

2015/16 Themes

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SEPTEMBER

Friends & Feelings

- Making Friends
- Identifying Feelings
- Keys to Friendship
- Talking with Friends

F, P & K
1 & 2



OCTOBER

In the Orchard

- Life Cycle of a Tree
- Fruit Trees
- Animals in an Orchard
- Skins and Shells

A, O & R
3 & 4



NOVEMBER

On the Go

- Roads, Maps and Bridges
- Transportation on Land
- Public Transportation
- Transportation in the Air and Water

C, W & T
5 & 6



DECEMBER

Sights & Sounds of Winter

- Orchestra Instruments
- Sights and Sounds Outdoors
- Sights and Sounds Indoors
- Light and Dark

V, X & M
7 & 8



JANUARY

Going On Safari

- Nature Reserve
- Safari Animals
- Living in the Savannah
- My Backyard Safari

E, Z & S
9 & 10



FEBRUARY

Food & Fitness

- Food Groups
- Scooping, Stirring and Pouring
- Fitness
- Health

J, L & G
11 & 12



MARCH

Discover the Desert

- Rodeo Days
- Sahara Desert
- Mojave Desert
- Desert at Night

H, I & Y
13 & 14



APRIL

Bees & Butterflies

- In the Beehive
- Bees
- Butterfly Life Cycle
- Butterflies

B, Q & N
15 & 16



MAY

Bubbles, Boats & Floats

- Down the River
- On the Lake
- Soapy Water
- Wonderful Water

A, D & U
17 & 18



JUNE

A to Zoo Animals

- Animals A - E
- Taking Care of Animals F - K
- Habitats of Animals L - R
- Sounds of Animals S - Z

A to Z
19 & 20

basic
shapes



JULY

The Art Studio

- Exploring Art Techniques
- Monet and Landscapes
- Van Gogh and Picasso
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Vpk Curriculum Themes

Suzanne West



Vpk Curriculum Themes:

Internationalizing Early Childhood Curriculum Nancy Brown, 2019-04-30 Internationalizing Early Childhood Curriculum empowers teachers and directors to internationalize their curriculums around the world in their own unique and culturally specific ways Serving as a guide and catalyst for thinking about curriculum in our interconnected world this book explores how young children learn about the world and describes how children develop intercultural understanding including how their teachers transform to expand their own global awareness and citizenship Stories from actual classroom curriculum projects are featured as well as suggested strategies and stages for the process of implementation Exploring the implications for teacher education and professional development this book gives readers the tools they need to bring internationalization into their own programs Designed to apply to formal and informal early childhood centers across the spectrum Internationalizing Early Childhood Curriculum is essential reading for professional developers and trainers as well as classroom teachers directors policy makers and NGO professionals providing early childhood services in the U S and around the world YC Young Children ,2006 **Florida Administrative Register** ,2010-03 **Early Education in a Global Context** John A. Sutterby, 2012-09-25 Discusses professional development in several contexts children s understandings and programs for children This book should give the reader an idea of the range of work that is being done around the globe It brings together insider perspectives on early education in different contexts Sparkling Learning in Young Children Chris Amirault, 2024-07-23 Transform early childhood learning with expert guidance for inclusive and developmentally appropriate teaching in your classroom *Science Education International* ,1997 *Educational Investigations in Indian Universities, 1939-1961* National Council of Educational Research and Training (India), 1963 **A Year of Themes** Sarah Clark, 2003-08-08 Familiar stories and rhymes immerse children in written and spoken language while building content area skills Complete lesson plans are provided for centers journals games art and drama activities literature and more *K-5 Lesson Plans* Daniel Price, 2012-05 The Functional Approach to Character Education FACE Anti bullying Curriculum is a K through 5th grade interactive model for alleviating the conditions that often cause students to intimidate other students including lack of respect for another s feelings lack of appreciation for physical behavioral differences and poor self esteem Used by over 10 000 students dating back to 2001 this curriculum is now available via e Book both by individual grade or as a K through 5th grade package Each of the 38 lessons includes a theme classroom activity discussion ideas and takeaway points Initially authored by Dr Daniel Price a licensed clinical psychologist the curriculum has undergone revisions by grade level teachers since 2001 and modified to include activities that are fun and educational at the same time Topics covered include Responsibility Respect Caring Fairness Trustworthiness and Citizenship **Working with Themes** K. Dowton, 1983-01-01 A selection of thematic units drawn from the broad areas of People and places Living things Transport and technology activities cover several grades *Theme Connections* ,1995 **Strengthening Child Care Training**

Curriculum and Credentialing Suzanne West, 2022 The Child Care Apprenticeship Program of Pinellas CCAP was created by an advisory committee made up of local childcare facility directors in 1989 in response to the need for better training in the community CCAP is a two year program that emphasizes 4000 hours of on the job training and 288 hours of classroom instruction credentialing working preschool teachers The program is designed for apprentices to complete only 2000 on the job training hours and 144 hours of classroom instruction when they pass an assessment during the orientation of the program Upon completion of the program apprentices receive the Florida Staff Credential for children ages birth to five years old and are eligible to teach voluntary prekindergarten VPK classes as part of the kindergarten readiness initiative through the Office of Early Learning 2019 This program is held online and face to face at two campuses in Pinellas County located in Clearwater and St Petersburg Florida Overall there are about 100 apprentices enrolled in the program between the two campuses Currently CCAP is in the implementation stage of providing a higher level and highly sought out credential the National Child Development Associate CDA The program is also in review of the curriculum to update the framework standards by the Summer of 2022 as required by the Florida Department of Education Registered Apprenticeship office The purpose of this case study is to strengthen child care training and credentialing needs in Pinellas County through a case study of the Child Care Apprenticeship Program CCAP at Pinellas Technical College CCAP has not updated its framework standards since 2007 In the fall of 2020 after an audit of the program by a representative from the Florida Department of Education Registered Apprenticeship Office the coordinators were asked to formally update the program framework Enhancing the CCAP curriculum will strengthen the early childhood education workforce in Pinellas County when the program is able to provide high quality training for the enrolled apprentices by updating the program standards This evaluative case study explores the following two research questions 1 What are the perceptions of the current CCAP curriculum 2 What are the perceptions regarding the National CDA versus the Florida Staff Credential Semi structured interviews were conducted on eleven participants to include all six of the CCAP staff members as well as five of the six advisory committee members These interviews gathered their perceptions of the program curriculum and credentials Transcripts and program documents were analyzed through two cycles using NVivo software and an inductive approach to create themes to identify recommendations for program improvement based on the perceptions of the participants in the study There were two dominant themes interpreted from the analysis of initial codes and phrases that were determined through a word frequency count However these themes translated into differing meanings within the perceptions of the participants As such four sub themes were developed to further clarify the data The analysis from the data found that there is a perception that the child care industry is constantly evolving and therefore an opportunity exists to review the current curriculum and make appropriate changes Specifically the data showed that the participants felt there were opportunities to fill the gaps in the curriculum related to three of the five current course components to include classroom management

leadership and guidance Additionally an analysis of the data also revealed that there are opportunities outside of changes to the curriculum standards that can better support the apprentices such as delivery method and preparation into the program In conclusion there are very few studies on apprenticeship models in the early childhood education field The opportunity for free high quality professional development and credentialing for the field is a positive attribute for Pinellas County Thus the need for ensuring that CCAP has a strong and robust curriculum that meets the needs of the local community child care workforce in Pinellas County is crucial for maintaining the integrity of the program and attracting more apprentices in the field This case study provides an opportunity for CCAP to potentially strengthen the current early education workforce in Pinellas County and in turn provide additional high quality preschool options for the local community by updating its curriculum framework to best serve the industry needs As such further research to include the perceptions of the past and current apprentices would be beneficial to better determine which types of supports would be best suited the program needs as well as specific content updates to the curriculum **The Big Book of Themes** ,2002 **Theme Connections** ,1995

Handbook for Teaching with Themes ,1992 CABAS International Curriculum and Inventory of Repertoires for Children from Preschool Through Kindergarten R. Douglas Greer,2014-08-01 This is the student response book **Core Goodness: K-3 Principles-Based Mental Health Curriculum** Paula Smith,2020-09-30 This curriculum is aimed at empowering K 3 educators to bring the 3Principles into their classrooms schools and communities Formal infusion of the Principles via scripted lesson plans can assist personal understanding and the informal infusion of the Principles into everyday life We don t need to fix students or ourselves Our job is to point them to their natural resilience and core goodness My hope is that students and educators will remain curious about the process and open to possibilities

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