



## **Developmentally Appropriate Curriculum and Nebraska Early Learning Guidelines Alignment Form**

**Indicator: Utilizes an evidence-based developmentally appropriate curriculum.**

The Early Childhood Education Program shall provide a play-oriented learning environment which facilitates the optimal growth and development of children with opportunities for age-appropriate learning experiences through active involvement with people and materials.

**Please explain how your program curriculum is play-oriented, age-appropriate, and includes active involvement with people and materials:**

July 14, 2016

For Standard 1B: "Curriculum, Learning, and Staff Supports", Indicator #3:

"Lead teaching staff or Family Child Care Home owner is trained on the program curriculum".

**If you are using a curriculum of your own design:**

Please explain in the space provided below:

- 1) How you have been trained/familiarized on the use and application of a curriculum in an early childhood setting; and
- 2) Include any information about how you plan to refine and adapt your curriculum to meet the needs of the children in your program, and how you have trained your staff, substitutes, etc. on its use.

(Examples):

- 1) "I had a curriculum class in college..."; "We had a staff in-service training session on applying the curriculum ..."; "I attended a "Curriculum 101" training..."
- 2) "I pair children on different levels in order to help a child who may be struggling in certain areas..."; "When we hire substitutes, we train them on the curriculum as part of their initial orientation training..."

July 14, 2016

### **Indicator: Curriculum aligns with the Nebraska Early Learning Guidelines (ELG)**

Nebraska's Early Learning Guidelines for Ages Birth to 3 and Early Learning Guidelines for Ages 3 to 5 are a common set of developmentally appropriate expectations for young children. The Guidelines provide information about what young children typically know and do, and what adults working with young children can do to help children across the learning domains.

Each Early Learning Guidelines Document is divided into **Domains** (areas of development), **Strategies to Support** (the Domain), and **Learning in Action** (examples of widely held expectations, and what adults can do to support the children's learning). Step Up to Quality has reviewed and recognized a list of curricula that are aligned with the Nebraska Early Learning Guidelines. If your program is not using one of the aligned curricula that are listed, you must complete the Curriculum Alignment Form and submit it *prior* to submitting your Step 3-5 Rating Readiness Tool to be considered for the points available in the Program Curriculum, Learning Environment, and Interaction Area.

Demonstrating alignment between the curriculum, or mix of curricula that your program uses requires that you:

- Review each Domain and Strategies to Support within the Domains, and
- Document the strategies that your program uses that support children's growth and development in each of the Domain Areas.

### **Using the "Strategies to Support" Section of the Early Learning Guidelines documents to demonstrate alignment**

Within each of the ELG documents there are suggested strategies for each Domain that teachers and child care providers can use to help each child meet the essential learning outcomes defined in the widely held expectations. The Nebraska Early Learning Guidelines for Ages Birth to Three and the Nebraska Early Learning Guidelines for Ages Three to Five **Learning in Action** examples document these strategies.

Programs should use the **Learning in Action** examples as a guide to help think about how to document evidence that the program curriculum is aligned with the Nebraska Early Learning Guidelines. This documentation can include such strategies as how the program sets up the learning environment, the daily schedule, specific activities the program plans, the kinds of materials the program uses and makes available to children, lesson plan goals, and interactions with children as the classroom teacher/family child care home provider takes on the different roles of guide, model, teacher, or observer, etc.

For example, in the **Language and Literacy Domain content area of Emergent Reading**, the program can describe how the curriculum supports such activities as scheduled times to read aloud to children from different types of books, how children are given opportunities to select, read, and talk about books they choose, making "homemade" books and other materials related to themes or projects, labeling of materials in your setting, setting up a reading corner in your home or classroom with developmentally

July 14, 2016

appropriate books, teacher/family child care home provider writing a child's oral story as he/she recites, field trips to the library, etc.

The following are some examples of the type of documentation the program needs to provide. Documentation should include specific activities that relate to a Domain area.

### **Social and Emotional Development Domain (ELGs for ages 3 to 5)**

- ❖ *Social Relationships*: Provides opportunities for children to develop an awareness of feelings, ideas, and actions of others.

### **Social and Emotional Development Domain (ELGs for Birth to 3 years)**

- ❖ *Self-Regulation*:
  - Infant Non-Mobile: Establishes a trusting, caring relationship with each child
  - Infant Mobile: Soothes and calms the child in response to the child's feelings/behaviors
  - Toddler: Provides words and positive responses to guide children's behavior

### **Mathematics Development Domain (ELGs for ages 3 to 5)**

- ❖ *Patterns and Measurement*: Uses a predictable routine consistently and encourages children to begin to predict what comes next in a pattern or sequence of events.

### **Mathematics Development Domain (ELGs for Birth to 3 years)**

- ❖ *Numbers and Operations*:
  - Infant Non-Mobile: Describes child's activities using words related to quantity (one, more, another, etc.)
  - Infant Mobile: Exposes child to numbers and number concepts in pictures, books and songs
  - Toddler: Models counting objects in child's environment

July 14, 2016

## **Curriculum Alignment with the Early Learning Guidelines Worksheet**

Explain in two to three sentences how your curriculum aligns with all of the components in the Early Learning Guidelines. If you enroll infants (birth-18 months) and toddlers (18-36 months) in your program, you must include the Birth to Three Early Learning Guidelines (ELG).

### **Early Learning Guidelines Domains**

#### **Social and Emotional Development Domain**

##### ***Social Relationships***

Infant: Non-Mobile

Infant: Mobile

Toddler:

Preschool (3-5):

##### ***Sense of Self***

Infant: Non-Mobile

Infant: Mobile

July 14, 2016

Toddler:

***Self-Regulation***

Infant: Non-Mobile

Infant: Mobile

Toddler:

Self-Concept (3 to 5):

Self-Control (3 to 5):

Cooperation (3 to 5):

Knowledge of Families and Communities (3 to 5):

July 14, 2016

**Approaches to Learning**

***Initiative and Curiosity***

Infant: Non-Mobile

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Infant: Mobile

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Toddler:

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Preschooler (3-5):

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***Sensory Exploration and Problem Solving (Birth to 3)***

Infant: Non-Mobile

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Infant: Mobile

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Toddler:

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July 14, 2016

Reasoning and Problem Solving (3 to 5):

**Health and Physical Development**

***Fine (Small) Motor Skills***

Infant: Non-Mobile

Infant: Mobile

Toddler:

Preschool (3 to 5):

***Gross (Large) Motor Skills***

Infant: Non-Mobile

Infant: Mobile

July 14, 2016

Toddler:

Preschool (3 to 5):

***Health Behaviors and Practices (Birth to 3)***

Infant: Non-Mobile

Infant: Mobile

Toddler:

Health Status and Practices (3 to 5):

***Nutrition***

Infant: Non-Mobile

Infant: Mobile

July 14, 2016

Toddler:

Preschool (3 to 5):

***Self-Help Skills***

Infant: Non-Mobile

Infant: Mobile

Toddler:

**Language and Literacy Development**

***Listening and Understanding***

Infant: Non-Mobile

Infant: Mobile

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Toddler:

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Preschool (3 to 5):

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***Speaking and Communicating***

Infant: Non-Mobile

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Infant: Mobile

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Toddler:

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Preschool (3 to 5):

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Phonological Awareness (3 to 5):

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***Book Knowledge and Appreciation***

Infant: Non-Mobile

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July 14, 2016

Infant: Mobile Toddler:

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Preschool (3 to 5):

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***Print Awareness and Early Writing (Birth to 3)***

Infant: Non-Mobile

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Infant: Mobile

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Toddler:

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Print Awareness and Concepts (3 to 5):

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Early Writing and Alphabet Knowledge (3 to 5):

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July 14, 2016

**Mathematics**

***Numbers and Operations***

Infant: Non-Mobile

Infant: Mobile

Toddler:

Preschool (3 to 5):

***Spatial Sense (Birth to 3)***

Infant: Non-Mobile

Infant: Mobile

Toddler:

July 14, 2016

Geometry and Spatial Sense (3 to 5):

***Patterns and Measurement***

Infant: Non-Mobile

Infant: Mobile

Toddler:

Preschool (3 to 5):

**Science**

***Scientific Skills and Methods***

Infant: Non-Mobile

Infant: Mobile

July 14, 2016

Toddler:

Preschool (3 to 5):

***Scientific Knowledge***

Infant: Non-Mobile

Infant: Mobile

Toddler:

Preschool (3 to 5):

**Creative Arts**

***Music***

Infant: Non-Mobile

July 14, 2016

Infant: Mobile

Toddler:

Preschool (3 to 5):

**Art**

Infant: Non-Mobile

Infant: Mobile

Toddler:

Preschool (3 to 5):

July 14, 2016

***Movement***

Infant: Non-Mobile

Infant: Mobile

Toddler:

Preschool (3 to 5):

***Dramatic Play***

Infant: Non-Mobile

Infant: Mobile

Toddler:

Preschool (3 to 5):

July 14, 2016

You must complete the Curriculum Alignment Form and submit it prior to submitting your Step 3-5 Rating Readiness Tool to be considered for the points available in the Program Curriculum, Learning Environment, and Interaction Area. *Please allow 30-45 days for approval or feedback.*

Signature of Director \_\_\_\_\_ Date \_\_\_\_\_

***Please submit completed form to [nde.stepuptoquality@nebraska.gov](mailto:nde.stepuptoquality@nebraska.gov).***

July 14, 2016

*This portion to be completed by NDE:*

Feedback to program:

\_\_\_\_\_  
Date of Feedback

Developmentally Appropriate Curriculum     Aligns with ELG's     Nutrition/Physical Activity

\_\_\_\_\_  
Office of Early Childhood

\_\_\_\_\_  
Date Approved