

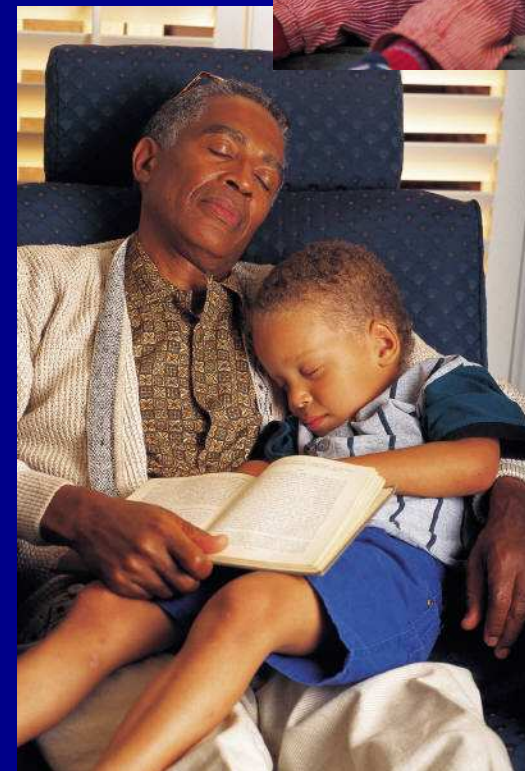
Paths to QUALITY

Orientation to the FOUNDATIONS to the Indiana Academic Standards for Young Children from Birth to Age 5.

Date:

Presenter:

CCR&R:



Purpose of Session

- To familiarize participants with the Foundations for Young Children – Birth to Five
- To provide an opportunity to link “every day happenings” to the Foundations
- To introduce ideas for linking curriculum to the Foundations

Foundations for Young Children

- Children come into this world eager to learn.
“The first five years of life are a time of enormous growth of linguistic, conceptual, social, emotional, and motor competence.”



(Eager to Learn, 2000, p.1)

Why have these Foundations been written?

- They serve as a guide to assist young learners with knowledge and skills in the early years that will prepare them for success in school.
- They serve, **not as a curricula**, but as a framework to assist in planning appropriate experiences for young children.



Foundations for Young Children



Why were they written continued...

- They would help parents, caregivers and teachers to understand what children should learn and experience so that all children have the same opportunities for success.
- The skills and activities *"lay the foundation"* for accomplishment of the Indiana Academic Standards.

How were the Foundations developed?

- Indiana developed the Foundations with the help of many stakeholders to help parents, caregivers and teachers know appropriate means to interact with children to assist them in being successful in school



Who wrote the Foundations

- Higher Ed ECE & Special Education Faculty & Special Projects staff
- Indiana Association for Child Care Resource and Referral Staff
- Head Start staff
- EC Administrators
- Even Start Family Literacy staff
- IAIEYC representatives
- DOE staff
- IN State Teachers Association (ISTA)
- Early Childhood Advocates



Foundations for Young Children

When were the Foundations developed?

- 2002 – A Leadership Committee drafted the original Foundations for Young Children to the Indiana Academic Standards – Three to Five
- August 2002 – Rollout and awareness training for the Foundations began
- August 2004 – A Review and Revision of the original Foundations and statewide train the trainer event occurred
- 2003 – 2006 - A Leadership Committee drafted new Foundations to be inclusive of infants and toddlers
- August 2006 – Publication of the third revision to the Foundations for Young children to the Indiana Academic Foundations-Birth to Five

Why are the Foundations important?

- Brings clarity to what children, birth to age 5, can and should be learning
- Promotes improvement in the curriculum offered to children, birth to age 5



Why are the Foundations important?

- Provides accountability for what is being taught and what is being learned by children, birth to age 5
- Fosters continuity in children's curriculum by aligning with the Indiana Academic Standards for Kindergarten in developmentally appropriate ways
- Serves as a tool for talking with families about "school readiness"

Foundations For Young Children

When using the Foundations

Remember:

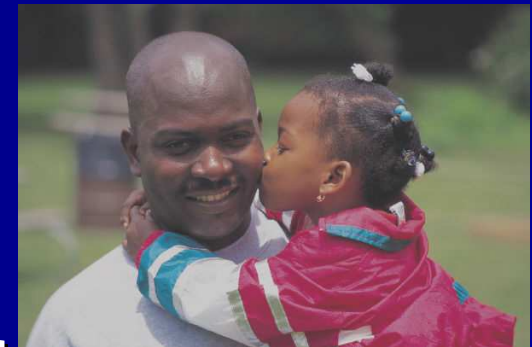
- They are *NOT* standards for young children, but *standard experiences* that all young children should have access to for optimal development and learning
- Focus is on the adult providing experiences and what you might see children doing at this age

Using the Foundations continued...

- They reflect the kinds of experiences and interactions children need to develop and learn
- They are not inclusive, but meant to be a guide
- They should *NOT* be used as a checklist or a set of standards to be met

Organization of Foundations

- Introduction – pp 1-26
- Birth to Three Years ~ Infant and Toddler Basic Foundations – pp 27-108
- Three to Five Years ~ Early Childhood Foundations – pp 109-230
- Attachments – pp 231-245



The Introduction to the Foundations includes:



- How to Use the Foundations pp 6
- Social Emotional Development pp 7
- Adaptations for Exceptional Learners pp 10
- Recommended Practices for Young Children who are English Language Learners pp 16
- Technology for Young Children pp 20 14



Foundations for Young Children

■ Each Content Area Includes:

- Introduction to that content area, e.g., English/Language Arts
- Key Findings
- Description of that Basic Foundation (birth to three) or Foundation (three to five)
 - ✓ “Young children are learning when they.....”
 - ✓ “A child can be supported by an adult who.....”
 - ✓ “How it looks in everyday activities”
 - ✓ How that skill is related to other developmental areas

Birth to Three Years

~ Infant and
Toddler ~
Basic
Foundations



Birth to Three Years --Infant and Toddler-- Basic Foundations

Content Areas Addressed:



- English/Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education/Health
- Music
- Visual Arts



Basic Foundation: English/Language Arts

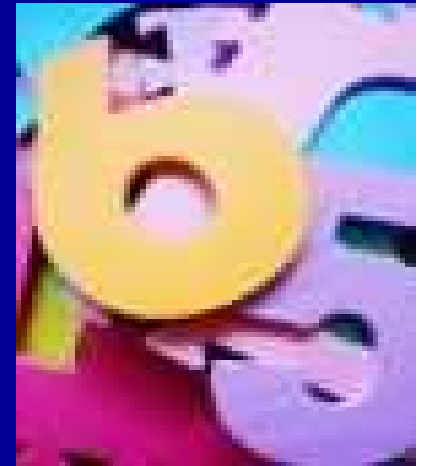
- Basic Foundation 1: Emerging Reading
- Basic Foundation 2: Early Efforts to Write
- Basic Foundation 3: Listening and Speaking
- Resources and References

(0-3)

Basic Foundation: Mathematics

- Basic Foundation 1: Number Sense
- Basic Foundation 2: Computation
- Basic Foundation 3: Algebra & Functions
- Basic Foundation 4: Geometry
- Basic Foundation 5: Measurement
- Basic Foundation 6: Problem Solving
- Resources and References

(0-3)



Basic Foundation: Science



- Basic Foundation 2: The Living Environment
- Basic Foundation 1: Scientific Inquiry and Process
- Basic Foundation 3: The Nature of Science and Technology
- Resources and References

Basic Foundation: Social Studies

- Basic Foundation 1: History
- Basic Foundation 2: Civics and Government
- Basic Foundation 3: Geography
- Basic Foundation 4: Economics
- Basic Foundation 5: Individuals, Society and Culture
- Resources and References

(0-3)



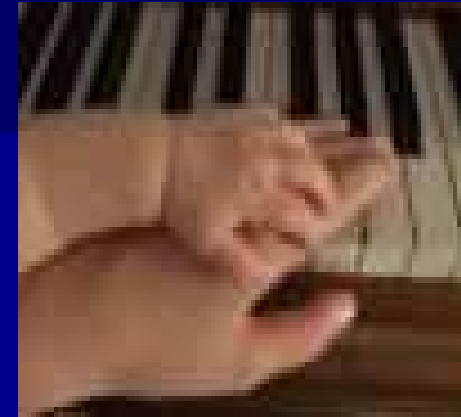


Basic Foundation: Physical Education/Health

- Basic Foundation 1: Body Awareness and Enjoyment of Motor and Sensory Experiences
- Basic Foundation 2: Increase Control of Body Movement: "Tummy Time"
- Basic Foundation 3: Experiencing Confidence and Building Competence Through Exploration
- Resources and References

(0-3)

Basic Foundation: Music



- Basic Foundation 1:
Experiencing Music
- Resources and
References

(0-3)

Basic Foundation: Visual Arts

- Basic Foundation 1:
Responding to and
Creating Visual Art
- Resources and
References

(0-3)



Three to Five Years

~ Early
Childhood ~
Foundations



Three to Five Years --Early Childhood-- Foundations

Content Areas Addressed:



- English/Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education/Health
- Music
- Visual Arts

Foundation: English/Language Arts



- Foundation 1: Word Recognition, Fluency, & Vocabulary
- Foundation 2: Reading Comprehension
- Foundation 3: Literacy & Analysis
- Foundation 4: Writing Process
- Foundation 5: Writing Application
- Foundation 6: Writing Conventions
- Foundation 7: Listening & Speaking
- Resources and References

(3-5)

Foundation: Mathematics



- Foundation 1: Number Sense
- Foundation 2: Computation
- Foundation 3: Algebra & Functions
- Foundation 4: Geometry
- Foundation 5: Measurement
- Foundation 6: Problem Solving
- Resources and References

Foundation: Science



- Foundation 1: The Nature of Science
- Foundation 2: Scientific Thinking
- Foundation 3: Environments
- Foundation 4: Communication
- Resources and References



Foundation: Social Studies

- Foundation 1: History
- Foundation 2: Civics and Government
- Foundation 3: Geography
- Foundation 4: Economics
- Foundation 5: Individuals, Society and Culture
- Resources and References



Foundation: Physical Education and Health

- Foundation 1: Gross/Fine Motor and Sensory Development
- Foundation 2: Application of Movement Concepts and Principles to the Learning & Development of Motor Skills
- Foundation 3: Enjoyment of Motor & Sensory Experiences
- Foundation 4: Responsible Personal Health and Safety Practices
- Foundation 5: Respect for Differences
- Resources and References

(3-5)

Foundation: Music

- Foundation 1: Music Appreciation
- Foundation 2: Participation/Exploration/
Productions
- Foundation 3: Analysis
- Resources and References



(3-5)

Foundation: Visual Arts



- Foundation 1: Art Appreciation
- Foundation 2: Creating Art
- Foundation 3: Careers and Community
- Resources and References

Foundations for Young Children

■ Seek and Explore Activity

1. Divide into groups
2. Assign a recorder and reporter
3. Using the handout provided, the group will seek information and explore the Foundations for their assigned list
4. Each group will share their main findings, where they found it in the Foundations, and how this information would be helpful to teachers.

Foundations for Young Children

But what about the importance of play???



Foundations for Young Children

“Young children learn best through manipulation of materials and hands-on experiences carefully planned and facilitated by knowledgeable teachers. This learning looks very much like play---**but play with purpose and intent.**”

Gaye Gronlund (2001)

Foundations for Young Children

Used as a guide, the Foundations can assist in planning purposeful and intentional play experiences in terms of:

- Content
 - Skills and competencies that children are to achieve from birth to age five

- Context
 - Adult role as facilitator for children's learning

Foundations for Young Children

What do the Foundations mean for Caregivers/Teachers?

- They provide a basis in which caregivers/teachers can plan activities
- They are not a curriculum, but areas that caregivers/teachers should focus on as they plan experiences for children
- They may be used as a means in talking with families
 - Families are able to see how the routines and activities help children prepare for kindergarten

Foundations for Young Children

“By defining the desired content and outcomes of young children’s education, early learning standards can lead to greater opportunities for positive development and learning in these early years”

(NAEYC, 2002)