

Creative Curriculum Project
ECED 502
December 9, 2010

Placing a high priority on creating a developmentally appropriate curriculum for young children should be the objective of every early childhood educator. Offering children opportunities to experiment, explore, and pursue their own interests promotes their social, emotional, cognitive, and physical development. The Creative Curriculum for preschool reinforces early positive growth in children by enabling them to make choices, express creativity, explore the learning environment, take risks, and apply problem solving skills to everyday learning experiences. After having carefully researched the Creative Curriculum program model, I devised a preschool learning environment by incorporating interest areas to include language arts, manipulative, math, art, music, science, blocks, and dramatic play. I designed the interest areas as an extension of the book, *Brown Bear, Brown Bear, What Do You See?* Written by Bill Martin, Jr. and illustrated by Eric Carle.

Language Arts Center

The library area of any early childhood classroom should be designed as a space for children to get away from more active interest areas and provide opportunities for children to relax (Dodge, Colker & Heroman, 351). In addition, the library area should include various materials such as a variety of picture books in different sizes, books that can be heard on cd, puppets, felt board pieces and felt boards, paper, and writing implements. The language arts area in my preschool environment includes two copies of *Brown Bear, Brown Bear, What Do You See?*, two sets of headphones, a cd player, a copy of *Brown Bear and Friends* cd, read by Gwyneth Paltrow in English and Spanish, bean bag chairs, a felt board, felt board characters from the story to include, a brown bear, red bird, yellow duck, blue horse, green frog, purple cat, white dog, black sheep, gold fish, teacher, and children, a small table with two chairs, drawing paper, crayons, washable markers, pencils, and colored pencils. In addition, the library area has color words in both English and Spanish displayed on the wall as well as flip books with pictures and words for each animal in the story.

In the library area, children have the opportunity to sit on the bean bag chairs and listen to the story on cd by wearing headphones. After listening to the story on cd, children can retell the story by manipulating the felt board characters and placing them in order of how they appeared in the book. Another means for children to explore the book is by drawing and writing about the story utilizing the drawing paper, flip books, and writing implements. Providing children with the opportunity to engage in the above literacy activities promotes their development in all areas.

Children's social and emotional development are enhanced by the comfortable setting, the bean bag chairs, sharing the book with a friend, re-enacting the story with the felt board, and expressing their own ideas about the story on drawing paper. Physical development is also fostered when children use their fine motor skills by opening and placing the cd in the cd player, manipulating the felt board pieces and placing them on the felt board, using their eye muscles as they follow the pictures and words in the book, and when they utilize writing implements to draw and write about the book. With regard for children's cognitive development, children learn basic skills from *Brown Bear* such as colors as well as sequencing of events. The text in the book provides a predictable sequence for children to follow while the colorful illustrations appeal to young children and their immediate environment. Children can make connections between the colors in the book and the color of their own clothing, the animals in the story and a pet they might own at home. When children hear a story, they make connections between the story and what they already know (Dodge, Colker & Heroman, 351).

Since families are a vital part of children's lives and development, it is imperative to include them in the curriculum. A way to include families in the *Brown Bear* theme would be to send home a literacy bag for them to explore with their child. The bag could include a copy of the book, pictures of the characters from the story for children to color and cut, popsicle sticks to attach the characters, and a concentration game with characters from the story. Families can read the story together, create the characters

and retell their own version, and play the concentration game for some added fun. While reading the story with children, families can scaffold learning by looking at the pictures and asking questions such as, "What color do you see?" and, "What animal do you think will come next?" Families can also encourage children to repeat the phrase from the story, "(Animal, animal) what do you see, I see a (animal) looking at me!" The connections families make with their children while reading books are invaluable. Sitting on a family member's lap or cuddling closely on the couch promotes good feelings in children which in turn fosters a positive reading experience for children to grow up to be successful readers.

Math and Manipulative Center

The manipulative center should include puzzles, stringing beads, sewing cards, laces, colorful buttons and color bears for sorting, colored plates for sorting the buttons and bears, sentence strips with velcro for patterning, and peg boards for making creative designs and patterns with the pegs on the boards. The manipulative center in my preschool classroom includes two small tables with four chairs at each table, shelving labeled with laminated pictures and words for puzzles, pegboards, beads, color bears, buttons, sorting plates, and a carpeted section that is spacious enough for assembling floor puzzles. Activities for children to explore would be *Brown Bear* sewing cards featuring all of the characters from the book, colored laces that correspond to the colors of the animals in the story, a giant floor puzzle of *Brown Bear*, sentence strips with velcro for making AB and ABAB patterns with character cards from the story, color bears and colored plates to sort the bears according to color, a *Brown Bear* animal mat for sorting color bears according to color and placing them on the corresponding animal, and a pegboard with colorful pegs to include brown, red, yellow, green, blue, purple, white, black, and orange. Children would have several choices to either work independently or with a friend while assembling the puzzle, lacing, making character patterns, sorting the color bears on plates and the animal mat, or placing the pegs into the pegboard.

When children actively explore the manipulative center, they have the opportunity to strengthen all areas of development. Their social and emotional development are

promoted when they cooperate with one another while assembling the floor puzzle, take turns placing the colorful pegs into the peg board, and use self-correcting materials such as the floor puzzle. Children develop confidence and build their sense of initiative when they have the opportunity to manipulate materials that promote success. Physical development is also fostered by practicing eye-hand coordination while lacing the sewing cards, and placing the pegs in the pegboard. Children's small muscles in their fingers and hands are refined when they participate in activities that utilize their fingers and hands (Dodge, Colker & Heroman, 295). In addition to social, emotional, and physical development, children's cognitive development is also promoted while engaging in manipulative play. Children use language to express how they are putting a puzzle together while working with a friend, they make comparisons between colors, sizes, and shapes of objects as they play with the pegboards and sorting bears, and they develop early literacy skills such as visual discrimination, matching similar objects, and left to right progression as they utilize the sewing cards.

Families can become involved with exploring manipulatives with their children at home by observing them and noticing their interests and abilities, following their lead and joining in their play with materials, exploring collections together such as buttons and beads, grouping them by color and size, and creating designs with the buttons and beads. Families can encourage their children to talk to them about the colors of the objects they are sorting and the types of designs they are making. Children are more apt to develop their creativity when adults engage in their play and scaffold learning by asking questions as well as promoting problem-solving skills. Families can also support the curriculum by creating a game with their child to share with the class in the manipulative center.

Art Center

Art is a natural means for children to express their feelings. Creative art is a language children use to convey what they know and what they feel. The art center should be filled with materials that provide opportunities for children to create, explore, manipulate, and enjoy. My preschool art center includes two tables with six chairs at

each table, art smocks, a two-sided easel, labeled shelving with washable paint, paint brushes, feathers for feather painting, playdough, dough tools such as rolling pins and animal cookie cutters, crayons, collage materials such as colored pom poms, tissue paper, pictures of animals for children to cut, glue, and paste on construction paper, markers, and scissors. The flooring in the art area is linoleum for easy clean-up and it has a sink for children to wash their hands and art tools when they are finished with their creations. Choices for children in the art center include feather painting at the art easel with various colors of paint (the feather painting represents the bird character in *Brown Bear*), tissue paper art to represent Eric Carle's illustration techniques, by placing glue on paper animal shapes such as a bear, dog, cat, sheep, frog, fish, and then choosing colored pieces of tissue paper to cover the animal, and *Brown Bear* playdough mats. Each laminated mat has a colored picture of a character from the story as well as the color word. Children can find the corresponding dough to match the animal of their choice, roll the dough with a rolling pin, and use the animal cookie cutter that matches the animal on their playdough mat to cut out the shape of the animal. Providing children with more than one choice in the art center is important for promoting their creativity. Some children get pleasure from experimenting with painting, while others enjoy molding dough with their hands and creating objects such as animals with cookie cutters.

The art center in an early childhood learning environment promotes all developmental domains. Children's social and emotional development are fostered when they reflect their feelings in their art work by color choice, materials utilized, and objects made from clay. Children have the opportunity to express their originality and individuality in their art creations (Dodge, Colker & Heroman, 317). Children's physical development is also enhanced in the art area when they use scissors to cut animals for a collage, paint with feathers, place pieces of tissue paper on the animal to create a tissue paper character from the book, and use a glue stick to glue pictures of animals on paper. Cognitive development is also promoted when children experiment with cause and effect by mixing colors at the easel with a feather, expressing in words what they are creating and having the teacher document their ideas in writing, and translating their

feelings and ideas into art by planning what they will create, choosing materials to create, and representing their expressions in the art creation.

Art is a simple way to bring children's school experiences into the home to share with families. Families have the opportunity to talk to their children about their art creations they made at school by posing questions such as, "Tell me about your picture", and "What do you like best about your art work?" Families can also aid in their children's appreciation of art at home by providing a box of collage materials, scissors, glue, and colored pieces of construction paper. Families can either create a colorful collage together or create individual masterpieces that represent their own unique interests and ideas. Completed projects can be brought to school by the children to be shared with classmates and displayed in the art center for all to observe and admire.

Music Center

Music and movement provides an outlet for children to move their bodies, express their feelings, and develop their language, vocabulary, and listening skills. The music center in my preschool environment involves children in listening activities, experimenting with various musical instruments to keep time with the rhythm of the music, and props such as colorful activity scarves, animal puppets, and characters on craft sticks for children to manipulate while listening to songs. Materials included in the music center are a cd player, cultural cds such as *Ella Jenkins Multicultural Children's Songs* and *Children of the World*, instruments such as the Chinese gong, Chilean rain stick, Mexican Aguiro, xylophone, maracas, rhythm sticks, sand blocks, bells, tambourines, and hand drums, shelving labeled with pictures of the instruments and props, and a large floor space for children to move and dance to the music. I would provide music and movement activities as a group activity during circle time in addition to offering an independent music center in the classroom.

One music and movement activity I would provide for children is creative movement with colored scarves while listening to Hap Palmer's, "Colors in Motion" song. Objectives associated with this music and movement activity include identifying the

colors, red, blue, yellow, green, purple, and orange, creating movements with colored scarves, and developing listening skills. Children would begin the activity in a seated position, holding a colored scarf. When their color is mentioned in the song, they stand up and create motions with the scarf. By the end of the song, all children are creatively moving their bodies with their scarves to the song. The song ends with the words, "Everybody quickly jump up and sit down."

The above music and movement activity supports children's developmental domains in a variety of ways. Their social and emotional development are fostered by being part of a group and valued by their teachers and peers, using their bodies to express their feelings through song, developing social competence by playing a musical game with peers, and enjoying the liveliness of the music as they move their bodies and scarves. Children's physical development is also enhanced as they use their large muscles to move their bodies during the group activity. Children experiment with the many ways they can move their bodies to the music which enhances and strengthens their muscles. In the music center, children also have the opportunity to refine their small motor skills by playing the musical instruments and manipulating the popsicle stick characters to music. Children also develop their cognitive abilities by solving problems while engaged in music and movement activities. They use logic to figure out which instrument they can use to make a particular sound, create patterns with the instruments, and learn number concepts when they clap their hands and stomp their feet to the music (Dodge, Colker & Heroman, 423).

In addition to being exposed to music and movement in the classroom, families can also engage in musical activities with their preschoolers at home. Using kitchen appliances such as pots and pans with wooden spoons to create musical instruments for a marching parade is one activity families can become engaged with their children. Singing color songs and making up silly lyrics is another family activity that young children enjoy sharing with a loved one. Families can also expose their children to music from various cultures and dance to the beat of an African drum. The possibilities are endless and the gift of a musical experience is one that will last forever.

Science (Discovery Center)

The discovery center is a place where children's curiosities are sparked by a variety of interesting materials to investigate. By nature, young children are full of wonder and are eager to discover how things work by using their senses to act on objects and observe what happens as a result of their actions. My discovery center includes various materials such as a live frog and aquarium, crickets for feeding the frog, the book *Growing Frogs* by Alison Bartlett that illustrates the life cycle of a frog, paper and crayons for drawing and writing, a sensory table with dry rice and beans, child-sized tongs, colored magnifying glasses, small rubber frogs in a variety of colors, and shovels for digging the frogs out of the sensory table.

The discovery center in my preschool classroom offers children a variety of activities to explore. Science skills are enhanced as children observe the frog in the aquarium, feed the frog crickets with adult supervision, look through the *Growing Frogs* picture book, draw pictures and write about their frog observations, sift through the rice and beans with their hands to find hidden frogs, and use tongs to pick them up. All of the above activities provide children with opportunities to use their thinking skills to investigate and explore while all areas of their development are being enhanced.

As children investigate the discovery center, their social and emotional development are fostered as they learn to work with a friend in their exploration of the frog, discuss their observations with one another, take care of their classroom pet by feeding it crickets, and solve problems by figuring out how to maneuver the tongs to pick up the frogs. Physical development is also promoted when children utilize tongs to pick up the frogs from the sensory table, sort the frogs by color, and use magnifying glasses to get a closer look at the live frog. Their fine motor skills are refined when they use their hands and fingers to manipulate objects in the discovery center. Cognitive development is also fostered as children problem-solve, observe, count, classify, and represent their findings by drawing and writing. When children make discoveries, they are eager to share their findings with others which promotes their language development (Dodge,

Colker, & Heroman, 382). Children build vocabulary by looking at books and asking questions about their observations. Children can be presented with a plethora of activities to stimulate all of their senses and promote all areas of development in the discovery center.

Making the school to home connection in the discovery center can be an easy transition for children and families. Going on nature walks, collecting items such as leaves in the fall or shells at the beach, talking about the discoveries, sorting the objects by color, shape, or size, using magnifying glasses to get a better look at the objects found, and asking children “What if” questions aids in scaffolding their learning. Discoveries can be sent to school when families donate collections of items found on a nature walk to the classroom for all of the children to explore.

Blocks Center

Children naturally enjoy constructing, creating, representing their experiences, and building with unit blocks. Blocks are open-ended materials for children to manipulate, they feel good to the touch, and they are symmetrical and inviting for exploration. The blocks center in my preschool learning environment includes a set of colorful unit blocks in a wide range of shapes and sizes, multicultural children and family figures, colorful zoo, pet, and farm animal props, small cars, trucks, trains, tractors, and boats, books about transportation, farm animals, and road signs, shelving labeled with materials for the block center, a large carpeted area for block construction, and pictures of animals and transportation vehicles on the wall.

Activities children can engage in the block center include building a zoo, circus or farm with the unit blocks for the animal props and pretending the animals are going on a train ride to the circus or being transported to the zoo. Children can refer to the books and pictures on the wall to guide them in their block construction. When children construct, create, and represent with blocks, they grow in each area of development (Dodge, Colker, & Heroman, 243). Children’s social and emotional development is enhanced when they work cooperatively with their peers to build meaningful structures

for their animals and care for the materials in the center. Physical development is fostered when children utilize their fine motor skills to carefully place blocks together to form a zoo and their eye-hand coordination is enhanced when they balance blocks. Children also acquire strength in their large muscles when they carry blocks from one area of the center to another. Cognitive development is reinforced when children represent their experiences when they build a farm or a zoo for the animal props, and learn about sizes, shapes, weight, and numbers when they build and put blocks away on the shelves. Children use language to convey information to their peers and teachers about their structures and teachers scaffold learning by asking children questions about their constructions. Blocks are a wonderful outlet for children to express their creativity, have fun, and build foundations for future success in abstract thinking.

Families can become involved with their children's block play at home by purchasing table blocks or colorful wooden cube blocks. Children can navigate the house with their families to find interesting props to add to the block construction. As children create with the blocks and props, families can ask questions to extend their block play, such as, "How can you get the animals to the zoo?" or, "Where will the animals sleep?" When families ask children questions about their structures it makes them more aware of what they are doing and encourages them to try new ideas when experimenting with blocks (Dodge, Colker, & Heroman, 269).

Dramatic Play Center

Perhaps the most exciting center in any preschool learning environment is the dramatic play area. In this center, children are inspired to be creative and use their imagination through their play. They can pretend to take on the role of a mother, sister, veterinarian, grocer, or doctor. When children engage in dramatic play they extend their understanding of the world and develop the necessary skills that will serve them throughout their lives (Dodge, Colker, & Heroman, 271). As an extension of the book, *Brown Bear, Brown Bear, What Do You See?*, my dramatic play center has materials for children to pretend to be veterinarians helping animals from the story. Supplies in the

center include stuffed animals such as a white dog, a cat, a red bird, and a horse, doctor play kits with stethoscopes, thermometers, bandages, blood pressure meters, medical tape, scissors, and reflex hammers, dress-up doctor clothing such as scrubs, medical masks, and examination gloves, pads of paper for writing prescriptions, pencils, and crayons, pet food, and animal masks for children to pretend to be the animals from the story. In addition to the above materials, I would also provide children with picture books about veterinarians and animals for them to reference as they take on the role of an animal doctor.

Dramatic play is the central vehicle for children's healthy development and learning during the early childhood years. All of children's developmental domains are fostered when they engage in dramatic play to include social, emotional, physical, and cognitive development. Social and emotional development is enriched as children learn to negotiate roles with peers and cooperate while portraying different scenarios. Children use language and build vocabulary while taking on various roles and experiment with different feelings in the process. Research has proven that children who engage in dramatic play tend to be more empathetic towards others because they have experimented with being someone else in their play scenarios (Dodge, Colker, & Heroman, 271). Dramatic play enhances children's capacity to control their impulses and their aggression towards others while engaged in role-playing situations. With regard for children's physical development in the dramatic play center, they develop fine motor skills when buttoning and snapping dress-up clothing and hand-eye coordination is refined when putting away props and materials. Cognitive development is promoted when children use their imaginations to recreate an experience they may have had with a family pet at the animal hospital. The images children have in their minds are played out in the dramatic play center and aid in their development of abstract thinking that will be utilized for math and reading skills in the primary grades. Children also experiment with problem-solving as they talk with their peers and share ideas about particular roles and scenarios. Providing children with interesting materials in the dramatic play center sparks their creativity and enhances their learning experiences in a meaningful way.

Families can extend children's dramatic play at home by simply playing with their children and incorporating simple props during play. Families can pretend to be going on the Polar Express to visit the North Pole by lining up chairs, putting on pajamas, eating cookies and sharing a warm mug of hot chocolate. Children can take on the role of the conductor as families role play the passengers on the train. Children can practice early literacy skills as they write tickets for everyone to ride the train and then collect the tickets before the passengers board the Polar Express. The possibilities are endless when it comes to engaging children in dramatic play. When adults become involved in children's play, they teach important learning skills and spend valuable time together.

In conclusion, the Creative Curriculum for preschool is an all-inclusive, culturally reflective, and developmentally appropriate early childhood curriculum model. It treats children with respect and meets individual needs through the various learning centers offered in the preschool environment. Children are free to express themselves in music and movement activities, while painting with feathers, and creating their own mathematical patterns. Exploration of the learning environment is supported by providing children with a discovery center to feel rice and beans between their fingers and use tongs to maneuver toy frogs. Socialization is strongly emphasized when children create scenarios in the dramatic play center and talk about their structures in the block center. The Creative Curriculum is an early childhood model I plan on implementing in my preschool learning environment in the near future.

References

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Creative Curriculum

In this final project, you will develop a creative curriculum, for a specific age group, incorporating each learning center in a classroom based upon a curriculum model or hybrid of your own design. Examples of curriculum models include Reggio Emilia, Constructivist (Piaget), High Scope, Waldorf, Creative Curriculum, Developmental-Interactionist (Bank St. Model), Multiple Intelligences (Gardner), and, Sociocultural (Vygotsky). Provide a theoretical framework for your creative curriculum. Within your curriculum, articulate connections with children and families, developmentally effective approaches, an understanding of content knowledge in early education, and the building of meaningful curriculum. Design, a meaningful challenging curriculum that promotes developmental and learning outcomes for all young children.

Examine and explicate the academic focus of each area including the creative socio-dramatic play center, art area, manipulative, music, math/science, blocks, and language arts learning centers. Plan, implement, and reflect on creativity, play and inquiry within each learning center utilizing the PAR model. Plan a creative activity for each learning center using developmentally effective approaches and content knowledge. Design the learning centers and provide the lay out of the classroom. Be specific about the learning materials, equipment, and supplies in each learning center.

Provide a rationale for the curriculum and each learning center. Be prepared to present your creative curriculum using a multiple intelligence approach. Present at least one creative activity at the final meeting. Include an academically focused educational game that is appropriate for young children. Provide at least two pictures that illustrate adults' roles in children's play. These can be from a variety of different commercial sources such as advertisements, newspaper articles, the media, etc. Be prepared to discuss how these pictures can serve as role models.

According to the NAEYC Position Statement on Early Childhood Curriculum, Assessment, and Program Evaluation, "curriculum that is thoughtfully planned, challenging, engaging, developmentally appropriate, culturally and linguistically responsive, comprehensive, and likely to promote positive outcomes for all young children.

Indicators of Effectiveness:

- **Children are active and engaged.** Children from babyhood through primary grades—and beyond—need to be cognitively, physically, socially, and artistically active. In their own ways, children of all ages and abilities can become interested and engaged, develop positive attitudes toward learning, and have their feelings of security, emotional competence, and linkages to family and community supported.
- **Goals are clear and shared by all.** Curriculum goals are clearly defined, shared, and understood by all "stakeholders" (for example, program administrators, teachers, and families). The curriculum and related activities and teaching strategies are designed to help achieve these goals in a unified, coherent way.
- **Curriculum is evidence-based.** The curriculum is based on evidence that is developmentally, culturally, and linguistically relevant for the children who will experience the curriculum. It is organized around principles of child development and learning.

• **Valued content is learned through investigation, play, and focused, intentional teaching.** Children learn by exploring, thinking about, and inquiring about all sorts of phenomena. These experiences help children investigate “big ideas,” those that are important at any age and are connected to later learning. Pedagogy or teaching strategies are tailored to children’s ages, developmental capacities, language and culture, and abilities or disabilities.

• **Curriculum builds on prior learning and experiences.** The content and implementation of the curriculum builds on children’s prior individual, age-related, and cultural learning, is inclusive of children with disabilities, and is supportive of background knowledge gained at home and in the community. The curriculum supports children whose home language is not English in building a solid base for later learning.

• **Curriculum is comprehensive.** The curriculum encompasses critical areas of development including children’s physical well-being and motor development; social and emotional development; approaches to learning; language development; and cognition and general knowledge; and subject matter areas such as science, mathematics, language, literacy, social studies, and the arts (more fully and explicitly for older children).

• **Professional standards validate the curriculum’s subject-matter content.** When subject-specific curricula are adopted, they meet the standards of relevant professional organizations (for example, the American Alliance for Health, Physical Education, Recreation and Dance [AAHPERD], the National Association for Music Education [MENC]; the National Council of Teachers of English [NCTE]; the National Council of Teachers of Mathematics [NCTM]; the National Dance Education Organization [NDEO]; the National Science Teachers Association [NSTA]) and are reviewed and implemented so that they fit together coherently.

• **The curriculum is likely to benefit children.** Research and other evidence indicates that the curriculum, if implemented as intended, will likely have beneficial effects. These benefits include a wide range of outcomes. When evidence is not yet available, plans are developed to obtain this evidence.”

(Downloaded from www.naeyc.org) NAEYC Position Statement on Early Childhood Curriculum)

**ECED 502
Creative Curriculum Rubric**

<p style="text-align: center;">Exceeds Expectations 28 - 30 Points</p>	<p style="text-align: center;">Meets Expectations 22 - 27.5 Points</p>	<p style="text-align: center;">Does Not Meet Expectations 0 - 21 Points</p>
<p>Design and develop a very creative curriculum model, for a specific age group, incorporating each learning center in a classroom using developmental knowledge to create a healthy, respectful, supportive and challenging learning environment <u> x </u> 1c.</p> <p>Demonstrate an in-depth knowledge and thoughtful application of young children's developmental characteristics and needs within the creative curriculum design <u> x </u> 1a.</p> <p>Standards 1a, 1c Tools 4, 5, 6 6.5-7.5 Points</p>	<p>Design and develop a creative curriculum model, for a specific age group, incorporating each learning center in a classroom using developmental knowledge to create a healthy, respectful, supportive and challenging learning environment <u> </u> 1c.</p> <p>Demonstrate knowledge and thoughtful application of young children's developmental characteristics and needs in a creative curriculum design <u> </u> 1a.</p> <p>Standards 1a, 1c Tools 4, 5, 6 5.5-7 Points</p>	<p>Design and develop a creative curriculum model, for a specific age group, incorporating learning centers in a classroom uses limited developmental knowledge based to create a learning environment <u> </u> 1c.</p> <p>Demonstrates limited knowledge and application of young children's developmental characteristics and needs in curriculum design <u> </u> 1a.</p> <p>Standards 1a, 1c Tools 4, 5, 6 0-5 Points</p>

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<p>Thoroughly examines and explicates the academic focus of each area including the creative socio-dramatic play center, art area, manipulative, music, math/science, blocks, and language arts learning centers describing developmentally effective approaches <u>x</u> 4b.</p> <p>An understanding of content knowledge in early education is demonstrated <u>x</u> 4c.</p> <p>The building of a meaningful curriculum is strongly demonstrated <u>x</u> 4d.</p> <p>Well developed plan, implementation, and reflection on creativity, play and inquiry within each learning center utilizing the PAR model and developmental knowledge <u>x</u> 1c.</p> <p>Standards 1c, 4b,c,d Tool 4</p> <p>6.5 - <u>7.5</u> Points</p>	<p>Examines and explicates the academic focus of each area including the creative socio-dramatic play center, art area, manipulative, music, math/science, blocks, and language arts learning centers describing some developmentally effective approaches ___4b.</p> <p>Some understanding of content knowledge in early education ___4c.</p> <p>The building of meaningful curriculum is demonstrated ___4d. .</p> <p>Developed plan, implementation, and reflection on creativity, play and inquiry within each learning center utilizing the PAR model and some developmental knowledge ___1c.</p> <p>.</p> <p>Standards 1c, 4b,c,d Tool 4</p> <p>5.5 - 7 Points</p>	<p>The academic focus of each area including the creative socio-dramatic play center, art area, manipulative, music, math/science, blocks, and language arts learning centers is not examined and explicated and does not describe developmentally effective approaches ___4b.</p> <p>An understanding of content knowledge in early education is not demonstrated ___4c.</p> <p>The building of meaningful curriculum is not demonstrated___4d .</p> <p>Plan does not include implementation, and reflection on creativity, play and inquiry within each learning center utilizing the PAR model, but lacks developmental knowledge ___1c.</p> <p>Standards 1c, 4b,c,d Tool 4</p> <p>0 - 5 Points</p>

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
28 - 30 Points	22 - 27.5 Points	0 - 21 Points
<p>Well developed and designed learning centers and lay out of the classroom encourage creativity, development and learning demonstrating developmental knowledge <u>x</u> 1c.</p> <p>Builds meaningful curriculum <u>x</u> 4d.</p> <p>Specific details about learning materials, equipment, and supplies provided for each learning center demonstrate an advanced understanding of young children's characteristics and needs <u>x</u> 1a.</p> <p>They consider and are highly responsive to the multiple influences on development and learning including needs of diverse cultures and linguistics of students <u>x</u> 1b.</p> <p>A deep understanding of content knowledge in early education is demonstrated <u>x</u> 4c.</p>	<p>Developed learning centers and lay out of the classroom encourage creativity, development, and learning demonstrates some developmental knowledge ___1c</p> <p>Builds meaningful curriculum ___4d.</p> <p>Details provided about learning materials, equipment, and supplies for each learning center demonstrate some understanding of young children's characteristics and needs ___1a.</p> <p>The curriculum considers and is responsive to multiple influences on development and learning including the needs of diverse cultures and linguistics of students ___1b.</p> <p>A deep understanding of content knowledge in early education is demonstrated ___4c</p>	<p>Learning centers and lay out of the classroom do not encourage creativity, development, and learning ___1c.</p> <p>Does not build meaningful curriculum ___4d.</p> <p>Some details about learning materials, equipment, and supplies provided for some learning centers but do not demonstrate an understanding of young children's characteristics and needs ___1a.</p> <p>The curriculum is not responsive to multiple influences on development and learning does not consider the diverse cultures and linguistics of students ___1b.</p> <p>Understanding of content knowledge in early education is not demonstrated ___4c</p>
<p>Standards 1a,b,c, & 4 c, d Tools 1, 4, 5, 6 6.5 - 7.5 Points</p>	<p>Standards 1a,b,c, & 4 c, d Tools 1, 4, 5, 6 5.5 - 7 Points</p>	<p>Standards 1a,b,c, & 4 c, d Tools 1, 4, 5, 6 0 - 5 Points</p>

<p>Provides a detailed rationale for the curriculum and each learning center demonstrating a clear understanding of content knowledge including essential concepts, inquiry tools, and content areas including academic subjects and resources to deepen understanding <u> x </u> 4c.</p> <p>At least one creative activity is presented in class that uses developmentally effective approaches <u> x </u> 4b.</p> <p>An academically focused educational game that uses effective approaches, strategies, and tools to positively influence young children's development and learning is presented <u> x </u> 4b.</p> <p>Two pictures or more illustrate adults' roles in children's play. The curriculum strongly demonstrates and connects with children and families using positive relationships and supportive interactions with young children <u> x </u> 4a.</p> <p>Standards 1a,b,c & 4b, c,d Tools 3, 4, 5, 6, 7 6.5- 7.5 Points</p>	<p>Provides a rationale for the curriculum and each learning center demonstrating an understanding of content knowledge including essential concepts, inquiry tools, and content areas including academic subjects and resources to deepen understanding <u> </u> 4c.</p> <p>At least one creative activity is presented in class using developmentally effective approaches and content knowledge <u> </u> 4b.</p> <p>An educational game that is appropriate for young children is presented <u> </u> 4b.</p> <p>Two pictures illustrate adults' roles in children's play.</p> <p>The curriculum demonstrates and connects with children and families using positive relationships and supportive interactions with young children <u> </u> 4a.</p> <p>Standards 1a,b,c, & 4 b, c Tools 3, 4, 5, 6, 7 5.5- 7 Points</p>	<p>Provides some rationale for the curriculum and each learning center. Creative curriculum presentation uses an approach that does not demonstrate an understanding of content knowledge in early education <u> </u> 4c.</p> <p>One activity is presented at the final meeting but is not appropriate for young children <u> </u> 4b .</p> <p>A game that is appropriate for young children is presented. The curriculum does not demonstrate or connect with children and families <u> </u> 4a.</p> <p>The curriculum does not demonstrate or connect with children and families and does not demonstrate positive relationships or supportive interactions with young children <u> </u> 4a.</p> <p>Standards 1a,b,c,& 4 b, c Tools 3, 4, 5, 6, 7 0- 5 Points</p>
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Signed _____

Date _____