

# Pattonville Early Childhood Curriculum Guide



2009

### ***How was the Early Childhood Curriculum Developed?***

The Curriculum was developed over a two year period of time and was approved by the Pattonville Board of Education in April, 2007. During that time best practices in early childhood education were researched as well as other district's early childhood curricula. The Early Childhood Curriculum was cross-referenced with the district's kindergarten curriculum and was also approved by the elementary principals, instructional specialists and the district kindergarten teachers.

### ***What is the foundation of Pattonville's Early Childhood Curriculum?***

The Curriculum Development Team looked to the Missouri Department of Education for resources and information in which to ground the curriculum. At that time the Missouri Department of Elementary and Secondary Education (DESE) had almost completed the establishment of the Missouri Pre-K Standards. DESE had assembled the most outstanding resources and minds in early childhood education from around the state to develop these standards. The standards were rooted in what 'best practice' research says about early childhood education. It makes sense that Pattonville's Early Childhood Curriculum reflects these state Pre-K standards. Also, Missouri has maintained a time-tested adoption of *Project Construct*, the early childhood framework for curriculum and assessment. The Pattonville Early Childhood Curriculum, therefore, is deeply rooted in the Missouri Pre-K Standards and the constructivist theory of early childhood education.

### ***How do children, specifically ages 3-5, learn and develop?***

Research on how children develop and learn about their world almost all states that children actively construct their own knowledge and values as a result of interactions with their physical and social worlds. In this way, therefore, a child's journey in learning and developing is a *process* framework rather than *product*. The constructivist view, derived from the work of well known historical educators, indicates that knowledge is determined neither by nature nor by environment alone. Rather, each child learns as a result of dynamic interactions with everything in their world. The best early childhood education does not break learning into isolated bits but rather guides children in their construction of knowledge – challenging them to make predictions about their world, to try things out, and to rethink their own beliefs in light of their new knowledge. A feature of constructivist education is its emphasis on the needs of individual children. To optimize learning and development, our teachers take into account and support varying abilities of individual children, using a combination of developmentally appropriate practices, child-initiated and teacher-directed experiences. The absolute best way to achieve this construction of knowledge with each individual child is through guided and facilitated play and experiences where children can explore and make sense of their new world. This facilitated and guided exploration and play embeds basic literacy and language concepts, cognitive math and science concepts as well as physical, social and emotional development.

## ***What is covered in Pattonville's Early Childhood Curriculum?***

### Cognitive - Science

- ✓ Explores, investigates, solves problems and shows observations in a variety of science aspects such as physical properties of objects and materials, characteristics of living things and properties of earth and space.

### Cognitive – Mathematics

- ✓ Uses number to show quantity
- ✓ Uses language to represent number of objects
- ✓ Solves problems using numbers
- ✓ Uses numerical representation
- ✓ Investigates positions and locations
- ✓ Explores shapes in the environment
- ✓ Recognizes relationships and uses patterns in the environment
- ✓ Makes comparisons
- ✓ Uses measurement
- ✓ Collects, organizes and uses information

### Representational – Communication Arts/Literacy

- ✓ Represents feelings and ideas in a variety of ways
- ✓ Uses language to communicate and question
- ✓ Listens for different purposes
- ✓ Uses writing as a means of expression & communication
- ✓ Applies early reading skills
- ✓ Demonstrates book handling skills
- ✓ Develops sense of story and responds to text
- ✓ Attends to sounds in language

### Physical Development/Health/Safety

- ✓ Uses gross motor skills with purpose and coordination
- ✓ Uses fine motor skills with purpose and control
- ✓ Responds to sensory input to function in the environment
- ✓ Practices healthy behaviors
- ✓ Practices safe behaviors

### Social/Emotional Development

- ✓ Exhibits self-awareness
- ✓ Develops self-control
- ✓ Develops personal responsibility
- ✓ Builds relationships with others
- ✓ Works cooperatively with children and adults
- ✓ Shows curiosity
- ✓ Takes initiative
- ✓ Exhibits creativity
- ✓ Shows confidence
- ✓ Displays persistence
- ✓ Uses problem-solving skills

### ***How do we teach the curriculum?***

- Facilitated play (i.e. center time)
- Facilitated peer interaction
- Facilitated problem-solving and collaboration
- Teacher-directed learning activities such as circle time or small group
- Cooperative learning opportunities based on child's interest
- Positive reinforcement of expected skills, behaviors learning
- Developmentally appropriate, engaging and enriching exploration opportunities
- Activities based on literature
- Teacher and peer modeling of expected learning
- A variety of interesting play materials
- Multi-sensory experiences

### ***What does the early childhood day look like for the children?***

- Arrival routine (greetings, backpacks, bathroom)
- Individual Table Top Manipulatives Time
- Circle or Large Group Time
- Centers
- Recess or gross motor activity time
- Snack
- Small Group Learning
- Dismissal routine (song, backpacks, bathroom)

***What types of activities are provided at centers time for exploration learning?***

- Writing Center (motivating writing tools, paper, journals)
- Art Center (paint, tape, glue, scissors, etc.)
- Blocks Center (Blocks, cars/trucks, track, puzzles, etc.)
- Dramatic Play Center (dolls, play clothes, kitchen, large boxes, pretend play toys)
- Motor Center (Obstacle course, small trampoline)
- Sensory Center (sensory table with water, sand, etc.)

***How do you assess progress made for each child?***

Each child has an assessment checklist binder which the early childhood staff use as their guide in determining what curricular skills each child has acquired. This information is summarized onto the trimester progress report that each parent receives three times per year. The assessment checklist becomes part of the child's permanent file and is given to the elementary schools each summer for educational planning purposes for the incoming children.

# Notes

# Important Phone Numbers

Name	Phone Number
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Michael A. Fulton, Ed.D.  
Superintendent of Schools

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