

Meaningful Curriculum for Young Children, 2e (Moravcik)
Chapter 2 Planning, Implementing and Assessing Curriculum

2.1 Multiple Choice

1) One reason teachers of young children write curriculum plans is to:

- A) devise a plan for scheduling other teachers in the classroom.
- B) hold themselves accountable to state standards.
- C) create learning experiences responsive to children.
- D) have something to turn in to their supervisors or director.

Answer: C

2) The basic elements of all types of curriculum plans are:

- A) purpose, content, methods, assessment.
- B) observations, design, evaluation.
- C) observing, writing, documenting.
- D) training, experimenting, mastery.

Answer: A

3) Curriculum Goals generally:

- A) are not accomplished in a single activity and are broad statements of desired ends.
- B) require children be tested on academic skills and knowledge.
- C) are extensive in number.
- D) are a way to meet state your program outcome measures.

Answer: A

4) What you plan curriculum as a teacher, the amount of detail will vary with:

- A) your program and director.
- B) your time and classroom setting.
- C) your program, training, experience and teaching style.
- D) your parent's requests.

Answer: C

5) Assessment can be done by:

- A) conducting drills such as flash cards or worksheets at various times during the year.
- B) testing children on their understanding of literacy, language, and math concepts regularly.
- C) asking parents to fill out a questionnaire about what their has learned over the year.
- D) taking anecdotal records, child observations, photos and videos of children participating, and collecting samples of children's work.

Answer: D

6) Before teachers' plan they should learn about the below *except*:

- A) about the children.
- B) the commercially available curriculum for purchase.
- C) appropriate local and national standards.
- D) curriculum content for the ages and stages of the children.

Answer: B

- 7) Child initiated activities are:
- A) selected and guided by the teacher.
 - B) only for outdoor time.
 - C) selected and directed by the child.
 - D) a small part of the early childhood curriculum.

Answer: C

2.2 Short Answer

Answer each of the following questions in an approximate 1/2 page short answer.

1) This chapter provides examples of three different ways in which to plan; activity or lesson, weekly, and integrated or unit study planning. Give a brief example of each type of planning and the purpose of each. Provide a summary of how a teacher would use each of these types of plans in the classroom with children.

Answer: See "Why Do Teachers Plan: Kinds of plans"

- Activity plan: Detailed written outline for a specific learning activity (sometimes called a lesson plan). Used for teaching that requires careful sequencing. Provides the objective and rationale for doing the activity, identifies the children who the activity is geared toward, lays out the teaching steps and includes an evaluation of how objectives were met.
- Weekly plan: Calendar of activities to be accomplished over the course of week. Usually brief and include names of activities and the times these will take place. Help teachers visualize the week, anticipate what will be needed, and to communicate what will happen to others. Does not include much detail.
- Integrated study plan: An outline of several weeks of activities, spanning several different content areas (math, art, literacy etc.) based upon a topic of study.
- All plans will involve a purpose (why your are teaching), content (what will be taught), methods (how teaching will occur), and assessment (how you will know if you have achieved your purpose).

2) This chapter describes seven ways to support children's play. Choose any three and briefly describe them.

Answer: See "Understand, Appreciate, and Support Play: Supporting Play"

Watch and wait; wait intentionally

- observe
- play
- acknowledge and encourage
- scaffold
- adjust the challenge
- introduce new play materials

3) There are four foundational teaching strategies or methods in early childhood teaching: Play, Planned Scaffolding Activities, Small Group Activities, and Large Group Activities. Give examples of the role each strategy plays in the classroom. Discuss how the continuum from child-initiated activities through to primarily teacher directed activity and ways in which teachers remain true to DAP when planning for each.

Answer: See "Understand, Appreciate, and Support Play: Understand Appropriate Content and Methods"