Using Scope and Sequence to Plan and Implement a Responsive Curriculum

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Presenters:
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Welcome & Introductions

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National Center on Early Childhood Development, Teaching, and Learning
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
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
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 Teaching Practice

- Providing nurturing, responsive, and effective interactions and engaging environments for children
- Implementing research-based curriculum and teaching practices
- Using screening and ongoing assessment of children’s skills
- Individualizing teaching and learning
- Engaging parents and families
An early childhood curriculum provides:

- Learning goals in key areas of children’s development
- Guidance on *what* to teach (content)
An early childhood curriculum provides

• Guidance on *how* to teach
  • Learning experiences
  • Teaching practices
  • Strategies for individualization based on:
    • Interests, strengths, and needs
    • Children learning tribal languages
    • Children with disabilities and other special needs
Connecting Cultural Lifeways and Curriculum

Making It Work
Introduction and Steps to Put Making It Work Into Practice
For Children Ages Birth to Five

A Guide for Implementing Cultural Learning Experiences in American Indian and Alaska Native Early Learning Settings
Cultural Lifeways and Traditions as Learning Experiences

1. Making the Connection—map the knowledge, skills, and concepts children learn to the ELOF domains

2. Making It Happen—plan activities that teach the lifeways, skills, and goals of your community; choose activities to engage families and community members

3. Making It Real—Identify children’s interests, strengths and areas for growth; offer activities that address the child’s needs and interests

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Curricula 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
“Have an organized developmental scope and sequence that include plans and materials for learning experiences based on developmental progressions and how children learn.”

HSPPS Subpart C §1302.32 and §1302.35
At your tables, discuss:

• What comes to mind when you hear “scope”?

• What comes to mind when you hear “sequence”?

• How does each connect with using culture and language to support children’s school readiness?
1. Locate the “Curriculum Scope and Sequence” handout.
2. Read “What does ‘organized developmental scope and sequence’ mean?”

- Highlight the information that is most important to you in your role.
- Share one to two key points at your table.
- Develop a list of three key points.
- Share one key point that has not been shared with the larger group.
Defining Scope and Sequence

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
Cultural Lifeways and Scope

- 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: Birth to Three
Making It Work—Making the Connection: Three to Five

Making the Connection – Part A. Fishing. Three to Five.

**Approaches to Learning**
- Emotional & Behavioral Self-Regulation
  - Follow directions when playing fishing game
- Cognitive Self-Regulation (Executive Functioning)
  - Persist in catching plastic fish with nets
- Initiative & Curiosity
  - Ask questions
- Creativity
  - Act out catching fish; move like fish; sing fishing songs

**Scientific Reasoning**
- Scientific Inquiry
  - Compare clean and polluted water
- Reasoning & Problem Solving
  - Identify different kinds of fish

**Mathematics Development**
- Counting & Cardinality
  - Count the number of plastic fish
- Operations & Algebraic Thinking
  - Make different sized groups of fish; look at patterns of different fish
- Measurement
  - Measure the lengths of different plastic fish
- Geometry & Spatial Sense
  - Compare the sizes and shapes of different fish

**Social and Emotional**
- Relationships with Adults
  - Engage with adults in fishing game
- Relationships with Other Children
  - Share nets and cooperate with peers
- Emotional Functioning
  - Express excitement when he or she catches a fish
- Sense of Identity & Belonging
  - Talk about all the different jobs around fishing; know the tradition and importance of fishing to the family and community

**Language and Communication**
- Attending & Understanding
  - Listen to adults talk about fishing
- Communicating & Speaking
  - Talk with friends about fishing
- Vocabulary
  - Learn new words both in English and Native language

**Literacy**
- Phonological Awareness
  - Clap out the syllables of fish names
- Print & Alphabet Knowledge
  - Look at books about fishing; identify tribal words
- Comprehension & Text Structure
  - Tell story about fishing
- Writing
  - Draw pictures about fishing

**Perceptual, Motor, & Physical Development**
- Gross Motor
  - Control, balance, coordination
- Fine Motor
  - Develop hand strength/ dexterity
- Health, Safety, & Nutrition
  - Nutritious food; use fishing pole in a safe manner
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
Read and Consider Debrief: “Sequence of Activities”

Learning experiences that progressively build from less to more advanced
Read and Consider Debrief: “Sequence of Activities”

Learning experiences at the same developmental level to enrich and solidify skills
1. Think of the lifeways your program teaches.

2. Consider the ways that teaching the lifeways support the knowledge, skills, and concepts described in the ELOF.

3. Use the handout to record:
   • Learning experiences that progressively build from less to more advanced
   • Learning experiences at the same developmental level to enrich and solidify skills

4. Meet others to “give” and “get” information about learning experiences.
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)
1. Find page 2 of the “Curriculum Scope and Sequence” document.

2. Read “What does a scope and sequence look like?”

3. Share, at your table, how you might use this resource.

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
Scope and Sequence and the Zone of Proximal Development

What I can’t do

What I can do with help

What I can do

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
Think and Share

Think about your program’s curriculum. Discuss how your program’s curriculum provides guidance for using the scope and sequence flexibly to individualize for:

• Children’s interests
• Children’s strengths
• Children learning tribal languages
• Children from diverse cultural backgrounds
• Children with disabilities or other special needs
Using Scope and Sequence to Plan Individualized Learning Experiences

- **Observe and discuss** with families
- **Reflected and use the scope and sequence** to guide planning
- **Implement**

Use the **scope and sequence** to guide the implementation of learning experiences.
OBSERVE AND DISCUSS, REFLECT AND PLAN, AND IMPLEMENT: A PROCESS TO INDIVIDUALIZE LEARNING

This worksheet is designed to help you use a child’s interests and current needs to plan for his or her learning.

OBSERVE AND DISCUSS

What do your observations reveal about the child’s interests? What does his/her family say interests him/her?

What skills, behaviors, and concepts does the child currently have?

REFLECT AND PLAN

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

Look at the curriculum’s sequence. What guidance might help you plan the learning environment, interactions with the child, and ways to individualize learning experiences?

IMPLEMENT

What are the implications for implementation? What are you hoping to achieve by implementing this plan? What resources might you need?
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 children’s learning
At your tables, discuss scope and sequence

• How well do 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.

For more information contact: 
ecdtl@ecetta.info
or call (toll-free) 1-844-261-3752
**STEP 1: MAKING THE CONNECTION**

Making the Connection connects traditional cultural skills, values, beliefs, and lifeways to the tribal and state early learning guidelines and The Head Start Early Learning Outcomes Framework (HSELOF).

- Drumming and fishing are used as example lifeways in this document.

<table>
<thead>
<tr>
<th>PART A</th>
<th>PART B</th>
<th>PART C</th>
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<tbody>
<tr>
<td>BRAIN STORMING</td>
<td>REVIEW AND SELECTION</td>
<td>REWRITING THE GOALS</td>
</tr>
<tr>
<td>• Consider the traditional cultural skills, values, beliefs, and lifeways of your community.</td>
<td>• Align the goals of your cultural lifeway with the HSELOF’s goals.</td>
<td>• Summarize the work you have completed in Parts A and B.</td>
</tr>
<tr>
<td>• Select one traditional cultural skill, value, belief, or lifeway and write it in the box in the center of the form.</td>
<td>• There is one HSELOF domain per page. The page also lists the sub-domains and goals for that domain and age.</td>
<td>• Update the worksheets to write goals that are more specific to your cultural lifeway and align with the HSELOF.</td>
</tr>
<tr>
<td>• List specific goals that relate to each sub-domain in the circle.</td>
<td>• Read the sub-domain and goals under each domain and check off those goals most directly related to your traditional cultural skill, value, belief, or lifeway.</td>
<td>• Then use the goals to develop cultural lesson plans.</td>
</tr>
</tbody>
</table>

**STEP 2: MAKING IT HAPPEN**

Making It Happen creates cultural lessons for HSELOF learning domains, aligns with assessment indicators, and provides strategies for family and community engagement.

- Develop cultural lessons for teaching each sub-domain.
- Engage parents, families, and the community in their efforts.
- Choose the type(s) of documentation to record progress.
- Identify assessment indicators.

**REFINE LESSON PLANS**

Align lesson plans, documentation, assessment, and family and community engagement activities to the goals you identified in Making the Connection.

- Transfer the content from Making the Connection Part C into the HSELOF domain section.
- Then add lifeway activities and strategies for each age in the boxes.

**BROADEN YOUR LESSONS:**

- Document ways to involve families and elders.
- Align with assessment indicators and learning outcomes.

**STEP 3: MAKING IT REAL**

Gives staff members an approach for individualizing instruction.

Using Making It Real Forms or use existing program or system forms.

**INDIVIDUALIZATION**

- Create individualized cultural lesson plans by matching children’s interests and needs.
- Identify interests and needs by using children’s assessment data.

CONTINUE WITH STEP 1 FOR ADDITIONAL LIFEWAYS
MAKING THE CONNECTION – PART A.
FISHING. BIRTH TO THREE

APPROACHES TO LEARNING
- Emotional & Behavioral Self-Regulation
  Follow directions
- Cognitive Self-Regulation (Executive Functioning)
  Persistent in catching fish
- Initiative & Curiosity
  Ask questions
- Creativity
  Act out catching fish; move like fish; sing fishing songs

SOCIAL AND EMOTIONAL
- Relationships with Adults
  Interact with adults in fishing game
- Relationships with Other Children
  Share nets with peers
- Emotional Functioning
  Express excitement when he or she catches a fish
- Sense of Identity & Belonging
  Learn about the tradition and importance of fishing to the family and community

LANGUAGE AND COMMUNICATION
- Attending & Understanding
  Listen to adults talk about fishing
- Communicating & Speaking
  Talk with friends about fishing
- Vocabulary
  Learn new words both in English and tribal language
- Emergent Literacy
  Look at books about fish; tell stories about fishing

COGNITION
- Exploration and Discovery
  Learn how to catch fish; learn about water, sand, rivers
- Memory
  Tell stories about fishing
- Reasoning and Problem Solving
  N/A
- Emergent Mathematical Thinking
  Count the number of fish
- Imitation and Symbolic Representation and Play
  Pretend to fish; act like a fish

PERCEPTUAL, MOTOR, & PHYSICAL DEVELOPMENT
- Perception
  Use senses
- Gross Motor
  Control; balance; coordination
- Fine Motor
  Develop hand coordination
- Health, Safety, & Nutrition
  Fish as food; use fishing pole in a safe manner

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FISHING. THREE TO FIVE

APPROACHES TO LEARNING
- Emotional & Behavioral Self-Regulation
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- Initiative & Curiosity
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SOCIAL AND EMOTIONAL
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SCIENTIFIC REASONING
- Scientific Inquiry
  Compare clean and polluted water
- Reasoning & Problem Solving
  Identify different kinds of fish

MATHEMATICS DEVELOPMENT
- Counting & Cardinality
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- Operations & Algebraic Thinking
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LANGUAGE AND COMMUNICATION
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LITERACY
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- Print & Alphabet Knowledge
  Look at books about fish; identify letters in new fish words; identify tribal words
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### THINKING ABOUT EARLY CHILDHOOD CURRICULUM AND SCOPE AND SEQUENCE

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

   

2. Write two questions you have or have heard about the HSPPS related to 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?

   

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Head Start Program Performance Standards §1302.32(a)(1)(iii) and §1302.35(d)(1)(iii): Center-based, family child care, and home-based programs must use curricula that have “an organized developmental scope and sequence that include plans and materials for learning experiences based on developmental progressions and how children learn.”

WHAT DOES “ORGANIZED DEVELOPMENTAL SCOPE AND SEQUENCE” MEAN?

An organized developmental scope and sequence outlines what the early childhood curriculum focuses on and how the plans and materials support children at different stages of development. The scope refers to the areas of development addressed by the curriculum. Scope includes both the breadth (the curriculum addresses development across all of the Head Start Early Learning Outcomes Framework (ELOF) domains) and depth (curriculum content addresses specific developmental goals within each subdomain). A content-rich curriculum ensures that this scope is sufficiently deep that is engages and sustains children’s interests across multiple learning experiences. The sequence includes plans and materials for learning experiences to support and extend children’s learning at various levels of development. A sequence of learning experiences progress from less complex to more complex, with the goal of supporting children as they move through the developmental progressions.

An organized developmental scope and sequence

- helps education staff support children’s development of skills, behavior, and knowledge described in the ELOF and a state’s early learning and development standards
- includes examples of materials, teaching practices, and learning experiences that support children at different levels of development
- allows flexibility to respond to the needs of individual children, including dual or heritage language learners and children with disabilities (or suspected of having delays) and other special needs
- provides information to education staff that helps them plan and communicate with families and other education partners

WHY IS A SCOPE AND SEQUENCE SO IMPORTANT?

To be effective, curricula must be comprehensive in scope and provide learning experiences specifically designed to support children at various levels of development. A scope and sequence can be a helpful tool that education staff use to plan learning experiences tailored to children’s ages and developmental levels. It helps staff look ahead to see where development is going, and intentionally scaffold their learning. It also helps education staff implement research-based teaching practices that support children as they move through the developmental progressions, including those described in the ELOF.
WHAT DOES A SCOPE AND SEQUENCE LOOK LIKE?
Read the following vignette to learn about the scope and sequence in the area of mathematics development in Elmwood Head Start’s curriculum.

Elmwood Head Start education staff review their curriculum in the area of mathematics development. The scope of the curriculum includes number sense, operations and algebra, measurement, and geometry. The materials and plans for learning experiences are organized around a sequence designed to support children at various levels of development. The curriculum offers multiple learning opportunities that support children as they learn to understand simple patterns (ELOF Goal P-MATH 7).

For example, the curriculum includes learning experiences that invite children to experience patterns through movement (e.g., tap-clap-tap-clap) and to describe patterns while playing with colored blocks. Children are encouraged to say the pattern aloud as a group (e.g., red-blue-red-blue) or to fill in the missing element in a pattern (e.g., red-blue-red- ). The curriculum also includes learning experiences that invite children to copy simple patterns (e.g., with stringing beads). At a more advanced level, the curriculum provides learning experiences in which children, with teacher guidance, can create and extend patterns using objects, movements, or sounds.

The lesson plans within each of these learning opportunities describe how education staff can scaffold children’s learning and development at various levels (e.g., asking a child earlier in the developmental progression to identify what would come next in a simple pattern, and asking a child later in the developmental progression to describe a pattern the child has created). This sequence of learning experiences supports children as they move along the developmental progression of understanding patterns.

WHAT DO YOU LEARN ABOUT SCOPE AND SEQUENCE FROM THIS VIGNETTE?
- Elmwood Head Start’s curriculum supports the development of skills and concepts in the ELOF domain of Cognition: Mathematics Development.
- The scope and sequence includes plans and materials for learning experiences that support children in making progress toward understanding more complex patterns.
- Education staff at Elmwood Head Start can use the curriculum’s sequence of learning experiences to respond to different levels of mathematics development.

RESOURCES TO SUPPORT YOUR WORK
The Kids Are in Charge: Children Guiding the Curriculum. The infant/toddler and preschool webcasts provide useful tips for education staff to plan responsive learning experiences based on children’s ages, developmental levels, and interests.

Tip Sheet for Teachers: Dual Language Learners. This tip sheet provides practical strategies for teachers who work with children who are dual language learners.

Highly Individualized Teaching and Learning. Explore these 15-minute In-service Suites to learn how to enrich activities for children with specific learning needs.
**LEARNING EXPERIENCES: GIVE ONE, GET ONE**

Directions: Think of the lifeways your program teaches and the ways they support the knowledge, skills, and concepts described in the ELOF. In the left column of the top box, record two to three learning experiences that progressively build from less to more advanced. In the left column of the bottom box, record two to three learning experiences that are at the same developmental level and enrich and solidify skills. You will “give” these ideas to others during the activity. In the right column, record the ideas you “get” from others.

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