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**Focused Curriculum Plan
ECE 312**

Curriculum Topic: *All About Us*

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 because everyone comes from a different culture, they will have different perspectives to look at. The Children will share something about themselves, and many other students might share a lot of differences.

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

This topic fosters social interaction because throughout the many activates that I have planned for them to they will talk among each other what they are doing or what they are creating, how they are going to create it. They are going to be able to talk about themselves and express themselves through different ways.

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

This topic will be meaningful to my learners because they will be able to learn more about themselves and their classmates. They will also in some ways be able to embrace they're own characteristics and traits which many children I feel like don't like doing because they are shy or scared to be picked on. This connects to their real world because as they start to grow up and go to different school and come across with different children they must come into the classroom with an open mind. Since they have been exposing to the idea where there are other races, cultures, traditions that people go through they are now starting to grow up with that idea of having an open mind.

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

The topic allows learner to connect to prior knowledge because it will add on to what they know about themselves, they will add on more. They know certain words like family, mom, dad, sister brother and throughout the unit they will add more to what they know.

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

The topic will allow learner to develop problem solving strategies and be creative because when the students come across a problem in an activity, they will work together to solve it out. Since the topic is all about us a problem that they can come across during an art activity is why they are using a black crayon for their eyes instead of blue, they will work together to discuss and show each other that they are similar in some ways and different in others.

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

The topic will allow learners to engage in self-regulation and be reflective because what they learn in school, they will apply it to the real world. For example, if the activity we had was an art activity and it involve us pointing out different features that they saw in the mirror. They will go home and do the same with the parents or siblings. It will allow learners to engage in self regulations because it will produce positive results such as well-being, loving relationships, and learning.

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

The topic will help learners to build on/change their current understanding because they can have a misconception on what family is, such as a family should be a mom and dad. With this topic I will be able to teach my students that families can be composed of a mom and a mom or a dad and a dad and that's what makes each having unique. Another word that many students may not know what it means.

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

This topic will allow learners to gain deeper knowledge of general principals and explanations because since they will be sharing and hearing other storis about culture, traditions, emotions, race etc. they will have to learn how to be respectful to others. They will be able to understand at the end of the topic that the world is shaped by many different people because of the differ t backgrounds they come from.

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

They will be about to use the knowledge gained through this topic in meaningful real-world situation because they will learn that as they keep growing up and having new classmates they will have to learn and be exposed to the ideas of having classmates that come from different backgrounds and even different communities.

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

The topic does provide opportunities for children to practice and gain mastery because with every activity they will be able to be exposed to the goal which is to learn about themselves. They will practice learning about others and themselves until they get the idea of the theme.

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

I will be able to present this topic in meaningful ways for diverse children with developmental and individual differences by providing different learning tools or activates. Such as books, dramatic play, hands on, sensory play etc. Having the topic of all about us in multiple way can target children's cognitive, social emotional, language and physical, fine and gross motor skills

are all ways in where children's development can improve with activates, books and shared experiences.

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 leaners because they will be able to learn more about their classmates. They are going to be exposed to different races, cultures, and perspectives. It will be motivating because the students would want to do more and learn more from others. I will have multiple critical thinking activities that will make it interesting for the students.

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:

- Culture, race, background
- Different holidays
- Community helpers
- The importance of learning about ourselves and others
- They learn about the people who affect their environment
- Mom, dads, sisters, brother. Grandma, grandpa, aunt, uncle, cousins,
- Different food they eat based on tehri culture and race
- Learn about their feelings, emotion
- How their body functions
- Home language, native tongue
- Family tree, family structures

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

A. Children's literature

- Families by Shelley Rotner and Sheila M. Kelly
- We Belong Together by Todd Par
- Shades of People by Shelley Rotner (Author), Sheila M. Kelly (Illustrator)
- Hair Love by Matthew A. Cherry

B. Website Information

<https://pbskids.org>

<https://pocketofpreschool.com/all-about-me/>

<https://www.preschool-plan-it.com/all-about-me-preschool-activities.html>

<https://earlylearningideas.com/all-about-me-books/>

C. Library Identified Resources

- The power of observation
- Basics of developmentally appropriate practice
- Nurturing creativity

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

What I learned from my research was I found out multiple resources I can use to help me create and develop activities for the children to be able to learn more about them and their classmates. I found multiple ways such as math, arts, dramatic play in which I could use to help them understand the topic all about us and how it affects them as individuals and others around them.

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

I did not find any misinformation from my original ideas.

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?

- Who am I and who are the people in my life?
- What makes me important and unique?
- What feelings do I have and why?
- What makes my class important and unique?
- What makes my family important and unique?

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

- 1) self-portrait
- 2) different
- 3) comfortable
- 4) community
- 5) confused
- 6) creative
- 7) ecstatic
- 8) family
- 9) feelings
- 10) individual

11) special

12) unique

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:** Number sense is the ability to understand the quantity of a set and the name associated with that quantity. And operations are When children focus on what happens when we join two sets together or separate a set into parts, they learn about how quantities change. When they have lots of experience comparing amounts, they become familiar with thinking about differences between sets. This connects to all about us because everyone's family is made up of different number of family members, with number and operation they can compare those numbers.
- b. **Geometry & Space:**
- c. **Measurement:**
- d. **Algebraic Thinking: Patterns, Balance, More/Less, Same/Different, Equal/Not Equal:** Pattern is less a topic of mathematics than a defining quality of mathematics itself. Mathematics "makes sense" because its patterns allow us to generalize our understanding from one situation to another. This connects back to all about us because we can compare siblings that make us unique, we can go out for walks and notice if we see patterns with the community's helper.
- e. **Data Analysis & Probability (Collecting Information, Making Tallies, Sorting, Graphing)-** Data analysis can be very simple, like making a list of items and writing how many you have of each in parentheses, or creating and talking about a bar graph. This related to all about us because we can create charts and graphs to see the difference in families, to make children understand all children's families are different.

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)- children can learn math through table activities because there are table cards that have math concepts like adding or sorting card and even figures. For example, there are some small plastic teddy bears that the children can use to sort out by color. You as the teacher can facilitate what they are doing and ask them questions like how many purple teddy bears are there? How many yellow? Which color has more? You can move around the bears and ask if it is an equal number of blues and purple? How many do they have to add or subtract?
- c. VISUAL ARTS (Drawing, Painting, Sculpting, Writing)- children can learn math through visual arts by adding a craft activity and use math at the same time. For example, we can have them draw their family and they can compare how many siblings they have with other classmates. We could also go around the classroom and ask for the number of siblings they have and create a chart, to see similarities or difference.
- d. MUSIC/MOVEMENT
- e. SAND AND WATER PLAY
- f. BLOCK BUILDING
- g. SCIENCE/DISCOVERY
- h. LIBRARY/LITERACY- children can learn math through books and literacy because in the beginning when introducing a topic as the teacher you can read to them what math is or read a book explain a math concepts you want them to focus on like counting. There are some kids that are auditory learners, and they may be able to grab the concept a lot better if they have someone explain or read to them.
- i. WOODWORKING/CARPENTRY
- j. COMPUTERS/TECHNOLOGY- Children can learn both through computer/technology because there is a variety of websites where they can be taught math. They can either be videos explaining a math concept or hands on work sheets to answer. There are also websites where the children can play games to learn math concepts.

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. Observing
- b. Predicting, Inferring, Hypothesizing

- c. Communicating Information
- d. **Life Science Content**- Study of living things– including the functions and parts of living organisms. ECE = Exploration of people/bodies, plants/nature, animals. This connects back to the topic of All About us because it's about discovering ourselves and being able to understand who they are.
- e. **Physical Science Content**- Study of non-living things Matter (solids, liquid, gases), energy (light, heat, sound, electricity, motion, and magnetism), and related laws (gravity, balance, chemistry) ECE= Exploration of Water, Shadows, Rainbow, Light & Color, Magnets, Gravity. This connects back to the topic of All About us because since they are learning what living things are they also must learn what are non-living things and how they have an impact on themselves and who they are.
- f. Ecological/Environmental Science Content
- g. **Health & Nutrition Content**- Study of the human body & maintaining health. ECE = Exploring body parts/functions, Exercise and Dietary habits. This connects back to the topic of All About us because for children to learn about themselves they must be able to know how to be able to keep their body healthy.

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)- children can learn science in dramatic play by having role play. For example, as the teacher we can assign roles to the students in the center. I would assign roles like a plant, rocks, dirt an animal and I would have them come up with a play or have them mimic the living or non-living thing.
- b. TABLE ACTIVITIES (Manipulatives, Puzzles)- children can learn science in table activities by having printed in advance non-living things and living things, I would have them sort them out which each card goes.
- c. VISUAL ARTS (Drawing, Painting, Sculpting, Writing)- children can learn science through visual arts by having an art activity. I can have them mimic the plant cycle as their own. For example, I will explain to them what the cycle a plant goes from a see to when they become a flower. The children will mimic that cycle with their own life cycle. The seed would be them as babies, the little stem would be them as toddlers the stem with the leaves growing would be them as children now and they will have to fill in the flower with drawing of them as adolescence, adults, and elderly.

- d. MUSIC/MOVEMENT- children can learn science through movement and music because during center I can have each child write or choose a song they like, it can relate to their culture, background or just a unique song they like. I will play it during centers and have them move and teach them the importance of having them move and maintaining a healthy lifestyle.
- e. SAND AND WATER PLAY
- f. BLOCK BUILDING
- g. SCIENCE/DISCOVERY
- h. LIBRARY/LITERACY- children can learn science through literature because by having many books fictions and nonfiction children are able to learn about science concepts. Some students are more visual and need an example or guide to learn something new. Books would also be science related and how it relates to all about us like books about functions of the body or plants or animals, the weather, and the different cycles.
- i. WOODWORKING/CARPENTRY
- j. COMPUTERS/TECHNOLOGY- Children will be able to learn science through computers because they can watch videos explaining what the function of each body part is. To see if they can learn what the function of the body is, the teacher can ask questions quizzing them what they learned.

WHERE ARE 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)-** Defining Self, GOAL: Building Knowledge of myself as the key to good communication. Sociology is ECE= Defining Immediate Communities (Family, Friends, School, Local Neighborhood/Community). GOAL: Building Knowledge of myself in relation to others as the key to good communication. Social Connectedness: How people come together and interact. "Sense of Community" = Seeing oneself as part of a group and sharing some or all the group's characteristics, beliefs, and practices. This connects to the topic All About us because community helpers also impact everything about us. Community helpers make the understand the environment around them.
- b. **Political Science (How society works):** = Experiencing Democracy, Power/authority, and Advocacy. GOAL: Building Knowledge of myself as a citizen in a (democratic) society Experiencing decision making; making choices (who gets what, when and how) Exploring roles of Leader and Follower. This connects to the

topic of all about us because children should learn the power they have, even though they are young they still have a say in the decisions they decide to take.

- c. **Anthropology (How people live in the world):** ECE= Valuing Diversity, Culture and Celebrating the Global Village. GOAL: Building knowledge of myself as unique and different, at the same time finding what I have in common with others. Diversity: Everyone is unique; recognition of individual differences. Common Human Experience: People from different cultures, race/ethnicities, nations have similarities, This connects to the topic of all about us because everyone and their families come from different backgrounds, as the start to learn about themselves and other they will learn about diversity and different cultures.
- d. History (How people and societies change over time)
- e. Geography (A sense of place)
- f. Economics (A sense of fairness and equality)
- g. Philosophy (Values for living in the world: truth, right and wrong)
- h. Law (Rules, rights, and responsibilities)

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)
- b. TABLE ACTIVITIES (Manipulatives, Puzzles): children will learn about social studies and all about us by having them play with play dough. With play dough they will all create play dough faces, where they will create faces of how they feel or the different emotions they go through. By doing this activity it will help them understand it's okay to be upset or sad, you can't always be happy.
- c. VISUAL ARTS (Drawing, Painting, Sculpting, Writing): children will learn about all about us and incorporate social studies by creating a family tree. With the family tree they will learn about their families and their classmates' families. They will learn about self-identity, how people live like culture, learn about uniqueness.
- d. MUSIC/MOVEMENT: children will learn about social studies in music and movement by having them choose songs during rug time. I would go around the classroom and would ask them what their favorite song is from their background, by doing that we are incorporating their different cultures and exposing them to diversity. I would have them dance and incorporate everyone else to dance how they feel comfortable.
- e. SAND AND WATER PLAY
- f. BLOCK BUILDING

- g. SCIENCE/DISCOVERY
- h. LIBRARY/LITERACY: children will learn about all about us and social studies by having the library books be connected to all about us topic. I would have books about people, community helper., books from different cultures, books about special days in those cultures.
- i. WOODWORKING/CARPENTRY

Step 5: Implementing the Curriculum Topic:

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

Describe 1 activity:

- a. When bringing in a new curriculum to children, there are many ways to do so. 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:

- a. Before starting the art activity, I will have the class sit on the rug in a shape of 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 student’s 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 and hang it up on the wall.

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

Describe 1 activity:

- a. For this activity children will be creating an all about me 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 Par. The Feelings Book by Todd Par can be used as an 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 are 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
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 daily. An activity that can go with this book are self-portraits the

children can draw how they see themselves and then discuss the great different 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. “Special Me” *Original Author Unknown* (Tune: Twinkle, Twinkle, Little Star). An activity that can be done with this poem would be the children drawing what they would like to be when they grow up.