

Ohio Department of Job and Family Services
**CURRICULUM STANDARDS ASSESSMENT ALIGNMENT TOOL: SCHOOL AGE
 FOR STEP UP TO QUALITY PROGRAMS**

Program Name	License Number	Name of Curriculum – including Version/Edition Cincy After School Curriculum
<p style="text-align: center;">Is this a Self-Created Curriculum? (Choose One) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p style="text-align: center;">If YES: Sections I and II MUST be completed.</p> <p>If NO: Section I may be completed to meet the requirements to demonstrate how the program's obtained curriculum aligns to the Ohio's K-12 Standards, and the program's on-going child assessment process.</p> <p><i>The content of this form will be reviewed for completeness; however, the verification of how the program is implementing this program standard will be completed at the on-site visit through direct observation, document review and an interview process.</i></p> <p style="text-align: center;">Section I:</p>		
Names of individuals completing this form		
Name (s)	Title/Position (s)	
<p>Please describe the program's structure, philosophy and goals and the Ohio K-12 Standards that the curriculum is aligned to which supports the program's structure philosophy and goals.</p> <p>The Cincy After School Curriculum is is designed to support the healthy development of the children by strengths and meeting the needs of the whole child. It focuses on increasing achievement and reduction of risk taking behaviors. The Cincy After School Curriculum aligns with Ohio's K-12 Learning Standards, andwith our vision, mission, and program beliefs. The Brightside Academy mission states "At Brightside Academy Ohio, everything we do centers around the CHILD and our belief is that every child deserves access to world class education and care. Our mission is to make tomorrow BRIGHTER than today! Everyone who enters our facility will leave better." Our goal is to instill a sense of emotional well-being, community belonging and responsibility, and life long learning.</p> <p>You are only required to complete the sections below based on the standards indicated above.</p>		

English Language Arts	Indicate the page number or section of the curriculum that demonstrates alignment to this standard.	<u>Three to five-star rating:</u> Describe how the planned activities, physical environment and daily routines address these concepts.	<u>Three to five-star rating:</u> How will knowledge and skill development relative to this standard be assessed?	<u>Three to five-star rating:</u> How will child progress be documented?
Reading Literature Informational Text Foundational Skills	4r, 10, pg. 78,13a, 14a-16a, 22a, 25a, 35a, 36a-39a, 40a-44a, 52a- 56a, 63a, 64a, 68a, 73a, 75a, 76a, 81a, 84a, 88a-93a, pg. 198	The program space is equipped with literature for various reading levels. Various types of reading material is accessible to the children that are of interest as well as encourage increase in reading levels.	observations of children's reading interests and reading level throughout school-year	The child's progress will be documented by using anecdotal notes. Those notes are then used to inform individualized instruction in weekly planning. We also use and post child work samples in child portfolios
Writing Text Types and Purposes Production and Distribution of Writing Research and Presentation of Knowledge Range of Writing	4r, pg. 78,1a, 2a, 7a, 9a, 10a, 13a, 15a, 16a, 21a, 34a, 40a, 41a36a-39a, 40a-44a, 52a- 56a, 63a, 73a, 75a, 85a, 88a-92a, pg. 198	paper and writing utensils are always accessible. Other activities that encourage writing include charts, journaling, writing stories, and improving handwriting.	Teacher will observe improvement of writing overtime as children have many opportunities for written expression. Teacher will observe spelling, proper use of sentence structure, etc.	The child's progress will be documented by using anecdotal notes. Those notes are then used to inform individualized instruction in weekly planning. We also use and post child work samples in child portfolios
Speaking and Listening Comprehension and Collaboration Presentation of Knowledge and Ideas	All Cincy activity plans involve speaking and listening. See pp. 198 and 200	Opportunities for children are provided each day for following verbal and written instructions, expressing ideas, discussing stories, or interests of the children.	Teacher will ensure children have opporutnity to express thoughts ideas through open-ended questions and conversation starters.	The child's progress will be documented by using anecdotal notes. Those notes are then used to inform individualized instruction in weekly planning. We also use and post child work samples in child portfolios

Language Conventions of Standards English Knowledge of Language Vocabulary Acquisition and Use	2r, 17a, 24a, 25a, 43r pg. 78, 1a-5a, 8a, 22a, 44a, 54a, 68a, 75a, 86a, 90a, pg. 198	materials include writing utensils; displays/posters throughout space; books; conversations throughout the day, etc.	Teacher will ensure children have opportunity to express thoughts ideas through open-ended questions, conversation starters, and written expression.	The child's progress will be documented by using anecdotal notes. Those notes are then used to inform individualized instruction in weekly planning. We also use and post child work samples in child portfolios
Mathematics	Indicate the page number or section of the curriculum that demonstrates alignment to this standard.	<u>Three to five-star rating:</u> Describe how the planned activities, physical environment and daily routines address these concepts.	<u>Three to five-star rating:</u> How will knowledge and skill development relative to this standard be assessed?	<u>Three to five-star rating:</u> How will child progress be documented?
Counting and Cardinality (Kindergarten Only)	Pg. 78, 28a, 29a, 32a, 46a, 47a, 6a, 79a, 80a, P. 198	Program space has displays/posters that display various number concepts; materials and manipulatives accessible in program encourage counting, sorting and other mathematical concepts.	Ongoing observation of children will occur in order to provide assistance as well as to guide teacher in ways to offer more challenging activities as children show mastery of skills and concepts.	informal assessments (anecdotal notes, children's work, etc.) Child portfolios
Operations and Algebraic Thinking	1r, 6r, P. 78 11a, 12a, 17a, 28a-33a, 45a-51a, 58a-62a, 65a-82a, 87a, 93a, P. 198	Using concepts in meaningful ways during routines so that children are grasping the concept in real life situations. Various mathematical tools/activities are available and accessible (boardgames, flashcards, calculators, blocks, puzzles, etc.)	Interactions/conversations which involve problem solving opportunities for children to grasp concepts, observing children's comprehension of concepts and adjusting to meet mastery levels.	informal assessments (anecdotal notes, children's work, etc.) Child portfolios

Number and Operations in Base Ten (Fractions – Grades 3-6)	Pg. 78, 17a, 32a, 58a, 69a, P. 198	Using concepts in meaningful ways during routines so that children are grasping the concept in real life situations. Various mathematical tools/activities are available and accessible (boardgames, flashcards, calculators, blocks, puzzles, etc.	Interactions/conversations which involve problem solving opportunities for children to grasp concepts, observing childrens comprehension of concepts and adjusting to meet mastery levels	informal assessments (anecdotal notes, children's work, etc.) Child portfolios
Measurement and Data	5r, 11r, P.78, 12a 17a, 50a, 83a, 94a, P. 198	Using concepts in meaningful ways during routines so that children are grasping the concept in real life situations. Various mathematical tools/activities are available and accessible (boardgames, flashcards, calculators, blocks, puzzles, etc.	Interactions/conversations which involve problem solving opportunities for children to grasp concepts, observing childrens comprehension of concepts and adjusting to meet mastery levels	informal assessments (anecdotal notes, children's work, etc.) Child portfolios
Geometry	19r, 20r, P.78; 46a, 57a, 70a, 74a, P.198	Using concepts in meaningful ways during routines so that children are grasping the concept in real life situations. Various mathematical tools/activities are available and accessible (boardgames, flashcards, calculators, blocks, puzzles, etc.	Interactions/conversations which involve problem solving opportunities for children to grasp concepts, observing childrens comprehension of concepts and adjusting to meet mastery levels	informal assessments (anecdotal notes, children's work, etc.) Child portfolios
Social Studies	Indicate the page number or section of the curriculum that demonstrates alignment to this standard.	<u>Three to five-star rating:</u> Describe how the planned activities, physical environment and daily routines address these concepts.	<u>Three to five-star rating:</u> How will knowledge and skill development relative to this standard be assessed?	<u>Three to five-star rating:</u> How will child progress be documented?
History	35a-39a, 41a, 43a, 53a-55a, 63a, 64a, 68a, 75a, 76a, 88a	Literature that reflect historical people and events is accessible in program; acknowledgement and discussion of various holidays; educational shows;	Interactions/conversations which involve problem solving opportunities for children to grasp concepts, observing childrens comprehension of concepts and adjusting to meet mastery levels	The child's progress will be documented by using anecdotal notes. Those notes are then used to inform individualized instruction in weekly planning. We also use and post child work samples in child portfolios. Projects

				will be kept in portfolios or seen all over the classroom.
Government	151, 75a, 81a	Literature material that reflect this concept is available; Media (newspaper, tv, internet, etc.); This concept is also learned through program rules, conflict resolution, etc.	Interactions/conversations which involve problem solving opportunities for children to grasp concepts, observing children's comprehension of concepts and adjusting to meet mastery levels	The child's progress will be documented by using anecdotal notes. Those notes are then used to inform individualized instruction in weekly planning. We also use and post child work samples in child portfolios. The Lead Teacher can assist and enrich these conversations between the children and see if there are reoccurring situations.
Geography	53a, - 56a, 68a, 75a, 76a	Literature material; maps, children being aware of their own addresses and various aspects or other places in their community; discussing diversity and where other people live in the world.	Interactions/conversations which involve problem solving opportunities for children to grasp concepts, observing children's comprehension of concepts and adjusting to meet mastery levels	The child's progress will be documented by using anecdotal notes. Those notes are then used to inform individualized instruction in weekly planning. We also use and post child work samples in child portfolios.
Economics	13a 14a, 28a, 33a, 47a, 75a	dramatic play (banking, grocery shopping, etc.); learning the importance of money and how goods are obtained, counting money and recognizing value of different currency (\$5 vs. \$10 bill or dime and nickel)	Interactions/conversations which involve problem solving opportunities for children to grasp concepts, observing children's comprehension of concepts and adjusting to meet mastery levels	The child's progress will be documented by using anecdotal notes. Those notes are then used to inform individualized instruction in weekly planning. We also use and post child work samples in child portfolios.
Science	Indicate the page number or section of the curriculum that demonstrates alignment to this standard.	Three to five-star rating: Describe how the planned activities, physical environment and daily routines address these concepts.	Three to five-star rating: How will knowledge and skill development relative to this standard be assessed?	Three to five-star rating: How will child progress be documented?

Earth and Space Science	54a, 55a, 88a-92a	Literature material, Discussions of weather, weather displays, displays of solar system; various material to examine (rocks, soil, water, etc.); expanding scientific vocabulary (i.e. solids, liquids, gas)	Teacher will encourage and nurture children's curiosity through open-ended questions, asking children what they know about particular concepts and expanding upon children's ideas and questions;	informal assessments (anecdotal notes, children's work, etc.)
Physical Science	25a, 72a, 88a -91a	Literature material, movement and energy (ramps, blowing bubbles, , various material to examine (rocks, soil, water, etc.); expanding scientific vocabulary (i.e. solids, liquids, gas)	Teacher will encourage and nurture children's curiosity through open-ended questions, asking children what they know about particular concepts and expanding upon children's ideas and questions;	The child's progress will be documented by using anecdotal notes. Those notes are then used to inform individualized instruction in weekly planning. We also use and post child work samples in child portfolios.
Life Science	16a -24a, 27a, 73a, 88a-94a	Literature material; identifying and examining plants, bugs, animals, etc. visiting farm, zoo, etc.	Teacher being observant of children's interests and being aware of reservations around animals	The child's progress will be documented by using anecdotal notes. Those notes are then used to inform individualized instruction in weekly planning. We also use and post child work samples in child portfolios. Activities can be shared around the room. (growing plants pictures of life cycles, a job chart watering plants, feeding pets.)
Insert Optional Additional School Age Standards that support your program's structure, philosophy and goals (financial literacy, fine arts, physical education, technology, world languages)	Indicate the page number or section of the curriculum that demonstrates alignment to this standard.	<u>Three to five-star rating:</u> Describe how the planned activities, physical environment and daily routines address these concepts.	<u>Three to five-star rating:</u> How will knowledge and skill development relative to this standard be assessed?	<u>Three to five-star rating:</u> How will child progress be documented?

Section II

For self-created curriculums ONLY
This section is not required for an obtained curriculum.

Identify the theory or research base of this curriculum.

Describe how the theory or research informs decision making for experiences for children.

Planning Process

Describe the ongoing process for documenting and determining children's interests and abilities.

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

Inclusion of Children with Diverse Developmental/Ability Levels

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

Role of the Teacher

Describe how the curriculum provides guidance to the teacher on setting up the classroom environment. (Examples: Age appropriate materials, furnishings and equipment, room arrangements and learning centers.)

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

Scheduling and Routines

Describe how the curriculum supports developmentally appropriate schedule/routines.

Diversity
Describe how the curriculum guides experiences that are culturally relevant, diverse and sensitive to children and families.
Describe how diversity is represented in the curriculum.
Family Involvement
Describe how the curriculum provides opportunities for family involvement.
Support for Implementation
Describe the supports provided to assist teachers in the implementation of the curriculum. (Examples: Study group, mentor, web-based, intensive orientation, informal/formal observations, lesson plan review, implantation guides, etc.)
Assessment
Describe the strategies within the curriculum that are used to measure children's progress over time.
Social Emotional
Describe how the curriculum provides guidance on managing and guiding children's behavior.