

SUBMISSION OF A CURRICULUM

The Curriculum Review Committee will only review submissions that are **complete**. A complete curriculum includes a comprehensive curriculum as described below, all forms filled out completely with adequate and substantive documentation to support each early learning standard. Submission of a curriculum should include but not be limited to documentation to support and evidence each area provided below.

1. Comprehensive Curricula

A School Readiness Approved curriculum must cover each element of the Early Learning Standards. Development of many skills requires explicit instruction in the particular skill area, strategies or steps to follow, and scaffolding of instruction by the instructor. The curriculum must provide explicit, systematic instruction, assessment, and intervention that leads to children's growing proficiency at each stage of skill development. To support success in learning, a School Readiness curriculum should include clear presentation and explanation of the following:

- Purposes, goals, and expected outcomes.
- Concepts, processes, rules, information and terms.
- Models, examples, questions and feedback.

The overall instructional design should include the following:

- A clear 'road map' or 'blueprint' for instructors to get an overall picture of the program (i.e., a scope and sequence).
- Clearly stated goals and objectives.
- Character Development
- Resources to help the instructor understand the rationale for the instructional approach and strategies utilized in the program (e.g., articles, explanations in the instructor manuals, references, reliable websites)
- A coherent instructional design.
- Explicit instruction in appropriate content areas.
- Consistently systematic and intentional instruction.
- A logical organization to the materials, so that it's clear in what order the lesson proceeds.
- Instructor friendly routines.
- Student materials aligned with the Early Education Standards.
- Examples of constructive feedback.
- Scaffolding with specific instructions.
- Differentiated Instruction.
- Guidelines and materials for flexible grouping.

- Enrichment activities for advanced children.
- Guidelines for use with diverse populations such as English Language Learners and children with disabilities.
- Components that foster intrinsic motivation in children (Approaches to Learning)
- Ample opportunities for practice.
- Comprehensive, continuous child assessment

Brief, frequent practice activities and games must be provided within the curriculum to attain mastery of each of the Standards.

2. Learning Opportunities in the Classroom

In order to provide our county's children with a high-quality, developmentally appropriate learning opportunity, several things are of critical importance.

- Children need one-on-one interactions with classroom instructors and classmates each day. Through one-on-one interactions with children, instructors scaffold children's activities and can provide feedback and support. Additionally, they build rapport and a trusting relationship. When children are given many daily experiences to interact with classmates, they begin to develop skills in negotiating, turn-taking, and cooperative play.
- The curriculum used in a School Readiness classroom should include active learning experiences that are child-initiated, as well as those planned and initiated by the instructor. When planning and implementing the curriculum the instructor should take into account the children's personal knowledge, often related to culture (culturally appropriate), and then use this information to build on their strengths and skills.
- Throughout the course of the day, the curriculum should include instruction in varying formats, such as large group, small group, and learning centers. Instructors have a very distinct role in facilitating and scaffolding the activities of the classroom.
- Children should be engaged in many hands-on experiences throughout the day. Learning occurs when the child is engaged in the activity (instructor or child directed), and a child's attention span tends to be longer in activities and topics that are of interest to the child.
- Research shows that young children learn best through hands-on experiences (e.g., play with a purpose) that have been planned by knowledgeable instructors. When young children explore things directly with their senses and practice new skills through play, they are learning in ways that are meaningful to them at their stage of development.

3. Early Learning Standards

For specific guidance for each of the five early learning standards domains to be demonstrated please review Florida Birth to Five Developmental Standards.

These documents can be found online at:

www.flbt5.com

This document includes the standards themselves, by domain and by indicator; related skills; descriptions of child skills; environmental considerations; instructional strategies; benchmarks, as appropriate; and, other information pertinent to implementing a developmentally appropriate program.

Please note all five domains should be adequately covered, even if each individual standard may not be addressed directly.

The areas included and that should be evidenced in the materials provided for review include:

- Physical Development
- Approaches to Learning;
- Social and Emotional;
- Language and Communication;
- Cognitive Development and General Knowledge

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