AGENDA

- INTRODUCTIONS
- SYLLABUS AND ACTIVITY CALENDAR
- GETTING TO KNOW YOU ACTIVITY
- INTRODUCTION TO DEVELOPMENTALLY APPROPRIATE CURRICULUM
- OBSERVATION
- CIRCLE TIME INTRODUCTION
- STORY TIME
- EXPLORATION OF MATERIALS

Introduction to Curriculum
CLDDV 107

10:05 a.m. – 1:10 p.m.
Section 2035

Tuesday, January 17, 2012
Getting Started

- Create a name card for your table area
- Sign the yellow sign-in sheet each class meeting
  - Write as “Last Name, First Name”
- Choose a folder
  - Write your name on the top front of folder
  - Inside left pocket write: Due
  - Inside right pocket write: Graded
- Pick up your folder at the beginning of class and turn in as you leave each week
- Review Syllabus and Semester Schedule Calendar
- Complete the “Getting to know you” in-class activity
Getting Started...

What is Curriculum?
“Curriculum is all the organized educational experiences provided for children by the early childhood program. These experiences can take place inside the classroom or beyond, involving educators, family members, and other people in the community."
In its written form, curriculum includes stated goals and objectives, strategies and activities aimed at supporting all aspects of children’s development and learning, and methods of assessing children’s progress and program effectiveness.”

Curriculum in pictures
Developmentally Appropriate Curriculum

Developmentally Appropriate Practice is based on...

1. What is known about child development and learning - knowledge of age related characteristics
2. What is known about the individual child in the group - strengths, interests, and needs
3. Knowledge of social and cultural contexts in which children live
Developmentally Appropriate Curriculum

- **Age appropriate**
  - Know what children are like in that age range interest, abilities, challenges
  - Observation is key
  - Develop activities and routines that accommodate and compliment the age group
  - Provide materials that are safe, challenging and achievable

Self Regulation
Developmentally Appropriate Curriculum

- **Individually Appropriate**
  - Each child is a unique person
  - Each child has their own rate of growth
  - Each child has an individual learning style
  - Each child brings previous knowledge and experiences
Learning how to care for teeth
Active Participants
Developmentally Appropriate Curriculum

- Socially and Culturally Appropriate
  - Culture is defined by values, traditions, and beliefs
  - Understand children and families in the context of the community
  - Become familiar with the family culture of each child served
  - Lack of cultural awareness leads to assumptions
Developmentally Appropriate Curriculum

**General practices**

- Address the whole child (physical, cognitive, social, emotional)
- Individualize program to meet individual needs
- Recognize the importance of child initiated activity
- Recognize the significance of play
- Create stimulating classroom environments
- Use an integrated curriculum
- Children are engaged in activities...learn by doing
- Give children choices about what they learn and how
Developmentally Appropriate Curriculum

- Exploration
  - observe, touch, taste, smell, hear
  - talk about their experiences
  - ask questions
  - collect information
  - make discoveries
  - construct new understanding
Discovery
Math and Science
Learning about safety practices and learning about the job of others
Actively Participating
Developmentally Appropriate Curriculum

- Ongoing assessment of children and program
- Forming partnerships with families
Developmentally Appropriate Curriculum

• The Cycle of Learning – Five Phases

➢ Awareness – Become aware that something exist (child observes sister playing board game)

➢ Exploration - Need to explore that which captured their attention (finds lotto game on shelf at school)
Developmentally Appropriate Curriculum

- **Acquisition**
  
  After thoroughly exploring, a child may ask questions to learn new information, “How do... Where do...?”
  
  (Child asks how to play...)
  
  *Outcome*: children take action-write a word, draw, compare.

- **Practice**
  
  Self-motivating, self-initiated, how children gain mastery
  
  (Child plays several times over several days)
Developmentally Appropriate Curriculum

- Generalization - Applies new knowledge (things that go together) to similar situations...
  - matches identical pairs in lotto to functional pairs - cup and saucer
  - to matching sock and shoe in dramatic play area.
  - Child discovers buckles on shoe and the cycle begins.
Creative Curriculum Framework

Infant / Toddler

- **Knowing Infants, Toddlers & Twos**
  - Experiences
    - Playing with toys
    - Imitating and pretending
    - Enjoying stories and books
    - Connecting with music and movement
    - Creating with art
    - Tasting and preparing food
    - Exploring sand and water
    - Going outdoors
  - Routines
    - Hellos and good-byes
    - Diapering and toileting
    - Eating and mealtimes
    - Sleeping and nap time
    - Getting dressed

- **Creating a Responsive Environment**

- **Partnering With Families**

- **What Children Are Learning**

- **Caring and Teaching**

- **Theory and Research**
Creative Curriculum Framework

Preschool

- How Children Develop and Learn
  - Blocks
  - Dramatic Play
  - Toys & Games
  - Art
  - Library
  - Discovery
  - Sand & Water
  - Music & Movement
  - Cooking
  - Computers
  - Outdoors

- The Learning Environment
  - Blocks
  - Dramatic Play
  - Toys & Games
  - Art
  - Library
  - Discovery
  - Sand & Water
  - Music & Movement
  - Cooking
  - Computers
  - Outdoors

- The Teacher’s Role
  - Research and Theory

- What Children Learn
- The Family’s Role
Observation

Gives us information about ...

- child’s development-assessment (social, emotional, cognitive, and physical, language and literacy)
- how to plan curriculum for the individual child and the group
- individual interests
- child’s coping and problem solving skills
- temperament
- their expression of family culture
- behavior as a response to the environment
Remember to ...

- Be objective, descriptive, factual

Example #1: Tanya (3 yrs. 6 mo.)

Tanya did a very good job putting together several puzzles in a row.

OR...
Example #2: Tanya (3 yrs. 6 mo.)

Tanya goes to the puzzle table and puts together three, eight to ten piece puzzles with the pieces outlined on the puzzle board without any guidance from others. She then takes out a twenty-five piece floor puzzle and begins to spend ten minutes...
Video Clip


YouTube High/Scope Large Group/Circle Time