

Holly Squashic

ECE 211

Professor Reich-Shapiro

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When creating a curriculum, there is much to consider. What are your learning goals for the students? What concepts and skills are you hoping for them to come to? Teachers implementing with intention will lend itself to responsive children. Interwoven into the environment: design of the room, materials, schedule, assessment and evaluation. Balance of planned and emergent activities. Planned to address the whole child, in all the learning domains.

Thoughtfully planned-consider developmentally appropriate plans, keeping in mind the individual children. Will they be interested and engaged? Using observations to guide your curriculum and including ways to implement it throughout the day to further strengthen areas of development.

Open ended questions that lead to exploration and curiosity. Utilizing materials they have experience with and new materials to help encourage using things in new ways, helping their

cognition. Reflect on the observations you make and expand on areas that could be of further interest, for individual children and also for the classroom as a whole.

Notice emergent patterns of interest from children, and offer support to help them attain understanding for that particular thing, ie: drawing a particular shape, or doing a specific physical activity move. Provide opportunities for them to utilize materials that will help them gain understanding of their interests. Scaffolding their learning to the next level.

Being knowledgeable about development and knowing the individual children will help teachers create developmentally appropriate curriculum, including classroom materials, expectations, and assistance when needed. Letting the children learn through play, and socializing with their peers and teachers. This facilitates creating, experimenting and expression. Individualizing each child helps teachers get to know their students needs, abilities and understanding, and what support they may benefit from. Teaching the individual may require teachers to pivot and adapt their curriculum in ways to help that individual child's needs.

Equally representing cultures in the classroom. Allowing children and families to share their culture so children feel represented. Helping other students learn differences and similarities. This provides students the opportunity to learn through an anti bias lens.

Having a well rounded room with materials that reflect the children's interests helps them meet standards in various areas of learning, whether it be math, socializing through dramatic play,

(which can touch upon the social emotional domain) or art. Learning domains intermingle with various activities throughout the day.

It is important for teaching teams to meet weekly to discuss their observations, in order to determine a basic framework of curriculum and what materials and lessons would best support that. Having a strong curriculum will allow for clear documentation that makes sense, tells a story. These lessons will have areas that allow children to have wonderings, experiment, share what they know and what they want to learn.