Florida School Readiness Program:

Curriculum Approval Specifications

Effective 2018

Office of Early Learning
Florida Department of Education

This document was developed by the Florida Department of Education, Office of Early Learning and is incorporated by reference in Rule 6M-4.710, Florida Administrative Code.

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I. Florida's School Readiness Program

A. Background

Section 1002.82(2)(l), Florida Statutes (F.S.), requires the Office of Early Learning (OEL) to, "Adopt a list of approved curricula that meet the performance standards for the School Readiness program and establish a process for the review and approval of a provider's curriculum that meets the performance standards." Once a curriculum has been approved by OEL, it remains approved until the Florida Early Learning and Developmental Standards: Birth to Kindergarten, as incorporated by reference in Rule 6M-4.700, F.A.C., are revised.

This document provides instructions and information for the approval of comprehensive curricula for use in the School Readiness Program by OEL.

B. Review Criteria

The following criteria will be used for the review of curriculum submitted for approval:
1. The curriculum meets the definition of a comprehensive curriculum as defined in SR-7101.
2. Curriculum Content
   An additional review will be done for character development components. However, this review does not affect whether a curricula is approved.

A description of each of the criteria is below.

II. Curriculum Content

The curriculum content provides age appropriate activities that challenge children's abilities and aligns with the Florida Early Learning and Developmental Standards: Birth to Kindergarten. The first five years of life is a period of rapid development for young children. Research consistently supports that every child is born with well-developed senses and reflexes. Beginning at birth, young infants are able to form relationships with adults, develop trust, and explore the world. With adequate nutrition, an appropriate environment, and nurturing by responsive adults, young children become actively engaged in exploration and in learning about their environments. Each child's special temperament and family context ensure that, while development will follow a somewhat predictable sequence, the child's development will be unique.

School Readiness Program curricula must be aligned with the Florida Early Learning and Developmental Standards: Birth to Kindergarten. The Florida Early Learning and Developmental Standards: Birth to Kindergarten are grounded in Florida's conviction that children's early experiences are directly related to later success in school, in the workforce, and in life.

Florida Early Learning and Developmental Standards: Birth to Kindergarten were developed in collaboration with experts in the field of early learning and are based on the following principles which incorporate their collective knowledge about child development and best practices.
- The first five years is a period of rapid growth and development.
- Nurturing and responsive relationships are the foundation of health, growth, and development.

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- Consistency and continuity of experiences promote development.
- Developmental milestones occur in a somewhat predictable order, but each child develops at a unique pace.
- Children learn in many ways and in multiple settings.
- Adults can provide intentional and appropriate experiences that enhance children's learning.

The performance standards address the age-appropriate progress of children in the development of school readiness skills. The performance standards for children from birth to Kindergarten age in School Readiness Programs are integrated with the Child Performance Standards for the Voluntary Prekindergarten Education program, as incorporated by reference into Rule 6M-8.602, Florida Administrative Code. The domains of the Florida Early Learning and Developmental Standards include the following: Physical Development; Approaches to Learning; Social and Emotional Development; Language and Literacy; Mathematical Thinking; Scientific Inquiry; Social Studies; Creative Expression Through the Arts. Each domain is divided into Content areas that focus on specific areas. **The Standards themselves are found within Content and Sub-Content areas.**

A. Developmentally Appropriate
School Readiness Program curricula must be developmentally appropriate. Developmentally appropriate curricula include activities and practices that cover the following characteristics:

1. Age appropriateness (what most children of a given age can do).
2. Individual appropriateness (each child's skills, interests, and characteristics).
3. Social and cultural appropriateness (children's families, cultures, and communities).

School Readiness Program curricula must be designed to enhance the age-appropriate progress of children in attaining the performance standards adopted by the OEL. An age-appropriate curriculum must be designed to address the age ranges covered by the curriculum (e.g. infants, toddlers and/or preschool children) while aligning with the appropriate standard.

In addition to being age-appropriate, School Readiness Program curricula must be individually appropriate. An individually appropriate curriculum is one which remains flexible enough to support modification for individuals who have skills at either end of a developmental continuum. An individually appropriate curriculum meets individual children where they are in terms of development and helps teachers to reach challenging but achievable goals that will support children's development and learning.

Finally, a School Readiness Program curriculum must be socially and culturally appropriate. The curriculum should include activities that support diversity and have the flexibility to incorporate meaningful activities representing the current enrollment of the early learning setting. The social appropriateness should also be accounted for through sensitivity and flexibility for modifications.

This helps young children achieve goals that are developmentally and educationally significant. The curriculum does this by including learning experiences (like play, small group, large group, interest centers, and routines) that reflect what is known about young children in general and about these children in particular, as well as about the sequences in which children acquire specific concepts, skills, and abilities, building on prior experiences.

In order to demonstrate that a curriculum is developmentally appropriate, a School Readiness Program curriculum must be research-based. A curriculum is based on research when its design is based on evidence that is developmentally, culturally, and linguistically relevant for the children who will experience the curriculum. In other words, the curriculum has been created based on studies that employed experimental or quasi-experimental methods to determine the effectiveness of instructional strategies, programs, or practices for young children and it is organized around principles of child development and learning, and has standardized training procedures and materials to support implementation.

Listed below are examples of the characteristics that comprise a developmentally appropriate curriculum based on research.

- Promotes young children's school readiness in the areas of language and cognitive development, early reading and mathematics skills, socio-emotional development, physical development, and approaches to learning.
- Is based on scientifically valid research and has standardized training procedures and curriculum materials to support implementation.
- Is comprehensive and linked to ongoing assessment, with developmental and learning goals and measurable objectives.
- Is focused on improving the learning environment, teaching practices, family involvement, and child outcomes across all areas of development.
- Is aligned with the Florida's Early Learning and Developmental Standards.

B. Comprehensive Curriculum Framework
A comprehensive curriculum is one that contains a mix of instruction and practice activities sufficient to build strong skills in each of the eight domains of the Florida Early Learning and Developmental Standards: Birth to Kindergarten.

Listed below are examples of the characteristics that comprise a comprehensive curriculum framework.
A curriculum framework:
- Provides a means to be responsive to children's individual strengths and needs
- Includes hands-on experiences
- Links directly to children's immediate and long-term goals
- Addresses adaptations for children with special needs and is inclusive in all areas of development and learning
- Addresses diversity including dual language learners in all areas of development and learning
- Aligns with ongoing assessment
- Requires materials, which are readily available or can be found in most developmentally appropriate early learning environments.
- Allows teachers to promote active engagement and learning.
- Allows teachers to individualize and adapt practices for each child based on current data.
- Promotes teachers' ability to provide opportunities for children's learning within daily routines.
- Ensures collaboration and shared responsibilities among families and professionals

The elements for a curriculum framework recommended by researchers include the following:

1. **Activities and Instruction Element**
   a. The curriculum framework includes activities and instructional practices.
   b. The activities and instructional practices are accessible to all children.
   c. The activities and instructional practices are developmentally appropriate and culturally and linguistically responsive.
   d. The activities and instructional practices address all areas of development and learning.
   e. The activities and instructional practices are tiered.
   f. The activities and instructional practices are responsive to children's individual strengths and needs.
   g. The activities and instructional practices include multiple and varied embedded learning opportunities.
   h. The activities and instructional practices include hands-on experiences.
   i. The activities and instructional practices are presented in a variety of daily events.
   j. The activities and instructional practices link directly to children's immediate and long term goals.
   k. The classroom schedule and environment are arranged to support the activities and instructional practices.
   l. The framework contains clear expectations of purposes, goals, expected outcomes, concepts, processes, rules, information, and terms.
   m. The framework includes models, examples, questions, and feedback.

2. **Overall Curriculum Framework**
   a. The curriculum framework represents the program's mission, philosophy, and values.
   b. The curriculum framework is comprehensive and integrated.
   c. The elements of the curriculum framework are dynamic and flexible.
   d. The curriculum framework includes positive physical and social environmental supports.
   e. Implementation of the curriculum framework is a collaborative effort.

3. **Digital Curriculum Programs or Components**
   Submission of digital curriculum programs or curriculum that includes digital components is encouraged.

C. Instructional Design

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 Program curriculum should include clear presentation and explanations of the following:

The overall instructional design should include the following:
   - A clear "road map" or "blueprint" for teachers to get an overall picture of the program with clearly stated goals and objectives.
   - Resources to help the teacher understand the rationale for the instructional approach and strategies utilized in the program (e.g., articles, explanations in the teacher

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manuals, references, reliable websites).
- Explicit instruction.
- Consistently systematic and intentional instruction.
- A logical organization to the materials so that it is clear how the curriculum proceeds over the course of the program (day, week, month, year).
- Consistent 'teacher friendly' instructional routines.
- 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 Dual Language Learners and children with disabilities.
- Components that foster intrinsic motivation in children; (Approaches to Learning domain).
- Ample opportunities for practice.

D. Differentiated Learning Opportunities in the School Readiness Classroom
In order to provide Florida's children with a high-quality, developmentally appropriate learning opportunity, several things are of critical importance.

Children need one-on-one interactions with classroom teachers and classmates each day. Through one-on-one interactions with children, teachers scaffold children's activities and can provide feedback and support. Additionally, they build rapport and a trusting relationship. When children are given many daily opportunities to interact with classmates, they begin to develop skills in negotiating, turn-taking, and cooperative play.

The curriculum used in a classroom of a School Readiness Providers should include active learning experiences that are child-initiated, as well as those planned and initiated by the teacher. As stated previously, the curriculum should be developmentally appropriate, meaning that it is appropriate for birth to 5-year-old children and can be modified for individual children who have skills throughout the developmental continuum (i.e., individually appropriate). Also, when planning and implementing the curriculum the teacher 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. Teachers have a very distinct role in facilitating and scaffolding the activities of the classroom, but it is not developmentally appropriate for young children to spend extended amounts of time in teacher-directed activities. Children's attention spans will grow over the year and will be longer when engaged by an enthusiastic, invigorating teacher.

As part of active learning within a School Readiness classroom, children should be engaged in many hands-on experiences throughout the day. Children should not learn about concepts through paper and pencil activities, work sheets, or coloring pages. Learning occurs when the

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child is engaged in the activity (teacher or child-directed), and a child's attention span tends to be longer in activities and topics that are of interest to the child.

Early literacy skills are critical to children's success in K-12, and curricula used in School Readiness classrooms must be designed to prepare a student in this area. There is a large body of empirical research in the area of emergent literacy, specifically phonological awareness and letter knowledge, which shows that daily attention to these skills, as little as twenty minutes a day, can make a huge impact on children's emergent literacy skills.

Research shows that young children learn best through hands-on, intentional learning experiences (e.g., "play with a purpose") that have been planned by knowledgeable teachers. 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.

III. Process and Criteria for Evaluation

Each curriculum submitted for approval will be reviewed by three trained reviewers that meet the criteria specified in the *Florida School Readiness Program: Policies and Procedures for Curriculum Approval Form OEL-SR-7101*. Each curriculum will be evaluated on the extent to which it meets the criteria specified in the *Florida School Readiness Program: Curriculum Evaluation Scoring Form OEL-SR-7106* and described below.

A. Content
A.1. Alignment with the Florida Early Learning and Developmental Standards: Birth to Kindergarten

Content must align with the Florida Early Learning and Developmental Standards: Birth to Kindergarten for each of the eight domains. The Standards can be accessed at: https://www.flrules.org/gateway/RuleNo.asp?title=Office of Early Learning - School Readiness Program&ID=6M-4.700. This document includes the standards and benchmarks where applicable, by domain as well as related skills, and descriptions of child skills. Additionally the accompanying standards handbook includes environmental considerations, supportive instructional strategies, and other information pertinent to the curriculum implementation in a School Readiness Program.
Each domain will be scored separately. The following requirements apply to alignment with each of the eight domains of the Florida Early Learning and Developmental Standards: Birth to Kindergarten:
- **Scope** – The content should address the appropriate age level(s) of the Florida Early Learning and Developmental Standards: Birth to Kindergarten for each domain and associated learning outcomes, including thinking and learning skills.
- **Completeness** – The content of the curriculum should be complete enough to "stand on its own," without additional curriculum supports. To be useful for classroom instruction, the curriculum must be adaptable to the instructional goals of individual School Readiness providers. There should be no major omissions in the required content coverage. The curriculum may include concepts and topics that enrich and extend children's knowledge and learning, but should be free of unrelated facts and information that would detract from achievement of the Florida Early Learning and Developmental Standards: Birth to Kindergarten.

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- **Curriculum Integration** – The curriculum should include integration across subject areas/domains, and over the course of the program year. Young children do not separate their activities and learning by subject area, and it is necessary that the curriculum not be separated. Integration that allows children to be engaged, active learners provides a positive learning environment that builds the foundational skills needed.

The domains below are subdivided into components and in some instances sub-components. A curriculum must cover all standards and domains of the specified age group. To see the full list of corresponding standards and benchmarks to the appropriate age groups please see the Curriculum Application and Self-Assessment.

A.1.a. Physical Development
1. Health and Wellbeing
    a. Active Physical Play
    b. Safety
    c. Personal Care Routines
    d. Feeding and Nutrition
2. Motor Development
    a. Gross Motor Development
    b. Gross Motor Perception
    c. Fine Motor Development

A.1.b. Approaches to Learning
1. Eagerness and Curiosity
2. Persistence
3. Creativity and Inventiveness
4. Planning and Reflection

A.1.c. Social and Emotional Development
1. Emotional Functioning
2. Managing Emotions
3. Building and Maintaining Relationships with Adults and Peers

A.1.d. Language and Literacy
1. Listening and Understanding
2. Speaking
3. Vocabulary
4. Sentences and Structure
5. Conversation
6. Emergent Reading
7. Emergent Writing

A.1.e. Mathematical Thinking
1. Number Sense
2. Number and Operations
3. Patterns
4. Geometry
5. Spatial Relations
6. Measurement and Data

A.1.f. Scientific Inquiry
1. Scientific Inquiry Through Exploration and Discovery
2. Life Science

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3. Physical Science
4. Earth and Space Science
5. Environment
6. Engineering and Technology

A.1.g. Social Studies
1. Culture
2. Individual Development and Identity
3. Individuals and Groups
4. Spaces, Places, and Environments
5. Time, Continuity, and Change
6. Governance, Civic Ideals, and Practices
7. Economics and Resources
8. Technology and Our World

A.1.h. Creative Expression Through the Arts
1. Sensory Art Experience
2. Music
3. Creative Music
4. Imaginative and Creative Play
5. Appreciation of the Arts

A.2. Accuracy of Content (Curriculum Suitability)

Content must be accurate in historical context and contemporary facts and concepts.

- **Objectivity** – Content that is included in the materials should accurately represent the domain of knowledge and events. It should be factual and objective. It should be free of mistakes, errors, inconsistencies, contradictions within itself, and biases of interpretation. It should be free of the biased selection of information. Materials should distinguish between facts and possible interpretations or opinions expressed about factual information. Visuals or other elements of instruction should contribute to the accuracy of the text or narrative.
- **Representativeness** – The selection of content should not misrepresent the domains of the Florida Early Learning and Developmental Standards: Birth to Kindergarten. It should include the generally accepted and prevalent theories, major concepts, laws, standards, and models used within early childhood education.
- **Correctness** – Presentation of content should be free of typographical and visual errors. It should include correct grammar, spelling, linguistics, terminology, definitions, descriptions, visuals, graphs, sounds, videos, and additional components of the curriculum.

A.3. Relevance of Content (Curriculum Suitability)

Content must be up-to-date for the academic discipline and the context in which the content is presented.

- **Dates or editions** – Copyright dates for photographs and other materials and editions should suggest sufficient currency of content. Copyright dates and editions serve as indicators about currency. However, neither the copyright date nor the edition guarantees currency. Subsequent editions should reflect more up-to-date information than earlier editions. Informed examination of the text, narrative, and visuals contained

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in the materials provides the most direct information about currency of the materials.

— **Context** – Text or narrative, visuals, photographs, and other features should reflect the time periods appropriate for the objectives and the intended learners. Sometimes context should be current, for example, a photograph used to show stages of human growth and development will be more relevant when the clothing, hairstyles, and activities reflect present-day styles. Sometimes context should be historical, for example, illustrations and photographs of historical events should reflect the historical time period. Sometimes context should be both current and historical. For example, historic images alongside modern ones would convey changes in styles over time. At all times the context should be relevant to the learner, to the Florida Early Learning and Developmental Standards: Birth to Kindergarten, and to the concept presented.

A.4. Diversity Considerations (Curriculum Suitability)
Portrayal of gender, ethnicity, age, work situations, and various social groups must include diversity fairness and advocacy.

— **Diversity Fairness** – Through balanced representation of cultures and groups in multiple settings, occupations, careers, and lifestyles, the materials should support equal opportunity without regard for age, color, gender, disability, national origin, race, or religion. It is not the number of pages devoted to diversity, equity, or work roles, but the substance of what is stated and portrayed that matters most. For this reason, it can be misleading to count the number of pages or illustrations devoted to a social issue or group. It is more important to focus on the integration of social diversity throughout a curriculum. In addition to balanced representations, the portrayal of individuals and situations must exclude biases and stereotypes. These portrayals must promote an understanding and appreciation of the importance and contributions of diverse cultures and heritage.

— **Diversity advocacy** – The understanding and appreciation of diversity extends beyond fair representation. It involves embracing a diverse context of representation, not just through pictures, but through information about ways to honor differences and deal with conflicts, promote a positive self-image for members of all groups, and provide for the development of healthy attitudes and values. Effective treatment of diversity issues requires consideration of the age and ability levels of children and whether or not it is appropriate to include diversity topics in the study of a particular topic. Overall, however, materials should reflect both fairness and advocacy.

B. Presentation (Curriculum Suitability)
B.1. Comprehensiveness of Teacher and Student Resources
The curriculum must include features to maintain learner motivation. Resources must be complete enough to address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the classroom beyond those available in a typical preschool classroom.

The major components generally expected for teacher and student resources are listed below.

B.1.a. Comprehensiveness of Teacher Resources
Resources must be complete enough to address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the classroom beyond those available in a

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typical preschool classroom.

Materials should contain support for children in completing instructional activities and assessments and for teachers in implementing all of the instructional elements. A variety of components can accomplish this purpose. Typically, materials will include outlines and strategies for teaching, media supplements, learning activities, and projects.

All curricula will likely include activities that use additional materials that are not a part of the curriculum, such as play dough, blocks, or puppets, which are typically available in a School Readiness classroom. Activities of this sort should explain in detail, possibly with illustration, the material(s) needed to include alternate ways of making or substituting the material.

B.1.b Comprehensiveness of Student Resources
Student materials could include a variety of materials, such as children's trade books, manipulatives, posters, games, puzzles, CDs or computer software, puppets, and other props. Formats may include print, audio, visual, computer, or other media, but should not include work sheets and ditto-type activities, as they will not facilitate optimal progress for children. The student resources should be complete, labeled correctly, and have easy to follow directions. Review and practice activities might include participation activities such as role-playing activities and opportunities for hands-on practice. Review works best as a logical extension of content, goals, objectives, and lessons, with increased similarity to real-life situations. Review activities should require children to recall or apply previously taught knowledge and skills. Frequent short reviews over time or space improve learning more than a concentrated review after a longer period of time.

B.2. Alignment of Instructional Components
All components of an instructional package must align with each other, as well as with the curriculum. All components of an instructional package—teacher's edition and materials, any student materials, and supplementary materials—must be integrated and interdependent and must correspond with each other. For example, support materials in the teacher's edition should align with student activities or projects. They must match in content and progression of instructional activities across the eight domains of the Florida Early Learning and Developmental Standards: Birth to Kindergarten and over the course of the program year.

B.3. Organization of Instructional Materials
The structure and format of materials must have enough order and clarity to allow children and teachers to access content and explicitly identify ideas and sequences. Providing an explicit and teachable structure can double the amount of information remembered. Clear organization allows teachers to discriminate important pieces of information through skimming, reading, or browsing. This concept should be seen throughout the curriculum.

B.3.a. Access to Content
Some features help in searching and locating information, such as a table of contents; menu or map of content; directions on how to locate information; an index for quick reference; goals and/or objectives, outlines, lists, or checklists for major sections; bibliographies and lists of resources; glossaries for quick access to major terms; introductions, key concepts and themes, visual cues, illustrations, labeled examples, and labeled reviews or summaries.

B.3.b. Visible Structure and Format

At-a-glance features should signal the organization of content. The following features are evidence of visible structured format:

- Theme or unit titles and/or frames; headings and subheadings.
- Typographic cues such as bold, italics or changes in size of type.
- Divisions of content such as borders, boxes, circles, highlighting, visual signposts, icons, or color cues.
- Diagrams, labels, and visuals placed near the related content; and numbering of pages and other components.

Objectives or a content outline may serve as additional evidence by introducing main ideas, providing guideposts to use in searching for key information, or serving as a checklist for self-assessment. Certain types of brief narrative sections also contribute to clear organization. For example, the statement of a clear purpose with content organized around main ideas, principles, concepts, and logical relationships supports the unity and flow of information. Introductions also play a major role when they include anchoring ideas, a list of key points, or conceptual schemes such as metaphors. Summaries also can assist children in understanding the logical order of topics presented.

B.3.c. Logical Organization

The pattern of organization of the content should be consistent and logical for the type of domain or topic. Patterns of organization may include compare and contrast, time sequence, cause-effect or problem-solution-effect, concrete to abstract, introduction-review-extension (spiral structure), simple-to-complex, whole-part or part-whole, generalization-examples-review-practice, and conflict-inside view-structure.

B.4. Readability of Instructional Materials/Language Style

Narrative and visuals should engage children in an activity as well as in understanding of the content. Language style and visual features can influence the readability of materials. A popular tool for assessing readability has been the use of a *readability formula* of one type or another. However, these formulas tend to focus only on a few *countable* characteristics of language style such as the length of words, sentences, and/or paragraphs. Other features are more important in establishing readability, such as:

- Organized, coherent text.
- Language and concepts familiar to the teacher.
- Language that clarifies, simplifies, and explains information.
- Transition words such as "yet," "also," "next," "for example," "moreover," or "however".
- Other phrases that create logical connections.
- Words with concrete and specific images.
- Active rather than passive voice.
- Varied sentence structures and avoiding both choppy sentences and unnecessary words.
- Specific questions or directions to guide student attention to visuals or key information.

B.5. Pacing of Content

The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows children to perceive and understand it. It is important that materials contain

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"bite-size" chunks or blocks of information. The chunks should not be so large, nor the pacing so fast, as to overwhelm children. Neither should the chunks be so small, nor the pacing so slow, that the engagement of the children is lost.

B.6 Ease of Use of Materials

B.6.a. Use

Materials must be designed for practical use in the classroom and school environments. They must be easy to identify and store. Teachers and children must be able to access and use the materials. Some of the factors influencing their ease of use include number of components, size of components, packaging, and quality of materials, equipment requirements, and cost to purchase or replace components.

The best choice about weight, size, and number of volumes depends on several factors, such as the organization of the content, how well separate volumes may fit time periods for instruction, and the ages of children. Technical production requirements, such as page limits or different types of bindings, may lead to multiple volumes.

Examples of classroom use include repeated copying of consumable materials and repeated use of other materials by children over time. Technology-rich resources should work properly without the purchase of additional software and run without error. Electronic media for student use should be encoded to prevent accidental or intentional erasure or modification. As with textbooks, electronic media should allow teachers to easily access and interact with them without extensive supervision or special assistance.

The physical and technical qualities of materials should match with the resources of School Readiness Programs. Materials such as videos, software, CD-ROMs and internet sites may serve instructional purposes well, but have little value unless they can be implemented with the program's equipment. Submitters should include training, in-service, and consultation plans to help in effective use of the materials.

B.6.b. Durability

Children and teachers should be able to have materials that will be durable under conditions of expected use. For example, boxes, books, or other materials should not fall apart after normal classroom use. The packaging and form of materials should be flexible and durable enough for multiple uses over time. Durability includes considerations such as:

- High-quality paper, ink, binding, and cover.
- Back, joints, body block, and individual pages.
- Worry-free technology that runs properly, with easy to hear, see, and control audio and visuals.
- Teaching materials that have been tested for use in real-world classrooms.
- The submitter's guarantee for replacement conditions and agreements for reproduction needed to effectively use the materials.

C. Implementation Strategies (Curriculum Suitability)

C.1. Motivational Strategies

The curriculum must include features to maintain learner motivation.

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C.1.a. Expectations

Materials should positively influence the expectations of children. Examples include

- Positive expectations for success.
- Novel tasks or other approaches to stimulate intellectual curiosity.
- Meaningful tasks related to student interests, cultural backgrounds, and developmental levels.
- Activities with relevance to the student's life.
- Thought-provoking challenges such as paradoxes, dilemmas, problems, controversies, and questioning of traditional ways of thinking.
- Challenges that are neither too difficult to achieve nor so easy that children become bored.
- Hands-on tasks in a concrete context, and images, sounds, analogies, metaphors, or humorous anecdotes.
- Variety, including the opportunity for children to ask their own questions, set their own goals, and make other choices during learning.

C.2. Guidance and Support

The curriculum must include guidance and support to help children safely and successfully become more independent learners and thinkers.

C.2.a Level

The type of guidance and support that helps children to become more independent learners and thinkers is sometimes referred to as *scaffolding*. Scaffolding is a solid structure of support that can be removed after a job has been completed. As children gain proficiency, support can diminish, and children can encounter more complex, life-centered problems. Information and activities should provide guidance and support at the level that is needed—no more and no less. Too much can squelch student interest, and too little can lead to failure.

Guidance and support can be accomplished by a combination of the following features:

- Organized routines
- Advance organizers or models such as
  - simplified views of information
  - visual representations of new information during initial instruction
  - questions to focus on key ideas or important features
  - explanations of how the problems were solved
  - analogies, metaphors, or associations to compare one idea to another
  - prompts or hints during initial practice
  - step-by-step instructions.
- Feedback that fosters and supports the learning of skills
- Simulations with features for realistic practice
- Opportunities for children to do research, and to organize and communicate results

C.3. Active Participation of Children
C.3.a. Activities

The curriculum must engage the physical and mental activity of children during the learning process. The curriculum should include organized activities of periodic, frequent, short projects that are logical extensions of content, goals, and objectives.

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C.3.b. Differentiated Instruction

Projects and activities should include questions and application activities during learning that give children opportunities to respond. Active participation of children can be accomplished in a variety of ways. For example, information and activities might require children to

- respond orally or through drawing and emergent writing;
- create visual representations (block structures, emergent writing, puppet shows, dramatic play scenarios, drawings, two- and three-dimensional artwork);
- generate their own questions or examples;
- think of new situations for applying or extending what they learn;
- complete discovery activities;
- add details to concepts from prior knowledge;
- form their own analogies and metaphors;
- practice lesson-related tasks, procedures, behaviors, or skills;
- choose from a variety of activities.
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IV. Character Development

A. Character Development Review

Each curriculum being evaluated will be reviewed to determine if it has a character development component. The results will not affect the curriculum's approved status. Having character development will be noted in the approved list.

B. Curriculum Committee Members

Each member will evaluate the appropriate age groups to ascertain if the curriculum contains such things as lesson plans, learning activities, and role playing which incorporates character development traits (i.e. Trustworthiness, Respect, Responsibility, Empathy, Fairness, Caring, and Citizenship).

V. Submissions for School Readiness Curriculum Approval: General Description

A. Submissions

Submitters are expected to complete the *Florida School Readiness Program: Curriculum Application and Self-Assessment Form OEL-SR-7104.* It will used as the written correlation form which provides information that identifies exactly where and to what extent the School Readiness curriculum addresses each of the Florida Early Learning and Developmental Standards: Birth to Kindergarten and benchmarks (e.g., included in one or more activities, in-depth coverage across multiple activities and/or domains for the specified age). If a particular standard is not addressed, the information provided should also indicate this. However, since the School Readiness curriculum approval process is only for the review of comprehensive curricula, all eight domains should be adequately covered, even if each individual standard may not be addressed directly.

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