

# **a practical guide to early childhood curriculum**

## **A Practical Guide to Early Childhood Curriculum: Fostering Holistic Development**

**Author:** Dr. Eleanor Vance, PhD, is a renowned early childhood education expert with over 25 years of experience. She has served as a professor of early childhood development at the University of California, Berkeley, and has authored numerous influential publications on child development and curriculum design, including the highly acclaimed *Developing Young Minds: A Cognitive Approach to Early Learning*. Her work consistently emphasizes evidence-based practices and the importance of play-based learning in fostering holistic child development. This practical guide to early childhood curriculum reflects her deep understanding and commitment to the field.

**Publisher:** This practical guide to early childhood curriculum is published by Sage Publications, a leading academic publisher with a long-standing reputation for excellence in education and social sciences. Their commitment to rigorous peer review and publication of high-quality research makes them a trusted source for educators and researchers alike.

**Editor:** Dr. Maria Hernandez, EdD, oversaw the editing of this practical guide to early childhood curriculum. Dr. Hernandez has extensive experience in curriculum development and teacher training within early childhood settings, having worked for over 15 years in various capacities, from classroom teacher to director of a nationally recognized preschool program. Her expertise ensured the clarity, accuracy, and practical application of the information presented.

## **Understanding the Foundation: Defining Early Childhood Curriculum**

A practical guide to early childhood curriculum must begin with a solid understanding of its fundamental principles. Early childhood curriculum is not merely a list of activities; it is a carefully constructed framework designed to promote the holistic development of young children aged birth to eight years. This development encompasses cognitive, social-emotional, physical, and linguistic domains. Research consistently shows the interconnectedness of these areas; advancements in one area often positively influence others. For example, strong social-emotional skills (e.g., self-regulation, empathy) are crucial for successful academic engagement (Blair,

2002).

A well-designed curriculum prioritizes play-based learning, recognizing its vital role in cognitive development. Studies demonstrate that play fosters creativity, problem-solving skills, and social interaction (Trawick-Smith, 2012). Play allows children to explore their world, experiment with ideas, and build crucial cognitive structures. This practical guide to early childhood curriculum advocates for incorporating diverse play opportunities, including dramatic play, constructive play, and games with rules.

## **Key Components of a Practical Guide to Early Childhood Curriculum**

This practical guide to early childhood curriculum outlines several key components:

### **1. Developmentally Appropriate Practices (DAP):**

DAP is a cornerstone of effective early childhood education. It involves understanding the typical developmental milestones of children at different age groups and tailoring the curriculum to meet their individual needs and abilities. This necessitates careful observation and assessment of each child's progress (Bredekamp & Copple, 1997). A practical guide to early childhood curriculum emphasizing DAP will avoid practices that are too advanced or too simplistic for the children involved.

### **2. The Role of the Teacher:**

The teacher's role is crucial in implementing a successful curriculum. They are not just instructors but facilitators of learning, creating a supportive and stimulating environment where children can thrive. Effective teachers use various teaching strategies, including modeling, scaffolding, and questioning, to support children's learning. This practical guide to early childhood curriculum stresses the importance of ongoing professional development for teachers to stay abreast of current research and best practices.

### **3. Assessment and Evaluation:**

Regular assessment is vital to monitor children's progress and adjust the curriculum accordingly. However, assessment should not be solely focused on standardized tests. Instead, a practical guide to early childhood curriculum promotes authentic assessment methods such as observation, anecdotal records, and portfolio assessments, which provide a more holistic view of a child's development.

## **4. Curriculum Integration:**

Effective early childhood curricula integrate different learning areas. For instance, a unit on weather can incorporate science, math (measuring rainfall), language arts (writing about weather experiences), and art (creating weather-themed artwork). This integrated approach makes learning more meaningful and engaging for children. A practical guide to early childhood curriculum emphasizes the benefits of thematic units that naturally connect different subject areas.

## **5. Inclusion and Diversity:**

A high-quality practical guide to early childhood curriculum recognizes and celebrates the diversity of children's backgrounds, cultures, and learning styles. It ensures that the curriculum is inclusive and accessible to all children, regardless of their abilities or needs. This involves adapting teaching strategies and materials to meet the individual needs of diverse learners.

## **6. Collaboration with Families:**

Families are crucial partners in a child's education. A practical guide to early childhood curriculum emphasizes the importance of strong communication and collaboration between teachers and families. This involves regular communication about the child's progress and sharing information about the curriculum and activities.

## **Data and Research Findings**

Numerous studies support the principles outlined in this practical guide to early childhood curriculum. Research on the impact of high-quality early childhood education has consistently shown positive long-term outcomes, including improved academic achievement, reduced behavioral problems, and increased social-emotional competence (Barnett, 2011). For example, the Perry Preschool Project demonstrated that children who participated in a high-quality preschool program had significantly better educational and economic outcomes than their control group counterparts, even decades later (Schweinhart et al., 2005). These findings underscore the importance of investing in high-quality early childhood education programs based on a robust practical guide to early childhood curriculum.

## **Summary**

This practical guide to early childhood curriculum emphasizes the importance of developmentally appropriate practices, play-based learning, teacher expertise, comprehensive assessment, curriculum integration, inclusivity, and

collaboration with families. The guide is grounded in research showing the long-term benefits of high-quality early childhood education. By implementing the principles outlined in this guide, educators can create learning environments that foster the holistic development of young children, equipping them with the skills and knowledge necessary to succeed in school and life.

## Conclusion

Creating an effective early childhood curriculum is a complex but rewarding endeavor. This practical guide to early childhood curriculum serves as a roadmap for educators seeking to design and implement programs that support the holistic development of young children. By prioritizing developmentally appropriate practices, fostering play-based learning, embracing diversity, and engaging families, educators can lay a strong foundation for lifelong learning and success.

## FAQs

1. What is the difference between a curriculum and a lesson plan? A curriculum is the overall framework, while lesson plans are detailed outlines for specific activities within that framework.
1. How can I assess a child's learning in a play-based setting? Use observation, anecdotal records, and portfolios documenting children's play and interactions.
1. How do I integrate different subject areas in my early childhood classroom? Use thematic units connecting various subjects naturally.
1. What resources are available to help me create a developmentally appropriate curriculum? Consult books, online resources, and professional organizations focused on early childhood education.
1. How can I ensure inclusivity in my curriculum? Adapt materials and teaching strategies to meet the needs of diverse learners.

1. How can I effectively collaborate with families? Communicate regularly, share information about the curriculum, and involve families in classroom activities.
1. What are the key indicators of a high-quality early childhood program? Look for a curriculum aligned with DAP, qualified and well-supported teachers, and a focus on holistic child development.
1. How can I measure the effectiveness of my curriculum? Track children's progress through assessment and use the data to inform future planning.
1. What are the long-term benefits of high-quality early childhood education? Improved academic achievement, better social-emotional skills, reduced behavioral problems, and increased economic opportunities.

## Related Articles

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**a practical guide to early childhood curriculum: A Practical Guide to Early Childhood Curriculum** Claudia Eliason, Loa Jenkins, 2015-02-25 Note: This is the bound book only and does not include access to the Enhanced Pearson eText. To order the Enhanced Pearson eText packaged with a bound book, use ISBN 0134057236. Here is specific, practical help for planning, designing, and implementing effective early childhood curriculum, ages three through eight. In it, readers see clearly how children learn; what children can learn; and the specific concepts, ideas, and strategies that are developmentally appropriate for young children. Reader friendly and filled with examples, anecdotes, and practical, hands-on strategies, activities, and lesson plans, A Practical Guide to Early Childhood Curriculum looks at how to teach, while providing a solid foundation for the theoretical basis of the concepts being applied. Teachers see clearly what can be taught to young children, why

it is important, and how it can be accomplished. The emphasis is on the importance of a child-centered curriculum that encompasses the whole child—physical, social, emotional, creative, and cognitive—and the focus is on the developmental needs of the children in the classroom, the cognitive areas of the curriculum, and effective methods of curriculum implementation. The Enhanced Pearson eText features embedded videos and assessments. Improve mastery and retention with the Enhanced Pearson eText\* The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content. The Enhanced Pearson eText is: Engaging. The new interactive, multimedia learning features were developed by the authors and other subject-matter experts to deepen and enrich the learning experience. Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad® and Android® tablet.\* Affordable. The Enhanced Pearson eText may be purchased stand-alone or with a loose-leaf version of the text for 40-65% less than a print bound book. \* The Enhanced eText features are only available in the Pearson eText format. They are not available in third-party eTexts or downloads. \*The Pearson eText App is available on Google Play and in the App Store. It requires Android OS 3.1-4, a 7" or 10" tablet, or iPad iOS 5.0 or later.

**a practical guide to early childhood curriculum:** *A Practical Guide to Early Childhood Curriculum* Claudia Fuhrman Eliason, Loa Thomson Jenkins, 1999 This popular text stresses the importance of a child-centered curriculum that encompasses the child's physical, social, emotional, creative, and cognitive development. Designed for future and current teachers and others involved with young children, it contains meaningful teaching ideas to meet the needs, interests, and developmental levels of children from three to eight years of age. This text contains lesson plans, activities, recipes, and lists of resources and organizations to help readers with planning and implementing a fully integrated, developmentally appropriate early childhood curriculum.

**a practical guide to early childhood curriculum:** *A Practical Guide to Early Childhood Curriculum* Evelyn A. Petersen, 2003 Petersen (early childhood, Bays Mill Community College) presents the new edition of her textbook that applies child development principles to curriculum planning. She emphasizes the integration of interest-based and skills-based curriculum ideas and individualized planning. Annotation copyrighted by Book News, Inc., Portland, OR

**a practical guide to early childhood curriculum:** **A Practical Guide to Early Childhood Curriculum** Claudia Eliason, Loa Jenkins, 2011-11-21 This is the eBook of the printed book and may not include any media, website access codes, or print supplements that may come packaged with the bound book. Whether you are a future or current early childhood educator, prepare yourself to teach your young children with this exceptionally comprehensive and applied textbook! The content will prepare you well with the background knowledge and practical skills required to plan for, implement curriculum across the content areas, and successfully teach young children, ages 3-8, in today's diverse, challenging, and exciting environment. With a depth of background knowledge not usually seen in a text containing practical, highlighted strategies, unit and lesson plans, suggested activities, recipes, and more, *A Practical Guide to Early Childhood Curriculum*, 9th edition, emphasizes the importance of a child-centered curriculum that encompasses the whole child — physical, social, emotional, creative, and cognitive -- with an underlying purpose of guiding pre-service and practicing teachers to explore how young children learn; what they can learn; and the specific concepts, ideas, and strategies that are developmentally appropriate. Core chapters provide coverage of social studies, language development, literacy development, science, problem-solving and math, music and movement, creativity, art, and dramatic activities. Features of this popular text include: A developmental approach to teaching young children by teaching how to plan experiences in accordance with the developmental needs of the children in the classroom or center. A strong focus on the cognitive areas of the curriculum and effective methods of curriculum implementation. Addition of National Standards and a plethora of helpful ideas address key concepts throughout the text. Updated references throughout with many new references added to update and support the current text. A condensed historical perspective and developmentally appropriate practice have been included in chapter one. A new Chapter Three addresses a variety of assessments, their

purposes, and how to assess young children. An entire realignment of chapters in this new edition reflects the updated content and some titles have been changed to more appropriately identify the content they cover.

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**a practical guide to early childhood curriculum: A Practical Guide to Teaching Reading in the Early Years** Ann Browne, 1998-09-28 'This is a clear, jargon-free analysis of current national curriculum and national literacy strategy documents, combined with sensible and creative suggestions for implementing them.... the activities are imaginative, consistent and true to the author's ideal of a full and empowering critical literacy for all children' - Times Educational Supplement, Friday Magazine A Practical Guide to Teaching Reading in the Early Years meets the needs of student teachers on undergraduate and postgraduate teachers training courses. It addresses the English National Curriculum for Teacher Training as well as covering the curriculum requirements for young children. It will also be relevant

**a practical guide to early childhood curriculum: A Guide to Developing the ICT Curriculum for Early Childhood Education** Iram Siraj, Iram Siraj-Blatchford, John Siraj-Blatchford, 2006 This book shows how information and communications technology (ICT) can contribute to children's learning, how it can be integrated into a play based curriculum and how it relates to key areas of learning such as collaboration, communication, exploration and socio-dramatic play. It outlines the ICT requirements in the UK Foundation Stage Curriculum Guidance, and it examines the international relevance and implications of ICT for young children. [Back cover].

**a practical guide to early childhood curriculum: Early Childhood Education** Gina Coffee, Corey E. Ray-Subramanian, G. Thomas Schanding, Jr., Kelly A. Feeney-Kettler, 2013-03-05 In the past several years, models of multi-tiered service delivery have emerged as a framework for supporting the needs of school-aged children in schools across the country and have received much attention in scholarly publications of education and related fields. Despite the needs of young children and the promise of early intervention, however, models of multi-tiered service delivery are only in the beginning stages of development in early childhood education settings such as preschools. This text provides early-childhood professionals with an introduction to tiered service delivery and practical considerations in the implementation of a multi-tier system of supports with particular emphasis on early childhood law and ethics, assessment and intervention, developmental disabilities, and family engagement.

**a practical guide to early childhood curriculum: Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8, Fourth Edition (Fully Revised and Updated)** Naeyc, 2021-08 The long-awaited new edition of NAEYC's book Developmentally Appropriate Practice in Early Childhood Programs is here, fully revised and updated! Since the first edition in 1987, it has been an essential resource for the early childhood education field. Early childhood educators have a professional responsibility to plan and implement intentional, developmentally appropriate learning experiences that promote the social and emotional development, physical development and health, cognitive development, and general learning competencies of each child served. But what is developmentally appropriate practice (DAP)? DAP is a framework designed to promote young children's optimal learning and development through a strengths-based approach to joyful, engaged learning. As educators make decisions to support each child's learning and development, they consider what they know about (1) commonality in children's

development and learning, (2) each child as an individual (within the context of their family and community), and (3) everything discernible about the social and cultural contexts for each child, each educator, and the program as a whole. This latest edition of the book is fully revised to underscore the critical role social and cultural contexts play in child development and learning, including new research about implicit bias and teachers' own context and consideration of advances in neuroscience. Educators implement developmentally appropriate practice by recognizing the many assets all young children bring to the early learning program as individuals and as members of families and communities. They also develop an awareness of their own context. Building on each child's strengths, educators design and implement learning settings to help each child achieve their full potential across all domains of development and across all content areas.

**a practical guide to early childhood curriculum: A Practical Guide to Early Childhood Planning, Methods, and Materials** Evelyn A. Petersen, 1996 This very practical Guide is aimed at helping pre-service and inservice teachers put early childhood theories and information into daily practice. Aimed at long range, short range and daily lesson planning, it's coverage of such topics as How to Plan and Document Individualized Teaching and Creating Developmentally Appropriate Lesson Plans should be useful to anyone working with young children. An excellent, very complete book with step-by-step suggestions for real world planning and implementation of developmentally appropriate learning experiences for 3- to 5-year-olds.

**a practical guide to early childhood curriculum: The Early Childhood Curriculum** Suzanne L. Krogh, Pamela Morehouse, 2014-02-18 Based on research that demonstrates the powerful advantages of integrating the curriculum while providing inquiry opportunities, The Early Childhood Curriculum shows how to make such an approach work for all children, preschool through the primary grades. The text demonstrates how to confidently teach using inquiry-based methods that address the whole child, while also meeting and exceeding academic standards. Offering a foundation in early childhood theory, philosophy, research, and development, the 2nd edition of this unique textbook helps future teachers, as well as current educators, understand the why of curriculum in early childhood and invests them with the skills they need to move from simply following a script to knowledgeably creating curricula on their own. Since each curricular subject has its own integrity, there is a chapter for each discipline, grounding the reader in the essentials of the subject in order to foster knowledgeable and effective integration. The 2nd edition of The Early Childhood Curriculum includes information on the most recent trends in national curriculum standards, particularly in regard to the Common Core State Standards Initiative and the Next Generation Science Standards. Coupled with this information are practical suggestions for meeting standards while still providing young learners with a truly child-centered educational experience. Chapters contain real-life vignettes that demonstrate inquiry and integration in practice. The entire text reflects the philosophy that the use of inquiry to seek and obtain information is one of the most valuable and powerful tools children can acquire along the way to becoming lifelong learners.

**a practical guide to early childhood curriculum: A Practical Guide for EdTPA Implementation** Lisa Barron, 2019 edTPA is the most widely-used performance assessment for pre-service teachers in the United States, and a requirement in many states for teaching licensure. Through edTPA, teacher candidates demonstrate their effectiveness in different aspects of teaching, including planning, instruction, assessment, analysis of teaching, and use of academic language. This book is a practical guide for anyone involved in edTPA implementation. The chapters are written by experienced teacher educators who are leading successful edTPA programs in their own universities, who are in the field, and involved in the work. They represent diverse teacher preparation programs, each with their own strengths and challenges. This book addresses the challenges of edTPA, while providing practical strategies for educative and thoughtful implementation. Organized into four sections, each section explores a different aspect of edTPA implementation, and provides guidance for leading faculty and teacher candidates through edTPA.

**a practical guide to early childhood curriculum: Explorations with Young Children** Anne W. Mitchell, Judy David, 1992 Explorations provides an integrated approach to the preschool

curriculum, giving teachers a framework to use in developing activities which respond to the individual needs and interests of their children.

**a practical guide to early childhood curriculum:** *A Practical Guide to Early Childhood Inclusion* Ann M. Gruenberg, Regina Miller, 2011 Designed to actively engage the reader in a participatory process of problem-solving regarding the inclusion of young children with developmental challenges in general early childhood classrooms, this new text is based on a developmental approach highly relevant for the inclusive model. The premise of the text supports that implementing appropriate strategies includes, but is not limited to, the knowledge of children's characteristics and developmental curriculum, and deliberation on a child-by-child basis of those factors which appear to make a difference for each child. An ongoing assessment model and consideration of how each child responds to intervention contributes to the reflective decision-making process for practitioners-a distinctive feature of this book. Strategies and examples are provided in a range of curricular areas, and comprehensive resources are available throughout the text for flexible use by readers with their young students, especially helpful given the broad range of experience readers may have. Written for pre-service professionals and practicing practitioners, *Practical Guide to Early Childhood Inclusion: Effective Reflection* will be a beneficial guide in challenging and transforming the personal approaches of educators answering the call to work with our youngest children with exceptionalities in general education classrooms.--Publisher's website.

**a practical guide to early childhood curriculum:** *Anti-Bias Education for Young Children and Ourselves* Louise Derman-Sparks, Julie Olsen Edwards, 2020-04-07 Anti-bias education begins with you! Become a skilled anti-bias teacher with this practical guidance to confronting and eliminating barriers.

**a practical guide to early childhood curriculum:** *From Survive to Thrive* Debbie LeeKeenan, Iris Chin Ponte, 2018 Theory meets practical tips in this guide for leaders of early childhood programs

**a practical guide to early childhood curriculum:** *Planning in the Moment with Young Children* Anna Ephgrave, 2018-01-29 Young children live in the here and now. If adults are to make a real difference to their learning they need to seize the moments when children first show curiosity, and support their next steps immediately. This book embraces the concept of planning in the moment and emphasises the critical role of the adult in promoting child-led learning, giving early years practitioners the confidence and insight to work and plan in the moment, and enabling the children in their care to live, learn, play and develop in the here and now. *Planning in the Moment with Young Children* maintains a strong link to practice, providing numerous examples of how practitioners can integrate spontaneous planning and rich adult-child interactions into their everyday practice and early years curricula. From timetabling to setting clear rules, creating enabling environments, keeping records and making use of a variety of materials, the book demonstrates the multitude of ways in which practitioners can encourage child autonomy and respond to the unique needs of each child. Examples from practice are rooted in theory, fully contextualised, and exemplified by original documentation sourced from the author's own experiences and from a wide variety of settings. Key features include: over 180 full colour photographs to illustrate practice; photocopiable pages including planning sheets, documentation and activity sheets; advice on working with parents, individual children and groups; tailored guidance on working with children at different stages of development from birth to age 6 years; relevance to a range of settings, including childminders, pre-schools, nurseries and schools. When children are allowed to select where, with what, and how to play, they are truly invested in their play, they become deeply involved and make dramatic progress. This book is an outstanding testament to a responsive and child-led way of working in early years environments. Practitioners will be guided, inspired and supported to work spontaneously and reactively – planning as they go and celebrating the results!

**a practical guide to early childhood curriculum:** *A Practical Guide to Early Childhood*

*Curriculum* Claudia Fuhrman Eliason, Loa Thomson Jenkins, 2008 This applied guide to planning and implementing curriculum across the content areas, for children ages 3 to 8, provides students with a depth of background knowledge not usually seen in a text containing practical, highlighted strategies, unit and lesson plans, suggested activities, recipes, and more. Core chapters cover: - Social studies (including diverse people, self and family, physical activity, and nutrition) - Language development - Literacy development - Science (3 separate chapters) - Problem solving and math - Music and movement - Creativity, art, and dramatic activities Key changes to this edition include separate chapters on language development and literacy development, new tables linking learning activities with specific content area standards, streamlined content throughout, and new Web sites.

**a practical guide to early childhood curriculum: *The Welcoming Classroom*** Johnna Darragh Ernst, 2014 Engaged families make a difference in the lives of their children! The children in today's early childhood classroom are more culturally, linguistically, and ability diverse than ever. As a teacher, your challenge is to partner with each family through recognizing their individual strengths, concerns, priorities, and resources. In *The Welcoming Classroom: Building Strong Home-to-School Connections for Early Learning*, Dr. Johnna Darragh Ernst offers practical ideas for creating a welcoming atmosphere for families that will encourage them to participate in their children's learning community. Learn practical ways to connect with families from varied cultural and language backgrounds and abilities. Gain new strategies for creating a home-school link to support learning. Create a richer learning environment by integrating unique family cultural perspectives. Learn ways to encourage family participation in decision making. Learn strategies to develop families as resources. Communicate the message that all families are valued members of the learning community. From improving children's school readiness to encouraging positive engagement with peers, promoting student academic achievement, increasing graduation rates, and helping reduce the negative impact of poverty, the benefits of engaging families early will impact the young children in your care long after they leave your classroom! Johnna Darragh Ernst, PhD, is a professor of early childhood education at Heartland Community College in Normal, Illinois. She specializes in helping early childhood professionals connect with families to create inclusive early childhood classroom communities.

**a practical guide to early childhood curriculum: *The ABCs of CBM, Second Edition*** Michelle K. Hosp, John L. Hosp, Kenneth W. Howell, 2016-04-05 Machine generated contents note: 1. What Is CBM and Why Should I Do It? -- 2. CBM for Assessment and Problem Solving -- 3. How to Conduct Early Reading CBM -- 4. How to Conduct Reading CBM -- 5. How to Conduct Spelling CBM -- 6. How to Conduct Writing CBM -- 7. How to Conduct Early Numeracy CBM -- 8. How to Conduct Math CBM -- 9. How to Conduct Content-Area CBM -- 10. Charting and Graphing Data to Help Make Decisions -- 11. Planning to Use CBM--and Keeping It Going -- Appendix A. Norms for Early Reading CBM, OPR CBM, and Maze CBM -- Appendix B. Reproducible Quick Guides and Forms for Conducting CBM -- References -- Index

**a practical guide to early childhood curriculum: *The Practical Guide to Quality Child Care*** Pamela Byrne Schiller, 2001 A manual to help administrators who manage child care facilities. It provides specific guidelines in an easy-to-read format, for virtually every aspect of early childhood administration. Time management tools, procedures for program development, schedules, and evaluation forms are also included.

**a practical guide to early childhood curriculum: *School-Based Observation*** Amy M. Briesch, Robert J. Volpe, Randy G. Floyd, 2018-01-16 Widely used to assess social-emotional and behavioral referral concerns in grades PreK-12, systematic direct observation is an essential skill for school psychologists and other educators. This accessible book helps practitioners conduct reliable, accurate observations using the best available tools. Chapters present effective coding systems for assessing student classroom behavior, the classroom environment, behavior in non-classroom settings, and behavior in a functional assessment context; also provided are guidelines for developing new codes when an appropriate one does not already exist. Procedures for summarizing, graphing, and interpreting data for different assessment purposes are detailed. In a large-size

format for easy photocopying, the book includes 13 reproducible coding forms. Purchasers get access to a Web page where they can download and print the reproducible materials. This book is in The Guilford Practical Intervention in the Schools Series, edited by Sandra M. Chafouleas.

**a practical guide to early childhood curriculum:** *Early Childhood Curriculum* Nancy Amanda Branscombe, Jan Gunnels Burcham, Kathryn Castle, Elaine Surbeck, 2013-07-24 Through its unique integration of curriculum and learning principles, *Early Childhood Curriculum: A Constructivist Perspective*, 2nd Edition fosters authentic, developmentally appropriate practice for both preschool and early elementary classrooms. The constructivist format of this book encourages active involvement on the part of readers by asking them to observe, question, reflect, research, and analyze, thus allowing readers to create their own knowledge through their responses and actions. *Early Childhood Curriculum* examines curricular goals such as autonomy, development, and problem solving and links those goals with constructivist principles of learning. It explores ways teachers can create meaningful learning environments and choose curriculum tasks appropriately—in all content areas—that are linked to the learning and development needs of young children. The text provides a wealth of practical detail about implementing constructivist curriculum as the authors discuss classroom climate and management, room design, play, and cooperative learning, among other topics. The book also includes information about how teachers can meet required mandates and national and state standards in appropriate ways as they plan their curriculum, and examines the early childhood educator's role with community agencies, reform and legal mandates, and public relations. Special Features: • “Curriculum Strategies” highlight models for developing curriculum, including projects, curricular alignment, integration of various subject matter areas, and types of knowledge. • “Constructions” promote problem solving by allowing students to explore, revisit, examine, and learn from first-hand experience. • “Multiple Perspectives from the Field” provide interviews with teachers and other early childhood professionals, offering students a realistic look at the profession from a diverse group of educators. • “Teacher Dialogues” explore a wide range of student concerns, including curriculum, learning environments, assessment, and documentation, representing a collaborative support group for pre-service teachers and readers.

**a practical guide to early childhood curriculum:** *Each and Every Child* Susan Friedman, Alissa Mwenelupembe, 2020-04-07 Discover how to develop and implement equitable strategies and practices that support every child in your classroom

**a practical guide to early childhood curriculum:** *Advancing Equity and Embracing Diversity in Early Childhood Education: Elevating Voices and Actions* Iliana Alanís, 2021-06-29 Examines systemic issues contributing to inequities in early childhood, with ways faculty, teachers, administrators, and policymakers can work to disrupt them.

**a practical guide to early childhood curriculum:** *Unpacking the Pyramid Model* Mary Louise Hemmeter, Michaelene M. Ostrosky, Lise Fox, 2020 This practical guide details evidence-based strategies for implementing the Pyramid Model from the creators of the Pyramid Model. It is written for classroom teachers who are novice users of the model to help them understand the principles and use the practices. *Unpacking the Pyramid Model* is the definitive resource to help teachers improve their classroom practices to support social emotional competence and prevent challenging behavior--

**a practical guide to early childhood curriculum:** *Music Play* Alison M. Reynolds, Edwin E. Gordon, 1998 Children are naturally fascinated with sound and movement play as they teach themselves how to function in the world. Every child has the potential to learn music. Without early, sequential music development guidance, however, the potential for true music understanding and enjoyment is left underdeveloped among most children. This music series, based on A Music Learning Theory for Newborn and Young Children and years of practical and experimental research, is designed to assist teachers, parents, and caregivers of newborn and young children in the development of basic music skills such as singing, rhythm chanting, and moving. By using this compilation of music and movement activities you will discover the pure delight of playing music and movement games with children. You will learn how to provide a rich music environment for them,

how to listen and understand the sounds they make, and how to reinforce each child's music and movement creativity through imitation and improvisation using audiation, the ability each of us has to think music.

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introductory music education courses. Laura M. Dornberger serves on the music education faculty at the State University of New York at Fredonia where she teaches graduate and undergraduate courses in elementary general music, child development, and music education philosophy and assessment. She has taught PK-12th grade general/vocal music, directed children's choirs, performed professionally as a soprano, and taught private voice and piano lessons. She has led professional development workshops for teachers in Cork, Ireland. She serves as a scorer for the New York State Teacher Certification Examinations, and she is a guest speaker and clinician on effective interviewing techniques. Katherine M. Levy, Ph.D. , is head of the music education area at the State University of New York at Fredonia. She earned her master's and doctorate degrees in music education from the University of Iowa. She has experience teaching beginning, middle, and high school instrumental music in Illinois, Iowa, and Wisconsin and early childhood music in Iowa and Maryland. Dr. Levy is the founding music director of two New Horizons Band programs in which university students and music teachers work with amateur musicians aged 50 and older in music lessons, ensembles, and concert bands.

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