

Florida School Readiness Program:

Policies and Procedures for Curriculum Approval

2014 - 2015

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 Rule 6M-4.710, Florida Administrative Code.

For further information, please contact

Office of Early Learning
250 Marriott Drive
Tallahassee, Florida 32399

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I. Introduction

The following policies and procedures have been developed consistent with the requirements of section 1002.82(2)(1), Florida Statutes, by the Office of Early Learning for approval of curriculum used in the School Readiness program.

The Office of Early Learning (OEL) has developed curriculum specifications that align with the Florida Early Learning and Developmental Standards: Birth to Five. These specifications outline the criteria that the comprehensive curricula being solicited are expected to meet. The School Readiness Curriculum Specifications document may be found at <http://www.floridaearlylearning.com> and the Early Learning and Developmental Standards: Birth to Five may be found at <http://www.flbt5.com>.

For the purposes of this approval process, a curriculum is defined as a set of written materials that

- Addresses the use of materials, scheduling, arranging the environment, and interaction between children and adults either separately or in combination.
- Includes more than activity suggestions and more than theory and pedagogy.
- Is aligned with the standards approved for use in School Readiness classrooms (Early Learning and Developmental Standards: Birth to Five).

In order to be considered for review, the materials submitted must “stand alone,” and cover the Early Learning and Developmental Standards: Birth to Five in all five domains and address character development if applicable. If ancillary or supplemental materials are needed to be considered comprehensive, those additional materials must be submitted as a packaged set (i.e., “curriculum package”). This document contains information relative to the duties and responsibilities of each member of the committee and each entity submitting a curriculum for approval.

II. School Readiness Curriculum Approval Committee

A. Membership

All potential committee members must complete the **Committee Member Application (FORM SR-CURR1 Committee Member Application)**. Committee members are appointed by OEL and include, at a minimum, the following:

- Executive directors of early learning coalitions or their designee(s).
- Directors of school readiness education programs.
- Instructors of school readiness education programs.
- Representatives of public school districts.
- Representatives of institutes of higher education.
- Representatives from OEL.
- Other interested stakeholders meeting relevant, equivalent criteria.

OEL may also identify alternate committee members to ensure a sufficient number of reviewers.

1. Education and Experience

Each member of the committee must complete the OEL approved Early Learning and Developmental Standards: Birth to Five training. Each member shall be currently employed in their representative capacity. In addition, the minimum requirements for each of the committee membership positions are as follows:

- The executive directors of early learning coalitions or their designee(s) must hold a bachelor's or higher degree in Early Childhood Education, Child Development, Elementary Education, Educational Leadership, or a related field, and must have held the position of executive director for at least two years. Five years of pertinent employment may substitute for the educational credential requirement.
- The directors of School Readiness Programs must hold a bachelor's or higher degree in Early Childhood Education, Child Development, Elementary Education, Educational Leadership, or a related field, and must have held the position of director for a School Readiness Program for at least two years. Five years of pertinent employment may substitute for the educational credential requirement.
- The instructors of School Readiness Programs must hold a Child Development Associate (CDA) credential or Department of Children and Families approved equivalent, associates or higher degree in Early Childhood Education, Child Development, or a related field and have at least three years of experience as a teacher in a prekindergarten education program (public or private).
- The representatives of a public school district must hold a bachelor's or higher degree in Early Childhood Education, Child Development, Elementary Education, Educational Leadership, or a related field, and have at least three years of experience in early childhood education, curriculum and instruction, or a related area.
- The representatives of an institute of higher education must hold a master's or higher degree in Early Childhood Education, Child Development, Elementary Education, Educational Leadership, or a related field (doctoral degree preferred).
- The representative(s) from OEL must hold a bachelor's or higher degree in Early Childhood Education, Child Development, Elementary Education, Educational Leadership, or a related field.
- Any other interested stakeholders must meet relevant, equivalent criteria to other committee members.

2. Removal and Replacement of Members

It is the responsibility of OEL to ensure that all members of the committee take an active role in the approval process. If a member is unable to fulfill the obligations of committee membership, a replacement will be designated.

3. Reimbursement

Committee members may be reimbursed by the Department of Education/Office of Early Learning at the state rate that includes transportation to and from the meetings, meals, and lodging.

B. Committee Training

All committee members are required to participate in training. The training may be conducted by webinar. Only committee members may participate in the training, though it is open to the public for viewing/listening purposes. Interested members of the public should contact the OEL staff via email (oel.trainings@oel.myflorida.com).

The initial training for the 2014-2015 School Readiness Curriculum Approval Process will be held in March 2014.

C. Evaluation Process

To complete the evaluation process, committee members will receive the following materials:

1. Evaluation Form

The evaluation form (**FORM SR-CURR5 Curriculum Evaluation**) is based on the School Readiness Curriculum Approval Specifications document. OEL will furnish an electronic copy of the evaluation form to each committee member.

2. Curriculum Materials

Committee members are required to evaluate all materials and documents submitted as part of a comprehensive curriculum. Committee members are obligated to return curriculum materials if requested by submitters in a manner prescribed in this document (see Instructions to Submitters section).

3. Submitter's Written Correlation

The correlation form (**FORM SR-CURR6 Submitter Correlation**) completed by the submitter, showing alignment of the submission to the Early Learning and Developmental Standards: Birth to Five, will be provided to each reviewing committee member. The correlation assists the committee members in determining the degree to which submitted materials align with the Early Learning and Developmental Standards: Birth to Five as required in the OEL Curriculum Approval Specifications document.

III. Relationship between Submitters and Curriculum Review Committee Members

A. Committee Member Agreement

Each member of the appointed committee must sign the committee member agreement (**FORM SR-CURR1a Committee Member Agreement**) to be filed with OEL, agreeing that:

1. The member will faithfully discharge the duties imposed upon him or her as a member of the committee.

2. The member has no interest, and while a member of the committee, he or she will assume no interest, in any publishing or manufacturing organization which produces or sells instructional materials.
3. The member is in no way connected with, and while a member of the committee, he or she will assume no connection with, the distribution of the instructional materials.
4. The member is not pecuniary interested, and while a member of the committee, he or she will assume no pecuniary interest, directly or indirectly, in the business or profits of any person engaged in manufacturing, publishing, or selling instructional materials designed for use in the school readiness programs.
5. The member will not accept any emolument or promise of future reward of any kind from any submitter or manufacturer of instructional materials or his or her agent or anyone interested in, or intending to bias his or her judgment in any way, in the selection of any materials to be approved.

The member will not discuss matters relating to instructional materials submitted for adoption with any agent of a submitter or manufacturer of instructional materials, either directly or indirectly, except during the period when the committee has been called into session for the purpose of evaluating curricular materials submitted for adoption. Such discussions shall be limited to official meetings of the committee and in accordance with procedures prescribed by OEL for that purpose.

IV. Instructions to Submitters

A. General Information

Florida School Readiness Program: Curriculum Approval Specifications (2014) includes information about the types of materials that are desired, the age-level and domains for which the materials should be designed, and research findings regarding effective and developmentally appropriate instructional materials. Submitters should examine this document to determine whether they have products that satisfy the Early Learning and Developmental Standards: Birth to Five requirements and that represent a comprehensive curriculum or curriculum package as referenced in the introduction to this document.

OEL will approve only comprehensive curricula that address the Early Learning and Developmental Standards: Birth to Five in their entirety or the age range the curriculum is intended to address (i.e., birth to 8 months, two year olds, four year olds). Submissions that comprise two or more independent, stand-alone programs are not acceptable for approval consideration.

If a curriculum has been approved for use in the Florida Voluntary Prekindergarten Program, it will be automatically approved for use in four-year old School Readiness Programs only. If the curriculum approved for use in the Florida Voluntary Prekindergarten program addresses other age groups, it must be submitted for approval for use in those age groups of the School Readiness Program.

B. Procedures for Submitting Curriculum for Review

In order to be considered comprehensive, the materials submitted must stand alone and cover all five domains of the Early Learning and Developmental Standards: Birth to Five. If ancillary or supplemental materials are required in order for a given curriculum to be considered comprehensive, those additional materials must be submitted with the basic curriculum as a curriculum package and must be made available to providers as a complete curriculum.

Questions regarding these requirements should be directed to the Office of Early Learning, 250 Marriott Drive, Tallahassee, Florida 32399 or via email at oel.trainings@oel.myflorida.com.

Hard copies of all forms and documents required in this process should be mailed to the Office of Early Learning, 250 Marriott Drive, Tallahassee, Florida 32399. Electronic copies should be submitted to oel.trainings@oel.myflorida.com.

The deadline(s) for receipt of necessary forms and submissions will be set by OEL and posted on the Office of Early Learning's website (www.floridaearlylearning.com).

The timeline must allow a minimum notice of 21 calendar days for receipt of the Intent to Submit form (**FORM SR-CURR2 Intent to Submit**).

The timeline must allow a minimum notice of 28 calendar days for receipt of the following: Submitter's Registration (**FORM SR-CURR3 Submitter Registration**), Submitter's Agreement (**FORM SR-CURR4 Submitter Agreement**), Submitter's Written Correlation (**FORM SR-CURR6 Submitter Written Correlation**), and Submitter's Overview Document. A full set of curriculum materials will also be due at this time.

OEL will publicly notice the beginning of the curriculum approval process, using Florida Administrative Register and OEL's website (www.floridaearlylearning.com). A submitter can request that they be notified of published deadlines by sending contact information to OEL via email to: oel.trainings@oel.myflorida.com

1. Intent to Submit

Submitters are required to complete the Intent to Submit form (**FORM SR-CURR2 Intent to Submit**) no later than the published deadline.

2. Submitter's Registration

Submitters are required to register the names and addresses of representatives, agents, or other persons retained for legal or other services to which there will be paid any salary, commission, or royalty for representing the submitter in the State of Florida during the period of approval. The Submitter Registration form (**FORM SR-CURR3 Submitter Registration**) must be received by OEL no later than the published deadline.

3. Submitter Agreement

Submitters and their representatives are required to submit a signed agreement acknowledging and agreeing to adhere to Florida's Statutes as a standard code of ethics. The Submitter Agreement form (**FORM SR-CURR4 Submitter Agreement**) must be received by OEL no later than the published deadline.

4. Submitter's Written Correlation

Submitters are required to provide written correlation to the Early Learning and Developmental Standards: Birth to Five. The Correlation form (**SR-CURR6 Submitter Written Correlation**) must be received by OEL no later than the published deadline. The correlation assists the committee members in determining the degree to which submitted materials align with the Early Learning and Developmental Standards: Birth to Five as required in the School Readiness Curriculum Approval Specifications document.

5. Submitter's Overview Document

The overview documents provided by Submitters will be formatted and placed on OEL's web site for all approved curricula. The Submitter's Overview Document must be received by OEL no later than the published deadline.

The document is to be no more than five pages. It must include only the following:

- Title of Curriculum Submission.
- Logo for Curriculum Submission.
- Contact information for those interested in purchasing the curriculum.
- A detailed list of all materials that have been submitted for review (teacher's guide, manipulatives, books, assessment, etc.). EACH book/manual should include the ISBN number and publication date.
- A detailed list of all professional development that has been submitted for review, including format options (e.g., instructor led, webinar, etc.), if applicable (overview what professional development the provider would receive if this curriculum is chosen).
- The overview document must be received electronically, in Microsoft Word format, by OEL no later than the published deadline.

C. Procedures for Providing Evaluation Materials

Submitters and manufacturers of instructional materials, or their representatives, must deliver a full specimen copy of all instructional materials to be reviewed to OEL.

Submitters and manufacturers shall comply with the following instructions for packaging and delivering curriculum materials and related materials to committee members.

1. Curriculum Materials

Submitters must submit for review all components of the comprehensive curriculum or curriculum package under consideration, including teacher editions. These materials must be in final form. Failure to comply with these requirements may result in the removal of the curriculum for review and approval.

2. Classroom Kits or Libraries

If the submission includes a classroom kit or library with multiple copies of the same materials, a sampler that includes **one** copy of each of the items should also be submitted. The completed Overview Document should also specify the number of each item that would be included with purchase.

3. Deadline for Receipt of Curriculum Materials

OEL must receive a complete set of curriculum materials no later than the published deadline. OEL reserves the right to disqualify any materials not received by the published deadline.

4. Checklist

The Submitter shall complete a **separate checklist for each curriculum submitted**. The checklist **must** include the following information:

- Submitter information (must be listed on Master List and separate lists in each carton).
- Master list of the exact titles with ISBNs for each item in the shipment. Identification of all items to be returned, if any.
- Instructions for returning the materials, if required.
- Number of cartons in the shipment.

A copy of the checklist must be placed in the package with the Written Correlation.

A packing list in each separate carton of only those items in that carton, with exact titles and ISBNs, are also required of submitters. Acknowledgment of receipt of the materials will not be sent.

5. Packaging

The Submitter shall:

- Package each submission separately; for example, if a submitter submits two or more curricula titles, each submission is to be in a separate package (two or more packages may be placed in a large carton for shipping).
- Clearly identify each item in the package with its ISBN and identifying title (i.e., make it easy for the committee member to check items off the checklist).
- Label each returnable item “to be returned.”
- Enclose at least one copy of the checklist; enclose a checklist in each carton of a multi-carton shipment.

6. Shipping Cartons

The Submitter shall:

- Pack materials in durable, reusable carton; if materials are to be returned, mark the outside shipping carton “to be returned” and include a self-addressed label.
- Enclose a packing slip in each carton of a multi-carton shipment of only those items in that carton.
- Number the cartons; indicate total number of cartons in the shipment (e.g., 1 of 3, 2 of 3, 3 of 3).

7. Delivery

The materials must be shipped by common carrier (UPS, US Postal Service, etc.) that allows tracking of delivery. All curriculum materials related to a submission should be shipped at the same time. If an item must be shipped separately, a notice to that effect must be in the carton with the first shipment. However, the published deadline is for receipt of all instructional materials.

8. Return of Materials

OEL is obligated to return curriculum materials **if the submitter has so indicated**. Submitters who wish to have their materials returned must comply with the following:

- The Submitter or manufacturer shall label each returnable piece of material. The label shall be affixed to the item and shall clearly indicate that the item is to be returned. In the absence of the labeling of each returnable piece, committee members will assume that the materials are not to be returned.
- The Submitter shall arrange for pickup of materials from the delivery site at the submitter’s expense. Materials to be returned shall be shipped in durable, reusable containers with self-addressed labels and detailed instructions for return shipment to the Submitter or manufacturer. The outside container shall be clearly marked “to be returned.” In the event the Submitter or manufacturer fails to provide means for returning the evaluation materials, **committee members shall not be liable for return or payment.**

V. Finalization of List of Approved School Readiness Curricula

A. General Procedures

Unsolicited correspondence directly related to the approval process or materials submitted for evaluation received by any committee member shall be forwarded to OEL. It is inappropriate for submitters or other parties to contact committee members regarding the approval process.

B. Curriculum Approval

1. State Approval of Materials

The results of the committee members' reviews will be compiled. OEL will identify curricula for approval from the list of suitable, usable, and desirable comprehensive curriculum titles reviewed by the committee. The State reserves the right to reject any submissions and may also call for new submissions.

2. Disqualification of Submissions

OEL may waive minor formalities or irregularities in proposals received where such is merely a matter of form and not substance, and the correction or waiver of which is not substantially prejudicial to other submitters. Minor irregularities are defined as those that do not have an adverse effect on OEL's interest and do not give a submitter an advantage or benefit not available to other submitters.

C. Maintenance of List: Approved Curricula for School Readiness Providers

1. List of Approved Curricula

OEL will maintain a list of approved curricula for school readiness providers on the OEL web site. Listed titles will be linked to a document that includes information about the approved submission, including ISBN numbers and publication dates for books.

2. Length of Approval

Curricula approved by OEL will remain on the list of approved curricula until OEL finalizes a superseding list in a subsequent approval cycle. Curricula are approved until the Early Learning and Developmental Standards: Birth to Five are revised/updated and OEL issues a new approved curriculum list. If a vendor cannot support the approved curricula package, the vendor must notify OEL and the approved curriculum title will be removed from the list.

VI. Appendices

Appendix A: (FORM SR-CURR1 Committee Member Application)



STATE OF FLORIDA SCHOOL READINESS PROGRAM COMMITTEE MEMBER APPLICATION FORM SR-CURR1

The Florida Department of Education, Office of Early Learning will select qualified applicants for the School Readiness Curriculum Approval Committee who represent the demographic and cultural diversity of the state to review and recommend curricula for school readiness providers.

Please review the information that follows and consider the tasks and time involved. If you would like to be considered for an appointment, complete the application portion of this *School Readiness Program Curriculum Approval Committee Member Application* and return it to the appropriate address.

Composition of Committees and Term of Appointment

Committee members are appointed by OEL and include, at a minimum, the following:

- Executive directors of early learning coalitions or their designee(s)
- Directors of school readiness programs
- Instructors of school readiness programs
- Representatives of public school districts
- Representatives of institutes of higher education
- Other interested stakeholders meeting relevant, equivalent criteria

OEL may also identify alternate committee members to ensure a sufficient number of reviewers.

Qualifications

Each member of the committee must complete the OEL-approved Florida Early Learning and Developmental Standards: Birth to Five training. In addition, the minimum requirements for each of the committee membership positions are as follows:

- The executive directors of early learning coalitions or their designee(s) must hold a bachelor's or higher degree in Early Childhood Education, Child Development, Elementary Education, Educational Leadership, or a related field, and must have held the position of executive director for at least two years. Five years of pertinent employment may substitute for the educational credential requirement.
- The directors of school readiness programs must hold a bachelor's or higher degree in Early Childhood Education, Child Development, Elementary Education, Educational Leadership, or a related field, and must have held the position of director for a School Readiness program for at least two years. Five years of pertinent employment may substitute for the educational credential requirement.
- The instructors of school readiness programs must hold a Child Development Associate (CDA) credential, associates or higher degree in Early Childhood Education, Child Development, or a related field and have at least three years of experience as a teacher in a prekindergarten education program (public or private).
- The representatives of a public school district must hold a bachelor's or higher degree in Early Childhood Education, Child Development, Elementary Education, Educational Leadership, or a related field, and have at least three years of experience in early childhood education, curriculum and instruction, or a related area.
- The representatives of an institute of higher education must hold a master's or higher degree in Early Childhood Education, Child Development, Elementary Education, Educational Leadership, or a related field (doctoral degree preferred).
- The representative from OEL must hold a bachelor's or higher degree in Early Childhood Education, Child Development, Elementary Education, Educational Leadership, or a related field.
- Any other interested stakeholders chosen must meet relevant, equivalent criteria to other committee members.

Additional Requirements: Members must:

- Complete an OEL sponsored training on evaluating curricula;
- Not have a financial interest, as defined in Section 112.3143, F.S., in any curriculum he or she reviews;
- Not have any personal interest in any curriculum he or she reviews (such as employment of the individual or his or her relatives, as defined by Section 112.3143, F.S., by the submitter in any capacity, or certification of the individual or his or her relatives as a trainer in the use or application of the curriculum within the past three years);
- Contact OEL to provide updated information when qualifications change or to request removal from consideration for selection when an individual no longer wishes to participate in the curriculum review process;

Committee Training

The training will be conducted via webinar and announced at least one week prior. Only committee members may participate in the training, though it is open to the public for viewing/listening purposes. No additional training is planned at this time, but additional sessions may be scheduled by OEL as needed.

Evaluation Process

Committee members will receive information and support from OEL. The assigned curriculum package submission(s) will be shipped directly from the submitter to OEL. Reviewers have a specified amount of time to complete the evaluation process, beginning upon receipt of materials. The likely workload is three to four submissions.

If you have any questions regarding the School Readiness Curriculum Approval Process, please contact oel.trainings@oel.myflorida.com or 850-717-8550.

APPLICATION FORM:

Please provide the following information by announced date:

Mail: Office of Early Learning
School Readiness Curriculum Committee
250 Marriott Drive
Tallahassee, FL 32399

Email: OEL.Trainings@oel.myflorida.com

Contact Information

1. Full Name: _____
2. Home Address: _____
(Street)

(City) (County) (State) (Zip)
3. Telephone: _____
(Home) (Business) (Cell)
4. E-Mail Address: _____
Alternate E-mail Address: _____
5. Are you a resident of the State of Florida? Yes No
If yes, in which county do you reside: _____

6. Category for which this application is being submitted:

- Executive Director, Early Learning Coalition
- Director, School Readiness Program
- Instructor, School Readiness Program
- Representative, Public School District
- Representative, Institute of Higher Education
- Other interested stakeholder meeting relevant, equivalent criteria

Current Employment

7. Occupation/Job Title: _____

8. Address: _____
(Street)

(City) (County) (State) (Zip)

Educational/Professional Background

9. Degree(s) earned (or attach resume or vita): _____

10. Relevant Experience (or attach resume or vita): _____

11. I have completed the Florida Early Learning and Developmental Standards: Birth to Five Training (Required) Yes No

12. List any public office you now hold or have held and/or any employment by a government agency or service on federal, state and/or local advisory committees, commissions, councils or task forces(or attach resume or vita): _____

13. List national, state, community and/or educational organizations in which you are now or have been a member (or attach resume or vita): _____

16. Please describe any professional honors or awards you have received (or attach resume or vita): _____

17. Briefly describe why you are interested in serving on this committee: _____

I hereby certify that all statements made in this questionnaire are to the best of my knowledge true and correct.

(Nominee's Signature) (Date) (Supervisor's Signature) (Date)
Type in name as signature, if submitting electronically.

Appendix A.1: (FORM SR-CURR1a Committee Member Agreement)



**STATE OF FLORIDA
SCHOOL READINESS PROGRAM
COMMITTEE MEMBER AGREEMENT
FORM SR-CURR1a**

Please provide the following information to confirm participation.

Mail: Office of Early Learning
School Readiness Curriculum Approval Committee
250 Marriott Drive
Tallahassee, FL 32399

Email: OEL.Trainings@oel.myflorida.com

_____ agrees that he/she:
(Print first and last name of confirmed committee member)


Will faithfully discharge the duties imposed upon him or her as a member of the committee

- Has no interest, and while a member of the committee he/she will assume no interest, in any publishing or manufacturing organization which produces or sells instructional materials.
- Is in no way connected with, and while a member of the committee he/she will assume no connection with, the distribution of the instructional materials.
- Is not pecuniary interested, and while a member of the committee he/she will assume no pecuniary interest, directly or indirectly, in the business or profits of any person engaged in manufacturing, publishing, or selling instructional materials designed for use in the school readiness programs.
- Will not accept any emolument or promise of future reward of any kind from any submitter or manufacturer of instructional materials or his or her agent or anyone interested in, or intending to bias his or her judgment in any way in, the selection of any materials to be adopted.
- Will not discuss matters relating to instructional materials submitted for adoption with any agent of a submitter or manufacturer of instructional materials, either directly or indirectly, except during the period when the committee has been called into session for the purpose of evaluating curriculum materials submitted for adoption. Such discussions shall be limited to official meetings of the committee and in accordance with procedures prescribed by the commissioner for that purpose.

Signature: _____

Date: _____

Appendix B: (FORM SR-CURR2 Intent to Submit)

	<p>STATE OF FLORIDA SCHOOL READINESS PROGRAM INTENT TO SUBMIT FORM SR-CURR2</p>
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Please provide the following information regarding your intent to submit a curriculum for review through the School Readiness Curriculum Approval Process. Please type responses into the shaded boxes below, which will expand to accept information. **Note: If submitting more than one curriculum, a separate form is required for each submission.** This form may be submitted via mail, fax or email, and must be returned no later than the published deadline to:

Mail: Office of Early Learning
 School Readiness Curriculum Approval Committee
 250 Marriott Drive
 Tallahassee, FL 32399

Email: OEL.Trainings@oel.myflorida.com

Fax: 850-921-0028

Curriculum:

Title:	
Edition:	
Author(s):	
Copyright:	
Age Range:	<input type="checkbox"/> Birth-8 months <input type="checkbox"/> 8 months-18 months <input type="checkbox"/> 18 months-24 months <input type="checkbox"/> 2 year old <input type="checkbox"/> 3 year old <input type="checkbox"/> 4 year old

Submitter:


Name of Submitter:	
Name of Contact:	
Title of Contact:	
Email:	
Company's FEID#:	
Mailing Address:	
City/State/Zip Code:	
Phone:	
Fax:	

This represents an intention to submit only and in no way obligates this company to participate in the review process.

Signature of Person Submitting (name if emailed): _____

Title of Person Submitting: _____

Appendix C: (FORM SR-CURR3 Submitter Registration)

	STATE OF FLORIDA SCHOOL READINESS PROGRAM SUBMITTER REGISTRATION FORM SR-CURR3
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Please provide the following information regarding registering to submit a curriculum for review through the School Readiness Curriculum Approval Process. Please type responses into the shaded boxes below, which will expand to accept information. **Note: If submitting more than one curriculum, a separate form is required for each submission.** This form may be submitted via mail, fax or email and must be returned no later than the published deadline to:

Mail: Office of Early Learning
School Readiness Curriculum Approval Committee
250 Marriott Drive
Tallahassee, FL 32399

Email: OEL.Trainings@oel.myflorida.com

Fax: 850-921-0028

Submitter's Business Information:

Name of Company:	
Company's FEID #:	
Street Address (no post office box):	
City, State, ZIP:	

Submitter's Contact Information:

First Name:	
Last Name:	
Phone:	
Fax Number:	
Email Address:	

Alternative Contact Information:

First Name:	
Last Name:	
Phone:	
Fax Number:	
Email Address:	

Signature of Person Submitting (name if emailed): _____

Title of Person Submitting: _____

Appendix D: (FORM SR-CURR4 Submitter Agreement)



STATE OF FLORIDA SCHOOL READINESS PROGRAM SUBMITTER AGREEMENT FORM FORM SR-CURR4

Please provide the following information regarding agreements for submitting a curriculum for review through the School Readiness Curriculum Approval Process. Please sign to accept agreement. **Note: If submitting more than one curriculum, a separate form is required for each submission.** This form may be submitted via mail, fax or email, and must be returned no later than the published deadline to:

Mail: Office of Early Learning
School Readiness Curriculum Approval Committee
250 Marriott Drive
Tallahassee, FL 32399

Email: OEL.Trainings@oel.myflorida.com

Fax: 850-921-0028

I hereby agree that I will faithfully adhere to the spirit and intent of Florida's stated procedures as they pertain to the ethical standards for selection of curriculum materials as outlined in the School Readiness Curriculum Approval Process. Furthermore, the ethical standards outlined in statute related to instructional materials adoption and applied to school readiness curriculum, and made a part of the Submission Packet, as well as the signing of this agreement, have been shared in writing with all company representatives registered to do business in Florida.

In order to maintain the ethical standards for the approval of curriculum materials, submitters will adhere to guidelines that follow Florida statutes as follows:

- I. Neither offer nor accept requests of inducements to Review Committee members that might influence professional judgment in the approval process.
- II. Coordinate activities relating to approval of a submitters product.
- III. Direct questions concerning appropriate conduct to the OEL school readiness curriculum materials administrator and if unresolved, to the appropriate state or industry authority.

Title of curriculum submission: _____

Name of person signing form: _____

Title of person signing form: _____

Signature: _____

Date: _____

Appendix E: (FORM SR-CURR6 Submitter Written Correlation)

Office of Early Learning
 School Readiness Curriculum Approval

Name of Curriculum

Submitter Written Correlation with
 the Florida Early Learning and Developmental Standards: Birth to Five

Florida Early Learning and Developmental Standards:	Submission Evidence and Page Number(s)
Domain: Physical Development	
Age: Birth to 8 Months	
A. Gross Motor Development	
1. Shows characteristics of appropriate health and development	
2. Demonstrates beginning signs of balance, control, and coordination	
B. Fine Motor Development	
1. Demonstrates visual abilities that support healthy growth and development	
2. Demonstrates beginning signs of strength, control and eye-hand coordination	
C. Self-help	
1. Demonstrates beginning participation in self-care	
2. Participates in basic health and safety routines	
D. Health	
1. Shows characteristics of good nutritional health	
2. Exhibits auditory abilities that support healthy growth and development	
3. Shows characteristics of good oral health	
4. Shows basic health needs are met	

Florida Early Learning and Developmental Standards:	Submission Evidence and Page Number(s)
Domain: Physical Development	
Age: 8 to 18 Months	
A. Gross Motor Development	
1. Shows characteristics of appropriate health and development	
2. Demonstrates increased signs of balance, control, and coordination	
B. Fine Motor Development	
1. Demonstrates visual abilities that support healthy growth and development	
2. Demonstrates increased signs of strength, control and eye-hand coordination	
C. Self-help	
1. Demonstrates increased participation in self-care	
2. Participates in basic health and safety routines	
D. Health	
1. Shows characteristics of good nutritional health	
2. Exhibits auditory abilities that support healthy growth and development	
3. Shows characteristics of good oral health	
4. Shows basic health needs are met	
Domain: Physical Development	
Age: 18-24 Months	
A. Gross Motor Development	
1. Shows characteristics of appropriate health and development	
2. Demonstrates improved signs of balance, control, and coordination	
B. Fine Motor Development	
1. Demonstrates visual abilities that support healthy growth and development	
2. Demonstrates improved signs of strength, control and eye-hand coordination	
C. Self-help	
1. Demonstrates participation in self-care	
2. Participates in basic health and safety routines	
D. Health	
1. Shows characteristics of good nutritional health	
2. Exhibits auditory abilities that support healthy growth and development	
3. Shows characteristics of good oral health	
4. Shows basic health needs are met	

Florida Early Learning and Developmental Standards:	Submission Evidence and Page Number(s)
Domain: Physical Development	
Age: 2 Year-Olds	
A. Gross Motor Development	
1. Shows characteristics of appropriate health and development	
2. Demonstrates advancing signs of balance, control, and coordination	
B. Fine Motor Development	
1. Demonstrates visual abilities that support healthy growth and development	
2. Demonstrates advancing signs of strength, control and eye-hand coordination	
C. Self-help	
1. Demonstrates advancing participation in self-care	
2. Participates in basic health and safety routines	
D. Health	
1. Exhibits auditory abilities that support healthy growth and development	
2. Shows characteristics of good oral health	
3. Shows basic health needs are met	
Domain: Physical Development	
Age: 3 Year-Olds	
A. Gross Motor Development	
1. Shows characteristics of appropriate health and development	
2. Demonstrates increasing control of large muscles	
B. Fine Motor Development	
1. Demonstrates increasing control of small muscles	
2. Shows improving eye-hand coordination	
3. Uses various drawing and art tools with developing coordination	
C. Self-help	
1. Actively participates in self-care	
2. Actively takes part in basic health and safety routines	
D. Health	
1. Exhibits auditory abilities that support healthy growth and development	
2. Shows characteristics of good oral health	
3. Shows physical needs are met	

Florida Early Learning and Developmental Standards:	Submission Evidence and Page Number(s)
Domain: Physical Development	
Age: 4 Year-Olds	
A. Health and Wellness	
1. Shows characteristics of good health to facilitate learning	
2. Shows visual abilities facilitate learning and healthy growth and development	
3. Demonstrates auditory ability to facilitate leaning and healthy growth and development	
4. Demonstrates characteristics of good oral health and performs oral hygiene routines	
5. Shows familiarity with health care providers in relation to health and wellness	
6. Demonstrates self-control, interpersonal and social skills in relation to mental health	
7. Shows basic physical needs are met	
8. Actively takes part in basic health and safety routines	
9. Participates in physical fitness activities	
10. Makes healthy food choices	
B. Self Help	
1. Actively participates in self-care	
2. helps carry out classroom routines	
C. Gross Motor Development	
1. Demonstrates increasing motor control and balance	
2. Demonstrates the ability to combine movements for gross motor skills	
D. Fine Motor Development	
1. Demonstrates increasing control of small motor muscles to perform simple tasks	
2. Uses eye-hand coordination to perform fine motor tasks	
3. Shows beginning control of writing by using various drawing and art tools with increasing coordination	

Florida Early Learning and Developmental Standards:	Submission Evidence and Page Number(s)
Domain: Approaches to Learning	
Age: Birth to Eight Months	
A. Eagerness and Curiosity	
1. Shows awareness of and interest in the environment	
B. Persistence	
1. Attends to sights, sounds and people for brief and increasing periods of time and tries to produce interesting and pleasurable outcomes	
C. Creativity and Inventiveness	
1. Notices and shows interest and excitement with familiar objects, people and events	
Domain: Approaches to Learning	
Age: 8-18 Months	
A. Eagerness and Curiosity	
1. Shows eagerness and curiosity as a learner	
B. Persistence	
1. Pays attention briefly and persist in repetitive tasks	
C. Creativity and Inventiveness	
1. Approaches and explores new experiences in familiar settings	
Domain: Approaches to Learning	
Age: 18-24 Months	
A. Eagerness and Curiosity	
1. Shows eagerness and curiosity as a learner	
B. Persistence	
1. Pays attention for longer periods of time and persists at preferred activities	
C. Creativity and Inventiveness	
1. Explores the various new properties and uses for familiar objects and activities	
Domain: Approaches to Learning	
Age: 2 Year-Olds	
A. Eagerness and Curiosity	
1. Shows eagerness and curiosity as a learner	
B. Persistence	
1. Spends more time engaging in child-initiated activities and seeks or accepts help when encountering a problem	
C. Creativity and Inventiveness	
1. Explores the environment with purpose and flexibility	
Florida Early Learning and Developmental Standards:	Submission Evidence and Page Number(s)

Domain: Approaches to Learning	
Age: 3 Year-Olds	
A. Eagerness and Curiosity	
1. Shows eagerness and is curious to learn new things and have new experiences	
B. Persistence	
1. Sustains attention for brief periods and finds help when needed	
C. Creativity and Inventiveness	
1. Approaches daily activities with creativity and inventiveness	
D. Planning and Reflection	
1. Shows initial signs of planning and learning from their experiences	
Domain: Approaches to Learning	
Age: 4 Year-Olds	
A. Eagerness and Curiosity	
1. Shows curiosity and is eager to learn new things and have new experiences	
B. Persistence	
1. Attends to tasks for brief periods and finds help when needed	
C. Creativity	
1. Approaches daily activities with creativity	
D. Planning and Reflection	
1. Shows initial signs of planning and learning from their experiences	
Domain: Social Emotional Development	
Age: Birth to 8 Months	
A. Trust and Emotional Safety	
1. Experiences and develops secure relationships	
2. Responds to the environment	
B. Self-Regulation	
1. Develops early emotional regulation	
2. Develops early behavioral regulation	
3. Develops early social problem-solving	
C. Self-Concept	
1. Forms and maintains mutual relationships with others	
2. Becomes aware of oneself as a unique individual while still connected to others	
3. Demonstrates emerging sense of competence and confidence in growing abilities	

Florida Early Learning and Developmental Standards	Submission Evidence and Page Number(s)
Domain: Social Emotional Development	
Age: 8-18 Months	
A. Trust and Emotional Safety	
1. Experiences and develops secure relationships	
2. Responds to the environment	
B. Self-Regulation	
1. Demonstrates developing early emotional regulation	
2. Demonstrates developing early behavioral regulation	
3. Demonstrates developing early social problem-solving	
C. Self-Concept	
1. Forms and maintains mutual relationships with others	
2. Becomes aware of oneself as a unique individual while still connected to others	
3. Demonstrates increasing sense of competence and confidence in growing abilities	
Domain: Social Emotional Development	
Age: 18-24 Months	
A. Trust and Emotional Safety	
1. Forms and maintains secure relationships with others	
2. Responds to the environment	
B. Self-Regulation	
1. Demonstrates increasing early emotional regulation	
2. Demonstrates increasing early behavioral regulation	
3. Demonstrates increasing social problem-solving	
C. Self-Concept	
1. Forms and maintains mutual relationships with others	
2. Becomes aware of oneself as a unique individual while still connected to others	
3. Demonstrates increasing sense of competence and confidence in growing abilities	

Florida Early Learning and Developmental Standards	Submission Evidence and Page Number(s)
Domain: Social Emotional Development	
Age: 2 Year-Olds	
A. Trust and Emotional Safety	
1. Forms and maintains secure relationships with others	
2. Responds to the environment	
B. Self-Regulation	
1. Demonstrates increasing emotional regulation	
2. Demonstrates increasing behavioral regulation	
3. Demonstrates increasing social problem-solving	
C. Self-Concept	
1. Forms and maintains mutual relationships with others	
2. Becomes aware of oneself as a unique individual while still connected to others	
3. Demonstrates increasing sense of competence and confidence in growing abilities	
Domain: Social Emotional Development	
Age: 3 Year-Olds	
A. Pro-social Behaviors	
1. Develops positive relationships and interacts with familiar adults	
2. Interacts and develops positive relationships with peers	
3. Joins in group activities and experiences within early learning environments	
4. Shows care and concern for others	
B. Self-Regulation	
1. Follows simple rules and routines with support	
2. Begins to use materials with increasing care and safety	
3. Adapts to transitions with support	
4. Shows developing ability to solve social problems with support from familiar adults	
C. Self-Concept	
1. Shows growing confidence in their abilities	
2. Begins to independently initiate and direct some experiences	
3. Demonstrates increasing sense of competence and confidence in growing abilities	

Florida Early Learning and Developmental Standards:	Submission Evidence and Page Number(s)
Domain: Social Emotional Development	
Age: 4 Year-Olds	
A. Self- Regulation	
a. Affective	
1. Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment	
2. Begins to recognize, then internally manage and regulate, the expression of emotions both positive and negative, with teacher support and multiple experiences over time	
b. Life/Adaptive	
1. Follows simple rules, agreements and familiar routines with teacher support	
2. Begins to use materials with increasing care and safety	
3. Adapts to transitions with increasing independence	
B. Relationships	
a. Self	
1. Shows increasing confidence in their own abilities	
b. Peers	
1. Interacts and develops positive relationships with peers	
2. Develops special friendships	
3. Shows care and concern for others	
c. Adults	
1. Develops positive relationships and interacts comfortably with familiar adults	
C. Social Problem Solving	
1. Shows developing ability to solve social problems with support from familiar adults	
2. Develops an initial understanding of bullying, with support from familiar adults	

Florida Early Learning and Developmental Standards:	Submission Evidence and Page Number(s)
Domain: Language and Communication	
Age: Birth to 8 Months	
A. Listening and Understanding	
1. Responds to frequently heard sounds and words	
B. Communication and Speaking	
1. Uses a variety of sounds and movements to communicate	
C. Early Reading	
1. Shows enjoyment of the sounds and rhythms of language	
D. Early Writing	
1. Develops eye-hand coordination and more intentional hand control	
2. Watches activities of others and imitates sounds, facial expressions, and actions	
Domain: Language and Communication	
Age: 8-18 Months	
A. Listening and Understanding	
1. Shows increased understanding of gestures and words	
B. Communication and Speaking	
1. Uses consistent sounds, and gestures and some words to communicate	
C. Early Reading	
1. Builds and uses vocabulary with language, pictures, and books	
D. Early Writing	
1. Uses tools to make scribbles	
2. Repeats actions that symbolize ideas	
Domain: Language and Communication	
Age: 18-24 Months	
A. Listening and Understanding	
1. Gains meaning through listening	
B. Communication and Speaking	
1. Uses a larger number of words and uses words together	
2. Attends to and tries to take part in conversations	
C. Early Reading	
1. Learns that pictures represent real objects, events, and ideas (stories)	
2. Shows motivation to read	
D. Early Writing	
1. Makes purposeful marks on paper	
2. Uses beginning representation through play that imitates familiar routines	

Florida Early Learning Developmental Standards	Submission Evidence and Page Number(s)
Domain: Language and Communication	
Age: 2 Year-Olds	
A. Listening and Understanding	
1. Gains meaning through listening	
B. Communication and Speaking	
1. Speaks clearly and is understood by most listeners	
2. Participates in conversations	
C. Early Reading	
1. Shows growing interest in print and words	
2. Shows motivation to read	
D. Early Writing	
1. Uses scribbles, marks, and drawings to convey messages	
2. Uses more complicated imaginative play as symbolic thought processes and mental concepts or pictures are developed	
Domain: Language and Communication	
Age: 3 Year-Olds	
A. Listening and Understanding	
1. Listens to and understands spoken language	
2. Shows understanding by following simple directions	
B. Communication and Speaking	
1. Shows improving expressive communication skills	
2. Shows increased vocabulary and uses language for many purposes	
C. Early Reading	
1. Shows an appreciation and enjoyment of reading	
2. demonstrates beginning phonological awareness	
3. Shows awareness of letters and symbols	
4. Demonstrates comprehension and responds to stories	
D. Early Writing	
1. Begins to use writing, pictures and play to express ideas	
2. Shows beginning writing skills by making letter like shapes and scribbles to write	

Florida Early Learning and Developmental Standards:	Submission Evidence and Page Number(s)
Domain: Language and Communication	
Age: 4 Year-Olds	
A. Listening and Understanding	
1. Increases knowledge through listening	
2. Follows multi-step directions	
B. Speaking	
1. Speech is understood by both a familiar and an unfamiliar peer or adult	
C. Vocabulary	
1. Shows an understanding of words and their meanings	
2. Shows increased vocabulary to describe many objects, actions, and events	
D. Sentence and Structure	
1. Uses age appropriate grammar in conversations and increasingly complex phrases and sentences	
2. Connects phrases and sentences to build ideas	
E. Conversation	
1. Uses language to express needs and feelings, share experiences, predict outcomes and resolve problems	
2. Initiates, asks questions, and responds to adults and peers in a variety of settings	
3. Uses appropriate language and style context	
F. Emergent Reading	
1. Shows motivation for reading	
2. Shows age-appropriate phonological awareness	
3. Shows alphabetic knowledge	
4. Demonstrates comprehension of text read aloud	
G. Emergent Writing	
1. Shows motivation to engage in written expression	
2. Uses scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thoughts and ideas	
3. Demonstrates age-appropriate ability to write letters	
4. Demonstrates knowledge of purposes, functions, and structure of written composition	

Florida Early Learning and Developmental Standards:	Submission Evidence and Page Number(s)
Domain: Cognitive Development and General Knowledge	
Age: Birth to 8 Months	
A. Exploration and Discovery	
1. Responds in simple ways to people and objects	
2. Establishes primary relationships	
3. Begins to actively seek out responses	
B. Concept Development and Memory	
1. Responds in simple ways to people and objects	
2. Establishes primary relationships	
3. Begins to make things happen	
C. Problem Solving and Creative Expression	
1. Responds in simple ways to people and objects	
2. Establishes primary relationships	
3. Begins to make things happen	
Domain: Cognitive Development and General Knowledge	
Age: 8 to 18 Months	
A. Exploration and Discovery	
1. Responds in varied ways to people and objects	
2. Establishes more complex relationships	
3. Initiates more events	
B. Concept Development and Memory	
1. Responds in varied ways to people and objects	
2. Establishes more complex relationships	
3. Initiates more events	
C. Problem Solving and Creative Expression	
1. Responds in varied ways to people and objects	
2. Establishes more complex relationships	
3. Initiates more events	

Florida Early Learning and Developmental Standards:	Submission Evidence and Page Number(s)
Domain: Cognitive Development and General Knowledge	
Age: 18-24 Months	
A. Exploration and Discovery	
1. Shows more complex responses to people and objects	
2. Expands relationships	
3. Initiates more complex interactions	
B. Concept Development and Memory	
1. Shows more complex responses to people and objects	
2. Expands relationships	
3. Initiates more complex interactions	
C. Problem Solving and Creative Expression	
1. Shows more complex responses to people and objects	
2. Expands relationships	
3. Initiates more complex interactions	
Domain: Cognitive Development and General Knowledge	
Age: 2 Year-Olds	
A. Exploration and Discovery	
1. Demonstrates varying responses to people and objects	
2. engages in multiple productive relationships	
3. Initiates rich and varied events	
B. Concept Development and Memory	
1. Demonstrates varying responses to people and objects	
2. Engages in multiple productive relationships	
3. Initiates rich and varied events	
C. Problem Solving and Creative Expression	
1. Demonstrates discriminating responses to people and things	
2. Engages in multiple productive relationships	
3. Initiates rich and varied events	

Florida Early Learning and Developmental Standards:	Submission Evidence and Page Number(s)
Domain: Cognitive Development and General Knowledge	
Age: 3 Year-Olds	
A. Mathematical Thinking	
1. Demonstrates interest in mathematical problem solving	
2. Sorts objects into groups by one characteristic	
3. Shows knowledge of numbers and counting	
4. Recognizes some geometric shapes	
5. Shows beginning understanding of spatial relationships and position words	
6. Demonstrates beginning ability to compare and contrast	
7. Engages in activities that explore measurement	
B. Scientific Thinking	
1. Uses senses to collect information through observation and exploration	
2. Begins to use simple tools for observing and investigating	
3. Begins to compare objects	
C. Social Studies	
1. Begins to recognize and appreciate similarities and differences in people	
2. Begins to understand family characteristics, roles, and functions	
3. Shows awareness of some social roles and jobs that people do	
4. Demonstrates awareness of group rules	
5. Demonstrates awareness of the environment around them	
D. The Arts	
1. Uses many different creative art materials to express and explore	
2. Engages in musical experiences	
3. Engages in creative movement and dramatic play	
4. Shows understanding and appreciation of artistic creations or events	

Florida Early Learning and Developmental Standards:	Submission Evidence and Page Number(s)
Domain: Cognitive Development and General Knowledge	
Age: 4 Year-Olds	
A. Mathematical Thinking	
a. Number Sense	
1. Demonstrates understanding of one-to-one correspondence	
2. Shows understanding of how to count and construct sets	
3. Shows understanding by participating in the comparison of quantities	
4. Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) from zero to 10	
5. Counts and knows the sequence of number names (spoken) in the range of 10 to 15	
6. Shows understanding of and uses appropriate terms to describe ordinal positions	
b. Number and Operations	
1. Shows understanding of how to combines sets and remove from a concrete set of objects (receptive knowledge)	
2. Shows understanding of addition and subtraction using a concrete set of objects (expressive knowledge) or story problems found in every day classroom activities	
3. Begins to develop an understanding of separating a set into a maximum of four parts, with teacher support and multiple experiences over time	
c. Patterns and Seriation	
1. Understands characteristics of patterns and non-patterns and begins to reproduce them with at least two elements (e.g., red/blue, red/blue, versus a non-pattern like a rainbow)	
2. Sorts, orders, compares and describes objects according to characteristics or attributes (seriation)	
d. Geometry	
1. Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval, and other less common shapes (e.g., trapezoid, rhombus)	
2. Shows understanding that two-dimensional shapes are equivalent (remain the same) in different orientations	
3. Understands various three dimensional shapes, including sphere, cube, cone, and other less common shapes (e.g., cylinder, pyramid)	

Florida Early Learning and Developmental Standards:	Submission Evidence and Page Number(s)
Domain: Cognitive Development and General Knowledge	
Age: 4 Year-Olds	
A. Mathematical Thinking	
a. Spatial Relations	
1. Demonstrates understanding of spatial relationships and uses position words (e.g., in front of, behind, between, over, through, under)	
2. Describes relative position from different perspectives (e.g., “I am on top of the climber and you are below me.”)	
3. Understands and can tell the difference between orientation terms (e.g., horizontal, diagonal, vertical)	
4. Uses directions to move through space and find places in space (e.g., obstacle course, Simon Says, Mother May I, hop scotch, giving simple directions)	
b. Measurement	
1. Engages in activities that explore measurement	
2. Compares continuous quantities using length, weight, and height	
3. Represents and analyzes data	
4. Predicts the results of data collection, with teacher support and multiple experiences over time	
B. Scientific Thinking	
a. Investigation and Inquiry	
1. Demonstrates the use of simple tools and equipment for observing and investigating	
2. Examines objects and makes comparisons	
b. Physical Science	
1. Explores the physical properties and creative use of objects or matter	
c. Life Science	
1. Explores growth and change of living things	
2. Identifies the characteristics of living things	
3. Identifies the five senses and explores functions of each	
d. Earth and Space	
1. Explores the outdoor environment and begins to recognize changes (e.g., weather conditions) in the environment, with teacher support and multiple experiences over time	
2. Discovers and explores objects (e.g., rocks, twigs, leaves, sea shells) that are naturally found in the environment	

Florida Early Learning and Developmental Standards:	Submission Evidence and Page Number(s)
Domain: Cognitive Development and General Knowledge	
Age: 4 Year-Olds	
B. Scientific Thinking	
e. Environmental Awareness	
1. Demonstrates ongoing environmental awareness and responsibility (e.g., reduce, reuse, recycle), with teacher support and multiple experiences over time	
C. Social Studies	
a. Individual Development and Identity	
1. Begins to recognize and appreciate similarities and differences in people	
2. Begins to understand family characteristics, roles, and functions	
3. Shows awareness and describes some social roles and jobs that people do	
b. People, Places and Environments	
1. Demonstrates awareness of geographic thinking	
c. Technology and Our World	
1. Shows awareness of technology and its impact on how people live	
d. Civic Ideals and Practices	
1. Demonstrates awareness of group rules (civics)	
2. Begins to understand and take on leadership roles	
D. Creative Expression Through The Arts	
a. Visual Arts	
1. Explores visual arts	
2. Children create visual art to communicate and idea	
3. Discusses and responds to the feelings caused by artwork	
b. Music	
1. Explores music	
2. Creates music to communicate and idea	
3. Discusses and responds to the feeling caused by music	
c. Creative Movement and Dance	
1. Explores creative movement and dance	
2. Create creative movement and dance to communicate an idea	
3. Discusses and responds to the feelings caused by creative movement and dance	
d. Dramatic Play and Theatre	
1. Explores dramatic play and theatre	
2. Creates dramatic play and theatre to communicate and idea	
3. Discusses and responds to the feeling caused by dramatic play and theatre	

