The Curriculum Continuum
Prenatal to Kindergarten

Curriculum Implementation
- Daily, Weekly & Monthly Work
- Integrate multiple points of view
- Assess, analyze & record experiences
- Discuss learning staff, parent & child

Learning Partnership Begins
- Listen, observe & document
- Apply multiple domains learning
- Plan next steps
- Analyze intent/interest

Observation
- Developmental screenings
- Curriculum assessments
- Reflections on observations
- Descriptive reviews

Plans
Inquiry Protocol
Documentation

Integrated Learning (Prenatal to Kindergarten)

✓ Multiple Domains
✓ Meaningful Experiences
✓ Emergent Interests
✓ Active Researchers

"Revised by Child-Parent Centers 2013. Adapted from Zero to Three Institute 2000; Ron Lally and Lella Gandini"
The Curriculum Continuum
Prenatal to Kindergarten

**Integrated Learning**
- Learning occurs simultaneously in multiple domains in multiple contexts
- Authentic and meaningful experiences and interactions are integrated into daily routines
- Intentional teacher plans occur in balance with children’s studies and emergent interests
- Teachers, children and parents are active researchers in the learning process

**Curriculum Implementation**
- Daily, weekly and monthly work
- Reflect on the different points of view and discuss the learning taking place by staff, parent and child

**Plans**
Record planning of experiences on classroom or home visits based on:
- Ongoing assessment and intentional planning, observations, interests of children, documentation, analysis and hypothesis

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Teacher Parent Learning Partnership Begins
- Listening, observing, documenting the learning & teaching process in all developmental domains
- Competencies of the child & their multiple intelligences is at the forefront of planning for outcome gains

Inquiry Protocol
- Analysis, Hypothesis & Conclusion
- What is the next step in planning?
- Intent and Interests
- Data Analysis (QDA) of: child competencies, concepts and skill readiness in collaboration with staff and parents(s)
- Core curriculum Framework & Units of Study/Categories
- Curriculum researched based on resources

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Observation

- Developmental screenings
- On-going curriculum
- Embedded assessments
- Analysis & interpretation of progress informs planning:
  - Child competencies/study interests, teacher intent, parent goals and school readiness

Documentation/Reflections & Making Learning Visible

- Documentation:
  - revisiting, reflection on teacher / parent observations, children’s competencies & study
  - interests (portfolios, photos, panels, drawings, stories, journals, artifacts, projects, paintings)
- Descriptive review of learning taking place.

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