

CURRICULUM STANDARDS ASSESSMENT ALIGNMENT TOOL: PRE-KINDERGARTEN STRAND FOR STEP UP TO QUALITY

Program Name	License Number	Name of Curriculum - including Version/Edition Gee Whiz Education - Back to School unit (August 2019) - This is one of 24 units provided per year and representative of all units produced in terms of the coverage of developmental areas.		
Is this a Self-Created Curriculum? (Choose One) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If YES: Sections I and II MUST be completed. If NO: Section I may be completed to meet the requirements to demonstrate how the program's obtained curriculum aligns to the Early Learning and Development Standards, and the program's on-going child assessment process. <i>The content of this form will be reviewed for completeness; however, the verification of how the program is implementing this program standard will be completed at the on-site visit through direct observation, document review and an interview process.</i>				
Section I:				
Names of individuals completing this form				
Name(s) Beth Smith		Title/Position(s) Partner, Gee Whiz Education		
Domain: Social and Emotional Development	Indicate the page number or section of the curriculum that demonstrates alignment to this standard.	<u>Three to five-star rating and above:</u> Describe how Environmental Arrangements, Daily Routines, and Planned Experiences address these concepts.	<u>Three to five-star rating and above:</u> How will knowledge and skill development relative to this standard be assessed?	<u>Three to five-star rating and above:</u> How will child progress be documented?
Strand: Self <i>Topic: Awareness and Expression of Emotion</i>	There are many but one is on p. 17 (Follow the Feelings)	The Follow the Feelings Path taped to the floor exposes children to different emotions. As the children move along the path, they are not only exposed to different emotions but have the opportunity to share situations that make them feel different ways.	As the providers engages with children, he/she will ask open-ended questions that challenge the children to think about their own emotions and how different situations may make each of us feel a different way.	Anecdotal notes and/or video of the children engaging in the experience to add to each child's digital portfolio.

<i>Topic: Self-Concept</i>	Here is one example from this unit, p. 15	During this experience, the children will make choices based on their own personal preferences. This is an excellent way for them to build self-concept...especially when they describe why they made the choices they did and see that everyone's choice might be different.	As the provider engages the children in conversations during the experience, he/she can ask open-ended questions that help the children realize that each of them has the right to have their own likes and dislikes.	Anecdotal notes and observation
<i>Topic: Self-Regulation</i>	Again, there are many experiences that address this area but here is one of them, p. 8, Bubbles with Friends	As children chase and pop bubbles during this experience, they will need to demonstrate self-regulation by respecting personal space and being aware of how their actions might affect others.	The provider can observe to see which children practice self-regulation as they play the game.	Anecdotal notes and/or a video to put in each child's digital portfolio.
<i>Topic: Sense of Competence</i>	Here is just one example, of many, from this unit, p. 9, Follow Your Friends	This experience requires children to move through a blue painter's tape obstacle course. As children successfully avoid the tape, they will build a sense of competence in their abilities.	As the provider observes, he/she can talk with children as they master the course. How does this mastery make them feel?	Anecdotal notes and/or videos of the children as they move through the course to add to a digital portfolio
<i>Topic: Attachment</i>	All of the experiences truly address this area but here is one, p. 12, Caring Friends	During this experience, the children will talk about what it means to be a caring friend and then participate in an experience where they must all work together as a team. Experiences, like this one, help children build attachments with the provider as well as other children.	The provider can observe to see if there are any children that do not choose to engage with other children or him/her. The provider can also watch and observe to see how children interact with one another during this experience.	Anecdotal notes and/or videos of the children as they participate in the experience which can be added to a digital portfolio.
Strand: Relationships <i>Topic: Interactions with Adults</i>	All of the experiences truly address this area (see attachment) but here is another one, p. 14, We Are All Different	During this experience, children will engage with the provider as well as other children and share their likes and dislikes during an active game that requires quite a bit of interaction.	The provider can, once again, watch to see which children choose to participate and engage and which do not.	Anecdotal notes and/or videos of the children as they participate in the experience which can be added to a digital portfolio.

<i>Topic: Peer Interactions and Relationships</i>	Again, all of the experiences address this area but here is one example, p. 17, Follow the Feelings	During this experience, the children will move along a path that features different feelings. They will also have the opportunity to engage with others and share their ideas through both nonverbal and verbal communication.	The provider can observe to see which children find it easy to share their emotions and which do not. They can also not which children choose not to interact with others as they move along the path.	Anecdotal notes and/or videos of the children as they participate in the experience which can be added to a digital portfolio.
<i>Topic: Empathy</i>	Here is just one example from this unit, p. 10, A Hen and Her Friends	During this experience, the provider will use a common story, "The Little Red Hen" to open the door for discussion about empathy. By asking questions such as, "How would you have felt if you were the Little Red Hen?" the provider helps children begin to put themselves in someone else's shoes.	The provider will ask open-ended questions (such as the one in the box to the left) that help children to begin to empathize with others. He/She will also incorporate the concept of fairness into the discussion and listen to see what the children say.	Anecdotal notes
Domain: Approaches Toward Learning	Indicate the page number or section of the curriculum that demonstrates alignment to this standard.	<u>Three to five-star rating and above:</u> Describe how Environmental Arrangements, Daily Routines, and Planned Experiences address these concepts.	<u>Three to five-star rating and above:</u> How will knowledge and skill development relative to this standard be assessed?	<u>Three to five-star rating and above:</u> How will child progress be documented?
Strand: Initiative <i>Topic: Initiative and Curiosity</i>	Our goal is for all of the experiences to address this area but here is one example, p. 21, Shake and Make	During this experience, the children will do something they probably haven't done before...shake hands with a friend while those hands are covered in paint! This experience definitely requires children to be curious!	The provider can watch to see how children approach this experience. Are they timid? Do not like getting their hands painted? Might not want to shake with someone? Curious about what color the two hands together will make? These are the types of questions the provider should ask him/herself.	Anecdotal notes and/or videos of the children as they participate in the experience which can be added to a digital portfolio.
<i>Topic: Planning, Action and Reflection</i>	There are many examples but here is just one from this unit, p. 5, Friendship Towers	As children work together to build towers with blocks, they will need to plan and then reflect on how their plan worked.	The provider will observe and ask open-ended questions during the experience (e.g., "Why do you think the tower fell? What could you do differently next time?")	Anecdotal notes and/or videos of the children as they participate in the experience which can be added to a digital portfolio.

<u>Strand: Engagement and Persistence</u> <i>Topic: Attention</i>	All off the experiences in this unit address this strand but here is one example, p. 6, Name Game	During this experience, the children will need to pay attention to see if their name comes out of the box or bag next.	The provider will observe the children as he/she conducts the activity to see which children maintain eye contact and appear to be attentive.	Anecdotal note
<i>Topic: Persistence</i>	Again, there are many examples in this unit but here is just one, p. 15, What's Different?	The What's Different? Teaching Tool utilized for this experience challenges children to identify 10 differences between the two scenes. This task will require a keen eye to detail as well as persistence.	As the provider engages with children, he/she can evaluate how long each child stays on the task at hand.	Anecdotal note
<u>Strand: Creativity</u> <i>Topic: Innovation and Invention</i>	Here is just one activity, from many, in this unit that addresses this area, p. 23, Loose Parts with Friends	Loose parts play challenges children to use common items in new ways.	As the provider observes, he/she can ask open-ended questions to gain information about how each child chooses to use the loose parts.	Anecdotal notes
<i>Topic: Expression of Ideas and Feelings through the Arts.</i>	Here is on experience from this unit that addresses this area, p. 7, Making Art Together	During this experience, children will utilize their choice of materials to create a work of art that will then be displayed. They can share their ideas, feelings and emotions as they create.	Again, as the provider observes, he/she can ask open-ended questions such as, "Tell me about your art."	Anecdotal notes
Domain: Physical Well-Being and Motor Development	Indicate the page number or section of the curriculum that demonstrates alignment to this standard.	<u>Three to five-star rating and above:</u> Describe how Environmental Arrangements, Daily Routines, and Planned Experiences address these concepts.	<u>Three to five-star rating and above:</u> How will knowledge and skill development relative to this standard be assessed?	<u>Three to five-star rating and above:</u> How will child progress be documented?
<u>Strand: Motor Development</u> <i>Topic: Large Muscle, Balance and Coordination</i>	There are many examples of experiences in this unit but here is just one of them, p. 9, Follow Your Friends.	This experience requires children to demonstrate large muscle control, balance and coordination as they work through a blue painter's tape maze with their friends. They will need to crawl under, step over, twist around, etc.	The provider will observe as the children play in the maze.	Anecdotal notes and/or videos of the children as they participate in the experience which can be added to a digital portfolio.

<i>Topic: Small Muscle: Touch, Grasp, Reach, Manipulate</i>	There are many experiences in this unit that address this area but here is one of them, p. 11, Bakers Are We	Working with playdough is an excellent way for young children to build small muscle strength in their hands. Using rolling pins, cookie cutters, etc. requires fine motor coordination as well.	The provider can observe the children as they use the playdough. Do they utilize tools, such as toy rolling pins and cookie cutters, with control?	Anecdotal notes
<i>Topic: Oral-Motor</i>	Here is one experience from this unit that addresses this area, p. 9, Friendship Trail Mix	Not only with the children help prepare the trail mix, they will eat it as well! This opens the door for the provider to evaluate each child's oral motor development.	The provider will need to evaluate how well each child uses his/her fingers to pick up the pieces of trail mix and put them in his/her mouth.	Anecdotal note
<i>Topic: Sensory Motor</i>	There are many experiences that challenge children to use their senses as they explore. Here is just one from this unit, p. 11, Fun with Flour	As children use their sense of touch, smell and sight to explore flour, they will develop motor skills.	The provider will observe and ask open-ended questions to evaluate how each child is using his/her senses to gain information.	Anecdotal note
<u>Strand: Physical Well-Being</u> <i>Topic: Body Awareness</i>	Here is one example of how this unit addresses this area, p. 8, Bubbles with Friends	As children chase and pop bubbles, they can describe the body parts they are using to do so. Additionally, because they will need to respect the personal space of others, they will need to have an awareness of their own body in relation to others.	The provider will want to observe as the children chase and pop bubbles. He/She will also want to ask questions about what body parts the children are using to pop the bubbles as well.	Anecdotal notes and/or videos of the children as they participate in the experience which can be added to a digital portfolio.
<i>Topic: Physical Activity</i>	There are many experiences in the unit that get the children moving. Here is just one example, p. Follow the Feelings	During this experience, the children will move along a path that features different facial expressions. At the same time, music will play which will encourage the children to move their bodies in different ways.	The provider will want to note while observing this experience which children are moving at a pace that matches the experience with ease and which seem to be struggling.	Anecdotal notes and/or videos of the children as they participate in the experience which can be added to a digital portfolio.
<i>Topic: Nutrition</i>	Here is one experience from this unit that touches on this area, p. 9, Friendship Trail Mix	Because the ingredients we are suggesting are healthy (and not candy or sweets), this opens the door for the provider to discuss the importance of good nutrition.	The provider will want to engage children in conversations while preparing the trail mix about what trail mix is and why it might be a good, nutrition snack to take while out for a walk or hike.	Anecdotal note

<i>Topic: Self-Help</i>	Self-help skills like washing hands are a part of this unit, particularly when completing art or cooking experiences. Here is one example, p. 17, Funny Faces	Because the children will be working with fingerpaint during this experience, they will need to wash their hands when finished.	The provider can observe to see which children can independently wash their hands and which need assistance.	Anecdotal note
<i>Topic: Safety Practices</i>	Health and Safety tips can be found in all Gee Whiz units on even numbered pages from 4-22 (top left)	Safety is a big part of any unit and the tips help providers integrate safety on a daily basis.	The provider will want to read each day's tip and then implement it during the course of the day. When the tips relate directly to the children (e.g., only one child at a time on the slide), the provider can watch to see if the child remembers the rule without reminders.	Anecdotal notes
Domain: Cognitive Development and General Knowledge	Indicate the page number or section of the curriculum that demonstrates alignment to this standard.	<u>Three to five-star rating and above:</u> Describe how Environmental Arrangements, Daily Routines, and Planned Experiences address these concepts.	<u>Three to five-star rating and above:</u> How will knowledge and skill development relative to this standard be assessed?	<u>Three to five-star rating and above:</u> How will child progress be documented?
Strand: Cognitive Skills <i>Topic: Memory</i>	Here is an example of how this area is addressed in this unit, p. 12, Caring Friends	During this experience, the children will need to practice memory skills as they recall the plot of the story, "The Little Red Hen." They can also join in as the provider shares the story.	The provider will ask open-ended questions to see how much the children remember about the story before reading it again. This will help him/her evaluate the children's memory about the characters and plot.	Anecdotal notes
<i>Topic: Symbolic Thought</i>	Here is one example of how this area is addressed from this unit, p. 23, Loose Parts with Friends	When children play with loose parts, they use common, every day materials in new and different ways.	The provider will observe to see how different children use different materials. At the same time, he/she will ask open-ended questions that challenge verbal children to share their ideas.	Anecdotal notes

<i>Topic: Reasoning and Problem Solving</i>	There are many experiences in this unit that address this area. Here is one example, p. 22, Playing with Friends	As children use a bed sheet or parachute to make a beach ball go up in the air, they will need to practice problem-solving and reasoning skills.	The provider will engage with the children during this experience and also ask open-ended questions such as, "What happened when we did not lift the bed sheet/parachute at the same time? Why do you think that is?"	Anecdotal notes and/or videos of the children as they participate in the experience which can be added to a digital portfolio.
Sub-Domain: Mathematics	Indicate the page number or section of the curriculum that demonstrates alignment to this standard.	<u>Three to five-star rating and above:</u> Describe how Environmental Arrangements, Daily Routines, and Planned Experiences address these concepts.	<u>Three to five-star rating and above:</u> How will knowledge and skill development relative to this standard be assessed?	<u>Three to five-star rating and above:</u> How will child progress be documented?
Strand: Number Sense <i>Topic: Number Sense and Counting</i>	Here is one example from this unit that addresses this area, p. 20, The Search Is On!	During this experience, the children will complete a scavenger hunt. The hunt will require them to find a specific number of different items. In order to do this, the children will need to be able to identify numerals and also count the members of a set.	The provider can note which children can accurately identify the numerals on the scavenger hunt sheet as well as which children can accurately create a set with a given number of members.	Anecdotal notes
Strand: Number Relationships and Operations <i>Topic: Number Relationships</i>	Here is one example from this unit that addresses this area, p. 20, The Search is One!	As the children gather items during the Scavenger Hunt, they can also compare the numerals both on the sheet and the sets they create. Which has more? Which has less? Do any have the same?	Again, the provider will note which children can not only identify numerals but have a sense of greater or less than.	Anecdotal notes
Strand: Algebra <i>Topic: Group and Categorize</i>	Here is one example from this unit that addresses this area, p. 14, We Are All Different	During this experience, the children will be participating in an active game which will require them to share whether or not they "like" something. This opens the door for grouping/categorizing based on likes/dislikes.	As the provider leads the game, he/she can challenge more advanced children to count the number of children that like, or do not like, a specific food, item, television show, toy, etc. He/She can note which children are able to do this task.	Anecdotal note

<p><u>Strand: Measurement and Data</u> <i>Topic: Describe and Compare Measurable Attributes</i></p>	<p>Here is one example of how this area is addressed in this unit, p. 21, Playdough & Pals</p>	<p>During this experience, the children will be exposed to measurement as they help to make no-cook playdough. They will also compare amounts as they help to measure and add ingredients.</p>	<p>The provider will want to ask questions as the children help prepare the playdough to help him/her evaluate each child's understanding of measurement. These questions such be simplistic such as, "Which did we add more of ... flour or water?"</p>	<p>Anecdotal notes</p>
<p><i>Topic: Data Analysis</i></p>	<p>Here is one example of how this area is addressed in this unit, p. 14, We Are All Different - EXTENSION</p>	<p>As an extension of this experience, the provider can talk about likes and dislikes during mealtimes and snacks today. To talk this a step further, he/she can also help the children graph this information.</p>	<p>The provider can have more advanced children gather data during mealtime and snack about which children like each food that is served. Then, the provider can challenge these children to use this information to create a simple graph on paper or using stacks of blocks.</p>	<p>Anecdotal notes</p>
<p><u>Strand: Geometry</u> <i>Topic: Spatial Relationships</i></p>	<p>Here is one example from this unit, p. 9, Follow Your Friends</p>	<p>As the children make their way through the painter's tape obstacle course, they will need to understand the concepts of over, under and through.</p>	<p>The provider can give these children specific directions to follow that involves spatial relationships and see if each child can follow those directions accurately.</p>	<p>Anecdotal notes and/or videos of the children as they participate in the experience which can be added to a digital portfolio.</p>
<p><i>Topic: Identify and Describe Shapes</i></p>	<p>Here is one example from this unit, p. 5, Friendship Towers</p>	<p>As the children build with blocks, the provider has the perfect opportunity to expose these children to 3-dimensional shapes in a meaningful way. Once exposed, children can be challenged to identify these shapes.</p>	<p>As the children build with blocks, the provider can encourage children to describe the shapes they see. For instance, a child might say the side of a rectangular block is a rectangle...which is true but the actual shape of the block is a rectangular prism.</p>	<p>Anecdotal notes</p>
<p><i>Topic: Analyze, Compare and Create Shapes</i></p>	<p>See above.</p>	<p>See above.</p>	<p>See above.</p>	<p>See above.</p>

Sub-Domain: Social Studies	Indicate the page number or section of the curriculum that demonstrates alignment to this standard.	<u>Three to five-star rating and above:</u> Describe how Environmental Arrangements, Daily Routines, and Planned Experiences address these concepts.	<u>Three to five-star rating and above:</u> How will knowledge and skill development relative to this standard be assessed?	<u>Three to five-star rating and above:</u> How will child progress be documented?
Strand: History <i>Topic: Historical Thinking and Skills</i>	Here is an example from from this unit that shows how this area is addressed, p. 22, Friendship Day!	The provider will let the children know ahead of time that Friendship Day is coming. This will give them not only something to look forward to but also a concept of time passing.	The provider can have a countdown to Friendship Day! Each day, more advanced children can use a calendar to see how many more day it will be until Friendship Day! comes.	Anecdotal notes
<i>Topic: Heritage</i>	Here is one example of how this unit addresses this area, p. 16, So Many Feelings!	During this experience, children will be challenged to share how they would feel in different situations. For many, these are probably situations they've experienced in the past.	The provider will ask plenty of open-ended quesitons to get a strong back-and-forth conversation going.	Anecdotal notes
Strand: Geography <i>Topic: Spatial Thinking Skills</i>	Here is an example of how this area could be addressed during this unit, p. 20, The Search Is On!	As an extension of this experience, the provider could challenge more advanced children to draw a map that shows where they found each item on the scavenger hunt list.	The provider could then examine the maps created by the children and attempt to follow them...with the children's help, of course!	Anecdotal notes
<i>Topic: Human Systems</i>	Here is an example of how this area is addressed in this unit, p. 6, Name Game	Our names are just one of many ways in which we are all different. During this experience, the children will compare and contrast names. As an extension, the provider could ask children to include family names as well.	The provider will ask open-ended questions that challenge the children to compare and contrast their names. The answers to these questions will provide insight into the children's level of understanding of this concept.	Anecdotal notes
Strand: Government <i>Topic: Civic Participation and Skills</i>	Here is an example of this area is addressed in this unit, p. 18, That's Not Fair!	During this experience, the children express their own ideas about fairness. A hands-on experience, where the provider has all the blocks, will make this abstract concept more concrete.	The provider will ask questions and enage children in conversations as a way of evaluating what they know about fairness.	Anecdotal notes

<i>Topic: Rules and Laws</i>	Here is an example that shows how this area is addressed in this unit, p. 19, A Very Fair Snack	When working with food, there are rules that must be followed such as always washing hands before handling food and also not touching food that belongs to someone else. Both of these rules are addressed during this experience.	The provider can watch to see if children remember the basic rules regarding food without being reminded.	Anecdotal notes
Strand: Economics <i>Topic: Scarcity</i>	Here is an example that shows how this area is addressed in this unit, p. 18, That's Not Fair!	During this experience, the blocks are not scarce but someone has them all. This experience challenges children to recognize that many times, there is a limited supply of a material and all must share.	The provider will ask open-ended questions while engaging children in conversations to assess their level of understanding of both scarcity and fairness.	Anecdotal notes
<i>Topic: Production and Consumption</i>	Here is an example that shows how this area is addressed in this unit, p. 19, A Very Fair Snack	While this experience is focused on fairness, it also opens the door for discussing consumption ... because the children will be eating their snack!	The provider can ask questions as the children enjoy their snack (once it is divided evenly) about where they believe the snack came from, how it was made, etc.	Anecdotal notes
Sub-Domain: Science	Indicate the page number or section of the curriculum that demonstrates alignment to this standard.	<u>Three to five-star rating and above:</u> Describe how Environmental Arrangements, Daily Routines, and Planned Experiences address these concepts.	<u>Three to five-star rating and above:</u> How will knowledge and skill development relative to this standard be assessed?	<u>Three to five-star rating and above:</u> How will child progress be documented?
Strand: Science Inquiry and Application <i>Topic: Inquiry</i>	Here is one example of how this area is addressed in this unit, p. 13, Marker Experiment	During this experiment, the children will make predictions and then test them as they explore what happens when a cap is left off a marker.	The provider will ask questions and evaluate how well children make predictions (not necessarily how accurate those predictions are).	Anecdotal note
Strand: Earth and Space Science <i>Topic: Explorations of the Natural World</i>	Here is one example of how this area is addressed in this unit, p. 20, The Search Is On!	As an extension to the planned experience, more advanced children can make scavenger hunts that involve natural items found outdoors.	The provider will review the completed scavenger hunt lists. Do the items on the list all come from nature? How many different natural items did the child put on the list?	Anecdotal notes

<p>Strand: Physical Science <i>Topic: Explorations of Energy</i></p>	<p>Here is one example of how this are is addressed in this unit, p. 22, Playing with Friends</p>	<p>This experience exposes children to the concept of the transfer of energy. As the children attempt to make a beach ball up and down using a bed sheet or parachute, they will explore some very simple aspects of energy and motion.</p>	<p>The provider will ask simple questions during the activity such as, 'What happens to the ball when we lift up the sheet/parachute?' and 'What happens to the ball when we lower the sheet/parachute?'</p>	<p>Anecdotal notes</p>
<p>Strand: Life Science <i>Topic: Explorations of Living Things</i></p>	<p>Please see the Gee Whiz yearly outline for units that have a strong focus on living things. You can find the outline by visting our website, www.geewhizeducation.com and looking under the "Our Product" tab.</p>			

Domain: Language and Literacy Development	Indicate the page number or section of the curriculum that demonstrates alignment to this standard.	<u>Three to five-star rating and above:</u> Describe how Environmental Arrangements, Daily Routines, and Planned Experiences address these concepts.	<u>Three to five-star rating and above:</u> How will knowledge and skill development relative to this standard be assessed?	<u>Three to five-star rating and above:</u> How will child progress be documented?
<u>Strand: Listening and Speaking</u> <i>Topic: Receptive Language and Comprehension</i>	All of the experiences in this unit help children build skills in this area. Here is just one example, p. 4, So Many Friends!	A action song is not only used to get the children moving it is also used to expose them to new language and vocabulary. Additionally, during this experience the children will be sharing information about themselves with the group.	The provider can ask open-ended questions, lead the song and observe to see which children maintain strong eye contact during the activity. Addiitonally, he/she can evaluate how accurately children remember information shared by their friends by asking follow-up questions.	Anecdotal notes
<i>Topic: Expressive Language</i>	All of the experiences in this unit help children build skills in this area. The one we shared above is also a great example of this (see above)	(See above)	(See above)	(See above)
<i>Topic: Social Communication</i>	Here is just one example of how this area is addressed in this unit, p. 12, Caring Friends	During this experience, children will practice taking turns during conversations as they share their own ideas about how they would feel if they were the Little Red Hen.	The provider can observe and listen to evaluate how well each child waits for a turn to speak during the experience.	Anecdotal notes
<u>Strand: Reading</u> <i>Topic: Reading Comprehension</i>	Here is one example of how this unit addresses this area, p. 10, A Hen and Her Friends	After the provider shares the story, "The Little Red Hen," he/she can ask open-ended questions to gauge the children's level of comprehension. There are suggested questions on p. 10.	The provider can evaluate the children's answers to basic questions regarding the characters, setting and plot of the story. These answers will help the provider evaluate the children's level of comprehension skills.	Anecdotal notes
<i>Topic: Fluency</i>	Here is one example of how this area is addressed in this unit, p. 12, Caring Friends	As part of this experience, children will be asked to join in with the phrases, "Not !!" said the (name of animal).	The provider will watch and listen to see which children say the phrases and which do not.	Anecdotal notes

<i>Topic: Print Concepts</i>	Each unit contains a Book List and we strongly encourage providers to gather books from this list (or others they have on hand) to read with the children and add to the literacy center. See p. 30 for the Book List for this unit.	The children can explore the books the provider gathered. In this case, the books for this unit would be about friendship. The children can listen while books are read to them or "read" them on their own.	The provider will observe to see which children frequently take time to look at books. The provider can also evaluate how the children handle the books and whether they turn the pages from left to right.	Anecdotal notes
<i>Topic: Phonological Awareness</i>	Here is an example of how this area is addressed in this unit, p. 21, Shake & Make	As the children participate in this experience, the provider can expose them to the name of the experience and see if they can correctly identify that the words "shake" and "make" rhyme.	The provider can ask the children to give her a thumbs up if the words shake and bake rhyme or a thumbs down if they do not.	Anecdotal notes
<i>Topic: Letter and Word Recognition</i>	Here is one example of how this area is addressed in this unit, p. 6, Name Game	Because this game involves the children's printed names, it provides the perfect opportunity for helping children not only identify letters but their names as well.	As the provider removes each name for the bag/box, he/she can note which children are able to correctly identify their names. Then, working individually, the provider can talk with each child about the specific letters that make up his/her name.	Anecdotal notes
Strand: Writing <i>Topic: Writing Process</i>	Here is just one of many of the experiences in this unit that address this area, p. 7, Making Art Together	During this art experience, the children who are ready will practice writing their names. Those that are not yet ready to write their names will still be using crayons/markers.	The provider can evaluate how each child's holds a marker or crayon during this experience. He/she can also evaluate with children are able to write their names.	Anecdotal notes and/or photo
<i>Topic: Writing Application and Composition</i>	Here is one example of how this area is addressed in this unit, p. 20, The Search is On!	During the experience, the children will "read" a scavenger hunt list that includes both text and pictures. As an EXTENSION, more advanced children can be challenged to create their own scavenger hunt lists using pictures and words.	As the children follow the list, the provider can point to words on the list and ask, "What do you think this word says?" Additionally, if the provider has more advanced children, he/she can ask questions about the scavenger hunt lists they create.	Anecdotal notes/work samples

Section II

For self-created curriculums ONLY

This section is not required for an obtained curriculum.

Identify the theory or research base of this curriculum.
Describe how the theory or research informs decision making for experiences for children.
Planning Process
Describe the ongoing process for documenting and determining children's interests and abilities.
Identify ways the curriculum meets the needs, interests and abilities of individual children.
Inclusion of Children with Diverse Developmental/Ability Levels
Describe how the curriculum provides guidance on making modifications or adaptations for children of all developmental levels.
Role of the Teacher
Describe how the curriculum provides guidance to the teacher on setting up the classroom environment. (Examples: Age appropriate materials, furnishings and equipment, room arrangements and learning centers.)
Describe the how the curriculum provides guidance on how to interact with children.
Scheduling and Routines
Describe how the curriculum supports developmentally appropriate schedule/routines.

Diversity

Describe how the curriculum guides experiences that are culturally relevant, diverse and sensitive to children and families.

Describe how diversity is represented in the curriculum.

Family Involvement

Describe how the curriculum provides opportunities for family involvement.

Support for Implementation

Describe the supports provided to assist teachers in the implementation of the curriculum. (Examples: Study group, mentor, web-based, intensive orientation, informal/formal observations, lesson plan review, implementation guides, etc.)

Assessment

Describe the strategies within the curriculum that are used to measure children's progress over time.

Social Emotional

Describe how the curriculum provides guidance on managing and guiding children's behavior.