

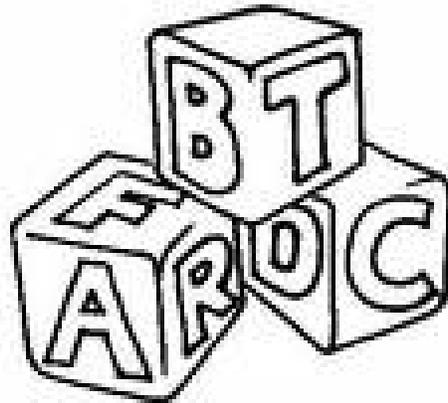


Milltown School District  
Milltown, NJ 08850



BASED ON THE NJ PRESCHOOL TEACHING AND LEARNING STANDARDS 2009  
CREATIVE CURRICULUM FOR PRESCHOOL, Fifth Edition  
and TEACHING STRATEGIES GOLD 2012

# Integrated Preschool Curriculum



Adoption Date:  
January 4, 2016

Milltown School District  
Milltown, NJ 08850

## **INTEGRATED PRESCHOOL CURRICULUM** **Including Preschool Disabled**

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## Foreword

Humankind is developing in an increasingly technological environment. With the greatest of rapidity, we can retrieve enormous amounts of data. Communication is becoming more accelerated as the Earth continues to shrink. People, out of necessity, are compelled to interact more as one than as different societies.

Education today requires a cadre of highly skilled teachers to bring forward to the minds of the children entrusted to their care the very best that there is to offer. The role of the classroom teacher can only be successful with the support of a Board of Education committed to excellence and parents and guardians who are knowledgeable and supportive of the individual needs of their own children. Teaching is best accomplished when the home, school, and community respond in this positive way.

A well-developed curriculum is one of the most fundamental ingredients for every child's educational success. It is the curriculum that melds into one the most current educational trends, the philosophy of education of the school district, and the desires of each and every parent and guardian to have his or her child reach the optimum of success. Education is global and addresses current as well as past events, offering students opportunities to make real world connections across every curricular area. In preparing our students for the 21<sup>st</sup> century, we must provide classroom instruction that prepares them with the skills necessary to access and connect information in a rapidly changing world.

There will be a continuing need to reach across the subject areas if we are to develop the child into a wholly educated individual. The skills of reading must be taught and reinforced in every subject, as must those of writing and mathematics. For the present time, and for the reasonably foreseeable future, these three fundamental areas will continue to be the core of the strength of the American society. Collectively they open the doors to all learning. In order for one to understand the laws of the nation, to make a contribution to society, and to value one's self and the rest of humankind, it is essential that this cross-curricular approach be embraced with enthusiasm.

This curriculum guide seeks to foster these ideals, so that the children of Milltown will be as well prepared as those from any other educational system. This guide emphasizes decision-making and citizenship skills and the need to conceptualize, rather than to learn by rote.

The educators of this district and the community are encouraged to utilize this guide as a vehicle to help assure that in Milltown we have indeed fulfilled our obligation to create a better world. A world in which there is more understanding for what is the common good of its entire people. A world in which our children will be better communicators and fully able to interact more as one, than as different societies.

### **Affirmative Action Statement**

It is the policy of the Board of Education to provide equal employment and educational opportunities, regardless of race, color, creed, religion, sex, ancestry, national origin, place of residence, social or economic condition, or non-applicable handicap.

Affirmative Action Officer:

Norma Tursi, Business Administrator  
Milltown Board of Education  
21 West Church Street  
Milltown, New Jersey 08850  
(732) 214-2365

### **Adaptation for Special Education Statement**

Although this curriculum guide has been developed for general education delivery, the knowledge, skills, attitudes, and behaviors identified are appropriate for the special education pupils in Milltown. Modifications necessary to accommodate the educational needs of an individual pupil's disability will be described in the Individualized Educational Program (IEP). They are on file at:

Office of Student Support Services  
c/o Joyce Kilmer School  
21 West Church Street  
Milltown, NJ 08850  
(732) 214-2365

**Philosophy of Education**  
(Board Policy File # 6010)

The Milltown Board of Education accepts the responsibility for coordinating the available resources for home, school, and community in a mutual effort to guide every pupil's growth towards becoming a self-respecting individual who can effectively function politically, economically, and socially in a democratic society.

The Board believes New Jersey State goals should be applicable for every pupil in the Milltown School District to the limit to which the Board possesses jurisdiction, financial and staff resources.

- A. All children should start school ready to learn.
  - 1. Quality preschool opportunities shall be provided for all specially eligible children, through collaboration between public schools and community agencies.
  - 2. Within financial and staff resources parent education programs shall be designed and implemented by the District to assist parents in providing readiness experiences for their preschool children.
  
- B. The high school graduation rate shall be at least 90 percent (the receiving high school district shall be encouraged to embrace and implement these goals).
  - 1. The District shall provide least restrictive, alternative programs for pupils who cannot succeed in the regular high school environment, including those students with disabilities.
  - 2. The District shall provide dropout prevention programs for pupils at risk.
  
- C. Pupils shall leave grades four, eight and eleven having demonstrated competency in challenging subject matter including Language Arts/ literacy, mathematics, science, and social studies (civics, history and geography), health, physical education, visual and performing arts and world languages.
  - 1. The District shall implement state-approved curriculum content standards and appropriate assessments to enable pupils to succeed and to evaluate their performance.
  - 2. The District shall provide staff development opportunities to ensure that teachers are adequately equipped to teach challenging and up-to-date subject matter and to implement effective teaching techniques.
  
- D. Pupils shall learn to use their minds well, so that they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
  - 1. The District shall provide students with experiences in higher-level thinking, information processing, the responsibilities of citizenship, and employability skills.
  - 2. All pupils shall demonstrate competency in the skills identified in the cross-content workplace readiness standards.
  - 3. All pupils shall demonstrate respect for racial, cultural, ethnic and religious diversity.
  
- E. All pupils shall increase their achievement levels in science and mathematics to contribute to our country's ability to compete academically with other countries of the world.
  - 1. The District shall revise its curriculum offerings in science and mathematics according to state standards as they are developed.

2. The District shall provide staff training in the teaching of mathematics and science at grades K-8 to increase teachers' understanding of and ability to teach these subjects.
- F. Every adult shall be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
1. Adult education programs shall be increased in conjunction with other local districts, community colleges and other educational agencies, to provide greater opportunities for adults to continue learning for work skills, leisure pursuits, intellectual and cultural growth and to assist their children in learning.
  2. Business and industry shall be encouraged to collaborate with educational agencies to design and increase access to educational programs for adults, such as flex time, distance learning and interactive technology.
- G. District schools shall be free of drugs and violence and offer a safe, disciplined environment conducive to learning.
1. The District shall develop partnerships with parents to establish the responsibilities of each to create and maintain safe and healthy educational environments for all pupils.
  2. The District shall provide programs and staffing to deal with pupils at risk.
  3. The school and community shall expand their cooperative efforts to create drug and violence-free environments.
  4. All students shall develop a positive view of self and learn to use effective interpersonal skills.

The Board shall develop, in consultation with the chief school administrator and teaching staff members, a written educational plan for the District. This plan shall be reviewed and adopted annually and shall include:

- A. Written educational goals;
- B. An assessment of pupil needs;
- C. Specific annual objectives based on identified needs and action plans to implement them;
- D. Standards for assessing and evaluating the achievement of objectives;
- E. The establishment of reasonable pupil minimum proficiency levels in the areas addressed in the core curriculum content standards;
- F. An educational program consistent with these goals, objectives, standards and needs;
- G. An evaluation of pupil progress.

*Adopted: September 23, 1997*  
*Revised: March 29, 1999*  
*Revised: May 27, 2008*

## **PHILOSOPHY OF THE INTEGRATED PRESCHOOL PROGRAM**

In Milltown, it is our goal to meet the needs of our early childhood students. Our creative Pre-K program consists of developmentally appropriate expectations for our Pre-K students, and enhances the development of the whole child. The program emphasizes the social, emotional, physical, and cognitive development of each child.

The Preschool program is designed to strengthen all aspects of child development including: communication skills, socialization skills, self-help skills, cognition, and fine and gross motor skills, which are integrated within a language context. The ten domains of development as outlined by the Creative Curriculum Learning Strategies Gold objectives support these foundational skills. The NJ Preschool Teaching and Learning Standards provide the content through which the objectives are integrated.

Optimal learning for the preschool child is accomplished by providing a structured environment, guided play, guided exploration, success oriented activities, individualized instruction and opportunities for the practice, integration and generalization of learned skills during and through play.

Each child's needs are addressed through the utilization of a multi-disciplinary team approach, with the parent viewed as an integral part of that team.

## **PROGRAM OVERVIEW**

### **School and Home Partnerships**

School and home partnerships provide opportunities for teachers and parents to work side by side, to share ideas, and to learn from one another.

### **Program Design**

As part of our curriculum we will:

- Publish a monthly calendar
- Involve parent volunteers
- Maintain ongoing communication with families

### **Program Information**

Our staff will:

- Encourage parent input and suggestions
- Obtain classroom materials that will reflect the characteristics, values, and practices of the Parkview School community
- Accommodate the needs of all our students

### **Family and Community Involvement**

The preschool curriculum will:

- Create and distribute a monthly calendar of events to motivate parents and encourage their development
- Create activities to give families a chance to share their cultural traditions
- Validate contributions by displaying children's work
- Hold parent conferences 1 time per year, send report cards or report cards and IEPs 4 times a year and encourage additional communication via notes and/or phone calls when necessary

### **Classroom Environment**

As part of our classroom environment we will:

- Set up learning centers that foster independence and creativity.
- Create a safe, nurturing, environment that promotes risk taking
- Provide individual and small group experiences
- Include developmentally appropriate activities to meet the individual needs of all students, and to increase opportunities for success
- Enhance learning through the integration of technology into the preschool program

### **Assessment**

Appropriate assessment will be ongoing to meet the developmental needs of each individual child.

The results will assist teachers in the planning, and implementation of the early childhood curriculum.

As part of our curriculum we will:

- Use portfolios to identify strengths and weaknesses of individual students
- Update components of portfolio throughout the year
- Regularly document student progress
- Conduct formal and informal observations of students in different settings
- Communicate with parents to gain valuable feedback on our program (parent/teacher conferences and parent teacher communication)
- Identify benchmarks that reflect progress over time
- Report card and IEP reviews four times per year

# **Integrated Preschool/Preschool Disabilities Curriculum**

## **Section 1. Overview**

### **School and Home Partnerships**

School and home partnerships provide opportunities for teachers and parents to work side by side as equal partners, to share ideas and to learn from one another.

### **Program Design**

- As part of our curriculum we will:
- Teacher will maintain their classroom websites to keep provide parents with all relevant information for their children
- Provide opportunities for parents to participate or share within the classroom
- Maintain ongoing communication with families and involve the Milltown Community

### **Program Information**

#### **Our staff will:**

- Plan and execute age appropriate lessons and activities daily
- Accommodate the needs of all students
- Obtain classroom materials that will reflect the characteristics, values, and practices of the Parkview School Community

### **Family and Community Involvement**

Teachers will maintain open lines of communication through email, e-blast, classroom websites, and direct parent contact to provide a communication dialogue with their children

Parents are informed of the weekly theme, concept, letter, shape, number, and color via classroom websites that are updated as needed

Parents are encouraged to visit the classroom to share their cultural and familial traditions

Children's work will be displayed in the classroom and hallway for others to view

Teachers will hold parent conferences once a year, send report cards home 3 times per year and IEP progress reports quarterly

Additional communication with parents is encouraged through notes, meetings, phone calls or e-mails when deemed necessary

Preschool exit meeting upon request

### **Classroom Environment**

- As part of our classroom environment we will:
- Set up learning centers that foster independence, creativity and respect while addressing academic concepts
- Create a safe, nurturing environment that promotes independence, self-confidence, and critical thinking
- Provide individual, small group and large group experiences

- Include developmentally appropriate activities to meet the individual needs of all students and to increase opportunities for academic and social success
- Enhance learning through the integration of technology in the classroom

## **Assessment**

Appropriate assessment will be ongoing to meet the developmental needs of each individual child through a combination of observation, participation, formal and informal testing, and progress reports

Student work portfolios will be kept, updated and progress documented regularly throughout the year

## DEVELOPMENTAL ACTIVITIES

### Daily Routine

Each day will be based upon a well-balanced lesson plan that incorporates a variety of activities focusing on weekly themes, letter, shape, color, and number. The lesson plan will consist of:

- Arrival Routines
- Morning Meeting
- Snack/Lunch
- Fine Motor
- Story time
- Pre-Academics (Intense Teaching Time for PSD Classroom) (including but not limited to Math, Reading, and Writing)
- Sensory Integration
- Arts/Crafts
- Dramatic Play
- Leisure Activities (student choice)
- Gross Motor
- Music/Movement
- Social Integration/Communication
- Social Studies
- Science
- Technology
- Departure Routines

### Daily Activities

Arrival/Departure Routines: Encouraging independence through unpacking, toileting, proper placement of school materials, care for personal items, and packing up

Morning Meeting: Individual greetings, choosing classroom helpers, The Pledge of Allegiance, calendar activities, weather, show and tell, special school events

Snack/Lunch: Fostering independence, hygiene, and healthy choices, opening containers, utensil use, disposal of trash, putting away items, and cleaning up

Fine Motor: Small muscle group exercises to increase strength, stamina, and flexibility of fine motor muscles through such exercises as scissor skills, pasting, stringing beads, puzzles

Story Time: Listening to daily themed story, classroom discussions, sequencing, retelling, and making personal connections while attending appropriately

Math: Number recognition, one to one correspondence, counting, shapes, patterns, measurements, comparisons

Reading: Alphabet recognition, phonological awareness, book sense, name recognition, sight word recognition

Writing: Proper handwriting grip, writing capital letters

Sensory Integration: Manipulation of various media (water, rice, dough, sand), experiencing various textures and sensations, whole body experiences (yoga, therapy swing)

Arts/Crafts: Creative expression through visual and performing arts

Dramatic Play: Pretend play related to weekly theme, fostering imagination and cooperation

Leisure Activities (student choice): Student self-directed choice of play activities/materials, encouraging cooperative play and exploration

Gross Motor: Large muscle group movement as forms of exercise and appropriate use of energy to enhance focus and attending skills whether during indoor or outdoor play

Music/Movement: Songs, fingerplays, various types of music, instruments, and gross motor movements accompanied to musical selections

Social Integration/Communication: Encouraging total communication approach through exchanges with peers and staff to share internal states, emotions, needs, and commenting on the world around them, while utilizing multi-lingual supports and heritage speakers as models

Social Studies: Developing the characteristics of a good citizen of the classroom and community while learning about the varying traits of themselves, their families, friends, and neighbors

Science: Encouraging problem solving and direct observation and investigation of the world around them

Technology: Introduction to various forms of technology, including appropriate practices and procedures while allowing exploration in a multi-sensory approach to learning

## **FOUNDATIONAL STANDARDS AND OBJECTIVES**

The NJ Preschool Teaching and Learning Standards (listed in regular font) outline educational experiences intended to stimulate, assist, support, and sustain emergent skills. *The Creative Curriculum Teaching Strategies Gold learning objectives (listed in Italics) support the NJ Preschool standards through daily routines and activities that align to the ten dimensions of early childhood learning.*

### **Arrival and Departure Routines**

Social-Emotional

1. *Regulates own emotions and behaviors*
    - a. *Manages feelings*
    - b. *Follows limits and expectations*
    - c. *Takes care of own needs appropriately*
  8. *Takes responsibility for own well-being*
  6. *Manages classroom rules, routines, and transitions with occasional reminders*
- 0.2.2 Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).
- 0.2.3 Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.
- 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).
- 2.1.2 Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving, and using utensils and when dressing and brushing teeth).
- 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).

- 2.3.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).
- 6.2.1 Demonstrate understanding of rules by following most classroom routines.
- 6.2.2 Demonstrates responsibility by initiating simple classroom tasks and jobs.

### **Morning Meeting**

#### Social-Emotional

- 2. *Establishes and sustains positive relationships*
  - a. *Forms relationships with adults*
  - b. *Responds to emotional cues*
  - c. *Interacts with peers*
  - d. *Makes friends*
- 3. *Participates cooperatively and constructively in groups*
  - a. *Balances needs and rights of self and others*
  - b. *Solves social problems*
- 6. *Initiates the sharing of materials in the classroom and outdoors*

#### Language

- 8b. *Follows directions*
- 6. *Follows directions of two or more steps that relate to familiar objects and experiences*
- 9. *Uses language to express thoughts and needs*
- 9a. *Uses expanding expressive vocabulary*

- 0.1.3 Actively engage in activities and interactions with teachers and peers.
- 0.1.4 Discuss their own actions and efforts.
- 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).
- 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).
- 0.4.4 Respect the rights of others (e.g., "This painting belongs to Carlos.").
- 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!").
- 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).
- 0.5.1 Play independently and cooperatively in pairs and small groups.
- 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.
- 6.2.3 Demonstrate appropriate behavior when collaborating with others.

### **Snack/Lunch**

#### Health, Safety, and Physical Education

- 1c. *Takes care of own needs appropriately*
- 8. *Takes responsibility for own well-being*
- 1b. *Follows limits and expectations*
- 6. *Manages classroom rules, routines, and transitions with occasional reminders*

- 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).
- 2.1.2 Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving, and using utensils and when dressing and brushing teeth).

## **Fine Motor**

### Physical

7. *Demonstrates fine-motor strength and coordination*
- 7a. *Use fingers and hands*
6. *Uses refined wrist and finger movements*
- 7b. *Uses writing and drawing tools*
5. *Emerging*
6. *Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end*

2.4.2 Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulative during play, and use a variety of writing instruments in a conventional matter).

## **Story Time**

### Cognitive

11. *Demonstrates positive approaches to learning*
  - a. *Attends and engages*
  - b. *Persists*
  - c. *Solves problems*
  - d. *Shows curiosity and motivation*
  - e. *Shows flexibility and inventiveness in thinking*
12. *Remembers and connects experiences*
  - a. *Recognizes and recalls*
  - b. *Makes connections*

### Literacy

18. *Comprehends and responds to books and other texts*
  - a. *Interacts during read-aloud and book conversations*
  - b. *Uses emergent reading skills*
  - c. *Retells stories*

### Language

- 8b. *Follows directions*
6. *Follows directions of two or more steps that relate to familiar objects and experiences*
9. *Uses language to express thoughts and needs*
- 9a. *Uses expanding expressive vocabulary*

3.3.B.3 Exhibit reading-like behavior (e.g., pretend to read to self and others and read own writing).

3.3.B.4 Answer simple recall and comprehension questions about a book being read (e.g., Goodnight Gorilla: "What do you see the gorilla doing now?").

3.3.B.5 Use a familiar book as a cue to retell their version of the story.

3.3.B.6 Show an understanding of story structure (e.g., comment on characters, predict what will happen next, ask appropriate questions, act out familiar stories).

## **Pre-Academics/Intense Teaching Time**

### Cognitive

11. *Demonstrates positive approaches to learning*
  - a. *Attends and engages*
  - b. *Persists*
  - c. *Solves problems*
  - d. *Shows curiosity and motivation*
  - e. *Shows flexibility and inventiveness in thinking*
12. *Remembers and connects experiences*

- a. *Recognizes and recalls*
- b. *Makes connections*
- 13. *Uses classification skills*
- 14. *Uses symbols and images to represent something not present*
  - a. *Thinks symbolically*

Language

- 8b. *Follows directions*
  - 6. *Follows directions of two or more steps that relate to familiar objects and experiences*
  - 9. *Uses language to express thoughts and needs*
  - 9a. *Uses expanding expressive vocabulary*
- 0.1.1 Express individuality by making independent decisions about which materials to use.
  - 0.1.2 Express ideas for activities and initiate discussions.
  - 0.2.1 Make independent choices and plans from a broad range of diverse interest centers.
  - 0.2.4 Attend to tasks for a period of time
  - 1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out.
  - 1.4.5 Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.
  - 3.1.3 Show understanding of listening activities by incorporating ideas into play (e.g., by incorporating themes from an earlier story into dramatic play or making a neighborhood in the block area after a discussion of different kinds of houses).
  - 3.2.1 Describe previous experiences and relate them to new experiences or ideas.
  - 3.2.7 Ask questions to obtain information.
  - 3.3.B.7 Ask questions and make comments pertinent to a story being read and connect information in books to personal life experiences.
  - 3.4.1 Ask adults to write (e.g., labels on block structures, dictation of stories, list of materials needed for a project).
  - 3.4.4 Share and discuss work samples containing drawings, paintings, and pictures.
  - 4.3.3 Begin to represent data in pictures and drawings.
  - 4.3.4 Show awareness of the attributes of objects through sorting, ordering, and classifying.
  - 4.4.2 Solve problems that arise in mathematics and in other contexts.

Cognitive

- 14. Uses symbols and images to represent something not present
  - a. Thinks symbolically
- 4.2.3 Explore three-dimensional shapes by building with blocks and other materials.
- 4.2.5 Identify symmetry during play (e.g., building with blocks).

**Writing**

- 14. *Uses symbols and images to represent something not present*
  - 19. *Demonstrates emergent writing skills*
- 3.4.2 "Write" messages as part of play and other activities (e.g., scribbling, drawing, making letter-like forms and conventional letter forms, using invented spelling).
  - 3.4.3 Attempt to write own name on work.
  - 3.4.5 Attempt to make own name using a variety of materials (e.g., magnetic letters, play dough, rubber stamps, alphabet blocks, or a computer).

**Mathematics**

- 20. *Uses number concepts and operations*
  - a. *Counts*
  - b. *Quantifies*
  - c. *Connects numerals with their quantities*

- 21. *Explores and describes spatial relationships and shapes*
  - a. *Understands spatial relationships*
  - b. *Understands shapes*
- 22. *Compares and measures*
- 23. *Demonstrates knowledge of patterns*

- 4.1.1 Demonstrate emergent understanding of numbers (for counting: at least through 20; for ordinals: first through fifth, including the last).
- 4.1.2 Recognize and name some one-digit written numerals: (a) begin to write one-digit numerals; and (b) discriminate numbers from other symbols in the environment (e.g., street signs, license plates, room number, and clock).
- 4.1.3 Compare groups of objects (e.g., using the terms "more," "less," "same").
- 4.1.4 Demonstrate understanding of one-to-one correspondence (e.g., put one placemat at each place, give each child one cookie, place one animal in each truck, hand out manipulative to be shared with a friend, saying "One for you, one for me."): (a) match sets; (b) spontaneously count for own purposes; and (c) recognize a number of objects (up to four) without counting.
- 4.1.5 Explore the meanings of addition and subtraction by using concrete objects: (a) joining (e.g., "Three blue pegs, three yellow pegs, six pegs altogether!"); and (b) separating ("I have four carrot sticks. I'm eating one! Now I have 3!").
- 4.2.1 Use and respond to positional words (e.g., in, under, between, down).
- 4.2.2 Explore and talk about basic shapes in the environment (e.g., circle, square, triangle).
- 4.2.4 Explore connections between two- and three-dimensional forms (e.g., sphere and circle).
- 4.2.6 Use simple shapes to make designs, patterns, and pictures (e.g., tangrams).
- 4.2.7 Explore the use of nonstandard objects for measurement.
- 4.2.8 Compare and order objects according to measurable attributes (e.g., length, weight).
- 4.2.9 Demonstrate understanding of basic temporal relations (e.g., the sequence of the daily routine).
- 4.3.1 Describe patterns in the environment.
- 4.3.2 Represent patterns in a variety of ways.
- 4.4.1 Learn mathematics through problem solving, inquiry, and discovery and use emergent mathematical knowledge as a problem-solving tool.
- 4.4.4 Recognize that mathematics is used in a variety of contexts in all disciplines, and apply mathematics in practical situations and other disciplines.

## **Sensory Integration**

### Science

- 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).
- 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).

## **Arts/Craft**

### The Arts

- 33. *Explores the visual arts*
- 1.4.1 Demonstrate the safe and appropriate use and care of art materials and tools.
- 1.4.2 Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.
- 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.

- 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.
- 1.4.6 Create more recognizable representations as eye-hand coordination and fine-motor skills develop.
- 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.

### **Dramatic Play**

#### Cognitive

*14.b Engages in sociodramatic play*

#### Language

*8b. Follows directions*

*6. Follows directions of two or more steps that relate to familiar objects and experiences*

*9. Uses language to express thoughts and needs*

*9a. Uses expanding expressive vocabulary*

0.5.2 Engage in pretend play.

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

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.

1.3.5 Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).

### **Leisure Activities**

#### Language

*8b. Follows directions*

*6. Follows directions of two or more steps that relate to familiar objects and experiences*

*9. Uses language to express thoughts and needs*

*9a. Uses expanding expressive vocabulary*

#### Social Emotional Development

0.2.1 Make independent choices and plans from a broad range of diverse interest centers.

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.

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).

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).

0.4.1 Engage appropriately with peers and teachers in classroom activities. 0.4.P.A.1

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).

0.4.3 Say "thank you," "please," and "excuse me." 0.4.4 Respect the rights of others (e.g., "This painting belongs to Carlos.").

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!").

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).

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.

## **Gross Motor**

### Physical

- 4. *Demonstrates travelling skills*
- 5. *Demonstrates balancing*
- 6. *Demonstrates gross-motor manipulative skills*

- 2.4.1 Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).
- 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).

## **Music and Movement**

### The Arts

- 34. *Explores musical concepts and expressions*
- 35. *Explores dance and movement concepts*
- 36. *Explores drama through actions and language*

- 1.1.1 Move the body in a variety of ways, with and without music.
- 1.1.2 Respond to changes in tempo and a variety of musical rhythms through body movement.
- 1.1.3 Participate in simple sequences of movements.
- 1.1.4 Define and maintain personal space, concentration, and focus during creative movement/dance performances.
- 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.
- 1.1.6 Use movement/dance to convey meaning around a theme or to show feelings.
- 1.1.7 Describe feelings and reactions in response to a creative movement/dance performance.
- 1.1.8 Begin to demonstrate appropriate audience skills during creative movement and dance performances.
- 1.2.1 Sing a variety of songs with expression, independently and with others.
- 1.2.2 Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations.
- 1.2.3 Clap or sing songs with repetitive phrases and rhythmic patterns.
- 1.2.4 Listen to, imitate, and improvise sounds, patterns, or songs.
- 1.2.5 Participate in and listen to music from a variety of cultures and times.
- 1.2.6 Recognize and name a variety of music elements using appropriate music vocabulary.
- 1.2.7 Describe feelings and reactions in response to diverse musical genres and styles.
- 1.2.8 Begin to demonstrate appropriate audience skills during recordings and music performances.
- 1.3.6 Participate in and listen to stories and dramatic performances from a variety of cultures and times.
- 1.3.7 Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances.
- 1.3.8 Begin to demonstrate appropriate audience skills during storytelling and performances.

## **Social Integration/Communication**

### Language

- 8b. *Follows directions*
- 6. *Follows directions of two or more steps that relate to familiar objects and experiences*
- 9. *Uses language to express thoughts and needs*
- 9a. *Uses expanding expressive vocabulary*

## Social Emotional Development

- 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.
- 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).
- 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).
- 0.4.1 Engage appropriately with peers and teachers in classroom activities. 0.4.P.A.1
- 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).
- 0.4.3 Say "thank you," "please," and "excuse me." 0.4.4 Respect the rights of others (e.g., "This painting belongs to Carlos.").
- 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!").
- 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).
- 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.

## Language

- 9. *Uses language to express thoughts and needs*
  - a. *Uses an expanding expressive vocabulary*
  - b. *Speaks clearly*
  - c. *Uses conventional grammar*
  - d. *Tells about another time or place*
- 3.2.2 Use language for a variety of purposes (e.g., to express relationships, make connections, describe similarities and differences, express feelings, and initiate play with others).
- 3.2.3 Use language and sounds that are appropriate to specific roles in dramatic play, and set the stage by describing actions and events.
- 3.2.4 Use compound sentences (e.g., "I wanted to make a long snake, but Mimi has the scarf."), if-then statements (e.g., "If I set the table, then you can serve the food."), and complex sentences (e.g., "Pigs wouldn't like it on the moon because there isn't any mud.").
- 3.2.9 Connect meanings of new words to vocabulary already known (e.g., "It's called bookend because the books end.").
- 3.2.10 Use new vocabulary and ask questions to extend understanding of words.
- 8.4.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).

## Listening

- 37. *Demonstrates progress in listening to and understanding English*
- 8. *Listens to and understands increasingly complex language*
  - a. *Comprehends language*
  - b. *Follows directions*
- 3.1.1 Follow oral directions that involve several actions.

- 3.1.2 Listen for various purposes (e.g., to respond when a question is asked; to enter into dialogue after listening to others).
- 3.1.4 Show interest, pleasure, and enjoyment during listening activities by responding with appropriate eye contact, body language, and facial expressions.

#### Speaking

- 38. *Demonstrates progress in speaking English*
- 10. *Uses appropriate conversational and other communication skills*
  - a. *Engages in conversations*
  - b. *Uses social rules of language*

- 0.4.3 Say "thank you," "please," and "excuse me."
- 3.2.5 Use language to communicate and negotiate ideas and plans for activities.
- 3.2.6 Listen and respond appropriately in conversations and group interactions by taking turns and generally staying on topic.

#### World Language

- 7.1.1 Acknowledge that a language other than their own is being spoken or used
- 7.1.2 Say simple greetings, words, and phrases in a language other than their own
- 7.1.3 Comprehend previously learned simple vocabulary in a language other than their own
- 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

#### **Social Studies**

- 29. *Demonstrates knowledge about self*
- 31. *Explores change related to familiar people or places*
- 32. *Demonstrates simple geographic knowledge*

#### World Languages

- 30. *Shows basic understanding of people and how they live*

- 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).
- 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).
- 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).
- 2.3.3 Identify community helpers who assist in maintaining a safe environment.
- 2.3.4 Know how to dial 911 for help.
- 6.1.1 Describe characteristics of oneself, one's family, and others.
- 6.1.2 Demonstrate an understanding of family roles and traditions.
- 6.1.3 Express individuality and cultural diversity (e.g., through dramatic play).
- 6.3.1 Develop an awareness of the physical features of the neighborhood/community.
- 6.3.2 Identify, discuss, and role-play the duties of a range of community workers.
- 6.4.1 Learn about and respect other cultures within the classroom and community.
- 7.1.1 Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song).
- 7.1.2 Say simple greetings, words, and phrases in a language other than their own.
- 7.1.3 Comprehend previously learned simple vocabulary in a language other than their own.
- 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.

## Science

- 24. *Uses scientific inquiry skills*
  - 25. *Demonstrates knowledge of the characteristics of living things*
  - 26. *Demonstrates knowledge of the physical properties of objects and materials*
  - 27. *Demonstrates knowledge of Earth's environment*
  - 28. *Uses tools and other technology to perform tasks*
- 
- 4.4.3 Use communication to organize and clarify mathematical thinking by discussing, listening, and asking questions during activities.
  - 4.4.4 Recognize that mathematics is used in a variety of contexts in all disciplines, and apply mathematics in practical situations and other disciplines.
  - 4.4.5 Use technology to reinforce concrete mathematical information (e.g., to explore patterns and shapes).
  - 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).
  - 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).
  - 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]).
  - 5.1.4 Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.
  - 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).
  - 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.
  - 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).
  - 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).
  - 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).
  - 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).
  - 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).
  - 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).
- 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).
  - 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).
  - 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).
  - 5.4.3 Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors).
  - 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).
  - 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).
  - 8.1.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).
  - 8.1.2 Navigate the basic functions of a browser, including how to open or close windows and use the "back" key.
  - 8.2.1 Identify the "power keys" (e.g., ENTER, spacebar) on a keyboard.
  - 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."
  - 8.2.3 Turn smart toys on and/or off.
  - 8.2.4 Recognize that the number keys are in a row on the top of the keyboard.
  - 8.2.5 Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.
  - 8.2.6 Use a digital camera to take a picture.
  - 8.3.1 Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.
  - 8.5.1 Use the Internet to explore and investigate questions with a teacher's support.

## **Technology**

*28. Uses tools and other technology to perform tasks.*

- 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).
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- 8.5.1 Use the Internet to explore and investigate questions with a teacher's support.

## **CONTENT AREA STANDARDS AND OBJECTIVES**

Skills overlap with language being the foundation for all skill sets. Weekly themes address cross-content integration.

### **Literacy**

- 15. *Demonstrates phonological awareness*
  - a. *Notices and discriminates rhyme*
  - b. *Notices and discriminates alliteration*
  - c. *Notices and discriminates smaller and smaller units of sound*
- 16. *Demonstrates knowledge of the alphabet*
  - a. *Identifies and names letters*
  - b. *Uses letter-sound knowledge*
- 17. *Demonstrates knowledge of print and its uses*
  - a. *Uses and appreciates books*
  - b. *Uses print concepts*
- 3.2.8 Join in singing, finger-plays, chanting, and retelling and inventing stories.
- 3.3.A.1 Identify the meaning of common signs and symbols in the local environment (e.g., exit sign, center labels, computer icons, or rebus).
- 3.3.A.2 Recognize that a variety of print letter formations and text forms are used for different functions (e.g., grocery lists, menus, store signs, telephone books, recipes, written directions [such as the steps for hand washing], newspapers, magazines).
- 3.3.A.3 Identify some alphabet letters, especially those in his/her own name.
- 3.3.A.4 Recognize own name in a variety of contexts.
- 3.3.A.5 Recognize that letters are grouped to form words and that words are separated by spaces.
- 3.3.A.6 Recognize that it is the print that is read in stories.
- 3.3.B.1 Demonstrate understanding of the concept of directionality on a page (e.g., front to back, left to right, top to bottom).
- 3.3.B.2 Display book handling knowledge (e.g., turning the book right side up, using left to right sweep, turning one page at a time, recognizing a familiar book by the cover).
- 3.3.C.1 Engage in language play (e.g., manipulate separate and repeating sounds).
- 3.3.C.2 Make up and chant rhymes (e.g., at the water table, saying "squishy, wishy, dashy soap," or at lunchtime, saying, "A light is for night.").
- 3.3.C.3 Play with alliterative language (e.g., "Peter, Peter Pumpkin Eater").

### **Language**

- 9. *Uses language to express thoughts and needs*
  - a. *Uses an expanding expressive vocabulary*
  - b. *Speaks clearly*
  - c. *Uses conventional grammar*
  - d. *Tells about another time or place*

- 3.2.2 Use language for a variety of purposes (e.g., to express relationships, make connections, describe similarities and differences, express feelings, and initiate play with others).
- 3.2.3 Use language and sounds that are appropriate to specific roles in dramatic play, and set the stage by describing actions and events.
- 3.2.4 Use compound sentences (e.g., "I wanted to make a long snake, but Mimi has the scarf."), if-then statements (e.g., "If I set the table, then you can serve the food."), and complex sentences (e.g., "Pigs wouldn't like it on the moon because there isn't any mud.").
- 3.2.9 Connect meanings of new words to vocabulary already known (e.g., "It's called bookend because the books end.").
- 3.2.10 Use new vocabulary and ask questions to extend understanding of words.
- 8.4.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).

### **Listening**

- 37. *Demonstrates progress in listening to and understanding English*
- 8. *Listens to and understands increasingly complex language*
  - a. *Comprehends language*
  - b. *Follows directions*
- 3.1.1 Follow oral directions that involve several actions.
- 3.1.2 Listen for various purposes (e.g., to respond when a question is asked; to enter into dialogue after listening to others).
- 3.1.4 Show interest, pleasure, and enjoyment during listening activities by responding with appropriate eye contact, body language, and facial expressions.

### **Speaking**

- 38. *Demonstrates progress in speaking English*
- 10. *Uses appropriate conversational and other communication skills*
  - a. *Engages in conversations*
  - c. *Uses social rules of language*
- 0.4.3 Say "thank you," "please," and "excuse me."
- 3.2.5 Use language to communicate and negotiate ideas and plans for activities
- 3.2.6 Listen and respond appropriately in conversations and group interactions by taking turns and generally staying on topic.

### **Writing**

- 14. *Uses symbols and images to represent something not present*
- 19. *Demonstrates emergent writing skills*
- 3.4.2 "Write" messages as part of play and other activities (e.g., scribbling, drawing, making letter-like forms and conventional letter forms, using invented spelling).
- 3.4.3 Attempt to write own name on work.
- 3.4.5 Attempt to make own name using a variety of materials (e.g., magnetic letters, play dough, rubber stamps, alphabet blocks, or a computer).

### **Mathematics**

- 20. *Uses number concepts and operations*
  - a. *Counts*
  - b. *Quantifies*
  - c. *Connects numerals with their quantities*
- 21. *Explores and describes spatial relationships and shapes*

- a. *Understands spatial relationships*
- b. *Understands shapes*
- 22. *Compares and measures*
- 23. *Demonstrates knowledge of patterns*

- 4.1.1 Demonstrate emergent understanding of numbers (for counting: at least through 20; for ordinals: first through fifth, including the last).
- 4.1.2 Recognize and name some one-digit written numerals: (a) begin to write one-digit numerals; and (b) discriminate numbers from other symbols in the environment (e.g., street signs, license plates, room number, and clock).
- 4.1.3 Compare groups of objects (e.g., using the terms "more," "less," "same").
- 4.1.4 Demonstrate understanding of one-to-one correspondence (e.g., put one placemat at each place, give each child one cookie, place one animal in each truck, hand out manipulatives to be shared with a friend, saying "One for you, one for me."): (a) match sets; (b) spontaneously count for own purposes; and (c) recognize a number of objects (up to four) without counting.
- 4.1.5 Explore the meanings of addition and subtraction by using concrete objects: (a) joining (e.g., "Three blue pegs, three yellow pegs, six pegs altogether!"); and (b) separating ("I have four carrot sticks. I'm eating one! Now I have 3!").
- 4.2.1 Use and respond to positional words (e.g., in, under, between, down).
- 4.2.2 Explore and talk about basic shapes in the environment (e.g., circle, square, triangle).
- 4.2.4 Explore connections between two- and three-dimensional forms (e.g., sphere and circle).
- 4.2.6 Use simple shapes to make designs, patterns, and pictures (e.g., tangrams).
- 4.2.7 Explore the use of nonstandard objects for measurement.
- 4.2.8 Compare and order objects according to measurable attributes (e.g., length, weight).
- 4.2.9 Demonstrate understanding of basic temporal relations (e.g., the sequence of the daily routine).
- 4.3.1 Describe patterns in the environment.
- 4.3.2 Represent patterns in a variety of ways.
- 4.4.1 Learn mathematics through problem solving, inquiry, and discovery and use emergent mathematical knowledge as a problem-solving tool.
- 4.4.4 Recognize that mathematics is used in a variety of contexts in all disciplines, and apply mathematics in practical situations and other disciplines.

### **Science and Technology**

- 24. *Uses scientific inquiry skills*
- 25. *Demonstrates knowledge of the characteristics of living things*
- 26. *Demonstrates knowledge of the physical properties of objects and materials*
- 27. *Demonstrates knowledge of Earth's environment*
- 28. *Uses tools and other technology to perform tasks*

- 4.4.3 Use communication to organize and clarify mathematical thinking by discussing, listening, and asking questions during activities.
- 4.4.4 Recognize that mathematics is used in a variety of contexts in all disciplines, and apply mathematics in practical situations and other disciplines.
- 4.4.5 Use technology to reinforce concrete mathematical information (e.g., to explore patterns and shapes).
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- 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).

- 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]).
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- 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).
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- 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).
- 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).
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- 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 non-living thing, such as a shell).
- 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).
- 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).
- 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).
- 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).
- 5.4.3 Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors).
- 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).
- 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).

- 8.1.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).
- 8.1.2 Navigate the basic functions of a browser, including how to open or close windows and use the "back" key.
- 8.2.1 Identify the "power keys" (e.g., ENTER, spacebar) on a keyboard.
- 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."
- 8.2.3 Turn smart toys on and/or off.
- 8.2.4 Recognize that the number keys are in a row on the top of the keyboard.
- 8.2.5 Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.
- 8.2.6 Use a digital camera to take a picture.
- 8.3.1 Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.
- 8.5.1 Use the Internet to explore and investigate questions with a teacher's support.

### **Social Studies**

- 29. Demonstrates knowledge about self*
- 31. Explores change related to familiar people or places*
- 32. Demonstrates simple geographic knowledge*

### **World Languages**

- 30. Shows basic understanding of people and how they live*

- 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).
- 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).
- 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).
- 2.3.3 Identify community helpers who assist in maintaining a safe environment.
- 2.3.4 Know how to dial 911 for help.
- 6.1.1 Describe characteristics of oneself, one's family, and others.
- 6.1.2 Demonstrate an understanding of family roles and traditions.
- 6.1.3 Express individuality and cultural diversity (e.g., through dramatic play).
- 6.3.1 Develop an awareness of the physical features of the neighborhood/community.
- 6.3.2 Identify, discuss, and role-play the duties of a range of community workers.
- 6.4.1 Learn about and respect other cultures within the classroom and community.
- 7.1.1 Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song).
- 7.1.2 Say simple greetings, words, and phrases in a language other than their own.
- 7.1.3 Comprehend previously learned simple vocabulary in a language other than their own.
- 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.

## **THEMATIC AND CONCEPTUAL UNITS**

Preschool standards and objectives are organized within thematic units driven by the Letter of the Week. Handwriting uppercase letters of the alphabet is an integral skill in Preschool. Uppercase letters are taught in sequence from straight lined letters, to curves, and then to diagonals. Numbers are introduced in handwriting once capital letters are mastered although number sense is taught throughout the school year. Preschool also focuses on a different shape and color each month, as well as an overall concept.

Month	Theme	Concept	Letter/ Number	Shape	Color
<b>September</b>	Feelings 5 Senses Where? Clothing Body Parts	Prepositions		Vertical Horizontal Slant Cross	Red
<b>October</b>	Dinosaurs Pets/Ocean Jungle/Zoo Farm/ Halloween	Categories	L F E H	Square	Blue
<b>November</b>	Food Shopping Cooking Meals/ Thanksgiving	Same/ Different	T I U C	Rectangle	Yellow
<b>December</b>	Family Members Traditions/ Hanukkah Who? Toys/Games Christmas	Pronouns Plurals	O Q G S	Circle	Purple
<b>January</b>	Furniture Appliances Functions of Objects Rooms Tools	Associations	J D P B	Triangle	Green
<b>February</b>	Air Water/ Valentines Land Trains	Opposites	R K A M	Diamond	Orange
<b>March</b>	Fairy Tales Nursery Rhymes Dress Up When?/ Easter	Sequencing	N V W X	Oval	Brown
<b>April</b>	Plants Gardening Recycling/ Earth Day Insects	Describing	Y Z 1 2	Heart	Black/Gray

<b>May</b>	Com. Helpers Places Safety Sports/ Memorial Day	Action Words	3 4 5 6	Star	White
<b>June</b>	Picnics Camping Beach	Prepositions	7 8 9/10	Review	Pink

# Appendix A

## The Creative Curriculum

# Objectives for Development & Learning

## Social–Emotional

1. Regulates own emotions and behaviors
  - a. Manages feelings
  - b. Follows limits and expectations
  - c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
  - a. Forms relationships with adults
  - b. Responds to emotional cues
  - c. Interacts with peers
  - d. Makes friends
3. Participates cooperatively and constructively in group situations
  - a. Balances needs and rights of self and others
  - b. Solves social problems

## Physical

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
  - a. Uses fingers and hands
  - b. Uses writing and drawing tools

## Language

8. Listens to and understands increasingly complex language
  - a. Comprehends language
  - b. Follows directions
9. Uses language to express thoughts and needs
  - a. Uses an expanding expressive vocabulary
  - b. Speaks clearly
  - c. Uses conventional grammar
  - d. Tells about another time or place
10. Uses appropriate conversational and other communication skills
  - a. Engages in conversations
  - b. Uses social rules of language

## Cognitive

11. Demonstrates positive approaches to learning
  - a. Attends and engages
  - b. Persists
  - c. Solves problems
  - d. Shows curiosity and motivation
  - e. Shows flexibility and inventiveness in thinking
12. Remembers and connects experiences
  - a. Recognizes and recalls
  - b. Makes connections
13. Uses classification skills
14. Uses symbols and images to represent something not present
  - a. Thinks symbolically
  - b. Engages in sociodramatic play

## Literacy

15. Demonstrates phonological awareness
  - a. Notices and discriminates rhyme
  - b. Notices and discriminates alliteration
  - c. Notices and discriminates smaller and smaller units of sound
16. Demonstrates knowledge of the alphabet
  - a. Identifies and names letters
  - b. Uses letter–sound knowledge
17. Demonstrates knowledge of print and its uses
  - a. Uses and appreciates books
  - b. Uses print concepts
18. Comprehends and responds to books and other texts
  - a. Interacts during read-alouds and book conversations
  - b. Uses emergent reading skills
  - c. Retells stories
19. Demonstrates emergent writing skills
  - a. Writes name
  - b. Writes to convey meaning

## **Objectives for Development & Learning, continued**

### **Mathematics**

20. Uses number concepts and operations
  - a. Counts
  - b. Quantifies
  - c. Connects numerals with their quantities
21. Explores and describes spatial relationships and shapes
  - a. Understands spatial relationships
  - b. Understands shapes
22. Compares and measures
23. Demonstrates knowledge of patterns

### **Science and Technology**

24. Uses scientific inquiry skills
25. Demonstrates knowledge of the characteristics of living things
26. Demonstrates knowledge of the physical properties of objects and materials
27. Demonstrates knowledge of Earth's environment
28. Uses tools and other technology to perform tasks

### **Social Studies**

29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live
31. Explores change related to familiar people or places
32. Demonstrates simple geographic knowledge

### **The Arts**

33. Explores the visual arts
34. Explores musical concepts and expression
35. Explores dance and movement concepts
36. Explores drama through actions and language

### **English Language Acquisition**

37. Demonstrates progress in listening to and understanding English
38. Demonstrates progress in speaking English