

# Contents

<b>1</b>	<b>Theoretical Framework of the Contextualized Curriculum: Unique Features of Cultural Classics</b>	<b>1</b>
1.1	Three Dimensions Constructed for the Child	2
1.1.1	The Child	3
1.1.2	Knowledge	4
1.1.3	Society	5
1.2	Five Essential Factors of Happy and Effective Learning	6
1.2.1	Inspiring Children's Initiative	7
1.2.2	Strengthening Aesthetic Feeling	10
1.2.3	Focusing on Creativity	13
1.2.4	Penetrating Humanity	16
1.2.5	Running Through Practices	19
1.3	Principles of Facilitating Children's Active Learning	23
1.3.1	Actively Engage in Cognitive Processing Driven by Affection	24
1.3.2	Implicitly Form an Unconscious Psychological Tendency	25
1.3.3	Convert from a Passive Role to an Active Role for Children	27
1.3.4	Satisfy Psychological Needs and Produce Active Behaviors	28
1.4	Core Elements of the Contextualized Curriculum	29
1.4.1	Trueness: Showing the Child the Real World	30
1.4.2	Affection: Creating Inner Impulses for the Child	30
1.4.3	Thinking: Widening Mental Space and Developing Potential Wisdom	32
1.4.4	Aesthetics: Improving the Efficiency of the Curriculum with Aesthetic Pleasure	33
1.4.5	The Four Core Elements	34

- 1.5 The Latest Findings of Brain Science Research Provide Evidence for the Contextualized Curriculum . . . . . 35
  - 1.5.1 Children’s Brains Need an Enriched and Active Learning Environment . . . . . 36
  - 1.5.2 Children’s Brains Need to Constantly Improve the Frequency of Links Between Neurons . . . . . 37
  - 1.5.3 Children’s Brains Receive Emotional Signals as a Priority and Memories Are Unforgettable . . . . . 39
- 2 Four Areas of Constructing the Contextualized Curriculum . . . . . 41**
  - 2.1 Core Domains: Subject Contextualized Curriculum Linking Teaching Content and Children’s Activities . . . . . 42
    - 2.1.1 Linking Subjects and the Child’s Life . . . . . 43
    - 2.1.2 Promoting the Teaching Process in a Series of Subject Activities . . . . . 47
    - 2.1.3 Role Effect Helping Children to Devote Themselves to Learning . . . . . 52
  - 2.2 Comprehensive Domains: Children Benefit from Multiple Channels in the Thematic Mega-Unit Contextualized Curriculum . . . . . 55
    - 2.2.1 Confirming the Themes of the Mega-Unit Based on Social Background . . . . . 57
    - 2.2.2 Breaking Disciplinary Bounds with Subject Integration . . . . . 59
    - 2.2.3 Implementing Comprehensive Practices Based on Children’s Autonomy . . . . . 61
  - 2.3 Connective Domains: Going Beyond the Interim Contextualized Curriculum . . . . . 72
    - 2.3.1 Principles: Combine a Short Time in the Classroom and Outdoor Activities . . . . . 72
  - 2.4 On-site Domains: Bringing Children into the Outdoor Contextualized Curriculum . . . . . 77
    - 2.4.1 Prefer to Access Aesthetic and Broad Fields of Vision . . . . . 78
    - 2.4.2 Comprehensively Observe, Think and Practice . . . . . 79
    - 2.4.3 Coordinated Development of Cognition, Affection and Will . . . . . 80
- 3 Subject Plans for a Contextualized Curriculum . . . . . 87**
  - 3.1 Contextualized Learning of Chinese Literature . . . . . 88
    - 3.1.1 Simultaneous Development of Literacy, Reading and Writing . . . . . 88
    - 3.1.2 Learning the Chinese Phonetic Alphabet Through Games . . . . . 89

3.1.3	Intensification of the Mega-Unit Through “Four Combinations” . . . . .	95
3.1.4	Reading Combining Affection with Cognition . . . . .	101
3.1.5	Contextualized Writing Driven by Affectional Expression . . . . .	108
3.2	Contextualized Learning of Mathematics . . . . .	114
3.2.1	Bringing Mathematics into a Child’s Life . . . . .	114
3.2.2	Inquiring into a Context with Imagination . . . . .	116
3.2.3	Penetrating the Aesthetic and Cultural in Mathematics . . . . .	117
3.3	Contextualized Learning of Science . . . . .	125
3.3.1	Stimulating Curiosity and Cultivating a Love for the Scientific Spirit . . . . .	125
3.3.2	Learning to Be Hands on and Developing Scientific Practices . . . . .	127
3.4	Contextualized Learning of Art . . . . .	130
3.4.1	Inscribing Knowledge and Skill in Context and Promoting Competence in Art and Sport . . . . .	130
3.4.2	Bringing Physical Pleasure with Aesthetics and Enriching Their Spiritual World . . . . .	133
3.4.3	Linking Training of Imagination and Skills and Developing Creative Potential . . . . .	135
3.5	Contextualized Learning of Moral Education . . . . .	138
3.5.1	Developing an Impact on the Child . . . . .	138
3.5.2	Moral Behaviors Driven by Affection . . . . .	140
3.5.3	Creating Moral Education and Playing an Active Role . . . . .	143
<b>4</b>	<b>Strategies and Key Points of the Contextualized Curriculum . . . . .</b>	<b>147</b>
4.1	Four Features of the Contextualized Curriculum . . . . .	147
4.1.1	Vivid Image . . . . .	147
4.1.2	True Affection . . . . .	148
4.1.3	Profound Artistic Conception . . . . .	150
4.1.4	Deep Implications . . . . .	152
4.2	Basic Strategies . . . . .	152
4.2.1	The Child Is the Priority . . . . .	152
4.2.2	Stimulating Wisdom Based on Their Affection . . . . .	153
4.2.3	Fostering Aesthetics According to the Understanding of Beauty . . . . .	154
4.2.4	Connecting Learning and Practice . . . . .	155
4.2.5	Linking Children’s Learning with Their Life . . . . .	156
4.3	Five Essentials of the Contextualized Curriculum . . . . .	157
4.3.1	Aesthetics as the Conception . . . . .	157
4.3.2	Thinking as the Core . . . . .	160
4.3.3	Affection as the Bond . . . . .	165

4.3.4	Children's Activities as Channels . . . . .	168
4.3.5	The Contextual Environment as a Resource . . . . .	172
4.4	Findings of Quantitative Research: Case Study of the Contextualized Curriculum . . . . .	175
4.4.1	Analysis of Survey of Literacy and Teaching Improvement . . . . .	175
4.4.2	Comparative Study of Situated and Desituated Learning in Essay Writing . . . . .	176
4.4.3	Comparative Heart Rate Study Based on Empirical Studies . . . . .	179
<b>5</b>	<b>Further Development of the Contextualized Curriculum . . . . .</b>	<b>183</b>
5.1	Breakthrough Progress in Special Education . . . . .	184
5.1.1	Promoting Oral Communication Ability for Visually Impaired Children . . . . .	185
5.1.2	Main Strategies for Promoting Oral Communication Ability in Children with Visually Impairments . . . . .	186
5.2	Preliminary Results Achieved Through Contextualized Learning in Early Education . . . . .	187
5.2.1	Creating a Vivid Context that Meets the Reading Text . . . . .	187
5.2.2	Building a Favorable Reading Environment for Children . . . . .	188
5.2.3	Revealing the Fundamental Characteristics of Situated Reading . . . . .	189
5.2.4	Constructing Cognitive Ladders of Contextualized Learning . . . . .	190
	<b>Postscript: Continued Exploration of the Contextualized Curriculum . . . . .</b>	<b>193</b>
	<b>Summary: Background to the Construction of the Contextualized Curriculum for the Child . . . . .</b>	<b>199</b>
	<b>References . . . . .</b>	<b>209</b>