Eagle’s Wing
Curriculum Guide

What We Want For Preschoolers

Perhaps one of the greatest challenges to any parent or teacher is this: to allow children to live comfortably in their world and to encourage time to discover and follow their self-chosen paths to knowledge and maturity. Our role is to accompany children on their journey, clearing the path of obstacles and offering encouragement and guidance, not surging to the forefront to lead the way.

Basic long-range goals for preschoolers are as follows:

1. Develop each child’s ability to make choices and decisions about what to do and how to do it, using his or her own time and energy effectively.

2. Develop each child’s self-discipline and ability to identify, pursue and complete self chosen goals and tasks with originality and responsibility.

3. Develop each child’s ability to work with other children and adults in group planning, cooperative efforts, and with shared leadership.

4. Develop each child’s knowledge of objects, skill in the arts, and comfort with physical movement.

5. Develop each child’s ability to express thoughts, ideas and feelings; to speak about, dramatize and geographically represent experiences in order to communicate with others.

6. Develop each child’s ability to comprehend others spoken, written, dramatic and graphic representation.

7. Develop each child’s ability to apply his or her reasoning abilities to a wide range of situations, using a variety of materials.

8. Develop each child’s creativity, initiative, spirit of inquiry, openness to knowledge and other people’s view points.

This material is reprinted from High / Scope Resource
1. Social-Emotional Development

_Early Learning Standard:_
Children will recognize and express feelings, interact with others, cope with conflict and work toward a common goal.

_Benchmarks:_
When provided opportunities to play and interact with children and adults, the young child will:
• Demonstrate affection and playfulness
• Increase ability to initiate and sustain interactions with children/adults
• Cope with challenges and frustrations
• Respect others, self and property
• Understand and follow routines and expectations

2. Health, Safety and Nutrition

_Early Learning Standard:_
Children will begin to take age-appropriate responsibility for their actions, basic self-care needs, health, nutrition and safety.

_Benchmarks:_
When guided by children/adults who model these skills and provide opportunities for practice, the young child will:
• Engage in a basic range of activities
• Demonstrate awareness of and ability to follow basic rules and directions that are intended to keep children safe
• Recognize and communicate self-identification information
• Share awareness of practices related to good physical health

3. Language and Early Literacy

_Early Learning Standard:_
Children will continue to develop speaking, listening, reading and writing skills through active engagement with literacy materials, positive interactions with adults and peers, in real life settings for real purposes.

_Benchmarks:_
When provided with opportunities to explore and participate in early literacy experiences, the young child will:
• Demonstrate progress in speaking and listening skills
• Demonstrate progress in vocabulary and concept development
• Demonstrate progress in hearing and manipulating the sounds of spoken language
• Demonstrate progress in book awareness
• Demonstrate progress in letter name awareness (alphabetic knowledge)
• Demonstrate progress in comprehension
• Demonstrate progress in writing

_Early Learning Standards_

These standards, developed by the Madison Metropolitan School District (MMSD), reflect widely held expectations for children ages three to five years, supported by scientific evidence. They are intended to guide parents, practitioners, professionals and policymakers who share responsibility for the well-being of young children. The primary purpose of these standards is to provide a framework for understanding and communicating a common set of expectations for young children’s development within this context of shared responsibility.

Eagle’s Wing incorporates the following principles which reflect the knowledge base in scientific research on child development, teaching and learning practices, and early brain research.

• Each child has a unique developmental pattern. Accomplishments and outcomes may not be sequential.
• The strengths of each child are an integral part of his/her daily experiences and should be reinforced as part of any learning process.
• The young child’s learning and positive development are best supported by stable care, consistent gentle guidance, and loving interactive relationships.
• Young children learn best through play and the active exploration of their environment. Pretend play is a vital component of young children’s learning.
• Adult interaction, support and modeling in warm and knowledgeable ways that are based on the individual needs and skills of each child are critical.
• Learning opportunities should reflect the cultural and linguistic diversity of children, families and communities.
• Teaching and learning should encourage joy, a sense of wonder and enthusiasm.
• Parents/families and teachers/caregivers of young children can offer valuable information and support to each other. Young children benefit when the adults in their lives communicate frequently with openness and respect.
• All eight of the developmental domains are interrelated and interconnected.

For a detailed booklet describing the early learning standards and benchmarks, please contact the Manager of Children’s Services.
4. Creative Representation, Expression and Appreciation of the Arts

*Early Learning Standard:* Children will express themselves through using their bodies and materials as they explore music/movement, visual arts, and dramatic play.

*Benchmarks:* When exposed to creative activities using a variety of materials and experiences, the young child will:
- Demonstrate progress in music/movement
- Demonstrate progress in the visual arts
- Demonstrate progress in dramatic play

5. Mathematical Thinking and Exploration

*Early Learning Standard:* Children will construct an understanding of mathematical concepts as they interact with materials, people, events and ideas.

*Benchmarks:* When provided with opportunities to explore mathematical concepts with a variety of materials and interact with others through play, the young child will:
- Demonstrate increasing understanding of number concept
- Demonstrate increasing understanding of time and space
- Demonstrate increasing understanding of shapes (geometry)
- Demonstrate increasing understanding of patterning (early algebra)
- Demonstrate increasing understanding of measurement
- Demonstrate increasing ability to sort and compare (display and analyze data)

6. Scientific Thinking and Exploration

*Early Learning Standard:* Children will think scientifically and construct meaning from their experiences as they interact with living and non-living things, events and ideas.

*Benchmarks:* When provided with opportunities to actively explore their world, the young child will:
- Begin to explore materials and ideas using key elements of the scientific method
- Develop increased ability to make comparisons
- Gather information about the environment
- Express wonder and curiosity about the natural world
- Develop an awareness of and respect for the environment

7. Community Exploration

*Early Learning Standard:* Children will develop an awareness of the larger world around them.

*Benchmarks:* When guided by adults who model these skills and provide opportunities for practice, the young child will:
- Develop growing awareness of community occupations and what is required to perform them
- Progress in understanding similarities and respecting differences among people, such as physical traits, age, gender, race, special needs, culture, language and family structures
- Show awareness of the home, childcare setting and community and describe the location and relationship of things within that environment
- Begin to understand technology and community resources, such as tape recorders, telephones, cameras, computers, libraries and transportation
- Show increasing awareness of self as a member of a group, such as member of a family unit or childcare community

8. Physical Development

*Early Learning Standard:* Children will develop an awareness and coordination of their bodies through exploration and movement.

*Benchmarks:* When provided with opportunities to explore space and materials, the young child will:
- Increase ability to move her/his body in ways that demonstrate strength, control, balance, and coordination such as walking, running, jumping, climbing, hopping, skipping, marching, galloping, throwing, catching, rolling, twisting, dancing, and stopping
- Explore both indoor and outdoor spaces and equipment using objects such as balls, slides, swings, bikes, rakes, and shovels
- Increase ability to coordinate small muscle movements
- Show awareness of body parts
When I **play with blocks** I am learning:

- concepts of shapes, size, space, and serration – all relative to learning to read
- to exercise imagination and creativity
- to express my ideas
- to cooperate with others
- to solve problems
- about the properties of blocks

When I **participate in circle time activities** I am learning:

- to listen and understand spoken language
- to add my ideas to the discussion
- new vocabulary connected with the topic of discussion
- to remember the words of songs and poems
- the names of others in the group
- to cooperate and be considerate of the needs of others
- to help plan what we will do and what we will need to do it

When I **finger paint** I am learning:

- to exercise my imagination and creativity
- about how colors mix to form new colors
- concepts of shape, size and location
- hand-eye coordination
- an acceptable way to make a mess, and have fun sharing ideas with others who are near

When I **sort things** I am learning:

- to notice details, likeness, and differences in objects and form categories, essential skills for reading and math
- concepts of color, size, and shape
- numerical concepts of more and less
- logical reasoning

When I **do cooking projects** I am learning:

- about nutrition, tastes, and food groups
- how heat and cold change things
- concepts of volume and measurement
- part-whole relationships-basic math concepts
- an awareness of my own and other cultures

When I **play with play dough or clay** I am learning:

- to see the shape against the background of the table, (a pre-reading skill)
- concepts of shapes, relative sizes, big, medium, and small
- to control the fine muscles in my fingers and hand
- the amount of a substance remains equal, even when the shape changes
- numerical concepts of more and less
- to see negative space when cookie cutter shapes are taken away
When I play with puzzles I am learning:

- about the relationships of parts to the whole — a basic math concept
- eye-hand coordination
- concepts of shapes, size, color, and location
- vocabulary related to the subject of the puzzle
- problem solving based on clues of the puzzle
- about negative and positive space, seeing something against its background (math reading concepts)
- self-confidence as I learn more and more difficult puzzles
- independence as I use the puzzle without help
- sorting, as I group “sets” of puzzle pieces belonging to different puzzles

When I play on riding toys I am learning:

- strength, balance and coordination of large muscles in legs, arms and torso
- to use my energy in a constructive way
- concepts of speed, direction, and location
- to use my imagination as I pretend to be different characters and make noises
- to negotiate and take turns
- to solve problems
- self-confidence as I master a new skill

When I paint at the easel I am learning:

- to develop my imagination and creativity
- hand-eye coordination, helpful for learning to write
- the names of colors and how to make new colors
- to distinguish shapes and purposely create shapes
- to notice patterns from background, necessary for mathematics
- concepts of symmetry, balance and design

When I play with pegboards and pegs I am learning:

- one to one correspondence (one peg for one hole), an essential math comprehension concept
- possible left to right progression, a reading skill
- concepts of addition as one peg at a time is added
- colors, symmetry, shapes, order, and design
- hand-eye coordination, a writing skill

When I play with glue and collage materials I am learning:

- to exercise my imagination and creativity
- concepts of shape, size, location of design, relevant to learning to read
- about things that are sticky and things that have different textures
- how to create and design patterns, a math skill
- to distinguish patterns from background, a reading skill

When I play with water I am learning:

- that some things sink and some things float
- to observe changes as water takes different forms in different containers
- about wet, dry, and evaporation
- what happens when you add soap
- eye-hand coordination as I learn to pour
- concepts of empty and full, volume and weight, relevant to mathematics

When I dance I am learning:

- to express myself
- to be conscious of the moods and rhythms of music
- balance and coordination

When I do science experiments I am learning:

- new vocabulary
- concepts of texture, color, weight, and size
- to group objects into categories and observe likeness and differences
- to appreciate nature and develop a sense of wonder
- to make observations about things in my world
When I play with rhythm instruments I am learning:

• to be conscious of rhythms in music
• concepts of fast, slow, loud and soft
• to express myself in a new way
• listening skills and auditory discrimination recognizing differences in sounds, necessary to learn how to read
• to interpret signals and cues

When I play with sand I am learning:

• to exercise my imagination
• concepts of size, shape, volume, empty and full
• how to use tools
• concepts of warm and cool, wet, damp, dry, heavy and light
• how to play socially with others
• to create systems for classifying, ordering and arranging
• to create my own patterns and symbols, skills later used in reading and writing
• to observe changes

When I play with puppets I am learning:

• to express ideas with words
• to take role of someone else
• to communicate with voice tones as well as words
• to use my imagination

When I play on climbing equipment I am learning:

• self confidence as I develop new skills
• physical strength, coordination and balance
• to use my imagination
• to solve problems
• to cooperate with others when involved in some dramatic play

When I sing songs at school I am learning:

• principles of music and rhythm
• vocabulary
• memory skills and sequencing
• auditory discrimination skills- recognize differences in sounds, necessary for learning to read
• various concepts emphasized in songs
• awareness and identification with my culture and the cultural heritage of others

When I scribble and draw I am learning:

• to hold a pencil or other drawing implement and to control the pressure
• hand – eye coordination
• to exercise my creativity and imagination
• that my ideas have value
• concepts of color, shape, size and location
• sometimes to express myself with words to describe my drawing

When I look at books and hear stories I am learning:

• that learning to read is important and enjoyable
• that letters on a page represent words … talk written down
• the meanings of more and more words
• to express my own thoughts, feelings and ideas better
• to exercise my own imagination
• to interpret pictures which represent ideas
• to listen well to spoken language
• to make up my own stories
• to handle books with care
• aesthetic values from well done illustrations
• to recognize words when I see them in print
• to use more and more complex language patterns in my own speech
• to follow the development of thoughts and ideas in the plot of a story
Eagle’s Wing teachers utilize the High/Scope curriculum in the following ways:

• To plan a rich and exciting environment;
• To support children’s natural desire to learn by planning activities based on their own interests and ideas;
• To help children learn how to make decisions, confront and solve problems.

THE DAILY ROUTINE

The Daily Routine is the schedule of events that take place in the classroom each day.

Each Eagle’s Wing classroom implements many High/Scope Cognitively Oriented Curriculum elements. While the length of time may vary, the components of the Daily Routine follow the same basic principles.

The four basic principles which underline the daily routine are:

Consistency
The daily routine is designed to provide consistency. A consistent routine provides direction and helps children develop internal controls.

Active Involvement in an Orderly Setting
The Daily Routine is focused first on the child’s need for active involvement and decision making, and second on the teacher’s need for an orderly setting in which to teach.

Responsibility
The Daily Routine provides a mechanism where children become responsible for creating their own materials and activities for their own learning.

Interactions
The Daily Routine provides for a variety of interactions among children and adults. Time is provided for children to work alone, with a teacher, in small groups, in large groups and with other children.

The Daily Routine in the High/Scope curriculum is made up of several elements:

Planning Time
Children make choices and decisions all the time, yet seldom do we have them express their decisions or help them extend the possibilities of the choices that they have made. Planning Time give them a structured, consistent chance to express themselves and to perceive themselves as people who can act on decisions.

Clean Up Time
During Clean Up Time, the children return materials and equipment to their places and store their projects-in-process. The process of cleaning up not only restores order to the classroom, but provides a learning situation for the child as well. The child learns where the items belong and why certain items are stored together. Shelves and containers are labeled with photos, drawings or tracings of the materials to help organize the classroom and focus clean up efforts.

Recall Time
Recall Time is the last part of the “plan-do-review” sequence. The children represent, in a variety of developmentally appropriate ways, what they did during Work Time. They might recall children whom they played with, the picture they made or the problems they encountered. Recall Time brings closure to their Planning and Work Time activities.

Small Group Time
Small Group Times are planned by the teachers to build on children’s emerging abilities. Staff structure an activity in which children explore materials and objects, contribute ideas, problem solve, make choices and use their senses. The activities do not follow a prescribed sequence, but respond to the children’s needs, abilities, interests and cognitive goals.

Outside Time
Each day, weather permitting, the children will go outdoors to explore nature, exercise their growing bodies and enjoy various group games. Staff actively participate with the children, talking conversationally with children about what they are doing.

Circle Time
During Circle Time, children join together for a large group activity in which they participate actively and contribute ideas. Activities will include songs, dancing, group games, creative movement, story telling and planning special events.
Eagle’s Wing embraces the diverse community that we are a part of.

As part of our educational philosophy of respecting each child’s culture and background, we have the wonderful opportunity to not only affirm children’s identity, but to explore and celebrate a wide variety of cultural, racial, and ethnic differences.

We also focus on family diversity and respecting all families.

Eagle’s Wing works to foster gender equity and sensitivity toward differing abilities.

We promote prejudice reduction and provide a nurturing, safe, inclusive environment for all children and their families.

The Anti-Bias Curriculum by Louise Derman Sparks is a cornerstone of our daily interactions in the classrooms.

Eagle’s Wing teaching staff are committed to helping children understand the importance of treating all people with dignity and not judging groups of people for the actions of a few, whether in the classroom or globally. Teachers model tolerance and compassion in their words and behavior. They also encourage children to explore their feelings and fears. Embracing diversity is a lifelong endeavor that will bring us closer to peace within our communities and around the world.

**ANTHI-BIAS AND PEACE EDUCATION**

**BIBLIOGRAPHY**

**DEVELOPMENTALLY APPROPRIATE PRACTICES**


National Association for the Education of Young Children (NAEYC) Brochures, Papers, and Videos: 1834 Connecticut Ave NW; Washington, DC 20009. (202) 232-8777/(800) 424-2460


Brochures: Singles 50, 100 copies $10

• #508 “Developmentally Appropriate Practices in Early Childhood Programs Serving Toddlers.”

• #522 “Good Teaching Practices for 4 and 5 Year Olds.”

• #547 ”Developmentally Appropriate Practices in Early Childhood programs Serving Infants.”

• #778 “Appropriate Education in the Primary Grades.”

Video series

• #612-92017AWA: “Establishing Quality Programs for Young Children.” Six 1-hour audio tapes and a binder, $49.00.

Places to Start: Implementing the Developmental Classroom, video program, NEFC, Inc., 71 Montague City Rd., Greenfield, MA 01301, (414) 772-2066 (video is $69.95 and manual is $19.95).