



## Curriculum Guidelines

The Delavan Nursery Center was founded in 1965 by Ann Scott. Mrs. Scott envisioned a school readiness program for young learners. Sue Lefel, who has been an early childhood educator since 1985, continues this rich tradition. Like Mrs. Scott, Mrs. Lefel helps educate young learners through a variety of experiences that preschoolers think of as “just playing.” For 47 years the Delavan Nursery Center has played a vital role in educating young learners in Walworth County.

The Delavan Nursery Center is housed in the building of St. Andrews School, however, it is a non-denominational privately-owned preschool. In 2007, the program was redefined to include a four year old kindergarten. The curriculum reflects **Common Core State Standards** as well as **Wisconsin Model Early Learning Standards**. The attached curriculum guidelines fully encompasses our learning standards.



## **Curriculum Guidelines**

### **Approaches to Learning**

Initiative: Children show initiative as they play and explore their world

Planning: Children plan, organize and cooperate in their play

Interaction: Children choose and focus on activities that interest them

Problem solving: Children solve problems as they play

Use of resources: Children use play as well as other resources to gather information and formulate ideas about their world

Reflection: Children think about and discuss their experiences as they play

### **Social and Emotional Development**

Self-identity: Children have a positive self-image

Sense of competence: Children learn they are competent through success

Emotions: Children recognize, discuss, label and regulate their feelings

Empathy: Children demonstrate empathy towards others

Community: Children participate in the community of the classroom

Building relationships: Children build relationships with other children and adults

Cooperative play: Children engage in cooperative play

Moral development: Children develop an internal sense of right and wrong

Conflict resolution: Children resolve social conflicts

### **Language Development, Literacy and Communication Development**

Comprehension: Children understand language

Speaking: Children express themselves using language

Vocabulary: Children understand and use a variety of words and phrases

Phonological awareness: Children identify distinct sounds in spoken language

Alphabetic knowledge: Children identify letter names and their sounds

Reading: Children read for pleasure and information

Concepts about print: Children demonstrate knowledge of environmental print

Book knowledge: Children demonstrate knowledge about books

Writing: Children draw and write for many different purposes

ELL/Spanish language familiarity: Children use English and Spanish

### **General Knowledge and Cognition**

Mathematics

Number words and symbols: Children recognize and use number words and symbols

Counting: Children count things

Part-whole relationships: Children combine and separate quantities of objects

Shapes: Children identify, name and describe shapes

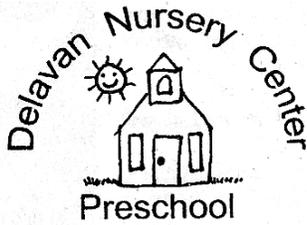
Spatial awareness: Children recognize spatial relationships among people and objects

Measuring: Children measure to describe, compare and order things

Unit: Children understand and use the concept of unit

Patterns: Children identify, describe, copy, complete and create patterns

Data analysis: Children use information about quantity to draw conclusions, make decisions and solve problems



## **General Knowledge and Cognition (continued)**

### **Creative Arts**

Art: Children express themselves through two and three dimensional art

Music, movement and pretend play: Children express and represent what they observe, think, imagine and feel.

Appreciate the arts: Children appreciate the creative arts

### **Science and Technology**

Observing: Children observe the materials and processes in their environment

Classifying: Children classify materials, actions, people and events

Experimenting: Children experiment to test their ideas

Predicting: Children predict what they expect will happen

Drawing conclusions: Children draw conclusions based on their experiences and observations

Communicating ideas: Children communicate their ideas about the characteristics of things and how they work

Natural and physical world: Children gather knowledge about their natural and physical world

Tools and technology: Children explore and use tools and technology

### **Social Studies**

Diversity: Children understand that people have diverse characteristics, interests and abilities

Community roles: Children recognize that people have different roles and functions in the community

Decision making: Children participate in making classroom decisions

Geography: children recognize and interpret features and locations in their environment

History: Children understand past, present and future

Ecology: Children understand the importance of taking care of their environment

## **Physical Development and Health**

Gross motor skills: Children demonstrate strength, flexibility, balance and timing in using their large muscles

Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles

Body awareness: Children know about their bodies and how to navigate them in space

Personal care: Children carry out personal care routines on their own

Healthy behaviors: Children engage in healthy practices

