**RBC Summary**

A research-based early childhood curriculum is aligned with current research studies and best practices on how children develop and learn (ECLKC, 2018). It is founded on domain-specific and developmentally appropriate contents and skills (NCQTL, 2015; NCECDTL, 2017) that contributes to ones learning for exploring a child’s own interest as well as sequence of learning experiences (EKLKC, 2018; NCEDTL, 2017).

Early learning researchers have emphasized implementation of a research-based curriculum as it promotes domain-specific instructional practices (Beecher et al., 2017; Burchinal et al., 2002; Clements et al., 2011; Domitrovich et al., 2007; Duncan et al., 2020; Hamre et al., 2010; Joseph & Strain, 2003; Schenke et al., 2020; Schmitt et al., 2018; Weiland et al., 2018; Weiland & Yoshikawa. 2013) that are effective in supporting positive child level outcomes (NCEDTL, 2017) in a classroom setting.

Despite implementation of a research-based curriculum may not be as rigorous as applying an evidence-based curriculum and may not clearly demonstrate its link to child level outcomes (Children’s Bureau, n.d.; IRIS, n.d.), such curriculum enables a program to reflect on cultural and linguistic backgrounds of the children in a program (ECLKC, 2018; Goffin & Wilson, 2001; NCECDTL, 2017; Offorma, 2016; Rogoff, 2003; Tyler, 1971).

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