

**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 12/8/10 \_\_\_\_\_ Grade 14.5 \_\_\_\_\_

<b>Description Content</b>	<b>Exceeds Expectations 11-12 Pts.</b>	<b>Meets Expectations 9-10 Pts.</b>	<b>Does Not Yet Meet Expectations 0-8 Pts</b>
<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>X1a</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. __1a</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. __1a</p>
<p>Plan developmentally effective approaches that positively influence young children's development and learning __ 4b</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. __ 4b.</p>	<p>Developmentally effective approaches that positively influence young children's development and learning are not planned and implemented __ 4b</p>
<p>Understand content knowledge in early education knowing the essential concepts, inquiry tools, and resources to deepen children's understanding __ 4c</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 __ 4c</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 __ 4c</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 __4d</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>X4d</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 __4d</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 __4d</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. <u>X 3b</u></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. ___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 . <u>X 3c</u></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 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. <u>X 4d</u></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. ___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><b>Professionalism Format and Mechanics</b></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 &amp; 5d Tools 2 &amp; 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>___5b</u></p> <p>Ethical standards and professional guidelines are thoroughly addressed and used throughout. <u>X 5b XT.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>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>X 5b</u></p> <p>Ethical standards and professional guidelines are used and addressed. <u>___5b ___ 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>

Name \_\_\_\_\_ Date **10/8/10** Grade **14.5**

Well done !

Curriculum Based Activity One  
ECED 502  
November 18, 2010

Supporting children's progress in all developmental domains by implementing content-rich, developmentally appropriate activities should be the goal of all early childhood educators. The creative curriculum program model supports the above statement by incorporating a balance of teacher-planned and child-initiated learning with an emphasis on children's strengths, interests, needs and learning styles. In an effort to implement a creative curriculum activity with my daughter, I carefully researched the program model, the benefits it has on children's learning and development, and decided to explore the topic of fall. My reasons for choosing the following fall activity include the fact that my daughter thoroughly enjoys exploring the great outdoors to learn about the environment in addition to the opportunities the outdoors presents for promoting creative expression through the arts.

Planning and implementing the creative curriculum activity with my daughter came very natural to me. Since my daughter loves exploring nature in addition to creating art, it made perfect sense to incorporate both of the above elements in the activity. I presented my daughter with the topic of fall by reading the story, *In November* by Cynthia Rylant. The book presents many beautiful illustrations portraying the happenings of fall. As we sat under a tree in a pile of leaves Erin expressed an interest in wanting to go on a nature walk to collect leaves and then make a craft using the leaves. After having completed reading the story, we talked about the book and I let Erin dictate the rest of the project. She suggested that we go to a local park to collect leaves with her stuffed unicorn, Emily. The element of play was present throughout the activity by Erin creatively engaging Emily in her leaf collecting activity, talking about her findings, "Look Emily, I found a red leaf!", and involving her pet in the craft-making portion of the project, "Look at the pretty decoration I made for mommy's class, Emily!". According to Drew and Rankin, "Rich, stimulating experiences provided in a safe, responsive environment create the best conditions for brain development" (Drew and Rankin, 40). Through her play and creative art project, Erin had the opportunity to

extend and deepen her understanding of the activity by engaging in a hands-on project as well as utilizing diverse art materials.

The next step in the project included coming home, Erin scattering the leaves on her art mat and deciding what craft to make based upon the various art materials presented before her on the table. In the process of creating art work, children develop critical thinking skills and make decisions about specifics. This is a valuable tool that children can apply to all areas of learning (Blumenthal and Lewis, 80). Erin was utilizing her critical thinking skills by deciding what she was going to create and how to go about creating her project. She came to the conclusion to create a fall wreath using a paper plate, scissors, glue and the leaves she collected. First, Erin cut off all the stems on the leaves, cut out the center of the paper plate, cut some of the leaves to fit on the plate, and glued the leaves to the plate. When children have the opportunity to notice, collect, and sort materials, and when educators respond to their ideas, children become artists, designers, and engineers (Drew and Rankin, 42). I supported Erin's creativity by allowing her to take control of the project, encouraging her expression of self through her art, and applauding her courage to take a risk and create something meaningful with the leaves she collected. According to Wong, "Art is a language of visual representation, and children use this language to share their ideas about experiences in their lives" (Wong, 33).

Overall, I was extremely pleased with the outcome of the creative curriculum activity in which Erin and I engaged. I scaffolded Erin's learning by providing her with the social context of the outdoors and the reading of the story, *In November*. Our conversation about fall provoked Erin's thinking to develop the idea to go on a nature walk, collect leaves, create a fall craft with the leaves and incorporate play with her unicorn, Emily. I facilitated all of Erin's developmental domains throughout the activity by providing a stimulating, hands-on experience for her to explore, manipulate, discover, and create. Another way to further extend the activity to incorporate math in the curriculum would be counting the leaves, sorting the leaves according to color, organizing the leaves in order from largest to smallest, and making a graph of favorite leaves from the collection.

In conclusion, my daughter thoroughly enjoyed this fall experience and as her teacher, I loved watching her exercise all of her developmental domains. The activity was teacher-initiated by me presenting the topic of fall through the read aloud of *In November*, as well as child-centered by the nature of the activity. I provided Erin with the opportunity to make choices, create, discover and most of all, have fun! Possibly the best aspect of this project was spending time with my daughter on a beautiful, crisp, fall day.

#### References

Drew, Walter F. and Rankin, Baji. (2004). Promoting Creativity for Life Using Open-Ended Materials. *Young Children*, 59 (4), 38-45.

Loomis, Kathleen, Blumenthal, Rachel, & Lewis, Catherine. (2007). Children Learn to Think and Create Through Art. *Young Children*, 62 (5), 79-83.

Wong, Betty Kit-mei. (2007). Conceptions of Art in Hong Kong Preschool Children. *Australian Journal of Early Childhood*, 32 (4), 31-36.

Curriculum Based Activity Two  
ECED 502  
November 18, 2010

Encouraging children to make choices, solve problems, and engage in activities that promote intellectual, social, and physical development are all components that encompass the High/Scope program model in early childhood education. Based on the works of Jean Piaget and Lev Vygotsky, the High/Scope model follows a *plan-do-review* sequence that is the central tool utilized in the model. The sequence provides children with opportunities to express themselves and their intentions about activities in addition to keeping the educator intimately involved in the process. In keeping with the focus of the High/Scope program model, I planned, implemented, and reviewed the topic of shapes with my daughter.

After carefully researching the High/Scope model, I began the planning process of the activity with my daughter. The reasons for selecting the activity were due to the fact that shapes are incorporated in her preschool curriculum, and are a topic that she expresses great interest. In addition, the “Feely Shapes” math activity we explored promoted her cognitive, social, emotional, and physical development. According to the High/Scope model, it views children as active learners who learn best from activities that they plan, carry out, and reflect on (Roopnarine & Johnson, 210). During our planning segment I sparked Erin’s interest in pursuing the shapes activity by showing her the shapes puzzle she has in her playroom. Immediately, Erin became excited and started manipulating the shapes, saying their names and was eager to begin the activity. She suggested that we read *Bear in a Square* by Stella Blackstone because, as she stated matter-of-factly, “It has all the shapes in it, mama!” Before reading the story we talked about the steps we would take in doing the activity. I had Erin express her interests as well as telling her about mine. I suggested playing a game with the shapes called “Feely Shapes” where I would hide one shape at a time in a paper lunch bag and she would reach in with her hand, feel the shape, and tell me the name of the shape without using her eyes. After talking about the game, Erin expressed an interest in wanting to trace the shapes on paper with colored pencils. In keeping with the *planning* sequence of the High/Scope model we talked over our plans before carrying

them out which aided in Erin forming a mental image of her ideas and how to proceed with the activity. During the planning segment of a High/Scope activity, adult-child relationships involve shared control (Roopnarine and Johnson, 195). The benefits of collaboratively planning the activity with Erin were that she felt reinforced and ready to begin the activity while I gained knowledge about her interests and areas of development to reinforce while implementing the activity.

Implementing the shapes activity followed our planning segment and included reading *Bear in a Square*, physically manipulating each shape in the puzzle and talking about their attributes, going on a shapes hunt around the house to find items that matched the shapes in the book, and playing a “Feely Shapes” game. Erin’s physical development was promoted during the shapes exploration portion of the activity. She had the opportunity to refine her small and large motor skills by manipulating each shape in the puzzle, moving around the house finding items representing shapes from the book, and playing the shapes game. In the *doing* segment of High/Scope, movement and physical development are promoted by activities including block building, climbing, and playing with manipulatives (Driscoll and Nagel, 156).

As Erin navigated the house in search of items, she was exercising her social development. She communicated her ideas to me as she found objects such as an oval and a square. I found it very clever of Erin to open the refrigerator, open the produce drawer and pull out a grape. She became very excited and stated, “Look mama! The grape is shaped like an oval!” It was wonderful to see and hear her independently make the connection between the oval shape and the grape, a fruit she adores! I facilitated her emotional development by applauding and encouraging her exploration of shapes around the house. The shapes hunt was Erin’s idea that was expressed during the planning stages of the activity.

In addition to fostering Erin’s social, emotional, and physical development during the shapes activity, I promoted her cognitive development as well. The “Feely Shapes” game involved manipulating shapes by using sense of touch, not sight, and making an educated guess based on the feeling of the shapes. Erin had the opportunity to classify the shapes based on her prior knowledge of the shape’s attributes. During our exploration of the shapes in the book and the shapes hunt, Erin expressed to me, “A

diamond is shaped like a kite.”, and “A picture frame is shaped like a square.” Cognitive development is one of the key elements involved in High/Scope activities and it includes representation, language, classification, seriation, number, space and time (Driscoll and Nagel, 156). Erin utilized her language and classification skills during the *doing* segment of the shapes activity by talking about the attributes of the shapes, “A triangle has three sides and it looks like the sail on the boat from the story”, and “A circle is like the sun.” Erin also classified each shape based on how they felt when she reached in the bag.

In the final segment of the activity, the *review* portion of High/Scope, Erin had the opportunity to represent the shapes we explored during the activity by manipulating them with her hands, placing them on art paper, and tracing them with colored pencils. High/Scope teachers ask children a lot of questions throughout the day to extend their thinking and to promote problem solving and independent thinking (Driscoll and Nagel, 157). During her tracing of shapes, I continued to promote Erin’s cognitive development by asking her questions and making statements about the shapes such as, “I’m thinking of a shape that has three sides and can be the sail on a boat”, and “Can you guess which shape looks like the refrigerator in our kitchen?” Erin loved playing this guessing game as she worked on her tracing. At one point during her tracing, Erin became frustrated because the colored pencils were not showing up dark enough on the paper. Rather than offering her an immediate solution I scaffolded her learning by offering clues as to what she could do to make the shapes darker. I commented by saying, “I see that you are frustrated while you are working. What do you think you can use to make the shapes darker?” Erin thought about my statement and replied, “I know mama! I can get markers from my room and trace the shapes!” Erin’s response was a direct result of utilizing Vygotsky’s social learning theory in action. I gave Erin a clue as to how she could make the shapes darker and in turn, my clue provoked her to use her critical thinking skills to find the solution to her problem.

In reviewing the outcomes of this shapes activity with my daughter, I was pleased with the learning that took place. Implementing the activity promoted all of Erin’s developmental domains and the element of play by providing her with the opportunity to move about the house on a shapes hunt, manipulate the shapes during the game, use

expressive language to describe the shapes, trace the shapes on paper, and use problem-solving skills to make the shapes darker on her paper.

With regard for a follow-up activity using shapes, I would incorporate a sorting and classifying activity with a small group of children. Implementing the group activity would involve three paper lunch bags, each marked with a specific shape, and placing the bags in the middle of the circle during group time. I would distribute several shapes to each child, all corresponding to the shapes on the bags, and have the children sort their shapes and place them in the correct bags by using the shapes on the bags as mediators to guide their placement of shapes in the bags. This activity could be used during the *review* segment of a High/Scope activity for children to recall information gained during a prior activity with shapes during the day.

In conclusion, I feel that all young children should have access to preschool programs that have features that are similar to those of the High/Scope model. Programs utilizing this model provide a secure environment in which children are socially, emotionally, physically, and cognitively enriched. Children who study in High/Scope programs develop critical thinking skills and respect for others which in turn, helps them to become productive adults in the future.

**Well done curriculum based activities. You provided extraordinary documentation. Overall an excellent presentation and discussion of your experiences. Grade - 14.5**

## References

Driscoll, A. & Nagel, N.G. (2008). *Early childhood education: Birth-8: The world of Children, families, and educators*. (4<sup>th</sup> Ed.). Boston: Allyn & Bacon.

High Scope Educational Research Foundation (2009). *Feeling Shapes: What Are They?* (Lesson Plan # G11). Retrieved November 9, 2010, from <http://www.highscope.org/file/Book-Pages/NPActivityCardssample.pdf>

Roopnarine, J. & Johnson, J.E. (2009). *Approaches to early childhood education*. (5<sup>th</sup> Ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.