



Using Scope and Sequence to Plan and Implement a Responsive Curriculum

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Early Childhood Development, Teaching and Learning

Welcome & Introductions



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Session Objectives

At the end of this presentation, you should be able to:

- Recognize key elements of culturally and linguistically responsive infant/toddler, preschool, and home visiting curricula
- Understand the meaning of scope and sequence
- Use curriculum's scope and sequence that is responsive to children's needs, interests cultural and language practices (using *Making It Work!*)
- Plan how to support staff, families, Elders, and community members in understanding and using a scope and sequence

Session Agenda

Here's what we're doing
today:

1. Welcome and Introductions
2. Curricula in the Birth-to-Five Context
3. Scope and Sequence in Early Childhood Curricula
4. How to Use a Scope and Sequence in Planning and Implementing Culturally and Linguistically Responsive Curricula

On your handout, record:

- **One** thing you know about the HSPPS related to curriculum
- **Two** questions you have or have heard about the HSPPS related to scope and sequence
- **One** thing you want to learn about scope and sequence during this session

Thinking About Early Childhood Curriculum and Scope and Sequence

1. Write one thing you know about the Head Start Program Performance Standards related to curriculum.

2. Write two questions you have, or have heard, about scope and sequence.

3. Write one thing about scope and sequence you most want to learn in this session.

Next Steps

1. What information will you share with your education staff about scope and sequence? How will you share this information?

2. What support could you provide to your education staff in this area?

At your table, introduce yourselves

Share the following:

- Name, program, and role
- A question you have or have heard about scope and sequence
- Something you want to share that integrates your culture and traditions in understanding how to use scope and sequence in planning and implementing a responsive curriculum
- Something you want to learn during this session



Framework for Effective Practice



An early childhood curriculum provides:

- Learning goals and related activities in key areas of children's development
- Guidance on *what* to teach (content)
- Guidance on *how* to teach (learning experiences and teaching practices)



Connecting Cultural Lifeways and Curriculum

Making It Work! Connecting Cultural Learning Experiences in American Indian and Native Classrooms and Communities with the Head Start Early Learning Outcomes Framework (ELOF)

Note: These resources are under review.



<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/making-it-work>

Curriculum in Infant/Toddler Programs



- Foundation: Infants/toddlers develop and learn in the context of secure relationships.
- Infant/toddler curricula should provide guidance on how to:
 - Set up the learning environment
 - Engage in responsive interactions
 - Use daily routines as learning opportunities

Curricula in Preschool Programs



Foundation: Preschool children develop and learn in the context of relationships.

Preschool curricula should provide guidance on how to:

- Develop a daily schedule
- Set up the learning environment
- Plan rich learning experiences
- Scaffold children's learning

Curricula in Home-Based Programs



Foundation: Home visitors support the development of a secure child-parent relationship

Home visitors work with parents and families to:

- Use the home as a learning environment
- Engage in responsive interactions and routines
- Provide learning opportunities in the home and community

All program options must use developmentally appropriate, research-based early childhood curricula that:

- are aligned with the ELOF and state ELDS
- are sufficiently content-rich
- have standardized training procedures
- include an organized developmental scope and sequence



HSPPS Subpart C §1302.32 and §1302.35

Scope and Sequence in Early Childhood Curricula



In pairs, discuss:

- What comes to mind when you hear “scope and sequence?”
- What does it mean?
- How does it connect with using culture and language to support children’s school readiness?



Scope

- Areas of development addressed by the curriculum

Sequence

- Learning experiences that progress or build through various levels of development to support and extend children's learning

**Section 1:
School Readiness**

*For Children Ages 3 to 5
Adaptable for Children Birth to 3*

Making It Work!

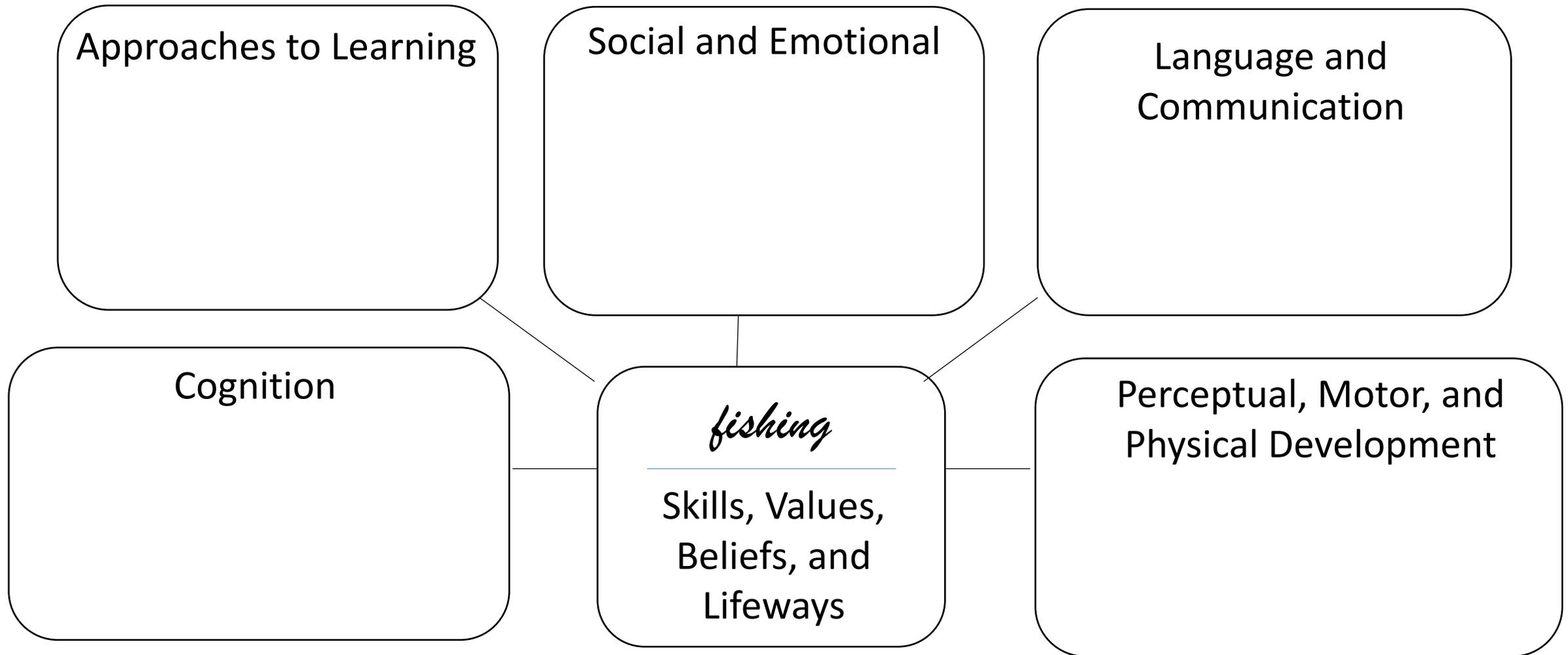


Office of Head Start National Center on Cultural and Linguistic Responsiveness

Connecting Cultural Learning Experiences in
American Indian and Alaska Native
Classrooms and Communities with
The Head Start Child Development and
Early Learning Framework

- Connect cultural lifeways to the ELOF domains of development
- Determine cultural skills that support goals described in the ELOF

Making It Work!—Making the Connection



What do we mean by “sequence of activities?”

- Learning experiences that progressively build from less advanced to more advanced
- Learning experiences at the same developmental level to enrich and solidify skills



Why is scope and sequence important?

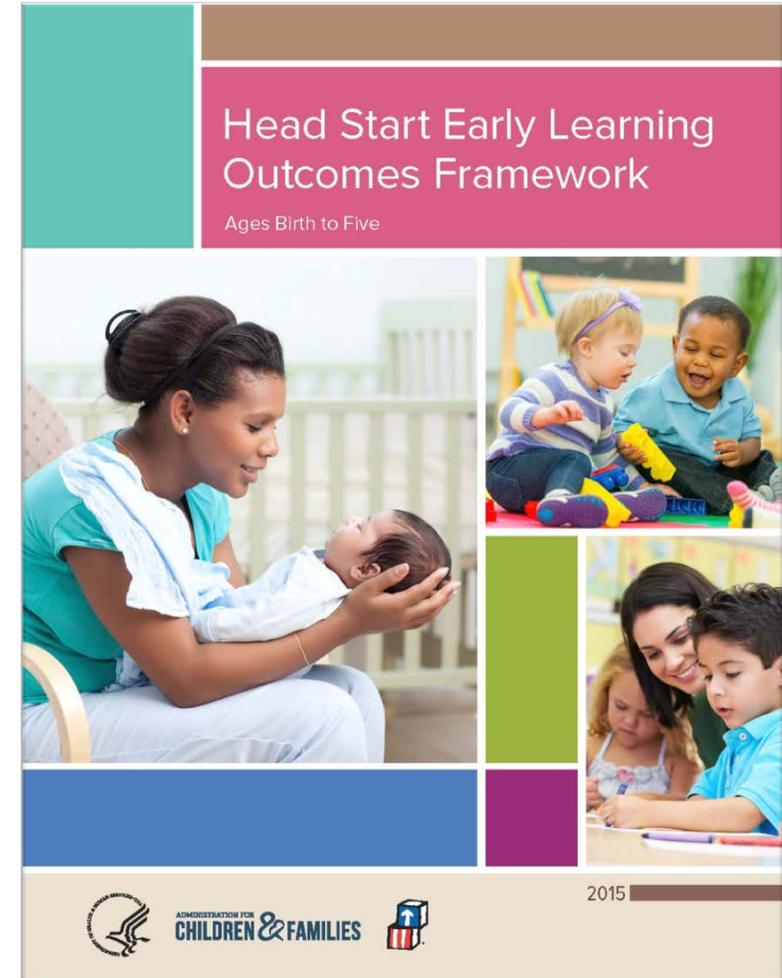
Effective curricula are comprehensive in scope and provide learning experiences specifically designed to support children at various levels of development and their progression from one level to the next.

(NAEYC, 2003)

Scope and Sequence and the ELOF

A scope and sequence promotes the ELOF goals for children's development and learning:

- Scope should be comprehensive of the ELOF domains and sub-domains
- Sequence should provide gradual supports for children all along the developmental progressions



Scope and Sequence and the ELOF

Scope

▲ Domain: Approaches to Learning

Sub-Domains:

- Emotional and Behavioral Self-Regulation
- Cognitive Self-Regulation (Executive Functioning)
- Initiative and Curiosity
- Creativity

Sequence

▲ Goal IT-ATL 1. Child manages feelings and emotions with support of familiar adults.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Engages with familiar adults for calming and comfort, to focus attention, and to share joy.	Seeks to be close, makes contact, or looks to familiar adults for help with strong emotions.	Uses various strategies to help manage strong emotions, such as removing oneself from the situation, covering eyes or ears, or seeking support from a familiar adult.	<ul style="list-style-type: none"> ▲ Looks to others for help in coping with strong feelings and emotions. ▲ Uses strategies, such as seeking contact with a familiar adult or removing oneself from a situation to handle strong feelings and emotions.

ELOF, p. 12

Scope and Sequence and the ELOF

Scope
Sequence

● Domain: Language and Communication

Sub-Domains:

- Attending and Understanding
- Communicating and Speaking
- Vocabulary

● **Goal P-LC 2.** Child understands and responds to increasingly complex communication and language from others.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	
Understands and responds (verbally and non-verbally) to increasingly longer sentences, simple questions, and simple stories.	Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.	<p>By 60 Months</p> <ul style="list-style-type: none"> • Shows an ability to recall (in order) multiple step directions. • Demonstrates understanding of a variety of question types, such as “Yes/No?” or “Who/What/When/Where?” or “How/Why?” • Shows understanding of a variety of sentence types, such as multi-clause, cause-effect, sequential order, or if-then. • Shows an understanding of talk related to the past or future. • Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations given on a topic. Children who are DLLs may demonstrate more complex communication and language in their home language than in English.

Let's think and share at your tables

After reading the vignette,
discuss:

- What information and resources are provided by the curriculum about scope and sequence?
- What did you learn about scope and sequence from this example?
- How can you apply this knowledge when using *Making It Work!?*



Making Connections to Your Work

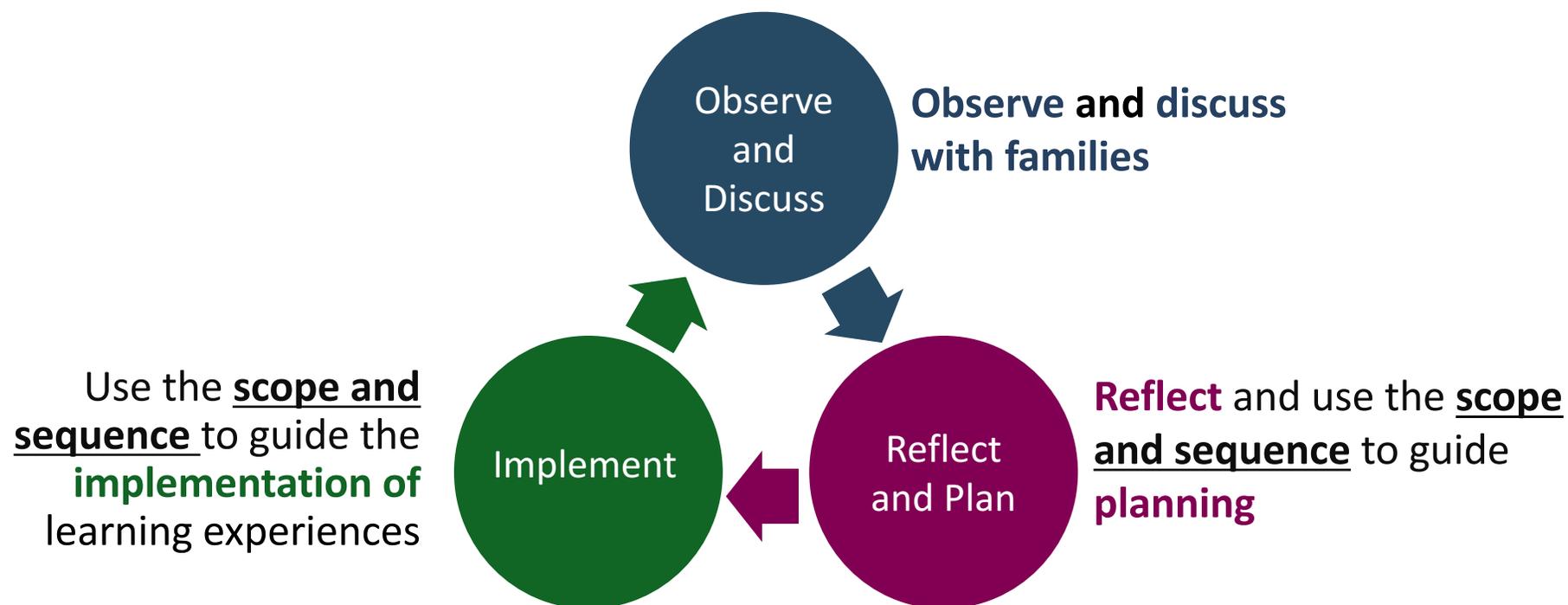
In your work with staff, help them review the curriculum's scope and sequence.

- How is it organized? What domains of development does it cover?
- Does it offer support and flexibility for children to augment or solidify their knowledge and skills at each level along the developmental progression?
- Does it provide guidance on how to plan learning experiences that support children's development from one level to the next?

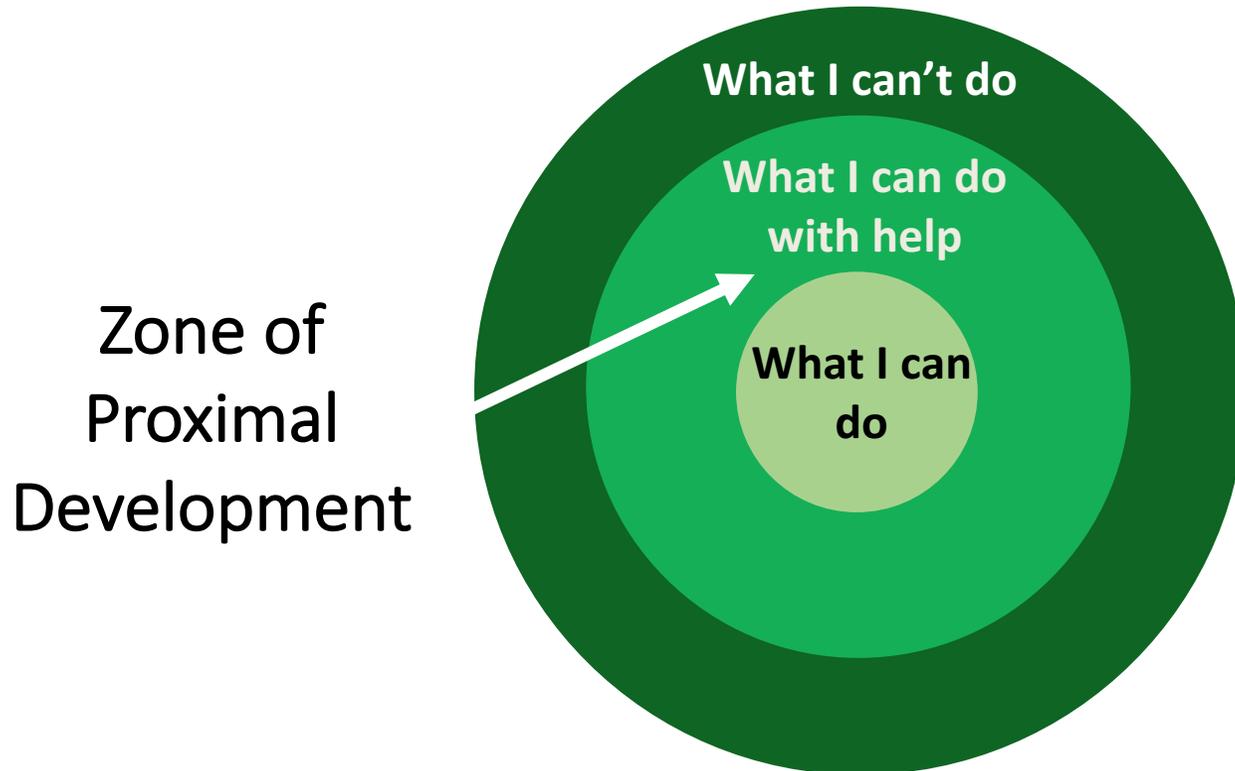
How to Use a Scope and Sequence in Planning and Implementing Responsive Curricula



Using Scope and Sequence to Plan Individualized Learning Experiences



Scope and Sequence and the Zone of Proximal Development



A scope and sequence provides useful information and resources to help education staff support children's learning in the zone of proximal development (ZPD).

Image courtesy of I-LABS

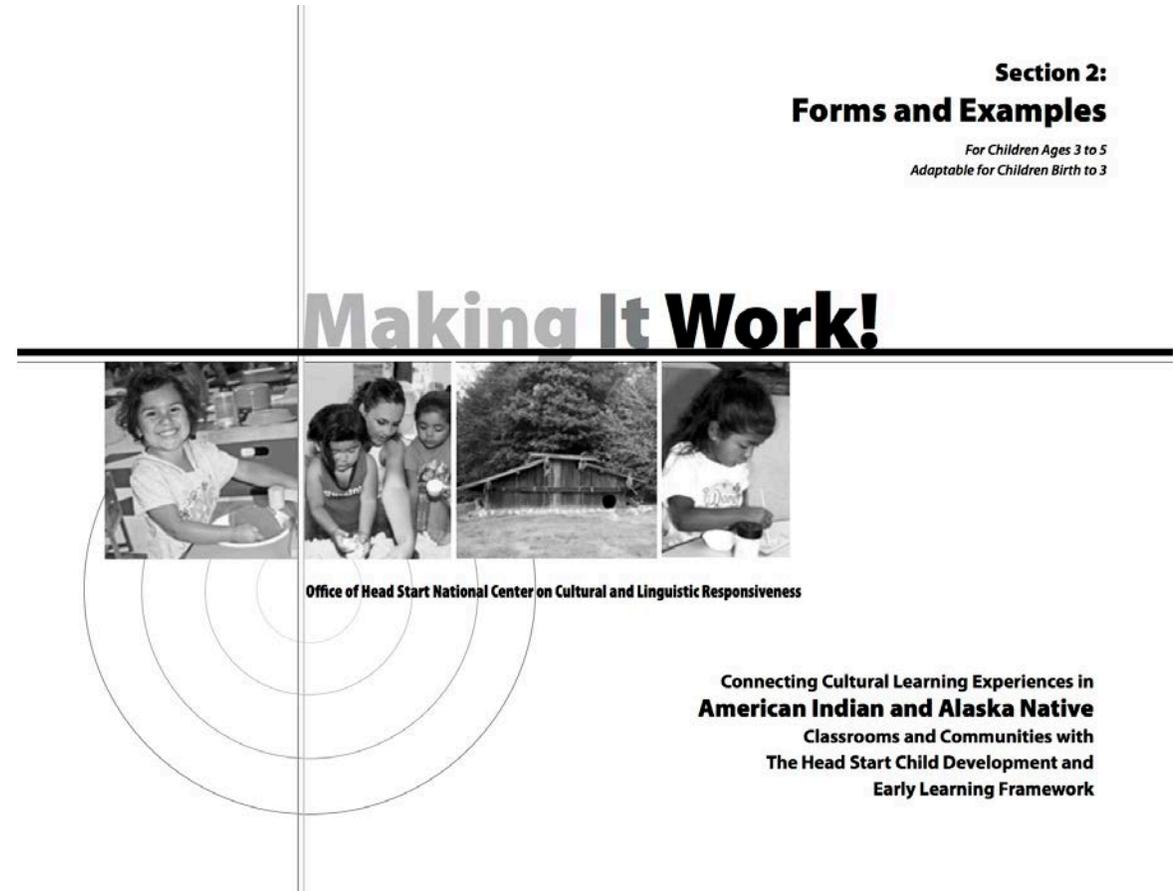
Use scope and sequence to communicate with families and partners about

- Learning goals supported by the curriculum
- Learning experiences provided to children
- Next steps to support the children's learning



Cultural Lifeways and Traditions as Learning Experiences

- Use *Making It Work!* to plan activities that teach the lifeways, skills, and goals of your community.
- Choose activities to engage families and community members
- Identify children's interests, strengths and areas for growth
- Use activities that addresses the child's needs and interests



Let's think and share at your tables

1. Review the vignette.
2. As a group, use the handout to discuss and record how the teacher used scope and sequence in planning for individualized learning experiences.
3. Be ready to share what you noticed.



At your tables, discuss scope and sequence

- How well does education staff understand what scope and sequence is?
- To what extent do they use their curriculum's scope and sequence to plan individualized learning?
- What challenges do they face when trying to use a scope and sequence?
- What supports can you offer to help staff use scope and sequence effectively?

Next Steps...



- In your role, what information about scope and sequence will you use? How?
- What support in this area could you provide to staff?

Thank You!

Please take some time to complete the
session evaluation.

<http://tinyurl.com/led3bq7>

For More Information Contact:

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or call (toll-free) 1-844-261-3752

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Scope and Sequence in Early Childhood Curricula: Vignettes

The following vignettes offer brief examples of scope and sequence in infant/toddler, preschool, and home-based curricula.

Discussion Questions:

- What information and resources about scope and sequence does the curriculum provide?
- What did you learn about scope and sequence from this example?

Elmwood Head Start

Elmwood Head Start reviews curriculum materials in the area of language and literacy. The curriculum includes suggested plans for learning activities to foster children's language and literacy skills, including comprehension, speaking, vocabulary, phonological awareness, alphabet knowledge, print concepts, and emergent writing. These activities support most of the goals in the ELOF Language and Literacy domain. The materials and activities are designed to support children at various levels of development: earlier, middle, and later. For example, a curriculum offers a small-group language and communication activity that allows children to describe photos taken of themselves on a nature walk. The activity includes examples of what skills children may demonstrate earlier (e.g., label actions in the photo), middle (e.g., ask questions about what is happening in the photo), and later (e.g., describe a sequence of events related to what is happening in the photo). It also describes how teachers can support children's development at each level (e.g., earlier: describe what is happening; middle: ask children open-ended questions; later: invite children to discuss details and after they comment, ask follow-up questions).

Wonderland Early Head Start

Wonderland Early Head Start explores their curriculum designed to be used with infants/toddlers in center-based classrooms. It includes a book on development and learning objectives and progressions in each domain. The scope of the curriculum addresses development in the following areas: social-emotional, physical, language, literacy, cognitive, math, science, social studies, creative arts, and English-language acquisition. Additionally, the curriculum offers lesson plans with materials and learning experiences to support infants/toddlers at each level of their developmental progression. Both the learning objectives book and the individual lesson plans offer examples of teaching strategies to support infants/toddlers at various levels of development. One of the lesson plans intended to support the development and learning objective of exploring and understanding shapes describes teaching strategies to support infants and toddlers at various levels of development. For example, a lesson plan to support the development and learning objective about exploring and understanding shapes for mobile infants might include describing a shape the child is playing with, and for toddlers, offering a shape sorter and inviting them to match the shapes.

Families First Home Visiting

Families First Home Visiting uses a curriculum designed for a home-based program that is organized month-by-month, from pregnancy through age 36 months, around a scope and sequence. The curriculum offers a variety of topics, activities, discussions, and resources related to Family and Baby Development. Home visitors can choose the topics and activities that meet the needs of specific children and families they are working with. For example, one topic and discussion for families of children who are 22 months focuses on helping parents understand the beginning stages of toddlers' pretend play. It discusses the cognitive, social, and language development that occurs during pretend play and gives simple examples from around the home to encourage it. To build on this topic, another topic and discussion for families of children who are 36 months focuses on how older children's pretend play evolves and how families can provide opportunities for pretend play in the home environment.

How to Use a Scope and Sequence: Vignette

This vignette offers a brief example of how education staff in a preschool classroom use their curriculum's scope and sequence.

Facilitating Children's Patterning Skills in Preschool

Over the past week, teacher Denise has noticed that some children have been interested in making simple patterns. For example, at breakfast, Kai made a simple pattern with his fruit by alternating it: blueberry-grape-blueberry-grape. Another child, Natalia, saw his pattern and tried to arrange her fruit in a pattern: blueberry-blueberry-grape-grape. Teacher Denise asked Natalia, "Tell me about how you arranged the fruit." Natalia pointed to each piece of fruit and said, "blueberry-blueberry-grape-grape."

Denise discussed her observations with the children's parents. Natalia's mom shared how Natalia recently commented on the pattern of the stripes on her shirt and said, "Look, pink-white-pink-white." Denise also discussed her observations with the other teachers in the classroom. They talked about how several children were working toward ELOF Goal P-MATH 7: "Child understands simple patterns."

Denise turned to her curriculum in the area of early math development. To support children's understanding of patterns, the curriculum offers a small group activity. The activity begins with a discussion with children about where they have seen patterns at home and at school. Then, the teacher introduces objects for children to copy and use to create their own patterns. The activity provides scaffolding strategies for each stage of development. For younger preschoolers, teachers can invite children to copy a simple ABAB pattern made up of two things. For older preschoolers, teachers can extend their thinking by having them add to an existing pattern or encourage them to create their own pattern.

Denise and the other teachers plan to implement this activity using **wooden beads**. They will group children by their varying levels of understanding of patterns and apply some of the suggested scaffolding strategies as they implement the activities. After they implement their plans, Denise and the other teachers will communicate with children's families to share strategies parents can use at home to support their children's understanding of patterns.

Observe & Discuss, Reflect & Plan, and Implement: A Process to Individualize Learning

Think about the vignette about patterning in preschool and consider the three-step process (Observe & Discuss, Reflect & Plan, Implement) for using scope and sequence to individualize learning. Use the space below to identify how the teacher in the vignette engaged in each part of the process.

Observe
And
Discuss

What did the teacher observe and discuss about the child's interests?

What skills, behaviors, and concepts do they currently have?

Reflect
and
Plan

What skills, behaviors, and concepts does the child need to develop?

How did the teacher plan to: set up the learning environment, interact with the child, and provide individualized learning experiences?

Implement

What are the implications for implementation?

In what ways did the teacher communicate with families and other partners about:

- learning goals supported by the curriculum
- learning experiences provided for the child
- next steps to support the child's learning?