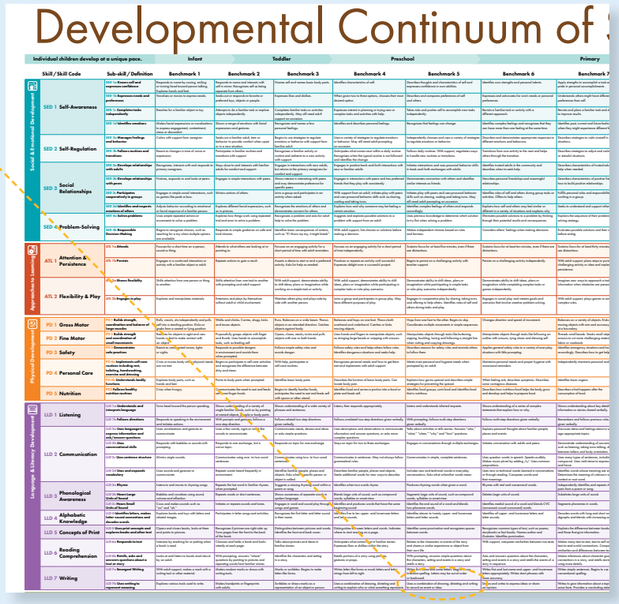
OBSERVE: Does the child use writing tools and write letters or letter-like symbols on the postcard?



Notices younger child get frustrated and helps. SED 3d



Carefully holds down the paper for the younger child. SED 3d



Record child's developmental progress over time

The Experience Curriculum assessment model invites educators to:

- Observe through authentic strategies.
- **Record child's developmental progress over time.**
- Make learning visible and inform planning.
- Use technology to organize and share documentation.

Learning is a process. Research in neurobiology, behavioral science and social sciences highlights the complex nature of development that is both gradual and reflects cumulative influences over time (Bjorklund, 2011). Experience Curriculum follows the Experience Developmental Continuum of Skills to connect authentic assessment to the consistent monitoring of progress for children from infant to early primary years. Educators can record data on a child's skill level over time in our easy-to-use brigthwheel app, where educators can find the 73 learning objectives and their developmentally appropriate benchmarks for infants, toddlers, preschoolers and early primary students. Additionally, we provide individual and group recording sheets to document observations on paper.

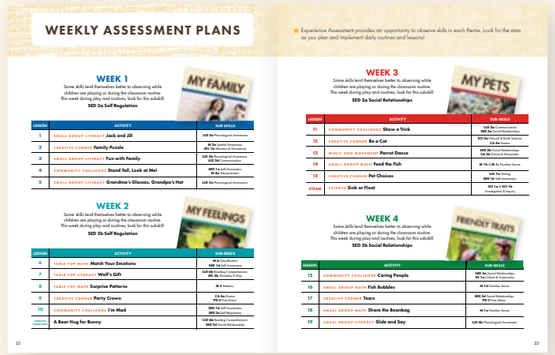
Evaluating Child's Developmental Progress

On-going observation and documentation is a key component to the Experience Curriculum system. As the children engage with the curriculum activities, the curriculum offers educators an "observe" prompt for every activity to support educators in focusing their observation to see the child's demonstration of skill objectives within the activity. The observation prompts also support the teacher in building habits of continuous observation and documentation.

Assessment Star Guide

To ensure educators consistently capture data on the child's development progress at the beginning, middle and end of year, the Experience Curriculum includes the Authentic Assessment STAR system, an assessment plan for each thematic study and an Assessment Guide with Observation Guidance pages. Through the STAR system, teachers are prompted by a star icon next to a daily activity to observe and document during that experience. Educators follow the stars to ensure they document all 73 sub-skills for each child over a three month period. The assessment plan, located in the Teacher Guides, shows educators what skills will be assessed over the month. The Observation Guidance pages offer teachers additional support in assessing the child's developmental level on the assessed skills.

Child Report of Skills



Plan for assessment and record observations in both group and individual assessment forms.



Make learning visible and inform planning

The Experience Curriculum assessment model invites educators to:

- Observe through authentic strategies.
- Record child's developmental progress over time.
- **Make learning visible and inform planning.**
- Use technology to organize and share documentation.

Assessment makes learning visible through documentation. We believe that it is important for both the child and their family to see the learning process. Children build metacognitive skills as they revisit and reflect on their experiences (Dewey, 1938). We support educators in telling the child's learning story by helping them establish individual child portfolios.

The Experience Curriculum Observation and Documentation Planning Calendar is a calendar that maps which projects each month in the curriculum to save as work samples and which skills to observe when children participate in these projects. When followed, the teacher will have a minimum of three data points of documentation and assessment for each of the 36 skills by the end of the school year. We recommend that providers actively observe, document and write anecdotes, or write the child's words on the documentation. Additionally, we encourage educators to invite children to help choose work that they are proud of and desire to put in their personal portfolios.

Authentic assessment and child portfolios inform educators and parents on future planning and instruction according to a child's needs, goals and interests. With Experience Curriculum, educators can continuously observe, reflect and adapt learning experiences to best match the interests and learning goals of the children in their care. The use of assessment information to inform and plan for future programs helps to create meaningful and developmentally appropriate learning experiences for children (Donovan, Bransford, & Pellegrino, 1999).

By making learning visible to the educator, child and parents, experiences in the classroom and at home can cohesively work together to benefit the child. Through open and routine communication with the child's family, goal planning can be a shared process that reflects both the child's developmental needs as well as the family's values and priorities (Hibel, Faircloth, & Farkas, 2008).

Build your own Child Portfolio with Assessment Tools



Experiences in the classroom and at home can cohesively work together to benefit the child when learning is visible to both a child's parents and educators.

Use technology to organize and share documentation

The Experience Curriculum assessment model invites educators to:

- Observe through authentic strategies.
- Record child's developmental progress over time.
- Make learning visible and inform planning.
- **Use technology to organize and share documentation.**

Technology offers an efficient and organized method to record a child's progress and learning over time. Photos, videos and voice recordings help teachers document the actions and words of the child in real time. Experience Curriculum encourages educators to regularly document child work using digital photography and video. By organizing photos by project, skill and date, educators can put the documentation together to create storyboards that vividly depict the child's experiences. These visuals help children, families and educators see the process of learning and investigation. Moreover, photos and videos can capture developmental evidence of motor, social, emotional and cognitive skills. These visuals can be documented via a portfolio app, social media or digital photo collection.

Using the brightwheel app to log skill progress captured through observations is the most effective way to document each child's growth, monitor developmental trends over time and share meaningful updates with families. Reports in the brightwheel app turn your recorded observations into clear, actionable insights that support both teaching and family communication.

Our blog and training platform provide educators with support and resources to use our assessment tools efficiently and effectively. On-demand trainings exploring authentic assessment, portfolios and more can be accessed at any time.

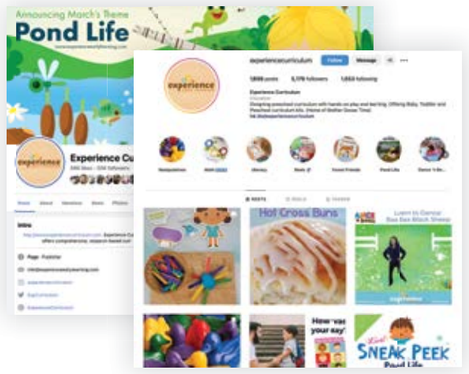


Inspired Learning Blog supports educators as a go-to source of tangible resources, classroom support and educational articles on research-based best practices.

Using the brightwheel app allows educators to quickly and easily assess each child's development and share it efficiently with families, making learning visible.



Our social media content inspires, educates and connects educators, creating peer-to-peer learning communities.





Family Connections

Educating a child is a partnership between home and school. Teachers and families provide each other with unique insights and perspectives on a child. Strong teacher-family relationships create a support system for the child to succeed and reach individual goals (Henderson & Berla, 1994). All families are unique with diverse values and cultural traditions. Research has positively linked parent participation in school-based activities to the child's development of language, social and motor development (Marcon, 1999). The Experience Curriculum encourages collaboration between school and home to form a learning community whose common goal is the good of the child.

Experience Curriculum supports family connections that:

- Extend learning from school to home.
- Incorporate family values, cultures and traditions.

Extend learning from school to home

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- **Extend learning from school to home.**
- Incorporate family values, cultures and traditions.

Educating a child is a partnership between home and school. Teachers and families provide each other with unique insights and perspectives on a child. Families can provide educators with a more complete understanding of the child's strengths, weaknesses, cultural perspectives, interests and needs, so that the whole child can be embraced within the classroom experiences.

Through mutual trust and cooperation, educators and families can establish the foundation for productive partnerships (Riggins-Newby, 2003). The Family Information Guide communicates the Experience Curriculum educational philosophy and theoretical basis, which serves as the foundation to the development of the Experience Curriculum. We openly share what, how and why we design lessons as to inform parents about our approach and welcome them to share their beliefs and goals around the education of their children. Because the parents know what thematic studies their children will explore throughout the year, there is opportunity for them to bring in cultural artifacts or share photos or memories of their family experiences with the thematic studies.



Children are constantly creating a range of hands-on projects with Experience Curriculum. These tangible creations act as a conduit to the conversations between child and parent regarding what they did and experienced throughout the day at school. The Experience Preschool Curriculum includes a daily "My Creative Mind" note to send home with the child's work so that parents have tips on how to ask open-ended questions about what the child did and learned each day.

Our curriculum includes resources and suggestions to actively engage families and extend learning from the classroom to the home. Monthly Family Newsletters contain activities, recipes and songs that connect learning in the classroom to educational opportunities in the home. We provide educators with access to a series of digital resources that they can forward to their families, which have interactive content, additional teaching tools, activity downloads and lists of recommended reading books.

Using these newsletters to highlight the topics explored in the classroom opens the doors for families to bring classroom learning into the home through singing songs, discussing topics and reading books. When families know about their child's program and can incorporate related elements into their home life, it communicates to the child that the family values their education (Mooney, 2000).



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experience EARLY LEARNING

Incorporate family values, cultures and traditions

Experience Curriculum supports family connections that:

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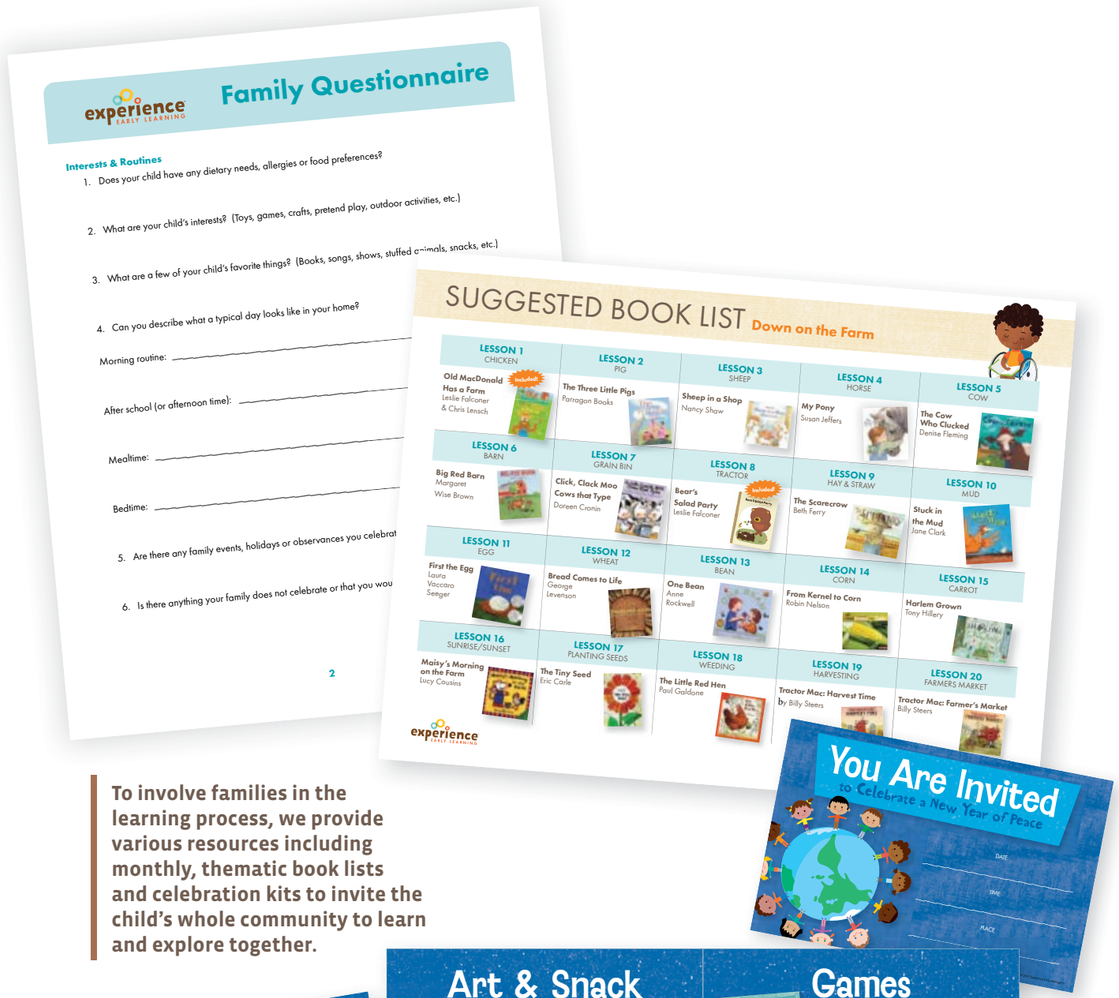
Families of all diverse cultures, traditions and values must be respected and heard in their learning communities. We provide educators with parent interview resources to actively engage parents from the beginning in open discussions about the needs, learning goals and personalities of their children as well as family beliefs and cultural traditions. We encourage our teachers to use this information in daily planning and setting up their learning environments to reflect each family within it.

Special Family Events

Experience Curriculum offers supports to educators on how to host family nights and events. Involving families to celebrate and share their traditional food, songs and customs during such gatherings enhances the learning community. We model through our Celebration Kits how to host and invite families to participate. These strategies can then be applied to hosting special events related to the unique customs, traditions and beliefs of the families represented in their program.

Inviting families to share stories

Stories are a window into one's culture and family traditions. During thematic studies, families can share artifacts from home or visit the class and share a song or story from their history or work. Experience Curriculum also provides a recommended reading list for each thematic study. The 20 theme-related book recommendations present diverse perspectives from fiction and nonfiction books that feature children and families from diverse cultures, abilities, traditions and beliefs. This recommended reading list is available digitally to educators so that they can share with families to enjoy at home reading.



To involve families in the learning process, we provide various resources including monthly, thematic book lists and celebration kits to invite the child's whole community to learn and explore together.



Professional Development

Experience Curriculum provides professional development and materials to support implementation and continuous improvement. By offering a variety of access points into training, educators can find support that is both meaningful and representative of their needs, goals and setting. Experience Curriculum Professional Development supports educators to:

- Understand how to implement the Experience Curriculum and Assessment Tools
- Individualize the curriculum to the unique needs and goals of their children
- Leverage and innovate on the curriculum resources to extend experiences to incorporate the child's emerging interests and inquiries

Teachers are learners, researchers, theoreticians and innovators. As they work with their children, they collect information, reflect, analyze data, ask questions and use new information to inform planning (Borgia & Schuler, 1998). Experience Curriculum Professional Development is designed to support educators to come to know their children better and set goals to improve their interactions, environment and knowledge. Experience Curriculum offers on-demand learning content so that educators can access support according to their unique professional development goals.

Experience Curriculum professional development model:

- Is based on sound adult-learning theory.
- Demonstrates how to embed theory into practice.
- Promotes learning communities and reflective practice.

Is based on sound adult-learning theory

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The Experience Training Approach is based on sound adult-learning theory and uses a combination of methods during virtual or on-site trainings.
Methodologies include:

- Presentation of concepts using visual aids and infographics
- Applied Classroom Materials
- Reflection prompts
- Personal goal setting
- Competency quiz and certificate

Educators have a choice to follow our professional development pathways or curate their own path by selecting sessions that match their goals and needs. Professional development that embeds professional learning in an educator's daily work has the greatest impact on improved outcomes for both children and educators (Gonzalez, et. al, 1993).



On-demand trainings provide educators with support to successfully implement best practices and the Experience Curriculum.



Demonstrates how to embed theory into practice

Experience Curriculum professional development model:

- Is based on sound adult-learning theory.
- **Demonstrates how to embed theory into practice.**
- Promotes learning communities and reflective practice.

Experience Curriculum grounds trainings in research and theories on child development and demonstrates how to put the theory into practice with tangible resources, tips, videos and activities.

Print Materials: Getting Started with the Curriculum
To help educators get started with the curriculum, Experience Curriculum offers a Getting Started guidebook to help orientate the educator to the philosophy, research, materials and methodology. It describes how to get started with curriculum planning and prep, establishing routines, setting up the environment and implementing the curriculum with success.

On-demand Curriculum Courses provide educators a deeper understanding into the theory behind the curriculum implementation strategies. Foundation courses provide a combination of text, videos, reflection prompts and quizzes to implement the curriculum with fidelity, including:

1. Lesson Planning
2. Establishing Daily Routines and Transitions
3. Individualizing Curriculum Activities to the Children
4. Observation and documentation
5. Engaging Families



Promotes learning communities and reflective practice

Experience Curriculum professional development model:

- Is based on sound adult-learning theory.
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- **Promotes learning communities and reflective practice.**

Reflective Practice

Reflective practice helps educators closely examine why, what and how they interact with children and make decisions in the small and big moments of the day. Reflective practice is driven by the belief that we can all continually improve what we are doing (Hubball, Collins, & Pratt, 2005). It invites educators to pause and create a space to bring forward past knowledge, beliefs, emotions and experiences. By asking ourselves deep questions, we find clarity on where we are so that we can then define a vision for where we want to be.

We support our teachers in routinely engaging in reflective practices through online modules. Throughout the modules, educators are invited to reflect on their practice and the impact their interactions have on their children.

Peer to Peer Learning

Learning communities are empowering and collaborative networks where educators can share expertise, pose questions, link theory to practice, innovate new ideas and participate in self-reflection and self-discovery.

Experience Curriculum establishes virtual communities through social media platforms. We provide support where educators can view videos, reels, photos and links about developmentally appropriate practices. These micro-training bits offer visible implementation of curriculum content and child development theory into practice.

Learning is a social process for both children and adults. Professional learning communities are empowering and collaborative. We encourage the use of technology and social media to connect educators and to invite them to participate in the exchange of information.





Access training wherever and wherever works for you!

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Developmental Continuum of Skills

Individual children develop at a unique pace.		Infant		Toddler		Preschool		Primary		
Skill / Skill Code	Sub-skill / Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
Social & Emotional Development									
SED 1 Self-Awareness	**SED 1a Knows self and expresses confidence**	Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet.	Responds to name and interacts with self in mirror. Recognizes self as being separate from others.	Names self and names basic body parts.	Identifies characteristics of self.	Describes thoughts and characteristics of self and expresses confidence in own abilities.	Identifies own strengths and personal talents.	Apply strengths to accomplish a task and exhibits pride in personal accomplishments.	Reflects and describes strengths and areas of growth. Begins to have and apply a growth mindset.
	SED 1b Expresses needs and preferences	Vocalizes or moves to express needs.	Seeks out or responds to favorite or preferred toys, objects or people.	Expresses likes and dislikes.	When given two to three options, chooses their most desired option.	Describes and compares preferences of self and others.	Expresses and advocates for one's needs or personal preferences.	Understands others might have different needs and preferences than self.	Expresses and advocates ways for self and others to both participate according to unique preferences and to attain differing wants.
	SED 1c Completes tasks independently	Reaches for a familiar object or toy.	Attempts to do a familiar task or explore objects independently.	Completes familiar tasks or activities independently. May still need adult support on occasion.	Expresses interest in planning or trying new or complex tasks and activities with help.	Takes risks and pushes self to accomplish new tasks independently.	Revisits a familiar task or activity with a different approach.	Revisits and plans a familiar task and describes ways to improve results.	Predicts how self and others might be able to perform in a task and describes and plans what is needed to improve.
	SED 1d Identifies emotions	Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.	Shows a range of emotions with facial expressions and gestures.	Recognizes and names a few personal feelings.	Identifies and describes personal feelings.	Recognizes that feelings can change.	Identifies complex feelings and recognizes that they can have more than one feeling at the same time.	Identifies past, current and future feelings and explains when they might experience different feelings.	Anticipates an emotional response that may result from a given situation.
SED 2 Self-Regulation	**SED 2a Manages feelings and behavior**	Calms with support from caregiver.	Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.	Begins to use strategies to regulate emotions or behavior with support from familiar adult.	Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.	Independently chooses and uses a variety of strategies to regulate emotions or behavior.	Describes and demonstrates appropriate responses to different emotions and behaviors.	Describes strategies to calm oneself in new or stressful situations.	Applies strategies for managing own emotions and behaviors.
	SED 2b Follows routines and transitions	Reacts to changes in tone of voice or expression.	Participates in familiar routines and transitions with support.	Recognizes a familiar activity or routine and redirects to a new activity with support.	Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.	Follows daily routines. With support, negotiates ways to handle new routines or transitions.	Transitions from one activity to the next and helps others through the transition.	Describes strategies to adjust and calm oneself in new or stressful situations.	Adapts to new situations or routines quickly and with minimal stress.
SED 3 Social Relationships	**SED 3a Develops relationships with adults**	Recognizes, interacts with and responds to primary caregivers.	Stays close to and interacts with familiar adults for comfort and support.	Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.	Engages in positive back-and-forth interactions with new or familiar adults.	Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults.	Identifies trusted adults in the community and describes when to seek help.	Describes characteristics of trusted adults and seeks help when needed.	Describes how trusted adults can provide support in various settings and how to build positive relationships.
	SED 3b Develops relationships with peers	Notices, responds to and looks at peers.	Engages in simple interactions with peers.	Shows interest in interacting with peers and may demonstrate preference for specific peers.	Engages in interactions with peers and has preferred friends that they play with consistently.	Demonstrates connection with others and identifies similar interests as friends.	Describes personal friendships and meaningful relationships.	Describes characteristics of positive friendships and how to build positive relationships.	Describes different types of relationships. Takes care of self, others and considers the needs of others.
	SED 3c Participates cooperatively in groups	Engages in simple social interactions, such as games like peek-a-boo.	Mimics actions of others.	Joins a group and participates in an activity when asked.	With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.	Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.	Identifies roles of self and others during group tasks or activities. Offers to help others.	Fulfills personal roles and responsibilities when working in a group.	Begins to use active listening and inclusion of other's ideas to support collaboration in a group setting.
	SED 3d Identifies and respects emotions of others	Adjusts behavior according to emotional or facial response of a familiar person.	Explores different facial expressions, such as in pictures.	Recognizes the emotions of others and demonstrates concern for others.	Explains how and why someone may be feeling a certain emotion.	Identifies complex feelings of others and responds accordingly.	Explains how self and others may feel similar or different in a variety of situations and explains why.	Seeks to understand and support others' feelings.	Demonstrates respect for others who have differing feelings and needs. Shows empathy to others.
SED 4 Problem-Solving	**SED 4a Solves problems**	Uses simple repeated actions or movements to solve a problem.	Explores how things work using repeated trial and error to solve a problem.	Recognizes a problem and asks for adult help to solve the problem.	Suggests and explores possible solutions to a problem with support from an adult.	Uses previous knowledge to determine which solution to try first when solving a problem.	Eliminates possible solutions to a problem by thinking through their potential results and consequences.	Explains the sequence of their problem solving strategy.	Solves problems by connecting personal experiences to possible solutions.
	SED 4b Responsible Decision-Making	Begins to recognize choices, such as reaching for a toy when multiple options are available.	Responds to simple guidance on safe and kind choices.	Identifies basic consequences of actions, such as "If I throw my toy, it might break".	With adult support, lists choices or solutions before making a decision.	Makes independent choices based on rules and fairness.	Considers others' feelings when making decisions.	Evaluates possible solutions and their consequences before acting.	Demonstrates responsible decision-making by applying past experiences to new situations.
Approaches to Learning									
ATL 1 Attention & Persistence	**ATL 1a Attends**	Focuses for a short time on a person, sound or thing.	Attends to what others are looking at or pointing to.	Focuses on an engaging activity for a short period of time with adult reminders.	Focuses on an engaging activity for a short period of time independently.	Sustains focus for at least five minutes, even if there are distractions.	Sustains focus for at least ten minutes, even if there are distractions.	Sustains focus for at least thirty minutes, even if there are distractions.	Sustains focus for forty-five minutes, even if there are distractions.
	ATL 1b Persists	Engages in a continued interaction or activity with a familiar object or adult.	Repeats actions to gain a result.	Asserts a desire to start or end a preferred activity. Asks for help as needed.	Practices or repeats an activity until successful. Expresses delight over a successful project.	Begins to persist on a challenging activity with teacher support.	Persists on a challenging activity independently.	With adult support, plans steps to pursue a challenging activity or idea and implements it with persistence.	Plans steps to pursue an idea and implements it with persistence independently.
ATL 2 Flexibility & Play	**ATL 2a Shows flexibility**	Shifts attention from one person or thing to another.	Shifts attention from one task to another with prompting and adult support.	With adult support, demonstrates ability to shift ideas, plans or imagination while working on a simple task or activity.	With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios.	Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.	Demonstrates ability to shift ideas, plans or imagination while completing complex tasks or games independently.	Imagines new ways to approach a task or discover information when obstacles are present.	Demonstrates ability to fluently shift approaches within complex tasks independently.
	ATL 2b Engages in play	Explores and manipulates materials.	Entertains and plays by themselves without adult or child involvement.	Watches others play and plays side by side with another person.	Joins a group and participates in group play. May have different purposes of play.	Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play.	Engages in social play and creates goals and scenarios that involve creative problem-solving.	With adult support, plays games or activities with complex rules.	Plays games or activities with others that have complex rules. May create own rules to games.
Physical Development									
PD 1 Gross Motor	**PD 1 Builds strength, coordination and balance of large muscles**	Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.	Walks and climbs. Carries, drags, kicks and tosses objects.	Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.	Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.	Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.	Changes direction and speed of movement.	Balances on a variety of objects. Kicks or strikes moving objects with aim and accuracy. Leaps. Stops at a boundary.	Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous play.
PD 2 Fine Motor	**PD 2 Builds strength and coordination of small movements**	Reaches for objects in sight and uses hands or feet to make contact with an object.	Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self.	Opens, closes, stacks, twists and pulls objects with one or both hands.	Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.	Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.	Manipulates objects through tasks like following an outline with scissors, tying shoes and dressing self.	Threads small beads. Stacks small objects. Uses scissors to cut more challenging materials, such as fabric or cardstock.	Manipulates objects of all sizes with speed and accuracy.
PD 3 Safety	**PD 3 Demonstrates safe practices**	Reacts to unexpected noises, lights or sights.	Responds to possible dangers in environment and avoids them when prompted.	Follows simple safety rules and avoids danger.	Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help.	Describes reasons for safety rules and reminds others to follow them.	Applies general safety rules to a variety of everyday situations with little prompting.	Identifies emergency situations and how to behave accordingly. Describes how to get help.	Takes appropriate initiative in dangerous and emergency situations.
PD 4 Personal Care	**PD 4a Implements self-care routines including rest, toileting, handwashing, exercise and dressing**	Cries or moves body when physical needs are not met.	Begins to participate in self-care activities and recognizes the difference between dirty and clean.	With help, participates in self-care routines.	Recognizes personal needs and how to get them met and implements with adult support.	Meets most personal and hygiene needs when prompted by an adult.	Maintains personal needs and proper hygiene with occasional reminders.	Independently maintains personal and hygiene needs.	Explains how to manage health and role of exercise and rest in self and others.
	PD 4b Understands bodily functions	Explores body parts, such as hands and feet.	Points to body parts when prompted.	Identifies basic body parts.	Describes the function of basic body parts. Can locate body pain.	Explains how germs spread and describes simple strategies for preventing the spread.	When feeling sick, describes symptoms. Describes some contagious diseases.	Identifies basic organs.	Describes the functions of basic organs.
PD 5 Nutrition	**PD5 Follows healthy nutrition routines**	Cries when hungry.	Communicates the need to eat and feeds self some finger foods.	Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.	Identifies food and serves a portion into a bowl or plate and feeds self.	Identifies food groups, sorts food and identifies food that is nutritious	Describes how nutritious food helps the body grow and develop and helps to prepare food.	Describes what happens after the consumption of food.	Prepares simple food for self.

Individual children develop at a unique pace.		Infant	Toddler		Preschool		Primary		
Skill / Skill Code	**Sub-skill / Definition**	**Benchmark 1**	**Benchmark 2**	**Benchmark 3**	**Benchmark 4**	**Benchmark 5**	**Benchmark 6**	**Benchmark 7**	**Benchmark 8**
Language & Literacy Development									
LLD 1 Listening	**LLD 1a Understands and interprets language**	Turns head toward the person speaking.	Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts.	Shows understanding of a wide variety of phrases and sentences.	Listens, then responds appropriately.	Listens and understands inferred requests.	Shows understanding of a series of complex statements that explain how or why.	Shows understanding about key details from information or stories shared verbally.	Listens to gather new information and demonstrates understanding.
	LLD 1b Follows directions	Responds to speaking in the environment and imitates actions.	With prompts and gestures, follows a one-step direction.	Follows related two-step directions given verbally.	Follows unrelated two-step directions given verbally.	With prompting, follows multi-step directions given verbally.	Follows multi-step directions given verbally.	Remembers and follows previous rules or directions given verbally.	Responds to verbal statements that have implied directions or requests.
LLD 2 Communication	**LLD 2a Uses language to express information and ask/answer questions**	Uses vocalizations and gestures to communicate.	Uses a few words, signs or word-like sounds to communicate.	Communicates needs, desires and ideas or asks simple questions.	Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.	Talks about activities or tells stories. Answers "who," "what," "when," "why" and "how" questions.	Explains personal thoughts about familiar people, places and events.	Discusses ideas and feelings about a wide range of age-appropriate topics.	Uses expression, tone and pacing to reinforce the meaning of what they are communicating.
	LLD 2b Uses conversational skills	Responds with babbles or sounds with prompting.	Responds to one exchange, but is not on topic.	Responds on topic for one exchange.	Stays on topic for two to three exchanges.	Engages in conversations through multiple exchanges.	Initiates conversation with adults and peers.	Demonstrate understanding of conversation norms, such as listening, taking turns talking, distance between talkers and body orientation.	Asks for clarification about information or topics that occur during a conversation.
	LLD 2c Uses sentence structure	Mimics single sounds.	Communicates using one- to two-word sentences.	Communicates using two- to four-word sentences.	Communicates in sentences. May not always follow grammatical rules.	Communicates in simple, complete sentences.	Uses question words in speech. Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions.	Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future.	Uses common irregular plural nouns and conjugated verbs.
	LLD 2d Uses and expands vocabulary	Uses sounds and gestures to communicate.	Repeats words heard frequently in environment.	Identifies familiar people, places and objects. Asks what a specific person or object is called.	Describes familiar people, places and objects. Seeks additional words for new ways to describe.	Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.	Uses new or technical words learned in conversations or through reading. Compares words and their meanings.	Identifies words whose meaning are similar. Determines the meaning of unknown words from context or root word.	Explains the difference between closely related words. Uses multiple strategies to determine and learn the meaning of unfamiliar words.
LLD 3 Phonological Awareness	**LLD 3a Rhyme**	Listens to and moves to rhyming songs.	Repeats the last word in familiar rhymes when prompted.	Suggests a missing rhyming word within a poem or song.	Identifies when two words rhyme.	Produces rhyming words when given a word.	Rhymes with real and nonsensical words.	Independently identifies and repeats rhyming word pairs from a poem or song.	Creates an original rhyming song or poem.
	LLD 3b Hears Large Units of Sound	Babbles and vocalizes using sound, volume and inflection.	Repeats words or short sentences.	Shows awareness of separate words in spoken language.	Blends large units of sound, such as compound words, syllables or onset-rime.	Segments large units of sound, such as compound words, syllables or onset-rime.	Deletes large units of sound.	Substitutes large units of sound.	Manipulates, blends, substitutes and deletes large units of sound.
	LLD 3c Hears Small Units of Sound	Coos and makes sounds such as "oo" and "ah."	Imitates or repeats sounds and tones.	Engages in word and sound play through songs and games.	Identifies and produces words that have the same beginning sound.	Identifies the end sound of a word and blends two-phoneme words.	Identifies medial sound of a word and blends CVC (consonant-vowel-consonant) words.	Segments phonemes in words.	Substitutes and deletes phonemes in words.
LLD 4 Alphabetic Knowledge	**LLD 4 Identifies letters, makes letter-sound connections and decodes words**	Explores books and toys with letters and related images.	Participates in letter songs and activities.	Recognizes the first letter and letter sound in their name.	Identifies five to ten upper- and lowercase letters and letter sounds.	Identifies eleven to twenty upper- and lowercase letters and letter sounds.	Identifies all upper- and lowercase letters and letter sounds.	Decodes words with long and short vowel sounds, digraphs and blends with increasing automaticity.	Applies phonics strategies and word analysis skills to decode words, such as irregular high-frequency and unfamiliar words with increasing automaticity.
LLD 5 Concepts of Print	**LLD 5 Uses print concepts and explores books and other text**	Opens and closes books, looks at them and points to pictures.	Recognizes if pictures are right-side up. Turns pages from the front to the back of the book.	Distinguishes between pictures and words. Identifies the front and back cover.	Distinguishes between letters and words. Indicates where to start reading on a page.	Identifies some punctuation and recognizes spaces between words.	Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation.	Explains the difference between books that tell stories and those that give information.	Identifies and uses text features to find information in texts.
LLD 6 Reading Comprehension	**LLD 6a Responds to text**	Interacts by reaching for or patting when a book is read.	Chooses and holds a book and looks intently at each page.	Talks about pictures and ideas in familiar stories.	Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.	Relates to the characters or events of the story and shares a similar experience or object from their own life.	With support, compares similarities between two texts.	Makes many text-to-text, text-to-self and text-to-real-world connections. Compares similarities and differences between texts.	Evaluates texts based on content, personal experiences and knowledge of the world. Compares the main points of two texts.
	LLD 6b Retells, asks and answers questions about a text or story	Looks at and listens to books read aloud by an adult.	With prompting, answers "where" questions by pointing to pictures and repeating words from familiar stories.	Identifies the characters and setting in a story.	Retells portions of a story using pictures, gestures or props.	With prompting, answers simple questions about the characters, setting and events in a story and retells a story.	Asks and answers questions about the characters, setting and events in a story and retells the events of a story in sequence.	Makes inferences about character goals or causal connections in a story, and retells stories in sequence using more details.	Summarizes texts and their messages. Describes the points of view of various characters.
LLD 7 Writing	**LLD 7a Emergent Writing**	With adult support, makes a mark with a writing tool or other material.	Makes random marks or draws with writing tools.	Marks or scribbles. Begins to make letter-like forms.	Writes letter-like forms or mock letters and letter strings from left to right.	Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.	Writes first and last name and upper- and lowercase letters appropriately. Writes short phrases with more accuracy.	Writes simple sentences. Begins to use conventional spelling.	Writes simple and compound sentences. Uses punctuation. Checks and corrects spelling.
	LLD 7b Uses writing to represent meaning	Explores various tools used to write.	Makes handprints or fingerprints with adults.	Scribbles or draws marks as a representation of an object or person.	Uses a combination of drawing, dictating and writing to explain who or what something represents.	Uses a combination of drawing, dictating and writing to record an event or idea.	Draws and writes to express ideas or share an opinion.	Writes to give information about a topic, including some facts. Provides a concluding statement.	Writes ideas or groups information in logical order. Uses descriptive words in writing.
Mathematics									
M 1 Number Sense	**M 1a Verbally counts numbers**	Listens to counting songs and chants.	Says or sings random numbers, may be out of order.	Verbally counts to five.	Verbally counts to ten.	Verbally counts to twenty.	Verbally counts to 100 by ones and tens. Counts forward from a given number.	Verbally counts in sequence to 120 from a given number.	Verbally counts by fives, tens and hundreds to 1000.
	M 1b Identifies and writes numerals	Sees numbers in everyday context.	Begins to identify numbers. Identifies the numeral 1.	Identifies numerals up to five.	Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five.	Identifies numerals up to twenty and understands the numeral reflects the quantity of objects. Writes numerals up to ten.	Identifies numerals up to fifty. Writes numerals up to twenty.	Identifies numerals to 100 and understands place value for two- to three-digit numbers.	Identifies and writes numerals to 1000. Understands place value for three- to four-digit numbers.
	M 1c Counting one-to-one, and composing and decomposing numbers	Points to objects.	Uses one-to-one correspondence to match objects or pictures.	Points to one object at a time while counting up to five.	Counts up to ten objects and indicates that the last number counted tells how many objects were counted.	Count up to twenty objects and indicates that the last number counted tells how many objects were counted.	Understands that a whole number is greater than its parts and can identify the number combinations that add up to five with prompting.	Identifies the number combinations that add up to five.	Decomposes numbers less than or equal to ten in more than one way.
	M 1d Number Quantities and Comparison	Looks for an object that is taken out of sight.	Recognizes amounts up to two without counting.	Recognizes amounts up to three without counting.	Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal.	Creates and counts groups of up to five objects and recognizes which group has more, even if the objects in the larger group are smaller.	Creates and counts groups of up to ten objects and identifies which group has more, less or if they are equal.	Uses the concept of a number line to compare which numbers are closer to each other.	Uses place value to compare numbers.
	M 1e Addition and Subtraction	Watches an adult add or take away toys.	Adds to and removes objects from a group as prompted.	Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three.	Adds and subtracts by adding to or removing objects and recounting to find the total up to five.	Adds and subtracts by adding to or removing objects and recounting to find the total up to ten.	Adds and subtracts by counting on or counting up to for totals up to ten.	Uses addition and subtraction strategies to solve problems with totals up to twenty.	Solves for the unknown in one- and two-step addition or subtraction word problems. Explains problem-solving strategies.
M 2 Spatial Awareness	**M 2a Understands how objects move in space**	Tries to put one object inside another.	Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space.	Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.	Moves objects to assemble a whole, such as simple puzzles with prompting.	Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation.	Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide.	Creates complex pictures or objects by putting together or taking apart shapes.	Determines when shapes have been slid, turned or flipped and describes the translation.
	M 2b Determines object location	Participates as caregiver raises arms or legs and says up/down.	Follows simple positional directions such as on/off, over/under and up/down.	Finds or places objects next to, between, in front of or behind self.	When prompted, places objects next to, between, in front of or behind objects not related to self.	Explains the location of an object in relation to another object.	Makes simple maps or models to represent the location of objects.	Gives and follows positional instructions to find objects.	Uses representations, coordinates systems and maps to identify locations of objects or places.
M 3 Shapes	**M 3 Identifies shapes and their characteristics**	Manipulates objects that are a variety of shapes.	Matches two identical shapes.	Identifies one to three two-dimensional shapes.	Identifies four to six two-dimensional shapes.	Identifies sides and angles or "corners" of shapes and uses materials to construct a shape when given a target shape to view.	Compares shapes by describing the attributes, such as the number and length of the sides and the number of angles or "corners" and recognizes shapes regardless of orientation.	Describes objects in the environment as two- and three-dimensional shapes. Identifies one to four three-dimensional shapes.	Separates a shape into halves, thirds and fourths.
M 4 Measurement	**M 4a Measures and Estimates**	Recognizes when to use whole hand or just two fingers to pick up an object.	Explores size and weight of objects in relation to self.	Determines which object is bigger when given two to three objects.	Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume.	Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary.	Makes logical estimates and uses measurement tools to check estimation.	Explains which measurement tool makes the best sense for the object being measured. Tells time in hours and half-hours.	Tells time. Estimates length in inches, feet, centimeters or meters. Measures an object using a variety of measurement standards.
	M 4b Compares and Orders	Picks up and puts down objects.	Places objects in a row in any order.	Compares and orders two to three objects. Identifies the first object.	Compares and orders up to five objects. Describes order using words like first, second and third.	Compares and orders up to ten objects. Describes order using words like first to tenth.	Orders objects by one feature, then reorders using a different feature. Orders events in time.	Compares objects by using a measuring tool, then orders.	Compares and explains how much longer one object is than another using standard units of measurement.
M 5 Patterns	**M 5 Copies, Creates, and Extends Patterns**	Plays predictable activities with caregivers, such as pat-a-cake and peekaboo.	Notices things that repeat in the environment.	Fills in the missing piece of an AB pattern.	Copies, creates and extends AB patterns.	Fills in the missing piece of complex patterns, such as ABC or AABB.	Copies, creates and extends complex patterns, such as ABC or AABB.	Identifies the smallest unit of a pattern, such as AAB as the smallest unit of the pattern AABAABAAB.	Develops and explains own formula for creating a variety of patterns.
M 6 Classification	**M 6 Sorts and graphs**	Notices when two objects are similar in some way.	Creates groups of objects by common characteristics but may be mixed or inconsistent.	Sorts objects by one feature.	After sorting objects by one feature, sorts again by a different feature	Sorts objects by more than one feature and explains why.	Gathers, sorts and categorizes objects or data into two categories and counts how many are in each.	Gathers, represents and answers questions about objects or data in three categories.	Gathers, represents and answers questions about objects or data in four categories.

Individual children develop at a unique pace.		Infant	Toddler		Preschool		Primary		
Skill / Skill Code	**Sub-skill / Definition**	**Benchmark 1**	**Benchmark 2**	**Benchmark 3**	**Benchmark 4**	**Benchmark 5**	**Benchmark 6**	**Benchmark 7**	**Benchmark 8**
Science									
SCI 1 Investigation & Inquiry	**SCI 1a Asks questions and makes predictions**	Looks for a person or toy that has moved out of sight.	Asks simple questions about a familiar environment through words or gestures.	Begins to understand how things are connected and asks more complex questions about a familiar environment.	When given a question, guesses a possible answer or outcome.	Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.	Predicts multiple outcomes to a question or situation and explains personal reasoning.	Uses prior knowledge and gathered information to make predictions about a scientific phenomenon. Makes hypotheses about scientific phenomena with teacher support.	Asks questions and makes hypotheses about scientific phenomena or hypothetical problems. Conducts an experiment multiple times.
	SCI 1b Observes, describes and records	Uses senses to explore environment.	Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.	Begins to observe, describe and record a simple scientific phenomenon with teacher support.	Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.	Observes, describes and records a scientific phenomenon.	Gathers information or experiments to prove/disprove a prediction.	Records findings in charts or diagrams and explains one's problem-solving strategy.	Records and discusses observations and evaluates information to explain a phenomenon or prove/disprove a hypothesis.
SCI 2 Natural & Earth Science	**SCI 2a Understands living and nonliving things**	Explores immediate environment using senses.	Plays with natural materials and reacts to animals or plants in the immediate environment.	Identifies familiar natural materials, animals or plants and groups them by common characteristics.	Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move.	Describes the characteristics of living things, sorts objects by living and nonliving and explains why.	Describes how living things obtain what they need to survive. Groups living things by complex features.	Describes how a living thing's features and surroundings help it survive.	Describes threats that living things must overcome to survive. Explains the relationships between a variety of species.
	SCI 2b Demonstrates knowledge of Earth's environment	Reacts to weather changes in immediate environment.	Points to and notices natural elements, such as clouds, rain and wind.	Recognizes day and night. Notices changes in temperature and weather.	Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.	Identifies current season and explains how weather affects personal life.	Explains that different places have disparate kinds of weather and climates.	Explains weather patterns and the basic properties and role of the sun, moon and earth.	Describes how the sun and movements of the earth affect climate.
SCI 3 Physical Science	**SCI 3a Explores forces and motion**	Kicks feet or shakes arms to make other objects move.	Uses body to push or pull toys.	Explores motion by moving, rolling, blowing on or dropping a toy.	Explains how vehicles, animals or people move.	Experiments with and explores invisible forces, such as ramps and magnets.	Experiments and compares the movements of various objects and materials on a variety of surfaces.	Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets.	Explains how force is used to change the direction of moving objects.
	SCI 3b Explores the physical properties of materials	Uses senses to explore objects in an immediate environment.	Reacts to changes in texture, temperature, smell, sound or sight.	Begins to name colors.	Describes basic physical properties of objects, such as textures and colors.	Manipulates matter and observes any physical changes that may occur.	Classifies and sorts materials by a variety of physical properties.	Identifies materials that are solid, liquid and gas.	Describe how materials change between different states of matter.
SCI 4 Technology	**SCI 4 Uses tools and technology to perform tasks**	Explores simple toys.	Begins to use simple toys purposefully.	Explores movable parts on toys.	Explores simple tools or interacts with simple types of technology.	Experiments with tools or technology to solve problems or accomplish tasks.	Uses familiar tools or technology to produce a desired result or solve a specific problem.	Experiments with familiar and unfamiliar tools or technology to achieve a variety of results.	Identifies which tools can best help save time, solve a problem or increase enjoyment.
Social Studies									
SS 1 Culture & Community	**SS 1a Identifies community and family roles**	Responds to and recognizes primary caregivers.	Recognizes the difference between a familiar and unfamiliar person.	Identifies familiar people and pets.	Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.	Identifies roles of self and others and describes the job each may do.	Compares roles, rules and responsibilities between different groups.	Describes how roles and responsibilities or families and groups change over time.	Identifies features of different communities and how these features impact roles and responsibilities.
	SS 1b Explores and respects cultures and traditions	Listens to stories or music related to cultures and traditions.	Participates in activities related to cultures or traditions.	Recognizes familiar symbols or artifacts of traditions or customs.	Describes the routines, familiar stories, traditions, foods or celebrations of own family or community.	Explains the meaning and importance of their own traditions or customs. Begins to learn, ask questions and respect other cultures.	Explains the meaning and importance of traditions or customs of other people.	Compares diverse cultures or traditions.	Names influential people or events that have impacted familiar cultures and traditions.
	SS 1c Respects diversity	Sees diverse features of people in books, toys or media.	Explores people and their features, either in person or in pictures.	Identifies similarities and differences between self and others.	Respectfully participates in activities with others different than self.	Shows interest in learning about and interacting with peers who look, learn, believe or move differently.	Explains and celebrates how individuals, families or cultures differ.	Demonstrates an understanding that some people have different needs or beliefs than self and seeks to support them accordingly.	Demonstrates respect for people who look different and have differing abilities or traditions.
SS 2 Civics & Economics	**SS 2a Follows rules, limits and expectations**	Attends to others in immediate environment.	Participates in communal activities.	Recognizes and attends to adults to hear rules, routines and expectations.	Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness.	Applies familiar rules and suggests new rules in a variety of situations.	Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.	Identifies individual rights. Determines if rules support the common good.	Describes different levels of government, such as local, state and national. Makes democratic decisions.
	SS 2b Understands concepts of money and economics	Reaches for desired objects.	Expresses a desire for an object or action. Expresses ownership such as by saying me or mine.	Expresses choice and recognizes interests and desires may be different from others. Explores the concept of trade.	Asks before taking an object that doesn't belong to them and offers an object to others to get what they want. Explores the concept of money.	Explores the use of trade of both goods and money to receive/buy objects or services.	Exchanges money, goods or services for other goods or services. Identifies value of differing coins.	Describes how and why we save, earn and spend money.	Explains how and why people work together in trade to get what they need and want. Explains why some items are more expensive or valuable.
SS 3 Geography	**SS 3a Identifies types of places**	Responds to changes in the immediate environment.	Recognizes familiar places.	Identifies a variety of familiar places in own community.	Identifies different types of water bodies, streets, buildings or landmarks in own community.	Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks.	Compares the geographic features of one's community to another community.	Identifies and describes various types of landforms and natural resources.	Explains how the physical features and characteristics of an environment affect how people live.
	SS 3b Interacts with maps	Navigates within a familiar environment.	Finds ways to move around obstacles in a familiar environment.	Follows a path.	Recognizes symbols or landmarks.	Identifies what is represented on a map and draws pictures of current location.	Recreates a map of something they cannot immediately see.	Locates familiar places on maps. Uses cardinal directions to follow and give directions.	Uses a variety of maps to gather information.
SS 4 History & Sense of Time	**SS 4 Develops sense of time**	Focuses on interactions with others for a short time.	Indicates the beginning or ending of an event	Describes events as they happen. Uses words such as "first" and "then."	Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.	Uses language of time to describe familiar sequences of events.	Retells historical, fictional or past events or stories.	Compares and contrasts current and historical conditions of familiar environments.	Describes relationships between past events and current conditions. Explains why it is important to understand historical events.
Creative Arts									
CA 1 Music	**CA 1a Expresses through music**	Makes sounds to communicate feelings.	Repeats words in familiar songs and attempts to sing.	Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments.	Uses voice, common objects or instruments to create music. Identifies self as a musician.	Uses voice or instruments to express feelings or to mimic sound effects.	Communicates ideas by creating rhythm or melody.	Interprets and compares many types of music.	Experiments and performs self-written music or rhythmic patterns.
	CA 1b Develops rhythm	Responds to rhythm.	Responds to changes in rhythm.	Claps to beat. May not always be consistent.	Claps along to simple rhythm patterns.	Repeats simple rhythm patterns.	Creates simple rhythm patterns.	Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation.	Maintains rhythm in various meter groupings.
	CA 1c Develops tone	Responds to sounds.	Responds to changes in sound, volume or melody.	Understands the difference between singing and speaking voices.	Controls voice to mimic the melodic direction.	Hears the change of musical phrases in a song. Sings along to familiar songs.	Controls pitch when singing a familiar song.	Matches vocal pitch in a limited range.	Participates in call-and-response and two-part rounds.
CA 2 Dance & Movement	**CA 2a Expresses through dance**	Uses body language to express feelings.	Uses purposeful gestures and body language to communicate.	Moves in own way to music and rhythm.	Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements.	Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.	Expresses ideas, feelings and stories through creative movement.	Coordinates movements of self and others to create a cohesive dance or idea.	Describes how dances and movements express certain ideas or feelings.
	CA 2b Develops movement techniques	Moves body in a variety of ways.	Moves body purposely such as by swaying or bouncing to music.	Follows the movements of others. Explores personal space and direction.	Demonstrates multiple ways to move body parts. Moves to the beat.	Follows a leader to perform a simple movement pattern.	Recalls a simple movement pattern and performs it individually or in a group.	Recalls and dances a sequence of two or three movement patterns. Identifies the beginning, middle and end of a dance.	Creates simple movement sequences.
CA 3 Visual Arts	**CA 3a Expresses through 2D and 3D visual art**	Expresses emotions while exploring materials.	Scribbles, colors or paints intentionally on paper.	Explores a variety of artistic tools and media.	Makes choices throughout the artistic process.	Plans, designs and seeks materials to make a creation.	Creates art to represent an idea or object. Explains how it was made.	Creates art to express ideas, thoughts and feelings.	Creates art and explains why and how they chose specific materials and techniques.
	CA 3b Develops visual art techniques	Explores materials using gross motor movements and senses.	Uses hands and feet to explore a variety of media.	Uses materials to create shapes or symbols.	Chooses an object or art tool to use with a given medium for a desired effect.	Uses artistic tools and media to create intentional designs or images.	Demonstrates a variety of techniques using a given tool or medium.	Uses various tools and techniques to achieve desired artistic results.	Compares artistic techniques and creations of many artists.
CA 4 Drama	**CA 4a Participates in dramatic and symbolic play**	Imitates simple movements and facial expressions.	Mimics observed behaviors and words.	Uses words, actions and props to pretend.	Plays a role in group dramatic play.	Assigns roles and plays out unscripted scenes in dramatic play.	With cues, performs a simple pre-planned drama.	Describes how a character may feel in a given situation, then integrates that emotion into performance.	Rehearses, memorizes and performs a short play.
	CA 4b Uses and creates props to represent other objects or ideas	Responds to props or puppets.	Mimics the use of familiar objects.	Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.	Uses an object as a replacement for a realistic prop or real object.	Uses a combination of real and imaginary props or characters to play out a scene.	Uses a combination of real and imaginary props or characters to play out multiple scenes or events.	With adult support, plans a story and creates costumes, settings or props to create a mood or environment.	Plans a story and creates costumes, settings or props to create a mood or environment.

Skill Code/Skill	Sub-Skill Code/Definition	Pre-Production	Early Production	Speech Emergence	Intermediate Fluency	Advanced Fluency
Second Language Acquisition						
SLA 1 Approach to second language acquisition	**SLA 1a Participates using target language**	Observes interactions in target language, but may not participate.	When prompted, uses gestures and words in target language to participate in group interactions.	Uses target language to actively participate, working around any language barriers.	Initiates interactions in target language, displaying adequate conversational proficiency with minimal language barriers.	Uses target language confidently and comfortably to participate. Begins to display written and academic proficiency for developmental level.
SLA 1 Approach to second language acquisition	**SLA 1b Demonstrates initiative with target language**	Uses cues and gestures to understand interactions in target language.	Asks for repetition of target language to clarify understanding.	Seeks explanations for unknown words and phrases in target language.	Asks questions in target language to clarify meaning of idioms and complex interactions.	Uses context clues and resources to clarify any misunderstandings.
SLA 1 Approach to second language acquisition	**SLA 1c Demonstrates use of varied vocabulary in target language**	Uses cues and gestures to understand interactions in target language.	Repeats often heard words in target language.	Uses social vocabulary to actively communicate and participate in the target language. Begins to use academic vocabulary in the target language.	Asks questions in target language to clarify meaning of idioms and complex interactions. Uses more advanced academic vocabulary in the target language.	Uses context clues and resources to clarify any misunderstandings.
SLA 2 Comprehension of second language	**SLA 2a Demonstrates comprehension of target language**	Responds to cues, such as gestures and visualizations.	Responds to simple words, phrases and questions in target language, especially in combination with other cues.	Responds to simple stories and short discussions in target language.	Responds to stories, shares opinions and engages in discussions in target language.	Demonstrates near-native comprehension of target language in all contexts.
SLA 2 Comprehension of second language	**SLA 2b Demonstrates use of words and sentence structure of target language**	Uses cues, gestures and visualizations to communicate.	Uses words and memorized phrases in target language to communicate.	Formulates sentences by combining familiar words and phrases in target language. May make frequent errors.	Uses increasingly complex linguistic structures in target language with minimal programmatical errors.	Uses target language effectively in all contexts.

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