

Preschool Curriculum



How do teachers plan?

At Grandma's Place, there are two components that we use to plan our curriculum. We use objectives from GOLD Teaching Strategies to determine the skills we want students to acquire and Creative (or emergent) Curriculum as the framework for teachers to meet those objectives.

GOLD Objectives focus on 4 areas of development:

1. **Social-Emotional:** To help children feel comfortable in school, trust their new environment, make friends, and feel they are a part of the group. To help children experience pride and self-confidence, develop independence and self-control, and have a positive attitude towards life.
2. **Cognitive:** To help children become confident learners by letting them try out their own ideas and experience success, and engage in deeper thinking skills.
3. **Physical:** To help children increase their large and small muscle skills and feel confident about what their bodies can do.
4. **Language:** To help children use both receptive and productive language to follow directions, express personal needs and thoughts, and interact appropriately with teachers and peers.

Creative Curriculum:

After teachers have identified goals for their students within GOLD Objectives, they choose a theme based on children's interests. This theme is derived from intentional and embedded conversations with students to determine what they want to learn more about. Theme may be a season, community, ecosystem, or career field. Books, art projects, and centers focus around the theme. Then, teachers embed GOLD Objectives within their classroom theme! Social/emotional, cognitive, physical, and language goals are built into the structure of the day through circle time, small group activities, art, transitions, and centers. Students are constantly learning, and may not even know it! This is the beauty of embedded curriculum; it makes learning a natural and exciting part of a child's day!

Behavior management:

In our classrooms, teachers use several strategies to establish positive classroom environments and manage behaviors.

Positive redirection: When teachers see a behavior in their classroom that they want a student to change, they reframe it in a positive way. This means students hear what they should be doing, rather than what they should not. (For example "Walking feet" rather than "No running.") This is especially beneficial for younger

students who are still developing receptive language skills because it gives clear and concise behavioral expectations.

3 Bs: Our school-wide expectations of students are 1. Be kind 2. Be safe 3. Be a worker. Again, this reinforces positive behaviors for students to demonstrate. In their individual classrooms, students are regularly reminded of the 3 Bs and generate their own positively framed ideas about what each means.

Providing Choices: Throughout our students' days, they are given opportunities for choice. They may pick a center to work at or be given a choice to resolve a challenge in the classroom. This empowers them and gives them opportunity to consider reasonable solutions to conflict.

grandma's place
Child Development Center

