

CHLD 105: Early Childhood Curriculum Development – Content Questions

The following questions are suggested for use as an evaluative tool.

Q & A for Chapters 1 & 2

1. What does it mean to be developmentally appropriate? In your own words explain what age, individual, social and cultural appropriateness refers to.
2. Knowledge of child development and learning is essential to effective programming for young children. What child development information is considered foundational when you plan an effective curriculum?
3. Effective teaching does not represent a "one-size-fits-all" approach. Based on pages 46 to 57 of your course text, describe three different teaching strategies and why you feel these strategies are effective for young children.
4. What does it mean to teach within a child's zone of proximal development?
5. Using the Illinois Early Learning Standards Guiding Principles [<http://illinoisearlylearning.org/standards/guideprin.htm>], answer the following question. How do these Guiding Principles align with what you have learned about Developmentally Appropriate Practices?

Q & A for Chapters 3 & 4

1. Effective planning requires careful attention to a wide variety of factors within the early childhood environment. Based on pages 71 to 76 of your course textbook, describe the characteristics of effective planning and specific factors teachers need to keep in mind when planning for individual children as well as the whole of the classroom community.
2. The "HCC Lesson Plan Form" provides a basic activity plan. Compare the information included in this activity plan with the information presented in Chapter 3 of your course text. What do you see as strengths of the HCC Lesson Plan? Challenges? How can this be used as an effective tool in planning within an early childhood environment?
3. Effective group times include careful attention to opening, the body of the group time, the closing, and the transition. Describe basic strategies that can be employed for each of these periods.
4. The "Large Group Adaptations Handout" provided good ideas for adapting large group activities so as to maximize the effectiveness of the group activity and the level of engagement for more children. Choose 4 adaptations that appeal to you - one to apply to the opening, one for the body, one for the closing, and one for the transition periods of a large group time. Explain your rationale for each choice.
5. Although group times can be very effective within early childhood environments, there are many challenges that can be avoided with careful planning. Identify three challenges

based on pages 114 through 119 of your course text and describe how each of these challenges can be avoided.

Q & A for Chapters 5 & 6

1. Learning centers can provide an optimal environment for hands-on learning across the curriculum. Pages 132-141 of your course text describes several different kinds of learning centers and factors that need to be considered in effective design. Select three learning center areas and describe how you would set up the learning center, what materials you would include, and how you would use the centers to assure preschool children's interests are supported.

2. Use the same three learning centers that you designed and equipped for Question 1, but this time plan adaptations for a young child with mobility issues due to cerebral palsy. This child uses a walker in the classroom, must wear a helmet to prevent injuries from frequent falls, and struggles with fine motor skills. His verbal skills and cognition are slightly delayed, but not significantly. Socially and emotionally he is strong and healthy.

Prior to answering this question you should return to the CELL video "Getting Kids Involved: Creating Opportunities for Learning" and reread the mini posters from CARA's Kit looking for specific adaptations.

Center for Early Literacy Learning. (2010). CELL Videos. *Getting Kids Involved: Creating Opportunities for Learning* [Video file], Available from . http://www.earlyliteracylearning.org/getting_kids_involved.php

Cara's Kit Mini Posters

Describe the adaptations that you have chosen from the video or Mini-Posters to add to each of the centers and provide your rationale for the choices.

3. There are a variety of factors that need to be taken into account when developing an appropriate daily schedule for young children. Design a daily schedule for children who are:

- a. preschool
- b. primary age.

Include a rationale for why each schedule was organized in a particular way.

4. What is self-regulation? Imagine that you are mentoring a new teacher within an early childhood classroom. Provide an overview of essential knowledge you feel this teacher would need to have in order to support children's self-regulation.

5. Reflect on the CSEFEL video 1.6: "Children Demonstrating Classroom Rules" and then address each of the following questions. Available from: http://csefel.vanderbilt.edu/modules/module1/presenters-ppt/V1_6.MPG

- How did this teacher involve the children in learning the classroom rules?
- What are some strengths of this activity?

- How can you modify this activity to support students with disabilities?
- How can you modify this activity to support second-language learners?

Q & A for Chapters 7 & 8

1. There are several principles of effective assessment that must be kept in mind when working with young children. Reflect on what you have learned in Chapter 7 and identify and explain what you see as five key principles of effective assessment.

2. To answer this question please refer to your reading "Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and program evaluation" by the Division for Early Childhood. What were the key recommendations for assessment of young children with disabilities in the DEC statement? How can you integrate this recommendation into your practice?

3. Reflect on the two NAEYC articles from your readings on screening and assessing young English-language learners:

- National Association for the Education of Young Children. (2005). *Screening and assessment of young English-language learners: Supplement to the NAEYC and NAECS/SDE joint position statement on early childhood curriculum, assessment, and program evaluation*. Washington, DC: Author. Available from http://www.naeyc.org/files/naeyc/file/positions/ELL_Supplement_Shorter_Version.pdf
- National Association for the Education of Young Children. (2009). *Where we stand on assessing young English language learners*. Washington, DC: Author. Available from <http://www.naeyc.org/files/naeyc/file/positions/WWSEnglishLanguageLearnersWeb.pdf>

What is identified as the role of family in the assessment of young English-Language learners? How can you support this role within early childhood environments?

4. Use what you have learned from Chapter 8 of your text and your resource readings on children with disabilities and English-language learners to create a summary of goals for effective family involvement. Be sure you are including the families that are culturally, linguistically or ability diverse.

5. In what ways can you demonstrate sensitivity to each of the following: barriers to involvement families may face; differences in roles families play; and family comfort in the early childhood environment?

Q & A for Chapters 9 & 10

1. Page 250 of your textbook defines the four broad categories for the term "arts," but limits the creative arts for young children to four specific areas needed for art education.

What materials or equipment would you see as necessary for the learning centers in your model classroom to support each of these areas of art education? Create 4 separate lists.

2. Explore the Illinois Early Learning Project Benchmark videos. Available from <http://illinoisearlylearning.org/videos/index.htm>

Select a video that incorporates the Fine Arts. Describe the activity presented in the video and identify which Fine Arts Benchmarks were being addressed.

3. Your textbook presents information on supporting emotional intelligence on pages 285-286. What strategies can you use to foster emotional intelligence in your classroom?

4. Chapter 10 in your textbook discusses affective development of children. What do they state as the differences in affective development for children who have special needs? What are the implications of these differences for teaching professionals?

5. Following the "HCC Lesson Plan Form," develop a lesson plan for the affective domain. Use your text and the "Illinois Early Learning Standards" for ideas to develop.

Q & A for Chapters 11 & 12

1. Teaching that supports and enhances children's cognitive development requires effective strategies that take into account the uniqueness of each individual child. Provide an overview of strategies that support young children's cognitive development and describe how these can be effectively applied within the early childhood classroom.

2. Based on the readings:

- Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8 by NAEYC
- Selected Examples of Effective Classroom Practice Involving Technology Tools and Interactive Media by NAEYC,

decide in what context technology can be used appropriately with infants and toddlers. Share two examples of effective classroom practices for infants and toddlers that were suggested in the handout of selected examples.

3. According to the NAEYC handout "Selected Examples of Effective Classroom Practice Involving Technology Tools and Interactive Media," digital technology provides one more outlet for preschoolers and kindergartners to demonstrate their creativity and learning. Select and describe three examples and then identify why you feel these are appropriate.

4. Use the information from Karen Ford's article "8 Strategies for Preschool ELLs' Language and Literacy Development" to answer the following question.

Explain how you might apply two of the classroom strategies for language and one of the strategies for literacy development within your current or future early childhood classroom to ensure that the development and learning of English language learners is supported?

5. Use the HCC Lesson Plan Form to develop a developmentally appropriate lesson plan for mathematics based on a math benchmark from the Illinois Early Learning Standards.

Q & A for Chapters 13 & 14

1. Today's society is currently focused on fighting obesity and promoting fitness as an important goal for young children. Identify three strategies that can be incorporated into the curriculum on a daily basis to support children's healthy and fit lifestyle.

2. Teachers can directly teach skills within the physical domain. Based on pages 384-388 of your course text, identify and explain in your own words:

- a. three strategies that support gross motor skills,
- b. three strategies that support fine motor skills, and
- c. three strategies that support perceptual motor skills.

3. Choose three strategies from the Center of the Social Emotional Foundations of Early Learning reading "Using Environmental Strategies to Promote Positive Social Interactions" referenced in the "Readings & Resources" section of the course.

Explain why each of the strategies you selected is valuable and how they will help promote positive social interactions.

4. The social studies curriculum teaches children about their relations with each other and the world around them. Explain the major goals of the social studies curriculum and content areas that social studies are likely to encompass.

5. Using the HCC Lesson Plan Form as a guide, create a lesson plan based on one of the benchmarks from the Illinois Early Learning Standards for Social Science.

Q & A for Chapters 15 & 16

1. Based on the NAEYC video "Developmentally Appropriate Practice and Play" and what your textbook has to say about the benefits of play, identify three key arguments that you feel you could share with others supporting the positive benefits of play.

2. How does use of the "Scrapstore Playpod" shown in your assigned video [<http://www.youtube.com/watch?v=nqi1KyJJeKg&feature=youtu.be>] support children's learning and development in each domain?

3. Do a Google Search using the words "Images of Natural Playscapes" and open the gallery that comes up. View the numerous photos that will be displayed. Describe three that inspire you the most and explain why you think that component of a natural environment would be beneficial to you as you provide access to nature and support active engagement for every child.

4. How can teachers intentionally teach friendship skills? Base your answers on pages 452-457 of your course text and the CSEFEL Handout 2.3 Social Emotional Teaching Strategies: "You've Got to Have Friends."

5. Explain each of the five factors (pages 467-469) you need to consider to select an appropriate theme or project for a group of children.