

Ohio Department of Job and Family Services
CURRICULUM STANDARDS ASSESSMENT ALIGNMENT TOOL: INFANTS AND TODDLERS
FOR STEP UP TO QUALITY
FOR STEP UP TO QUALITY PROGRAMS

Program Name	License Number	Name of Curriculum - including Version/Edition Gee Whiz Education - Back to School unit (August 2019) - This is one of 24 units provided per year and representative of all units produced in terms of the coverage of developmental areas.
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Is this a Self-Created Curriculum? (Choose One) Yes No

If YES: Sections I and II MUST be completed.

If NO: Section I may be completed to meet the requirements to demonstrate how the program's obtained curriculum aligns to the Early Learning and Development Standards, and the program's on-going child assessment process.

The content of this form will be reviewed for completeness; however, the verification of how the program is implementing this program standard will be completed at the on-site visit through direct observation, document review and an interview process.

Section I:

Names of individuals completing this form

Name(s)	Title/Position(s)
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Domain: Social and Emotional Development	Indicate the page number or section of the curriculum that demonstrates alignment to this standard.	<u>Three to five-star rating and above:</u> Describe how Environmental Arrangements, Daily Routines, and Planned Experiences address these concepts.	<u>Three to five-star rating and above:</u> How will knowledge and skill development relative to this standard be assessed?	<u>Three to five-star rating and above:</u> How will child progress be documented?
<u>Strand: Self</u> <i>Topic: Awareness and Expression of Emotion</i>	There are many but one is on p. 17 (Follow the Feelings)	The Follow the Feelings Path taped to the floor exposes children to different emotions.	Because infants/toddlers use nonverbal means of communication, they can use facial expressions to share their emotions.	Anecdotal note and/or photo of child showing different emotions.
<i>Topic: Self-Concept</i>	There are many but one is on p. 9 (Follow Your Friends)	During this experience involving a painter's tape obstacle course, children will develop self-concept as they master moving through the obstacles.	As the children successfully work through obstacles, they will build an awareness of their growing abilities.	Anecdotal note and/or video of child working through course to add to a digital portfolio.
<i>Topic: Self-Comforting</i>	There are many but one is on p. 18 (That's Not Fair!)	This experinece focuses on the concept of fairness. Children learn to use their words to share frustrations.	During daily activities, children can be observed to see how they self-sooth when frustrated.	Anecdotal notes

<i>Topic: Self-Regulation</i>	There are many but one is on p. 7 (Sprinkle Dance with Friends)	During this activity, children must demonstrate self-regulation as they respect personal space.	Assessment of this skill will be by observing how the children respect personal space as they play.	Anecdotal note and/or video for digital portfolio.
<i>Topic: Sense of Competence</i>	All activities address this area. One example is on p. 11 (Bread Bites)	During this experience, infants practice self-feeding.	Assessment of this skill will be observing the infant pick up pieces of bread and then put them in their mouth.	Anecdotal note and/or video for digital portfolio.
Strand: Relationships <i>Topic: Attachment</i>	All address this area. Here is just one example (p. 5)	During this experience, a song and clapping are designed to help the infant build the caregiver/child bond.	Observing the infant's nonverbal cues while holding him/her in your lap and watching to see if he/she makes eye contact.	Anecdotal note
<i>Topic: Interactions with Adults</i>	Because the Gee Whiz curriculum encourages providers to engage with children during all experience, this area is actually addressed in all activities.	Please see the Teaching Guide for how we build interactions with adults into the lesson plans.	Watching to see if the infant/toddlers engages with the provider through eye contact and body language.	Anecdotal notes and/or photos or videos during experiences that can be put in a digital portfolio.
<i>Topic: Peer Interactions and Relationships</i>	There are many but here is one example (p. 15, Tummies and Friends)	During this experience, older children engage with infants during tummy time. This helps to build the child-child bond in a fun way.	Watching to see if the infant lifts his/her head to see the other child during tummy time.	Anecdotal notes and/or videos of the experience to put in a digital portfolio.
<i>Topic: Empathy</i>	One example from this unit is on p. 16, "So Many Feelings!"	This experience uses a song that includes nonverbal communication. Through the experience, children are exposed to a variety of emotions as well as the concept that different situations make people feel differently.	As the children sing and act out the song, the provider can observe their nonverbal communication and body language. He/She can also encourage older children to serve as role-models for younger ones and share their ideas through spoken language.	Anecdotal notes and/or video for a digital portfolio.

<p>Domain: Approaches Toward Learning</p>	<p>Indicate the page number or section of the curriculum that demonstrates alignment to this standard.</p>	<p><u>Three to five-star rating and above:</u> Describe how Environmental Arrangements, Daily Routines, and Planned Experiences address these concepts.</p>	<p><u>Three to five-star rating and above:</u> How will knowledge and skill development relative to this standard be assessed?</p>	<p><u>Three to five-star rating and above:</u> How will child progress be documented?</p>
<p><u>Strand: Initiative</u> <i>Topic: Initiative and Curiosity</i></p>	<p>Here is just one example of how this unit addresses this area, p. 11, Fun with Flour</p>	<p>During this experience, the children will be exploring different types of flour. This is a child-choice experience so as children choose it, they demonstrate initiative and curiosity.</p>	<p>As the provider watches, he/she can see which children choose to explore the flour as well as how they go about it.</p>	<p>Anecdotal notes</p>
<p><i>Topic: Planning, Action and Reflection</i></p>	<p>Here is just one example of how this unit addresses this area, p. 11, Bakers Are We</p>	<p>When playing with playdough, children can choose how to use the playdough to make "baked goods." They will need to play how they will use the materials provided as they engage in pretend play.</p>	<p>The provider will watch to see how the children utilize the playdough and materials. For nonverbal children, he/she will ask questions that the children can answer with a nod or a shake of the head. Those who are verbal can share their plans and what they learn as they play with the provider using words.</p>	<p>Anecdotal notes</p>
<p><u>Strand: Engagement and Persistence</u> <i>Topic: Attention</i></p>	<p>Here is one example of how this area is addressed in this unit, p. 10, A Hen and Her Friends</p>	<p>As the provider uses the prop to tell the story, the children will need to pay attention.</p>	<p>The provider can watch for direct eye contact as well as how accurately the children answer simple questions about the story. Nonverbal children can answer with a nod or shake of the head.</p>	<p>Anecdotal notes</p>
<p><i>Topic: Persistence</i></p>	<p>Here is just one example of how this unit addresses this area, p. 13, We Can Work Together</p>	<p>During this experience, the children will wash plastic dishes in the water table or a container of water. They will need to demonstrate persistence as they work to make sure the dishes are clean.</p>	<p>As the provider watches, he/she can note which children spend more time on this experience.</p>	<p>Anecdotal notes</p>

Strand: Creativity <i>Topic: Innovation and Invention</i>	Here is one example from this unit that addresses this standard, p. 23, Loose Parts with Friends	Loose part play challenges children to use common materials in new and different ways. This promotes both innovation and invention.	The provider can observe to see how the children use the items. Do they use them in new ways? How? The provider can also ask those children who are more verbal to explain how they are using the materials and why they are using them that way.	Anecdotal notes and/or video for each child's digital portfolio.
<i>Topic: Expression of Ideas and Feelings through the Arts.</i>	Here is one example of how this area is addressed in this unit, p. 15, My Favorite Art Materials Is...	During this experience, children choose their favorite art materials and then use them to create. This opens the door for them to express their ideas and feelings through art.	The provider can observe to see which art materials each child chooses and then ask those who are more verbal to share why they like those materials best. Also, the statement, "Tell me about your art" is a great way to get a conversation going with those children who are more verbal.	Anecdotal notes
Domain: Physical Well-Being and Motor Development	Indicate the page number or section of the curriculum that demonstrates alignment to this standard.	<u>Three to five-star rating and above:</u> Describe how Environmental Arrangements, Daily Routines, and Planned Experiences address these concepts.	<u>Three to five-star rating and above:</u> How will knowledge and skill development relative to this standard be assessed?	<u>Three to five-star rating and above:</u> How will child progress be documented?
Strand: Motor Development <i>Topic: Large Muscle, Balance and Coordination</i>	There are many examples in this unit but here is one, p. 9, Follow Your Friends	During this experience, children will need to demonstrate large muscle control as they crawl through a blue painter's tape obstacle course.	As the children crawl, the provider will observe to see if they are able to crawl under the tape.	Anecdotal note and/or video for a digital portfolio.
<i>Topic: Small Muscle: Touch, Grasp, Reach, Manipulate</i>	There are many but here is one example, p. 11, Bakers Are We	During this experience, the children will manipulate playdough as they pretend to be bakers.	The provider will watch to see if the children can squeeze, pound, roll and shape the playdough.	Anecdotal notes and/or photos/video for a digital portfolio.
<i>Topic: Oral-Motor</i>	There are many examples but here is just one, p. 9, Friendship Trail Mix	During this experience, the children will help to make trail mix which they will then eat. They will then need to demonstrate the ability to pick food up and put it in their mouths.	The provider will watch to see which children are able to successfully pick up pieces of food to put in their mouths.	Anecdotal notes

<i>Topic: Sensory Motor</i>	There are many examples but here is one, p. 23, Loose Parts Play with Friends	As the children engage in loose parts play, they will use their senses as they explore materials.	As the provider engages with children, he/she will provide nonverbal children with descriptions of how the items the infants/toddlers handle look, feel, and sound.	Anecdotal notes
<u>Strand: Physical Well-Being</u> <i>Topic: Body Awareness</i>	There are many but here is one example, p. 7, Photo Crawl	As infants crawl on the Photo Crawl Board, the provider will identify how the infant is using his/her body. This will help the infant to build awareness of his/her body parts.	For toddlers, the provider could use language to ask the child to put his/her hand on the face of a specific child on the board.	Anecdotal notes and/or video fo a child's digital portfolio.
<i>Topic: Physical Activity</i>	There are many examples but here is one, p. 7, Sprinkle Dance with Friends	During the experience, the children will be dancing which is great physical exercise. The provider will use language to describe how children are moving their bodies as they play.	The provider will watch to see which children choose this experience and which do not.	Anecdotal notes and/or video of children participating to add to a digital portfolio.
<i>Topic: Nutrition</i>	Here is one example for this unit, p. 9, Friendship Trail Mix	As the children help to prepare trail mix, they can be exposed to the concept of nutrition. Cooking and preparing food is a meaningful way to do this with children.	Talking with children during preparation about each ingredient used in the trail mix. Is it a fruit? grain?	Anecdotal notes
<i>Topic: Self-Help</i>	Here is one example from this unit, p. 11, Bread Bites	During this experience, infants will feed themselves small bites of bread.	The provider will watch to see if the infant is able to pick up the pieces of bread and then put them in his/her mouth.	Anecdotal notes
<i>Topic: Safety Practices</i>	The Gee Whiz curriculum includes a Health & Safety tip each day. Please see the top section of even numbered pages from p. 4 to p. 22.	The Health & Safety tips provided are intended to be used on a continuous basis. Many involve reminding the children of key health & safety concepts.	The provider will remind children of important safety practices and then watch to see if they follow through on a consistent basis.	Anecdotal notes

<p>Domain: Cognitive Development and General Knowledge</p>	<p>Indicate the page number or section of the curriculum that demonstrates alignment to this standard.</p>	<p><u>Three to five-star rating and above:</u> Describe how Environmental Arrangements, Daily Routines, and Planned Experiences address these concepts.</p>	<p><u>Three to five-star rating and above:</u> How will knowledge and skill development relative to this standard be assessed?</p>	<p><u>Three to five-star rating and above:</u> How will child progress be documented?</p>
<p><u>Strand: Cognitive Skills</u> <i>Topic: Memory</i></p>	<p>Here is one example from this unit, p. 23, Use Your Eyes</p>	<p>This experience challenges children to remember what they learned earlier and then apply it again as they seek out the differences between two similar scenes.</p>	<p>As the provider engages with children, he/she will be able to assess which children comprehend the concept of differences and which do not.</p>	<p>Anecdotal notes</p>
<p><i>Topic: Symbolic Thought</i></p>	<p>There are many examples in this unit but here is one, p. 23, Loose Parts with Friends</p>	<p>As children participate in loose parts play, they will use symbolic thought to use loose parts in new ways. Sometimes they may combine loose parts while other times they may use just one item in a new way.</p>	<p>As the provider engages with children during loose parts play, he/she will be able to observe how children choose to use materials. For example, does a child choose to use a paper towel roll as a horn?</p>	<p>Anecdotal notes and/or video for a child's digital portfolio.</p>
<p><i>Topic: Reasoning and Problem Solving</i></p>	<p>There are many examples from this unit but here is one, p. 20, The Search is On!</p>	<p>During this experience, the children will work together as they participate in a scavenger hunt. This opens the door for more advanced/older children to work with younger ones toward a common goal. The children will need to problem-solve and use reasoning as they figure out where to find each item on the list.</p>	<p>As the provider engages with children, he/she will observe how the children use reasoning and problem-solving skills to find the items on the scavenger hunt list.</p>	<p>Anecdotal notes and/or video for a child's digital portfolio.</p>

Sub-Domain: Mathematics	Indicate the page number or section of the curriculum that demonstrates alignment to this standard.	<u>Three to five-star rating and above:</u> Describe how Environmental Arrangements, Daily Routines, and Planned Experiences address these concepts.	<u>Three to five-star rating and above:</u> How will knowledge and skill development relative to this standard be assessed?	<u>Three to five-star rating and above:</u> How will child progress be documented?
<u>Strand: Number Sense</u> <i>Topic: Number Sense and Counting</i>	There are many examples but here is one from this unit, p. 5, Friends Mural	As the children participate in this experience, they will make handprints on a FRIENDS mural. This opens the door for the provider to expose children to counting by counting each child's fingers on his/her handprint.	As the provider engages with children, he/she can watch to see if the infant/toddler watches intently as he/she points to, and counts, the fingers on the infant's/toddler's handprint.	Anecdotal note
<u>Strand: Relationships and Operations</u> <i>Topic: Number Relationships</i>	Here is one example from this unit, p. 19, A Very Fair Snack	During this experience, toddlers will be exposed to number relationships as they hear terms like "more," "less" and "the same." They will also be exposed to counting as the listen to older children.	The provider will watch toddlers carefully during this experience to see if they react when they have "less" than everyone else.	Anecdotal notes
<u>Strand: Algebra</u> <i>Topic: Group and Categorize</i>	Here is one example from this unit, p. 11, Fun with Flour	During this experience, children will use their senses to compare and contrast different types of flours.	While toddlers will more than likely be nonverbal and unable to share their ideas using words, they will learn by listening to other children engage with the provider when describing how the flours are alike and how they are different. The provider can also ask questions such as, "Which flours do you think feel the same?"	Anecdotal notes
<u>Strand: Measurement and Data</u> <i>Topic: Describe and Compare Measurable Attributes</i>	Here is one example from this unit, p. 21, Playdough & Pals	This cooking experiment utilizes measurement in a very real way. While toddlers cannot yet read measurements, they can observe & manipulate things like measuring cups. They will build background knowledge through this experience about what it means to measure.	The provider will be sure to read the measurements both in the recipe and on the measuring cups while preparing the playdough with children. He/she can observe the toddler's level of interest while doing so.	Anecdotal notes

<i>Topic: Data Analysis</i>	Here is one example from this unit, p. 15, What's Different?	Most infants/toddlers are not yet ready to understand a graph. However, it is possible to expose them to comparing/contrasting. During this experience, more advanced children will help to expose younger ones to the concepts of likenesses and differences.	As the provider interacts with children, he/she will ask questions regarding differences that more verbal children will answer. This will help to expose younger children to this concept. Watching younger children's level of engagement will be crucial here.	Anecdotal notes
Strand: Geometry <i>Topic: Spatial Relationships</i>	Here is one example from this unit, p. Follow Your Friends	During this experience, children will be exposed to positional concepts such as over, under, through, etc.	The provider will watch to see how the infant/toddler uses his/her body to move through the course. The provider will also observe nonverbal cues as he/she describes the infants/toddlers motions.	Anecdotal notes and/or video for the child's digital portfolio
<i>Topic: Identify and Describe Shapes</i>	Here is one example from this unit, p. 17, Follow the Feelings	Because the facial expressions used for this experience are circles, this provides the opportune time for providers to expose toddlers to the name of this shape.	The provider will observe as toddlers move on the path. He/she will also note if the toddlers look when he/she describes the circle shape.	Anecdotal note
<i>Topic: Analyze, Compare and Create Shapes</i>	Here is one example from this unit, p. 5, Friendship Towers	As toddlers explore blocks, the provider can expose more advanced children to the names of 3-dimensional shapes. While toddlers are not yet developmentally ready to fully understand these shapes yet, exposure is always a good thing when it is done in a meaningful way.	The provider can watch the engagement level of toddlers to see if they appear interested when discussing the shape of the blocks.	Anecdotal notes
Sub-Domain: Social Studies	Indicate the page number or section of the curriculum that demonstrates alignment to this standard.	<u>Three to five-star rating and above:</u> Describe how Environmental Arrangements, Daily Routines, and Planned Experiences address these concepts.	<u>Three to five-star rating and above:</u> How will knowledge and skill development relative to this standard be assessed?	<u>Three to five-star rating and above:</u> How will child progress be documented?

<p>Strand: Self <i>Topic: Social Identity</i></p>	<p>Here is one example from this unit, p. 7, Photo Crawl</p>	<p>During this experience, the infant will crawl on a Photo Crawl Board that contains pictures of all of the children in the group. As the infant touches different pictures, the provider will say the name and note that each child is a friend.</p>	<p>The provider will watch to see if the infant is drawn to the picture of any particular child in the group. If so, this may indicate a stronger social relationship.</p>	<p>Anecdotal note</p>
<p>Sub-Domain: Science</p>	<p>Indicate the page number or section of the curriculum that demonstrates alignment to this standard.</p>	<p><u>Three to five-star rating and above:</u> Describe how Environmental Arrangements, Daily Routines, and Planned Experiences address these concepts.</p>	<p><u>Three to five-star rating and above:</u> How will knowledge and skill development relative to this standard be assessed?</p>	<p><u>Three to five-star rating and above:</u> How will child progress be documented?</p>
<p>Strand: Science Inquiry and Application <i>Topic: Inquiry</i></p>	<p>Here is one example from this unit, p. 11, Fun with Flour</p>	<p>As children explore different types of flour, they will use their senses. The provider will ask questions of more verbal children and their answers will expose infants/toddlers to new concepts and language.</p>	<p>As the provider observe, he/she can watch to see how the children use their senses to learn about the flour. Which sense do the children use the most? Why?</p>	<p>Anecdotal note</p>
<p><i>Topic: Cause and Effect</i></p>	<p>Here is one example from this unit, p. Shake and Make</p>	<p>During this hands-on experiment, children will discover what happens when two primary colors mix as they shake painted hands.</p>	<p>More verbal children and the provider will describe what happens when the colors mix to help younger, nonverbal children build background knowledge. The provider will observe toddlers to watch for nonverbal cues that indicate the child recognized that a change took place when they shook hands with a friend.</p>	<p>Anecdotal note and/or video for child's digital portfolio.</p>

<p>Domain: Language and Literacy Development</p>	<p>Indicate the page number or section of the curriculum that demonstrates alignment to this standard.</p>	<p><u>Three to five-star rating and above:</u> Describe how Environmental Arrangements, Daily Routines, and Planned Experiences address these concepts.</p>	<p><u>Three to five-star rating and above:</u> How will knowledge and skill development relative to this standard be assessed?</p>	<p><u>Three to five-star rating and above:</u> How will child progress be documented?</p>
<p><u>Strand: Listening and Speaking</u> <i>Topic: Receptive Language and Comprehension</i></p>	<p>All of the experiences in this unit address this area. Here is one example, p. 10, A Hen and Her Friends</p>	<p>During this experience, a the traditional tale of, "The Little Red Hen" will be linked to the concept of friendship.</p>	<p>The provider will watch the children to see if they attend as she uses the prop to tell the story. When asking questions at the end, nonverbal children can communicate by nodding or shaking their heads.</p>	<p>Anecdotal notes</p>
<p><i>Topic: Expressive Language</i></p>	<p>All of the experiences in this unit address this area. Here is one example, p. 6, Name Game</p>	<p>During this experience, the children will have the opportunity to share their ideas, say a chant and engage in conversations with others. Nonverbal children can participate through nonverbal communication such as nodding their heads and or waving.</p>	<p>The provider will observe and listen to see if children choose to share their ideas verbally or nonverbally. Either is an example of communication.</p>	<p>Anecdotal notes</p>
<p><i>Topic: Social Communication</i></p>	<p>Here is just one example from this unit, p. 13, We Can Work Together</p>	<p>During this experience, the children will work together to complete a task...washing plastic dishes. As the children work together, they will engage in back and forth conversations with each other and the provider.</p>	<p>The provider can watch and listen as the children participate and note how the children interact with one another.</p>	<p>Anecdotal notes and/or video for each child's digital portfolio.</p>
<p><u>Strand: Reading</u> <i>Topic: Early Reading</i></p>	<p>Here is one example from this unit, p. 21, Books with Friends</p>	<p>During this experience, the provider and children will explore books from the suggested Book List (p. 31).</p>	<p>The provider can observe to see which children show interest in reading books.</p>	<p>Anecdotal notes</p>
<p><i>Topic: Reading Comprehension</i></p>	<p>Here is one example from this unit, p. 12, Caring Friends</p>	<p>During this experience, the children will review the traditional story, "The Little Red Hen." There will be questions to answer related</p>	<p>Once again, the provider will need to observe to see which children actively participate in the discussion of the story, either in a verbal or nonverbal</p>	<p>Anecdotal notes</p>

		to whether or not the Little Red Hen's friends were caring or not. Additionally, the children can participate in the retelling of the story by adding, "Not !!" said the (name of animal).	fashion.	
<i>Topic: Print Concepts</i>	Here is one example from this unit, p. 21, Books with Friends	As children look at books, they learn how to properly handle them as well as that in English, we read from left to right. They also are exposed, during this experience, to the concept that words that are spoken can be written down in print.	As the provider reads books with the children, he/she can evaluate how each child handles the books and turns the pages.	Anecdotal notes
<i>Topic: Phonological Awareness</i>	Here is one example from this unit, p. 21, Playdough & Pals	During this experience, the provider will use a printed recipe to help the children prepare playdough. While following the recipe, the provider will point to, and read, each word.	The provider will need to observe to see if the children show interest as he/she points to the words in the recipe while reading them.	Anecdotal notes
<i>Topic: Letter and Word Recognition</i>	The Gee Whiz curriculum contains a special component called, "Letters & Literacy" that address this concept for children who are developmentally ready. For infants/toddlers, this would not be appropriate. However, during this unit, these children are exposed to the concepts of letters/words through experiences such as this one, p. 6, Name Game	As children participate in the Name Game, they will be exposed to the concept that a name is a word and that a name is also made up of letters.	The provider will need to observe to evaluate each child's level of interest as he/she plays the game.	Anecdotal notes
Strand: Writing <i>Topic: Early Writing</i>	Here is one example from this unit, p. 5, Friends Mural	The provider will write the word, "Friends" on the mural as children watch. This will provide an exposure to writing for those children who are not ready to write. Those who are will be encouraged to add their names to the mural when it is done.	The provider will watch to see which children show interest as he/she writes the word, "Friends" on the mural	Anecdotal notes

<p><i>Topic: Writing Application and Composition</i></p>	<p>Here is one example from this unit, p. 22, Autograph Books</p>	<p>This experience is designed from more advanced children. However, if the provider wanted to adapt this for younger ones, he/she could work with each child individually to create a book and then have those children who would like to make marks/scribbles inside the book instead of writing their names.</p>	<p>The provider would watch to see which children choose to mark/scribble in the autograph books. Additionally, he/she would want to be sure to describe the children's actions as "writing."</p>	<p>Anecdotal notes</p>
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Section II

For self-created curriculums ONLY

This section is not required for an obtained curriculum.

Identify the theory or research base of this curriculum.

Describe how the theory or research informs decision making for experiences for children.

Planning Process

Describe the ongoing process for documenting and determining children's interests and abilities.

Identify ways the curriculum meets the needs, interests, and abilities of individual children.

Inclusion of Children with Diverse Developmental/Ability Levels

Describe how the curriculum provides guidance on making modifications or adaptations for children of all developmental levels.

Role of the Teacher

Describe how the curriculum provides guidance to the teacher on setting up the classroom environment. (Examples: Age appropriate materials, furnishings and equipment, room arrangements and learning centers.)

Describe how the curriculum provides guidance on how to interact with children.

Scheduling and Routines

Describe how the curriculum supports developmentally appropriate schedule/routines.

Diversity

Describe how the curriculum guides experiences that are culturally relevant, diverse and sensitive to children and families.

Describe how diversity is represented in the curriculum.

Family Involvement

Describe how the curriculum provides opportunities for family involvement.

Support for Implementation

Describe the supports provided to assist teachers in the implementation of the curriculum. (Examples: Study group, mentor, web-based, intensive orientation, informal/formal observations, lesson plan review, implementation guides, etc.)

Assessment

Describe the strategies within the curriculum that are used to measure children's progress over time.

Social Emotional

Describe how the curriculum provides guidance on managing and guiding children's behavior.