# PREFACE

*Integrated Curriculum for Young Children* is more than a book about curriculum development. It is a comprehensive focus on creating engaging experiences using backward design that includes daily learning plans, connections to state early learning standards, and authentic assessment.

*Integrated Curriculum for Young Children* is written for future and beginning educators, and it is also useful for veteran teachers who teach children 0–8 years of age. For the beginning educator, this text will provide guidance on integrating the academic disciplines that can be applied using a variety of approaches while applying the foundations of age-, individually-, and culturally-appropriate teaching and learning. For the veteran teacher, this text will encourage exploration of differentiated instruction and integration of core learning experiences and approaches, drawing upon their current practices.

This text is an invitation to explore the richness and diversity that builds on developmentally appropriate practice (DAP) in the early childhood years via an integrated curriculum. Individual academic areas are taught in a spirit of combining or integrating two or more subject areas into one experience that aligns to authentic assessment and standards. Learning from across the world is sprinkled throughout the text to show theory-to-practice applications and reflect different approaches and choices that are available for teachers of young children.

Where there are challenges, there are opportunities to innovate. Integration of academic subject matter takes additional time to plan and is dynamic, as young learners arrive at different places based on their prior experiences. This requires teachers to be flexible and creative. However, as you become more aware of the advantages of integrating academic subjects, the connections between learning outcomes, standards, and integrated subjects become increasingly clear and achievable. An integrated curriculum allows children to pursue learning in a holistic way, without the restrictions often imposed by subject or standards boundaries.

This text provides authentic examples that illustrate a variety of early childhood practices and reflect on how teachers can implement true integration of materials throughout the learning areas (also known as learning centers or learning spaces). The early chapters focus on theory, DAP, creating community, and engaging the family. Examples provide tools to help with planning, then move to create strong outcomes that integrating academic subjects, form authentic assessment, and align to standards. Part 2 provides students with an opportunity to reflect on what they have learned. The inclusion of the academic content areas across the 0–8 years is the focus of Part 3. I hope you enjoy the book!

For the Children,

*Ginny Harmelink*

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# ABOUT THE AUTHOR

Ginny Harmelink has spent her life working with children and families. She is currently an early childhood faculty and department head at Pima Community College in Tucson, Arizona.

Ginny grew up in Wyoming, where she went on to operate the first nationally accredited home childcare program in the state for 17 years. She was also the director of professional development at the statewide resource and referral agency for five years while working on a graduate degree in early childhood education from the University of Wyoming.

Shortly after accepting a faculty position in Arizona, Ginny led the college's pursuit for achieving national accreditation at the college level. She also spent a semester on sabbatical in Israel, where she studied critical thinking and early literacy.

Creating positive learning experiences has always been Ginny's goal, and she continues to embed this value into the coursework she creates for college students pursuing early childhood degrees. Pulling from many theories of development and learning, Ginny believes that the integration of subjects and intentional focus on assessment provide evidence that supports the child in being the driver of their own learning.

This text features a solid foundation of DAP, play, community, and theory as the basis for planning curriculum using a framework called backward design. Images used throughout the text include early childhood classrooms from across the world and are meant to inspire future teachers who also believe that children are the spirit of the community.

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# REVIEWERS

The author and publisher wish to thank the following industry and teaching professionals for their valuable input into the development of *Integrated Curriculum for Young Children*.

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# TOOLS FOR STUDENT AND INSTRUCTOR SUCCESS

## Student Tools

### Student Text




*Integrated Curriculum for Young Children* highlights how two or more subject areas can be integrated into one experience that aligns to authentic assessment and standards. This comprehensive text walks students through the fundamentals of an integrated curriculum while correlating to NAEYC's developmentally appropriate practices for learners ages 0–8. The author explores how several existing programs implement integrated curriculum, then offers real-world advice on how future and current teachers can put these methods to practice in the classroom.

The text periodically showcases learning examples and images from around the world to show theory-to-practice applications and to reflect different approaches and choices that are available for teachers of young children. The initial section lays the important foundations necessary when creating curriculum; the middle section walks students through writing daily learning plans that include backward design; the final section focuses on state standards for students to concentrate on when writing curriculum.

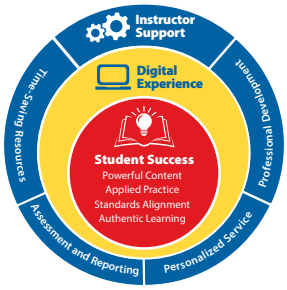
### G-W Digital Companion

- E-flash cards and vocabulary exercises allow interaction with content to create opportunities to increase achievement.

### Video Library

- Videos assets enrich learning by capturing authentic examples of physical, cognitive, and social-emotional development of children. The videos were created in a developmentally appropriate learning environment and are rich in examples of childcare best practices and effective classroom design. Videos are accompanied by assignable quiz questions that challenge students to identify the skill, stage of development, or best-practice endeavor that is being displayed in the video and think critically about the content.

G-W EduHub




## Instructor Tools

### LMS Integration

Integrate Goodheart-Willcox content within your Learning Management System for a seamless user experience for both you and your students. EduHub LMS–ready content in Common Cartridge® format facilitates single sign-on integration and gives you control of student enrollment and data. With a Common Cartridge integration, you can access the LMS features and tools you are accustomed to using and G-W course resources in one convenient location—your LMS.

G-W Common Cartridge provides a complete learning package for you and your students. The included digital resources help your students remain engaged and learn effectively:

- **Digital Textbook**
- **Videos**
- **Drill and Practice** vocabulary activities

When you incorporate G-W content into your courses via Common Cartridge, you have the flexibility to customize and structure the content to meet the educational needs of your students. You may also choose to add your own content to the course.

For instructors, the Common Cartridge includes the Online Instructor Resources. QTI® question banks are available within the Online Instructor Resources for import into your LMS. These prebuilt assessments help you measure student knowledge and track results in your LMS gradebook. Questions and tests can be customized to meet your assessment needs.

### Online Instructor Resources

- The **Instructor Resources** provide instructors with time-saving preparation tools such as answer keys, editable lesson plans, and other teaching aids.
- **Instructor's Presentations for PowerPoint®** are fully customizable, richly illustrated slides that help you teach and visually reinforce the key concepts from each chapter.
- Administer and manage assessments to meet your classroom needs using **Assessment Software with Question Banks**, which include hundreds of matching, completion, multiple choice, and short answer questions to assess student knowledge of the content in each chapter.

See https://www.g-w.com/integrated-curriculum-for-young-children-2025 for a list of all available resources.

### Professional Development

- Expert content specialists
- Research-based pedagogy and instructional practices
- Options for virtual and in-person Professional Development

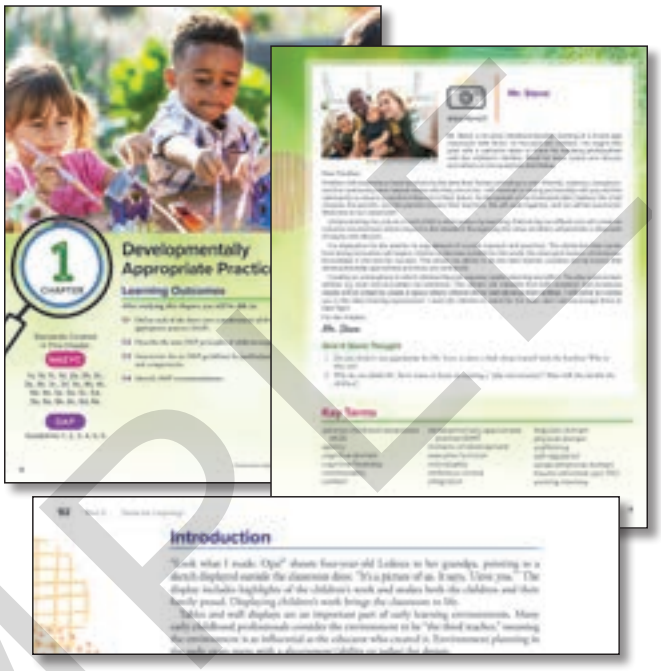
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# FEATURES OF THE TEXTBOOK

The instructional design of this textbook includes student-focused learning tools to help you succeed. This visual guide highlights these features.

## Chapter-Opening Materials

Each chapter opener contains a list of learning outcomes, a list of key terms, a scenario-based "Snapshot" feature, and an introduction. The **Learning Outcomes** clearly identify the knowledge and skills to be gained when the chapter is completed. **Key Terms** list the key words to be learned in the chapter. **Snapshot Features** introduce students to real-life challenges that teachers face and provide critical-thinking questions that encourage students to brainstorm solutions. The **Introduction** provides an overview and preview of the chapter content.







## Additional Features

Additional features are used throughout the body of each chapter to further learning and knowledge. **Checkpoints** support reflection and knowledge after major chapter sections. **The Teacher's Lens** provides advice and guidance that is especially applicable for on-the-job situations. **Stop and Think** highlights critical thinking questions that are designed to spark classroom discussions. **Real-World Classroom** introduces content and photographs that describe practical application of educational theories in classrooms all around the world.




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## Illustrations

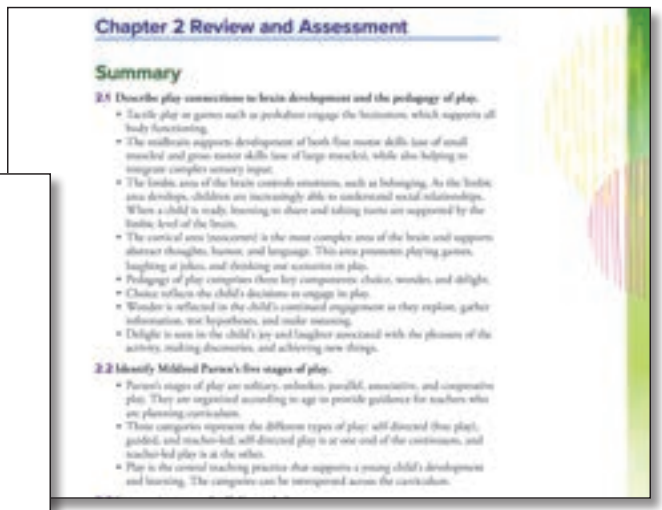
**Illustrations** have been designed to communicate the specific topic clearly and simply. Photographic images have been selected to reflect the diversity of children, families, communities, and classrooms.

## Expanding Your Learning

**Give It Some Thought** questions appear within **Snapshot** features to develop higher-order thinking and problem-solving skills.

## End-of-Chapter Content

End-of-chapter material provides an opportunity for review and application of concepts. A concise **Summary** provides an additional review tool and reinforces key learning objectives. An expanded summary matches the content to the learning outcomes for section-by-section review. This helps you focus on important concepts presented in the text. **For Further Reflection** questions enable students to demonstrate knowledge, identification, and comprehension of chapter material. **Recall and Application** questions extend learning and develop your abilities to break down material into its component parts.







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# INTRODUCTION

*Integrated Curriculum for Young Children* is the first book of its kind. As of this writing, there isn't another comprehensive text about integrated curriculum that is solely focused on the unique needs of young learners. In this book, you will learn not only about how to integrate topics of interest amongst the different academic subject areas, but how to create an early learning program that is child-led and where all learning experiences are built using backward design.

Children need play in a way that is similar to the way they need air and water. Play is their natural state, and the catalyst to all learning. When a child is bringing a plastic basket of faux groceries to a toy cash register, they are learning. When two children are arguing over which outfit a doll should wear, they are learning. When a baby releases their grip on a sippy cup and watches it fall to the floor, they are learning. An early learning program that is not play-based is robbing children of the cognitive, physical, and social-emotional experiences they need in order to grow and develop healthfully. This book will show you how to facilitate play in a way that is constructive and meaningful for children. You will also learn how to build and maintain a learning environment that encourages fruitful play experiences and maximizes opportunities for positive social interactions and authentic learning.

Borrowing from our education colleagues, this text applies a framework called backward design to assure students connect with their state's early learning standards, followed by learning to write measurable learning outcomes that use authentic assessment to measure the outcome and finally creating rich and engaging learning experiences.

Another unique feature of this text is its international lens. You will learn about various child-led early education programs around the world and see images that feature children and educators engaged in learning in a way you may not have seen before. Early childhood education is an ever-changing field, constantly evolving to meet the needs of children in an ever-changing world. It is important for educators to be lifelong learners and to keep a broad focus when it comes to classroom development and innovation. At the end of the day, every teacher wants to believe that they did the very best they could for the children.

For the Children,

*Ginny Harmelink*

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