

Age-Appropriate Content and Curriculum

April 2013

“Policies & Practices: Constructing Appropriate Curriculum”

by Kimberly B. Moore

Overview: Research suggests that an effective curriculum provides youth with strong social, intellectual, life, and academic skills. This article describes the characteristics of an effective curriculum that is appropriate for children from birth through the age of eight. Characteristics such as building on prior knowledge, respecting children’s home culture, and remaining challenging but achievable are some of the listed suggestions. In addition, this article also provides strategies for administrators and guidelines for teachers in developing their curriculum. Using guidelines such as integrating technology and promoting children’s inner drive, ensures that children have access to a challenging yet developmentally appropriate curriculum.

Where to Find It:

<http://www.scholastic.com/teachers/article/policies-practices-constructing-appropriate-curriculum>

“Issues in Curriculum Development”

by Patricia L. Mirenda & Anne M. Donnellan

Overview: This academic article highlights some of the basic theoretical tenets and problems in the application of the four models commonly used to plan "what" and "how" to teach students; namely, the developmental approach, the ecological approach, the interactional model, and the behavioral model. In addition, the authors provide descriptions of two integrative strategies in developing curriculum (a curriculum-content "marriage" and a methodological "marriage"). Lastly, the authors argue that empirical studies are needed to identify the relative strengths and weaknesses of the aforementioned models, as well as to compare their efficacy to more traditional curricular models.

Where to Find It: <http://www.mncdd.org/parallels2/pdf/80s/86/86-ICD-PLM.pdf>

Featured Information:

Using Curriculum and Assessment to Strengthen Classroom Practice

Summary:

This guide created by the Philadelphia Department of Education provides resources for practitioners who are:

- Learning to define curriculum and its importance for high quality early learning and school-age programs.
- Reviewing their current curriculum and assessment materials or considering the purchase of new materials.
- Seeking a set of resources for further reading and/or reference to improve curriculum implementation.

The document begins by defining what curriculum is and how curriculum decisions should incorporate input from children, families, and teachers.

Furthermore, this document provides additional resources on basic curriculum design, implementation, assessment, and the learning standards.

Where to find the full article:

<http://www.pakeys.org/docs/PKC%20Curriculum%20Doc.pdf>