

## Pre-Kindergarten Comprehensive Curriculum Results for Pre-Kindergarten Children Ages Three and Four

This report explains the ratings of the reviewers for each of the curriculum that the companies submitted. This report describes the components of the non-negotiable indicators reviewed. The individual scores and reviewer summaries for each curriculum are found in links next to each tile listed on the adoption webpage.

### Non-negotiable Indicators

#### 1. A. Research Based and Evidence Curriculum

Curriculum has proven to be both evidenced based and researched based.

Valid Research – The curriculum model has a clear detailed description of how it is grounded in theory in all written materials, how it is supported by current child development research, and has an extensive bibliography.

Valid Evaluation Studies – The curriculum model has been evaluated through two or more studies, including at least one with over five years of longitudinal data, to demonstrate the curriculum model’s positive effects of child outcomes.

Mississippi Code Annotated § 27-103-159 defines “evidence-based program” as “a program or practice that has had multiple site random controlled trials across heterogeneous populations demonstrating that the program is effective for the population.”

#### B. Researched Based Only

Valid Research – The curriculum model has a clear detailed description of how it is grounded in theory in all written materials, how it is supported by current child development research, and has an extensive bibliography.

#### 2. Content Within the Parameters of the Standards

Materials and activities are consistent with the Mississippi Early Learning Standards Serving Infants through Four-Year-Olds. A large majority of materials and activities provide substantial opportunities and experiences for children to meet the Mississippi Early Learning Standards Serving Infants through Four-Year-Olds (pages 32-92) (i.e., address each of the domains listed below):

- English Language Arts (ELA),
- Math (M),
- Science(S),
- Social Studies (SS),
- Physical Development (PD),
- Creative Expression (CE),
- Social and Emotional Development (SE), and

- Approaches to Learning (ATL).

### **3. Appropriateness of Curriculum Materials and Activities**

The curriculum contains thematic units of activities and ideas designed to provide children the opportunities and experiences needed to master the performance standards in the *Mississippi Early Learning Standards for Classrooms Serving Three-Year-Old Children* and the *Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children*

- Materials and activities are provided through both teacher-directed and child-initiated experiences (e.g., children given substantial opportunities to choose interest areas/learning centers and activities within each).
- Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches (i.e. does not typically support practice with worksheets, etc.) Examples of interactive and hands-on approaches include but are not limited to puzzles, dramatic play, investigations, etc.
- Materials and activities are included that are culturally sensitive.
- Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention. However, instructional delivery shall be organized primarily using a variety of learning centers.
- Materials and activities are appropriate for the domain and skill (s) they are intended to address.

### **4. Complexity of Curriculum Materials and Activities**

- Materials and activities present a logical and coherent progression of complexity over time (i.e., read-aloud text complexity increases over time; math concepts and vocabulary build upon each other in a meaningful way).
- Adequate explanatory materials for teachers are provided (e.g., explicit instructions on how to use materials or conduct lessons).

### **5. Quality of Curriculum Materials and Activities**

The curriculum is emphasized through a thematic unit with materials and activities that integrate multiple domains so that learning happens in meaningful context; promote children's acquisition and use of the domain's language and vocabulary; engage children in active learning cognitively, physically, socially, and artistically; and support the following:

Example Theme: Seasons

- English Language Arts (ELA),

Examples: theme related read alouds, interactive questions, phonological awareness, alphabet knowledge, concept words cards, drawing, writing

- Math (M),

Examples: theme related counting such as placing fall stickers on a strip and counting them, geometry, measurement, math vocabulary, persistence in problem solving

- Science(S),  
Examples: theme related journaling such as students drawing the seasons, they observed
- Social Studies (SS),  
Examples: theme related discussion of the types of clothing worn during the season
- Physical Development (PD),  
Examples: theme related game such as filling a pail with plastic apples
- Creative Expression (CE),  
Examples: use music/scarves to move and express the type of weather seen in each season
- Social and Emotional Development (SE), and  
Examples: theme related expression such as using playdough to make faces to show how one feels about a season
- Approaches to Learning (ATL).  
Examples: approaches to learning can be integrated among the other examples and listed as a standard