Mother Goose Time, Inc. Curriculum for ages 2 1/2 to 5 years
Correlation to NAEYC Guidelines for Appropriate Curriculum
Content and Assessment in Programs
Serving Children Ages 3 through 8

NAEYC Guideline	**Mother Goose Time**
1. The curriculum has an articulated description of its theoretical base that is consistent with prevailing professional opinion and research on how children learn. *Question:* Does it promote interactive learning and encourage the child's construction of knowledge?	Mother Goose Time Preschool Curriculum is based on the theories of Jean Piaget, Erik Erikson, Albert Bandura, Lev Vygotsky and Howard Gardner. Our curriculum is supported by the latest research on early childhood development that includes Pam Schiller, Dr. Becky Bailey, Lisa Murphy and Eric Jensen. The Research Basis for Mother Goose Time Curriculum Development document is available for review on our website in a PDF printer-friendly file.
2. Curriculum content is designed to achieve long-range goals for children in all domains – social, emotional, cognitive, and physical – and to prepare children to function as fully contributing members of a democratic society. *Question:* Does it help achieve social, emotional, physical, and cognitive goals?	Mother Goose Time is a professionally developed curriculum that nurtures the whole child and supports their social, emotional, physical and intellectual growth. We believe, and research supports, that children learn through hands-on experiences and play; preschool age is the ideal age for learning appropriate social skills; asking open-ended questions facilitating the development of critical thinking skills; creating a safe nurturing learning environment promotes learning; young children thrive in an environment that creates routine; and each child works at their own ability level. Our curriculum is divided into nine learning domains: Language Development, Literacy, Mathematics, Science, Creative Arts, Social and Emotional Development, Physical Health and Safety, World Explorer and Approaches to Learning.

3. Curriculum addresses the development of knowledge and understanding, process and skills, dispositions and attitudes. *Question:* Does it encourage development of positive feelings and dispositions toward learning while leading to acquisition of knowledge and skills?	Mother Goose Time Curriculum guides teachers through varying activities reinforcing supportive learning techniques. We reiterate for our teachers that each child works at their own ability level thereby supporting children's attitudes toward learning. We promote a safe learning environment, which allows children to experience success in the learning process. We encourage our teachers to focus on the process of learning rather than the finished product.
4. Curriculum addresses a broad range of content that is relevant, engaging and meaningful to children. *Question:* Is it meaningful for these children? Is it relevant to the children's lives? Can it be made more relevant by relating it to a personal experience children have had or can they easily gain direct experience with it?	Our curriculum is theme-based and every three years we rotate subject matter. From getting dressed, animals, textures, oceans and outer space, our experienced team of curriculum writers create our curriculum utilizing two monthly themes, both being child appropriate. Our activities are often accompanied by extension ideas and activities for the teachers to incorporate in their classroom. Our theme-based curriculum is presented in a three-year rotation. Animals, textures, space, and the ocean are a few examples of the quality themes our curriculum writers focus on. Each month we incorporate a music program as well as extension ideas and activities to better meet the needs of all the preschool learners.
5. Curriculum goals are realistic and attainable for most children in the designated age range for which they were designed. *Question:* Are the expectations realistic and attainable at this time or could the children more easily and efficiently acquire the knowledge or skills later on?	Our curriculum Content Standards and Performance Standards are available in printer-friendly PDF format on our website. Our curriculum facilitates developmentally appropriate practices with flexible goals attainable at the ages of 2 ½ to 5 years.

6. Curriculum content reflects and is generated by the needs and interests of individual children within the group. Curriculum incorporates a wide variety of learning experiences, materials and equipment, and instructional strategies to accommodate a broad range of children's individual differences in prior experience, maturation rates, styles of learning, needs and interests. *Question:* Is it of interest to the children and to the teacher?	Mother Goose Time curriculum is created by a team of early childhood education professionals whose goals are to introduce children to various unique experiences utilizing materials and equipment that enhance learning. Our curriculum team refers to all styles of learning considering both research by Eric Jensen and Howard Gardner when creating learning activities.
7. Curriculum respects and supports individual, cultural, and linguistic diversity. Curriculum supports and encourages positive relationships with children's families. *Question:* Is it sensitive to and respectful of cultural and linguistic diversity? Does it expect, allow, and appreciate individual differences? Does it promote positive relationships with families?	MGT has an entire domain devoted to cultural diversity and global education. We also include Spanish and Sign Language learning activities including a monthly bilingual book, sign language poster with interactive learning cards, and monthly multicultural days highlighting diverse cultural experiences to reinforce a global community. MGT supports communication between teacher and families by including a parent newsletter in our monthly curriculum kit. Our curriculum also provides activities for children to take home and create with their families.
8. Curriculum builds upon what children already know and are able to do (activating prior knowledge) to consolidate their learning and to foster their acquisition of new concepts and skills. *Question*: Does it build on and elaborate children's current knowledge and abilities?	Lev Vygotsky stated that scaffolding, which is building on information already learned, is one way to assist students in acquiring knowledge. Scaffolding is a key ingredient within our monthly curriculum. We offer frequent opportunities for students to revisit and build upon learned information in our calendar activities, Numbers at the Market Interactive Poster and Shapes Interactive Poster, Weekly Weather Poster and various matching games.

9. The curriculum provides conceptual frameworks for children so that their mental constructions based on prior knowledge and experience become more complex over time. *Question*: Does it lead to conceptual understanding by helping children construct their own understanding in meaningful contexts?	MGT curriculum supports teachers with extension ideas, tips, websites, books and activities to allow scaffolding to occur naturally. We encourage teachers to utilize their own unique, creative ideas while following the curriculum lesson plan book to provide opportunities for children.
10. Curriculum allows for focus on a particular topic or content, while allowing for integration across traditional subject matter divisions by planning around themes and/or learning experiences that provide opportunities for rich conceptual development. *Question*: Does it facilitate integrations of content across traditional subject matter areas?	MGT is theme based and children are encouraged to go deeper in their thinking creating connections to the various topics in each domain. We include questions to discuss with the children before an activity begins and also offer reflection time after the children have participated in the activity. We provide learning activities, which allow for a meaningful and authentic learning experience for children.
11. The curriculum content has intellectual integrity; content meets the recognized standards of the relevant subject matter disciplines. *Question:* Is the information presented accurate and credible according to the recognized standards of the relevant discipline?	MGT curriculum is up-to-date in the latest research in early childhood education and development. Our curriculum Content Standards and Performance Standards are available in printer-friendly PDF format on our website.
12. The content of the curriculum is worth knowing; curriculum respects children's intelligence and does not waste their time. *Question*: Is this content worth knowing? Can it be learned by these children efficiently and effectively now?	MGT recognizes the natural curiosity of children and reinforces questioning and researching to satiate inquiries. Learning about various genres of music, employment possibilities, harvesting of food, habitats of animals and space, have health and safety discussions are just a few topics which provide necessary information utilized throughout a lifetime.

13. Curriculum engages children actively, not passively, in the learning process. Children have opportunities to make meaningful choices. *Questions:* Does it encourage active learning and allow children to make meaningful choices?	From the morning routine of greeting each other, calendar and weather this week to dramatic play and art projects, children are actively involved in the learning process.
14. Curriculum values children's constructive errors and does not prematurely limit exploration and experimentation or the sake of ensuring "right" answers. *Question:* Does it foster children's exploration and inquiry, rather than focusing on "right" answers or "right" ways to complete a task?	We believe each child works at their own ability level. MGT emphasizes it is the process and not the product which is important for children to experience.
15. Curriculum emphasizes the development of children's thinking, reasoning, decision-making, and problem solving abilities. *Question:* Does it promote the development of higher order abilities such as thinking, reasoning, problem solving, and decision-making?	Asking open-ended questions throughout each month is one way our curriculum promotes the development of critical-thinking, problem solving, social and decision-making skills.
16. Curriculum emphasizes the value of social interaction to learning in all domains and provides opportunities to learn from peers. *Question:* Does it promote and encourage social interaction among children and adults?	According to Lisa Murphy, Play is essential to learning. Mother Goose Time believes that children learn through play and that preschool is the prime opportunity to develop social skills. One way children practice social skills is through classroom discussion. Children practice taking turns while talking, listening to each other's ideas and incorporating ideas into group play. Games are often played during Math activities and Science experiments.

17. Curriculum is supportive of children's physiological needs for activity, sensory stimulation, fresh air, rest, hygiene, and nourishment/elimination. *Question:* Does it respect children's physiological needs for activity, sensory stimulation, fresh air, rest, and nourishment/ elimination?	The Music and Movement program allows for sensory stimulation and activity during the month. Our hands-on letters and numbers, and feel-bag items are included in monthly sensory, tactile experiences. We include lessons on personal hygiene and nutrition as well as tips for the teachers on approaching such topics. We suggest outdoor playtime when weather permits.
18. Curriculum protects children's psychological safety, that is, children feel happy, relaxed, and not frightened, worried or stressed. *Question:* Does it promote feelings of psychological safety, security, and belonging?	Mother Goose Time Curriculum promotes a classroom community reinforced with activities such as Circle Time routine and Classroom book. Routine is established to create a sense of safety within the educational setting. Research in early childhood development supports the importance of maintaining a routine creating a safe and nurturing environment in order for learning to occur.
20. The curriculum is flexible so teachers can adapt to individual children or groups. *Question:* Does it permit flexibility for children and teachers?	Our curriculum is a guideline for teachers and we encourage educators to use what will work for them. We include extension ideas, websites, related books and center ideas to aide teachers in adapting the curriculum to their classroom.