

Curriculum Planning (Head Start)

Policy/Approach

Southern Oregon Head Start's approach is based on universal child development principles that guide the ways in which we work with children, taking into consideration our families and communities. Children need active, hands-on experiences, nurturing relationships, and intentionally planned opportunities using the environment, everyday materials, daily routines, and child interests to foster learning. Teachers engage children in meaningful conversations about the work they are doing.

We develop our curriculum using the Head Start Early Learning Outcomes Framework. We establish school readiness goals using our child outcomes and information from local school districts. We use school readiness goals and SmartTeach assessment data to prepare children to transition into kindergarten. In preparing for School Readiness, we ensure our curriculum correlates to the state of Oregon Common Core Standards.

Our base curriculum is Creative Curriculum for Preschool, along with the Conscious Discipline and the Second Step Curriculum to support social-emotional learning & self-regulation. The activities from this curriculum correlate with SmartTeach Objectives for Development and Learning.

Head Start Program Performance Standards:

1302.32 Curricula (a) (1) programs must implement developmentally appropriate research-based early childhood curricula.

Child individualization procedure

Department of Early Learning & Care:

414-305-0525 Program Schedule

414-305-0525 Activity Plan for All Children

Procedures:

Curriculum Planning:

Each week, HS teachers complete two types of planning:

- **Group planning** is about the materials, events or experiences that teachers will provide in their classroom during the week and daily routine. The teaching team works together to complete the *ED Planning/Debrief Form* for their classroom at the end of each week.
- **Individual planning** consists of intentional interactions and / or experiences to support each child's goals in the classroom. The teaching team completes an *Individual Child Planning Form* for all children.

Teachers' planning should be based on the completed debrief of specific observations of children; current child goals; the developmental goals of the Creative Curriculum®; and knowledge of what activities and interactions are developmentally appropriate.

Curriculum Components:

1. Family Input:

Family information and input are required components of curriculum planning and implementation. The following procedures and information will be used to facilitate family engagement in each child's education and curriculum planning:

- Registration information about the child that includes the child's home language.
- Initial Home Visits and Family Conferences.
- Any other information from the child's electronic file (Shine).
- Assessment information from SmartTeach.

2. Lesson Plans:

Utilize Creative Curriculum and components from Conscious Discipline to ensure all areas are intentionally planned for. When formulating the lesson plan, it is helpful to refer to the resource of activities embedded in the SmartTeach system. For lesson plan support and curriculum fidelity, Creative Curriculum volumes 1-5 and supplemental in-house resources have been referenced. Lesson plans need to include at least the following:

- Arrival activities (tabletop activities)
- Opening circle and closing circle
- Music and movement
- Art/Sensory
- Relaxation
- Individual Child Goals: including IFSP and Child Guidance Plan goals
- Intentional Teaching cards and/or Mighty Minutes
- Question of the Day
- Intentional outdoor exploration
- Intentional indoor exploration
- Intentional social-emotional supports such as Conscious Discipline rituals and/or Second Step activities
- At least one activity in the areas of Health, Safety, and Nutrition
- Miscellaneous Items: plans for inclement weather, class visitors, drills, special

activities, and family involvement

- **Small group activities** which may include:
 - Story-time
 - Language
 - Literacy
 - Mathematics
 - Social-Emotional Skills

Additional Lesson Plan Requirements:

- **Child Protection Unit** activities will be followed as indicated to preserve the fidelity of the program. The Child Protection Unit also will be used according to the implementation sequence given by Second Step. Classrooms will follow the schedule set by the Ed Department per Dates and Deadlines.
- **Nutrition activities** – partner with the cook at your center for help with planning and ideas; MTS recipes may not meet the nutritional needs of our agency. Nutrition must give prior approval to all related activities.
 - Resources are available online or at the center.

3. **Daily Schedule:**

The Daily Schedule is the structure around which learning opportunities are used to challenge and comfort children. The established schedule needs to be consistent to help children predict the sequence of events to feel secure in their classroom environment. The daily schedule will be posted in the classroom, written in both English (black) and Spanish (blue) for families to review as needed. The schedule is to include the following:

- 1) Health Check upon arrival / arrival activities at tables for children.
- 2) Hand washing – upon arrival, before meals, after using the restroom, and throughout the day as necessary (handwashing is planned for in the daily schedule) but not listed on lesson plan)
- 3) Tooth brushing (preferably after a meal)
- 4) Relaxation – Provide 5-10 minutes for part-day and about 40 minutes of rest for full-day (see [0-5 Rest & Safe Sleep Procedure](#)).
- 5) Minimum 60 minutes of intentional indoor exploration time with **separate** clean-up time listed on the schedule.
- 6) Music, rhythm, and movement activities.
- 7) Small group story time
- 8) Transitions – Transitions between activities should be smooth, developmentally appropriate, and allow for adequate time for children to

adjust. Children do not always need to transition as a group; individual or small group transitions may better support their needs. Whenever possible, transition activities should be intentional, engaging, and educational. All planned transitions should be documented on the and daily schedule and used to maximize instructional time while maintaining a positive classroom environment.

- 9) Breakfast or lunch within 30 minutes of arrival; allow 30 minutes for breakfast and lunch; duration snack (PM breakfast) is 15-20 minutes.

Note: These are not hard limits, children may leave the table when finished, have activity ready for them. Children may take their time eating, they do not have to be finished after 30 minutes, allow sufficient time for each child. Children do not have to come to the meal table. If they refuse, maintain supervision, and offer encouragement to join. Give clear expectations for an alternative activity.

- 10) Outdoor Play is 30 minutes with separate clean-up time listed; additional time requires specific planning. Duration programs will need to plan for two Outdoor Play times per day to meet the 90-minute requirement. (see [Outside Time 0-5 Procedure](#)).

- 11) Include opening and closing daily circle times that are appropriate in content, size, and length (5-15 minutes). Provide longer circles for children transitioning into kindergarten toward the end of the year.

- 12) Daily small group experiences – focused interactions with 10 children at most. These intentionally planned small group activities will allow children to experience a variety of developmentally appropriate, enriching activities, such as art, music, cognitive, literacy, small muscles, large muscles, and dance language.

*Reminders/Recommendations: The daily schedule should be written to ensure there is a balance of child-directed and teacher-directed activities; sufficient time is allowed for cleanup of activities and resettling, suits the children's individual and group needs and be flexible about time when children are playing well.

1. Social Emotional Resources:

Below is a list of research-based tools and curriculum to support the social emotional growth and development of children in the classroom.

- Second Step including CPU posters, Second Step Feelings Poster, Full Second Step Kit
- Conscious Discipline
- PBIS and Universal Supports
- Ukeru
- Solution Kit and Friendship Kit/We Care Senter (kits are the responsibility of the Teacher to maintain and stocked. Materials to be

purchased from the center budget. Printables can be requested from the Ed. Department)

4. Classroom Environment:

A well-organized classroom helps children make choices, encourages them to use materials well, and teaches them to take on increasing responsibilities for maintaining the classroom. Children should be able to explore and easily find and return materials on their own, build upon their interests and be given choices and chances to investigate, are allowed time to explore, experiment, and discover and be represented in the classroom with places for them to display their work. Below outlines general environmental planning guidance:

- Arrange the room/furniture so that all the children can be seen
- Clear established interest areas with access to materials and resources
- Clear, well established traffic patterns
- Clearly defined areas
- Locate active, noisier play areas and materials away from relatively quiet areas
- Places for children to gather in groups or play independently
- Color schemes should be calm and soothing. The environment should minimize the amount of stimulation, both visual and auditory.

Classroom Environments Needs:

- Post classroom visual schedule with both photographs/pictures and words, classroom rules, Matrix, Zone Map, Nap Map, Site Safety Plan and lesson plans.
- Label shelves and classroom materials in children's home language (minimum of English (black) and Spanish (blue)).
- Adapt environment for any special needs, reviews IFSP for modifications/accommodations
- Post hand washing procedures in all appropriate languages (minimum English and Spanish).
- Prepare children's cubbies with first names, photograph of children.
- Frequent updates: furnishings and materials are changed to maintain interests and encourage new learning (e.g. transform dramatic play from pizza parlor to veterinarian office, rotating materials).

*Environments will be updated with the change of study/theme and seasonally at a minimum.

Refer to the resources Creative Curriculum and Designs for Living and Learning or

consult with an Education Coach for environmental support.

Required Postings:	
Posting Title:	Notes:
3 classroom Rules Poster – Inside & Outside - Teacher made (current child pictures & words -Eng & SP)	Post: In classroom near meeting area at child level & outdoors in common area.
Listening Rules Poster (eyes watching, ears listening, voices quiet, body calm) –(HS)	Second step resources on SharePoint OR teacher-made
6 Steps of Conflict Resolution Poster	Posted in at least one space in classroom. To find: On Ed resources SharePoint Master in Ed resource binder HeadStart.gov
Classroom Matrix – Bulletin Board available to be posted -Teacher made	Post: Bulletin board in classroom To find: On Ed resources Share Point Master in Ed resource binder
Site Safety Plan	Post: Bulletin board in classroom To find: On Ed resources Share Point Master in Ed resource binder
Lesson Plan - Bulletin Board near meeting area	T-Ensure current week is posted

Education Required postings: (can be found in the Education Resource binder at your center, and on the Ed training SharePoint).

For all Curriculum resources, refer to the Creative Curriculum for Preschool Foundation and Guidebooks, Conscious Discipline Website and Building Resilient Classrooms book and the Education Department to guide and set up the classrooms.

Prior to start up and ongoing, classroom staff will reflect on and utilize an environment tool to support high-quality classrooms as assigned by the Education Department.

Planning and Debriefing Requirements:

1. Daily and Weekly Debrief:

All classroom Education staff will participate in daily informal planning/debrief sessions. The Planning/Debrief Form will be completed weekly, every Friday during Ed Planning (8:00 a.m. to 10:00 a.m. unless otherwise approved due to Agency needs) with all classroom staff to discuss focal children, evaluate the week, the environment, and share any relevant information with the teaching team. Confidential information about specific children will be documented in SmartTeach and / or their SHINE child file. The Planning Debrief form will include the following categories:

- Reflecting on the week, (e.g. staff matrix, zoning plan, adult/child interactions, supporting parent input, questions, concerns, follow-ups, environmental updates).
- Reflecting on Individual child observations, (e.g. child observations, developmental growth, child interest, family goals, strength, outcome data, emergent issue).
- Utilize the information from the previous week, child goals, IFSP goals and children's interest to plan for the following week in all curriculum areas and routines.
- Staff will create a "To Do" list and assign tasks to team members (e.g. gathering materials, additional support for a child during a challenging time in the routine).
- The completed debrief form will be filed in the Planning and Debrief binder after every meeting.
- Utilize information gathered from the Planning/Debrief form to complete the lesson plan in SmartTeach.
- Update Individual Planning Form weekly with focal child dates.

All classroom Education staff will participate in weekly planning and debriefing during the assigned education planning times.

2. Individual Child Planning Form:

The Individual Child Planning Form is where Teachers will document planning for 8 focal children per week- 2 each day (see [Child Individualization 0-5 Policy and Procedure](#)). Each focus child should have three goals for the day; the plan will include activities to support each goal, which part of the day the activity is to take place, as well as which objectives or school readiness goals the child is working toward.

NOTE: Some Information on the Individual Child Planning Form may remain the same for several weeks in a row, such as child goals, but the activity planning should change weekly and be reflected on the weekly lesson plan.

3. Approvals, Sharing and filing Planning/Debrief forms and Lesson Plans:

- Lesson plans will be completed and submitted electronically in SmartTeach to Education Coach or other designated person for approval no later **than 2:00 P.M.**, each Friday. (See [Site Education Site Monitoring procedure](#))
- Current lesson plans must be posted in the classroom in a place accessible to parents. (Individual Child Planning Forms are not posted for general review, as they may contain confidential information.)
- At the end of each week, hard copies of the Planning/Debrief forms are to be filed in the teaching team's Planning/Debrief Binder.
- Individual Child Planning Forms will be kept in the Planning and Debrief Binder and referenced during weekly planning. (See [Child Individualization 0-5 Policy and Procedure](#))

The Head Start Early Learning Outcomes Framework

Domain – Social & Emotional Development

- a. Relationships with adults
- b. Relationships with other children
- c. Emotional Functioning
- d. Sense of Identity and Belonging

Domain – Perceptual, Motor and Physical Development

- a. Gross Motor
- b. Fine Motor
- c. Health, Safety and Nutrition

Domain – Approaches to Learning

- a. Emotional and Behavioral Self-Regulation
- b. Cognitive Self-Regulation (executive functioning)
- c. Initiative and Curiosity
- d. Creativity

Domain–Language & Literacy Development

Language and Communication

- a. Attending and Understanding
- b. Communicating and Speaking
- c. Vocabulary

Literacy

- a. Phonological Awareness
- b. Print and Alphabet Knowledge
- c. Comprehension and Text Structure
- d. Writing

Domain-Cognition

Mathematics Development

- a. Counting and Cardinality
- b. Operations and Algebraic Thinking
- c. Measurement
- d. Geometry and Spatial Sense

Scientific Reasoning

- e. Scientific Inquiry
- f. Reasoning and Problem Solving

CENTRAL DOMAINS					
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	