

Kassandra Marin

Professor Lana Reid

ECE 312-1700

December 7, 2021

Curriculum Plan

Team Members: Kassandra, Keyla, Pamela, Emily

Curriculum Topic: Celebrations/Holiday

STEP 1: CHOOSE A DEVELOPMENTALLY AND CULTURALLY APPROPRIATE CURRICULUM TOPIC

1. Will this topic allow for **active, constructive learner participation and involvement**? Explain.
Yes, Celebrations/Holidays allow for active, constructive learner participation and involvement giving children the opportunity to learn about traditions and values. We can have the parents, students, and teachers get involved to create a meaningful experience.
2. Will this topic foster **social interactions**? Explain.
Yes, Celebrations/Holidays foster social interactions in which students can build connections. Students will listen to their peers as well share the kinds of Celebrations/Holidays they celebrate with their families. We can start off by having students engage in small groups to discuss collaboratively.
3. Will this topic be **meaningful** to your learners? How does it connect to **their** real world? Explain.
Yes, Celebrations/Holidays are meaningful to my learners because they will be able to share with the class traditional holidays they may celebrate and why it's meaningful to them. It connects to their real world because it's culturally valuable. You see young learners are always constructing their own knowledge or understanding of the world on their own terms. Their ideas may be quite different from adults. They will be aware that people prepare by baking special foods such as sweet bread made especially on this day, sugar skulls, marigolds, and gathering favorite foods of their loved ones. Understanding what exactly takes place on this day.

4. Does the topic allow learners to **connect to prior knowledge**? Explain.
Yes, Celebrations/Holidays allow learners to connect to prior knowledge in which they can discuss holidays they celebrate and reasons as to why they celebrate it? What do they do on that exact day? What kind of foods do they eat? Who do they celebrate with? To have a successful connected/integrated effective curriculum we need to remember that sometimes for children its easier when they are able to build on something they already know. For instance concepts, vocabulary, and skills they have previously encountered.
5. Will the topic allow learners to **develop problem solving strategies and be creative**? Explain.
Yes, Celebrations/Holidays allow learners to develop problem solving strategies and be creative in which they will work hand-on-hand. Young children especially learn best through the use of their five senses. Being able to smell, hear, see, taste, and touch. Developing math, science, and social studies concepts as well strategies to build on their skills. For instance for math concepts they can use their fingers to solve addition/subtraction problems. Science concepts they can use specific tools such as a magnifying glass to understand. Or create observations and hypotheses beforehand. All for which will allow learners to develop problem solving strategies and at the same time be creative about it.
6. Will the topic allow learners to **engage in self regulation and be reflective**? Explain.
Yes, Celebrations/Holidays allow learners to engage in self regulation and be reflective in which as educators we will assist their development and aim to encourage strong habits. For instance being able to focus on a task. Self control in terms of emotions and behavior.
7. Will the topic help learners to **build on/change their current understanding**? Explain.
Yes, Celebrations/Holidays help learners to build on/change their current understanding in which we make them feel welcomed to share their thoughts. Share on what exactly they already know pertaining to the holidays. Considering what they do this holiday? What do they eat on this holiday? Why do they celebrate this holiday?
8. Does the topic help learners to **gain deeper knowledge of general principles and explanations of the world**? Explain.
Yes, Celebrations/Holidays help learners to gain deeper knowledge of general principles and explanations of the world in terms of specific holidays/celebrations, presenting a deeper perspective on this topic and creating activities to support their comprehension. For instance I can create an activity related to science in which they will definitely engage in real world explanations.

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

Yes, children use the knowledge gained through Celebrations/Holidays in meaningful real world situations in terms of emotions they will be able to develop compassion and gratitude. During holidays some children may relate to the action of celebrating with family and friends on this day and if some don't already I will provide them with a unique classroom experience.

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

Yes, Celebrations/Holidays provide opportunities for children to practice and gain mastery in which certain tasks may be a bit challenging but as teachers we can encourage children and guide them by providing strategies.

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

Yes, Celebrations/Holidays can be presented in meaningful ways for diverse children with developmental and individual differences in which I will consider the ways culture is transmitted through their behavior, attitudes, and values. For instance, based on the class profile a large amount of the students speak spanish and come from a home of hispanic backgrounds so a holiday like dia de los muertos might sound familiar. As well, introducing holidays/celebrations that aren't familiar would enlighten them.

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

Yes, Celebrations/Holidays will be interesting and motivating to the learners? Does it allow for autonomy/ choice In which they have control over themselves and the choices they make. For instance as they work the activities they will be able to make decisions on what appropriately fits the criteria. Of course some rules will apply but having some sort of control and having them openly express themselves will encourage self esteem and cognitive growth.

STEP 2: LEARN THE CONTENT:

1. Brainstorm with your colleagues. What information do you (the teachers) already know about the topic? List everything you can think of: Christmas, Chinese New Year, Thanksgiving, Hanukkah, Kwanzaa, Day of the Dead, Cinco de Mayo, Eid. As well, consider some songs, foods, clothes, colors, gifts, poems, music, dances, stories, language, etc. On the day of the dead we remember our loved ones on this day. This holiday is celebrated every year from November 1-November 2nd. People prepare by baking special foods such as sweet bread made especially on this day, sugar skulls, marigolds, and gathering favorite foods of their loved ones.

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

A. Children's literature:

Pete the Cat 12 Groovy Days of Christmas
Bringing in the New Year by Grace Lin
The Day Of The Dead Bob Barner
The Tiny Seed By Eric Carle
The Day of the Dead By Lori Dittmer

B. Website Information: NAEYC.org

<https://www.naeyc.org/resources/blog/how-you-can-teach-values-decembe>
[r](#)

Pbs.org

<https://www.preschool-plan-it.com/preschool-holiday-themes.html>
infohub.nyced.org

C. Library Identified Resources:

Smal, Y. (2016). The use of folk physical training facilities during the realization of sporting holidays in preschool educational institutions.

<https://doi.org/10.5281/zenodo.55877>

FRANCES HALE CRYSTAL. "The Holiday Dilemma: Celebrating the Holidays in Preschool and Kindergartens." *Young children* 23.2 (1967): 66–73. Print.

Harries, Judith., Mel. Astill, and Elizabeth. Palfrey. *Stepping Stones to Creativity the Ultimate Guide to Exploring Children in the Early Years' Creativity through Dance, Drama, Storytelling and Song* . London: Practical Pre-School Books, 2009. Print.

4. What did you **learn** from your research? I learned that Holiday/Celebrations indeed support child development from multiple domains. Is developmentally and culturally appropriate for a diverse group of pre-K learners for example Domain 1: Approaches to Learning, Domain 2: Physical Development and Health, Domain 3: Social and Emotional Development, Domain 4: Communication, Language, and Literacy, Domain 5: Cognition and Knowledge of the World. In terms of culturally appropriateness ideally we can connect the activities to the students cultural knowledge and prior experiences. This unit allows students to reflect on their community and the diversity. Incorporate other concepts to this holiday. This unit will also allow students to really challenge their critical thinking and develop questions related to this topic. Making this unit special by considering our values, how we use our values to make an impact, model by giving gratitude. Involving parents, teachers, and students.

5. What **misinformation** did you find in your original ideas? Some misunderstandings children in this age range might have about the day of the dead is that the day of the dead is scary or similar to halloween. Or that this holiday is a sad day but is indeed the day we remember our loved ones. In addition, children may assume these spirits are actually ghosts following the marigold pathway. That our dead loved ones will come back to life.

STEP 3: IDENTIFY KEY CONCEPTS

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

- 1) Building connections between families and schools
- 2) Goes above and beyond on culture, historical events, beliefs, a customs etc
- 3) The Marigolds role on the Day of the Dead and it's cycle

Identify and list **10** key vocabulary terms connected to this topic: Culture, Mexico, Traditions, Family, Dead, Spanish, Pan de muertos, Sugar skulls, Picture frames, Marigolds, Path, Marigold, Seed, Sprout, Root, Leaf, Stem, Flower, Pot, Sunlight, Water, Soil, Petal, Air, Observe, Magnify glass, Hypothesis, Day of the Dead, Dia de los muertos, Skelton, Ancestor, Treats, Dance, Sing, Music, Flowers, Sweet Breed...

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. **Number & Operations-** Students will count certain objects related to the unit holidays/celebrations.
- b. **Geometry & Space**
- c. **Measurement**
- d. **Algebraic Thinking** (Patterns, Balance, More/Less, Same/Different, Equal/Not Equal)- Students will use certain objects related to the unit holiday/celebration to comprehend (Patterns, Balance, More/Less, Same/Different, Equal/Not Equal).
- e. **Data Analysis & Probability** (Collecting Information, Making Tallies, Sorting, Graphing)- Students will collect all kinds of data.

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)
- b. **TABLE ACTIVITIES** (Manipulatives, Puzzles)- For instance holiday theme puzzles/sorting trays.
- c. **VISUAL ARTS** (Drawing, Painting, Sculpting, Writing)
- d. **MUSIC/MOVEMENT**- Students will watch math related music videos that ultimately introduce strategies they can use when solving certain math problems.
- e. **SAND AND WATER PLAY**
- f. **BLOCK BUILDING**
- g. **SCIENCE/DISCOVERY**
- h. **LIBRARY/LITERACY**- Read a math related theme book that introduces holiday/celebration themes.
- i. **WOODWORKING/CARPENTRY**
- j. **COMPUTERS/TECHNOLOGY**

WHERE IS SCIENCE?

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

- a. **Observing**- Students will observe as they plant their own Marigold. And discuss what exactly they observed during the process.
- b. **Predicting, Inferring, Hypothesizing**- As students are planting they will predict, infer, and hypothesize ahead of time.
- c. **Communicating Information**
- d. **Life Science Content**- Deals with Botany which is the study of plants and will deepen their understanding on a plants life cycle. The Day of the Dead for instance, the Marigold plants guide our loved ones/spirits on their journey from the dead to the land of the living. Students will plant their own Marigolds.
- e. **Physical Science Content**
- f. **Ecological/Environmental Science Content**- Environmental Science in which their role plays a huge role in the real world environment. Ecological in which they are working with living organisms. For instance the importance of watering and putting the plant in the sun.
- g. **Health & Nutrition Content**

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

- a. **DRAMATIC PLAY** (Housekeeping, Dress-up, Role Play)
- b. **TABLE ACTIVITIES** (Manipulatives, Puzzles)
- c. **VISUAL ARTS** (Drawing, Painting, Sculpting, Writing)- Writing & drawing can give students the opportunity to draw, record data, writing about their discoveries, or one idea may be to have them create a book about Marigolds life cycle from being a seed to a plant.
- d. **MUSIC/MOVEMENT**
- e. **SAND AND WATER PLAY**
- f. **BLOCK BUILDING**
- g. **SCIENCE/DISCOVERY**- Students can start a plant investigation. Work with seeds, magnify glasses, tweezers etc.
- h. **LIBRARY/LITERACY**- Read a science related book and relate it to Marigolds.
- i. **WOODWORKING/CARPENTRY**
- j. **COMPUTERS/TECHNOLOGY**

WHERE IS THE SOCIAL STUDIES?

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

- a. **Psychology & Sociology** (Self-identify, How people think and act)- Giving students the opportunity to understand what people do on this holiday and why. As well goin depth in terms of food, desserts, traditions, beliefs, religion, race...
- b. **Political Science** (How society works)
- c. **Anthropology** (How people live in the world)
- d. **History** (How people and societies change over time)
- e. **Geography** (A sense of place)- Comprehend that this holiday can be celebrated all over the world but is well known in Mexico and other Latin Countries. Students will be self aware, aware of others, what the world is made of....
- f. **Economics** (A sense of fairness and equality)
- g. **Philosophy** (Values for living in the world: truth, right and wrong)- Explore and familiarize yourself with questions, imagination, creativity, develop bonds...
- h. **Law** (Rules, rights and responsibilities)

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

- a. **DRAMATIC PLAY** (Housekeeping, Dress-up, Role Play)
- b. **TABLE ACTIVITIES** (Manipulatives, Puzzles)
- c. **VISUAL ARTS** (Drawing, Painting, Sculpting, Writing)- Students will create a lapbook and have pictures that they will be able to color in. As well design their own drawing.
- d. **MUSIC/MOVEMENT**- Students will watch the movie Coco and Coco soundtrack where they will be able to dance to get in the holiday spirit.
- e. **SAND AND WATER PLAY**
- f. **BLOCK BUILDING**
- g. **SCIENCE/DISCOVERY**
- h. **LIBRARY/LITERACY**- Students will create a lapbook and have a picture alongside a small simple explanation that is factual base on previous and present events.
- i. **WOODWORKING/CARPENTRY**

STEP 5: Implementing the Curriculum Topic:

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

Describe 1 activity:

1. Introduce the students to the day of the dead and how we remember our loved ones on this day.

This holiday is celebrated every year from November 1-November 2nd. People prepare by baking special foods such as sweet bread made especially on this day, sugar skulls, marigolds, and gathering favorite foods of their loved ones.

Meeting Time (How you sustain and expand the topic)

Describe 1 activity:

1. Marigolds are vibrant orange colors with a unique smell. It is believed that marigolds guide our loved ones/spirits on their journey from the dead to the land of the living. My activity consists of students planting their very own marigold plant and will ultimately be able to work hand-on-hand through the planting process and obtain new knowledge.

Creative Arts Activities

Describe 1 activity:

1. Work on a Marigold handout that focuses on parts of the plant. Such as root, stem, fetals etc.

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

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

1. The Tiny Seed By Eric Carle
2. The Day of the Dead By Lori Dittmer

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

1. Sesame Street: Día de los Muertos | The Day of the Dead Song

Attachment: <https://youtu.be/PczY27gDjpk>