

**COMPETENCY SKILL AREA:  
PLANNING LEARNING EXPERIENCES/CURRICULUM**

**Self-Assessment  
Nebraska Core Competencies for Early Childhood Professionals  
Skill Area: Planning Learning Experiences Curriculum  
Focus Area: Scientific Thinking**

**Scale for Evaluating Skill**

**0= Never/Rarely uses this skill**

**1=Occasionally uses this skill**

**2=Regularly uses this skill**

<b>Skill Area: Planning Learning Experiences</b>	<b>0</b>	<b>1</b>	<b>2</b>
<b>Focus Area: Scientific Thinking</b>			
<b>Level 1</b>			
1.Encourages children to ask questions and listens to their responses as they explore the classroom and other learning activities.			
1.2 Provides children opportunities to observe the natural environment and their surroundings.			
1.3 Models enthusiasm for self-discovery and exploration of nature and nature education.			
<b>Level 2</b>			
2.1 Observes children in play based experiences.			
2.2 Incorporates living things such as plants and pets (if there are no children with allergies to pets) into the environment and models appropriate, safe and healthy practices.			
2.3 Provides materials to encourage scientific exploration.			
2.4 Encourages children’s use of their five senses as they explore their surroundings.			
<b>Level 3</b>			
3.1 Encourages children to discuss objects and events than have been observed.			
3.2 Provides children opportunities to make predictions about natural events.			
3.3 Provides activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of children.			
3.4 Encourages scientific exploration in response to children’s interest.			

**COMPETENCY SKILL AREA:  
PLANNING LEARNING EXPERIENCES/CURRICULUM**

<b>Skill Area: Planning Learning Experiences</b>	<b>0</b>	<b>1</b>	<b>2</b>
<b>Focus Area: Scientific Thinking</b>			
<b>Level 4</b>			
4.1 Encourages children to observe and describe what they learn using their senses.			
4.2 Encourages children to ask questions and find answers through active exploration and reflection on what they learn.			
4.3 Plans and implements science activities based on children's interests.			
4.4 Engages children in activities that support scientific thinking such as collecting, investigating, problem solving, predicting, observing, exploring, and recording.			
4.5 Revisits science activities with children so they can reflect and build on previous learning to develop and refine thinking skills.			
<b>Level 5</b>			
5.1 Uses ongoing assessment of children to adapt and modify scientific thinking activities to meet the needs of individual children.			
5.2 Plans, implements, evaluates' and modifies curriculum to encourage children to construct scientific knowledge.			
5.3 Observes and documents children's scientific thinking as they explore their world.			
<b>Level 6</b>			
6.1 Communicates to others the process for developing curriculum that promotes scientific thinking skills.			
6.2 Articulates the process of how to design and adapt the curriculum to address children's scientific thinking skills.			
6.3 Communicates the link between scientific thinking skills and children's development and learning outcomes.			
6.4 Monitors the need to adapt, adjust, and update the learning experiences to advance children's scientific thinking skills.			
6.5 Creates a classroom community that fosters scientific thinking skills in the home or in the classroom.			

**COMPETENCY SKILL AREA:  
PLANNING LEARNING EXPERIENCES/CURRICULUM**

**Self-Reflection Questions**

a. If the skill is rarely used is it because the skill isn't needed in your early childhood setting?

\_\_\_\_\_ Yes    \_\_\_\_\_ No    Explain

b. If the skill is rarely used is it because you need to know more about the skill?

\_\_\_\_\_ Yes    \_\_\_\_\_ No    Explain

Is there someone you know who could help you better understand this skill? Who would that be?