

EARLY CHILDHOOD CURRICULUM



Carol E. Catron
Jan Allen

EARLY CHILDHOOD CURRICULUM

Carol E. Catron

Jan Allen

University of Tennessee, Knoxville



**Merrill,
an imprint of Prentice Hall**

Englewood Cliffs, New Jersey Columbus, Ohio

Library of Congress Cataloging-in-Publication Data

Early childhood curriculum / [authored by] Carol E. Catron, Jan Allen.

p. cm.

Includes bibliographical references and index.

ISBN 0-02-320265-3

1. Early childhood education—United States—Curricula.

2. Creative activities and seatwork. 3. Child development—United States. I. Catron, Carol Elaine. II. Allen, Jan.

LB1139.4E16 1993

372.19—dc20

92-17819

CIP

Editor: Linda Sullivan

Production Supervisor: Publication Services, Inc.

Production Manager: Aliza Greenblatt

Cover Designer: Thomas Mack

Cover Art: © Melanie Carr/Zephyr Pictures

Text Photographs: Jan Allen and Michele Jamigan

Illustrations: Roberto Rubio

This book was set in Century Schoolbook by Publication Services, Inc.
Merrill is an imprint of Prentice Hall



© 1993 by Prentice-Hall, Inc.

A Simon & Schuster Company

Englewood Cliffs, New Jersey 07632

All rights reserved. No part of this book may be reproduced, in any form or by any means, without permission in writing from the publisher.

Printed in the United States of America

10 9 8 7 6 5 4 3

ISBN 0-02-320265-3

Prentice-Hall International (UK) Limited, *London*

Prentice-Hall of Australia Pty. Limited, *Sydney*

Prentice-Hall Canada Inc., *Toronto*

Prentice-Hall Hispanoamericana, S.A., *Mexico*

Prentice-Hall of India Private Limited, *New Delhi*

Prentice-Hall of Japan, Inc., *Tokyo*

Simon & Schuster Asia Pte. Ltd., *Singapore*

Editora Prentice-Hall do Brasil, Ltda., *Rio de Janeiro*

Preface

We began writing this book in 1985 when we decided that a comprehensive, play-based, developmental curriculum for children was not available for teachers who wanted to match educational philosophy with program focus, to link individual developmental assessment and curriculum planning, and to integrate all aspects of the program for young children, including those with special needs.

Our major purpose in writing this book is to help teachers provide the highest quality programs possible for children, parents, and teachers. Our focus is on creative play curriculum as a means of optimizing children's total development in the areas of personal awareness, emotional well-being, socialization, communication, cognition, and perceptual motor skills. Creativity is not simply an additional developmental domain; the potential for creative development is inherent in all domains and is an integral part of a developmentally appropriate curriculum. Creative processes are essential for

children to fully realize skills in problem solving and the generation of innovative ideas; play is the method through which creative potential is fostered and developed.

We have drawn from several sources to develop the creative play curriculum model. Our educational backgrounds in the disciplines of child development, early childhood education, and teacher education made it possible to use the theoretical and empirical knowledge from these fields to draw conclusions and suggest implications for curriculum development and implementation. From our teaching and administrative experiences in public and private kindergarten, preschool programs, Head Start, child care cooperatives, and university laboratories, we learned what was effective classroom practice when research and theory failed to provide the answers. This has allowed us to combine research and theory with practical guidelines for using and evaluating curricula.

CONTENT

This text covers basic principles and current research in early childhood curricula; however, it also is a comprehensive guide to planning programs with a play-based, developmental curriculum for children from birth to age 5. This creative play model presents an integrated, individualized curricular approach that helps teachers to be sensitive to and plan for young children with a variety of developmental and cultural backgrounds.

Several special features contribute to the usefulness and comprehensiveness of the book.

- A major feature is the emphasis on creative play to support children's learning and development. In addition to presenting an overview of other curricula models, this text describes using cre-

ative play to implement the various components of this curriculum model. This book allows the reader to understand the specific steps in implementing a play-based philosophy of young children's learning in a program setting.

- Another feature is the comprehensive nature of the curriculum that demonstrates the complex and interrelated components of the visible and invisible curriculum. This benefits students and practitioners by outlining all the components necessary to plan and implement an effective early childhood curriculum and the relationship of each component to the overall program.
- A third feature is the integration of developmental assessment and curriculum planning. A developmental checklist is included that is de-

signed to correlate with curriculum objectives. In the text, assessment information is presented to support the belief that curriculum planning and child assessment are integrated and complementary processes rather than separate or parallel functions. Students and practitioners can understand the importance of using information about children's development in both activity planning and child assessment.

- A fourth feature is the integration throughout all curricular components of information for

programming for young children with special needs. Adaptations for use of the curriculum and activities for children with special needs are included throughout the book to help early childhood teachers plan for meeting the needs of all young children, including those with special needs, throughout the program.

- An additional feature is the inclusion of sample forms and charts that can be reproduced and used in early childhood programs.

ORGANIZATION

The book is organized into four major sections. Part I, *Early Childhood Curriculum*, explains the purpose of curriculum in early childhood programs and influences on curriculum development. It presents several curricula and describes various components of a curriculum. A specific curriculum model, creative play, is described in detail and is the organizing framework of the remainder of the book. The creative play curriculum model is a flexible, open-ended model that is easily adapted by teachers for a range of age groups from infancy through preschool and for a variety of populations of children.

Part II, *Invisible Curriculum*, presents information about early childhood program aspects that significantly affect the teaching and learning environment yet are not always visible to the observer and, unfortunately, not always carefully planned. These program aspects must be thoughtfully considered and designed before the program is ready for children and families. In this section, there are separate chapters on the role of the teacher, family involvement, classroom management and guidance, classroom design and organization, and the outdoor

play environment. These chapters include both theoretical and practical application information for teachers.

Part III, *Visible Curriculum*, focuses on the more obvious dimensions of early childhood programs: curriculum activities and child observation and assessment. This section includes a chapter on each developmental domain with a section of classroom activities for each age group.

Part IV, *Professional Issues in Early Childhood Curricula and Programs*, highlights issues for teachers striving to implement quality programs for children. These issues include working environments, staff interactions and relationships, development of a professional identity, and moving beyond mandates and minimal standards to creating excellence in early childhood programs.

The appendices of the textbook contain developmental assessment instruments, including a developmental checklist, instruction manual, and guidelines for writing child observations, all of which are easily reproducible for use by students and practitioners.

PEDAGOGICAL FEATURES

Each chapter begins with a vignette that describes various practical situations and dilemmas with children and families. These "real world" examples encourage readers to critically analyze the situation and consider ways to address the problem. A list of questions following each vignette identifies issues that should be examined before choosing a course of action. Each chapter ends with a suggested solution to the problem. The vignettes are examples derived from our own experiences in early childhood programs and are designed to help readers make the linkage between information and implementation.

Each area of children's development is presented in a separate chapter and linked with practical information to help teachers support and facilitate this developmental domain. Curriculum activities for each domain are described at the end of chapters 10 through 15. Also key terms throughout the text are italicized and defined for the reader. Examples for practical application are included throughout the text with lists of guidelines that suggest program evaluation criteria and implementation ideas.

TERMINOLOGY _____

We use the terms child care, preschool programs, and early childhood education interchangeably to refer to programs that serve children from birth to age 8. The book's emphasis is on programs for children from birth to age 5. We define these groups, for curriculum planning and environmental design

purposes, as: infants, 6 weeks to 15 months; toddlers, 15 months to 3 years; and preschoolers, 3 to 5 years. Most programs provide a variety of multi-age groupings; teachers should choose and adapt activities and teaching techniques that are appropriate for a specific classroom.

PROFESSIONAL ISSUES _____

This textbook reflects our lifelong professional commitment to creating the best learning environment for young children and our own struggles with securing adequate funding for early childhood programs, designing growth-promoting environments for teachers as well as children, searching for solutions to teacher burnout and turnover, working effectively and compassionately with children and

families under stress, and educating administrators and politicians about the needs of children and families. The heart and soul of our writing is a concern for providing excellent programs for children, parents, and teachers. Our hope is that this concern for the quality of young children's lives will have an impact on curricula in early childhood education programs.

Author Profiles

Carol E. Catron is director of the Child Development Laboratories and a faculty member in the Department of Child and Family Studies at The University of Tennessee, Knoxville. Her doctorate is in early childhood education from George Peabody College of Vanderbilt University. Her research and writing interests are in the areas of play therapy, curriculum development, staff development and evaluation, and storytelling with young children. She also is involved in child advocacy efforts through professional organizations and agencies and serves as a mentor and a validator for the NAEYC's (National Association for the Education of Young Children) Academy of Early Childhood Programs.

Jan Allen is associate professor in the Department of Child and Family Studies at The University of Tennessee, Knoxville. Her doctorate is in child development from Purdue University. Her most recent research has focused on teacher-child interactions in child care, early childhood educators' satisfactions and dissatisfactions, and children's role as participants in research in early childhood programs. Her interests in public policy and parent education have also focused on child care and families, children and stress, and child advocacy. Her publications include journal articles and book chapters on child care, children's fears, preschoolers' moral reasoning, and child sexual abuse.

Contributing Authors

Bobbie Beckmann is a special education teacher in the Maryville Public Schools and a former special education coordinator in The University of Tennessee Child Development Laboratories. She has a master of arts degree in speech pathology from the University of Tennessee and holds a certificate of clinical competence in speech-language pathology. Her areas of expertise are diagnosing and treating children with diverse developmental levels and facilitating the mainstreaming of preschool children with special needs.

Kathy Carlson is coordinator of the preschool program in the Child Development Laboratories, Department of Child and Family Studies, The University of Tennessee, Knoxville. She has a master of science degree in home economics from Purdue University and a master of science degree in child and family studies from the University of Tennessee. Her areas of interest include classroom design and organization, preschoolers' writing process, art, music, and emergent literacy. Her most recent research includes assessing preschoolers' writing skills and assessing preschoolers' emergency telephone skills.

Amy R. Kerlin is a child care consultant and former coordinator of the toddler program in the Child Development Laboratories, Department of Child and Family Studies, The University of Tennessee, Knoxville. She has a master of science degree in child development from the University of Tennessee. Her areas of interest include toddler prosocial behavior, environmental organization, parent involvement, and child guidance and behavior management.

Anne Miller Stott is coordinator of the toddler program in the Child Development Laboratories, Department of Child and Family Studies, The University of Tennessee, Knoxville; she previously was infant coordinator and CDL program coordinator. Her master of science degree is in child and family studies from the University of Tennessee. Her areas of interest include parent-teacher relationships, curriculum development, health, nutrition, and illness in child care settings. Her most recent research has focused on parents' expectations for child care programs.

Acknowledgments

Many individuals have contributed to the development and publication of *Early Childhood Curriculum*. We wish to acknowledge the supportive learning environments provided to us in the course of our own education at Transylvania University and George Peabody College for Teachers at Vanderbilt University and at Louisiana Tech University, Oklahoma Baptist University, The University of Oklahoma, and Purdue University. Special guidance and mentoring from Earline Kendall, Jean Grant Walter, James Broadus, Paul Fuller, and Benjamin Burns, and from Jane Teleki and Gail Melson, have shaped our personal and professional lives and inspired us to reach for the dream of excellence in programs for young children.

Our special thanks goes to the staff, students, parents, and children at the University of Tennessee, Knoxville, Child Development Laboratories for whom and with whom the creative play curriculum was developed, implemented, and field-tested. The process of developing the creative play curriculum began in 1985 and was facilitated by staff members Kay Bennett, Julia Cagle, Betsy Carter, Beverly Cree, Claudia Davis, Sonya Henderson, Michele Jarnigan, Kim Lee, Diane Mynatt, Sharon Maxfield, Gloria (Chi) Ononye, and Molly Shelby. In particular, we are appreciative of Lisa Lev Dahl, graduate research and teaching assistant, who contributed a substantial review and revision of the developmental checklist and accompanying manual; Kim Hatfield-Gray, who contributed suggestions for checklist changes and additions; and Kathy Kidd, who assisted with research and coordination of the final manuscript.

Melinda Sutton, who was primarily responsible for typing, editorial assistance, and production of many revisions of the manuscript, contributed her time and expertise as well as her support and encouragement to this project. We could not have done it without her! Also involved as support staff in this

endeavor were Mary Kruyer, Michele Pagano, and Melissa Mustard, whose efforts supported the final preparation of the manuscript.

We are grateful for the insightful comments and suggestions offered by reviewers Earline D. Kendall, D. Dean Richey, Vey M. Nordquist, Catherine Goodwin, and Carol Hawkins, as well as by Christine Bachelder, Black Hawk College (Moline, IA); Becky Bailey, University of Central Florida; Anita Brehm, East Carolina University; Rhode Chalker, Florida Atlantic University; R. Eleanor Duff, University of South Carolina; Jill Gelormino, Fordham University; Carol Hawkins, Corporate Child Management Services (Nashville, TN); Patricia Hofbauer, Northwest Technical College (OH); Diane Kohl, University of Georgia; Karen Paciorek, Eastern Michigan University; Karen Peterson, Washington State University; and Jessie Zola, Milwaukee Area Technical College, the anonymous reviewers; their input strengthened the content of the curriculum. For this opportunity to share the curriculum with college students, professors, teachers, and directors, we thank the staff at Macmillan Publishing Company, especially Linda Sullivan, administrative editor, who had faith in us and in the curriculum from the earliest stages of development of the textbook.

We are appreciative of the patience, encouragement, and support of our families, friends, colleagues, and students who were gracious enough to “bear with us” during the writing and production of the book. And finally, this book could not have been written without the insight into children’s development learned from Sharon, Jimmy, Christy, and especially Kermit, who as a wise and delightful three-year-old shared the secrets of childhood that have become the heart of this book.

C.E.C.
J.A.

Brief Contents

Part One	Early Childhood Curriculum	1		
Chapter 1	Role of Curriculum in Early Childhood Programs	3	Chapter 12	Curriculum for Developing Socialization Skills 189
Chapter 2	Creative Play Curriculum Model	17	Chapter 13	Curriculum for Developing Communication 205
Part Two	Invisible Curriculum	31	Chapter 14	Curriculum for Developing Cognition 221
Chapter 3	Role of the Teacher	33	Chapter 15	Curriculum for Developing Perceptual Motor Skills 237
Chapter 4	Family Involvement	47	Part Four	Professional Issues in Early Childhood Curricula and Programs 253
Chapter 5	Classroom Management and Guidance	65	Chapter 16	Issues in Implementing Early Childhood Curriculum 255
Chapter 6	Classroom Design and Organization	77	Appendix A	NAEYC's Code of Ethical Conduct 271
Chapter 7	Outdoor Play Environment	101	Appendix B	Developmental Checklist 281
Part Three	Visible Curriculum	117	Appendix C	Manual for the Developmental Checklist 331
Chapter 8	Child Observation and Assessment	119	Appendix D	Guidelines for Child Observations 437
Chapter 9	Activity Planning	137	Appendix E	Creativity Indicators 467
Chapter 10	Curriculum for Developing Personal Awareness	153	Activity Index	468
Chapter 11	Curriculum for Developing Emotional Well-being	171	Index	473

Detailed Contents

Preface	iii	<i>Creative Play Enables the Development of Socialization</i>	22
Author Profiles	vi	<i>Creative Play Enables the Development of Communication</i>	23
Contributing Authors	vii	<i>Creative Play Enables the Development of Cognition</i>	23
Acknowledgments	ix	<i>Creative Play Enables the Development of Perceptual Motor Skills</i>	23
Part One Early Childhood Curriculum	1	<i>Creative Potential</i>	24
Chapter 1 Role of Curriculum in Early Childhood Programs	3	<i>Invisible Curriculum</i>	24
<i>Purpose of Curriculum</i>	4	<i>Visible Curriculum</i>	25
<i>Influences on Curriculum</i>	6	<i>Mainstreaming</i>	25
<i>Theories of Development and Learning Research</i>	6	<i>Curriculum Model</i>	27
<i>Overview of Curriculum Models</i>	8	Part Two Invisible Curriculum	31
<i>High/Scope Cognitively Oriented Curriculum</i>	9	Chapter 3 Role of the Teacher	33
<i>Bank Street Approach</i>	9	<i>Attitudes, Attributes, and Abilities of Effective Teachers</i>	35
<i>Montessori Education</i>	9	<i>Role of the Teacher</i>	36
<i>Behavioristic Instructional Technology</i>	10	<i>The Teacher's Role in Interacting</i>	36
<i>Creative Play Approach</i>	10	<i>The Teacher's Role in Nurturing</i>	37
<i>Developing a Curriculum for Your Program</i>	10	<i>The Teacher's Role in Managing Stress</i>	38
<i>Involving Teachers in Curriculum Design</i>	11	<i>The Teacher's Role in Facilitating</i>	39
<i>Components of Curriculum</i>	12	<i>The Teacher's Role in Planning</i>	39
<i>Assessing Curriculum Outcomes</i>	13	<i>The Teacher's Role in Enriching</i>	40
Chapter 2 Creative Play Curriculum Model	17	<i>The Teacher's Role in Problem Solving</i>	41
<i>The Role of Creative Play in Curriculum</i>	19	<i>The Teacher's Role in Advocating</i>	41
<i>Fostering the Development of the Whole Child</i>	21	<i>The Teacher's Role in Learning</i>	42
<i>Creative Play Enables the Development of Personal Awareness</i>	21	Chapter 4 Family Involvement	47
<i>Creative Play Enables the Development of Emotional Well-Being</i>	21	<i>Increasing Interaction and Continuity Between the Home and the Center</i>	49
		<i>Enriching the Program Through Parents' Participation and Contributions</i>	51

<i>Involving, Teaching, and Supporting Families</i>	54		
<i>Daily Interactions</i>	54		
<i>Parent Conferences</i>	55		
<i>Written Communication</i>	58		
<i>Parent Meetings</i>	58		
<i>Parent Resource Center</i>	59		
<i>Supporting Families in Crisis</i>	59		
<i>Families With Children With Special Needs</i>	60		
<i>Families With Children With Chronic Illness</i>	60		
<i>Families and Divorce</i>	60		
<i>Families and Child Abuse</i>	60		
<i>Working With Diverse Groups of Parents</i>	61		
Chapter 5 Classroom Management and Guidance	65		
<i>Developing Goals for Guidance</i>	67		
<i>Setting Realistic Expectations</i>	67		
<i>Preventing Misbehavior</i>	67		
<i>Creating a Climate of Support</i>	68		
<i>Communicating Effectively</i>	68		
<i>Responding to Children's Behavior</i>	69		
<i>Growth-Promoting Guidance</i>	70		
<i>Ignore Minor Annoyances</i>	70		
<i>Encourage Children</i>	70		
<i>Redirect Children From Misbehavior</i>	71		
<i>Discuss Consequences</i>	71		
<i>Teach Conflict Resolution</i>	72		
<i>Implement Sit-and-Watch</i>	72		
<i>Making Effective Decisions About Guidance</i>	73		
Chapter 6 Classroom Design and Organization	77		
<i>Characteristics of a Well-Planned Environment</i>	78		
<i>Room Arrangements</i>	82		
<i>The Infant Classroom</i>	84		
<i>The Toddler Classroom</i>	86		
<i>The Preschool Classroom</i>	89		
<i>Schedules</i>	91		
<i>Staff Assignments</i>	94		
<i>Work Schedules</i>	94		
<i>Monitoring of Children</i>	95		
<i>Planning</i>	95		
<i>Implementing Daily Activities and Routines</i>	95		
<i>Classroom Adaptations</i>	96		
Chapter 7 Outdoor Play Environment	101		
<i>Outdoor Curriculum</i>	103		
<i>Playground Types</i>	103		
<i>Playground Safety</i>	104		
<i>Playground Design</i>	107		
<i>Sensory and Tactile Equipment and Experiences</i>	110		
<i>Creative and Dramatic Play Equipment and Experiences</i>	112		
<i>Large Motor Equipment and Experiences</i>	113		
<i>Practical Considerations</i>	114		
Part Three Visible Curriculum	117		
Chapter 8 Child Observation and Assessment	119		
<i>Goals for Developmental Assessment</i>	121		
<i>Choosing Developmentally Appropriate Assessments</i>	121		
<i>Teacher as Evaluator</i>	122		
<i>Family Involvement in Assessment</i>	123		
<i>Components of the Assessment Process</i>	124		
<i>Developmental Checklist</i>	124		
<i>Child Observations</i>	127		
<i>Goal-Setting Procedures</i>	128		
<i>Parent Conferences</i>	130		
<i>Developmental Screening</i>	130		
<i>Referral</i>	131		
Chapter 9 Activity Planning	137		
<i>Guidelines for Activity Planning</i>	139		
<i>Selecting Activities and Learning Centers</i>	140		
<i>Theme and Skill-Based Planning</i>	141		
<i>Multicultural Experiences in the Classroom</i>	142		
<i>Technology in the Classroom</i>	145		
<i>Individualized Learning Experiences</i>	146		
<i>Adaptations for Children With Special Needs</i>	146		
<i>Guidelines for Children With Physical Impairments</i>	147		
<i>Guidelines for Children With Speech/Language Impairments</i>	147		
<i>Guidelines for Children With Visual Impairments</i>	148		
<i>Guidelines for Children With Hearing Impairments</i>	148		
<i>Guidelines for Children With Behavior Disorders/Emotional Disturbances</i>	149		
<i>Achieving Developmental Goals Through Effective Planning</i>	149		
Chapter 10 Curriculum for Developing Personal Awareness	153		
<i>Developmental Milestones in Personal Awareness</i>	155		

<i>Research on Young Children's Sexuality and Sex Role Identity</i>	157		<i>Goals and Activities for Socialization</i>	196	
<i>Fostering Personal Awareness Through Creative Play Curriculum</i>	157		<i>Social Interaction</i>	196	
<i>Independence and Control</i>	158		<i>Cooperation</i>	198	
<i>Developing Sexuality</i>	158		<i>Conservation of Resources</i>	199	
<i>Gender Identity</i>	159		<i>Respect for Others</i>	201	
<i>Safety Issues</i>	159		<i>Summary</i>	202	
<i>Personal Health</i>	160		Chapter 13 Curriculum for Developing Communication		205
<i>Goals and Activities for Personal Awareness</i>	161		<i>Developmental Milestones in Communication</i>	206	
<i>Self-help Skills</i>	161		<i>Research on Children's Communication Skills</i>	207	
<i>Independence</i>	163		<i>Fostering Communication Through Creative Play Curriculum</i>	208	
<i>Personal Health</i>	164		<i>Conversational Time</i>	208	
<i>Personal Safety</i>	166		<i>Playing With Language</i>	209	
<i>Summary</i>	168		<i>Language in Sociodramatic Play</i>	210	
Chapter 11 Curriculum for Developing Emotional Well-being		171	<i>Goals and Activities for Communication</i>	210	
<i>Developmental Milestones in Emotional Well-being</i>	173		<i>Receptive Language</i>	210	
<i>Research on Play and Emotional Well-being</i>	174		<i>Expressive Language</i>	212	
<i>Fostering Emotional Well-being Through Creative Play Curriculum</i>	175		<i>Nonverbal Communication</i>	214	
<i>Distinguishing the Self</i>	176		<i>Auditory Memory/Discrimination</i>	216	
<i>Establishing Trusting Relationships</i>	176		<i>Summary</i>	217	
<i>Developing Autonomy and Independence</i>	176		Chapter 14 Curriculum for Developing Cognition		221
<i>Taking Initiative to Play and Learn</i>	177		<i>Developmental Milestones in Cognitive Development</i>	222	
<i>Expressing Emotions and Developing Self-esteem</i>	177		<i>Research on Cognitive Development</i>	225	
<i>Coping With Change and Stress</i>	178		<i>Fostering Cognitive Development Through Creative Play Curriculum</i>	226	
<i>Goals and Activities for Emotional Well-being</i>	178		<i>Expanding Children's Curiosity</i>	226	
<i>Awareness, Acceptance, and Expression of Emotions</i>	179		<i>Learning New Concepts</i>	226	
<i>Coping Skills</i>	180		<i>Developing Problem-solving Skills</i>	227	
<i>Personality Integration</i>	182		<i>Supporting Playfulness</i>	227	
<i>Building Values</i>	184		<i>Goals and Activities for Cognition</i>	228	
<i>Summary</i>	186		<i>Problem Solving/Reasoning Skills</i>	228	
Chapter 12 Curriculum for Developing Socialization Skills		189	<i>Concept Formation</i>	230	
<i>Developmental Milestones in Socialization</i>	190		<i>Imitation/Memory</i>	231	
<i>Research on Children's Socialization</i>	191		<i>Association/Classification Skills</i>	233	
<i>Children's Social Interaction With Adults</i>	192		<i>Summary</i>	235	
<i>Children's Social Interaction With Peers</i>	193		Chapter 15 Curriculum for Developing Perceptual Motor Skills		237
<i>Fostering Socialization Through Creative Play Curriculum</i>	194		<i>Developmental Milestones in Perceptual Motor Skills</i>	238	
<i>Developing Social Competence and Responsibility</i>	194		<i>Research on Perceptual Motor Development</i>	240	
<i>Meeting Social Needs Through Play</i>	195		<i>Fostering Perceptual Motor Development Through Creative Play Curriculum</i>	241	
			<i>Practice Play</i>	241	
			<i>Symbolic Play</i>	242	
			<i>Games With Rules</i>	243	

<i>Goals and Activities for Perceptual Motor Development</i>	243
<i>Eye-Hand/Eye-Foot Coordination</i>	243
<i>Locomotor Skills</i>	245
<i>Nonlocomotor Skills</i>	247
<i>Body Management and Control</i>	249
<i>Summary</i>	251

<i>Creating a Good Place to Teach</i>	260
<i>Working Environment</i>	260
<i>Relationships With Adults</i>	261
<i>Developing a Professional Identity</i>	262
<i>Creating Excellence in Early Childhood Programs</i>	263
<i>National Accreditation</i>	264
<i>Training Teachers of Young Children</i>	264
<i>The Five C's of Effective Teaching</i>	265
<i>Summary</i>	267

Part Four Professional Issues in Early Childhood Curricula and Programs **253**

Chapter 16	Issues in Implementing Early Childhood Curriculum	255
	<i>Analyzing the Effects of Early Childhood Programs</i>	257
	<i>Cross-Cultural Perspectives on Early Childhood Programs</i>	258
	<i>Integrating the Components of Curriculum</i>	259

Appendix A	NAEYC's Code of Ethical Conduct	271
Appendix B	Developmental Checklist	281
Appendix C	Manual for the Developmental Checklist	331
Appendix D	Guidelines for Child Observations	468
Appendix E	Creativity Indicators	473
Activity Index		468
Index		473

PART
ONE

EARLY CHILDHOOD CURRICULUM



Role of Curriculum in Early Childhood Programs

