B

Social-Emotional Development

- Facilitate social competence
- Learn through interactions with others
- Recognize own and others feelings
- Develop skills:
  - Entering play
  - Developing friendships
  - Learning to help
  - Resolve conflicts constructively
  - Empathize with others

B

Physical Development

- Gross motor
- Fine motor
- Practice skills
  - coordination, movement, balance, strength, coordination, and perceptual-motor integration

B

Mathematics

- Number sense
- Patterns and relationships
- Space and spatial sense
- Measurement
- Data collections and analysis

B

Science

- Earth and space science
- Physical sciences
- Life sciences
- Technology and engineering

B

History and Social Science

- Based on experiences in family and community
- Basis of democratic society:
  - Decision making
- Civic identity

B

Health Education

- Physical development
- Social Emotional Health
- Safety & Health care

B

Arts

- Movement and dance
- Music
- Theatre arts
- Visual arts

B

Approaches to Learning

- Persistence
- Initiative
- Flexibility

B

School Age: Children and Youth

- Social emotional
- Health and physical fitness
- Language and literacy
- Creative arts
- Content areas in the Core Standards frameworks

B

Instructional Strategies

Interactions
- Individual
- Pairs
- Small groups
- Large groups

Strategies
- Use of stories and books
- Explicit instructions
- Questions supporting higher order thinking skills (HOT)
- Predicting
- Summarizing
- Organizing
- Scaffolding

B

Play

- Promotes language
- Cognition
- Social competence

B

Challenging yet achievable

What the child can do independently:	What the child can do with help:	The next step in learning:
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B

Teach intentionally, reflect constantly.
- David Dickenson

Plan ahead to:
- Engage each/all children
- Support each/all children

Reflect on:
- Accessibility for all children (physical, visual, aural, linguistic, etc.)
- Level of engagement of each/all children
- Future enhancements for learning

Summary: Learning Environments and Implementing Curriculum

- Curriculum = child's experiences
  - observe, communicate, play, create, construct, listen to stories, read, write, paint, draw, and begin to make sense of the people and things in their world
- Development domain, content areas - age appropriate
- Wide variety of instructional approaches and curricula

Why Environment and Curriculum Matter

- Young children will be engaged
- Balance of types of activities and materials
- Learning is integrated across the domains
- The adult is the most important element in the classroom

Next Steps

- Take the survey to document your current stage
- Explore the websites
- Read some articles and talk about the key concepts
- Reflect on how to enhance your skills in this competency.

Reflection of learning

Make a plan for how you will:
- Deepen your knowledge of Learning Environments and Implementing Curriculum
- Guide other adults working in the field deepen their knowledge of Learning Environments and Implementing Curriculum
- Use your knowledge while developing policy, support families understanding of Learning Environments and Implementing Curriculum

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Feedback

- Additions, corrections and suggestions?

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  Learning Environments and Implementing Curriculum

Email