

COURSE TITLE

Preschool

LENGTH

Full Year

DEPARTMENT

Elementary Education
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SCHOOL

Lincoln School
&
Washington School

DATE

Revised/Board of Education Approved: June 24, 2024

Born on Date

August 22, 2016

Preschool

I. Introduction/Overview/Philosophy

The Rutherford Preschool Program is designed for children developing typically, children with disabilities, and English-language learners 3 and 4 years of age. This program provides an opportunity for the children of Rutherford to develop socially, emotionally, and academically within a school setting. Children explore learning through whole-group and small-group lessons. These experiences allow students to develop and expand their abilities to think critically, expand and acquire language, explore mathematics and literacy, and have a basic understanding of social studies and science/technology. Children are also encouraged to develop positive approaches to learning, strengthen fine and gross motor skills, participate in cooperative learning experiences, and establish positive peer relations. These concepts will be presented daily by certified teachers using the Creative Curriculum for preschool, a purchased, state approved curriculum.

The Creative Curriculum® System for Preschool

- *The Creative Curriculum® System for Preschool* is a comprehensive, research based curriculum system designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.
- The *System* presents knowledge-building and daily practice resources in tandem, to create a cohesive system that supports teachers throughout the year. The knowledge-building curriculum volumes offer insight into the most current research and best practices for early childhood education. The daily practice resources contain step-by-step guidance to help teachers organize and manage every moment of the day, intentionally and effectively.
- Based on 38 new objectives for development and learning that are predictive of school success and aligned with state early learning standards, *The Creative Curriculum® System for Preschool* helps teachers ensure that they are focusing on what matters most for children at every age. The *System* components also include built-in support for all learners, with specific sections of guidance for working with English- and dual-language learners, advanced learners, and children with disabilities.

II. Objectives and Methods of Assessment:

New Jersey Preschool Teaching and Learning Standards

Teaching Strategies GOLD® Objectives, Dimensions, and Indicators

Social/Emotional Development	
0.1.: Children demonstrate self-confidence.	
0.1.1. Express individuality by making independent decisions about which materials to use.	<p>11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p> <p>29. Demonstrates knowledge about self</p>
0.1.2. Express ideas for activities and initiate discussions.	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas</p>
0.1.3. Actively engage in activities and interactions with teachers and peers.	<p>2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests</p> <p>2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups</p>
0.1.4. Discuss their own actions and efforts.	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs</p>
0.2.: Children demonstrate self-direction.	
0.2.1. Make independent choices and plans from a broad range of diverse interest centers.	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas</p>
0.2.2. Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately</p>

	6. Demonstrates confidence in meeting own needs
0.2.3. Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
0.2.4. Attend to tasks for a period of time.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
0.3.: Children identify and express feelings.	
0.3.1. Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
0.3.2. Empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad).	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
0.3.3. Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to “safe spot” to relax, expressive activities).	1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time
0.4.: Children exhibit positive interactions with other children and adults.	
0.4.1. Engage appropriately with peers and teachers in classroom activities.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests 2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children

<p>0.4.2. Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).</p>	<p>2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests</p> <p>2. Establishes and sustains positive relationships 2d. Makes friends 6. Establishes a special friendship with one other child, but the friendship might only last a short while</p>
<p>0.4.3. Say “thank you,” “please,” and “excuse me.”</p>	<p>10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders</p>
<p>0.4.4. Respect the rights of others (e.g., “This painting belongs to Carlos.”).</p>	<p>3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors</p>
<p>0.4.5. Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).</p>	<p>3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems</p>
<p>0.4.6. Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).</p>	<p>3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems</p>
<p>0.5.: Children exhibit pro-social behaviors.</p>	
<p>0.5.1. Play independently and cooperatively in pairs and small groups.</p>	<p>2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>
<p>0.5.2. Engage in pretend play.</p>	<p>14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else</p>

0.5.3. Demonstrate how to enter into play when a group of children are already involved in play.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
0.5.4. Take turns.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns
0.5.5. Demonstrate understanding the concept of sharing by attempting to share.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors

Visual and Performing Arts	
1.1.: Children express themselves through and develop an appreciation of creative movement and dance.	
1.1.1. Move the body in a variety of ways, with and without music.	35. Explores dance and movement concepts
1.1.2. Respond to changes in tempo and a variety of musical rhythms through body movement.	35. Explores dance and movement concepts
1.1.3. Participate in simple sequences of movements.	35. Explores dance and movement concepts
1.1.4. Define and maintain personal space, concentration, and focus during creative movement/dance performances.	35. Explores dance and movement concepts
1.1.5. Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.	35. Explores dance and movement concepts
1.1.6. Use movement/dance to convey meaning around a theme or to show feelings.	35. Explores dance and movement concepts
1.1.7. Describe feelings and reactions in response to a creative movement/dance performance.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items 35. Explores dance and movement concepts

1.1.8. Begin to demonstrate appropriate audience skills during creative movement and dance performances.	35. Explores dance and movement concepts
1.2.: Children express themselves through and develop an appreciation of music.	
1.2.1. Sing a variety of songs with expression, independently and with others.	34. Explores musical concepts and expression
1.2.2. Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations.	34. Explores musical concepts and expression
1.2.3. Clap or sing songs with repetitive phrases and rhythmic patterns.	34. Explores musical concepts and expression
1.2.4. Listen to, imitate, and improvise sounds, patterns, or songs.	34. Explores musical concepts and expression
1.2.5. Participate in and listen to music from a variety of cultures and times.	34. Explores musical concepts and expression
1.2.6. Recognize and name a variety of music elements using appropriate music vocabulary.	34. Explores musical concepts and expression
1.2.7. Describe feelings and reactions in response to diverse musical genres and styles.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items 34. Explores musical concepts and expression
1.2.8. Begin to demonstrate appropriate audience skills during recordings and music performances.	34. Explores musical concepts and expression
1.3.: Children express themselves through and develop an appreciation of dramatic play and storytelling.	
1.3.1. Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic).	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else

<p>1.3.2. Use memory, imagination, creativity, and language to make up new roles and act them out.</p>	<p>14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p>
<p>1.3.3. Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.</p>	<p>14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p>
<p>1.3.4. Differentiate between fantasy/pretend play and real events.</p>	<p>14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
<p>1.3.5. Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).</p>	<p>14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p>
<p>1.3.6. Participate in and listen to stories and dramatic performances from a variety of cultures and times.</p>	<p>36. Explores drama through actions and language</p>
<p>1.3.7. Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances.</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items</p> <p>36. Explores drama through actions and language</p>
<p>1.3.8. Begin to demonstrate appropriate audience skills during storytelling and performances.</p>	<p>36. Explores drama through actions and language</p>
<p>1.4.: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).</p>	

1.4.1. Demonstrate the safe and appropriate use and care of art materials and tools.	33. Explores the visual arts
1.4.2. Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.	33. Explores the visual arts
1.4.3. Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, photographer) and elements in the visual arts.	33. Explores the visual arts
1.4.4. Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas 33. Explores the visual arts
1.4.5. Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks 11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
1.4.6. Create more recognizable representations as eye-hand coordination and fine-motor skills develop.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 7 emerging to 8. Represents objects, places, and ideas with increasingly abstract symbols 33. Explores the visual arts
1.4.7. Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.	30. Shows basic understanding of people and how they live 33. Explores the visual arts
Health, Safety, and Physical Education	

2.1.: Children develop self-help and personal hygiene skills.	
2.1.1. Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).	29. Demonstrates knowledge about self
2.1.2. Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving, and using utensils and when dressing and brushing teeth).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
2.2.: Children begin to develop the knowledge and skills necessary to make nutritious food choices.	
2.2.1. Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being 29. Demonstrates knowledge about self
2.2.2. Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being 29. Demonstrates knowledge about self
2.3.: Children begin to develop an awareness of potential hazards in their environment.	
2.3.1. Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders
2.3.2. Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
2.3.3. Identify community helpers who assist in maintaining a safe environment.	30. Shows basic understanding of people and how they live

<p>2.3.4. Know how to dial 911 for help.</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being</p> <p>30. Shows basic understanding of people and how they live</p>
<p>2.4.: Children develop competence and confidence in activities that require gross- and fine-motor skills.</p>	
<p>2.4.1. Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).</p>	<p>4. Demonstrates traveling skills 8. Coordinates complex movements in play and games</p> <p>5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences</p>
<p>2.4.2. Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter).</p>	<p>7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements</p> <p>7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 5 emerging to 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</p>
<p>2.4.3. Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula-hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).</p>	<p>5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion</p> <p>7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements</p>
<p>English Language Arts</p>	
<p>Reading Literature</p>	

Key Ideas and Details	
RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
RL.PK.2 With prompting and support, retell familiar stories or poems.	18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories using pictures or props as prompts
RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult
Craft and Structure	
RL.PK.4 Ask and answer questions about unfamiliar words in a story or poem read aloud.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
RL.PK.5 Recognize common types of literature (storybooks and poetry books).	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 7 emerging to 8. Uses various types of books for their intended purposes
RL.PK.6 With prompting and support, identify the role of author and illustrator in telling the story.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
Integration of Knowledge and Ideas	
RL.PK.7 With prompting and support, using a familiar storybook, tell how the illustrations support the story.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
RL.PK.8 (Not applicable to literature)	

<p>RL.PK.9 With prompting and support using familiar storybook, tell how adventures and experiences of characters are alike and how they are different.</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult</p>
<p>Reading Informational Text</p>	
<p>Key Ideas and Details</p>	
<p>RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures</p>
<p>RI.PK.2 With prompting and support, recall important facts from a familiar text. Comprehends and responds to books</p>	<p>18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures</p>
<p>RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult</p>
<p>Craft and Structure</p>	
<p>RI.PK.4 With prompting and support, ask and answer questions about unfamiliar words in informational text.</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures</p>
<p>RI.PK.5 Identify the front and back cover of a book.</p>	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors</p>

<p>RI.PK.6 With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.</p>	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors</p>
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<p>Integration of Knowledge and Ideas</p>	
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<p>RI.PK.7 With prompting and support, tell how the illustrations support the text (information or topic) in informational text.</p>	<p>18, Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures</p>
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<p>RI.PK.8 (Begins in kindergarten)</p>	
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<p>Range of Reading and Level of Text Complexity</p>	
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<p>RI.PK.10 Actively participate in read-aloud experiences using age appropriate information books individually and in small and large groups.</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult</p>
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<p>Reading: Foundational Skills</p>	
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<p>Print Concepts</p>	
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<p>RF.PK.1 Begin to demonstrate understanding of basic features of print.</p>	
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<p>a. Follow words from left to right, top to bottom, page by page.</p>	<p>17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow</p>
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<p>b. Recognize that spoken words can be written and read.</p>	<p>16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds</p>
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c. Recognize that words are separated by spaces.	17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper-and lowercase letters, some punctuation
d. Recognize and name many upper and lower case letters of the alphabet.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 5 emerging to 6. Identifies and names 11-20 upper- and lowercase letters when presented in random order
Phonological Awareness	
RF.PK.2 Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).	
a. Recognize and produce simple rhyming words.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously
b. Segment syllables in spoken words by clapping out the number of syllables.	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words
c. Identify many initial sounds of familiar words.	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 6. Verbally separates and blends onset and rime
d. (Begins in kindergarten)	
e. (Begins in kindergarten)	

Phonics and Word Recognition	
RF.PK.3 Demonstrate an understanding of beginning phonics and word skills.	
a. Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.	16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge

	4. Produces the correct sounds for 10-20 letters
b. (Begins in kindergarten)	
c. Recognize their name in print as well as other familiar print in the environment.	16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
d. (Begins in kindergarten)	
Fluency	
RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from an adult

Writing	
Text Types and Purposes	
W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings

W.PK.3 (Begins in kindergarten)	
Production and Distribution of Writing	
W.PK.4 (Begins in grade 3)	
W.PK.5 With guidance and support, share a drawing with dictation, scribble writing, letter-strings, or invented spelling to describe an event real or imagined.	<p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings</p>
W.PK.6 With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).	28. Uses tools and other technology to perform tasks

Research to Build and Present Knowledge	
W.PK.7 Begin to participate in shared research and shared writing projects.	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas</p>
W.PK.8 With guidance and support, recall information from experience or familiar topic to answer a question.	<p>12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation</p>
W.PK.9 (Begins in grade 4)	

Speaking and Listening	
Comprehension and Collaboration	
SL.PK.1 Participate in conversations and interactions with peers and adults individually and in small and large groups.	

<p>a. Follow-agreed upon rules for discussions during group interactions.</p>	<p>10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders</p>
<p>b. Continue a conversation through several back and forth exchanges.</p>	<p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges</p>
<p>SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally.</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories</p>
<p>SL.PK.3 Ask and answer questions to seek help, get information, or follow directions.</p>	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail.</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items 12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view</p>
<p>SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.</p>	<p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>
<p>SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.</p>	<p>9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words</p>

Language	
Conventions of Standard English	
L.PK.1 Begin to understand the conventions of standard English grammar when speaking during interactions and activities.	
a. Print many alphabet letters.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
b. Use frequently occurring nouns and verbs.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
c. Form regular plural nouns.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
d. Understand and use question words (e.g., who, what, where, when, why) and use language to express thoughts and feelings.	9a. Uses expanding expressive vocabulary 7 emerging to 8. Incorporates new, less familiar or technical words in everyday conversations
e. Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with).	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words including indicating location, direction, and distance
f. Begin to speak in complete sentences.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
g. Understands and can follow simple multi-step directions	8. Listens to and understands increasingly complex language 8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and experiences

L.PK.2 Begin to understand the simple conversations of standard English grammar during reading and writing experiences throughout the day.	
a. (Begins in kindergarten)	
b. (Begins in kindergarten)	
c. Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling
d. (Begins in kindergarten)	
L.PK.3 (Begins in grade 2)	
Vocabulary Acquisition and Use	
L.PK.4 Begin to determine the meaning of new words and phrases introduced through preschool reading and content.	
a. With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
b. (Begins in kindergarten)	
L.PK.5 With guidance and support, explore word relationships.	
a. Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears).	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
b. Begin to understand opposites of simple and familiar words.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories

<p>c. Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”).</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 7 emerging to 8. Responds appropriately to complex statements, questions, vocabulary, and stories</p> <p>12. Remembers and connects experiences 12b. Makes connections 7 emerging to 8. Generates a rule, strategy, or idea from one learning experience and applies it in a next context</p>
<p>d. (Begins in kindergarten)</p>	
<p>L.PK.6 Use words and phrases acquired through conversations, activities and read-alouds.</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 7 emerging to 8. Incorporates new, less-familiar or technical words in everyday conversations</p>

<p>Approaches to Learning</p>	
<p>9.1: Children Demonstrate initiative, engagement, and persistence.</p>	
<p>9.1.1 Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time.)</p>	<p>11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks</p>
<p>9.1.2 Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges (e.g., choosing harder and harder puzzles).</p>	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas</p>
<p>9.1.3 Focus attention on tasks and experiences, despite interruptions or distractions (e.g., working hard on a drawing even when children nearby are playing a game).</p>	<p>11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p>
<p>9.1.4 Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g., saying to a friend, “This is hard. Can you help me figure it out?”).</p>	<p>11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks</p>

9.1.5 Bring a teacher-directed or self-initiated task, activity or project to completion (e.g., showing the teacher, “Look—I finished it all by myself!”).	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
9.2: Children show creativity and imagination.	
9.2.1 Show flexibility in approaching tasks by being open to new ideas (i.e., doesn’t cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach).	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed
9.2.2 Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
9.2.3 Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
9.3: Children identify and solve problems.	
9.3.1 Recognize a problem and describe or demonstrate ways to solve it alone or with others (e.g., “I know! Jamar and I can work together to clean off the table so that we can have a place to eat lunch.”).	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
9.3.2 Use varied strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud.)	12. Remembers and connects experiences 12a. Recognizes and recalls 8. Uses a few deliberate strategies to remember information
9.3.3 Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy (e.g., raising the height of the ramp to see if the ball will roll farther than when the ramp was lower).	12. Remembers and connects experiences 12b. Makes connections 7 emerging to 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
9.3.4 Reflect on, evaluate, and communicate what was learned (e.g., children in the class demonstrating and explaining their project to children in a younger group).	12. Remembers and connects experiences 12b. Makes connections 7 emerging to 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context

9.4: Children apply what they have learned to new situations.	
9.4.1 Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground).	12. Remembers and connects experiences 12b. Makes connections 7 emerging to 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
9.4.2 Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books).	12. Remembers and connects experiences 12b. Makes connections 7 emerging to 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
9.4.3 Demonstrate understanding of what others think and feel through words or actions (e.g., children act out a story that the teacher has told them, mirroring the characters' emotions).	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 8. Recognizes that others' feelings about a situation might be different from his or her own

Mathematics	
4.1: Children begin to demonstrate an understanding of number and counting.	
4.1.1 Count to 20 by ones with minimal prompting.	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting
4.1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 6. Identifies numerals to 10 by name and connects each to counted objects
4.1.3 Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 6. Identifies numerals to 10 by name and connects each to counted objects
4.1.4 Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells "how many"):	

<p>a. Accurately count quantities of objects up to 10, using one-to one correspondence, and accurately count as many as 5 objects in a scattered configuration.</p>	<p>20. Uses number concepts and operations 20a. Counts 5 emerging to 6. Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting</p>
<p>b. Arrange and count different kinds of objects to demonstrate understanding of the consistency of qualities (i.e., “5” is constant, whether it is a group of 5 people, 5 blocks or 5 pencils).</p>	<p>20. Uses number concepts and operations 20a. Counts 5 emerging to 6. Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting</p>
<p>c. Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize).</p>	<p>20. Uses number concepts and operations 20b. Quantifies 3 emerging to 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>

<p>4.1.5 Uses one-to-one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., collecting the number of cubes needed to fill the spaces in a muffin tin with one cube each).</p>	<p>20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
<p>4.1.6 Compare groups of up to 5 objects (e.g., beginning to use terms such as “more”, “less”, “same”).</p>	<p>20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
<p>4.2 Children demonstrate an initial understanding of numerical operations.</p>	
<p>4.2.1 Represent addition and subtraction by manipulating up to 5 objects:</p>	
<p>a. putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”)</p>	<p>20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and</p>

	describes the parts
b. taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”).	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
4.2.2 Begin to represent simple word problem data in pictures and drawings.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 7 emerging to 8. Represents objects, places, and ideas with increasingly abstract symbols

4.3 Children begin to conceptualize measurable attributes of objects.	
4.3.1 Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape 22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
4.3.2 Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight, and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
4.3.3 Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
4.4: Children develop spatial and geometric sense.	

<p>4.4.1 Respond to and use positional words (e.g., in, under, between, down, behind).</p>	<p>21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance</p>
<p>4.4.2 Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle).</p>	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
<p>4.4.3 Manipulate, compare and discuss the attributes of:</p>	
<p>a. two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike or different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes).</p>	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
<p>b. three-dimensional shapes by building with blocks and with other materials having height, width, and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food containers, plastic pipe).</p>	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
<p>Science</p>	
<p>5.1.: Children develop inquiry skills.</p>	
<p>5.1.1. Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).</p>	<p>24. Uses scientific inquiry skills</p>

<p>5.1.2. Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).</p>	<p>24. Uses scientific inquiry skills</p>
<p>5.1.3. Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations</p> <p>25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials</p> <p>27. Demonstrates knowledge of Earth’s environment</p>
<p>5.1.4. Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.</p>	<p>24. Uses scientific inquiry skills</p>
<p>5.1.5. Represent observations and work through drawing, recording data, and “writing” (e.g., drawing and “writing” on observation clipboards, making rubbings, charting the growth of plants).</p>	<p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>

<p>5.2.: Children observe and investigate matter and energy.</p>	
<p>5.2.1. Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.</p>	<p>26. Demonstrates knowledge of the physical properties of objects and materials</p>
<p>5.2.2. Explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint; and longer term investigations, such as the freezing and melting of water and other liquids).</p>	<p>26. Demonstrates knowledge of the physical properties of objects and materials</p>

<p>5.2.3. Investigate sound, heat, and light energy through one or more of the senses (e.g., comparing the pitch and volume of sounds made by commercially made and homemade instruments, recording how shadows change during the course of a day or over time, using flashlights or lamp light to make shadows indoors).</p>	<p>26. Demonstrates knowledge of the physical properties of objects and materials</p>
<p>5.2.4. Investigate how and why things move (e.g., slide block, balance structures, push structures over, use ramps to explore how far and how fast different objects move or roll).</p>	<p>26. Demonstrates knowledge of the physical properties of objects and materials</p>
<p>5.3.: Children observe and investigate living things.</p>	
<p>5.3.1. Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers).</p>	<p>25. Demonstrates knowledge of the characteristics of living things</p>
<p>5.3.2. Observe similarities and differences in the needs of living things, and differences between living and nonliving things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a nonliving thing, such as a shell).</p>	<p>25. Demonstrates knowledge of the characteristics of living things</p>
<p>5.3.3. Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium).</p>	<p>25. Demonstrates knowledge of the characteristics of living things</p>
<p>5.3.4. Observe and record change over time and cycles of change that affect living things (e.g., monitoring the life cycle of a plant, using children's baby photographs to discuss human change and growth, using unit blocks to record the height of classroom plants).</p>	<p>25. Demonstrates knowledge of the characteristics of living things</p>
<p>5.4.: Children observe and investigate the Earth.</p>	
<p>5.4.1. Explore and describe characteristics of soil, rocks, water, and air (e.g., sorting rocks by shape and/or color, observing water as a solid and a liquid, noticing the wind's effect on playground objects).</p>	<p>27. Demonstrates knowledge of Earth's environment</p>

5.4.2. Explore the effects of sunlight on living and nonliving things (e.g., growing plants with and without sunlight, investigating shadows that occur when the sun's light is blocked by objects).	27. Demonstrates knowledge of Earth's environment
5.4.3. Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors).	27. Demonstrates knowledge of Earth's environment
5.4.4. Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment (e.g., turning off water faucets, collecting empty yogurt cups for reuse as paint containers, separating materials in recycling bins, re-using clean paper goods for classroom collage and sculpture projects).	27. Demonstrates knowledge of Earth's environment
5.5.: Children gain experience in using technology.	
5.5.1. Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).	28. Uses tools and other technology to perform tasks

Social Studies, Family and Life Skills	
6.1.: Children identify unique characteristics of themselves, their families, and others.	
6.1.1. Describe characteristics of oneself, one's family, and others.	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live
6.1.2. Demonstrate an understanding of family roles and traditions.	29. Demonstrates knowledge about self
6.1.3. Express individuality and cultural diversity (e.g., through dramatic play).	29. Demonstrates knowledge about self
6.2.: Children become contributing members of the classroom community.	

6.2.1. Demonstrate understanding of rules by following most classroom routines.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
6.2.2. Demonstrates responsibility by initiating simple classroom tasks and jobs and managing own emotions	1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
6.2.3. Demonstrate appropriate behavior when collaborating with others.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
6.3.: Children demonstrate knowledge of neighborhood and community.	
6.3.1. Develop an awareness of the physical features of the neighborhood/community.	32. Demonstrates simple geographic knowledge
6.3.2. Identify, discuss, and role-play the duties of a range of community workers.	30. Shows basic understanding of people and how they live
6.4.: Children develop an awareness of the cultures within their classroom and their community.	
6.4.1. Learn about and respect other cultures within the classroom and community.	30. Shows basic understanding of people and how they live
World Languages	
7.1.: Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.	
7.1.1. Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song).	30. Shows basic understanding of people and how they live

7.1.2. Say simple greetings, words, and phrases in a language other than their own.	30. Shows basic understanding of people and how they live
7.1.3. Comprehend previously learned simple vocabulary in a language other than their own.	30. Shows basic understanding of people and how they live
7.1.4. Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.	30. Shows basic understanding of people and how they live

Technology	
8.1.: Navigate simple on screen menus.	
8.1.1. Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).	28. Uses tools and other technology to perform tasks
8.1.2. Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.	28. Uses tools and other technology to perform tasks
8.2.: Use electronic devices independently.	
8.2.1. Identify the “power keys” (e.g., ENTER, spacebar) on a keyboard.	28. Uses tools and other technology to perform tasks
8.2.2. Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press “play” and “stop.”	28. Uses tools and other technology to perform tasks
8.2.3. Turn smart toys on and/or off.	28. Uses tools and other technology to perform tasks
8.2.4. Recognize that the number keys are in a row on the top of the keyboard.	28. Uses tools and other technology to perform tasks
8.2.5. Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.	28. Uses tools and other technology to perform tasks
8.2.6. Use a digital camera to take a picture.	28. Uses tools and other technology to perform tasks
8.3.: Begin to use electronic devices to communicate.	

8.3.1. Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.	28. Uses tools and other technology to perform tasks
8.4.: Use common technology vocabulary.	
8.4.1. Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 7 emerging to 8. Incorporates new, less familiar or technical words in everyday conversations
8.5.: Begin to use electronic devices to gain information.	
8.5.1. Use the Internet to explore and investigate questions with a teacher's support.	28. Uses tools and other technology to perform tasks

III. Proficiency Levels

This curriculum is appropriate for preschool students. After successfully completing this course, the student will be able to:

- Recite the alphabet
- Identify letters in isolation
- Be familiar with numbers through 30
- Count to 10
- Identify numbers through 10
- Identify shapes
- Demonstrate emerging letter formation
- Understand and create simple patterns
- Use language to communicate
- Demonstrate an awareness of print

IV. Methods of Assessment

Student Assessment

Student progress and achievements are assessed through a variety of formal and informal methods of assessment that include, but are not limited to, the following items:

- Formal
 - Teacher-made tests
 - Classwork

- Portfolio
- Class participation
- Projects
- Informal
 - Teacher observation
 - Peer evaluation
 - Class participation
 - Anecdotal notes
 - Class discussion
 - Portfolios
 - Group/individual projects
 - Activity sheets/workbooks (publisher/teacher-made)
 - Supplemental activities

Curriculum/Teacher Assessment

- The subject teacher(s), building principals and supervisor will be in contact throughout the academic year concerning curriculum assessment. Teachers are encouraged to make suggestions for improving and changing the curriculum. The supervisor will also request an annual meeting to solicit suggestions for modifications and changes, especially in regard to meeting state approved standards.

V. Grouping

Students in preschool are grouped by age.

VI. Articulation/Scope & Sequence/Time Frame

Course meets daily and is one year long for the 3 years old program and the 4 year old program.

Half-Day Schedule

2 ½ - 3 hours

Preparation, arrival, and choice activities	30 minutes (before and while children arrive)
Group meeting	20 minutes (9:00–9:20)
Choice time	60 minutes (9:20–10:20)
Cleanup, handwashing, and snack	20 minutes (10:20–10:40)
Small groups	20 minutes (10:40–11:00)
Outdoor choice time	30 minutes (11:00–11:30)
Read-aloud	15 minutes (11:30–1:45)
Music and movement experience, group meeting, and departures	15 minutes (11:45–noon)

VII. Resources

Texts/Supplemental Reading/References

- Speakers
 - Teachers are encouraged to contact community groups, parents and organizations to obtain speakers to enhance the curriculum with the approval of the administration.
- References
 - Teachers may contact their building Principal or the Supervisor of Elementary Education and the school and local library for additional resources. Nearby colleges and organizations may also be utilized as reference resources. Content specialists at the

elementary level are also available for consultation.

- Technology
 - Use of technology will conform to the New Jersey Student Learning Standards.
 - Students and teachers shall use appropriate technology to enhance lessons. Students shall use technology for independent and/or collaborative practice of developing skills.
- Supplies and Materials
 - Preschool may require video/audio equipment for viewing and listening. Students may also require art supplies for project work.
 - Additional supplies include:
 - Trade books for classroom library/instruction
 - Notebooks
 - Portfolio folders
 - Picture/story paper
 - Lined paper
 - Chart tablets
 - Sentence strips
 - Pocket charts
 - Index cards
 - Dry erase markers, crayons, chalk and other mediums for writing or coloring
 - Magnetic or 3D-letters
- Textbooks
 - Creative Curriculum*
- Supplemental Reading
 - Big books
 - Trade books
 - Supplemental published literacy materials

VIII. Suggested Activities

- Sorting activities
- Imaginative play
- Show and tell
- Share connections
- Make predictions during read aloud
- Expose to language
- Read aloud
- Listening Centers

- Poetry
- Rhymes
- Music
- Centers
- Choral Read
- Utilize number concepts and operations throughout the day
- Explore spatial relationships and shapes through play
- Compare and contrast items
- Extend simple patterns
- Letter Games
- Number Games
- Letter tiles
- Matching activities

X. Interdisciplinary Connections

The purchased curriculum aligns to the content in NJPTLS and is designed for interdisciplinary, developmentally appropriate, connections across disciplines.

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Peer mentoring on problems
- Differentiated teacher feedback on assignments
- Modeling out accounting problems on whiteboard
- Visual aids as we project problems on whiteboard
- Study guides
- Tiered assignments

- Scaffolding of materials and assignments
- Re-teaching and review
- Guided note taking
- Exemplars of varied performance levels
- Multi-media approach to accommodating various learning styles
- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

Differentiation for Enrichment

- Projects
- Guest Readers
- Live Performances
- Librarian Visitations
- Scholastic Resources
- Author Visits
- Book Making
- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Enhanced expectations for independent study
- Curriculum compacting

- Inquiry-based instruction
- Higher-order thinking skills
- Student-driven
- Real-world problems and scenarios
- Pacing adjustments
- Elevated questioning

XII. Professional Development

Teachers will continue to improve their expertise by participating in a variety of professional development opportunities made available by the Board of Education and other organizations.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction	Standards	Assessments
<p>Emerging student Creative Curriculum:</p> <p>Language and Literacy</p> <ul style="list-style-type: none"> • Letter identification <i>a,t,m,s,b,c,f</i> • Comprehend and respond to oral language (read aloud, conversation) <p>Mathematics</p> <ul style="list-style-type: none"> • Understand numerical concepts and identification of numbers 0-15, • Shape identification (circle, rectangle, triangle) <p>Cognitive</p> <ul style="list-style-type: none"> • Remembers and connects experiences • Engages in sociodramatic play 	<p>14 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Use of visual and multi-sensory formats • Limit the amount of information responsible for • Provide positive peer model • Use of visual and multi sensory 3-D numerical and shape models • Prompted and supported during dramatic play <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Make connections with concepts taught within the natural environment • Accelerate the speed of concepts introduced • Provide independent counting opportunities. • Identify shapes within natural environment • Accelerate the speed of number introduction • Identify and count shapes within natural environment. 	<p>NJPT&LS</p> <ul style="list-style-type: none"> • RF.PK.1,a,b,c,d • RL.PK.1 • RL.PK.2 • RL.PK.3 • RL.PK.4 • RL.PK.6 • RL.PK.10 <p>Math:</p> <p>Standard 4.1: Children begin to demonstrate an understanding of number and counting.</p> <ul style="list-style-type: none"> • 4.1.1 • 4.1.2 <p>Standard 4.4: Children develop spatial and geometric sense.</p> <ul style="list-style-type: none"> • 4.4.2 • 4.4.3a <p>Cognitive:</p> <p>Standard 0.1: Children demonstrate self confidence.</p> <ul style="list-style-type: none"> • 0.1.2 • 0.1.3 • 0.1.4 <p>Standard 0.2: Children demonstrate self-direction.</p> <ul style="list-style-type: none"> • 0.2.1 • 0.2.4 <p>Standard 0.3: Children</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Letter, number, and share specific activities • Small group participation <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Recite alphabet • Count through 15 • Identify letters a, t, m, s, b, c, f • Identify numbers through 15

			<p>identify and express feelings.</p> <ul style="list-style-type: none">● 0.3.1● 0.3.2 <p>Standard 0.4: Children exhibit positive interactions with other children and adults.</p> <ul style="list-style-type: none">● 0.4.1● 0.4.2 <p>Standard 0.5: Children exhibit pro-social behaviors</p> <ul style="list-style-type: none">● 0.5.1● 0.5.2● 0.5.3● 0.5.4● 0.5.5 <p>Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling</p> <ul style="list-style-type: none">● 1.3.1● 1.3.2● 1.3.3● 1.4.4	
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Unit Topic	Time Allocated	Differentiating Instruction	Standards	Assessments
<p>Developing student Creative Curriculum:</p> <p>Language and Literacy</p> <ul style="list-style-type: none"> • Letter identification <i>r, h, n, j, l, p, g, d, v, e, o</i> • Comprehend and listen to oral language and make connections • Comprehend and listen to oral language and make connections <p>Mathematics</p> <ul style="list-style-type: none"> • Understand and demonstrate numerical values and concepts through -25 • Shape identification, square, star, heart, <p>Cognitive</p> <ul style="list-style-type: none"> • Remembers and connects experiences • Initiates and Engages in sociodramatic play 	<p>13 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Use of visual and multi-sensory formats • Limit the amount of information responsible for • Do not present new material until previous material is mastered • Provide positive peer model • Use of visual and multi sensory 3-D numerical and shape models <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Make connections with concepts taught within the natural environment • Accelerate the speed of concepts introduced • Provide independent counting assignments. • Identify shapes within natural environment • Accelerate the speed of number introduction • Identify and count shapes within natural environment. • Shares self to text to experiences through illustrations 	<p>NJPT&LS</p> <ul style="list-style-type: none"> • RF.PK.1,a,b,c,d • RL.PK.1 • RL.PK.2 • RL.PK.3 • RL.PK.4 • RL.PK.6 • RL.PK.10 • RI.PK.3 <p>Math:</p> <p>Standard 4.1: Children begin to demonstrate an understanding of number and counting.</p> <ul style="list-style-type: none"> • 4.1.1 • 4.1.2 <p>Standard 4.4: Children develop spatial and geometric sense.</p> <ul style="list-style-type: none"> • 4.4.2 • 4.4.3a <p>Cognitive:</p> <p>Standard 0.1: Children demonstrate self confidence.</p> <ul style="list-style-type: none"> • 0.1.2 • 0.1.3 • 0.1.4 <p>Standard 0.2: Children demonstrate self-direction</p> <ul style="list-style-type: none"> • 0.2.1 • 0.2.4 	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Letter, number, and share specific activities • Small group participation <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Recite alphabet • Count through 15 • Identify letters r, h, n, j, l, p, g, d, v, e, o • Identify numbers through 25

			<p>Standard 0.3: Children identify and express feelings.</p> <ul style="list-style-type: none">● 0.3.1● 0.3.2 <p>Standard 0.4: Children exhibit positive interactions with other children and adults.</p> <ul style="list-style-type: none">● 0.4.1● 0.4.2 <p>Standard 0.5: Children exhibit pro-social behaviors</p> <ul style="list-style-type: none">● 0.5.1● 0.5.2● 0.5.3● 0.5.4● 0.5.5 <p>Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling</p> <ul style="list-style-type: none">● 1.3.1● 1.3.2● 1.3.3● 1.4.4	
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Unit Topic	Time Allocated	Differentiating Instruction	Standards	Assessments
<p>Student Readiness Creative Curriculum:</p> <p>Language and Literacy</p> <ul style="list-style-type: none"> • Letter identification <i>i, w, k, u, y, q, x, z</i> • Comprehend and listen to oral language and make connections <p>Mathematics</p> <ul style="list-style-type: none"> • Number identification <i>0- 30</i> • Shape identification, <i>half circle, diamond, oval</i> <p>Cognitive</p> <ul style="list-style-type: none"> • Remembers and connects experiences • Initiates and engages in sociodramatic play 	<p>13 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Use of visual and multi-sensory formats • Limit the amount of information responsible for • Do not present new material until previous material is mastered • Provide positive peer model • Use of visual and multi-sensory 3-D numerical and shape models <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Make connections with concepts taught within the natural environment • Accelerate the speed of concepts introduced • Provide independent counting assignments. • Identify shapes within natural environment • Accelerate the speed of number introduction • Identify and count shapes within natural environment. • Shares self to text to experiences through illustrations 	<p>NJPT&LS</p> <ul style="list-style-type: none"> • RF.PK.1,a,b,c,d • RL.PK.1 • RL.PK.2 • RL.PK.3 • RL.PK.4 • RL.PK.6 • RL.PK.10 <p>Math:</p> <p>Standard 4.1: Children begin to demonstrate an understanding of number and counting.</p> <ul style="list-style-type: none"> • 4.1.1 • 4.1.2 <p>Standard 4.4: Children develop spatial and geometric sense.</p> <ul style="list-style-type: none"> • 4.4.2 • 4.4.3a <p>Cognitive:</p> <p>Standard 0.1: Children demonstrate self confidence.</p> <ul style="list-style-type: none"> • 0.1.2 • 0.1.3 • 0.1.4 <p>Standard 0.2: Children demonstrate self-direction.</p> <ul style="list-style-type: none"> • 0.2.1 • 0.2.4 	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Letter, number, and share specific activities • Small group participation <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Recite alphabet • Count through 15 • Identify letters i, w, k, u, y, q, x, z • Identify numbers through 30

			<p>Standard 0.3: Children identify and express feelings.</p> <ul style="list-style-type: none">● 0.3.1● 0.3.2 <p>Standard 0.4: Children exhibit positive interactions with other children and adults.</p> <ul style="list-style-type: none">● 0.4.1● 0.4.2 <p>Standard 0.5: Children exhibit pro-social behaviors</p> <ul style="list-style-type: none">● 0.5.1● 0.5.2● 0.5.3● 0.5.4● 0.5.5 <p>Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling</p> <ul style="list-style-type: none">● 1.3.1● 1.3.2● 1.3.3● 1.4.4	
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New Jersey Preschool Standards:
English Language Arts Anchor Standards

Reading: Foundational Skills

RF.PK.1,a,b,c,d Begin to demonstrate understanding of basic features of print.

- a) Follow words from left to right, top to bottom, page by page.
- b) Recognize that spoken words can be written and read.
- c) Recognize that words are separated by spaces.
- d) Recognize and name many upper and lower case letters of the alphabet.

Reading Literature:

RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem.

RL.PK.2 With prompting and support, retell familiar stories or poems.

RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.

RL.PK.4 With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.

RL.PK.6 With prompting and support, identify the role of author and illustrator in telling the story.

RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.

Reading Informational Text

RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.

Math Anchor Standards

Standard 4.1: Children begin to demonstrate an understanding of number and counting.

4.1.1 Count to 20 by ones with minimal prompting.

4.1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting.

Standard 4.4: Children develop spatial and geometric sense.

4.4.2 Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle).

4.4.3 Manipulate, compare and discuss the attributes of: (a) two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes).

Social Emotional (Cognitive) Anchor Standards

Standard 0.1: Children demonstrate self-confidence.

0.1.1 Express individuality by making independent decisions about which materials to use.

0.1.2 Express ideas for activities and initiate discussions.

0.1.3 Actively engage in activities and interactions with teachers and peers.

0.1.4 Discuss their own actions and efforts.

Standard 0.2: Children demonstrate self-direction.

0.2.1 Make independent choices and plans from a broad range of diverse interest centers. 0.2.4 Attend to tasks for a period

of time.

Standard 0.3: Children identify and express feelings.

0.3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.

0.3.2 Empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad).

Standard 0.4: Children exhibit positive interactions with other children and adults.

0.4.1 Engage appropriately with peers and teachers in classroom activities.

0.4.2 Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).

Standard 0.5: Children exhibit pro-social behaviors.

0.5.1 Play independently and cooperatively in pairs and small groups.

0.5.2 Engage in pretend play.

0.5.3 Demonstrate how to enter into play when a group of children are already involved in play. 0.5.4 Take turns.

0.5.5 Demonstrate understanding the concept of sharing by attempting to share.

Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.

1.3.1 Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic).

1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out.

1.3.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.

1.3.4 Differentiate between fantasy/pretend play and real events.