



EVESHAM TOWNSHIP SCHOOL DISTRICT

PRESCHOOL INTEGRATED CURRICULUM

ADOPTED: December 13, 2018

DISTRICT MISSION STATEMENT

The mission of the Evesham Township School District is to promote excellence in an environment that engages students in meaningful learning experiences. In partnership with students, dedicated staff, families, and community, the district provides a strong educational foundation that will empower our students to:

- Achieve their unique potential
- Embrace self-directed, lifelong learning
- Develop the skills necessary for appropriate risk-taking and responsible decision-making
- Respect themselves and others
- Problem-solve individually and collaboratively
- Become contributing members of a diverse, global society

John Scavelli Jr., Superintendent
Danielle Magulick, Director of Curriculum and Instruction
Mindy Kaufer, Curriculum Supervisor
Kelly Camm, Curriculum Supervisor

*Making the world a better place,
one student at a time*



PRESCHOOL CURRICULUM COMMITTEE

The Preschool Curriculum Revision Committee included preschool teachers, as well as principal and subject area curriculum supervisors.

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The Preschool Curriculum Committee acknowledges their entire department for their work in all phases of the curriculum writing project.

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Overview and Philosophy

The Evesham Township School District Preschool program is designed to provide a developmentally appropriate preschool curriculum that aligns with the New Jersey Department of Education Preschool Teaching and Learning Standards. In addition, it provides comprehensive individualized education experiences for children ages three to five years old with varying degrees and types of disabilities. The program targets all areas of children's social, emotional, speech/language, literacy, motor and cognitive growth. Within this framework, it also provides sensory integration development, which is a crucial foundation for early learning.

Preschool children come possessing a natural curiosity for learning and for seeing themselves as full participants in a variety of experiences that extend their sense of self. They enjoy discovering and exploring new things while, at the same time, require predictable routines and patterns. To this end, the integrated curriculum that follows focuses on the interests, capabilities, and compelling needs of preschool students. It is designed to provide opportunities for children to discover and explore recurring patterns and changes over time. These changes are explored as they occur in their environment, in their physical growth, in their expanding relationships with others, in nature, and in everyday routines.

Curriculum content is presented through themes and/or studies, and is based in play. During these carefully planned play-based experiences, children learn about cultural norms and expectations, discover the workings of the world, and negotiate their way through their surroundings. "Free play and guided play—together known as *playful learning*—are pedagogical tools through which children can learn in joyful and conceptually rich ways." ([Hassinger-Das, Hirsh-Pasek, Golinkoff, 2017](#)) Children build new knowledge and develop new understandings as they play, and the curriculum reflects this Constructivist theory.

In addition to the curriculum itself, the daily schedule offers multiple opportunities for structured play in order to provide a context for learning. The preschool teacher's primary role is to facilitate learning and capitalize on natural opportunities to move the child forward along the developmental continuum. These opportunities develop independence and personal responsibility through both problem-solving and decision-making. They also support the development of self-esteem, appreciation of cultural diversity, and an understanding of the child's place in the world. All children are given opportunities to develop at their own pace with hands-on investigations and explorations that foster strong educational foundations for future knowledge, learning, and success.

Vision for Preschool

The following statements reflect our philosophical beliefs about learning and young children. These beliefs have been greatly influenced by the position statement on Developmentally Appropriate Practices of the National Association for the Education of Young Children (2009); the research and theory behind Creative Curriculum; and our own experiences with preschool students.

Young children are active, curious, creative learners, who construct their own knowledge through first hand experiences. As emergent problem-solvers, children use a variety of strategies to understand and manipulate their environment. Therefore:

- Learning activities should be student-directed, encouraging self-selection and choices.
- Learning activities should provide opportunities for movement, including play-based learning and sensory experiences.
- Learning activities should provide for total immersion in a wide variety of hands-on experiences.
- Learning activities should be modeled using a variety of teaching strategies for problem-solving.
- Learning activities should focus on educating the “whole child.”

Young children have a wide range of abilities and unique interests. They exhibit individual rates of development in different areas and follow their own unique, progressive paths. They also demonstrate confidence that they will succeed in everyday tasks. Therefore:

- Learning activities should capitalize on this natural optimism of the learner.
- The classroom environment should be nourishing and accepting. It should provide challenging activities that acknowledge individual differences and encourage full participation at all levels of development.
- Activities should support and validate the unique paths that children take as they learn and grow. This includes planning for differentiated learning objectives, assessments, and scaffolding of tasks and strategies.
- Learning activities should include choice, taking into account individual student interests.

While most young children view the world from the perspective of self, they are becoming increasingly aware of others. They are verbal and socially interactive learners who value immediate feedback and acceptance from peers, older children, teachers, and other adult learners. Therefore:

- We, as teachers, must promote social interaction through meaningful conversation, guided play, sharing, and specific praise.
- We must provide opportunities for small group activities that facilitate children experiencing a variety of roles in a risk-free environment.
- We also must introduce a variety of positive role models to enhance our community of learners.

Young children’s parents and family members should be considered partners in the education of preschool-age children. This partnership between preschool staff members and family members should be actively fostered and encouraged. Communication between home and school should be

ongoing, with both parties supporting the child as he or she moves forward along the developmental continuum. Preschool staff members are also encouraged to utilize the various resources within the community and welcome their involvement in the preschool program.

Goals for Students

In order to achieve the district vision for Preschool, students will work toward fulfilling the following goals:

- demonstrate a love of learning;
- perceive themselves as capable and self-directed learners;
- respect the uniqueness of individuals;
- become active members of the community of learners;
- develop self-reliance and responsibility in daily routines;
- develop listening skills which will enable them to follow more complex directions;
- attend to a task and follow it through to completion;
- apply knowledge and skills to real-life experiences;
- develop foundational skills in early literacy and math concepts;
- participate in activities that enhance thinking and reasoning skills in their natural environment.

Goals for Teachers

Strategies and concepts presented by teachers will apply constructivist theory and give equal attention to process and product in the development of critical thinking. Toward that end, teachers will:

- design and implement a classroom environment that encourages purposeful exploration and learning across all domains;
- model effective strategies and differentiate activities to enrich student understanding, promote critical thinking and problem solving skills, and develop language skills and communication;
- create opportunities for students to use prior knowledge and life experiences to make connections and apply newly acquired skills and strategies in real-life situations;
- introduce students to texts in a variety of genres that support early literacy strategies;
- reflectively and formatively assess student learning to inform and adapt instruction;
- participate in ongoing professional development to enhance knowledge of content and strategies for effective instruction;
- encourage creativity, communication, collaboration and critical thinking;
- support learners across all stages of development and scaffold their learning to enable them to progress along the developmental continuum.

Program Description

The Evesham Township School District Preschool program is based on extensive research on best practice and has evolved to include a variety of offerings servicing both general education and special education students. The various program offerings allow us to provide comprehensive individualized education experiences for children ages three to five years old based on each child's individual needs. *The Creative Curriculum for Preschool* is the primary resource for instruction. Other resources are integrated as appropriate.

The Creative Curriculum for Preschool is a comprehensive program that is fully aligned to the essential early learning standards. It features a rich collection of knowledge-building and daily practice resources. The curriculum offers detailed day-to-day guidance, individualized learning experiences, 38 research-based objectives, and exploration and discovery as a way of learning.

A tuition-based preschool integrated program is offered to families with three or four-year old general education students residing in Evesham Township. The goal of this inclusion program is to bring together children with special needs with their typically developing peers in a collaborative classroom environment where students experience a variety of early reading and math concepts, language development, fine and gross motor skills, related arts and social skills.

If a child is found to be eligible for Special Education as a Preschool Child with a Disability, the IEP Team will recommend an appropriate placement to meet the child's individual needs. Below is a summary of the various programs that are available within the Evesham Township School District:

<u>In-district Integrated Preschool Program:</u>	<u>In-district Preschool Disabled Program:</u>
<ul style="list-style-type: none">• Located at Rice School• Beginning at age 3• Students attend half-day sessions (am/pm)• 4-5 days per week• 15 students per class• Curriculum: Creative Curriculum• Play-based program where students, with and without disabilities, learn together within a general education classroom setting• Taught by a certified teacher with two classroom aides• Integrated therapy model• Individual related services provided as determined necessary through evaluations and IEP	<ul style="list-style-type: none">• Located at Rice School• Beginning at age 3• Students attend half-day sessions (am/pm)• 4-5 days per week• 12 students per class• Curriculum: Creative Curriculum• Play-based program for Preschoolers with Disabilities• Taught by a special education teacher with two classroom aides• Related services provided as determined necessary through evaluations and IEP

<p><u>In-district Full-Day Preschool</u></p> <ul style="list-style-type: none"> • Located at Rice School • For students with who need an Intensive Teaching Model or Applied Behavior Analysis program • 4-5 days per week • Instructional methods based on Principles of Applied Behavior Analysis including Verbal Behavior and task analysis. • Based on student need, curriculum components individually selected from Creative Curriculum (modified implementation), Verbal Behavior Milestones Assessment Placement Program (VB-MAPP), and Natural Environment Teaching (NET) • Related services provided as determined necessary through evaluations and IEP • As deemed appropriate by the IEP Team, students may be integrated into the Rice PSD/Inclusion program 	<p><u>Out-of-District Programs:</u></p> <ul style="list-style-type: none"> • An out-of-district placement may be recommended for students whose individualized needs cannot be met in an in-district program • Students attend half-day or full-day depending upon the school and/or individual need • Related services provided as determined necessary through evaluations and IEP
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Differentiated Instruction

Differentiated instruction is “responsive teaching” that considers the variance in student readiness, interests, and learning profile rather than “one-size-fits-all.” Teachers proactively plan varied approaches to what students need to learn (content), how they will learn it (process), and/or how they can express what they have learned (product) in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible. In order to meet the needs of all learners, teachers utilize flexible grouping and/or a center-based model. Various grouping options include cooperative groups, whole class, small group, partners, and individual instruction.

Modifications for Special Populations

As all students are individuals, it will be necessary to differentiate instruction daily to meet the needs of every learner. In all cases, teachers should be consistently gathering and utilizing formative assessment data to drive instruction. At times, this will necessitate additional whole group lessons, flexible, small group instruction, individual conferring, and tiered assignments.

Students who are at risk for failure or are English Language learners should be seen in small groups as much as possible in order to ensure additional opportunities for differentiation, modeling, and guided practice prior to independent practice with concepts or skills. In addition, teachers may request observations from building specialists (eg. math coaches) or curriculum supervisors regarding feedback and/or recommendations for individuals. Teachers will utilize the I&RS process for students who are not identified for Special Education and who are not making sufficient progress in any subject area.

In certain cases, additional modifications are necessary to meet the needs of all students. Students who are identified through the Special Education process will have additional individualized plans that may include adjusted materials or accommodations in order to access the curriculum and meet the standards. In these cases, teachers will consult IEPs for specific guidelines regarding instruction and materials.

Teachers with Special Education students who are not making sufficient progress shall request an observation with the Learning Consultant and Curriculum Supervisor in order to design individualized recommendations regarding additional instructional strategies, specialized programs or placement recommendations.

New Jersey Department of Education **2014 Preschool Teaching and Learning Standards**

The preschool standards are provided for the following content areas: Social/Emotional Development; Visual and Performing Arts; Health, Safety, and Physical Education; English Language Arts; Mathematics; Science; Social Studies, Family, and Life Skills; World Languages; Technology; and Approaches to Learning.

Social/Emotional Development - Standard Area 0

- Standard 0.1: Children demonstrate self-confidence.
- Standard 0.2: Children demonstrate self-direction.
- Standard 0.3: Children identify and express feelings.
- Standard 0.4: Children exhibit positive interactions with other children and adults.
- Standard 0.5: Children exhibit pro-social behaviors.

Visual & Performing Arts - Standard Area 1

- Standard 1.1: Children express themselves through and develop an appreciation of creative movement and dance.
- Standard 1.2: Children express themselves through and develop an appreciation of music.
- Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.
- Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).

Health, Safety, and Physical Education - Standard Area 2

- Standard 2.1: Children develop self-help and personal hygiene skills.
- Standard 2.2: Children begin to develop the knowledge and skills necessary to make nutritious food choices.
- Standard 2.3: Children begin to develop an awareness of potential hazards in their environment.
- Standard 2.4: Children develop competence and confidence in activities that require gross- and fine-motor skills.

English Language Arts - Standard Area 3

- Reading: Literature
- Reading: Informational Text
- Reading: Foundational Skills
- Writing
- Speaking and Listening
- Language

Mathematics - Standard Area 4

- Standard 4.1: Children begin to demonstrate an understanding of number and counting.
- Standard 4.2: Children demonstrate an initial understanding of numerical operations.
- Standard 4.3: Children begin to conceptualize measurable attributes of objects and how to measure them.
- Standard 4.4: Children develop spatial and geometric sense.

Science - Standard Area 5

- Standard 5.1: Children develop inquiry skills.
- Standard 5.2: Children observe and investigate matter and energy.
- Standard 5.3: Children observe and investigate living things.
- Standard 5.4: Children observe and investigate the Earth.
- Standard 5.5: Children gain experience in using technology.

Social Studies, Family, and Life Skills - Standard Area 6

- Standard 6.1: Children identify unique characteristics of themselves, their families, and others.
- Standard 6.2: Children become contributing members of the classroom community.
- Standard 6.3: Children demonstrate knowledge of neighborhood and community.
- Standard 6.4: Children demonstrate awareness of the cultures within their classroom and community.

World Languages - Standard Area 7

- Standard 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.

Technology - Standard Area 8

- Standard 8.1: Navigate simple on screen menus.
- Standard 8.2: Use electronic devices independently.
- Standard 8.3: Begin to use electronic devices to communicate.
- Standard 8.4: Use common technology vocabulary.
- Standard 8.5: Begin to use electronic devices to gain information.

Approaches to Learning - Standard Area 9

- Standard 9.1: Children demonstrate initiative, engagement, and persistence.
- Standard 9.2: Children show creativity and imagination.
- Standard 9.3: Children identify and solve problems.
- Standard 9.4: Children apply what they have learned to new situations.

Social/Emotional Development

Standard 0.1: Children demonstrate self-confidence.				
Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
0.1.P.A.1 Express individuality by making independent decisions about which materials to use.	I/D	D/C	M	CC Objectives 1b, 1c, 3a Interest Areas
0.1.P.A.2 Express ideas for activities and initiate discussions.	I	D	C	CC Objectives 1c, 2c, 3a, 10a Interest Areas
0.1.P.A.3 Actively engage in activities and interactions with teachers and peers.	I/D	D/C	C	CC Objectives 2a, 2c, 2d Circle Time, Interest Areas, Shared Reading, Transitions, Snack
0.1.P.A.4 Discuss their own actions and efforts.	I	I/D	D/C	CC Objectives 1a, 1c, 3a, 9a, 9b, 9d Circle Time, Interest Areas

Standard 0.2: Children demonstrate self-direction.				
Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
0.2.P.A.1 Make independent choices and plans from a broad range of diverse interest centers.	I	D	C	CC Objectives 1b, 1c, 3a Interest Areas
0.2.P.A.2 Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).	I	D/C	M	CC Objective 1c Interest Areas, Snack, Transitions
0.2.P.A.3 Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.	I	D	C/M	CC Objective 1b Transitions
0.2.P.A.4 Attend to tasks for a period of time.	I	D/C	M	CC Objectives 1b, 11a Circle Time, Interest Areas, Shared Reading

Standard 0.3: Children identify and express feelings.				
Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
0.3.P.A.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.	I	D	C	CC Objectives 1a, 2b Arrival Activities, Circle Time, Interest Areas, Snack
0.3.P.A.2 Empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad).	I	D	C	CC Objectives 1a, 2b, 2c Circle time, Interest Areas, Snack Time
0.3.P.A.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).	I	I/D	D/C	CC Objectives 1a, 1b, 1c, 3b Circle Time, Interest Areas, Transitions, Snack

Standard 0.4: Children exhibit positive interactions with other children and adults.				
Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
0.4.P.A.1 Engage appropriately with peers and teachers in classroom activities.	I/D	D/C	C/M	CC Objectives 2a, 2c, 2d Arrival Activities, Circle Time, Interest Areas, Snack, Shared Reading, Transitions, Closing Activities
0.4.P.A.2 Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).	I/D	D/C	C/M	CC Objectives 1b, 2a, 2b, 2c, 2d, 3a Arrival Activities, Circle Time, Interest Areas, Snack, Shared Reading, Transitions, Closing Activities
0.4.P.A.3 Say “thank you,” “please,” and “excuse me.”	I/D	D/C	C/M	CC Objectives 1b, 1c, 10b Arrival Activities, Circle Time, Interest Areas, Snack, Shared Reading, Transitions, Closing Activities
0.4.P.A.4 Respect the rights of others (e.g., “This painting belongs to Carlos.”).	I	D	C	CC Objective 3a Arrival Activities, Circle Time, Interest Areas, Snack, Shared Reading, Transitions, Closing Activities
0.4.P.A.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!”).	I	D/C	M	CC Objectives 1c, 3a, 3b, 10b Arrival Activities, Circle Time, Interest Areas, Snack, Shared Reading, Transitions, Closing Activities
0.4.P.A.6 Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions)	I	D	C/M	CC Objectives 2b, 3a, 3b Arrival Activities, Circle Time, Interest Areas, Snack, Shared Reading, Transitions, Closing Activities

Standard 0.5: Children exhibit pro-social behaviors.				
Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
0.5.P.A.1 Play independently and cooperatively in pairs and small groups.	I	D/C	M	CC Objectives 2c, 2d, 3a, 14b Interest Areas
0.5.P.A.2 Engage in pretend play	I/D	C	M	CC Objectives 3a, 3b, 14a, 14b Interest Areas
0.5.P.A.3 Demonstrate how to enter into play when a group of children are already involved in play.	I	D/C	C/M	CC Objectives 2c,2d, 3a, 3b Interest Areas
0.5.P.A.4 Take turns.	I	D/C	C/M	CC Objectives 3a, 3b Circle Time, Interest Areas
0.5.P.A.5 Demonstrate understanding the concept of sharing by attempting to share.	I	D/C	M	CC Objectives 3a, 3b Interest Areas

Visual & Performing Arts

Standard	1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.				
Strand	A. Dance				
Content Statement	Preschool Indicator	Level of Proficiency			Resources
		3	4	5	
Creative movement/dance is a means of self-expression.	1.3.P.A.1 Move the body in a variety of ways, with and without music.	I/D	D/C	M	CC Objectives 4, 5, 6, 34, 35 Circle Time
	1.3.P.A.2 Respond to changes in tempo and a variety of musical rhythms through body movement.	I	D/C	M	CC Objectives 4, 5, 6, 34, 35 Circle Time
	1.3.P.A.3 Participate in simple sequences of movements.	I	D/C	M	CC Objectives 4, 5, 6, 35 Circle Time
	1.3.P.A.4 Define and maintain personal space, concentration, and focus during creative movement/dance performances.	I	D/C	C/M	CC Objectives 1b, 3a, 4, 5, 6, 11a, 34, 35 Circle Time
	1.3.P.A.5 Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.	I	D/C	M	CC Objectives 4, 5, 6, 30, 34, 35 Circle Time, Interest Areas
	1.3.P.A.6 Use movement/dance to convey meaning around a theme or to show feelings.	I	D/C	M	CC Objectives 35, 36 Circle Time, Shared Reading, Interest Areas

Strand	B. Music				
Content Statement	Preschool Indicator	Level of Proficiency			Resources
		3	4	5	
Creating and performing music provides a means of self-expression for very young learners.	1.3.P.B.1 Sing a variety of songs with expression, independently and with others.	I	D	D/C	CC Objectives 9a, 9b, 34 Circle Time, Transitions
	1.3.P.B.2 Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations.	I	D	C/M	CC Objectives 6, 7a, 11e, 23, 24 Circle Time, Interest Areas
	1.3.P.B.3 Clap or sing songs with repetitive phrases and rhythmic patterns.	I/D	D/C	M	CC Objectives 7a, 15a, 15c, 23, 34, 35 Circle Time, Transitions
	1.3.P.B.4 Listen to, imitate, and improvise sounds, patterns, or songs.	I	D	C	CC Objectives 8a, 23, 34 Circle Time, Transitions
	1.3.P.B.5 Participate in and listen to music from a variety of cultures and times.	I/D	C	M	CC Objectives 30, 34 Circle Time, Transitions

	1.3.P.B.6 Recognize and name a variety of music elements using appropriate music vocabulary.	--	I	D/C	CC Objectives 9a, 34 Circle Time
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Strand		C. Dramatic Play and Storytelling				
Content Statement	Preschool Indicator	Level of Proficiency				
		3	4	5		
Dramatic play provides a means of self-expression for very young learners.	1.3.P.C.1 Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic).	I/D	C	M	CC Objectives 14a, 14b, 30, 36 Interest Areas	
	1.3.P.C.2 Use memory, imagination, creativity, and language to make up new roles and act them out.	I	D/C	M	CC Objectives 11e, 12a, 12b, 14b, 36 Interest Areas	
	1.3.P.C.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.	I	D	C	CC Objectives 2c, 3a, 14a, 14b, 36 Interest Areas	
	1.3.P.C.4 Differentiate between fantasy/pretend play and real events.	--	I/D	D/C	CC Objectives 1b, 11e, 13, 36 Interest Areas, Shared Reading	
	1.3.P.C.5 Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).	--	I/D	D/C	CC Objectives 2c, 2d, 14b, 36 Interest Areas	
	1.3.P.C.6 Participate in and listen to stories and dramatic performances from a variety of cultures and times.	I	D/C	M	CC Objectives 18a, 18c, 30, 36 Interest Areas, Shared Reading	

Strand		D. Visual Arts				
Content Statement	Preschool Indicator	Level of Proficiency				
		3	4	5		
Each art medium has its own materials, processes, skills, and technical application methods.	1.3.P.D.1 Demonstrate the safe and appropriate use and care of art materials and tools.	I	D/C	M	CC Objectives 1b, 33 Interest Areas	
	1.3.P.D.2 Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.	--	I	D/C	CC Objectives 7b, 33 Interest Areas	
	1.3.P.D.3 Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g., illustrator, sculptor, photographer) and elements in the visual arts.	--	I	D/C	CC Objectives 9a, 33 Interest Areas	
	1.3.P.D.4 Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate	--	I/D	D/C	CC Objectives 11e, 14a, 33 Interest Areas	

	materials and visual art media using memory, observation, and imagination.				
	1.3.P.D.5 Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.	I	D	C	CC Objectives 3a, 11b, 11c, 33 Interest Areas
	1.3.P.D.6 Create more recognizable representations as eye-hand coordination and fine-motor skills develop.	I/D	D/C	M	CC Objectives 7a, 7b, 14a, 33 Interest Areas

Standard	1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.				
Strand	A. Aesthetic Responses				
Content Statement	Preschool Indicator	Level of Proficiency			Resources
		3	4	5	
Each arts discipline offers distinct opportunities to observe, experience, interpret, appreciate, and respond to works of art and beauty in the everyday world.	1.4.P.A.1 Describe feelings and reactions in response to a creative movement/dance performance.	I	D	C	CC Objective 36 Circle Time, Shared Reading, Interest Areas
	1.4.P.A.2 Describe feelings and reactions in response to diverse musical genres and styles.	I	D	C	CC Objective 34 Circle Time, Interest Areas
	1.4.P.A.3 Describe feelings and reactions and respond in an increasingly informed manner to stories and dramatic performances.	-	I	D/C	CC Objective 36 Circle Time, Shared Reading, Interest Areas
	1.4.P.A.4 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.	-	I/D	D/C	CC Objective 33 Circle Time, Shared Reading, Interest Areas

Health, Safety, and Physical Education

Standard 2.1: Children develop self-help and personal hygiene skills.				
Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
2.1.P.A.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).	I/D	D/C	M	CC Objectives 1b, 1c, 7a Circle Time, Transitions, Snack Time
2.1.P.A.2 Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving, and using utensils and when dressing and brushing teeth).	I	D/C	C/M	CC Objectives 1c, 7a Snack Time, Transitions

Standard 2.2: Children begin to develop the knowledge and skills necessary to make nutritious food choices.

Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
2.1.P.B.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).	I	D	C/M	CC Objectives 13, 30 Snack Time
2.1.P.B.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).	I	D/C	M	CC Objectives 1c, 22 Snack Time

Standard 2.3: Children begin to develop an awareness of potential hazards in their environment.

Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
2.1.P.D.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).	I	D/C	C/M	CC Objectives 1b, 1c, 3a, 8b, 29, 30 Shared Reading
2.1.P.D.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).	I	D/C	C/M	CC Objectives 14a, 17b Shared Reading
2.1.P.D.3 Identify community helpers who assist in maintaining a safe environment.	I	D/C	M	CC Objectives 30, 31 Shared Reading
2.1.P.D.4 Know how to dial 911 for help.	I	I/D	C	CC Objectives 1c, 7a Circle Time

Standard 2.4: Children develop competence and confidence in activities that require gross- and fine-motor skills.

Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
2.5.P.A.1 Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).	I/D	D/C	C/M	CC Objectives 4, 5, 6 Circle time, Interest Areas
2.5.P.A.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).	I/D	D/C	C/M	CC Objectives 7a, 7b Arrival Activities, Interest Areas
2.5.P.A.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).	I/D	D/C	C/M	CC Objectives 4, 5, 6, 7a Interest Activities

English Language Arts

Reading: Literature

Key Ideas and Details				
Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem.	I/D	D/C	M	CC Objectives 18a Circle Time, Shared Reading
RL.PK.2 With prompting and support, retell familiar stories or poems.	I/D	D/C	M	CC Objectives 18a Circle Time, Shared Reading, Interest Areas
RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.	I	D/C	C/M	CC Objectives 18a Circle Time, Shared Reading

Craft and Structure				
Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
RL.PK.4 With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.	I/D	C	M	CC Objectives 18a Shared Reading
RL.PK.5 Recognize common types of literature (storybooks and poetry books).	I	D/C	M	CC Objectives 17 Shared Reading
RL.PK.6 With prompting and support, identify the role of author and illustrator in telling the story.	I	D/C	M	CC Objectives 17a Shared Reading

Integration of Knowledge and Ideas				
Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
RL.PK.7 With prompting and support, using a familiar storybook, tell how the illustrations support the story.	I	D	C/M	CC Objectives 18a Shared Reading
RL.PK.8 (Not applicable to literature)	n/a	n/a	n/a	
RL.PK.9 With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.	I	D	C/M	CC Objectives 18 Shared Reading

Range and Level of Complexity				
Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.	I/D	D/C	M	CC Objectives 18a Shared Reading, Small Group Instruction

Reading: Informational Text

Key Ideas and Details				
Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.	I/D	D/C	M	CC Objectives 18a Shared Reading
RI.PK.2 With prompting and support, recall important facts from a familiar text.	I	D/C	M	CC Objectives 18c Shared Reading
RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.	I	D/C	C/M	CC Objectives 18 Shared Reading

Craft and Structure				
Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
RI.PK.4 With prompting and support, ask and answer questions about unfamiliar words in informational text.	---	I/D	D/C	CC Objective 18c Shared Reading
RI.PK.5 Identify the front and back cover of a book.	I/D	C	M	CC Objectives 17a, 18b Shared Reading
RI.PK.6 With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.	I	D/C	M	CC Objectives 18a Shared Reading

Integration of Knowledge and Ideas				
Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
RI.PK.7 With prompting and support, tell how the illustrations support the text (information or topic) in informational text.	I	D	C/M	CC Objectives 18c Shared Reading
RI.PK.8 (Begins in kindergarten)	n/a	n/a	n/a	

Range and Level of Complexity				
Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
RI.PK.10 Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.	I/D	C	M	CC Objectives 18a Shared Reading, Small Group Instruction

Reading: Foundational Skills

Print Concepts				
Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
RF.PK.1,a,b,c,d Begin to demonstrate understanding of basic features of print.	I	D/C	M	CC Objectives 17b Shared Reading
a) Follow words from left to right, top to bottom, page by page.	I	D	C/M	CC Objectives 17b Shared Reading
b) Recognize that spoken words can be written and read.	I	D	C	CC Objectives 17b Shared Reading
c) Recognize that words are separated by spaces.	-	I	D/C	CC Objectives 17b Shared Reading
d) Recognize and name many upper and lower case letters of the alphabet.	I/D	D	C	CC Objectives 16a Shared Reading, Circle Time

Phonological Awareness				
Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
RF.PK.2,a,b,c,d,e Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).	I	D	C/M	CC Objective 15c Shared Reading, Circle Time
a) Recognize and produce simple rhyming words.	I	D/C	M	CC Objective 15a Shared Reading, Circle Time
b) Segment syllables in spoken words by clapping out the number of syllables.	I	D	C/M	CC Objective 15c Shared Reading, Circle Time
c) Identify many initial sounds of familiar words.	-	I/D	C	CC Objective 15b Shared Reading, Circle Time
d) (Begins in kindergarten)	n/a	n/a	n/a	
e) (Begins in kindergarten)	n/a	n/a	n/a	

Phonics and Word Recognition				
Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
RF.PK.3,a,b,c,d Demonstrate an understanding of beginning phonics and word skills.	-	I/D	C	CC Objective 15d Shared Reading, Circle Time
a) Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.	I	D	D/C	CC Objective 16b Shared Reading, Circle Time
b) (Begins in kindergarten)	n/a	n/a	n/a	
c) Recognize their name in print as well as other familiar print in the environment.	I/D	C	M	CC Objective 17 Circle Time, Interest Areas

d) (Begins in kindergarten)	n/a	n/a	n/a	
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Fluency				
Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.	I	D/C	C/M	CC Objective 18a Shared Reading,

Writing				
Text Type and Purposes				
Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
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.	I	D/C	C/M	CC Objective 19b Interest Areas, Small Group Instruction
W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.	I	C/D	C/M	CC Objective 19b Interest Areas, Small Group Instruction
W.PK.3 (Begins in kindergarten)	n/a	n/a	n/a	

Production and Distribution of Writing				
Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
W.PK.4 (Begins in grade 3)	n/a	n/a	n/a	
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.	I	C/D	C	CC Objective 19b Interest Areas, Small Group Instruction
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.).	--	I	D/C	CC Objective 28 Interest Areas

Research to Build Knowledge				
Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
W.PK.7 With guidance and support, participate in shared research and shared writing projects.	I	D	C	CC Objective 19 Shared Reading, Circle Time
W.PK.8 With guidance and support, recall information from experience or familiar topic to	I	C/D	M	CC Objective 12a Circle Time

answer a question.				
W.PK.9 (Begins in grade 4)	n/a	n/a	n/a	

Speaking and Listening

Comprehension and Collaboration

Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
SL.PK.1.a,b Participate in conversations and interactions with peers and adults individually and in small and large groups.	I/D	C	M	CC Objective 2a, 2c Circle Time, Interest Areas
a) Follow-agreed upon rules for discussions during group interactions.	I	D/C	M	CC Objective 1b Circle Time
b) Continue a conversation through several back and forth exchanges.	I	D/C	C/M	CC Objective 10a Circle Time, Interest Areas
SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally.	I	D/C	C/M	CC Objective 18a Shared Reading, Circle Time
SL.PK.3 Ask and answer questions to seek help, get information, or follow directions.	I	D/C	M	CC Objective 8b Circle Time, Interest Areas

Presentation of Knowledge and Ideas

Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail.	I	I/D	D/C	CC Objective 9 Circle Time, Interest Areas
SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.	I	D	C	CC Objective 19 Circle Time
SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.	I/D	D/C	C/M	CC Objective 9 Circle Time, Interest Areas

Language

Conventions of Standard English

Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
L.PK.1,a,b,c,d,e,f Begin to understand the conventions of standard English grammar when speaking during interactions and activities.	-	I	D/C	CC Objectives 9c Arrival Activities, Circle Time, Interest Areas, Snack, Shared Reading, Transitions, Closing Activities
a) Print many alphabet letters.	I	D	D/C	CC Objective 16a, 19c Arrival Activities, Circle Time, Interest Areas, Shared Reading
b) Use frequently occurring nouns and verbs.	I	D	C	CC Objective 9a Arrival Activities, Circle Time, Interest

				Areas, Snack, Shared Reading, Transitions, Closing Activities
c) Form regular plural nouns.	-	I	D/C	CC Objective 9c Arrival Activities, Circle Time, Interest Areas, Snack, Shared Reading, Transitions, Closing Activities
d) Understand and use question words (e.g., who, what, where, when, why, how).	-	I	D/C	CC Objective 8a, 9 Arrival Activities, Circle Time, Interest Areas, Snack, Shared Reading, Transitions, Closing Activities
e) Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with).	I	D/C	C/M	CC Objective 9c, 21a Arrival Activities, Circle Time, Interest Areas, Snack, Shared Reading, Transitions, Closing Activities
f) Begin to speak in complete sentences.	I	D/C	M	CC Objective 9c Arrival Activities, Circle Time, Interest Areas, Snack, Shared Reading, Transitions, Closing Activities
g) Understands and can follow simple multi-step directions.	I	D	C	CC Objective 8a, 8b Arrival Activities, Circle Time, Interest Areas, Snack, Shared Reading, Transitions, Closing Activities
L.PK.2,a,b,c,d Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day.	-	I	D/C	CC Objective 8a, 9, 17b, 19c Arrival Activities, Circle Time, Interest Areas, Snack, Shared Reading, Transitions, Closing Activities
a) (Begins in kindergarten)	n/a	n/a	n/a	
b) (Begins in kindergarten)	n/a	n/a	n/a	
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.	I	D	D/C	CC Objective 19 Arrival Activities, Circle Time, Interest Areas, Shared Reading
d) (Begins in kindergarten)	n/a	n/a	n/a	
L.PK.3 (Begins in grade 2)	n/a	n/a	n/a	

Vocabulary Acquisition and Use				
Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
L.PK.4,a,b Begin to determine the meaning of new words and phrases introduced through preschool reading and content.	I	D	D/C	CC Objective 15 Circle Time, Interest Areas, Shared Reading
a) With guidance and support, generate words that are similar in meaning (e.g., rock/stone, L.K.4,a,b - 58 - New Jersey Department of Education 2014 Preschool Teaching and Learning Standards happy/glad).	I	D	C	CC Objective 15 Circle Time, Shared Reading

b) (Begins in kindergarten)	n/a	n/a	n/a	
L.PK.5,a,b,c,d With guidance and support, explore word relationships.	I	D	C	CC Objective 15 Circle Time, Interest Areas, Small Group Instruction, Shared Reading
a) Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears).	I	D	C	CC Objective 13 Circle Time, Interest Areas, Small Group Instruction
b) Begin to understand opposites of simple and familiar words.	I	D	C	CC Objective 15 Circle Time, Interest Areas, Small Group Instruction, Shared Reading
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.").	I	D	C	CC Objective 9 Arrival Activities, Circle Time, Interest Areas, Snack, Shared Reading, Transitions, Closing Activities
d) (Begins in kindergarten)	n/a	n/a	n/a	
L.PK.6 Use words and phrases acquired through conversations, activities and read alouds.	I	D	C/M	CC Objective 9 Arrival Activities, Circle Time, Interest Areas, Snack, Shared Reading, Transitions, Closing Activities

Mathematics

Standard 4.1: Children begin to demonstrate an understanding of number and counting.				
Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
K.CC.1 Count to 20 by ones with minimal prompting.	I	D	C	CC Objectives 20a, 20b, 20c, 22 Interest Areas
K.CC.2 Recognize and name one-digit written numbers up to 10 with minimal prompting.	I/D	D/C	M	CC Objectives 7b, 14a, 17a, 19b, 20c Interest Areas
K.CC.3 Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.	-	I	D/C	CC Objective 20c Circle Time, Interest Areas
K.CC.4 Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells "how many"):	I	D/C	C/M	CC Objective 20a,20b, 20c Circle Time, Interest Areas
(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.	I	D/C	C/M	CC Objective 20a, 20b, 20c Circle Time, Interest Areas
(b) Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., "5" is constant, whether it is a group of 5 people, 5 blocks or 5 pencils).	I	D	C/M	CC Objective 20a, 20b, 20c Circle Time, Interest Areas
(c) Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize).	I	D	C/M	CC Objective 20b Circle Time, Interest Areas

K.CC.5 Use 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).	I	D	C/M	CC Objective 20a, 20b Circle Time, Interest Areas, Snack
K.CC.6 Compare groups of up to 5 objects (e.g., beginning to use terms such as “more,” “less,” “same”).	I/D	D/C	C/M	CC Objectives 13, 20a, 20b, 20c, 22 Circle Time, Interest Areas, Small Group Instruction

Standard 4.2: Children demonstrate an initial understanding of numerical operations.

Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
K.OA.1 Represent addition and subtraction by manipulating up to 5 objects:	I	D	C	CC Objectives 11c, 20A, 20b, 20c Circle Time, Interest Areas, Small Group Instruction
K.OA.2 (a) putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”); and	I	D	C	CC Objectives 11c, 20A, 20b, 20c Circle Time, Interest Areas, Small Group Instruction
K.OA.3 (b) taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”).	I	D	C	CC Objectives 11c, 20A, 20b, 20c Circle Time, Interest Areas, Small Group Instruction
K.OA.4 Begin to represent simple word problem data in pictures and drawings.	I/D	D/C	C/M	CC Objectives 7a, 7b, 14a, 19b, 22, 23, 33 Circle Time, Interest Areas, Small Group Instruction

Standard 4.3: Children begin to conceptualize measurable attributes of objects and how to measure them.

Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
K.MD.3 Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).	I/D	D/C	C/M	CC Objectives 13, 22, 23, 26 Circle Time, Interest Areas, Small Group Instruction
K.MD.1 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).	-	I/D	D/C	CC Objective 22a Circle Time, Interest Areas, Small Group Instruction
K.MD.2 Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.	I	D	D/C	CC Objectives 11a, 11b, 11c, 11d, 13, 22 Circle Time, Interest Areas, Small Group Instruction

Standard 4.4: Children develop spatial and geometric sense.

Preschool Indicator	Level of Proficiency			Resources
	3	4	5	

K.G.1 Respond to and use positional words (e.g., in, under, between, down, behind).	I/D	D/C	M	CC Objectives 9a, 21a, 35 Circle Time, Interest Areas, Small Group Instruction
K.G.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).	--	I	D/C	CC Objectives 12a, 12b, 21a, 21b, 22, 26 Circle Time, Interest Areas, Small Group Instruction
K.G.4 Manipulate, compare and discuss the attributes of:	I	D	C	CC Objectives 21b Circle Time, Interest Areas, Small Group Instruction
K.G.5 (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). (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).	I	D	C	CC Objectives 13, 14a, 21a, 21b Circle Time, Interest Areas, Small Group Instruction

Science

Standard 5.1: Children develop inquiry skills.				
Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
5.1.P.A.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).	I	D	C	CC Objectives 1a, 9a, 10a, 11c-e, 24, 28 Interest Areas, CC Studies, Whole Group Instruction
5.1.P.B.1 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).	--	I/D	D/C	CC Objectives 11a, 11c-e, 22, 24, 28 Interest Areas, CC Studies
5.1.P.B.2 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,	--	I	D/C	CC Objectives 9a, 12a, 24, 25, 26, 27, 28 Interest Areas, Morning Meeting/Circle Time, Shared Reading, CC Studies

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.P.C.1 Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.	--	I	D/C	CC Objectives 2a, 2c, 9a-d, 10a, 10b, 11a-e, 24 Interest Areas, Morning Meeting/Circle Time, Shared Reading, CC Studies
5.1.P.D.1 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).	--	I/D	D/C	CC Objectives 7a, 7b, 19b, 20a-c, 22, 24, 28, 33 Interest Areas, Shared Reading, CC Studies

Standard 5.2: Children observe and investigate matter and energy.				
Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
5.2.P.A.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.	I/D	C	M	CC Objectives 11c-e, 13, 14, 22, 24 Interest Areas, Small Groups
5.2.P.B.1 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).	--	I	D/C	CC Objectives 11a-e, 22, 24, 26 Interest Areas, Morning Meeting/Circle Time
5.2.P.C.1 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).	--	I	D/C	CC Objectives 24, 26, 27 Interest Areas, CC Studies
5.2.P.E.1 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).	I	D	D/C	CC Objectives 11a-e, 24, 26, 28 Interest Areas, CC Studies

Standard 5.3: Children observe and investigate living things.				
Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
5.3.P.A.1 Investigate and compare the basic physical characteristics of plants, humans, and	I	D/C	M	CC Objectives 11a-e, 13, 22, 25 Interest Areas, Shared Reading, CC

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).				Studies
5.2.P.A.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).	I	D/C	C/M	CC Objectives 11a-e, 13, 14, 22, 24, 25, 27 Interest Areas, Shared Reading, CC Studies
5.3.P.C.1 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).	--	I	D/C	CC Objectives 12b, 13, 22, 24, 25, 27 Shared Reading, CC Studies
5.3.P.D.1 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).	I	D	C	CC Objectives 19b, 22, 24, 25, 26, 27, 28 Interest Areas, Morning Meeting/Circle Time, Shared Reading, CC Studies

Standard 5.4: Children observe and investigate the Earth.				
Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
5.4.P.C.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).	I	I/D	D/C	CC Objectives 14, 22, 24, 26, 27 Interest Areas, CC Studies
5.4.P.E.1 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).	I	D/C	M	CC Objectives 22, 24, 25, 27 CC Studies
5.4.P.F.1 Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors).	I	D/C	M	CC Objectives 7b, 24, 27, 28 Circle Time, Interest Areas
5.4.P.G.1 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).	I	I/D	D/C	CC Objectives 27, 30, 31 Morning Meeting/Circle Time

Standard 5.5: Children gain experience in using technology.

Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
5.1.P.B.3 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).	--	I/D	C	CC Objectives 7a, 7b, 24, 28 Interest Areas, CC Studies

Social Studies, Family, and Life Skills

Standard 6.1: Children identify unique characteristics of themselves, their families, and others.				
Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
6.1.P.D.1 Describe characteristics of oneself, one's family, and others.	I/D	C	M	CC Objectives 9a-d, 12b, 29, 30 Interest Areas, Morning Meeting/Circle Time, Shared Reading, CC Studies
6.1.P.D.2 Demonstrate an understanding of family roles and traditions.	I	D	C	CC Objectives 9d, 12b, 29, 30, 31 Interest Areas, Morning Meeting/Circle Time, Shared Reading, CC Studies
6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).	I/D	D/C	C/M	CC Objectives 2c, 3a, 3b, 14b, 29, 36 Interest Areas, Morning Meeting/Circle Time

Standard 6.2: Children become contributing members of the classroom community.				
Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
6.1.P.A.1 Demonstrate understanding of rules by following most classroom routines.	I/D	C	M	CC Objectives 1a-c, 2a-c, 3a, 3b, 30 Arrival Activities, Circle Time, Interest Areas, Snack, Shared Reading, Transitions, Closing Activities
6.1.P.A.2 Demonstrates responsibility by initiating simple classroom tasks and jobs.	I	D/C	M	CC Objectives 1a-c, 3a, 3b, 29 Arrival Activities, Circle Time, Interest Areas, Snack, Transitions
6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.	I	D/C	C/M	CC Objectives 1a, 1b, 2a-d, 3a, 3b Arrival Activities, Circle Time, Interest Areas, Snack, Shared Reading, Transitions, Closing Activities

Standard 6.3: Children demonstrate knowledge of neighborhood and community.				
Preschool Indicator	Level of Proficiency			Resources
	3	4	5	

6.3.P.B.1 Develop an awareness of the physical features of the neighborhood/community.	I	D/C	M	CC Objectives 21a, 32 CC Studies
6.3.P.B.2 Identify, discuss, and role-play the duties of a range of community workers.	I	D/C	M	CC Objectives 31, 31, 36 CC Studies

Standard 6.4: Children demonstrate awareness of the cultures within their classroom and community.				
Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
6.4.P.D.4 Learn about and respect other cultures within the classroom and community.	I	D	C	CC Objectives 3a, 30, 31 CC Studies

World Languages

Standard 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.				
Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
7.1.P.A.1 Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song).	I	D	C	CC Objectives 8a, 29, 37 Circle Time, Interest Areas, Shared Reading
7.1.P.A.2 Say simple greetings, words, and phrases in a language other than their own.	I	D	D/C	CC Objective 9a Circle Time, Interest Areas, Shared Reading
7.1.P.A.3 Comprehend previously learned simple vocabulary in a language other than their own.	--	I	D/C	CC Objectives 8a, 12a, 37 Circle Time
7.1.P.A.4 Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.	--	I	D/C	CC Objectives 2c, 3a, 3b, 10b Arrival Activities, Circle Time, Interest Areas, Shared Reading, Snack, Closing Activities

Technology

Standard	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.				
Strand	A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>				
Content Statement Students will:	Preschool Indicator	Level of Proficiency			Resources
		3	4	5	
Understand and use technology systems.	8.1.P.A.1 Use an input device to select an item and navigate the screen.	I	D/C	C/M	CC Objective 28 Circle Time, Interest Areas, Small Group Instruction
	8.1.P.A.2 Navigate the basic functions of	I	D/C	C/M	CC Objective 28

	a browser.				Circle Time, Interest Areas, Small Group Instruction
Select and use applications effectively and productively.	8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.	--	I	D/C	CC Objective 28 Circle Time, Interest Areas, Small Group Instruction, Shared REading
	8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).	I	D/C	C/M	CC Objective 28 Circle Time, Interest Areas, Small Group Instruction
	8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.	--	I	D/C	CC Objective 28 Circle Time, Interest Areas, Small Group Instruction

Strand	B. Creativity and Innovation: <i>Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i>				
Content Statement	Preschool Indicator	Level of Proficiency			Resources
Students will:		3	4	5	
Apply existing knowledge to generate new ideas, products, or processes.	8.1.P.B.1 Create a story about a picture taken by the student on a digital camera or mobile device.	--	I	D/C	CC Objective 28, Circle Time, Interest Areas, Small Group Instruction

Strand	C. Communication and Collaboration: <i>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</i>				
Content Statement	Preschool Indicator	Level of Proficiency			Resources
Students will:		3	4	5	
Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. Communicate information and ideas to multiple audiences using a variety of media and formats. Develop cultural understanding and global awareness by engaging with	8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.	I	D/C	C/M	CC Objectives 2c, 3a, 10a, 28 Circle Time, Interest Areas, Small Group Instruction

learners of other cultures. Contribute to project teams to produce original works or solve problems.					
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Strand	E: Research and Information Fluency: <i>Students apply digital tools to gather, evaluate, and use information.</i>				
Content Statement Students will:	Preschool Indicator	Level of Proficiency			Resources
		3	4	5	
Plan strategies to guide inquiry.	8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.	--	I/D	D/C	CC Objectives 2c, 3a, 10a, 28 Circle Time, Interest Areas, Small Group Instruction

Approaches to Learning

Standard 9.1: Children demonstrate initiative, engagement, and persistence.					
Preschool Indicator	Level of Proficiency			Resources	
	3	4	5		
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.)	I	D/C	C/M	CC Objective 2 Arrival Activities, Circle Time, Interest Areas, Snack, Shared Reading, Transitions, Closing Activities	
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).	I/D	D/C	M	CC Objective 11b Arrival Activities, Circle Time, Interest Areas	
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).	I	D	C/M	CC Objective 11a Arrival Activities, Circle Time, Interest Areas, Snack, Shared Reading, Transitions, Closing Activities	
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?').	I/D	D/C	C/M	CC Objective 11a Arrival Activities, Circle Time, Interest Areas, Snack, Shared Reading, Transitions, Closing Activities	
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!").	I/D	D/C	C/M	CC Objective 11 Arrival Activities, Interest Areas	

Standard 9.2: Children show creativity and imagination.		
Preschool Indicator	Level of Proficiency	Resources

	3	4	5	
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).	I	D/C	M	CC Objective 11 Arrival Activities, Circle Time, Interest Areas, Snack, Shared Reading, Transitions, Closing Activities
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).	I/D	D/C	M	CC Objective 14a, 14b Interest Areas
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).	I/D	D/C	M	CC Objective 9 Arrival Activities, Circle Time, Interest Areas, Snack, Shared Reading, Transitions, Closing Activities

Standard 9.3: Children identify and solve problems.				
Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
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.")	I	D/C	C/M	CC Objective 11c Interest Areas
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).	I	D	C/M	CC Objective 12a Circle Time, Interest Areas
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).	I	D/C	M	CC Objective 18 Circle Time, Interest Areas
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).	I	D/C	C/M	CC Objective 9,10,11 Arrival Activities, Circle Time, Interest Areas, Snack, Shared Reading, Closing Activities

Standard 9.4: Children apply what they have learned to new situations.				
Preschool Indicator	Level of Proficiency			Resources
	3	4	5	
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).	I	D/C	M	CC Objective 12a Arrival Activities, Circle Time, Interest Areas, Snack, Shared Reading, Transitions, Closing Activities
9.4.2 Make connections between ideas, concepts, and subjects (e.g., children take	I	D/C	C	CC Objective 12b, 19b Arrival Activities, Circle Time, Interest

pictures from a field trip or nature walk, and use them to write and illustrate classroom books).				Areas, Snack, Shared Reading, Transitions, Closing Activities
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).	I	D/C	M	CC Objective 2b, 14b, 36 Arrival Activities, Circle Time, Interest Areas, Snack, Shared Reading, Transitions, Closing Activities

Curriculum Organization

The preschool program in Evesham Township School District involves the children in key critical experiences organized around the daily half-day schedule. These key experiences include Circle Time/Group Meeting, Shared Reading and Writing Experiences, Math Experiences, and Interest Areas. Social Studies, Science, Health, Music, Art, and Physical Education are integrated into these key experiences.

Opening Activities

Regular routines are established that directly involve the children in meaningful, everyday events. Routines such as hanging up coats, checking and putting away folders/snacks, saluting the flag, name writing and taking attendance are used to develop responsibility and a sense of sharing. Fine motor activities may also be integrated into this time block where appropriate.

Circle Time/Group Meeting

Children have the opportunity to develop social relationships through planned activities that include oral sharing and greetings, daily message, curriculum related games, and songs. This time also allows teachers to introduce and discuss other activities that are planned for the day. Children develop listening and speaking skills through positive interactions with peers. Gross motor activities may also be integrated into this time block where appropriate.

Calendar activities are also incorporated into this time block. During these activities, children collectively explore and share ideas in order to discuss patterns. These patterns include routines and events as they relate to days and months of the year. Basic concepts such as today, tomorrow, and yesterday are developed within the context of calendar study. Opportunities for extending understanding of counting strategies are emphasized here as well.

Shared Reading and Writing Experiences

This component of the schedule involves the children in daily exposure to language, literature and expository text. Children are read aloud to from both familiar and new books. They are encouraged to respond to the pictures, story, and print. Texts are selected based on children's on-going interests, as well as on thematic units reflecting the integrated curriculum. Big books and other texts are used to review, discuss and evaluate story ideas, to develop listening comprehension, to teach conventions of print, and to model appropriate reading strategies. Specific strategies are written in protocols to address pre-reading, reader-text interaction and post-reading activities. (See the section on Preschool Book List for specific titles. Also see district literacy protocols for preschool core literature elaborations.)

The use of songs, rhymes and poems are also integrated into this time block. These provide fun and interactive ways to engage the children in a variety of language experiences, while simultaneously building phonological awareness. Working with words is naturally incorporated during this time. The children have opportunities to learn patterns and relationships among words and word families.

Shared Writing Experiences

Shared Writing involves the children in opportunities to generate written language as a whole group. The teacher acts as a scribe for the children and models various writing strategies. Emphasis is placed on the composing process and on constructing a text. This demonstration helps children to become aware of the structures and patterns of written language. The teacher uses a “think aloud” approach to model developing content, using letter-sound relationships to construct words, structuring sentences, sequencing, and applying mechanics. Upon completion, the text can be used for reading, for locating known and new words, and as a resource for the children’s own writing.

Interactive Writing is similar to shared writing in that the teacher often “thinks aloud” to demonstrate processes to the children. However, in interactive writing the children “share the pen” and actually do much of the writing. This extends shared writing, and allows the children to participate in every element of the process of writing, from choosing the topic to writing the text, word-by-word, and/or letter-by-letter. Conventional spelling patterns are modeled by the teacher; however, students are encouraged and supported to use their particular stage of spelling development. Upon completion, this text can once again serve as a resource for the children. (Guidelines for implementing Interactive Writing can be found in the text *Interactive Writing: How Language and Literacy Come Together* by McCarrier, Fountas, and Pinnell. Also see the section on References and Resources at the back of this document, Integrating Writing, where opportunities for independent writing are defined and focused on student book making.)

Mathematical Experiences

Through an integrated approach, children are involved in active inquiry of mathematical concepts on a daily basis. A beginning awareness of one-to-one correspondence is developed as a foundation for pictorial and symbolic representation. Small group activities that involve identifying, forming, and extending patterns are also facilitated. Children are provided with opportunities to develop an understanding of measurement and number concepts through concrete exploration with a variety of developmentally appropriate manipulatives in problem-solving contexts.

Interest Areas/Small Group Instruction

Choice Time is a critical component of the preschool experience. During this block of time, the children are engaged in a variety of independent and small group activities that extend the experiences and themes developed in the curriculum. Interest Areas are available for children to explore on an ongoing basis, and include centers such as dramatic play, math, technology, and reading. Within these permanent areas, activities/materials are changed at different times of the year based on specific learning experiences particular to a season or class study. All activities within an interest area focus on authentic tasks. Social interactions are a key element of this time period where students make decisions, solve problems, and share ideas. Some centers may be required by the teacher, while others are student selected. Teachers use this time to work with students either independently or in small groups to address various needs. (See the section on References and Resource Materials for Interest Areas for additional center options and management strategies.)

Gross Motor Activities

During this time, children utilize the playground, gym, physical therapy room, and/or hallway to engage in social interactions with their peers and to develop gross motor skills such as locomotion, balance, and gross motor manipulative skills.

Closing/Dismissal

At the end of the day, students gather as a group to consolidate learning and prepare for dismissal. Self-help skills are incorporated into this time of the day as children practice putting on their coats, winter apparel, and collecting their belongings. Routines such as singing a departure song and previewing the next day's activities are included as well.

Daily Schedule

Preschool Half-Day Session

15 minutes	Opening Activities
20 minutes	Circle Time/Group Meeting
20 minutes	Shared Reading & Writing Experiences
20 minutes	Snack/Self Help Skills
66 minutes	*Interest Areas/Small Group Instruction **
15 minutes	Closing/Dismissal

*** Integrated tasks, studies and centers that extend literacy and math with social studies, science, and related arts concepts.**

****Small group instruction takes place daily during Interest Areas, and focuses on early literacy and mathematics concepts.**

Daily Schedule

Preschool Full-Day Session

15 minutes	Opening Activities
20 minutes	Circle Time/Group Meeting
30 minutes	Gross Motor/Outdoor Play
30 minutes	Snack/Social Skills
20 minutes	Shared Reading & Reading Experiences
65 minutes	Interest Areas/Choice Time **
44 minutes	Lunch
45 minutes	Quiet Time/Self Help Skills
15 minutes	Shared Reading
15 minutes	Shared Writing Experiences
50 minutes	Small Group Instruction **
20 minutes	Responsive Teaching
15 minutes	Closing/Dismissal

****VB MAPP Goals and Objectives. Utilize individual goal sheets.**

Instructional Strategies

“If everyone is thinking alike, then somebody isn’t thinking.” - George S. Patton

Within the preschool classroom, teachers will have a variety of learners. These students will range from accelerated learners to reluctant or struggling learners. Teachers will maintain high expectations for all students, regardless of their aptitude. In order for all students to perform at their personal best, differentiation of instruction is essential. This may include, but is not limited to the following strategies:

- Based on observational findings and assessments, teachers will be aware of a child’s current developmental level when creating lessons and activities
- Provide differentiated activities within each center, tailored for students of different levels of achievement
- Incorporate academic choice
- Provide materials from studies and themes to expand concepts where appropriate
- Use student interests to drive instructional choices
- Cultivate an environment that values critical thinking and problem solving, exploring multiple solutions
- Create learning centers with activities geared toward different learning styles, readiness, and levels of interest

Whether teachers differentiate content, process, or product, responding to the unique needs of learners is paramount to the implementation of the Creative Curriculum in preschool. In order to achieve the goals of our preschool curriculum and address the various learning styles and multiple intelligences of all our students, teachers must maintain a repertoire of appropriate, effective, and flexible strategies and resources. Students learn best through personal hands-on experiences and by connecting new information to what they already know.

To scaffold this learning, teachers routinely utilize a gradual release of responsibility model. Gradual release begins with teacher modeling. The teacher explains the strategy, demonstrates how to apply the strategy successfully, and thinks aloud to model the mental processes used when utilizing the strategy. After explicit modeling, the teacher gradually gives the students more responsibility for task completion. This is referred to as guided practice. The teacher and students practice the strategy together. The teacher scaffolds the students’ attempts and supports student’s thinking, giving specific and actionable feedback. Remodeling occurs as needed. After working with their teacher and peers, students then try to apply the strategy on their own. This is referred to as independent practice. The students receive regular feedback from the teacher and other students. This model ultimately leads to the application of the strategy and transfer to real situations.

In preschool, children learn through a variety of play experiences, such as active play, dramatic play, quiet play, creative play, and play using manipulatives. These experiences cultivate social/emotional, physical, and intellectual development. Teachers promote play through regular rotation of materials, facilitation of language and through differentiation. The regular use of cooperative structures and differentiated learning affords all students the opportunity to become active participants in their learning process.

The following table incorporates strategies and suggestions from professional literature, Internet resources, NJSLS, and Evesham Township School District professionals:

INSTRUCTIONAL STRATEGIES

Resource	Description	Suggestions for Application
Carouseling	A brainstorming activity where learners travel from station to station in a carousel motion sharing, recording, and reporting ideas or participating in activities.	<ul style="list-style-type: none"> ● At each station, the learners will share, chart, or graph a response to a specific teacher-guided prompt ● Students can use carouseling to elaborate on a topic and add details to learning ● At each station, students will list the attributes and defining rules
Cooperative Learning	Small heterogeneous groups of learners working together to achieve a common goal.	<u>Suggested structures:</u> <ul style="list-style-type: none"> ● Think – Pair – Share ● Investigation ● Peer discussion
Creative Dramatics	Acting out concepts and problem solving situations. Examples include poetry, music, and role play.	The learners act out “The Three Billy Goats Gruff” to reinforce the concepts of ordinal numbers (first, second, third) and spatial relations (over and under the bridge).
Demonstrations	Completing an experiment or activity in front of students in order to facilitate discussion regarding scientific concepts.	<ul style="list-style-type: none"> ● Allow students to observe a scientific phenomenon ● Present an experiment in order to motivate interest or generate data for a discussion
Displays & Models	Interactive, visual, conceptually-oriented devices that incorporate student involvement. Examples: data representations, posters, photographs, flipcharts.	<ul style="list-style-type: none"> ● Present concepts ● Motivate interest ● Stimulate discussion ● Synthesize concepts ● Invite student contributions
Fiction and Nonfiction Print Material	Various literary forms which are integrated to increase depth and breadth of understanding of preschool concepts.	<ul style="list-style-type: none"> ● Connect concepts through exposure to related literature ● Utilize print materials to research particular areas of interest or need
Flexible Grouping	Utilization of a variety of grouping options, including cooperative groups, whole class, small group, partners and individuals, to achieve goals and concepts.	Participate in several different grouping options in order to analyze, synthesize, investigate, challenge, and defend as it relates to preschool concepts

Games	Motivational activities that introduce, reinforce and review concepts. Examples: Bingo, Concentration, What's Missing, Pop!, Guess My Rule, computer games	<ul style="list-style-type: none"> ● Participate in teacher/student -created games ● Participate in interactive computer games ● Participate in appropriate commercially-developed games related to concepts ● Learners participate in Top-it to compare numbers and promote increased number sense ● Learners play Bingo listening to number facts/shapes and covering the product on their card
Graphic Organizers	Visual illustration of verbal, written, and/or mathematical statements; they help the learner organize, comprehend, summarize, and synthesize information.	<ul style="list-style-type: none"> ● Timeline/sequencing story map ● Problem/solution outline ● Cycle ● Venn diagram (e.g., to sort attribute blocks according to color, shape, and size) ● Web ● K-W-L chart ● Model with manipulatives
Graphic Representations	Information organized and presented graphically; a pictorial device demonstrating preschool concepts. Examples: charts, graphs, tables, diagrams, maps	<ul style="list-style-type: none"> ● Extrapolate data ● Classify and organize information ● Evaluate/record information ● Utilize appropriate format (chart, graph, etc.) ● Summarize/synthesize information ● Find a pattern and make predictions
Inquiry-Based Teaching	<p>Students use inquiry to conduct investigations:</p> <ul style="list-style-type: none"> ● Structured inquiry (students follow precise instructions and answer specific questions in a teacher-directed investigation) ● Guided inquiry (students generate procedure to follow in a teacher-directed investigation) ● Student-directed inquiry (students generate their own procedures in a student-directed investigation) 	Involve students in learning projects to connect preschool concepts to the real world

K-W-L	<p>Survey students' knowledge of preschool concept and set a purpose for learning.</p> <ul style="list-style-type: none"> ● <u>Know</u> (what I already know) ● <u>What</u> I want to find out ● <u>Learn</u> (after lesson/unit - what new information was learned) 	<p><u>Use K-W-L chart to:</u></p> <ul style="list-style-type: none"> ● Access prior knowledge about a preschool concept ● Develop questions to investigate ● Summarize/evaluate learning
Making Models	<p>Models, posters, and other projects created by students to increase interest in and understanding of preschool concepts.</p>	<ul style="list-style-type: none"> ● Create representations ● Synthesize concepts
Manipulatives	<p>Concrete, hands-on materials used to build conceptual understandings. Examples include unifix cubes, counters, magnetic letters, pattern blocks, straws and connectors.</p>	<ul style="list-style-type: none"> ● Learner will freely explore mathematical operations using counters ● Learner will identify, create, or match patterns using another representation ● Learners will sort letters based on similar or different attributes.
Media	<p>Observe, integrate, and evaluate information that brings the real world into the classroom.</p>	<ul style="list-style-type: none"> ● Streaming ● Recording devices ● Audio-visual devices ● Listening centers ● Internet ● Discovery Education
Modeling	<p>The act of demonstrating the strategy, skill, behavior, or activity which is to be performed by the students.</p>	<ul style="list-style-type: none"> ● Teacher/Student models ● Mentor texts ● Anchor tasks <p><u>Example:</u></p> <ul style="list-style-type: none"> ● Teacher models a clap-snap pattern for the learners according to colors on a calendar
Museum	<p>Displaying real-world objects or conceptual understandings reflective of preschool concepts or special student presentations.</p>	<p>Students collect and/or display various real world objects which represent a particular concept</p> <p><u>Example:</u> Students collect objects which represent quadrangles, hexagons, octagons, etc., and display them in a polygons museum</p>

<p>Problem-solving Process</p>	<p>A structure which gives students a guide for reasoning and solving math problems. In each step, students are asked questions which help direct their thinking.</p>	<p>When approaching problems, students are encouraged to use a systematic process:</p> <ul style="list-style-type: none"> ● establishing context ● evaluating given information ● determining what is being asked ● developing a plan/determining if the plan makes sense in the context/story ● solving the problem ● evaluating the strategy for efficiency
<p>Questioning</p>	<p>Purposeful questions require students to use thinking skills; questions can be organized according to Bloom's Taxonomy, higher and lower level, open and closed.</p>	<ul style="list-style-type: none"> ● Ask higher-level, open-ended questions (How & Why) ● Allow students to react to and rephrase other responses <p><u>Sample questions:</u></p> <ul style="list-style-type: none"> ● "What do you notice? What do you wonder?" ● "Why did you choose to solve the problem that way?" ● "How did you get your answer?" ● "How could you solve this problem a different way?" ● "Explain the strategies you would use to solve this problem." ● "How is one strategy similar or different from another strategy?"
<p>Stations</p>	<p>Different areas of the classroom where students work on various tasks simultaneously.</p>	<p>At each station, students explore materials, conduct investigations, analyze data, conduct research, synthesize learning, etc.</p>
<p>Tools and Manipulatives</p>	<p>Concrete materials such as magnetic letters, sorting cards, puppets, artifacts, costumes, models, clay, magnifying glass, microscope, beaker, models, calculator, clock, calendar, ruler, computer, tangrams, balance scales, number line, thermometer, geoboard, measuring devices, slates, etc.</p>	<ul style="list-style-type: none"> ● Use tools to facilitate inquiry ● Utilize materials to facilitate hands-on learning (e.g., rhyming puzzle matches felt board pieces to retell stories) <p><u>Examples:</u></p> <ul style="list-style-type: none"> ● Learner will use a number grid and/or line for comparison of numbers ● Simulating a store situation, learner will use a calculator to add cost of purchases ● To compare objects, learner will use a balance scale with manipulatives ● Learner will explore geometric shapes with a geoboard and rubber bands

Assessment

Principles of Assessment

Assessment in preschool is developmentally appropriate, culturally and linguistically appropriate, linked to children's daily activities, inclusive of families, supported by professional development, and connected to a specific purpose (NAEYC). Multiple measures are used to assess a child's progress. Assessment is ongoing, authentic, and embedded within activities in the preschool classroom. The objectives being assessed include a comprehensive, developmentally, and educationally important set of goals, rather than a narrow set of skills. The Evesham Township School District Preschool Program assesses children using observations, including documentation of children's work, checklists, and ongoing communication with caregivers and the children. Evaluation of children's progress is formally shared with parents three times a year, and informally reported on an on-going basis. Specific assessments and collection measures used in the Evesham Township School District's Preschool Program are described below.

Methods of Assessment

Observation: The goal of observing young children is to glean information about what they can do so that teachers and other professional staff can then make sound instructional decisions concerning how to move individual students forward in their learning. Therefore, observations occur regularly, with specific purposes, at different times throughout the day, and in varied school settings. Efforts are made to observe children during *Choice Time* and other authentic, meaningful activities that accurately reflect their true abilities. Information gathered in observations is used for planning lessons and activities and also provides a basis for reporting progress to parents. By the end of the school year, the teacher should report at least one observation per Objective and Learning Dimension found in *Teaching Strategies GOLD*.

Assessment Opportunity Cards: These cards complement *Teaching Strategies GOLD*. The cards support the teacher in planning meaningful experiences, which capture specific information they need about a child or group of children. These cards allow the teacher to conduct focused observations of certain skills that are difficult to assess in more informal observations. The *Assessment Opportunity Cards* explain how to structure additional opportunities for children to demonstrate what they know and can do in relation to particular literacy and numeracy objectives.

Recording Tools: Observations are a very valuable source of information when documenting a child's progress. Preschool staff members can select the most appropriate tool to document an observation based on the type of information required and the amount of time allotted to record the information/event.

Teaching Strategies GOLD: An internet-based program that is used in all of the Evesham Township School District Preschool Classrooms with the exception of the full day preschool class. This program allows teachers to enter their informal observations into an online portfolio for each child. The program then supports the teachers in assessing a child's progress with achieving specific objectives.

Anecdotal Observation Notes: Written accounts of observed activities or events that objectively describe a particular experience in the course of a child's school day. For example:

- Index cards are used in a flip chart format on a clipboard. Each child's classroom observations are noted on a separate card. All classroom staff members have access to the clipboard to

record observations and notes. This system can be used for spontaneous observations or during group lesson activities

- Computer labels that are still attached to the sheet are clipped to a clipboard. Children's progress can be noted on the computer labels and then transferred to different children's individual files
- Post-It Notes that are lined can be used for observation documentation. When each note is full, it can be affixed to a common page in a child's file.
- Teachers can directly input observations into *Teaching Strategies GOLD* using a class iPad.

It is important that teachers support anecdotal notes by collecting work samples and photographs of student activities when appropriate.

On-the-Spot Observation Recording Tool: This is a checklist published by *Teaching Strategies* that teachers can use to collect information quickly on either an individual child or a group of children. This checklist streamlines the process of recording children's development and learning in the areas of literacy, mathematical and physical development.

Family Communication: Parents are encouraged to participate in the assessment process at various times during the school year by sharing observations of their children's progress via communication books, phone calls, or direct contact with preschool staff members. This method of open communication ensures that valuable parental input is routinely incorporated in the assessment process. It is recognized that parents and caregivers may observe a child's acquisition of skills and application of their learning in the natural setting of the home. It is important that a child's ability to generalize skills and concepts to various settings is always considered when assessing progress and growth.

Additional Informal Assessment Tools: A variety of informal tools are included at the end of the Assessment Section. These tools are provided as examples of informal assessments to obtain specific data about individual students.

Appendices

Appendix A: Creative Curriculum Overview and Objectives

Appendix B: Resources/Articles

Appendix A: Creative Curriculum Overview and Objectives

The Creative Curriculum for Preschool is a comprehensive program that is fully aligned to the essential early learning standards. It features a rich collection of knowledge-building and daily practice resources. The curriculum offers detailed day-to-day guidance, individualized learning experiences, 38 research-based objectives, and exploration and discovery as a way of learning.

At the heart of *The Creative Curriculum* is knowledge of child development theory and careful consideration of the latest research in the field of early childhood education. Used to inform and shape the *The Creative Curriculum* and the guidance offered to teachers, the research base ensures that teachers know not only what and how to teach, but why particular practices are effective. By understanding the theory and research behind how children's knowledge, skills, and behaviors progress over time, teachers are better able to support children's development and learning. *The Creative Curriculum* highlights the important balance between applying a general knowledge of child development with the particular knowledge a teacher gains by forming a relationship with each child and family.

The Creative Curriculum for Preschool is based on the following five fundamental principles, which are used to guide practice and inform instruction:

- Positive interactions and relationships with adults provide a critical foundation for successful learning;
- Social–emotional competence is a significant factor in school success;
- Constructive, purposeful play supports essential learning;
- The physical environment affects the type and quality of learning interactions; and
- Teacher–family partnerships promote development and learning.

In the area of *Teacher-Child Interactions and Relationships*, the preschool teacher understands that relationships are built on personal knowledge and interactions over time. Optimal learning and development will occur when children have secure, consistent relationships with responsive adults. In *The Creative Curriculum for Preschool*, teachers use the following strategies to build these important relationships with children:

- Get to know each child well, including frequently interacting one-on-one with each child in order to develop a warm, positive relationship.
- Demonstrate respect for children's ideas and efforts to solve problems.
- Validate children's efforts by acknowledging what they did and how they did it.
- Provide learning experiences that are challenging enough to promote children's learning, but not so challenging as to frustrate them.
- Model self-talk that supports children's thinking. Offer ideas about how to approach tasks successfully.
- Observe children purposefully and regularly, and document what you see and hear. Use this information to understand each child's development and learning better.

In the area of *Social-Emotional Competence*, it is important for the preschool teacher to recognize that the young child's social-emotional development involves learning how to understand their own and other's feelings, regulate and express their emotions appropriately, build relationships with others, and use prosocial behavior in groups. In *The Creative Curriculum for Preschool* teachers guide the development of social-emotional competence by using these strategies:

- Provide play materials that support and challenge children’s abilities as well as promote problem-solving and appropriate risk taking.
- Provide appropriate responsibilities and meaningful jobs in the classroom.
- Encourage children to see tasks through to completion offering support as needed.
- Help children express their feelings and resolve conflicts in constructive ways.
- Support children who need assistance in finding play partners and teach them positive strategies for entering and participating in group activities.
- Support children as they interact with one another. This includes making modifications as necessary so that shy children or children with disabilities can engage in meaningful interactions with adults and peers.
- Offer opportunities for children to work together and to learn social skills. Pair more advanced learners with less advanced peers.
- Help children detect and interpret cues about how other people feel.
- Read stories to children about various emotions. Discuss why the characters look, feel, and act the way they do.
- Use positive strategies to guide children’s behavior and help them learn how to cooperate with others.
- Teach turn taking and sharing, and model cooperation.

Purposeful play is an important vehicle for children’s learning. It is important for the preschool teacher to remember that in the area of *Constructive, Purposeful Play*, when children play in meaningful ways, they learn about themselves, other people, and the world around them. In *The Creative Curriculum for Preschool* as children play, they learn to control their behavior and feelings as well as explore social roles. It is the belief that the interactions between teachers and children during play are critical to their learning. It is the teacher’s role to facilitate this learning as they carefully observe children’s play to determine the most appropriate levels and types of support to offer. Teachers guide the development of *Constructive, Purposeful Play* through the implementation of strategies such as the following:

- Provide children with opportunities to engage in different types of play with all types of children. While providing the children with these opportunities describe what is happening and offer suggestions.
- Match play materials and props to the cultural and developmental characteristics of the children. Encourage the use of both realistic props as well as abstract/make-believe props.
- Observe children’s interests and build on them. Talk with children about what they are doing and ask probing questions that stretch children’s thinking.
- Encourage children to engage in make-believe play with other children. This includes encouraging play with both peers who are more advanced as well as those who are at the same or less advanced developmental level.
- Invite children to create play scenarios. Encourage them to make their own props to support their play.
- Help children plan their play. Encourage children to remind themselves and each other of what they decided to do and say as they enact a scenario.
- Provide at least an hour of free, unstructured play daily in a half-day program. This free play should include opportunities for children to make choices and decisions, solve problems, pursue their interests, build oral language and literacy skills, discover mathematical relationships, be scientists, and see themselves as competent learners.

The area of *Interacting with the Environment* is critical in order for children to excel in school. In *The Creative Curriculum for Preschool*, children’s experiences as well as the environment support all aspects of their development. The premise is that cognitive, emotional, and social capabilities of children are intertwined and that academic learning cannot be separated from social-emotional

development. It is the belief that children's physical and emotional well-being is closely linked to their ability to think and learn effectively in well-designed environments with appropriate materials. Teachers keep the following points in mind to ensure that children's interactions with the environment are conducive to maximizing their learning:

- Set up the environment so that the children can explore and easily find and return materials on their own.
- Build upon the interests of the children and give children many choices/chances to investigate.
- Allow children time to explore and experiment with books, art materials, discovery items, music, dramatic play, sand and water, blocks, toys and games, cooking, computers, and the outdoors.
- Involve children in creating the classroom environment. Encourage them to share materials as they explore. Provide places for children to display their work.
- Teach the whole child. Remember that social-emotional, physical, cognitive, and language development are intertwined. Include plenty of physical activity and chances to explore literacy, math, science, social studies, technology, and the arts.

The Creative Curriculum for Preschool emphasizes building partnerships with children's families. *Partnerships with Families* is especially important when considering the increasingly diverse family backgrounds that children come from. These diverse backgrounds include variables in cultures, languages, ethnicities, belief systems, experiences, and parenting abilities. Positive relationships are at the foundation for working effectively with diverse families. Regular communication with families is critical to children's development and everyone benefits when children receive consistent messages and support from both their families and their teachers. *Creative Curriculum* encourages teachers to do the following when establishing *Partnerships with Families*:

- Develop positive relationships with families, both formally and informally. Be a good listener and keep an open mind about different perspectives.
- Communicate with families regularly. Share information in person if possible. Share information by phone or email, hold family conferences, and send home newsletters.
- Offer a variety of family involvement options. Invite family members to visit the classroom and share a special food, song, story, or experience with the children. Invite them to join field trips and eat meals with the children. Suggest things families can do at home to support their children's development and learning.
- Share positive information with families. Describe children's strengths and interests and discuss problems that need to be addressed.
- Reach out to all family members. Everyone who is special to a young child has an important role.
- Become familiar with local community services that are available to support children and families.

The Creative Curriculum uses these building blocks as the foundation for its philosophy, the objectives for children's learning, and guidelines for teaching and working with families. *The Creative Curriculum* helps teachers interact with children in ways that promote development and learning, foster children's social competence, support children's learning through play, create rich environments for learning, and forge strong home-school connections. By meaningfully translating research into practice, *The Creative Curriculum* gives educators the tools they need to help all students achieve in school and in life.

Dodge, D. T., Colker, L. J., & Heroman, C. (2010). *The Creative Curriculum for Preschool (5th ed.)*. Washington, D.C.: Teaching Strategies.

Creative Curriculum Teaching Strategies Gold **Objectives For Development & Learning**

38 GOLD Objectives for Development & Learning Birth Through Third Grade

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 and 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 discrete units of sound
 - d. Applies phonics concepts and knowledge of word structure to decode text
16. Demonstrates knowledge of the alphabet
 - a. Identifies and names letters
 - b. Identifies letter-sound correspondences
17. Demonstrates knowledge of print and its uses
 - a. Uses and appreciates books and other texts
 - b. Uses print concepts
18. Comprehends and responds to books and other texts
 - a. Interacts during reading experiences, book conversations, and text reflections
 - b. Uses emergent reading skills
 - c. Retells stories and recounts details from informational texts
 - d. Uses context clues to read and comprehend texts
 - e. Reads fluently
19. Demonstrates emergent writing skills
 - a. Writes name
 - b. Writes to convey ideas and information
 - c. Writes using conventions

Mathematics

20. Uses number concepts and operations
 - a. Counts
 - b. Quantifies
 - c. Connects numerals with their quantities
 - d. Understands and uses place value and base ten
 - e. Applies properties of mathematical operations and relationships
 - f. Applies number combinations and mental number strategies in mathematical operations
21. Explores and describes spatial relationships and shapes
 - a. Understands spatial relationships
 - b. Understands shapes
22. Compares and measures
 - a. Measures objects
 - b. Measures time and money
 - c. Represents and analyzes data
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

Appendix B: Resources/Articles

- *Already Ready* by Katie Wood Ray & Matt Glover
- [Conversations with Children! Questions that Spark Conversations and Deepen Understanding \(NAEYC\)](#)
- *Literacy Beginnings: A Prekindergarten Handbook* by Gay Su Pinnell and Irene C. Fountas
- [Make Math Meaningful for Diverse Learners by Karen Nemeth \(NAEYC\)](#)
- [Play Games, Learn Math! Pattern Block Puzzles \(NAEYC\)](#)
- *Using Bloom's Taxonomy Questioning to Extend Preschoolers' Thinking* by Janis Strasser and Lisa Mufson Bresson