

Artifact for ECED 502
Curriculum Based Activities and Philosophy of ECE Curriculum

Curriculum Based Activities

Each student will select two activities to be completed with a young child or children, their families, teachers, or care givers that he/she has not done before. The curriculum based activities should be based on the readings and research findings regarding different areas of the early childhood curriculum and program models. The activities should be developed with a curriculum model as a guide. Using your philosophy of Early Childhood as a model and rationale for the Curriculum Based Activities, you have an opportunity to experiment and grow in different ways. *You can of course suggest develop a modification of an activity to fit your special needs.* In your carefully written four page narrative, you need information concerning your reason for selecting this experience, planning, implementation, critique of outcomes, suggestions for future activities of this type and samples of children's work and/or parental/staff comments. Each experience will also be shared orally in an organized but informal manner with the entire class. Describe play and program model in the description. In addition, evaluate the impact of the activity on the child's or children's learning based upon your observations.

Philosophy of ECE Curriculum

Your philosophy of early childhood curriculum should be related to your current position or one you hope to hold someday. It should reflect your understanding of what a philosophy of early childhood curriculum is and include personal insights/beliefs/ and advocacy issues gained during this class. Research and documentation are necessary to help support your views and beliefs in this three to five page paper. Define the program model or models that you believe best fits your philosophy.

ECED 502 Rubric for Curriculum Based Activities

Name _____ Date 12/27/10 _____ Grade 13.5 _____

Description Content	Exceeds Expectations 11-12 Pts.	Meets Expectations 9-10 Pts.	Does Not Yet Meet Expectations 0-8 Pts
<p>The carefully written narrative provides information concerning the personal reason for selecting these curriculum based activities and program models for this experience. Standard 1a Tool 3</p>	<p>All criteria are apparent in the paper. A thorough understanding of each aspect of the assignment and how it relates to promoting child development and learning is evident. The reasons for selecting these activities and program models are explained in detail. <u>x 1a</u></p>	<p>Most criteria are evident in the paper. An understanding of the assignment and how it relates to promoting child development and learning is presented. The reasons for selecting these activities and program models are explained. <u>__ 1a</u></p>	<p>Some criteria are evident in the paper. Content is somewhat relevant, but not sufficiently comprehensive or integrated. The reasons for selecting these activities and program models are not explained. <u>__ 1a</u></p>
<p>Plan developmentally effective approaches that positively influence young children's development and learning <u>__ 4b</u></p>	<p>Developmentally effective approaches that positively influence young children's development and learning are consistently planned and implemented throughout the activities. <u>x 4b</u></p>	<p>Developmentally effective approaches that positively influence young children's development and learning are planned and implemented in some of the activities. <u>__ 4b.</u></p>	<p>Developmentally effective approaches that positively influence young children's development and learning are not planned and implemented <u>__ 4b</u></p>
<p>Understand content knowledge in early education knowing the essential concepts, inquiry tools, and resources to deepen children's understanding <u>__ 4c</u></p>	<p>An understanding of content knowledge in early education knowing the essential concepts, inquiry tools, and resources to deepen children's understanding is fully evident and represented in the curriculum based activities <u>x 4c</u></p>	<p>An understanding of content knowledge in early education knowing the essential concepts, inquiry tools, and resources to deepen children's understanding is evident and somewhat represented in the curriculum based activities <u>__ 4c</u></p>	<p>An understanding of content knowledge in early education knowing the essential concepts, inquiry tools, and resources to deepen children's understanding is not reflected in the curriculum based activities <u>__ 4c</u></p>
<p>Implementation of curriculum based activities to design, implement, and evaluate meaningful, challenging curriculum activities that promote comprehensive developmental and learning outcomes for young children <u>__ 4d</u></p>	<p>Full implementation of curriculum based activities to design, implement, and evaluate meaningful, challenging curriculum activities that promote comprehensive developmental and learning outcomes for young children are presented <u>__ 4d</u></p>	<p>Implementation of curriculum based activities to design, implement, and evaluate meaningful, challenging curriculum activities that promote positive developmental and learning outcomes for young children are presented <u>x 4d</u></p>	<p>Implementation of curriculum based activities to design, implement, and evaluate meaningful, challenging curriculum activities that promote developmental and learning outcomes for young children are not presented <u>__ 4d</u></p>

<p>Evaluate and assess the activities and their impact on the child's or children's learning based using observations, documentation and other appropriate assessment tools and approaches with samples of children's work provided. ___3b</p>	<p>A detailed evaluation and assessment of the activities includes the impact on the child's or children's learning is provided using observations, documentation and other appropriate assessment tools and approaches with samples of children's work provided. ___3b</p>	<p>An evaluation and assessment of the activities includes the impact of the activities on the child's or children's leaning is provided using observations, documentation and other appropriate assessment tools and approaches with samples of children's work provided. <u>x</u> 3b</p>	<p>An evaluation of the activities and their impact on the child's or children' learning is not included or is very vague. Observations, documentation and other appropriate assessment tools and approaches are not used. Samples of children's work are not provided. ___3b</p>
<p>The assessment and evaluation reflect an understanding and practice of responsible assessment utilizing effective assessment strategies. ___ 3c</p>	<p>The assessment and evaluation reflect an understanding and practice of responsible utilizing highly effective assessment strategies . ___ 3c</p>	<p>The assessment and evaluation reflect an understanding and practice of responsible assessment utilizing effective assessment strategies. <u>x</u> 3c</p>	<p>The assessment and evaluation do not reflect an understanding and practice of responsible assessment and use of effective assessment strategies. ___ 3c</p>
<p>Critique and evaluate outcomes using own knowledge and resources to evaluate curriculum based activities and program models to promote positive outcomes and suggestions for future activities of this type ___4d</p>	<p>Critique and evaluation thoroughly address outcomes using knowledge and resources to evaluate curriculum based activities and program models to promote positive outcomes. Sufficient details and original examples are supplied with references. Specific positive outcomes and areas of development are cited and discussed. Suggestions for future activities of this type are made. ___4d</p> <p>11 Pts.</p>	<p>Critique and evaluation address outcomes using knowledge and resources to evaluate curriculum based activities and program models to promote positive outcomes. Some details, original examples, and references are supplied. Positive outcomes and areas of development are cited and discussed. Suggestions for future activities of this type are made. <u>x</u> 4d</p>	<p>Critique and evaluation partially address outcomes using little knowledge and few resources to evaluate curriculum based activities and program models to promote positive outcomes. Few details, references, or examples are supplied. Positive outcomes and areas of development are not cited and discussed. Suggestions for future activities of this type are not made. ___4d</p>

Descriptions	Exceeds Expectations 2-3 Pts.	Meets Expectations 2 Pts.	Does Not Yet Meet Expectations 0-2 Pts.
<p>Professionalism Format and Mechanics</p> <p>The stapled paper is a maximum of four word processed and numbered pages in 12-point font type. A cover page with the complete assignment and this rubric are attached. Correct grammar, mechanics, and word usage are evident. The paper is well organized. APA format is used. Ethical standards and professional guidelines are used throughout. Standards 5b & 5d Tools 2 & 3</p>	<p>All criteria are evident. The paper contains less than four spelling, grammar, and or language usage errors. There is excellent organization and word usage. Appropriate pedagogical terms are used. The appearance of the paper reflects professionalism. <u>x T. 3</u></p> <p>APA format is used consistently throughout the paper. <u>x 5b</u></p> <p>Ethical standards and professional guidelines are thoroughly addressed and used throughout. <u>___5b ___T.2</u></p> <p>The introductory and concluding paragraphs are specific to the assignment.</p> <p>It is a highly appropriate activity for personal learning, growth, and experimentation.</p> <p>The content reflects the ability to write in a highly professional manner. It provides highly knowledgeable, reflective, and critical perspectives on early education. <u>x 5d</u></p> <p>2.5 Pts</p>	<p>Most criteria are evident. The paper contains no more than four errors in spelling, grammar, and or language usage. There is good organization and word usage. <u>___T.3</u></p> <p>APA format is used throughout the paper. <u>___5b</u></p> <p>Ethical standards and professional guidelines are used and addressed. <u>X 5b x T.2</u></p> <p>The introductory and concluding paragraphs are specific to the assignment.</p> <p>It is an appropriate activity for personal learning, growth, and experimentation.</p> <p>The content is written in a professional manner. It provides knowledgeable, reflective, and critical perspectives on early education. <u>___5d</u></p>	<p>Some criteria are evident. The paper contains more than four errors in spelling, grammar, and or language usage. Problems are apparent in the organization and /or word usage of the paper. <u>___T.3</u></p> <p>APA format is not used consistently throughout the paper. <u>___5b</u></p> <p>Ethical standards and professional guidelines are not addressed or used. <u>___5b ___T. 2</u></p> <p>The flow of the paper is inadequate and is not specific to the assignment.</p> <p>It is not an appropriate activity for personal learning, growth, and experimentation.</p> <p>The content is not written in a professional manner. It lacks knowledgeable, reflective, and critical perspectives on early education. <u>___5d</u></p>

Activity One: Listening To and Following Directions
Subject: Social Activity
Curriculum Model: Montessori

I chose a Montessori activity because I enjoyed researching the Montessori Method during the website review assignment. I find myself agreeing with many of Maria Montessori's thoughts and ideas about education, mainly that given the proper environment, children can develop and grow through their own stimulation. Children are very smart and resourceful and when given the opportunity to explore, they can be responsible for much of their own learning. One thing I always try to teach in my classroom is independence. I work hard to encourage the children to learn self-help skills and give them the freedom to solve problems such as pouring milk into a cup or opening up a bag of potato chips at snack time.

The child I worked with to complete this assignment is a 18 month old girl named Autumn. She is a very bright, sweet and engaging child. Through being friends with her mother, I also know that she does not always listen to the rules of the house and following directions can be a challenge for her. This is not because she does not understand the rules (eg: sit with your bottom in the chair at dinner time, walking feet in the house), but rather she chooses not to follow the rules. While this behavior is not unusual for an 18 month old and in fact completely developmentally appropriate, her parents do struggle with her at home to listen to directions. I thought this listening activity would work very well with Autumn because I do know her as a child who likes to please others. At school, her behavior is quite different; she adores her teacher and never hesitates to make Miss Lindsay happy by listening. My thought process for selecting this particular activity was to try and make following directions and listening fun for Autumn.

The activity goals are to practice listening skills through social interaction, develop the ability to follow instructions, and further develop concentration. The setting I chose was Autumn's room at home and I also invited Autumn's mother to play in order to make her feel more comfortable. I began my activity by asking Autumn if she would play a game with me and she was very excited about that. After we all sat down on the floor in her bedroom, Autumn helped me lay down the work mat and we sat down next to

it. I then proceeded to announce to Autumn that I was doing to do something (eg: touch my finger to my nose, place my hand on my head, clap my hands) and then asked her to copy what movement I chose. Autumn followed my movements very nicely, though she quickly lost interest in mimicking me. Rather, she wanted to choose the movements which delighted her even more. She then proceeded to do some very silly movements (such as shaking her bottom, jumping up and down, and sticking her fingers in her ears) and watched with delight and me and her mother copied her. This went on for about ten minutes before Autumn decided she was finished. During the activity, Autumn said “Simon Says” a few times and her mother responded by saying “yes Autumn, this is like the game you play at school.” I enjoyed seeing the connection she made between the two activities even though I never used the words “Simon Says”.

When the activity was completed and Autumn went off to play with her baby sister, I sat with Autumn’s mother and discussed how the activity went. She was pleased that Autumn stayed engaged in the activity as long as she did. I personally felt the activity went very well and was also pleased at how Autumn chose to take control of the game and become the leader. That showed me her understanding of the concept of following directions and listening to others. Her mother and I spoke about how she might try and extend the activity to the home on a regular basis. Autumn likes helping and enjoys being praised for a good job (especially when she is doing something that involves her younger sister). We chatted about how Autumn could perhaps do more around the house such as placing plates on the table for dinner (provided they are paper or plastic) or even pouring her own juice after watching mom or dad do the same thing. Autumn, like most toddlers, enjoy doing things that big people do and often try and emulate those movements. Just as in a Montessori classroom, at home, Autumn can practice life experiences and learn through these actions. If she feels she is accomplishing something and feels pride in herself and her learning, I believe she will be more eager to follow the rules of the house and proceed to sit down in her chair at dinner rather than standing on it.

Activity Two: Movement Patterns
Subject: Algebra (patterns)
Curriculum Model: High Scope

For my second activity, I selected one from the High Scope curriculum model. I have never used the high scope model in any of my classrooms and thought it would be nice to try something new for me. Through reading and learning in class, I have enjoyed learning more about the High Scope approach and while I have never formally used this model of learning, I do find that many of the core concepts and ideas are similar to my own philosophy and to activities I have done with children in the past. While I do feel that teacher directed learning time has its place in the classroom, I am also a large believe in center-based, or child directed learning. I agree with the High Scope school of thought in that children learn well through hands on experiences and that children are active learners who learn through doing. High Scope talks about the three categories of learning experiences (social and emotional development, movement and physical development, and cognitive development) and I am a firm believer that activities completed by children can have a mixture of all three of those learning experiences.

I once again worked with Autumn, although I separated the two activities during the evening. The first was completed before dinner and the second was conducted after dinner time. I wanted to give Autumn a chance to relax and engage in her normal evening routine at home before launching into the next activity. The reason I chose this particular activity is because I know Autumn to be an active child and after spending the day in school with her friends, I knew a sit-down activity in the evening would not be very appealing to her.

The goals of this patterning activity were to introduce patterns to Autumn and see if she can follow a two-step pattern. It is a social activity that involves participation with others (in this case, myself and her mother), a physical activity, and involves cognitive development through following the directions and the pattern being acted out. This activity encompasses all three of the High Scope categories of learning experiences. This time the activity took place downstairs in the playroom and Autumn's younger sister accompanied us. We all four sat down on the floor in a circle and I asked Autumn if she could watch what I was doing and then copy me. I began with a simple movement of

clapping my hands and she followed me. After a minute of this I told her I was going to do something else and proceeded to tap my knees. Again, Autumn modeled my movements. Seeing how she was able to follow me, I asked if she thought we could do something a little harder and she said yes. I said, “Autumn, I am going to make a pattern with my hands. Can you watch me?” It was at this point I began to alternate tapping my knees and clapping my hands: clap, tap, clap tap. I did this very slowly so Autumn could follow my movements and to my delight, she did. I made sure to keep using the word “pattern” as I spoke as well as narrating my movements. After we had gotten into a rhythm of this pattern I asked if we could try another one. This time I clapped my hands and tapped my head and she was able to follow the pattern. It was a few minutes after this that I saw her getting restless. I made the suggestion that she do something and that we could copy her pattern. She complied and stood up and started jumping which we (her mother, her sister and I) started doing too. I asked Autumn if she could show me a second movement and she began to march her feet. After marching in place for a few moments I asked if she could make a pattern like I had done before. Autumn was not able to make a pattern. She resumed jumping which she seemed to favor over the marching.

I thanked Autumn for playing with me and then her mother and I once again sat down to talk about the activity. Autumn’s mother is also a preschool teacher so we were able to talk about the activity from a different perspective since she is also aware of child development and behaviorally appropriate practices. Autumn was able to follow the pattern when it was being done slowly and deliberately in front of her with spoken instruction; however when left to her own devices she could not yet grasp the concept of alternating two movements. Knowing her age, I was not surprised to see that she could only follow, not lead and I was pleased at how she followed my pattern. However, had I gone slightly faster or not narrated what I was doing, I don’t know how easily she would have followed. This concept is something I know that in several months she will have a better understanding of and I would love to check back in with her when she is two or two and a half to see if she has a more concrete understanding of movement patterns.

Nice job! More documentation and assessment would add to the activities.
Grade 13.5