



Documentation of Curriculum Components for Approval Process

Component Indicator and Description	Evidence (Reference page number in curriculum manual) <input checked="" type="checkbox"/> each box to verify inclusion of documentation
1. Includes basic curriculum philosophy, rationale/theory and overview description	
<ul style="list-style-type: none"> <li>Written philosophy, rationale and overview statement/description describes the goals of the curriculum that reflects developmentally appropriate practices in early childhood education.</li> </ul>	Required: <input type="checkbox"/> Copy of philosophy, rationale/theory and overview description  <input type="checkbox"/> Curriculum Manual <i>pg#(s)</i> _____  Optional: <input type="checkbox"/> One DVD or Video (Provide specific section to be viewed) Title: _____ Section(s): _____ 15-20 minute maximum time segment
2. Based on research and scientifically-based developmentally appropriate practices	
<ul style="list-style-type: none"> <li>Written documentation of <b><i>cited, published</i></b> research that supports basis for curriculum implementation.</li> </ul>	At minimum <b><i>one</i></b> of the following: <input type="checkbox"/> Copy of three different <b><i>cited, published</i></b> pieces of research, such as articles from educational magazines or on-line journals. <input type="checkbox"/> Three Books or other resources (provide photocopy of cover page and particular pages with source of information) <input type="checkbox"/> A published curriculum manual/guide (provide photocopy of cover page and particular pages with source of information) <input type="checkbox"/> Other _____  <input type="checkbox"/> Curriculum Manual <i>pg#(s)</i> _____
3. Includes Character Development (including Social, Emotional and Approaches to Learning)	
<input type="checkbox"/> Check here if using an ELC approved character development supplement. Write the name of the supplement: _____	
Move on to Question #4	

<p>Written program goals, plans, materials, activities and objectives for children that address the development of:</p> <ul style="list-style-type: none"> <li>• Trust and Emotional Security (birth to 2 years)</li> <li>• Pro-social Behaviors (3-5 year-olds)</li> <li>• Self-regulation (birth to 5 years)</li> <li>• Self-concept (birth to 5 years)</li> </ul>	<p>Refer to Florida Birth to Five Standards, 2008, VPK standards, 2008 and ELC definition of character education component for additional description of developmental areas. Include the manual pages and sample lesson plan for each area of development. The lesson plan should reflect sample activities relevant to each particular area of development. Address the age groups relevant to this submission. Write "NA" (Non-Applicable) in the box if this curriculum submission does not apply to specified age.</p> <p><input type="checkbox"/> Curriculum Manual <i>pg#</i>_____ <input type="checkbox"/> Sample Lesson Plan <i>pg#</i>_____</p> <p><input type="checkbox"/> Curriculum Manual <i>pg#</i>_____ <input type="checkbox"/> Sample Lesson Plan <i>pg#</i>_____</p> <p><input type="checkbox"/> Curriculum Manual <i>pg#</i>_____ <input type="checkbox"/> Sample Lesson Plan <i>pg#</i>_____</p> <p><input type="checkbox"/> Curriculum Manual <i>pg#</i>_____ <input type="checkbox"/> Sample Lesson Plan <i>pg#</i>_____</p>
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**4. Includes Cognitive and General Knowledge (Math, Science, Social Studies and Art)**

<p>Written program goals, plans, materials, activities and objectives for children that address the development of :</p> <ul style="list-style-type: none"> <li>• Exploration and Discovery (birth to 2 year-olds)</li> <li>• Concept Development and Memory (birth to 2 year-olds)</li> </ul>	<p>Refer to Florida Birth to Five Standards, 2008 and VPK standards, 2008 for additional description of developmental areas. Include the manual pages and sample lesson plan for each area of development. The lesson plan should reflect sample activities relevant to each particular area of development. Address the age groups relevant to this submission. Write "NA" (Non-Applicable) in the box if this curriculum submission does not apply to specified age.</p> <p><input type="checkbox"/> Curriculum Manual <i>pg#</i>_____ <input type="checkbox"/> Sample Lesson Plan <i>pg#</i>_____</p> <p><input type="checkbox"/> Curriculum Manual <i>pg#</i>_____ <input type="checkbox"/> Sample Lesson Plan <i>pg#</i>_____</p>
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<ul style="list-style-type: none"> <li>• Problem-Solving and Creative Expression (birth to 36 months)</li> <li>• Mathematical Thinking (3-5 year-olds)</li> <li>• Scientific Thinking (3-5 year-olds)</li> <li>• Social Studies (3-5 year-olds)</li> <li>• The Arts (3-5 year-olds)</li> </ul>	<input type="checkbox"/> Curriculum Manual <i>pg#</i> _____ <input type="checkbox"/> Sample Lesson Plan <i>pg#</i> _____ <input type="checkbox"/> Curriculum Manual <i>pg#</i> _____ <input type="checkbox"/> Sample Lesson Plan <i>pg#</i> _____ <input type="checkbox"/> Curriculum Manual <i>pg#</i> _____ <input type="checkbox"/> Sample Lesson Plan <i>pg#</i> _____ <input type="checkbox"/> Curriculum Manual <i>pg#</i> _____ <input type="checkbox"/> Sample Lesson Plan <i>pg#</i> _____ <input type="checkbox"/> Curriculum Manual <i>pg#</i> _____ <input type="checkbox"/> Sample Lesson Plan <i>pg#</i> _____
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5. Includes Language and Communication  
 Check here if using an ELC approved literacy supplement. Write the name of the supplement: \_\_\_\_\_  
 Move on to Question #6

<p>Written program goals, plans, materials, activities and objectives for children that address the development of:</p> <ul style="list-style-type: none"> <li>• Listening and Understanding (birth-5 year-olds)</li> <li>• Communication and Speaking (birth-5 year-olds)</li> <li>• Emergent Reading (birth-2 year-olds)</li> <li>• Emergent Writing (birth-2 year-olds)</li> </ul>	<p>Refer to Florida Birth to Five Standards, 2008 and VPK standards, 2008 for additional description of developmental areas. Include the manual pages and sample lesson plan for each area of development. The lesson plan should reflect sample activities relevant to each particular area of development. Address the age groups relevant to this submission. Write "NA" (Non-Applicable) in the box if this curriculum submission does not apply to specified age.</p> <input type="checkbox"/> Curriculum Manual <i>pg#</i> _____ <input type="checkbox"/> Sample Lesson Plan <i>pg#</i> _____ <input type="checkbox"/> Curriculum Manual <i>pg#</i> _____ <input type="checkbox"/> Sample Lesson Plan <i>pg#</i> _____ <input type="checkbox"/> Curriculum Manual <i>pg#</i> _____ <input type="checkbox"/> Sample Lesson Plan <i>pg#</i> _____ <input type="checkbox"/> Curriculum Manual <i>pg#</i> _____ <input type="checkbox"/> Sample Lesson Plan <i>pg#</i> _____
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<ul style="list-style-type: none"> <li>• Early Reading (3-4 year-olds)</li> <li>• Early Writing (3-4 year-olds)</li> <li>• Literature and Reading (5 year-olds)</li> <li>• Writing (5 year-olds)</li> </ul>	<input type="checkbox"/> Curriculum Manual <i>pg#</i> _____ <input type="checkbox"/> Sample Lesson Plan <i>pg#</i> _____ <input type="checkbox"/> Curriculum Manual <i>pg#</i> _____ <input type="checkbox"/> Sample Lesson Plan <i>pg#</i> _____ <input type="checkbox"/> Curriculum Manual <i>pg#</i> _____ <input type="checkbox"/> Sample Lesson Plan <i>pg#</i> _____ <input type="checkbox"/> Curriculum Manual <i>pg#</i> _____ <input type="checkbox"/> Sample Lesson Plan <i>pg#</i> _____
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**6. Includes Physical Development**

<p>Written program goals, plans, materials, activities and objectives for children that address the development of:</p> <ul style="list-style-type: none"> <li>• Gross Motor (birth-5 year-olds)</li> <li>• Fine Motor (birth-5 year-olds)</li> <li>• Self-help (birth-5 year olds)</li> <li>• Health (birth-5 year olds)</li> </ul>	<p>Refer to Florida Birth to Five Standards, 2008 and VPK standards, 2008 for additional description of developmental areas. Include the curriculum manual pages and a sample lesson plan for each area of development. The lesson plan should reflect sample activities relevant to each particular area of development.</p> <input type="checkbox"/> Curriculum Manual <i>pg#</i> _____ <input type="checkbox"/> Sample Lesson Plan <i>pg#</i> _____ <input type="checkbox"/> Curriculum Manual <i>pg#</i> _____ <input type="checkbox"/> Sample Lesson Plan <i>pg#</i> _____ <input type="checkbox"/> Curriculum Manual <i>pg#</i> _____ <input type="checkbox"/> Sample Lesson Plan <i>pg#</i> _____ <input type="checkbox"/> Curriculum Manual <i>pg#</i> _____ <input type="checkbox"/> Sample Lesson Plan <i>pg#</i> _____
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**7. Encourages Family and Community Involvement**

<p>Process includes examples of family activities and outreach that addresses the following:</p> <ul style="list-style-type: none"> <li>• Knowledge of the families served in the program is an integral part of the curriculum and children’s learning experiences.</li> <li>• Variety of opportunities for families to become involved in their child’s education experience.</li> <li>• Various modes of communication used to share information with</li> </ul>	<input type="checkbox"/> Description outlining the process for engaging families in their child’s learning experiences. This can be a photocopied excerpt from a Family Handbook, program description or curriculum manual. <input type="checkbox"/> Curriculum Manual <i>pg#(s)</i> _____
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<p>families</p> <ul style="list-style-type: none"> <li>• Available resources to communicate with families in the family's primary language</li> </ul>	
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8. Culturally sensitive to the great diversity in children with regard to their needs, experiences, maturation rates, interests, culture, and learning styles.

<p>Process includes how the program addresses the following:</p> <ul style="list-style-type: none"> <li>• Plans reflect activities that meet the individual interests and needs of children.</li> <li>• Use of multiple instructional strategies in individual and group settings, such as incorporation of home language(s) in all classrooms.</li> <li>• Plans reflect activities that meet the cultural diversity of children.</li> </ul>	<p><input type="checkbox"/> Description outlining the process for ensuring cultural sensitivity in your program.</p> <p><input type="checkbox"/> Curriculum Manual <i>pg#(s)</i>_____</p>
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9. Describes examples for adapting curriculum for children with special needs, including developmental disabilities, English Language Learners, sensory/physical impairments, etc.

<p>Written program goals, activities, materials, and routines contain adaptations for those children with special needs; including English Language Learners. The incorporation of IEP in classroom activities and routines is included (if applicable).</p>	<p><input type="checkbox"/> Description outlining the process for developing active learning opportunities for children with special needs; including English Language Learners</p> <p><input type="checkbox"/> 2-3 Sample lesson plans (from different age groups) that include a section targeted towards meeting the needs of children with special needs; including English Language Learners</p> <p><input type="checkbox"/> Curriculum Manual <i>pg#(s)</i>_____ <input type="checkbox"/> Sample Lesson Plan <i>pg#(s)</i>_____</p>
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10. Provides recommendations on room arrangement and materials for indoor and outdoor learning environment

<p>Written description addresses guidelines for providing a nurturing, safe environment with developmentally appropriate materials and equipment that ensures active engagement of children. Description includes:</p> <ul style="list-style-type: none"> <li>• Suggestions for materials categorized by areas in room</li> <li>• Suggestions for classroom arrangement (a diagram may be</li> </ul>	<p><input type="checkbox"/> Description of criteria for selecting materials and setting up the indoor and outdoor learning environment for each age group.</p> <p><input type="checkbox"/> Curriculum Manual <i>pg#(s)</i>_____</p>
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included).	
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11. Provides recommendations on daily routines (schedules)	
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<p>Written description addresses the following:</p> <ul style="list-style-type: none"> <li>• Variety of learning experiences which provide children with choices indoors and outdoors in a predictable, yet flexible routine.</li> <li>• Teachers organize time on a daily basis to allow children to work or play individually, in pairs, in small groups and large groups.</li> <li>• Balance between teacher-initiated and child-initiated experiences.</li> <li>• Learning experiences designed to build on children’s interest and skills to create meaningful experiences</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Description of recommendations for daily routines (schedules) includes time segments and types of activities that provide daily opportunities for indoor and outdoor activities.</li> <li><input type="checkbox"/> Curriculum Manual <i>pg#(s)</i>_____</li> <li><input type="checkbox"/> 1 sample routine (schedule) for each age group- Curriculum Manual <i>pg #(s)</i>_____</li> </ul>
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12. Assessment tool / process to evaluate child progress	
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<p>Written description verifies that the assessment tool/process meets the following guidelines:</p> <ul style="list-style-type: none"> <li>• Recognized, reliable and valid assessment tool that is supported by <b><i>cited, published</i></b> research</li> <li>• On-going observation and assessment of children.</li> <li>• Informs teaching practice (learning activities)</li> <li>• Opportunities to share assessment information with families.</li> <li>• Process for referring families to outside services for additional support</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Description of assessment tool/process used to track and evaluate child progress.</li> <li><input type="checkbox"/> Curriculum Manual <i>pg#(s)</i>_____</li> <li><input type="checkbox"/> <b><i>Cited, published</i></b> research on assessment tool/process (educational magazines, books, briefs, journals, etc.) Provide photocopy of cover page and copies of particular pages with source of information.</li> <li><input type="checkbox"/> Curriculum Manual <i>pg#(s)</i>_____</li> <li><input type="checkbox"/> Sample of child observation form- Curriculum Manual <i>pg#(s)</i>_____</li> </ul>
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13. Process to evaluate program’s implementation of curriculum	
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<p>Written description includes the program’s process to incorporate the following:</p> <ul style="list-style-type: none"> <li>• On-going reflection and evaluation on program goals.</li> <li>• Opportunity for regular family input regarding program’s progress, such as family surveys, suggestions box, etc.</li> <li>• Examples of how input or evaluation is Integrated into changes within a program.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Description of program evaluation process</li> <li><input type="checkbox"/> Curriculum Manual <i>pg#(s)</i>_____</li> </ul>
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14. Curriculum training and resources available for teachers

Written description includes the following:

- Documented opportunities for teachers to access on-going, off-site curriculum training.
- List of possible training topics for on-site teacher training
- List of additional resource materials available to teachers, such as DVD's, videos, books and educational magazines to support curriculum implementation

Description of professional development plan for staff in the area of curriculum implementation

Curriculum Manual *pg#(s)*\_\_\_\_\_