



Zula Exploration Mission Modules
Alignment with NAEYC Accreditation Criteria for Curriculum

Legend

SM = Simple Machines Exploration Mission Module

MSCR = Mixtures, Solutions, and Chemical Reactions Exploration Mission Module

FR = Force Exploration Mission Module

HB = Habitats Exploration Mission Module

MA = Matter Exploration Mission Module

LT = Light Exploration Mission Module

H2O = Water Exploration Mission Module

PALC = Plants, Animals, and Life Cycles Mission Module

All = All current and future Zula activities and lesson plans

FK = Future Mission Exploration Modules

Essential Characteristics

2.A.03—All

The curriculum guides teachers' development and intentional implementation of learning opportunities.

2.A.04—All

The curriculum can be implemented in a manner that reflects responsiveness to family home values, beliefs, experiences, and language.

2.A.05—All

Curriculum goals and objectives guide teachers' ongoing assessment of children's progress.

2.A.06—All

The curriculum guides teachers to integrate assessment information with curriculum goals to support individualized learning.

2.A.08—All

Materials and equipment used to implement the curriculum

- Reflect the lives of the children and families.
- Encourage exploration, experimentation, and discovery.
- Promote action and interaction.
- Are organized to support independent use.

- Are rich in variety.

2.A.10—All

The curriculum guides teachers to incorporate content, concepts, and activities that foster social, emotional, physical, language, and cognitive development and that integrate key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies.

2.A.12—All

The curriculum guides teachers to plan for children's engagement in play (including dramatic play and blocks) that is integrated into classroom topics of study.

Language Development

2.D.03—All

Children have varied opportunities to develop competence in verbal and nonverbal communication by responding to questions; communicating needs, thoughts, and experiences; and describing things and events.

2.D.04—All

Children have varied opportunities to develop vocabulary through conversations, experiences and books.

2.D.06—All

Children have varied opportunities and materials that encourage them to have discussions to solve problems that are interpersonal and those that are related to the physical world.

2.D.07—All

Children are provided varied opportunities and materials that encourage them to engage in discussions with one another.

Early Literacy

2.E.03—All

Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom:

2.E.04—All

Children have varied opportunities to

- Be read books in an engaging manner in group or individualized settings at least twice a day in full-day programs and at least once daily in half-day programs.
- Have access to various types of books, including storybooks, factual books, books with rhymes, alphabet books, and wordless books.
- Be read the same book on repeated occasions.
- Retell and reenact events in storybooks.
- Engage in conversations that help them understand the content of the book.
- Be assisted in linking books to other aspects of the curriculum.

2.E.05—All

Children have multiple and varied opportunities to write:

- Writing materials and activities are readily available in art, dramatic play, and other learning centers.

- Various types of writing are supported including scribbling, letter-like marks, and developmental spelling.
- Children have daily opportunities to write or dictate their ideas.
- Children see teaching staff model functional use of writing and are helped to discuss the many ways writing is used in daily life.

Early Mathematics

2.F.02—SM, H2O, MSCR, FK

Children are provided varied opportunities and materials to build understanding of numbers, number names, and their relationship to object quantities and to symbols.

2.F.03— SM, HB, MSCR, FK

Children are provided varied opportunities and materials to categorize by one or two attributes such as shape, size, and color.

2.F.04—SM, H2O, MSCR, FK

Children are provided varied opportunities and materials that encourage them to integrate mathematical terms into everyday conversation.

2.F.05—ALL

Children are provided varied opportunities and materials that help them understand the concept of measurement by using standard and non-standard units of measurement.

2.F.06—SM, FK

Children are provided varied opportunities and materials to understand basic concepts of geometry by, for example, naming and recognizing two- and three-dimensional shapes and recognizing how figures are composed of different shapes.

2.F.07—FK

Children are provided varied opportunities to build an understanding of time in the context of their lives, schedules, and routines.

2.F.08—FK

Children are provided varied opportunities and materials that help them recognize and name repeating patterns.

Science

2.G.03—All

Children are provided varied opportunities and materials that encourage them to use the five senses to observe, explore, and experiment with scientific phenomena.

2.G.04—All

Children are provided varied opportunities to use simple tools to observe objects and scientific phenomena.

2.G.05—All

Children are provided varied opportunities and materials to collect data and to represent and document their findings (e.g., through drawing or graphing).

2.G.06—All

Children are provided varied opportunities and materials that encourage them to think, question, and reason about observed and inferred phenomena.

2.G.07—All

Children are provided varied opportunities and materials that encourage them to discuss scientific concepts in everyday conversation.

2.G.08—All

Children are provided varied opportunities and materials that help them learn and use scientific terminology and vocabulary associated with the content areas.

Creative Expression and Appreciation for the Arts

2.J.05—All

Children are provided varied opportunities to develop and widen their repertoire of skills that support artistic expression (e.g., cutting, gluing, and caring for tools).

Social & Emotional Development

2.B.04—All

Children have varied opportunities to develop a sense of competence and positive attitudes toward learning, such as persistence, engagement, curiosity, and mastery.

2.B.05—All

Children have varied opportunities to develop skills for entering into social groups, developing friendships, learning to help, and other pro-social behavior.

2.B.06—All

Children have varied opportunities to interact positively, respectfully, and cooperatively with others; learn from and with one another; and resolve conflicts in constructive ways.

2.B.07—All

Children have varied opportunities to learn to understand, empathize with, and take into account other people's perspectives.

Physical Health & Development

2.C.03—All

Children are provided varied opportunities and materials that support fine-motor development.

Technology

2.H.01—All

The use of passive media such as television, film, videotapes, and audiotapes is limited to developmentally appropriate programming. **And viewing of these mediums is also made an "active" process involving critical thinking, discussion, and analysis.*

2.H.03—ZulaWorld (separate online, technology curriculum component)

Technology is used to extend learning within the classroom and to integrate and enrich the curriculum.