



Using Scope and Sequence to Plan and Implement a Responsive Curriculum

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NATIONAL CENTER ON
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

Early Childhood Curriculum and Scope and Sequence

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

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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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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)

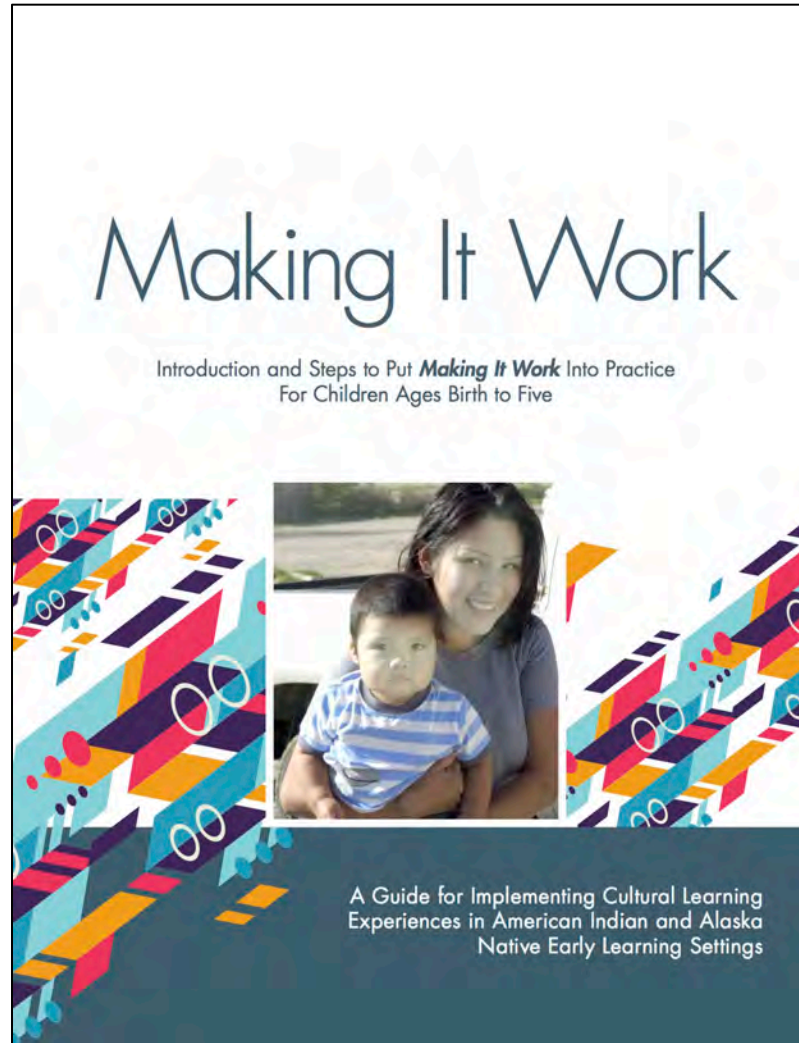


An early childhood curriculum provides

- 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

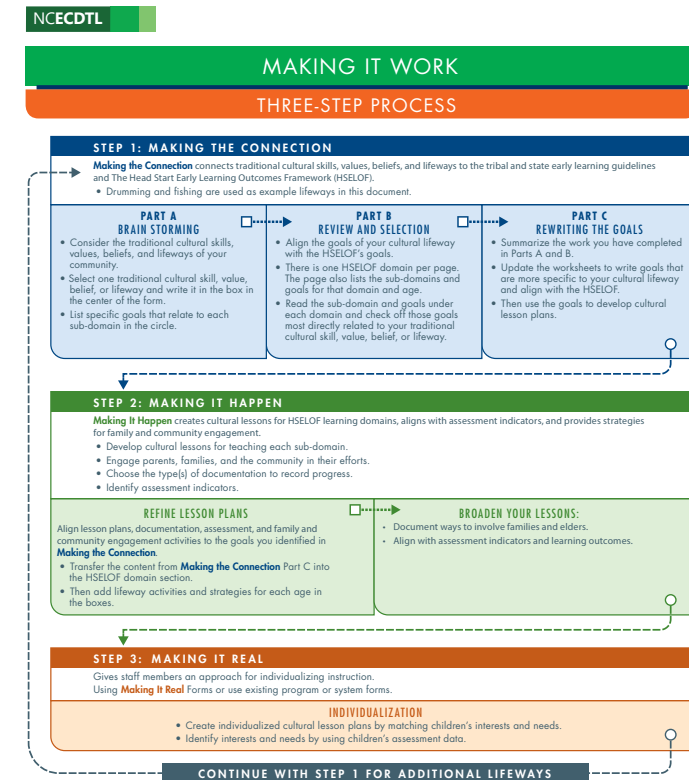


Connecting Cultural Lifeways and Curriculum



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



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

Related Head Start Program Performance Standards

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

“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?



Read and Consider

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.

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EARLY CHILDHOOD CURRICULUM

CURRICULUM SCOPE AND SEQUENCE

Head Start Program Performance Standards §1302.32(c)(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 it 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.

Defining Scope and Sequence

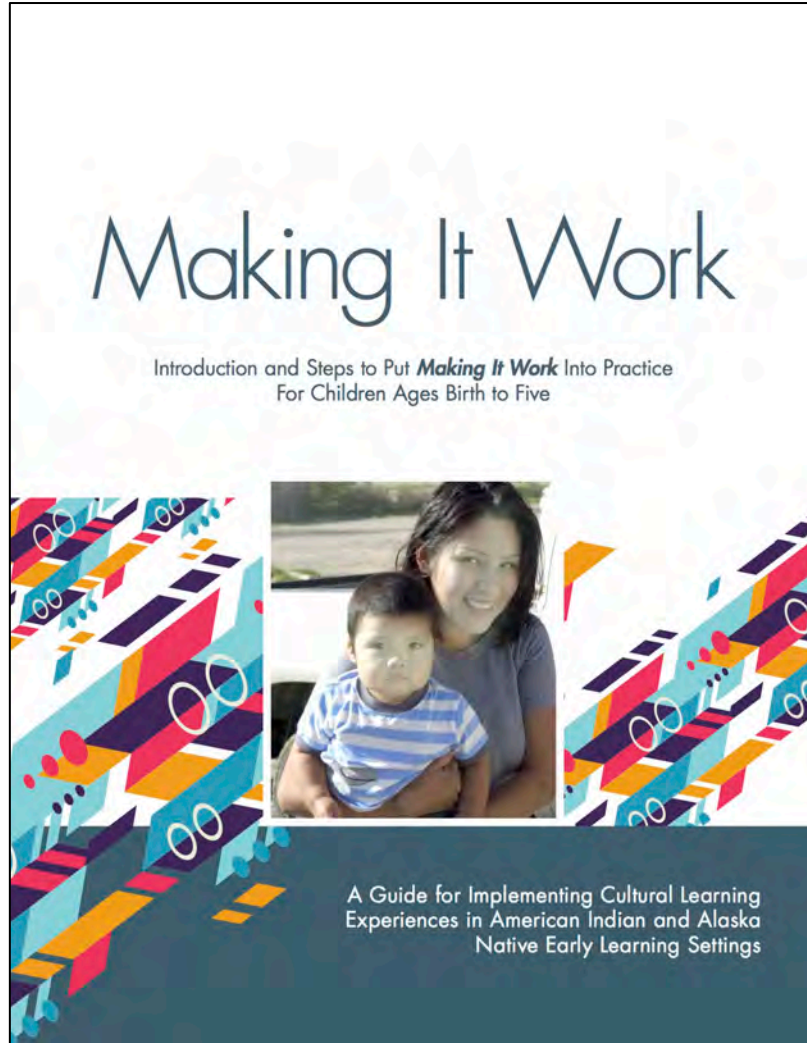
Scope

- 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

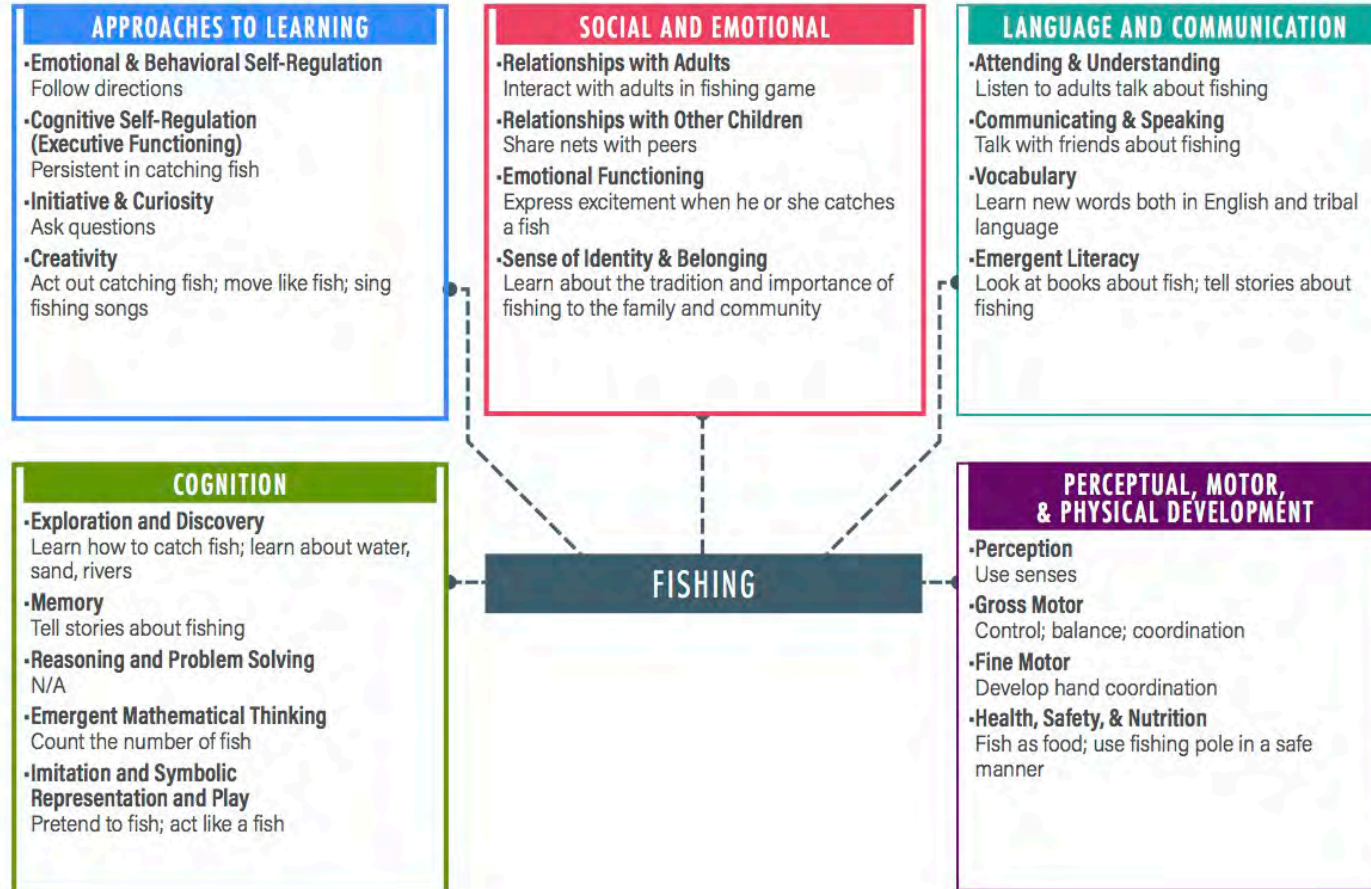


- Connect cultural lifeways to the ELOF domains of development
- Determine cultural skills that support goals described in the ELOF

Making It Work—Making the Connection: Birth to Three

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

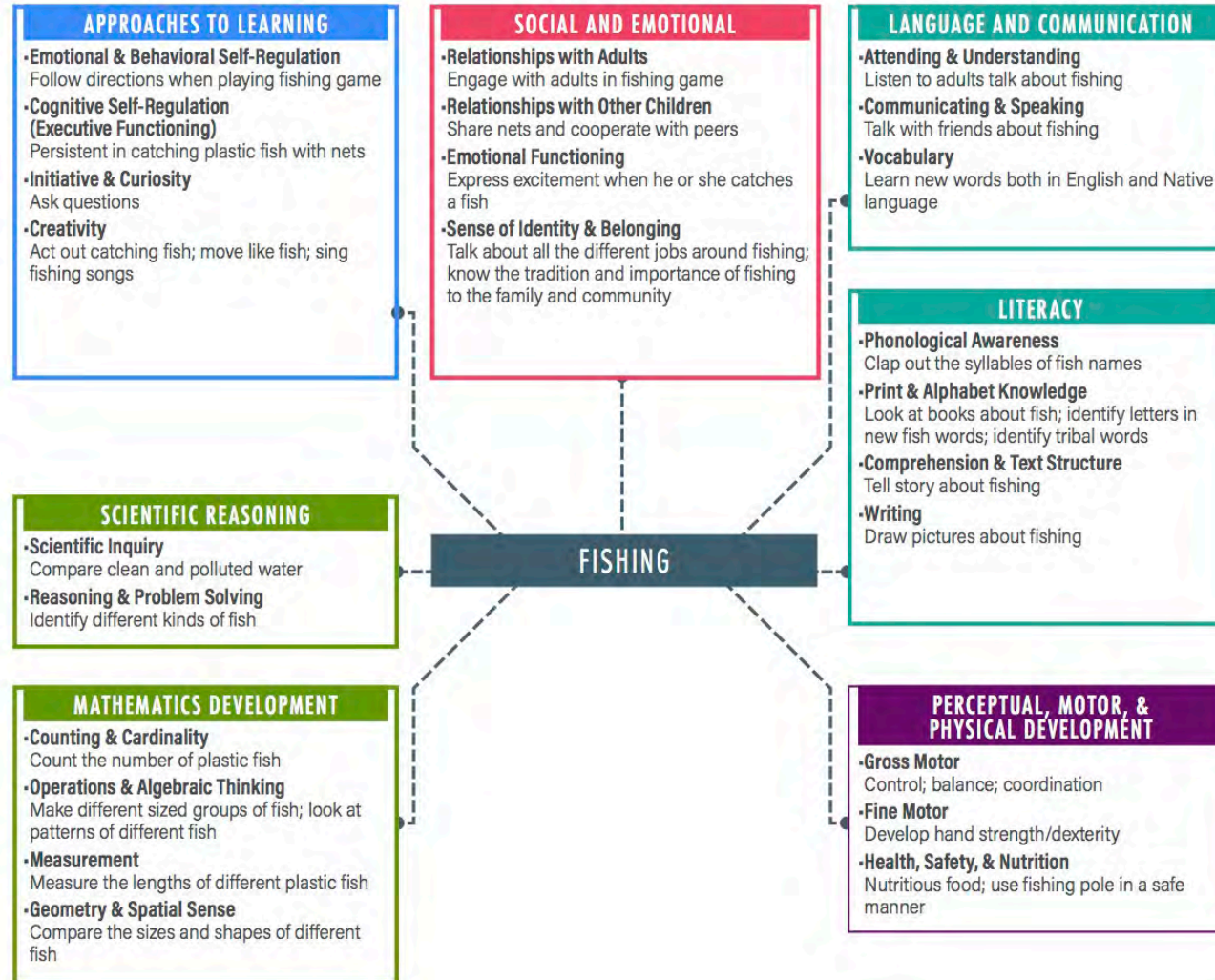
SAMPLE



Making It Work—Making the Connection: Three to Five

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

SAMPLE



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

Learning Experiences: Give One, Get One

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.

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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.

Learning experiences that progressively build from less to more advanced	
GIVE ONE	GET ONE
1.	1.
2.	2.
3.	3.

Learning experiences at the same developmental level to enrich and solidify skills	
GIVE ONE	GET ONE
1.	1.
2.	2.
3.	3.

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)

Read, Think, and Share

Curriculum Scope and Sequence

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.

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.
4. Note any connections to *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



Scope and Sequence and the Zone of Proximal Development

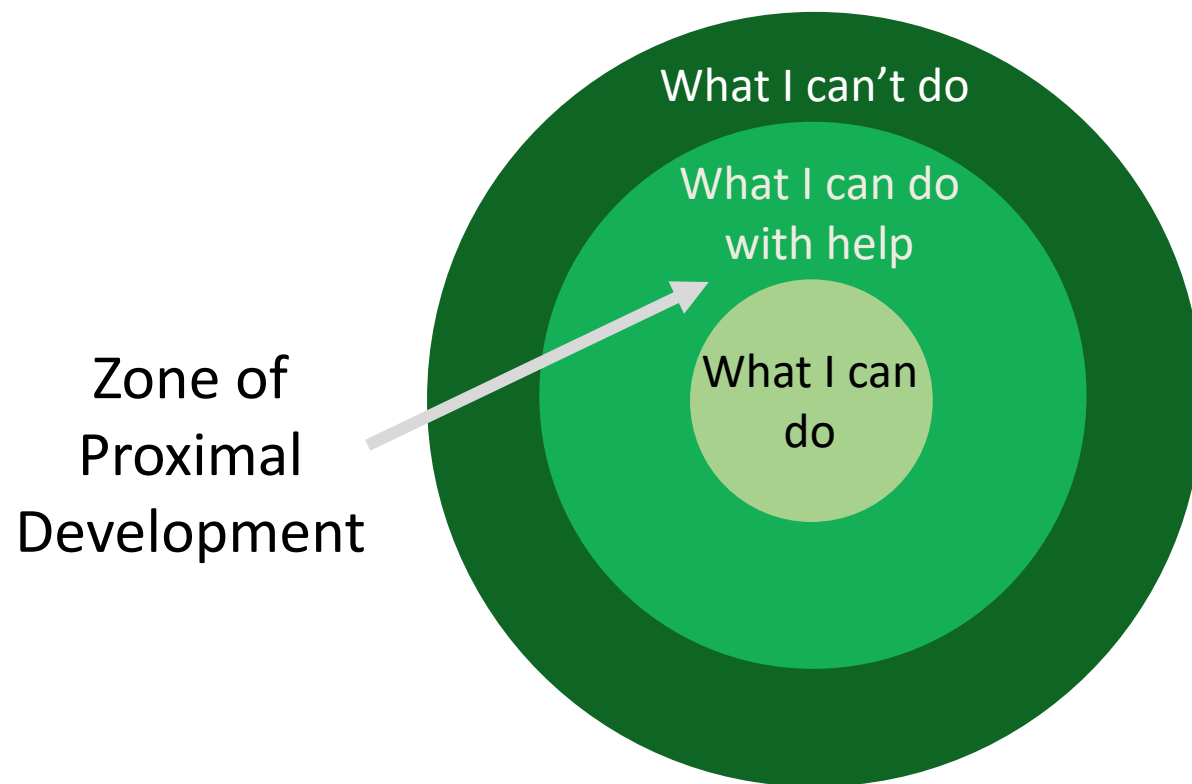


Image courtesy of I-LABS

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

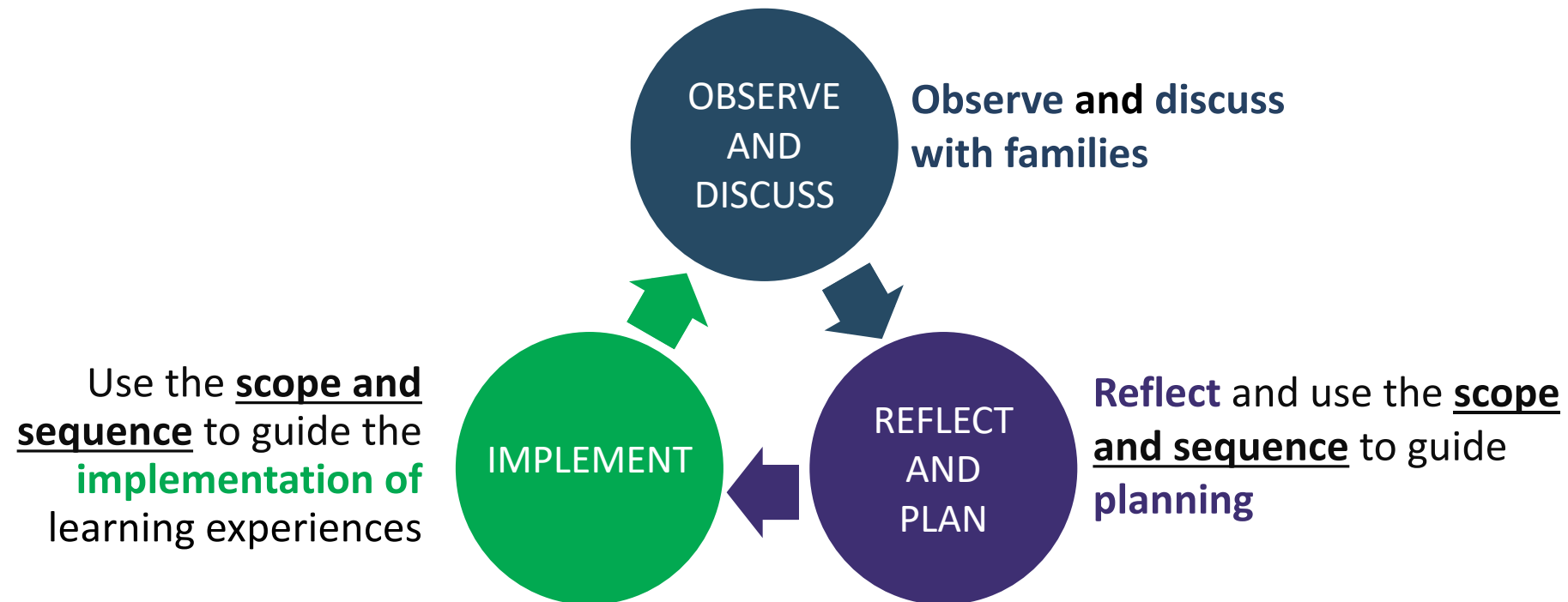
Think and Share

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



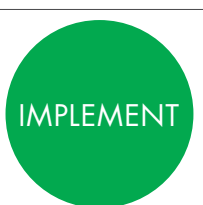
- Children's interests
- Children's strengths
- Children learning tribal languages
- Children from diverse cultural backgrounds
- Children with disabilities or other special needs



Using Scope and Sequence to Plan Individualized Learning Experiences



OBSERVE AND DISCUSS, REFLECT AND PLAN, AND IMPLEMENT: A PROCESS TO INDIVIDUALIZE LEARNING

	<p>What do your observations reveal about the child's interests? What does his/her family say interests him/her?</p> <p>What skills, behaviors, and concepts does the child currently have?</p>
	<p>What skills, behaviors, and concepts does the child need to develop?</p> <p>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?</p>
	<p>What are the implications for implementation? What are you hoping to achieve by implementing this plan? What resources might you need?</p>

Use scope and sequence to communicate with families and partners about:

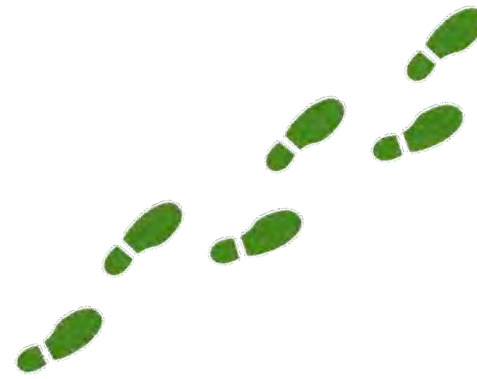
- Learning goals supported by the curriculum
- Learning experiences provided to children
- Next steps to support children's learning



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

MAKING IT WORK

THREE-STEP PROCESS

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.

PART A BRAIN STORMING

- Consider the traditional cultural skills, values, beliefs, and lifeways of your community.
- Select one traditional cultural skill, value, belief, or lifeway and write it in the box in the center of the form.
- List specific goals that relate to each sub-domain in the circle.

PART B REVIEW AND SELECTION

- Align the goals of your cultural lifeway with the HSELOF's goals.
- There is one HSELOF domain per page. The page also lists the sub-domains and goals for that domain and age.
- 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.

PART C REWRITING THE GOALS

- Summarize the work you have completed in Parts A and B.
- Update the worksheets to write goals that are more specific to your cultural lifeway and align with the HSELOF.
- Then use the goals to develop cultural lesson plans.

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.

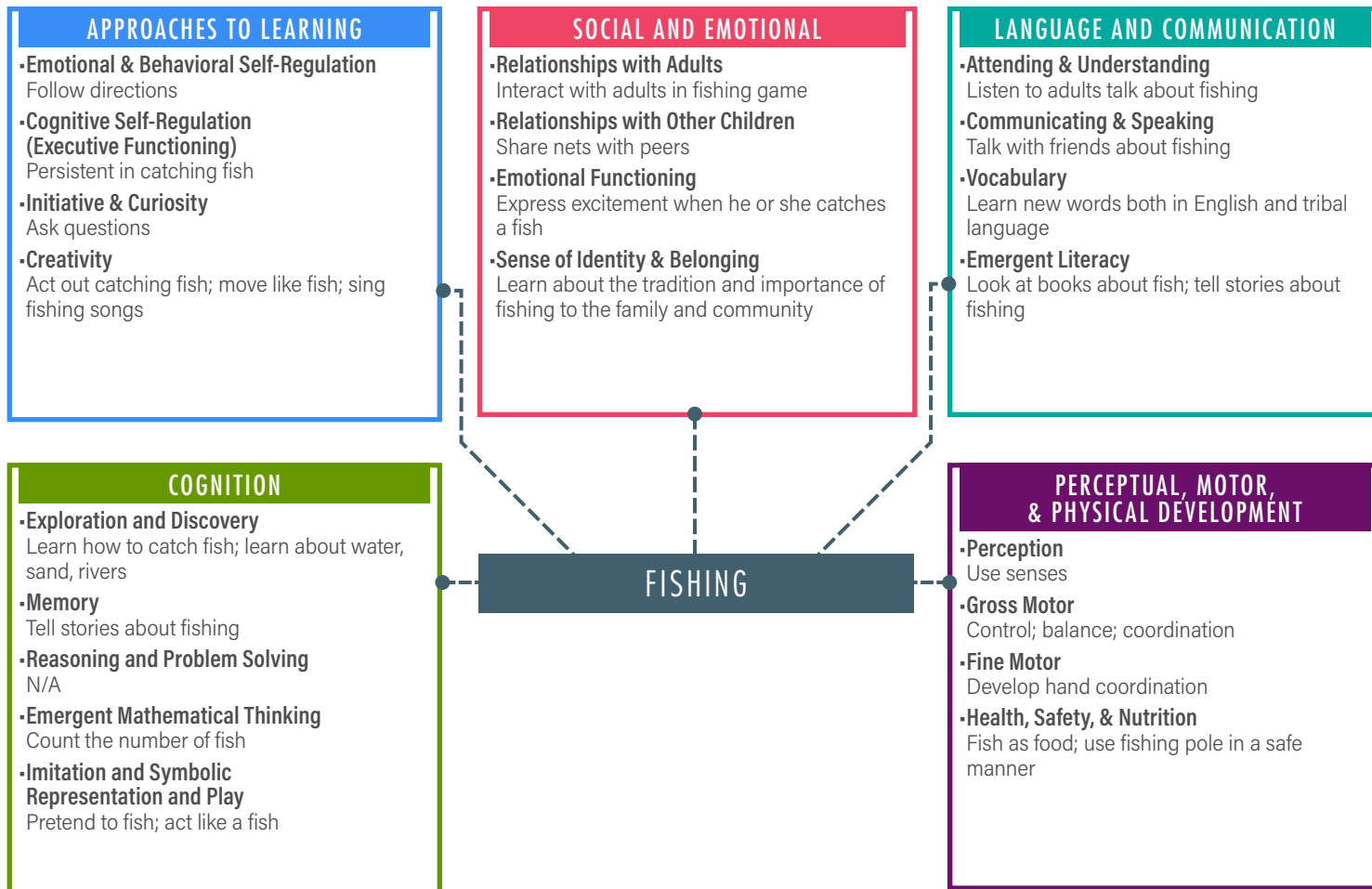
INDIVIDUALIZATION

- 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

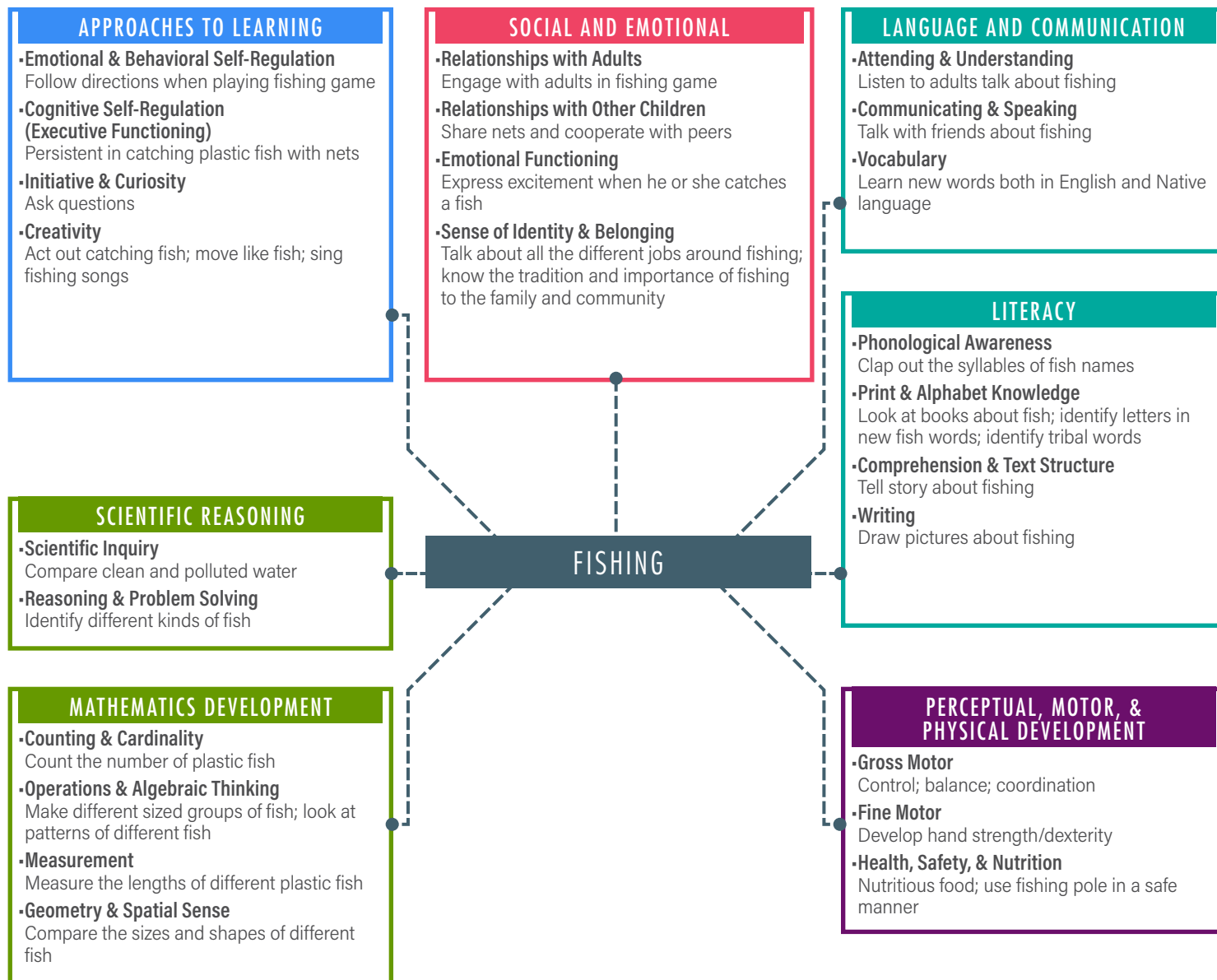
MAKING THE CONNECTION – PART A.

FISHING. BIRTH TO THREE



MAKING THE CONNECTION – PART A.

FISHING. THREE TO FIVE



THINKING ABOUT EARLY CHILDHOOD CURRICULUM AND SCOPE AND SEQUENCE

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EARLY CHILDHOOD CURRICULUM

CURRICULUM SCOPE AND SEQUENCE

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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.

<https://eclkc.ohs.acf.hhs.gov/playlist/infanttoddler-teacher-timecoffee-break-episode-1-kids-are-charge-children-guiding>

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

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/engaging-interactions-2/engaging-interactions-teach-tips-dll.pdf>

Highly Individualized Teaching and Learning. Explore these 15-minute In-service Suites to learn how to enrich activities for children with specific learning needs.

<https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/highly-individualized-teaching-learning>

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.

Learning experiences that progressively build from less to more advanced

GIVE ONE	GET ONE
1.	1.
2.	2.
3	3

Learning experiences at the same developmental level to enrich and solidify skills

GIVE ONE	GET ONE
1.	1.
2.	2.
3	3

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

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

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?

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?

What are the implications for implementation? What are you hoping to achieve by implementing this plan? What resources might you need?