

SETA Head Start Curriculum Goals

The curriculum goals are guidelines intended to encourage each child's growth in the following areas:

1. Social-Emotional Development / Children are Personally and Socially Competent

A. To express individuality and build self-esteem, each child is encouraged to:

1. Recognize, celebrate, and feel valued as a member of a specific family and community group
2. Construct a positive, knowledgeable self-identity within a cultural context by identifying and celebrating their own:
 - Language
 - Dress
 - Diet and style of eating
 - Name
 - Physical features
 - Celebrations
 - Gender
 - Age
 - Social Group
3. Demonstrate confidence in their growing abilities and increasing independence
4. Develop ability to make positive choices and decisions
5. Plan, work independently, and demonstrate care and persistence in a variety of activities
6. Demonstrate initiative and willingness to try new things

B. To exhibit a positive attitude toward life, each child is encouraged to:

1. Build trust and relationship(s) with primary care giver(s)
2. Separate from primary caregiver(s)
3. Comfort self with adult guidance
4. Demonstrate interest and participate in classroom activities
5. Increase ability to cope with change
6. Transition easily throughout daily routines

C. To demonstrate cooperative, pro-social behavior each child is encouraged to:

1. Seek out children and adults for social interaction and to form friendships
2. Sustain play and interaction with other children
3. Work cooperatively with others, sharing toys and materials
4. Accept responsibility for maintaining the environment
5. Participate in group planning and shared leadership
6. Respect the rights, viewpoints and feelings of others
7. Show awareness of and respect for differences among people
8. Interact with and care for children that are not like themselves
9. Learn about cultures of other children
10. Use critical thinking skills about bias
11. Express empathy and caring for others
12. Resolve social conflicts through negotiation with peers

D. To expand receptive communication skills in their primary language, each child is encouraged to:

1. Understand questions regarding object function
2. Comprehend others spoken words and gestures
3. Follow two to three step directions
4. Progress in understanding English for non-English speaking children

E. To expand expressive communication skills in their primary language, each child is encouraged to:

1. Use appropriate communication to:
 - Meet social needs
 - Obtain objects, actions or information
 - Describe experiences
 - Explain and express ideas and feelings
 - Participate in group discussions
2. Create, retell or role play stories
3. Recall words in a song or finger play
4. Take turns while listening and speaking
5. Progress in clarity of pronunciation
6. Speak using sentences of increasing length, complex grammar and parts of speech
7. Progress in speaking English (for non-English speaking children)

2. Cognitive Development / Children are Effective Learners

A. To acquire learning and problem-solving skills, each child is encouraged to:

1. Explore, observe, and make discoveries with a desire to learn
2. Use reasoning, planning skills and creativity to solve problems with a wide range of situations and materials
3. Ask and respond to questions
4. Apply knowledge to new contexts
5. Estimate
6. Demonstrate an awareness of numbers and counting as a means for solving problems and determining quantity
7. Progress in their ability to put together and take apart shapes

B. To expand logical thinking and numeracy skills, each child is encouraged to:

1. Associate number concepts, vocabulary, quantities and written numerals in meaningful ways
2. Classify and sort objects by similarities and differences
3. Recall a sequence of events
4. Arrange objects in a series
5. Recognize and name simple patterns and be able to repeat them
6. Demonstrate increased awareness of cause and effect relationships
7. Recognize shapes
8. Become aware of time concepts
9. Make comparisons
10. Use size words
11. Demonstrate spatial awareness and use of appropriate directional words
12. Count in correct sequence to ten and beyond
13. Count using one to one correspondence

C. To acquire knowledge of his/her immediate world, each child is encouraged to:

1. Use all possible senses and tools to gather information
2. Gain familiarity with various aspects of animal, plant and insect life
3. Observe and discuss physical properties of the environment
4. Locate items in a familiar environment
5. Use standard and non-standard measuring implements to determine length, size and quantity
6. Test observations, discuss and draw conclusions and form generalizations
7. Collect, and describe information through a variety of means, including discussion, drawings, maps and charts
8. Predict, explain and generalize based on past experiences

D. To express and develop creativity, each child is encouraged to:

1. Demonstrate increased complexity and imagination in make-believe play:
 - By assuming a pretend role
 - With objects and about situations
2. Experiment and express self with increased detail and realism through:
 - Art (drawing, painting, and three dimensional)
 - Music (listening, singing, finger-plays, games and performance)
 - Rhythm (instruments)
 - Movement (different patterns of beat, rhythms, tempos and style)
3. Share opinions about artistic products and experiences

E. To acquire beginning writing skills, each child is encouraged to:

1. Make increasingly representational drawings
2. Draw pictures related to a story and talk about his/her drawing
3. Form 3 or more recognizable letters and numbers
4. Demonstrate an interest in using writing for a purpose
5. Demonstrate pretend writing
6. Demonstrate increasing awareness of the concepts of print such as:
 - English moves from left to right and top to bottom
 - Speech can be written
 - Print conveys a message

F. To develop beginning reading skills, each child is encouraged to:

1. Appreciate books by:
 - Asking to be read to
 - Independently choosing to look at book
 - Drawing pictures based on stories
 - Asking to take books home

- Going to the library
 - Engaging in pretend reading
 - Caring for and appropriately using books
2. Understand that books have a title, author, and illustrator
 3. Listen and retell a story
 4. Understand the relationship between pictures and words on a page
 5. Recognize print in the environment
 6. Predict next event in a story
 7. Access books and materials in their home language
 8. Utilize print media in the classroom
 9. Associate the names of letters with their shapes
 10. Identify 10 or more letters of the alphabet, especially those in their own name
 11. Recognize their own written name
 12. Understand that letters make up words, and that words are separated by spaces
 13. Notice the beginning letters of familiar words

G. To develop phonemic awareness, each child is encouraged to:

1. Participate in language experiences on a daily basis
2. Use rhymes and songs to explore sounds
3. Demonstrate curiosity about language and experiment with it
4. Discriminate and identify:
 - The sound in words such as rhyming and alliteration games
 - Beginning and ending sounds of words
 - Separate syllables

3. Physical Development / Children Show Physical and Motor Competence

A. To Enhance gross motor skills, each child is encouraged to:

1. Use gross motor skills with confidence and develop comfort with physical movement
 - Walk up and down steps
 - Maneuver with wheelchairs, walkers and adaptive equipment (when applicable)
 - Move with increasing control over direction and speed, avoiding obstacles
 - Jump with both feet and hop on one foot
 - Skip or gallop
 - Ride and steer a tricycle
 - Climb up or down equipment without falling
 - Push objects in intended direction
 - Catch, throw, or kick in intended direction
2. Use large muscles for balance
3. Become increasingly aware of their body
4. Respond to rhythm
5. Get dressed with minimal help

B. To enhance and refine fine motor skills, each child is encouraged to:

1. Use small muscles to manipulate materials, like beads and blocks
2. Increase and refine eye-hand coordination, like puzzles, and cutting
3. Use small muscles for self-help skills, like pouring, brushing teeth, zipping and buttoning
4. Use writing and drawing tools with increasing control and intention

4. Children are Safe and Healthy

A. To ensure that children are safe and healthy each child is encourage to:

1. Demonstrate and describe appropriate practices in the areas of personal hygiene and care, personal safety and nutrition
 - Try new food on their own
 - Wash and dry hands before eating and after toileting
 - Take care of their own toileting needs
 - Cover their nose when sneezing and wipe their nose after sneezing
 - Follow instructions to look both ways and looking before crossing the street
 - Communicate to another the danger of a behavior
 - Follow routines in emergency situations
 - Know their first and last name