Criteria for Developmentally Appropriate Integrated Curriculum Planning for Young Children “Integrated curriculum includes the various subject matter disciplines—such as science, mathematics, social studies, the arts, technology, and literacy—in common related activities or projects, rather than as separate branches of knowledge. Integrated curriculum allows children to form meaningful mental connections without artificial separations. Integrated curriculum allows the child to function fully using all domains while pursuing topics of interest and using knowledge and skills acquired within a meaningful context. The purpose of integrating curriculum is to make that curriculum more meaningful to young children. Integrated curriculum experiences allow for individual learning styles and multiple intelligences (Gardner, 2000: Campbell, Campbell, & Dickinson, 2003).” Gestwicki, C. (2012). Developmentally Appropriate Practice(p. 71). Belmont, CA: Wadsworth Cengage Learning. 1. Is this study part of the children’s immediate and familiar real world? 2. Is it accessible through frequent hands-on experience with real materials and objects? Can I bring materials for exploration to the children, or take the children to a place for hands-on experience with the subject? 3. Will we be exploring information that is accurate and credible according to the standards of the discipline? 4. Can I think of real questions that can be asked? Are these questions that will interest the children? 5. Is this study the right size for the group of children—not too large and complex and not to small and trivial? 6. Does the exploration offer concepts and information worth knowing for children at this age and stage of development? 7. Is the study consistent with program philosophy and goals? 8. Will it build understanding and appreciation of self, others, and the real world? 9. Does it integrate experience, subjects and whole child development? 10.Is it possible to involve family participation in the study?