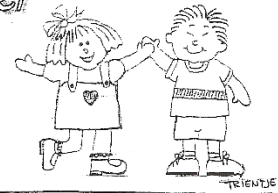




Murray Early Childhood Education Center

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CURRICULUM

High/Scope, the curriculum being implemented in our center, is based on four basic principles: Active learning, positive adult-child interactions, a child-friendly environment, and a consistent daily routine. When coupled with on-going evaluation and assessment, the curriculum will prepare all children for lifelong learning. The ECEC staff has been trained with the Utah State Office of Education in this play-based approach, and will continue training. Look for information and updates in the classrooms.

Active learning depends on positive adult-child interactions. Mindful of the importance of providing a psychologically safe climate for young learners, adults using the High/Scope preschool approach strive to be supportive as they converse and play with children. Throughout the day, guided by an understanding of how preschool children think and reason, adults practice positive interaction strategies - sharing control with children, focusing on children's strengths, forming authentic relationships with children, supporting children's play, and adopting a problem-solving approach to social conflict.

Because the physical setting has a major impact on the behavior of children as well as adults, the High/Scope curriculum places a strong emphasis on planning the layout of the preschool classrooms and playground. The children are provided with on-going opportunities to make choices and decisions. Our staff has organized all play spaces into special interest areas to support the interests of children. These areas include sand and water play, building, pretending, role play, drawing and painting, "reading and writing", counting, sorting, climbing, swinging and dancing. These areas contain a wide variety of easily accessible materials children can choose and use to carry out their intentions and ideas for play. Natural, found, commercial and homemade materials provide many opportunities each day for children to engage in the **Key Developmental Indicators** in creative and purposeful ways. The teachers arrange storage for materials using low shelves, clear boxes, and picture labels. Children can "read" the labels so they can independently find, use and return the items they need.

In addition to arranging the setting, adults also plan a consistent **Daily Routine** that supports active learning. The routine enables young children to anticipate what happens next and gives them a great deal of control over what they do during each part of their preschool day.

The daily routine includes the **PLAN-DO-REVIEW** process, which enables children to express their intentions, carry them out, and reflect on what they have done. Adults initiate this process by asking an appropriate question such as, "What would you like to do today?" Children indicate their plans, and then carry them out. This may be for a few minutes or for as long as an hour. The children then are encouraged to review or "recall" what they have done. **Small Group** time encourages children to explore and experiment with new or familiar materials adults have selected based on their daily observations of children's interests, the Key Developmental Indicators or local events of interest. During **Large Group** time, children and adults alike initiate music and movement activities, stories, group discussions and cooperative play opportunities. Through a common daily routine that is focused around opportunities for active learning, children and adults build a sense of community within the classroom.