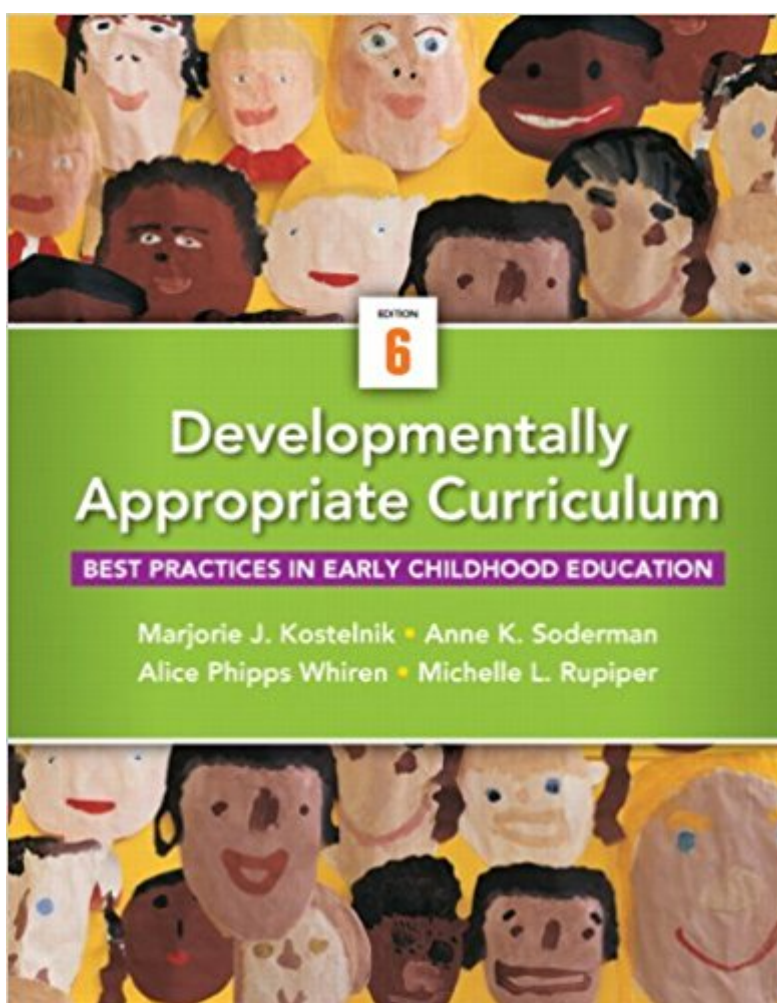


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Developmentally Appropriate Curriculum: Best Practices In Early Childhood Education (6th Edition)



Synopsis

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 0133830977.

Helps students create the best programs for young children ages three through eight.

The authors'™ goal in writing *Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education* was to bring together the best information currently available for developing an integrated approach to curriculum and instruction in the early years.

The Sixth Edition addresses all aspects of classroom life, including the roles of children and adults, the physical and social environments, and teaching and learning within multiple domains for children age three to eight. It provides a comprehensive, cohesive approach to curriculum development, which results in greater continuity for children and practitioners in group settings in childcare, preschool, and the early elementary grades. Concentrating as much on the *how* of curriculum development as on the *what and why*, the authors provide practical, research-based guidelines for translating theory into best practice that accommodates age-appropriateness, individual differences, and social and cultural diversity. Students learn how to conceptualize, plan, implement, and evaluate curriculum through detailed application opportunities in each chapter. The Enhanced Pearson eText features embedded video, licensure examination preparation exercises, and assessments.

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Customer Reviews

Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education brings together the best information currently available for developing an integrated approach to curriculum and instruction in the early years. It addresses all aspects of classroom life, including the roles of children and adults; the physical and social environments; and teaching, learning, and assessing within multiple domains for children ages three to eight. Concentrating as much on the *how* of curriculum development as on the *what and why*, the authors provide practical, research-based guidelines for translating theory into best practice that accommodates age-appropriateness, individual differences, and social and cultural diversity. Students learn how to conceptualize, plan, implement, and evaluate curriculum through detailed application opportunities in each chapter. • **Invigorate learning with the Enhanced Pearson eText** The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content with the following multimedia features: • Embedded video links in the eText provide concrete examples of text concepts and show children and early child educators in action. • Check Your Understanding of chapter content. Exercises matched to chapter learning outcomes help readers apply the concepts and ensure that they master the learning outcomes. Exercises and suggested feedback are provided in the Pearson eText. • Prepare for teacher certification tests. Practice for Your Licensure Exam questions, give students an opportunity to apply their knowledge as it might be assessed through the Praxis II® Examination in Early Childhood Education or another exam required at the state or local level.

Marjorie J. Kostelnik is dean of the College of Education and Human Sciences at the University of Nebraska, Lincoln. A former child-care, Head Start, and preschool teacher, as well as elementary

school specialist, Dr. Kostelnik has been actively involved in helping educators in early childhood programs explore the implications of developmentally appropriate practices. Her work has taken her to many settings throughout the United States and abroad. Marjorie teaches classes in early childhood inclusive education and is currently on the Coordinating Commission for High Quality Early Childhood Education for the state of Nebraska.

Anne K. Soderman had 14 years of classroom experience working with children in both public and nonpublic educational settings prior to joining Michigan State University in 1979, where she is now professor emeritus. In addition to continuing to consult with schools in international settings, she is currently carrying out an administrative assignment and conducting research on second-language acquisition in Beijing, China. Soderman is also co-author of *Guiding Children's Social Development and Learning*, 6th ed. (2009), *Creating Literacy-Rich Preschools and Kindergartens* (2008), and *Scaffolding Emergent Literacy* (2005).

Alice Phipps Whiren is a professor emeritus of the Department of Family and Child Ecology, Michigan State University. She taught curriculum in early childhood and child development to undergraduate and graduate students and was supervisor of the Child Development Laboratories. Early in her career, she taught young children in an inner-city public school in Michigan. She also served as a Head Start assistant director and has provided a variety of training sessions for preprimary teachers nationally and internationally.

Michelle Rupiper is an associate professor of practice and serves as the director of the Ruth Staples Child Development Laboratory at the University of Nebraska, Lincoln (UNL). Having received her doctorate in special education from Teachers College at UNL, Michelle has 25 years of experience working with children and families in a variety of early childhood programs. She is the past president of the Midwest Association for the Education of Young Children and the Nebraska Association for the Education of Young Children. Michelle also consults with early childhood programs across the state of Nebraska.

The book as in great condition when I received it, still wrapped in the plastic. I was disappointed that it took so long to get the book resulting in the fact that I was behind on my readings, but I would recommend the loose leaf versions of texts to others; they're cheaper, easier to handle and all you need is a binder to keep them in.

I really love this book. Its easy to read and have lots of information.

Very good book for any Early Childhood Class. It is one I didn't mind having to read for class, very informative.

It made plain things I wasn't sure about and gave me a great insight on things I didn't know.

I need to return this book, I'm not taking this class.

Nice layout, easy to read and relevant information. Good book to keep as reference book for later.

Very helpful for the class! Made for an easy A

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