

**Team Members:**

**Focused Curriculum Plan  
ECE 312**

**Curriculum Topic** \_COMMUNITY  
HELPERS \_\_\_\_\_

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

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

My topic will allow students to talk and participate with each other. Students will learn on what is community helper. What does a community do and etc and with these questions in minds students will interact with each other. Community helpers offers lots of benefits for students and promotes safety by teaching kids how to ask for help. This way students will inform their peers about what a community helper does. Its important for kids to know community helpers are people who work together to make the community a better place for everyone.

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

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Yes this topic will foster social interaction .This topic will help students interact with eachother by learning from one and another about what a community helper does and what are their duties and how do they help the community.

3. Will this topic be **meaningful** to your learners? How does it connect to **their** real world? Explain. The  
The topic will be meaning for my learners because they will learn how important a community helper is. Its very important for my students to learn that community helpers are individuals who live and work in our community and ensure that the community stays healthy, safe and happy.
  
4. Does the topic allow learners to **connect to prior knowledge**? Explain.  
This will allow them to connect to prior knowledge by knowing that Community helpers are part of children's everyday lives. When children interact with community helpers, they communicate and socialize. They learn new vocabulary, ask and answer questions, and gain knowledge about the world around them.
  
5. Will the topic allow learners to **develop problem-solving strategies** and **be creative**? Explain.
  
6. Will the topic allow learners to **engage in self-regulation** and **be reflective**? Explain. Yes this will help undertsnad more about their neighborhood
  
7. Will the topic help learners to **build on/change their current understanding**? Explain.  
The topic will help learners build on/change their current understanding by helping them learn more about a community helpers duties
  
8. Does the topic allow learners **to gain deeper knowledge of general principals and explanations** of the world? Explain.  
Yes this topic allows learners to gain deeper knowledge of general principles and explanations of the world because students will be able to see how change in their life is a thing not only in class but in the outside world as they grow up
  
9. Can children use the knowledge gained through this topic in **meaningful real world situations**? Explain.

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Yes children can use all the knowledge they learned from the topic in real life situation for an example if a kid feels danger around them they can always the police officers. Police officers are one of many community helpers that keep us safe

10. Does the topic provide opportunities for children to **practice and gain mastery**? Explain. Yes this topic provides opportunities for children to practice and gain mastery because as the students learn more about community helpers they will learn more about how keep the community safe and healthy, make life better for the people in the community, and help the community function more efficiently.

And with having knowledge of community helpers they would want to be one when they grow up

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

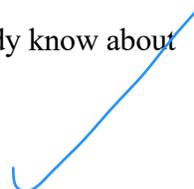
Yes this topic can be presented in a meaningful way for diverse children with development and individual differences because all students are equal nothing can outnumber them.

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

it's vital to introduce the concept of community helpers for kids to help them recognize and trust the people who are charged to serve and protect, like firefighters, doctors and nurses, and the police.

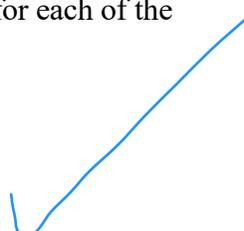
**STEP 2: LEARN THE CONTENT:**

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

- Community helpers they keep the community safe and healthy,
  - make life better for the people in the community,
  - help the community function more efficiently.
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2. Gather information from various sources of research. List at least 3 resources for each of the following:

**A. Children's literature**

- **Here comes the helpers** by Leslie Kimmelman
  - **Thankyou helpers** by Michael Emmerson
  - **When I grow up** by Al Yankovic
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**B. Website Information**

- <https://littlesunshine.com/introducing-your-child-to-community-helpers/>
  - <https://playtolearnpreschool.us/community-helper-activities/>
  - <https://bluebirddayprogram.com/the-importance-of-teaching-children-about-community-helpers/>
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**C. Materials/Resources**

- when children interact with community helpers, they communicate and socialize.
- They learn new vocabulary, ask and answer questions, and gain knowledge about the world around them. In school, they look at books, sing songs, color pages, make crafts, and play dress up to learn about these workers.

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

What I learned from this research is Community helpers are the individuals who live and work in our community and ensure that the community stays healthy, safe and happy. These community helpers do everything they can to help us and make our lives easier by providing us with goods and services.

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

**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. what are community helpers?

2. what are there duties?

3. how do they keep the community safe?

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

- Community
  
  
  
  
  
  
  
  
  
  
- Policeman
  
  
  
  
  
  
  
  
  
  
- Teacher
  
  
  
  
  
  
  
  
  
  
- Doctor

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- Mailman
- Dentist
- Crossing guard
- Firefighter
- Bus driver
- Construction worker

**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 – constructions workers are community helpers so they use geometry while building
- c. Measurement and Data
- d. Overview
- e. Mathematical Practices- community helpers use math on there everyday lives like counting money and etc
- f. Counting and Cardinality

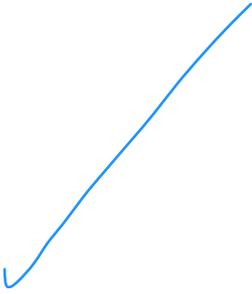
**2. Choose 3 and List developmentally appropriate ways children can learn math in each of the following Learning Centers:**

- a. DRAMATIC PLAY (Housekeeping, Dress-up, Role Play)  
Children can learn math by role play
- b. TABLE ACTIVITIES (Manipulatives, Puzzles)
- c. VISUAL ARTS (Drawing, Painting, Sculpting, Writing)
- d. MUSIC/MOVEMENT – children can learn math by singing along number and etc and counting
- e. SAND AND WATER PLAY
- f. BLOCK BUILDING- Children can learn math by using lego blocks to build a community
- g. SCIENCE/DISCOVERY
- h. LIBRARY/LITERACY

## FOCUSED CURRICULUM

- 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:**

Scientific Thinking- we will talk about what detectives and polices do and how they use science for an example Police officers and detectives often use fingerprints to identify criminal suspects. Help your preschooler to see how each person's print is different with a compare and contrast type of activity.

- a. Earth and Space
- b. Physical Properties

Living Things- we will talk about doctors and will teach students about the human heart by helping him to take your, or his own, pulse

c.

**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) – child can dress up as policeman and to try solve a problem in a scientific way
- b. TABLE ACTIVITIES (Manipulatives, Puzzles)

VISUAL ARTS (Drawing, Painting, Sculpting, Writing). They can draw a heart can learn about the basics. We can teach the child about the human heart by helping him to feel his own, pulse. Sit down next to him in a completely quiet place and help him put his index and middle fingers on your wrist, moving them slightly until he feels the beat of your heart.

c.

- d. MUSIC/MOVEMENT
- e. SAND AND WATER PLAY
- f. BLOCK BUILDING

## FOCUSED CURRICULUM

- g. SCIENCE/DISCOVERY
- h. LIBRARY/LITERACY
- i. WOODWORKING/CARPENTRY
- j. 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
- b. Civic Ideals and Practices
- c. Geography , Humans, and the Environment
- d. Time, Continuity and Change
- e. Economic Systems

**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) – children can learn social studies by role play. The children can act like teachers.
- b. TABLE ACTIVITIES (Manipulatives, Puzzles)-
- c. VISUAL ARTS (Drawing, Painting, Sculpting, Writing)- community helpers hat
- d. MUSIC/MOVEMENT

## FOCUSED CURRICULUM

- e. SAND AND WATER PLAY
- f. BLOCK BUILDING
- g. SCIENCE/DISCOVERY

LIBRARY/LITERACY- In small groups, students engage in dialogue about how diverse people come together to serve a community.

- h.
- i. WOODWORKING/CARPENTRY

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

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

Describe 1 activity:

1. First we talk about the main question what are community helper? What they do ?

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

Describe 1 activity:

1. Children will gather up and engage with each other on what community helpers

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

Describe 1 activity:

1. In the art centers students will be given a chance to draw their favorite community helper

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

Describe a literacy extension activity for each book:

- 1. My Neighborhood by Maddie frost. When reading aloud this book to my students I will ask them to draw their neighborhood**

2. **National Geographic Readers: Helpers in Your Neighborhood** by shira and  
evan reading this book aloud students will have a more understand what  
community do to help the community

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. <https://www.youtube.com/watch?v=TiZoHudqFq8> this song is about  
**community helpers and how they help the community become a better place. I can make this  
an acitivity by letting them sing along and with that they can memorize what each community  
helper does**