

Curriculum Alignment Self-Report

Publisher	
Curriculum Title	
Copyright date	

Contact Person	
Address	
Phone Number	

Thank you for your interest in providing licensed early learning and development programs a quality infant, toddler and preschool curriculum. Please answer the questions below, then complete the chart describing how the curriculum aligns with [NC Foundations for Early Learning and Development](#) (NC FELDS). Also, describe how it aligns with the criteria for review. Include the title of the curriculum book and page number for reviewers to be able to validate your responses.

Describe how your curriculum articulates a theoretical and/or research-base for the approach and clearly demonstrate how the curriculum utilizes the theory and/or research as a basis for making decisions about experiences provided for children. The curriculum may also have empirical evidence regarding the effectiveness of the curriculum collected with sound research methodology.

Include title of curriculum document and page numbers in your response:

Describe and provide evidence of how your curriculum (Include title of curriculum document and page numbers in your response):

- **Presents concepts that are relevant to children's everyday experiences.**
Response:
- **Supports children making choices and exploration.**
Response:
- **Includes adaptations for children with disabilities.**
Response:
- **Includes family engagement strategies, such as promoting collaborations with families to plan individual learning experiences for children.**
Response:
- **Supports the development of children from diverse backgrounds, including dual language learners (See page 151 of NC Foundations for Early Learning and Development).**
Response:

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Describe your curriculum's ongoing/formative assessment process for observing and documenting information related to individual children's level of development, current skills, and interests, and using that information to develop plans (experiences for children). Include title of curriculum document and page numbers in your response:

Does this curriculum provide implementation training for teachers (not a required criterion) ☐Yes ☐No If so, describe:
Response:

North Carolina Foundations for Early Learning and Development (NCFELD) Alignment Table

Approaches to Play and Learning (APL)

Domains, Subdomains and Goals	How does the curriculum meet NCFELD Goals for Infants/Toddlers/Preschoolers? Include title of curriculum document and page numbers. Please include one strategy the curriculum gives for teachers to use with infants and toddlers, and preschool children.
Example	NC FELDs goal APL-1: Children show curiosity and express interest, aligns with the suggested activity on page (page #s) in (title of curriculum), (title of referenced book within the curriculum). In group time the teacher has several items in a bag so the children cannot see the items in it. The teacher makes a variety of sounds using the items. Then, says "Those sounds we hear in our classroom. What are they? The curriculum instructs teachers to document in child portfolio the level of interest children show in figuring out what made the different sounds. Other activities which align with Goal APL1 are on pages (list page #s).
Curiosity, Information Seeking and Eagerness	
Goal APL-1: Children show curiosity and express interest in the world around them.	

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<p>Goal APL-2: Children actively seek to understand the world around them.</p> <p>Strategy <i>Infants/Toddlers</i> Allows I/T to make choices of activities.</p> <p>Provides examples of open-ended questions to encourage children to share ideas, what they like, dislike and enjoy. (e.g., What will happen when we add the water to the flour? Have you ever wondered where snow goes?</p>	
Play and Imagination	
<p>Goal APL-3: Children engage in increasingly complex play. Goal APL-4: Children demonstrate creativity, imagination, and inventiveness.</p> <p>Strategy <i>Infants/Toddlers</i> Suggests a variety of art and music materials when planning activities for children (Eg. jumping on bubble wrap).</p> <p><i>Preschool</i> Promotes the integrated use of materials throughout activities and</p>	

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<p>centers (e.g., Making play-dough - measurement/math; recipe/early literacy; and questions including predictions/science)</p> <p>Curriculum provides a variety of experiences to appeal to children who learn in different ways and supports children making choices. (e.g., Group interest is flowers. Real objects [flowers]; pictures; music; language activities; books; the outdoors; active play; quiet play and/or group activities are provided on flowers.)</p>	
Risk-Taking, Problem-Solving, and Flexibility	
<p>Goal APL-5: Children are willing to try new and challenging experiences.</p> <p>Goal APL-6: Children use a variety of strategies to solve problems.</p>	
Attentiveness, Effort, and Persistence	
<p>Goal APL-7: Children demonstrate initiative.</p> <p>Goal APL-8: Children maintain attentiveness and focus.</p> <p>Goal APL-9: Children persist at challenging activities.</p> <p>Strategy</p> <p>Infant/Toddler</p>	

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<p>Provides suggestions of new items to add to environment for children to notice.</p> <p>Preschool</p> <p>Provides project ideas that are completed over the course of several days.</p>	
Emotional and Social Development (ESD)	
<p>Goal ESD-1: Children demonstrate a positive self-identity and self-awareness.</p> <p>Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.</p> <p>Strategy</p> <p>I/T and Preschool</p> <p>Curriculum promotes planning experiences based on children's current observed needs, abilities and interests. Provides instruction on taking anecdotal/observation notes.</p> <p>Curriculum promotes giving children choices as opposed to recommendations promoting center rotation or lists of children assigned to centers.</p> <p>Curriculum provides suggestions for family involvement.</p>	

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Developing a Sense of Self With Others	
<p>Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.</p> <p>Goal ESD-4: Children form relationships and interact positively with other children.</p> <p>Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.</p> <p>Strategy</p> <p>Curriculum provides positive behavior management strategies.</p>	
Learning About Feelings	
<p>Goal ESD-6: Children identify, manage, and express their feelings.</p> <p>Goal ESD-7: Children recognize and respond to the needs and feelings of others.</p> <p>Strategy</p> <p>Infants/Toddlers</p> <p>Provides examples of using supportive language to teachers to accept toddler mistakes as a natural process of learning and exploring.</p>	

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<p>Preschool</p> <p>Provides examples of phrases for teachers to use to encourage children to express their feelings, take appropriate action and notice the feelings of other children (e.g., Words for conflict resolution).</p>	
Health and Physical Development (HPD) Physical Health and Growth	
<p>Goal HPD-1: Children develop healthy eating habits.</p> <p>Goal HPD-2: Children engage in active physical play indoors and outdoors.</p> <p>Goal HPD-3: Children develop healthy sleeping habits.</p> <p>Strategy</p> <p>Infants/Toddlers</p> <p>Infants Promotes breastfeeding, and feeding based on cues rather than a schedule.</p> <p>Toddlers</p> <p>Ask families to share sleep routines and used it in child care when possible.</p> <p>Preschool</p> <p>Provides a sample schedule which includes times for eating, child choice (active and quiet), nap, and physical activity both indoors and outdoors or</p>	

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provides appropriate guidance on creating a schedule. Guidance should include: schedules are predictable, but flexible and responsive to the needs of children.	
Motor Development	
<p>Goal HPD-4: Children develop large muscle control and abilities needed to move through and explore their environment.</p> <p>Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.</p> <p>Strategy</p> <p>Infant/Toddler Encourages caregivers to play with infants and toddlers both indoors and outdoors.</p> <p>Preschool Curriculum integrates adaptation recommendations for children with different ability levels, including disabilities, throughout the curriculum.</p>	
Self-Care	
Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs.	

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Goal HPD-7: Children develop independence in caring for themselves and their environment.	
Safety Awareness	
Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.	
Language Development and Communication (LDC) Learning to Communicate	
<p>Goal LDC-1: Children understand communication from others.</p> <p>Goal LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.</p> <p>Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>Goal LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Goal LDC-5: Children describe familiar people, places, things, and events.</p> <p>Goal LDC-6: Children use most grammatical constructions of their home language well.</p> <p>Goal LDC-7: Respond to and use a growing vocabulary.</p>	

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<p>Strategy</p> <p>Infants and Toddlers Curriculum includes songs, rhymes, and finger plays with infants and toddlers in English and other languages.</p> <p>Preschool Curriculum includes new vocabulary words and definitions which are reinforced repeatedly throughout daily routines and experiences.</p>	
Foundations for Reading	
<p>Goal LDC-8: Develop interest in books and motivation to read.</p> <p>Goal LDC-9: Comprehend and use information presented in books and other print media.</p> <p>Goal LDC-10: Children develop book knowledge and print awareness.</p> <p>Strategy</p> <p>Infants and Toddlers Includes suggestions of how to read and share books with small groups of infants and toddlers every day. Provides guidance on how to talk about pictures and read simple stories.</p> <p>Preschool</p>	

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<p>Provides age appropriate fiction and non-fiction books and/or a list of titles that stimulate children's curiosity for a variety of subject areas. Include stories that reflect dual language and predictable text. Provides multicultural books and/or a list of titles to help children develop an understanding of individual differences and similarities (e.g., culture, race, age, gender, sociocultural experiences, disabilities, non-stereotypical).</p>	
<p>Goal LDC-11: Develop phonological awareness.</p> <p>Goal LDC-12: Develop knowledge of the alphabet and the alphabetic principle.</p> <p>Strategy</p> <p>Infants and Toddlers Curriculum includes strategies to ask simple questions and make comments about books to start conversations with children. Talk about similar things that young children may have experienced. ("Do you have a pet?" "What did you see at the zoo?") Welcome and encourage children's questions too!</p> <p>Preschool</p>	

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Curriculum includes strategies for promoting phonological awareness, print and alphabet knowledge within daily conversations, activities, and routines (e.g., playful experiences, songs, rhymes, poems, books)

Foundations for Writing

Goal LDC-13: Use writing and other symbols to record information and communicate for a variety of purposes.

Goal LDC-14: Children use knowledge of letters in their attempts to write.

Goal LDC-15: Children use writing skills and writing conventions.

Strategy

Promotes literacy-rich play activities that reflect children's interest and sociocultural experiences.

Infants and Toddlers

Curriculum promotes activities that provide crayons and other art materials for infants and toddlers to explore. Adapt art materials if needed so children with disabilities can use them.

Preschool

Curriculum promotes activities that emphasize the use of unlined paper for children's writing as opposed to

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ditto sheets, dot-to-dot and tracing activities so they will focus on letter formation instead of letter orientation.	
Cognitive Development (CD) Construction of Knowledge: Thinking and Reasoning	
Goal CD-1: Children use their senses to construct knowledge about the world around them. Goal CD-2: Children recall information and use it for new situations and problems. Goal CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions. Strategy Infants and Toddlers Provides guidance to teachers on a variety of sensory experiences for infants and toddlers. Include fresh air; a range of smells, sounds, temperatures, materials to touch and feel; different surfaces (such as vinyl floors, carpet, grass, concrete, sand, and mud) and movement activities. Preschool Introduce a problem and encourage children to come up with as many solutions as possible. Then ask them	

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to questions about possible consequences.	
Creative Expression	
<p>Goal CD-4: Children demonstrate appreciation for different forms of artistic expression.</p> <p>Goal CD-5: Demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.</p> <p>Strategy</p> <p>Promotes activities that encourage children to use their imagination and express ideas through art, construction, movement, music, etc..</p>	
Social Connections	
<p>Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.</p> <p>Goal CD-7: Children recognize that they are members of different groups (Eg. family, preschool class, cultural group)</p> <p>Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.</p>	

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Goal CD-9: Children explore concepts connected with their daily experiences in their community.	
Mathematical Thinking and Expression	
<p>Goal CD-10: Children show understanding of numbers and quantities during play and other activities.</p> <p>Goal CD-11: Children compare, sort, group, organize, and measure objects and create patterns in their everyday environment.</p> <p>Goal CD-12: Children identify and use common shapes and concepts about position during play and other activities.</p> <p>Goal CD-13: Children use mathematical thinking to solve problems in their everyday environment.</p> <p>Strategy</p> <p>Infants and Toddlers Promotes activities where teachers talk with children about what they are doing or how they are playing. Use words that introduce children to concepts such as counting or making comparisons (e.g., bigger/smaller, 1-2-3, etc.).</p>	

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<p>Preschool</p> <p>Provides real-life and purposeful experiences that are related to children's understanding of quantities (e.g., "How many graham crackers will we need for your table at snack time?").</p> <p>Promotes mathematical thinking activities that incorporate the use of manipulatives and literacy-related materials that can be use in the context of daily experiences and routines (e.g., counting, numerals, measurement and shapes).</p>	
Scientific Exploration and Knowledge	
<p>Goal CD-14: Children observe and describe characteristics of living things and the physical world.</p> <p>Goal CD-15: Children explore the natural world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.</p> <p>Strategy</p> <p>Promotes hands-on activities that enhances scientific exploration, knowledge and new vocabulary.</p> <p>Provide hands-on experiences that expose children to the scientific method of inquiry: observing,</p>	

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questioning, predicting, experimenting, and representing results.	
Curriculum Criteria	Describe how your curriculum can meet the criteria.
<p>Comprehensive:</p> <p>Play/child-centered based activities or experiences are provided to address each developmental domain in Foundations.</p> <p>Approaches to Play and Learning (APL)</p> <p>Emotional and Social Development (ESD)</p> <p>Health and Physical Development (HPD)</p> <p>Language Development and Communication (LDC)</p> <p>Cognitive Development (CD)</p> <p>Scheduling and routines: The curriculum must include a schedule that is age appropriate, predictable, but flexible, and responsive to the needs of individual children. The schedule must include an appropriate balance of teacher/caregiver initiated and child-initiated experiences, and large blocks of time for play and exploration with appropriate facilitation from the adult. Routines such as feeding, and toileting should be age appropriate</p>	

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<p>and included as an integral part of children's experiences.</p> <p>Physical Environment: The curriculum must provide appropriate guidance for teachers and caregivers on the physical environment, including guidance on room/home space arrangement, furnishings, equipment, and other aspects of the physical environment that reflects an understanding of child development and supports children's learning and development.</p>	
<p>Evidenced-based:</p> <p>Describes theoretical and/or research base for the approach and clearly demonstrates how the curriculum utilizes the theory and/or research as a basis for making decisions about experiences provided for children. The curriculum may also have empirical evidence regarding the effectiveness of the curriculum collected with sound research methodology.</p> <p>Presents concepts that are concrete and relevant to children's everyday experiences.</p>	

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<p>Free of violent or otherwise unacceptable content.</p> <p>Provides a variety of experiences which supports children in making choices, exploring and demonstrating independence.</p> <p>Supports the development of children from diverse backgrounds, including dual language learners.</p> <p>Includes adaptations or provisions for children with varying development/ability levels, including children with disabilities.</p> <p>Curriculum includes family engagement strategies, such as promotes collaborations with families to plan individual learning experiences with children.</p>	
<p>Aligns with Foundations and includes a language and literacy component:</p> <p>Describes intent or developmental goals of given experiences.</p> <p>Incorporates a naturalistic ongoing child assessment system or formative assessment to document children's level of development and interest and uses that information to develop plans and experiences.</p>	

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Variety of methods to document children's growth and learning. Eg. Child portfolios, anecdotal notes, photos.

Teachers use strategies for promoting phonological awareness, print, alphabet knowledge and literacy through play, within daily conversation, in activities and in the context of children's every day experiences.

Completed accurately the self-report stating how curriculum aligns with NC FELD Goals for Preschoolers and NC FELD Strategies for Preschoolers.