

Gap Analysis: Early Childhood and Kindergarten Standards in the State of Nebraska

<p>What Nebraska Preschoolers should know and be able to do at Kindergarten entry</p> <p>Head Start Early Learning Outcomes Framework (ELOF) and Nebraska’s Birth to Five Learning and Development Standards (ELG)</p>	<p>What Nebraska Kindergarteners should know and be able to do at the end of the Kindergarten academic year</p> <p>Nebraska Content Area Standards (Kindergarten)</p>	<p>Gap Description</p> <p><i>“Rigorous content area standards serve as the foundation for instruction that meets college and career readiness expectations”</i> (NDE Strengthening the Core)</p>
SOCIAL AND EMOTIONAL		
<p>Self-Concept Self-Control Cooperation/Prosocial Behavior Social Relationships Knowledge of Families and Communities</p>	<p>Cooperation and prosocial behavior are embedded within Social Studies, Language Arts, and Physical Education standards. (PE: Responsible Behavior; SS: Civic Responsibility, Economics, Places and Regions, Human Systems; LA: Reciprocal Communication, Listening and Speaking)</p>	<p>Social and Emotional Standards are not stand-alone for Kindergarten and are instead embedded within Social Studies, Language Arts, and PE standards. Developing self-awareness and sense of self, independently managing emotions, as well as showing an interest in, interacting with, and developing personal relationships with others are not identified in Kindergarten standards. Related skills can be found in Nebraska Standards for Career Readiness (Communicates Effectively and Appropriately, Contributes to Employer and Community Success).</p>
APPROACHES TO LEARNING		
<p>Initiative and Curiosity Sensory Exploration Reasoning Problem-Solving Emotional and Behavioral Self-Regulation</p>	<p>Historical Research Skills (SS) Responsible Behavior (PE) Gather, Analyze, Communicate Evidence while formulating answers to questions tailored to student interest (Science) Speaking and Listening (LA) Information Fluency (LA)</p>	<p>Emotional/behavioral self-regulation and executive function are specifically detailed in ELOF while the same skills are implied in ELG (e.g., alters behavior, follows directions, persists with task, self-regulation). The ELG does not appropriately build in complexity in regard to the capacity to delay some initial response while attempting to complete a task as well as the child’s ability to regulate inattentive, disruptive or impulsive behaviors. This capacity begins to emerge and develops rapidly during the preschool years, and is a critical foundational skill children will need to access their learning environment in Kindergarten. Executive Function skills are not included explicitly in Kindergarten standards, but related skills can be found in Language Arts, Science (Cause/Effect), Social Studies (Multiple Perspectives), and Career Readiness (Makes sense of/Perseveres in solving problems).</p>
HEALTH AND PHYSICAL DEVELOPMENT		
<p>Fine (Small) Motor Skills Gross (Large) Motor Skills Health and Safety Practices Nutrition</p>	<p>Physical Activity Skills and Movement Movement Concepts, Strategies and Tactics Health-Related Physical Activity/Fitness</p>	<p>Preschool standards address healthy lifestyle attitudes, but do not explicitly link physical activity and exercise to physical health benefits, as well as support preschoolers with identifying how to achieve physical activity in their daily routine. Kindergarten standards do not explicitly continue the progression of fine motor skill development (e.g., buttoning, zipping, use of scissors).</p>

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LANGUAGE AND LITERACY		
<p>Vocabulary Communication/Story Retell Phonological Awareness Concepts of Print Conveys Meaning through Drawing, Letters and Words</p>	<p>Vocabulary, Comprehension, and Fluency Speaking and Listening Reciprocal Communication Phonological Awareness Concepts of Print Word Analysis Writing Process and Writing Modes</p>	<p>Listening skills are introduced as ELG Indicators for ages 3-4 (e.g., listens to others and responds to feelings and expressed ideas, follows single, multistep, and complex directions in order) but do not build in complexity as Indicators for ages 4-5.</p> <p>Digital Citizenship: Young children need the opportunity to learn “technology handling” skills during their preschool year(s). Indicators for basic technology operations and concepts should be introduced in preschool as tools to support learning and provide equitable access to digital literacy (technology use should never occur an isolated activity).</p>
MATHEMATICS		
<p>Counting and Cardinality Quantity, Counting, Numeric Competencies Patterns and Measurement Geometry and Spatial Sense Data Analysis Patterns and Measurement</p>	<p>Numeric Relationships Operations Geometry Data</p>	<p>ELG and ELOF appropriately identify key skills for Number Operations (e.g., sets can be changed by adding to or taking away, subitizing, counting on, one-to-one correspondence). Greater emphasis on part/whole relationships through composing and decomposing numbers from 1-10 (using objects or drawings) is necessary to build in complexity in order to understand the relationship between numbers. Children must also learn to develop and use modeling and counting strategies to solve problems. Fluency (accuracy and efficiency with counting) and one-to-one correspondence, which is missing from ELG at ages 4-5, represent additional gaps.</p>
SCIENCE		
<p>Scientific Reasoning Awareness and use of Scientific Concepts Exploration and Investigation</p>	<p>Forces and Interactions, Interdependent Relationships in Ecosystems, Weather and Climate</p> <p>Students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest.</p>	<p>The Scientific and Scientific Reasoning Indicators and Developmental Progressions in ELG and ELOF appropriately build in complexity for exiting preschoolers and align with Nebraska Content Area Standards for Kindergarten.</p>

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<p>CREATIVE ARTS</p>		
<p>Creative Expression through: Movement Voice, Instrument and Objects Process, Production and Appreciation of Visual Art Forms Dramatic Play Story Retell (LA) Relates to Theater</p>	<p>Media Arts Visual Arts Dance Music Theater</p>	<p>The Creative Arts Indicators and Developmental Progressions in ELG* appropriately build in complexity for exiting preschoolers and align with Nebraska Content Area Standards for Kindergarten.</p> <p>*ELOF does not have a separate domain of Creative Arts as these experiences should promote learning and development across all domains.</p>