

ELCOC Approved Curriculum

Through research and input from all agency and community partners, three types of curricula were approved by the Early Learning Coalition of Orange County (ELCOC). The curricula are listed under one of the three categories below, based on the philosophy it supports. A description of each curriculum is provided to assist child care centers with determining which curriculum is most compatible with their center's philosophy. When choosing curriculum, providers must also ensure that their teachers have the knowledge and skills necessary to effectively implement the curriculum.

Approach – Curricula in this category describes theoretical bases of how children learn. It provides guidelines for how families and the community care for and educate children. Each teacher must have knowledge of current child development and research to select teaching strategies and develop lesson plans that link theory to actual classroom practices.

Framework – Curricula in this category are based on approaches or an approach but provide guidance for the teacher to develop the physical room arrangement, select materials and select teaching strategies. Each teacher must then interpret the guidance of the framework to develop lesson plans.

Curriculum Kit – Kits use approaches to build a framework and include specific lesson plans, materials, room arrangements and many more details to set up classrooms and educate children. Kit materials make the connection between theory and practice so materials require less teacher interpretation to set up the classroom.

Approaches

Activity Based Instruction (Diane Bricker, Pre-K exceptional education)

Activity-based intervention (ABI) can be used to turn everyday events and natural interactions into opportunities to promote learning in young children who are considered at risk for developmental delays or who have mild to significant disabilities. It includes some activity suggestions, schedules and planning guides.

Developmental Interactionist (Bank Street)

Teachers act as guides and facilitators of learning. Children spend most of their time in research using "hands-on" activities at learning centers and in dialogue and discussions. Teachers plan activities with an emphasis on depth of understanding so children are given ample time to work and play until they are ready to try other activities.

High Scope

The High/Scope® preschool is centered around the belief that children learn best by pursuing their personal interests and goals. Children are encouraged to make choices about materials and activities throughout the day. In this kind of environment, children naturally engage in "key experiences". Teachers use a wide range of practical strategies for promoting these key experiences.

Montessori

This system of education is both a philosophy of child development and a rationale for guiding such growth. It is based on the child's developmental needs for freedom within limits, as well as a carefully prepared environment which guarantees exposure to materials and experiences. Through this, the child develops intelligence as well as physical and psychological abilities. The most important years of a child's growth are the first six years of life.

Project Approach

The Project Approach refers to a set of teaching strategies which enable teachers to guide children through in-depth studies of real world topics. The Project Approach is a structured approach to learning. There is a complex but flexible framework with features that characterize the teaching-learning interaction. When teachers implement the Project Approach successfully, children can be highly motivated, feel actively involved in their own learning, and produce high quality work.

Frameworks

A Planning Guide (LAP-D activities)

This curriculum is designed to be used with the LAP-D assessment tool. If children assessed by the LAP-D are seen as lacking in any skills, this guide can be used as a directory of activities that can be used to increase those specific lacking skills. The guide has activity ideas and is designed for teachers who have knowledge of DAP but minimal practical experiences. The guide can be used with the resource – Inclusive Preschool Environments to guide the Individual Education Plan (IEP) and Individual Family Service Plan (IFSP) adaptations for children with disabilities in everyday activities.

Active Learning Series (based on ECERS outcomes)

The series provides a wealth of activities to help children develop their minds and bodies in a safe and healthful environment. The planning guide provides explicit descriptions of activities, picture and key words to match each activity to the child's stage of development, quick identification of materials, time, number of children and more. Activities are appropriate for one child or for a group. The series includes a manual for use with children with disabilities.

Beyond Centers and Circle Time

This is a play-based curriculum which examines the development of the child from three types of play. Providers learn the function and value of each type of play. The training also shows providers how to keenly observe and document the play behavior of children. This understanding allows the teacher to support the play of children and appropriately encourage continuous growth and learning in all developmental areas.

Creative Curriculum

This model was designed as a framework that guides teacher involvement in children's learning activities. This type of curriculum promotes informed teacher decision-making. The frameworks presented in all of the books help teachers meet children's social, emotional, physical, cognitive and language development needs. Teachers are guided to be good observers of children's strengths and interests and to create classroom communities. Meaningful learning takes place in centers with activities that integrate appropriate skills, concepts and knowledge in literacy, math, science, social studies, the arts and technology. This curriculum model is practical, logical and meaningful to teachers.

WEE Learn (Faith-based)

This is a comprehensive curriculum with defined activities for infants, toddlers and preschool children. Each teacher's manual includes ample suggestions for using books, music, nature, and toys to illustrate Christian fundamentals while also addressing all learning areas. Teachers make decisions about how and when to use the activities in this guide.

Curriculum Kits

The DLM Early Childhood Express *Bound for Success! (Pre-kindergarten)*

The *DLM Early Childhood Express* is a comprehensive, research based program that develops children's minds and bodies through carefully selected and sequenced learning experiences. It delivers flexible lessons that reflect cutting-edge research, materials for teaching the lessons, and extensive training to help teachers implement the program effectively.

High Reach

All High Reach Learning curriculum programs are based on the philosophy that children learn best through hands-on activities that address the needs of the whole child. In addition, each High Reach Learning program reflects the belief that children need a balance of child-initiated and teacher-facilitated activities each day. This approach is grounded in sound child development theory and appropriate practices. Kits include all materials needed for step by step activities organized by themes. Learning takes place as each child explores and manipulates real objects and events with teacher guidance suggestions provided in the kit.

Houghton Mifflin Pre-K: Where Bright Futures Begin

This curriculum is a comprehensive, integrated program that provides children with the foundational skills they need to succeed as lifelong learners. It includes these features:

- A hands-on, minds-on curriculum based on scientific research and aligned with key national and state Pre-K learning goals.
 - A flexible plan that develops children's oral language, vocabulary, phonological awareness, print awareness, listening comprehension, and letter recognition skills, as well as math skills.
 - Activities and explorations that address social and emotional development, physical development, science, social studies, and art.
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