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### 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. Yes this topic will active, constructive learner participation and involvement because they will about community helpers and what they do .
2. Will this topic foster **social interaction**? Explain. - Yes this topic will foster social interaction because it will teach the children how to interact with community helpers
3. Will this topic be **meaningful** to your learners? How does it connect to **their** real world? Explain. - This topic will be meaningful to the learners because they will learn how to ask for help and will learn which community helper is who.
4. Does the topic allow learners to **connect to prior knowledge**? Explain.
  - The topic allows learners to connect to prior knowledge by them by connecting with there real lives and to community helpers on how it relates.

5. Will the topic allow learners to **develop problem-solving strategies** and **be creative**? Explain. - Yes this topic will allow learners to develop problem - solving strategies and to be creative by , the students solve any problems they see on what community helper helps to solve problems and being creative by building what that community does. For example , a plumber.

6. Will the topic allow learners to **engage in self-regulation** and **be reflective**? Explain.

This topic will allow learners to engage in self - regulation and be reflective because as they continue learning about community helpers they can reflect on how their parents are a community helper.

7. Will the topic help learners to **build on/change their current understanding**? Explain. Yes this topic will help learners to build on/ change their current understanding the children will discuss and ask questions like how ? Or why ? Does this community do that job.

8. Does the topic allow learners to **gain deeper knowledge of general principals and explanations** of the world? Explain. - Yes this topic will gain deeper knowledge of general principals and explanations to the world because we are talking about community helpers that they will be able to learn about what they are and which community helper does what?

9. Can children use the knowledge gained through this topic in **meaningful real world situations**? Explain.- Children can use the knowledge gained through this topic in real world situations because community helpers are all over the world that help others.

10. Does the topic provide opportunities for children to **practice and gain mastery**? Explain. - This topic can provide the children to practice and gain mastery because the more they learn about community helpers the more they will know .

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

12. diverse children with developmental and individual differences by reflecting on what they know on the topic .
13. 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 they be learning about community helpers.

## **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:
- How many are they?
  - Whats the difference between the community helpers and they do ?
  - It can help the students learn more about community helpers

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

### **A. Children's literature**

- **community helper books**
- **Community helper activity**
- **Vocabulary**

### **B. Website Information**

<https://jr.brainpop.com/socialstudies/communities/communityhelpers/>

<https://pocketofpreschool.com/community-helpers-activities-centers-preschool-kindergarten/>

### **C. Materials/Resources**

- Activities

3. What did you **learn** from your research?
- There are different community helpers that help others when they are in need
4. What **misinformation** did you find in your original ideas?

- There was no misinformation

### **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. Exploring who are our community helpers? Asking the children questions like for example , who are the community helpers that keep us safe? Police officers , firefighters etc.
2. We are recognizing community helpers. Point out the different jobs people are doing as a community helper.
- 3.. Interacting with community helpers. Teaching the children who to talk to if they get lost in a public place.

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

- 1.Doctor
2. Fireman
3. Dentist
4. Plumber
5. Police Officer
6. Fire hydrant
7. Chef
8. Farmer
9. Teacher
10. Librarian

**STEP 4: CONNECT YOUR TOPIC TO THE CONTENT AREAS.**

**WHERE IS THE MATH?**

**1. Choose 2 of the following math content areas, and describe the Big Ideas and Enduring Knowledge that connects your topic to this content area:**

- a. Operations and Algebraic Thinking
- b. Geometry
- c. Measurement and Data- compare how many nurse and teachers they counted
- d. Overview
- e. Mathematical Practices
- f. Counting and Cardinality- compare how many nurse and teachers they counted

**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) -play dress up and have the children put on community helpers costumes.
- b. TABLE ACTIVITIES (Manipulatives, Puzzles)
- c. VISUAL ARTS (Drawing, Painting, Sculpting, Writing) - do an activity where they will use their hands and paint a community helper car such as a police car.
- d. MUSIC/MOVEMENT - sing and dance to a community helper song
- e. SAND AND WATER PLAY
- f. BLOCK BUILDING
- g. SCIENCE/DISCOVERY
- h. LIBRARY/LITERACY

- i. WOODWORKING/CARPENTRY
- j. COMPUTERS/TECHNOLOGY

### **WHERE IS THE SCIENCE?**

**1. Choose 2 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. Scientific Thinking. - they will observe, ask questions , research and do an activity and will come to an conclusion
- b. Earth and Space
- c. Physical Properties - children will do an activity making flames like fire that has to do with firefighters.
- d. Living Things

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

- a. DRAMATIC PLAY (Housekeeping, Dress-up, Role Play)
- b. TABLE ACTIVITIES (Manipulatives, Puzzles)
- c. VISUAL ARTS (Drawing, Painting, Sculpting, Writing)
- d. MUSIC/MOVEMENT
- e. SAND AND WATER PLAY - sensory table where they will be sand and construction worker trucks and police cars and firefighter trucks
- f. BLOCK BUILDING - being able to build buildings that has to do with community helpers
- g.
- h. SCIENCE/DISCOVERY
- i. LIBRARY/LITERACY - read a community helper book

j. WOODWORKING/CARPENTRY

k. COMPUTERS/TECHNOLOGY

### **WHERE IS THE SOCIAL STUDIES?**

**1. Choose 2 of the following content areas, and describe the Big Ideas and Enduring Knowledge that connects your topic to this content area:**

- a. Individual Development and Cultural Identity-children will describe why each community helper is important and why they do there job
  - b. Civic Ideals and Practices- will recognize what community helpers do and ask questions
  - c.
  - d. Geography , Humans, and the Environment
  - e. Economic Systems
- E

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

- a. DRAMATIC PLAY (Housekeeping, Dress-up, Role Play) - play dress up as a community helper ,what they want to become.
- b.
- c. TABLE ACTIVITIES (Manipulatives, Puzzles)
- d. VISUAL ARTS (Drawing, Painting, Sculpting, Writing)- do an activity where they can match what object belongs to the community helper
- e.

- f. MUSIC/MOVEMENT
- g. SAND AND WATER PLAY
- h. BLOCK BUILDING
- i. SCIENCE/DISCOVERY
- j. LIBRARY/LITERACY- they will read what community helper does to help other people in the world and why ?
- k.
- l. WOODWORKING/CARPENTRY

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

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

Describe 1 activity:

1. We will have circle time discuss what is a community and ask questions like how many are there? And does each community helper do ?

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

Describe 1 activity:

1. The children can take a walk outside and explore and look around for what community helper they see outside and notice what they do.

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

Describe 1 activity:

1. Students will paint their hands the color of their community helper they like , such as red for a firefighter , blue for a policeman.



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

Describe a literacy extension activity for each book:

1. Whose hands are these? By Miranda Paul

2. My Neighborhood by Maddie frost

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

## Activity Plan -

**Designed by: Ashley Reyes**

**Curriculum Topic: Community Helpers**

OVERVIEW/FRAMING			
<b>TOPIC</b> <i>Explain how the topic of this activity is developmentally and culturally appropriate for the group of learners for whom you are designing it.</i>	- This topic for this activity is culturally appropriate for the students because they will be doing a science experiment from one of the community helpers such as a firefighter.		
<b>BIG IDEAS/OVERARCHING QUESTIONS</b> <i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i>	- what do firefighters do to take out fire? What do they wear? What color is it ?		
<b>CONTENT FOCUS:</b> <i>Identify which content area(s) will be addressed in this activity</i>	Visual Arts ( Drama )  (Emergent Literacy ) Social Studies	Music   Mathematics	( Movement/Dance )   ( Science )

<b>LANGUAGE AND CONTENT OBJECTIVES</b>	
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<b>KNOWING THE LEARNERS</b>	
<b>AGE RANGE:</b>	4.0- 4.5
<b>CURRENT DEVELOPMENT:</b> <i>What do you know about the current growth of learners in this age range for the content focus?</i>	The current growth of learners in this age is where they know and will learn more about there community helpers.
<i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>	Some misunderstanding that children might get confused is on how different community helpers they are and what they do to help
<b>SOCIO-CULTURAL CONTEXT:</b> <i>What do you know about this group of children in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date?</i>	This group of age of children will learn something different from each community helper , no matter what culture your from or backgrounds.

<b>MATERIALS &amp; LEARNING ENVIRONMENT PREPARATION</b>		
<b>MATERIALS</b> <i>What materials will you need to teach this activity?</i> <i>List <b>all books and materials</b>, including any used during the launch/reflection and during set up and cleanup</i>	<b>LEARNING ENVIRONMENT</b> <i>What modifications will you need to make to the classroom to support this activity?</i> <i>(e.g., centers, bulletin boards, meeting spaces)</i>	<b>EVENTS/RESOURCES</b> <i>What events or resources, including people, might you need to arrange in advance?</i>

<ul style="list-style-type: none"> <li>- When I grow up I want to be by : baby Professor</li> <li>- Whose hat is that ? By Sharon Katz Cooper</li> </ul>	<p>An experiment about a community helper which is a firefighter</p> <ul style="list-style-type: none"> <li>- they we will do centers about community helpers they like</li> </ul>	<p>We will be going going outside to experience what community helper they see</p>
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THE LEARNING EXPERIENCE	
<p><b>The launch</b></p> <p><i>How will you engage the children in this learning experience? How will you introduce the concepts and vocabulary of the topic? How will you describe the procedures of the learning activity? What will you say and do?</i></p>	<p>I will engage the learning experiences to the children by introducing them to books about community helpers , do activities, centers, learn some vocabulary words and ask questions on what they know .</p>

<p><b>The activity</b>  <i>List the step-by-step procedures.. What will the children be doing? What will you say or do to facilitate and scaffold their learning? Be specific and detailed in your description.</i></p>	<p>- the children will be doing science explorations by making bubbly fires. Using plastic cups, baking soda , white vinegar and food coloring such as yellow and orange.</p>
<p><b>Reflection</b>  <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i></p>	<p>- I will let the children reflect on what they learned so far from community helpers and let them ask questions and see what they know on how the activity went and let solve any problems that were happening during the activity</p>
<p><b>Possible Extensions</b>  <i>What could you do on another day to build on this activity?</i></p>	<p>- To build on this activity I would let the students do sensory center about the community helper they learned about</p>
<p><b>Multimodal Engagement</b>  <i>Identify and explain the ways in which this activity offers opportunities to use at least three different learning modalities (kinesthetic, tactile, linguistic, visual/spatial, auditory, musical)</i></p>	<p>- This activity will offer opportunities such as Kinesthetic/ tactile because they will be doing a sensory activity using there hands and ears. Linguistic learning because they will be speaking , observing on what they are learning. Visual/ spatial learning will be also an opportunity because they be using there body language.</p>

<b>Differentiation</b> <i>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</i>	- For children who have different learning styles they have a one to one with the teacher and will learn the same materials but in different ways on how the student will understand.
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<b>Differentiation</b> <i>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</i>	- For children who have different learning styles they have a one to one with the teacher and will learn the same materials but in different ways on how the student will understand.

<b>STANDARDS/GOALS</b> <i>What Pre-K Common Core Learning Standards are addressed in this activity?</i> <i>Use the PKFCC to respond.</i> <i>Be specific—choose those standards that are <b>actually targeted</b> by this learning activity (e.g., can development in regard to the standard be measured by the evidence gathered (authentic assessment) during this learning activity?</i>	
<b>Domain 1: Approaches to Learning</b>	Children will learn new ideas about the topic community helpers

<b>Domain 2: Physical Development and Health</b>	Touching using hands on activities , using there body language
<b>Domain 3: Social and Emotional Development</b>	Children will express there emotions on how they feel about the activity
<b>Domain 4: Communication, Language, and Literacy</b>	Communicating with others in there classroom , observing together and ask questions
<b>Domain 5: Cognition and Knowledge of the World</b>	Problem solving with children , learning more and more about the topic

<p><i>What will you do to gather evidence to assess each child's developmental progress?</i></p>	<p>Will gather information about the topic we are discussing about for the children to learn more about and ask questions to see here knowledge on what they know.</p>
<p><i>How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions?</i></p>	<p>I will determine by asking questions to the children to see if they are understanding on what community helpers are and what they do .</p>
<p><i>Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.</i></p>	
<p><i>Your assessment activity MUST be connected to the Big Ideas and Overarching Questions.</i></p>	

**Designed by: Ashley Reyes Curriculum Topic: Community Helpers**

## **Activity Plan**

### **OVERVIEW/FRAMING**



<b>TOPIC</b>  <i>Explain how the topic of this activity is developmentally and culturally appropriate for the group of learners for whom you are designing it.</i>	The topic I chose was community helpers which the children will do an activity that is about number sense, where the child will learn how to count at least up to the number 10.
<b>BIG IDEAS/ OVERARCHING QUESTIONS</b>  <i>What kinds of questions will be explored and/ or what new connections and ideas will be engaged through this activity?</i>	How many numbers do see ? How many numbers can you count up to ?
<b>CONTENT FOCUS:</b>  <i>Identify which content area(s) will be addressed in this activity</i>	Visual Arts Music Movement/Dance Drama Emergent Literacy ( Mathematics ) Science Social Studies
<b>LANGUAGE AND CONTENT OBJECTIVES</b>	Language Objective: Students will be able to repeat the numbers 1-10 Content Objective: students will be able to count 1-10
<b>KNOWING THE LEARNERS</b>	
<b>AGE RANGE:</b>	4.0 - 4.9

<p><b>CURRENT DEVELOPMENT:</b></p> <p><i>What do you know about the current growth of learners in this age range for the content focus?</i></p>	<p>What I know about this current growth of learners in this age range is that they are very eager to learn about their numbers. To see how far they can count .</p>
<p><i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i></p>	<p>Some misunderstanding that children at this age range can get confused with the numbers. For example , when you counting repeatedly yourself with the child and once you show them the number they automatically get confused.</p>
<p><b>SOCIO-CULTURAL CONTEXT:</b></p> <p><i>What do you know about this group of children in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date?</i></p>	<p>No matter what cultural , background you have the children are always eager to learn. It may take more time with the children who speak a different language but this is when you do a one to one with them.</p>

## **MATERIALS & LEARNING ENVIRONMENT PREPARATION**

<b>MATERIALS</b>	<b>LEARNING ENVIRONMENT</b>	<b>EVENTS/ RESOURCES</b>
<i>What materials will you need to teach this activity?</i> <i>List <b>all books and materials</b>, including any used during the launch/ reflection and during set up and cleanup</i>	<i>What modifications will you need to make to the classroom to support this activity?</i> <i>(e.g., centers, bulletin boards, meeting spaces)</i>	<i>What events or resources, including people, might you need to arrange in advance?</i>

Circle time - read Counting on community by : Innosanto Nagara	- Number flashcards - Bulletin boards with color objects with the numbers up to ten	Have the children to take a walk outside and count how many community helpers they see
Chicka Chicka 123 by : Bill Martin & Michael Sampson	- Math centers / math games	

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<p><b>The launch</b></p> <p><i>How will you engage the children in this learning experience? How will you introduce the concepts and vocabulary of the topic? How will you describe the procedures of the learning activity? What will you say and do?</i></p>	<p>I will have the children have a different Math activities in order for them to learn more about their numbers. Have them repeat every number I say and also show them a number flash card with an object on it so they can get use what number belongs to who.</p>
<p><b>The activity</b></p> <p><i>List the step-by-step procedures.. What will the children be doing? What will you say or do to facilitate and scaffold their learning? Be specific and detailed in your description.</i></p>	<p>Do circle time having the children count with me as we read the books I have chosen to read . They will be doing an activity where they will see how many objects belong to what number .</p>
<p><b>Reflection</b></p> <p><i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i></p>	<p>The children should also count at home with there mom or dad , having them memorize the numbers in there head</p>

<p><b>Possible Extensions</b></p> <p><i>What could you do on another day to build on this activity?</i></p>	<p>We can take a walk outside and I will have the children do activity outside where they can't how many objects are the same or which ones are different and also count how many community helpers they see.</p>
<p><b>Multimodal Engagement</b></p> <p><i>Identify and explain the ways in which this activity offers opportunities to use at least three different learning modalities (kinesthetic, tactile, linguistic, visual/spatial, auditory, musical)</i></p>	<p>Visual- by watching each other count and watching the teacher count with them Auditory- The children will be listening to what the teacher is saying</p> <p>Tactile/ kinesthetic- children will learn by doing what the teacher is doing in order for them to learn</p>
<p><b>Differentiation</b></p> <p><i>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</i></p>	<p>Having a one to one with those children for them to have a better understanding</p>

*How will this learning experience support the children's growth and learning in the following domains? Use your knowledge of child development.*

<b>Cognitive/ thinking</b>	Memory , problems solving and using there thinking skills
<b>Physical</b>	Children will start off using there fingers to count
<b>Social/ emotional</b>	Will have a better undertstanding of counting
<b>Language/ literacy</b>	Read and write about math counting numbers
	List 10-15 target vocabulary words: Measurements Fractions Adding Subtracting
	Shapes Colors Equal How many Groups Matching
<b>Content Area(s)</b>	Number, shapes, measurement

## STANDARDS/GOALS

*What Pre-K Common Core Learning Standards are addressed in this activity?  
Use the PKFCC to respond.*

*Be specific—choose those standards that are **actually targeted** by this learning activity (e.g., can development in regard to the standard be measured by the evidence gathered (authentic assessment) during this learning activity?)*

<b>Domain 1: Approaches to Learning</b>	Have the children learn how to count 1-10 repeating myself do they can have it memory on there head
<b>Domain 2: Physical Development and Health</b>	They would use there fingers to count

<b>Domain 3: Social and Emotional Development</b>	Children will learn because at first they might not know how to count
<b>Domain 4: Communication, Language, and Literacy</b>	Having to communication with others

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<b>Domain 5: Cognition and Knowledge of the World</b>	Activity plan that has to do with counting
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<b>AUTHENTIC ASSESSMENT</b>
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<p><i>What will you do to gather evidence to assess each child's developmental progress?</i></p> <p><i>How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions?</i></p> <p><i>Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.</i></p> <p><i>Your assessment activity MUST be connected to the Big Ideas and</i></p>	<p>I will make sure each child is learning every day about counting one to ten . Have them memorized so they can get better at counting and might even reach to a bigger number .</p>
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