Aligned Curriculum and Instruction

Goal: to represent a coherent system with shared expectations for student growth and a focus on both academic and social-emotional skills, support a wide range of development, and are reflective of children’s families and cultures and firmly rooted in the science of child development

Critical Components:

- Approaches should be comprehensive, whole child, and reflective of children and families’ cultures
- Curriculum and instruction should be aligned with the science of child development, developmentally appropriate standards and instructional practice (support for individualized instruction)
- Strategies should specifically target the needs of the students in the classroom environment
- Student growth expectations should be shared among school and community-based settings with a focus on whole child development (e.g., academic, social-emotional, language, physical)

Common Strategies: Below is a list of common B-3 strategies that other B-3 community partnerships have implemented. It is not an all-inclusive list.

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<th>B-3 Strategy</th>
<th>Stakeholders Involvement</th>
<th>Outputs and Outcomes</th>
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| Leaders in school-based and community-based classrooms ensure that curriculum and instruction develop the whole child and address the cultural and linguistic backgrounds of children using culturally responsive, developmentally appropriate curriculum and practice | School and community-based B-3 leaders | • B-3 classrooms are staffed by highly effective teachers with knowledge and skills in the science of child development, and developmentally appropriate and culturally responsive practices  
• B-3 teachers have access to developmentally appropriate and culturally responsive resources (e.g., manipulatives, books, art supplies, technology) to support instruction |
| Collaboration time, across Pre-K-12 to work on vertical and horizontal curriculum alignment and instructional practices | B-3 teachers, administrators, curriculum directors, Instructional coaches. | • B-3 teachers demonstrate consistent practices across the curriculum, address critical skills development and key vocabulary and processes that align with standards and objectives. |

http://education.illinoisstate.edu/csep/b3/
| Curriculum mapping using the Illinois Early Learning and Development Standards (0-5) and Illinois Learning Standards (K-12) | Birth through grade 3 teachers, administrators, curriculum directors, instructional coaches | • Ensures continuity of instruction within a school and among schools  
• Ensures progressive skill development among schools through continuity of instruction  
• To maximize the use of student time, avoid unnecessary instructional overlaps, prevents gaps  
• Focuses on continuity of the entire system and not just one school or level |
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| Curriculum and instruction should use multi-modes of instruction (e.g., whole-group, small-group, play-based/inquiry-based) that engage students in the learning using high quality materials | B-3 teachers and support staff (e.g., teacher’s aides) | • High quality classrooms/programs  
• Effective B-3 teachers  
• High student engagement in their learning  
• Improved student learning and development outcomes |
| Develop a continuous improvement process to monitor curriculum and instruction effectiveness | B-3 administrators with input from teachers, administrators, curriculum directors and instructional coaches | • Cyclical cycle of inquiry on the effectiveness of the curriculum alignment and instruction to adjust accordingly using data from multiple sources  
• Teachers improve their practice  
• High quality programming for students  
• Improved student and learning outcomes; prevention of fade out as students’ progress from one grade level to the next |

**Resources:**

- [Developmentally Appropriate Practices](http://education.illinoisstate.edu/csep/b3/) (National Association for the Education of Young Children – NAEYC)
- [PK-3: What Does It Mean for Instruction](http://education.illinoisstate.edu/csep/b3/) (Society for Research in Child Development)
- [First Through Third Grade](http://education.illinoisstate.edu/csep/b3/) (New Jersey Department of Education)
- [Using Standards to Integrate the Curriculum](http://education.illinoisstate.edu/csep/b3/) (Book: Meeting Standards Through Integrated Curriculum)