



CURRICULUM ALIGNMENT
WORKSHEET
FOR AGES BIRTH-5 YEARS

PROGRAM INFORMATION

Program Name: _____

Contact Name: _____

Ages Served: Infants Toddlers Preschool Date: _____

PURPOSE

The Bright & Early ND Curriculum Alignment Worksheet is designed to help your program determine how your curriculum aligns with the ND Early Learning Guidelines. Bright & Early ND does not require programs to use a specific curriculum. Rather, curricula should be aligned with the ND Early Learning Guidelines and reflect the values and philosophy of the program and the children and families served. There are three types of curricula that will be considered for review:

Comprehensive, published curricula. These are commercially available curricula.

Comprehensive, self-designed curricula. These are curricula developed by early learning programs for use in their own programs, and are not available for purchase.

A bundle of curricula. This can include multiple published curricula, or a combination of published and self-designed curricula, when reviewed together, are comprehensive of the domains in the ND Early Learning Guidelines.

SECTION 1 Choose the type of curricula you use in your program.

My program uses a comprehensive, published curricula.

Curriculum Name/Edition: _____

Publisher/Copyright year: _____

Website Address: _____

My program uses a comprehensive, self-designed curricula.

My program uses a bundle of curricula.

If you are submitting a bundle of curricula for review, please provide the following information:

Title of the Curricula	Editions	Author(s)	Publisher(s)	Copyright Year	Website Address

SECTION 2 Align the curricula to the ND Early Learning Guidelines

Complete the alignment worksheet stating how the curricula meets each domain in the ND Early Learning Guidelines. Provide one activity for each domain in the coverage column. In the depth column provide details on how often this type of activity is offered.

The tables on the following pages represent both age groups of the ND Early Learning Guidelines.

GREEN = Birth- 3 Early Learning Guideline Domains

ORANGE = Ages 3-5 Early Learning Guideline Domains

If your program serves all age groups you will need to complete both tables. If your program only serves infants and toddlers, you will only complete the Green table. If your program only serves Preschoolers, you will only complete the Orange table.

See the example below on how to complete the following table:

BIRTH-3 DOMAIN IV: PHYSICAL AND MOTOR DEVELOPMENT

COMPONENT	COVERAGE Provide one activity for each component.	DEPTH Provide details on how often this type of activity is offered.
<i>Gross Motor Development Page 45 in ELG</i>	<i>Hot Potato – Tossing underhand</i>	<i>Provides a gross motor activity daily: ranges from listening/following directions, dancing, & structured games</i>
<i>Fine Motor Development Page 47 in ELG</i>	<i>Tearing paper</i>	<i>Fine motor activities are offered two-three times a week</i>

BIRTH-3 DOMAIN I: SOCIAL AND EMOTIONAL DEVELOPMENT

COMPONENT	COVERAGE Provide one activity for each component.	DEPTH Provide details on how often this type of activity is offered.
Trust and Emotional Security Page 17 in ELG		
Self-Awareness Page 19 in ELG		
Self-Regulation Page 21 in ELG		
Relationships with Other Children Page 23 in ELG		

BIRTH-3 DOMAIN II: LANGUAGE DEVELOPMENT AND COMMUNICATION

COMPONENT	COVERAGE Provide one activity for each component.	DEPTH Provide details on how often this type of activity is offered.
Listening and Understanding Page 27 in ELG		
Communicating and Speaking Page 29 in ELG		
Emergent Literacy Page 31 in ELG		

BIRTH-3 DOMAIN III: COGNITIVE DEVELOPMENT

COMPONENT	COVERAGE Provide one activity for each component.	DEPTH Provide details on how often this type of activity is offered.
Exploration and Discovery Page 35 in ELG		
Memory Page 37 in ELG		
Problem Solving Page 39 in ELG		
Imitation and Symbolic Play Page 41 in ELG		

BIRTH-3 DOMAIN IV: PHYSICAL AND MOTOR DEVELOPMENT

COMPONENT	COVERAGE Provide one activity for each component.	DEPTH Provide details on how often this type of activity is offered.
Gross Motor Development Page 45 in ELG		
Fine Motor Development Page 47 in ELG		
Physical Health and Well-Being Page 49 in ELG		

AGES 3-5 DOMAIN I: HEALTH AND PHYSICAL DEVELOPMENT

COMPONENT	COVERAGE Provide one activity for each component.	DEPTH Provide details on how often this type of activity is offered.
Gross Motor Development Page 29 in ELG		
Fine Motor Development Page 29 in ELG		
Physical Health and Well-Being Page 29-30 in ELG		
Injury Prevention and Safety Page 30 in ELG		

AGES 3-5 DOMAIN II: SOCIAL AND EMOTIONAL DEVELOPMENT

COMPONENT	COVERAGE Provide one activity for each component.	DEPTH Provide details on how often this type of activity is offered.
Self-Concept Page 31 in ELG		
Self-Regulation Page 31 in ELG		
Self-Reliance and Resiliency Page 31 in ELG		
Social Competence Page 32 in ELG		
Interactions with Peers and Adults Page 32 in ELG		

AGES 3-5 DOMAIN III: APPROACHES TO LEARNING

COMPONENT	COVERAGE Provide one activity for each component.	DEPTH Provide details on how often this type of activity is offered.
Initiative and Curiosity Page 33 in ELG		
Engagement and Persistence Page 33 in ELG		

Flexibility and Risk Taking Page 33 in ELG		
Imagination and Invention Page 33 in ELG		
Compliance Page 34 in ELG		
Reflection and Interpretation Page 34 in ELG		

AGES 3-5 DOMAIN IV: EXPRESSIVE ARTS AND CREATIVE THINKING

COMPONENT	COVERAGE Provide one activity for each component.	DEPTH Provide details on how often this type of activity is offered.
Music and Dance Page 35 in ELG		
Visual Arts Page 35 in ELG		
Dramatic Play and Movement Page 35 in ELG		
Appreciation of the Arts Page 35 in ELG		

AGES 3-5 DOMAIN V: LANGUAGE AND LITERACY

COMPONENT	COVERAGE Provide one activity for each component.	DEPTH Provide details on how often this type of activity is offered.
Listening and Comprehension Page 37 in ELG		
Speaking and Communicating Page 37 in ELG		
Phonological Awareness Page 38 in ELG		
Emergent Reading Page 38 in ELG		
Emergent Writing Page 38 in ELG		

AGES 3-5 DOMAIN IV: MATHEMATICS AND LOGICAL THINKING

COMPONENT	COVERAGE Provide one activity for each component.	DEPTH Provide details on how often this type of activity is offered.
Number and Sense Operations Page 39 in ELG		
Spatial Sense Page 40 in ELG		
Measurement Page 40 in ELG		
Patterns and Algebra Functions Page 40 in ELG		
Representing and Interpreting Data Page 41 in ELG		
Reasoning Page 41 in ELG		

SECTION 3 Provide additional information on the program's curricula

The following section allows you to provide additional information on other important components of a well-rounded curriculum. Each of the components must be addressed, described thoroughly and will be scored accordingly to the Bright & Early ND Curriculum Approval Rubric.

Philosophy Statement:

Definition: This is a description of the theory, approach or research the curriculum is based on.

- 1) Describe the philosophy of the curriculum and how your program reflects this.

- 2) Describe how the curriculum provides guidance on making modifications or adaptations for children of all developmental levels.

Family Involvement:

- 1) Describe how the curriculum provides opportunities for family involvement.

- 2) What connections are made between lessons and children's family experiences? Are there explicit ideas or activities that can be used at home?

Intentional Teaching:

- 1) Is there a balance of both teacher-directed and child-directed or "child initiated" learning within the curriculum? Please explain or share an example.

2) Describe how the curriculum helps you “make a plan,” or be more organized, so you can be more intentional during the day?

3) Describe how the curriculum provides guidance on how to interact with children.

Planning Process:

1) Describe the ongoing process for documenting and determining children’s interests and abilities.

2) Identify ways the curriculum meets the needs, interests and abilities of individual children.

Scheduling and Routines:

- 1) Describe how the curriculum supports developmentally appropriate schedules and routines.

Support for Implementation:

- 1) Describe the supports provided to assist teachers in the implementation of the curriculum. For example: mentor, training, web-based learning opportunities, intensive orientation, lesson plan review, etc.

REFERENCES

Epstein, A. (2007). *The Intentional Teacher*. Washington DC: NAEYC.

Gronlund, G, James, M. (2005). *Focused Observations: How to Observe Children for Assessment and Curriculum Planning*. St. Paul: Redleaf Press.

National Center on Quality Teaching and Learning, (2011). Curriculum, Assessment and the Head Start Framework: An Alignment Review Tool. Retrieved May 16, 2012 from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/Alignment-Guide-2.pdf>

National Center of Quality Teaching and Learning, (2011). Choosing a Preschool Curriculum. Retrieved May 16, 2012, from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching>.

North Dakota Department of Public Instruction. Selecting a Comprehensive Preschool Curriculum.

This curriculum alignment worksheet was created for Bright & Early ND programs in pursuit of their Step 3 Quality Rating. It was last updated 3/1/2017.