

**Team Members: Araceli Cortez**

**Focused Curriculum Plan  
ECE 312**

**Curriculum Topic : All About Me**

## FOCUSED CURRICULUM

**STEP 1: CHOOSE A DEVELOPMENTALLY AND CULTURALLY APPROPRIATE CURRICULUM TOPIC**

1. Will this topic allow for **active, constructive learner participation and involvement**? Explain.

This topic will allow for active, constructive learner participation and involvement. The topic will include dances and music for children to be active. They will be able to participate when asked what they have learned after every lesson. They will be involved with other children when doing the activities by making it a two-person activity.

2. Will this topic foster **social interaction**? Explain.

This topic will foster social interaction because the activities given will need a partner to help out the child, for example, the math activity. They will be able to talk and share their differences with each other.

3. Will this topic be **meaningful** to your learners? How does it connect to **their** real world? Explain.

This topic will definitely be meaningful to my learners. It is All About Me, They will be bringing what they know from home to the classroom. They will be talking about themselves and what they like.

4. Does the topic allow learners to **connect to prior knowledge**? Explain.

The topic allows learners to connect to prior knowledge by asking questions before the activity. This will let them think of what they already know about math, science, and social studies.

5. Will the topic allow learners to **develop problem-solving strategies** and **be creative**? Explain.

This topic will allow learners to develop problem-solving strategies because they will see how body parts connect to a function and their purpose. They will be creative because they will be able to place their cut-out body part on the paper provided.

6. Will the topic allow learners to **engage in self-regulation** and **be reflective**? Explain.
- They will be reflective because they can connect it to their real-world life. They will ask questions on how they are different between their classmates and family members.

7. Will the topic help learners to **build on/change their current understanding**? Explain.

## FOCUSED CURRICULUM

It will help them build on their current understanding because height and body parts are things that you can get in dept with so children will learn more about it.

8. Does the topic allow learners **to gain deeper knowledge of general principals and explanations** of the world? Explain.

When children ask questions on why everyone isn't the same height or doesn't look the same, the answers provided by the teacher will let them gain explanations of the world.

9. Can children use the knowledge gained through this topic in **meaningful real world situations**? Explain.

The science activity will let them explain if a certain body part hurts and they will be able to be direct with the caregiver. The literacy will help them explain this.

10. Does the topic provide opportunities for children to **practice and gain mastery**? Explain.

They will be able to master social, physical, and cognitive skills throughout the different activities.

11. Can you present this topic in meaningful ways for diverse children with **developmental and individual differences**? Explain.

I can present this topic in meaningful ways for diverse students by speaking Spanish for the two children who are bilingual. This will help them have a better understanding of the topic. For the child who needs help on their physical development, I will include activities that target it.

12. Will this topic be **interesting and motivating to the learners**? Does it allow for **autonomy/choice**? Explain.

This topic will be interesting and motivating to the learners because it will bring them a new learning concept. It does allow for choice because children will choose where they want to place the cutout or choose their partner.

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**STEP 2: LEARN THE CONTENT:**

1. Brainstorm with your colleagues. What information do you (the teachers) already know about this topic? List everything you can think of:

- This topic can let you understand the child
- It will touch upon their domain
- It is culturally appropriate
- Help them find a self of worth
- Build confidence

2. Gather information from various sources of research. List at least 3 resources for each of the following:

**A. Children's literature**

- "Some Pets" by writer Angela DiTerlizzi
- 'Short Or Tall Doesn't Matter At All' by Asaf Rozanes
- "Heather Has Two Mommies " by Leslea Newman

**B. Website Information**

- "The Human Body for children" by Smile and Learn
- Zoo animals height chart
- <https://www.learningforjustice.org/classroom-resources/lessons/every-family-is-t-he-same-every-family-is-different>

**C. Library Identified Resources**

- Head & Shoulders song on Spotify
- 'Measuring Your Height' by LBB Junior
- " We Are Family" by Jack Hartmann

3. What did you **learn** from your research?

I learned that there are many ways you can show and entertain kids about many topics. There were many songs and books to choose from. There is much diverse information that you can teach kids.

4. What **misinformation** did you find in your original ideas?

I think I was misinformed that the books would not have as many as details that they had.

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**STEP 3: IDENTIFY KEY CONCEPTS:**

What are the Big Ideas/Overarching Questions to be explored in your topic (one sentence for each idea/question) The Big Ideas should be connected to deep understandings of the general principles and explanations of the world.

1. 'Why are they taller/shorter than me?'
  
  
  
  
  
  
  
  
  
  
2. "What does this body part do?"
  
  
  
  
  
  
  
  
  
  
3. "Why are my family members different from theirs?"

Identify and list **10** key vocabulary terms connected to this topic:

- Family
- Members
- Siblings
- Sister
- Body
- Head
- Torso
- Arms
- Compare
- Measurement

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**STEP 4: CONNECT YOUR TOPIC TO THE CONTENT AREAS.****WHERE IS THE MATH?****1. Choose 3 of the following math content areas, and describe the Big Ideas and Enduring Knowledge that connects your topic to this content area:****a. Measurement**

Children will be measuring their height to other classmates and see the height difference throughout the class.

**b. Algebraic Thinking (Patterns, Balance, More/Less, Same/Different, Equal/Not Equal)**

Children will be able to see if their classmates are the same or different heights as them on the chart.

**c. Number & Operations**

Children will be able to count how many family members each child has. They will be able to compare who has less and who has more.

**2. Choose 3 and List developmentally appropriate ways children can learn math in each of the following Learning Centers:****a. DRAMATIC PLAY (Housekeeping, Dress-up, Role Play)**

Children will be able to dress up as their family members. This will help children understand where everyone came from.

**b. VISUAL ARTS (Drawing, Painting, Sculpting, Writing)**

Children will be able to draw out how many friends they have or how many family members they have.

**c. BLOCK BUILDING**

Children will be able to use the blocks to show how everyone gets to school. This shows how some of them are different and some are the same.

## FOCUSED CURRICULUM

**WHERE IS THE SCIENCE?**

**1. Choose 3 of the following science skills/content areas, and describe the Big Ideas and Enduring Knowledge that connects your topic to this skill/content area:**

**a. Predicting, Inferring, Hypothesizing**

Children will be able to predict who is the tallest or shortest in the class.

**b. Life Science Content**

Children will be able to learn how their body works in many ways.

**c. Health & Nutrition Content**

Children can explain how to keep a body part healthy.

**2. Choose 3 and List developmentally appropriate ways children can learn science in each of the following Learning Centers:**

**a. TABLE ACTIVITIES (Manipulatives, Puzzles)**

Children will be given family puzzles to put together. The puzzles can include different family sizes.

**b. VISUAL ARTS (Drawing, Painting, Sculpting, Writing)**

Children will be able to draw themselves and see how different or same they are to the person next to them.

**c. SAND AND WATER PLAY**

Children will be able to create a game on how a family is going to the beach and seeing what they need to bring all together. There will be materials provided.

## WHERE IS THE SOCIAL STUDIES?

**1. Choose 3 of the following content areas, and describe the Big Ideas and Enduring Knowledge that connects your topic to this content area:**

**a. Psychology & Sociology (Self-identity, How people think and act)**

Children will be able to identify themselves as their own person because only they know who their family members are.

**b. Political Science (How society works)**

Children will be able to see how other children live at home with their own members.

**c. Anthropology (How people live in the world)**

Children will notice how everyone is different when talking about where they came from.

**2. Choose 3 and List developmentally appropriate ways children can learn social studies in each of the following Learning Centers:**

**a. VISUAL ARTS (Drawing, Painting, Sculpting, Writing)**

Children will be able to draw out their family members.

**b. BLOCK BUILDING**

Children will be able to build their own houses to show others how they live.

**c. LIBRARY/LITERACY**

Children will be able to find a book they relate to with their family or how they live.



## FOCUSED CURRICULUM

**Step 5: Implementing the Curriculum Topic:**

Launch/Introduction (How you begin the curriculum topic):

Describe 1 activity:

When bringing in a new curriculum to children, there are many ways to do so. All About Me can let children develop a sense of self-worth and discover their personal interests. The “Finger Family Song Nursery Rhyme” includes different family member names that children may know. This would help their fine motor skills because they will be using their fingers to indicate the names. They will be able to dance along to the song.

Meeting Time (How you sustain and expand the topic):

Describe 1 activity:

Before starting the art activity, I will have the class sit on the rug in a circle. One by one they will say their name, age, and one favorite thing they like to do during or after school. After all the students go we will talk about the differences and similarities they have with each other. As a class we will be creating a class chart based on the topics they said were their favorite, to see what are the popular activities by everyone.

Creative Arts Activities (Visual Arts, Music, Dance, Drama):

Describe 1 activity:

For this activity children will be creating an all about my collage. Using cutouts from magazines, drawings, and pictures from home children will be able to pick out images of things they like to eat, their favorite colors, pets, family members, where they live, and things that are special to them.

Read Aloud: Find 2 picture books: 1 fiction and 1 non-fiction):

Describe a literacy extension activity for each book (Include bibliography):

1. The Feelings Book by Todd Parr can be used as a literacy extension activity. This book will be read to children to talk about feeling that they may feel all the time or sometimes. An activity that can go with this book is making feelings masks. This will allow students to have fun making all kinds of different faces with the appropriate feelings that go along with this mask.

## FOCUSED CURRICULUM

2.

In the Mirror by Fabian Ferguson can also be used as a literacy extension. This book will be read to children because it shows how all children are different and what children see from their peers on a daily basis. An activity that can go with this book is self-portraits the children can draw how they see themselves and then discuss the great differences between one another.

Shared Reading (Songs and/or Poems) Describe 1 activity using either a poem or songs:  
(Include a separate document of the poems or song used)

1.

An activity that can be done with this poem would be the children drawing what they would like to be when they grow up.

Special Me

*Original Author Unknown*

(Tune: Twinkle, Twinkle, Little Star)

Special, special, special me,

How I wonder what I'll be.

In this big world I can be,

Anything I want to be.

Special, special, special me,

How I wonder what I'll be.