

Early Childhood Curriculum

NAEYC

Curriculum is the organized framework that delineates the following:

- The **content** that children are to learn
- The **processes** through which children achieve the identified curricular goals
- What **teachers** do to help children achieve these goals
- The **context** in which teaching and learning occur

Head Start

Curriculum means a written plan that includes: **goals** for children's development and learning; **experiences** through which they will achieve these goals; **what staff and parents do** to help children achieve these goals; and, the **materials** needed to support the implementation of the curriculum

Joint Position Statement on Curriculum (NAEYC and NAECS/SDE) (2003):

Policymakers, the early childhood profession, and other stakeholders in young children's lives have a shared responsibility to implement a curriculum that is:

- Thoughtfully planned
- Challenging
- Engaging
- Developmentally appropriate
- Culturally and linguistically responsive
- Comprehensive across all developmental domains
- Likely to promote positive outcomes for all young children

Characteristics of a High Quality Intentional Curriculum (NCCP)

- Is research-based
- Emphasized teachers actively engaging with children
- Includes attention to social and regulatory skills
- Is responsive to cultural diversity and English language learners
- Is not teacher-proof
- Requires new ways to measure classroom quality, teacher effectiveness, and student progress.

Important words about early childhood curriculum from national educational organizations (S. Bredekamp, R.A. Knuth, L.G. Kunesh, and D.D. Shulman NCREL, Oak Brook, 1992):

- Active, hands-on learning
- Conceptual learning that leads to understanding along with acquisition of basic skills
- Meaningful, relevant learning experiences
- Interactive teaching and cooperative learning
- A broad range of relevant content, integrated across traditional subject matter divisions