



## CURRICULUM ALIGNMENT FORM

### PURPOSE:

A curriculum includes goals for children and families, the experiences and materials provided by the program to help children achieve those goals, and how early childhood professionals work together to support children. Step Up to Quality has reviewed and recognized a list of curricula that are aligned with the Nebraska Early Learning Guidelines, and contain nutrition and/or physical activity components: <https://www.education.ne.gov/stepuptoquality/providers-educators/enrolled-programs/curriculum/>

If you plan to select Indicator #1, #2, and/or #5 within Quality Standard 1B on your Rating Readiness Tool, check the Step Up to Quality Website above to see if your curriculum is aligned with the Nebraska Early Learning Guidelines and if it contains nutrition and/or physical activity components. If you are **not** using one of the aligned curricula in your program, you must complete this Curriculum Alignment Form and submit it *prior* to your Step 3 – 5 Rating Readiness Tool to be considered for the points available in the “Curriculum, Learning, and Staff Supports” section of Quality Standard 1B.

**After you have received approval, you may submit your Step 3-5 Rating Readiness Tool.**

### INSTRUCTIONS:

Provide your answers to the following questions in the spaces provided. If you need help, work with your coach, or contact the Nebraska Department of Education, Step Up to Quality Office at (844)-807-5712 or email [nde.stepuptoquality@nebraska.gov](mailto:nde.stepuptoquality@nebraska.gov).

Once you have completed this form, sign and date it, and submit it for approval to the Step Up to Quality office at [nde.stepuptoquality@nebraska.gov](mailto:nde.stepuptoquality@nebraska.gov). You can expect to receive approval (or feedback on areas needing more information) within 45 – 60 days.

Please explain how your curriculum is play-oriented, age-appropriate, and includes active involvement with people and materials. *(Be sure your description reflects each age level you serve):*

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 how you have trained your staff, substitutes, etc. on its use;
- 2) How you plan to refine and adapt your curriculum to meet the needs of the children in your program.

(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..."; "When we hire substitutes, we train them on the curriculum as part of their initial orientation training..."
- 2) "I pair children on different levels in order to help a child who may be struggling in certain areas..."

## ALIGNMENT WITH THE NEBRASKA EARLY LEARNING GUIDELINES

Alignment of your curriculum with the Nebraska Early Learning Guidelines helps ensure that all children receive developmentally appropriate instruction. The Nebraska Early Learning Guidelines (<https://www.education.ne.gov/oec/elg.html>) are based on research and evidence about child development and practices that result in the best outcomes for young children. The Guidelines provide information related to seven domains or areas of learning and development:

- Social and Emotional Development
- Approaches to Learning
- Health & Physical Development
- Language and Literacy Development
- Mathematics
- Science
- Creative Arts

**In the following sections, describe how your curriculum aligns with all of the domains in the Early Learning Guidelines. If you enroll infants (birth -18 mos.) and toddlers (18-36 mos.), include the Birth to Three Early Learning Guidelines. Explain the role of the lead teacher/caregiver regarding the child’s learning and development in each section.**

**SOCIAL AND EMOTIONAL DEVELOPMENT:** (social relationships, sense of self, self-regulation, self-concept for 3 -5, self-control for 3 - 5, cooperation for 3 - 5, knowledge of families and communities for 3 - 5)

Infants (non-mobile):

Infants (mobile):

Toddlers:

Preschool (3 – 5):

**APPROACHES TO LEARNING:** (initiative and curiosity, sensory exploration and problem solving for birth – 3, reasoning and problem solving for 3 – 5)

Infants (non-mobile):

Infants (mobile):

Toddlers:

Preschool (3 - 5):

**HEALTH AND PHYSICAL DEVELOPMENT:** (fine/small motor skills, gross/large motor skills, health behaviors and practices for birth – 3, health status and practices for 3 – 5, nutrition, self-help skills)

Infants (non-mobile):

Infants (mobile):

Toddlers:

Preschool (3 – 5):

**LANGUAGE AND LITERACY DEVELOPMENT:** (listening and understanding, speaking and communicating, phonological awareness for 3 – 5, book knowledge and appreciation, print awareness, early writing and alphabet knowledge for birth – 3)

Infants (non-mobile):

Infants (mobile):

Toddlers:

Preschool (3- 5):

**MATHEMATICS:** (numbers and operations, spatial sense for birth – 3, geometry and spatial sense for 3 – 5, patterns and measurement)

Infants (non-mobile):

Infants (mobile):

Toddlers:

Preschool (3 – 5):

**SCIENCE:** (scientific skills and methods, scientific knowledge)

Infants (non-mobile):

Infants (mobile):

Toddlers:

Preschool (3 – 5):

**CREATIVE ARTS:** (music, art, movement, dramatic play)

Infants (non-mobile):

Infants (mobile):

Toddlers:

Preschool (3 – 5):

