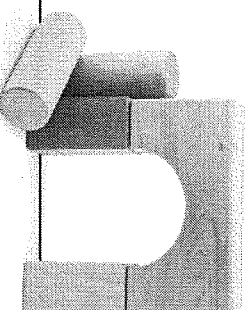


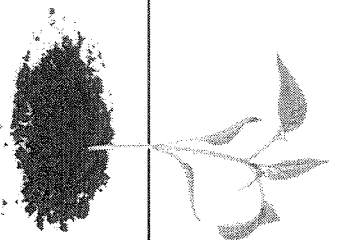


Teaching Strategies®



Alignment of

The Creative Curriculum®
for Preschool



WITH

New Jersey Preschool Teaching and Learning
Standards

Alignment of *The Creative Curriculum® for Preschool*
WITH
New Jersey Preschool Teaching and Learning Standards

This document aligns the content in the *New Jersey Preschool Teaching and Learning Standards* with the goals and ideals of *The Creative Curriculum® for Preschool*. *The Creative Curriculum® for Preschool* is a comprehensive, research-based curriculum designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.

References

New Jersey State Department of Education. (2009). *New Jersey preschool teaching and learning standards*. Trenton, NJ: Author. Retrieved April 30, 2013, from <http://www.nj.gov/education/ece/guide/>

Teaching Strategies, LLC. (2010). *The Creative Curriculum® for preschool*. Washington, DC: Author.

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

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

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| <p>0.4.2. Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).</p> | <p>Establishes and sustains positive relationships Forms relationships with adults Engages with trusted adults as resources and to share mutual interests</p> <p>Establishes and sustains positive relationships Makes friends Establishes a special friendship with one other child, but the friendship might only last a short while</p> |
| <p>0.4.3. Say “thank you,” “please,” and “excuse me.”</p> | <p>Uses appropriate conversational and other communication skills Uses social rules of language Uses acceptable language and social rules while communicating with others; may need reminders</p> |
| <p>0.4.4. Respect the rights of others (e.g., “This painting belongs to Carlos.”).</p> | <p>Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors</p> |
| <p>0.4.5. Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).</p> | <p>Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors</p> |
| <p>0.4.6. Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).</p> | <p>Participates cooperatively and constructively in group situations Solves social problems Suggests solutions to social problems</p> |
| <p>0.5: Children exhibit pro-social behaviors.</p> | |
| <p>0.5.1. Play independently and cooperatively in pairs and small groups.</p> | <p>Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children</p> |
| <p>0.5.2. Engage in pretend play.</p> | <p>Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else</p> |
| <p>0.5.3. Demonstrate how to enter into play when a group of children are already involved in play.</p> | <p>Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups</p> |

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| 0.5.4. Take turns. | Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns |
| 0.5.5. Demonstrate understanding the concept of sharing by attempting to share. | Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors |
| Visual and Performing Arts | |
| Prekindergarten | |
| 1.1: Children express themselves through and develop an appreciation of creative movement and dance. | |
| 1.1.1. Move the body in a variety of ways, with and without music. | Explores dance and movement concepts |
| 1.1.2. Respond to changes in tempo and a variety of musical rhythms through body movement. | Explores dance and movement concepts |
| 1.1.3. Participate in simple sequences of movements. | Explores dance and movement concepts |
| 1.1.4. Define and maintain personal space, concentration, and focus during creative movement/dance performances. | Explores dance and movement concepts |
| 1.1.5. Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres. | Explores dance and movement concepts |
| 1.1.6. Use movement/dance to convey meaning around a theme or to show feelings. | Explores dance and movement concepts |
| 1.1.7. Describe feelings and reactions in response to a creative movement/dance performance. | Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items Explores dance and movement concepts |
| 1.1.8. Begin to demonstrate appropriate audience skills during creative movement and dance performances. | Explores dance and movement concepts |

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| 1.2.: Children express themselves through and develop an appreciation of music. | |
| 1.2.1. Sing a variety of songs with expression, independently and with others. | Explores musical concepts and expression |
| 1.2.2. Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations. | Explores musical concepts and expression |
| 1.2.3. Clap or sing songs with repetitive phrases and rhythmic patterns. | Explores musical concepts and expression |
| 1.2.4. Listen to, imitate, and improvise sounds, patterns, or songs. | Explores musical concepts and expression |
| 1.2.5. Participate in and listen to music from a variety of cultures and times. | Explores musical concepts and expression |
| 1.2.6. Recognize and name a variety of music elements using appropriate music vocabulary. | Explores musical concepts and expression |
| 1.2.7. Describe feelings and reactions in response to diverse musical genres and styles. | Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items |
| 1.2.8. Begin to demonstrate appropriate audience skills during recordings and music performances. | Explores musical concepts and expression Explores musical concepts and expression |
| 1.3.: Children express themselves through and develop an appreciation of dramatic play and storytelling. | |
| 1.3.1. Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic). | Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else |
| 1.3.2. Use memory, imagination, creativity, and language to make up new roles and act them out. | Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks |
| 1.3.3. Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props. | Uses symbols and images to represent something not present Engages in sociodramatic play Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes |

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| <p>1.3.4. Differentiate between fantasy/pretend play and real events.</p> | <p>Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else</p> |
| <p>1.3.5. Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).</p> | <p>Uses symbols and images to represent something not present Engages in sociodramatic play Interacts with two or more children during pretend play; assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p> |
| <p>1.3.6. Participate in and listen to stories and dramatic performances from a variety of cultures and times.</p> | <p>Explores drama through actions and language</p> |
| <p>1.3.7. Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances.</p> | <p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items Explores drama through actions and language</p> |
| <p>1.3.8. Begin to demonstrate appropriate audience skills during storytelling and performances.</p> | <p>Explores drama through actions and language</p> |
| <p>1.4.: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).</p> | |
| <p>1.4.1. Demonstrate the safe and appropriate use and care of art materials and tools.</p> | <p>Explores the visual arts</p> |
| <p>1.4.2. Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.</p> | <p>Explores the visual arts</p> |
| <p>1.4.3. Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, photographer) and elements in the visual arts.</p> | <p>Explores the visual arts</p> |

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| <p>1.4.4. Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.</p> | <p>Uses symbols and images to represent something not present Thinks symbolically Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas Explores the visual arts</p> |
| <p>1.4.5. Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.</p> | <p>Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility</p> |
| <p>1.4.6. Create more recognizable representations as eye-hand coordination and fine-motor skills develop.</p> | <p>Uses symbols and images to represent something not present Thinks symbolically Represents objects, places, and ideas with increasingly abstract symbols Explores the visual arts</p> |
| <p>1.4.7. Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.</p> | <p>Shows basic understanding of people and how they live Explores the visual arts</p> |
| <p>Health, Safety, and Physical Education</p> | |
| <p>Prekindergarten</p> | |
| <p>2.1: Children develop self-help and personal hygiene skills.</p> | |
| <p>2.1.1. Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).</p> | <p>Demonstrates knowledge about self</p> |
| <p>2.1.2. Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving, and using utensils and when dressing and brushing teeth).</p> | <p>Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs</p> |

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| <p>2.2.: Children begin to develop the knowledge and skills necessary to make nutritious food choices.</p> | |
| <p>2.2.1. Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).</p> | <p>Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being</p> <p>Demonstrates knowledge about self</p> |
| <p>2.2.2. Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).</p> | <p>Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being</p> <p>Demonstrates knowledge about self</p> |
| <p>2.3.: Children begin to develop an awareness of potential hazards in their environment.</p> | |
| <p>2.3.1. Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).</p> | <p>Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders</p> |
| <p>2.3.2. Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).</p> | <p>Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs</p> |
| <p>2.3.3. Identify community helpers who assist in maintaining a safe environment.</p> | <p>Shows basic understanding of people and how they live</p> |
| <p>2.3.4. Know how to dial 911 for help.</p> | <p>Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being</p> <p>Shows basic understanding of people and how they live</p> |

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| <p>2.4.: Children develop competence and confidence in activities that require gross- and fine-motor skills.</p> | |
| <p>2.4.1. Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).</p> | <p>Demonstrates traveling skills Coordinates complex movements in play and games</p> <p>Demonstrates balancing skills Sustains balance during complex movement experiences</p> |
| <p>2.4.2. Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter).</p> | <p>Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements</p> <p>Demonstrates fine-motor strength and coordination Uses fingers and hands Uses small, precise finger and hand movements</p> <p>Demonstrates fine-motor strength and coordination Uses writing and drawing tools Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</p> <p>Demonstrates fine-motor strength and coordination Uses writing and drawing tools Uses three-point finger grip and efficient hand placement when writing and drawing</p> |
| <p>2.4.3. Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula-hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).</p> | <p>Demonstrates balancing skills Sustains balance during complex movement experiences</p> <p>Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with a full range of motion</p> <p>Demonstrates fine-motor strength and coordination Uses fingers and hands Uses small, precise finger and hand movements</p> |

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| Language Arts Literacy | | |
| Prekindergarten | | |
| 3.1.: Children listen and respond to environmental sounds, directions, and conversations. | | |
| 3.1.1. Follow oral directions that involve several actions. | | <p>Listens to and understands increasingly complex language</p> <p>Follows directions</p> <p>Follows directions of two or more steps that relate to familiar objects and experiences</p> |
| 3.1.2. Listen for various purposes (e.g., to respond when a question is asked, to enter into dialogue after listening to others). | | <p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <p>Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> |
| 3.1.3. Show understanding of listening activities by incorporating ideas into play (e.g., by incorporating themes from an earlier story into dramatic play or making a neighborhood in the block area after a discussion of different kinds of houses). | | <p>Remembers and connects experiences</p> <p>Makes connections</p> <p>Draws on everyday experiences and applies this knowledge to a similar situation</p> |
| 3.1.4. Show interest, pleasure, and enjoyment during listening activities by responding with appropriate eye contact, body language, and facial expressions. | | <p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <p>Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> |
| 3.2.: Children converse effectively with different audiences in their home language, English, or sign language for a variety of purposes related to their experiences. | | |
| 3.2.1. Describe previous experiences and relate them to new experiences or ideas. | | <p>Remembers and connects experiences</p> <p>Makes connections</p> <p>Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p> |
| 3.2.2. Use language for a variety of purposes (e.g., to express relationships, make connections, describe similarities and differences, express feelings, and initiate play with others). | | <p>Uses language to express thoughts and needs</p> <p>Uses an expanding expressive vocabulary</p> <p>Describes and tells the use of many familiar items</p> |
| 3.2.3. Use language and sounds that are appropriate to specific roles in dramatic play, and set the stage by describing actions and events. | | <p>Uses language to express thoughts and needs</p> <p>Uses an expanding expressive vocabulary</p> <p>Describes and tells the use of many familiar items</p> |

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| <p>3.2.4. Use compound sentences (e.g., “I wanted to make a long snake, but Mimi has the scarf”), if-then statements (e.g., “If I set the table, then you can serve the food”), and complex sentences (e.g., “Pigs wouldn’t like it on the moon because there isn’t any mud”).</p> | <p>Uses language to express thoughts and needs Uses conventional grammar Uses long, complex sentences and follows most grammatical rules</p> |
| <p>3.2.5. Use language to communicate and negotiate ideas and plans for activities.</p> | <p>Uses appropriate conversational and other communication skills Uses social rules of language Uses acceptable language and social rules while communicating with others; may need reminders</p> |
| <p>3.2.6. Listen and respond appropriately in conversations and group interactions by taking turns and generally staying on topic.</p> | <p>Uses appropriate conversational and other communication skills Engages in conversations Engages in conversations of at least three exchanges</p> |
| <p>3.2.7. Ask questions to obtain information.</p> | <p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas</p> |
| <p>3.2.8. Join in singing, finger-plays, chanting, and retelling and inventing stories.</p> | <p>Comprehends and responds to books and other texts Retells stories Retells familiar stories using pictures or props as prompts</p> |
| <p>3.2.9. Connect meanings of new words to vocabulary already known (e.g., “It’s called bookend because the books end.”).</p> | <p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items</p> |
| <p>3.2.10. Use new vocabulary and ask questions to extend understanding of words.</p> | <p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items</p> |

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| 3.3.: Children demonstrate emergent reading skills. | |
| A.: Print Awareness | |
| 3.3.A.1. Identify the meaning of common signs and symbols in the local environment (e.g., exit sign, center labels, computer icons, or rebus). | Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read |
| 3.3.A.2. Recognize that a variety of print letter formations and text forms are used for different functions (e.g., grocery lists, menus, store signs, telephone books, recipes, written directions [such as the steps for hand washing], newspapers, magazines). | Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read |
| 3.3.A.3. Identify some alphabet letters, especially those in his/her own name. | Demonstrates knowledge of the alphabet Identifies and names letters Recognizes as many as 10 letters, especially those in own name |
| 3.3.A.4. Recognize own name in a variety of contexts. | Demonstrates knowledge about self |
| 3.3.A.5. Recognize that letters are grouped to form words and that words are separated by spaces. | Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation |
| 3.3.A.6. Recognize that it is the print that is read in stories. | Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read |

| B: Knowledge and Enjoyment of Books | |
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| 3.3.B.1. Demonstrate understanding of the concept of directionality on a page (e.g., front to back, left to right, top to bottom). | Demonstrates knowledge of print and its uses Uses and appreciates books Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers |
| 3.3.B.2. Display book handling knowledge (e.g., turning the book right side up, using left to right sweep, turning one page at a time; recognizing a familiar book by the cover). | Demonstrates knowledge of print and its uses Uses print concepts Indicates where to start reading and the direction to follow Demonstrates knowledge of print and its uses Uses and appreciates books Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers |
| 3.3.B.3. Exhibit reading-like behavior (e.g., pretend to read to self and others and read own writing). | Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult |
| 3.3.B.4. Answer simple recall and comprehension questions about a book being read (e.g., Goodnight Gorilla: "What do you see the gorilla doing now?"). | Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures |
| 3.3.B.5. Use a familiar book as a cue to retell their version of the story. | Comprehends and responds to books and other texts Retells stories Retells familiar stories using pictures or props as prompts |
| 3.3.B.6. Show an understanding of story structure (e.g., comment on characters, predict what will happen next, ask appropriate questions, act out familiar stories). | Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult |
| 3.3.B.7. Ask questions and make comments pertinent to a story being read and connect information in books to personal life experiences. | Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation |

| C.: Phonological Awareness | |
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| 3.3.C.1. Engage in language play (e.g., manipulate separate and repeating sounds). | Demonstrates phonological awareness Notifies and discriminates smaller and smaller units of sound Hears and shows awareness of separate syllables in words |
| 3.3.C.2. Make up and chant rhymes (e.g., at the water table, saying "squishy, wishy, dishy soap," or at lunchtime, saying "A light is for night"). | Demonstrates phonological awareness Notifies and discriminates rhyme Fills in the missing rhyming word; generates rhyming words spontaneously |
| 3.3.C.3. Play with alliterative language (e.g., "Peter, Peter Pumpkin Eater"). | Demonstrates phonological awareness Notifies and discriminates alliteration Matches beginning sounds of some words |
| 3.4.: Children demonstrate emergent writing skills. | |
| 3.4.1. Ask adults to write (e.g., labels on block structures, dictation of stories, list of materials needed for a project). | Uses symbols and images to represent something not present Thinks symbolically Represents objects, places, and ideas with increasingly abstract symbols |
| 3.4.2. "Write" messages as part of play and other activities (e.g., scribbling, drawing, making letter-like forms and conventional letter forms, using invented spelling). | Demonstrates emergent writing skills Writes name Letter strings |
| 3.4.3. Attempt to write own name on work. | Demonstrates emergent writing skills Writes name Letter strings |
| 3.4.4. Share and discuss work samples containing drawings, paintings, and pictures. | Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is |
| 3.4.5. Attempt to make own name using a variety of materials (e.g., magnetic letters, play dough, rubberstamps, alphabet blocks, or a computer). | Demonstrates emergent writing skills Writes name Letter strings |

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| Mathematics | | |
| Prekindergarten | | |
| 4.1: Children demonstrate an understanding of numbers and numerical operations. | | |
| 4.1.1. Demonstrate emergent understanding of numbers (for counting: at least through 20; for ordinals: first through fifth, including the last). | Uses number concepts and operations Counts Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting | |
| 4.1.2. Recognize and name some one-digit written numerals: | | |
| (a). begin to write one-digit numerals; and | Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers | |
| 4.1.3. Compare groups of objects (e.g., using the terms “more,” “less,” “same”). | Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many | |

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| <p>4.1.4. Demonstrate understanding of one-to-one correspondence (e.g., put one placemat at each place, give each child one cookie, place one animal in each truck, hand out manipulatives to be shared with a friend, saying “One for you, one for me.”);</p> <p>(b). spontaneously count for own purposes; and</p> | |
| <p>(c). recognize a number of objects (up to four) without counting.</p> | <p>Uses number concepts and operations</p> <p>Counts</p> <p>Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p> |
| <p>4.1.5. Explore the meanings of addition and subtraction by using concrete objects:</p> <p>(a). joining (e.g., “Three blue pegs, three yellow pegs, six pegs altogether!”); and</p> <p>(b). separating (“I have four carrot sticks. I’m eating one! Now I have 3!”).</p> | <p>Uses number concepts and operations</p> <p>Quantifies</p> <p>Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects</p> <p>Uses number concepts and operations</p> <p>Quantifies</p> <p>Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects</p> |
| <p>4.2.: Children develop knowledge of spatial concepts (e.g., shapes and measurement).</p> <p>4.2.1. Use and respond to positional words (e.g., in, under, between, down).</p> | <p>Explores and describes spatial relationships and shapes</p> <p>Understands spatial relationships</p> <p>Uses and responds appropriately to positional words indicating location, direction, and distance</p> |
| <p>4.2.2. Explore and talk about basic shapes in the environment (e.g., circle, square, triangle).</p> | <p>Explores and describes spatial relationships and shapes</p> <p>Understands shapes</p> <p>Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p> |

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| <p>4.2.3. Explore three-dimensional shapes by building with blocks and other materials.</p> | <p>Explores and describes spatial relationships and shapes Understands shapes Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p> |
| <p>4.2.4. Explore connections between two- and three-dimensional forms (e.g., sphere and circle).</p> | <p>Explores and describes spatial relationships and shapes Understands shapes Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p> |
| <p>4.2.6. Use simple shapes to make designs, patterns, and pictures (e.g., tangrams).</p> | <p>Explores and describes spatial relationships and shapes Understands shapes Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p> |
| <p>4.2.7. Explore the use of nonstandard objects for measurement.</p> | <p>Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p> |
| <p>4.2.8. Compare and order objects according to measurable attributes (e.g., length, weight).</p> | <p>Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p> |
| <p>4.2.9. Demonstrate understanding of basic temporal relations (e.g., the sequence of the daily routine).</p> | <p>Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p> |

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| 4.3.: Children understand patterns, relationships, and classification. | |
| 4.3.1. Describe patterns in the environment. | Demonstrates knowledge of patterns Copies simple repeating patterns |
| 4.3.2. Represent patterns in a variety of ways: | Demonstrates knowledge of patterns Extends and creates simple repeating patterns |
| 4.3.3. Begin to represent data in pictures and drawings. | Uses symbols and images to represent something not present Thinks symbolically Represents objects, places, and ideas with increasingly abstract symbols |
| 4.3.4. Show awareness of the attributes of objects through sorting, ordering, and classifying. | Uses classification skills Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason |
| 4.4.: Children use mathematical knowledge to represent, communicate, and solve problems in their environment. | |
| 4.4.1. Learn mathematics through problem solving, inquiry, and discovery and use emergent mathematical knowledge as a problem-solving tool. | Uses number concepts and operations Quantifies Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects |
| 4.4.2. Solve problems that arise in mathematics and in other contexts. | Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility |
| 4.4.3. Use communication to organize and clarify mathematical thinking by discussing, listening, and asking questions during activities. | Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items Uses scientific inquiry skills |
| 4.4.4. Recognize that mathematics is used in a variety of contexts in all disciplines, and apply mathematics in practical situations and other disciplines. | Explores and describes spatial relationships and shapes Understands shapes Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes |
| 4.4.5. Use technology to reinforce concrete mathematical information (e.g., to explore patterns and shapes). | Uses tools and other technology to perform tasks |

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| Science | | |
| Prekindergarten | | |
| 5.1.: Children develop inquiry skills. | | |
| 5.1.1. Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry). | Uses scientific inquiry skills | |
| 5.1.2. Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks). | Uses scientific inquiry skills | |
| 5.1.3. Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things: [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]). | Uses language to express thoughts and needs Uses an expanding expressive vocabulary Incorporates new, less familiar or technical words in everyday conversations Demonstrates knowledge of the characteristics of living things Demonstrates knowledge of the physical properties of objects and materials Demonstrates knowledge of Earth's environment | |
| 5.1.4. Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions. | Uses scientific inquiry skills | |
| 5.1.5. Represent observations and work through drawing, recording data, and "writing" (e.g., drawing and "writing" on observation clipboards, making rubbings, charting the growth of plants). | Uses symbols and images to represent something not present Thinks symbolically Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas | |

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| <p>5.2.: Children observe and investigate matter and energy.</p> | |
| <p>5.2.1. Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.</p> | <p>Demonstrates knowledge of the physical properties of objects and materials</p> |
| <p>5.2.2. Explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water, preparing gelatin; mixing different colors of tempera paint; and longer term investigations, such as the freezing and melting of water and other liquids).</p> | <p>Demonstrates knowledge of the physical properties of objects and materials</p> |
| <p>5.2.3. Investigate sound, heat, and light energy through one or more of the senses (e.g., comparing the pitch and volume of sounds made by commercially made and homemade instruments, recording how shadows change during the course of a day or over time, using flashlights or lamp light to make shadows indoors).</p> | <p>Demonstrates knowledge of the physical properties of objects and materials</p> |
| <p>5.2.4. Investigate how and why things move (e.g., slide block, balance structures, push structures over, use ramps to explore how far and how fast different objects move or roll).</p> | <p>Demonstrates knowledge of the physical properties of objects and materials</p> |
| <p>5.3.: Children observe and investigate living things.</p> | |
| <p>5.3.1. Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers).</p> | <p>Demonstrates knowledge of the characteristics of living things</p> |
| <p>5.3.2. Observe similarities and differences in the needs of living things, and differences between living and nonliving things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a nonliving thing, such as a shell).</p> | <p>Demonstrates knowledge of the characteristics of living things</p> |
| <p>5.3.3. Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium).</p> | <p>Demonstrates knowledge of the characteristics of living things</p> |

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| <p>5.3.4. Observe and record change over time and cycles of change that affect living things (e.g., monitoring the life cycle of a plant, using children's baby photographs to discuss human change and growth, using unit blocks to record the height of classroom plants).</p> | <p>Demonstrates knowledge of the characteristics of living things</p> |
| <p>5.4.: Children observe and investigate the Earth.</p> | |
| <p>5.4.1. Explore and describe characteristics of soil, rocks, water, and air (e.g., sorting rocks by shape and/or color; observing water as a solid and a liquid, noticing the wind's effect on playground objects).</p> | <p>Demonstrates knowledge of Earth's environment</p> |
| <p>5.4.2. Explore the effects of sunlight on living and nonliving things (e.g., growing plants with and without sunlight, investigating shadows that occur when the sun's light is blocked by objects).</p> | <p>Demonstrates knowledge of Earth's environment</p> |
| <p>5.4.3. Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors).</p> | <p>Demonstrates knowledge of Earth's environment</p> |
| <p>5.4.4. Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment (e.g., turning off water faucets, collecting empty yogurt cups for reuse as paint containers, separating materials in recycling bins, re-using clean paper goods for classroom collage and sculpture projects).</p> | <p>Demonstrates knowledge of Earth's environment</p> |
| <p>5.5.: Children gain experience in using technology.</p> | |
| <p>5.5.1. Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).</p> | <p>Uses tools and other technology to perform tasks</p> |

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| Social Studies, Family and Life Skills | | |
| Prekindergarten | | |
| 6.1: Children identify unique characteristics of themselves, their families, and others. | | |
| 6.1.1. Describe characteristics of oneself, one's family, and others. | | Demonstrates knowledge about self |
| 6.1.2. Demonstrate an understanding of family roles and traditions. | | Shows basic understanding of people and how they live |
| 6.1.3. Express individuality and cultural diversity (e.g., through dramatic play). | | Demonstrates knowledge about self |
| 6.2: Children become contributing members of the classroom community. | | |
| 6.2.1. Demonstrate understanding of rules by following most classroom routines. | | Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders |
| 6.2.2. Demonstrates responsibility by initiating simple classroom tasks and jobs. | | Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders |
| 6.2.3. Demonstrate appropriate behavior when collaborating with others. | | Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors |
| 6.3: Children demonstrate knowledge of neighborhood and community. | | |
| 6.3.1. Develop an awareness of the physical features of the neighborhood/community. | | Demonstrates simple geographic knowledge |
| 6.3.2. Identify, discuss, and role-play the duties of a range of community workers. | | Shows basic understanding of people and how they live |

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| <p>6.4: Children develop an awareness of the cultures within their classroom and their community.</p> | |
| <p>6.4.1. Learn about and respect other cultures within the classroom and community.</p> | <p>Shows basic understanding of people and how they live</p> |
| <p>World Languages</p> | |
| <p>Prekindergarten</p> | |
| <p>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.</p> | |
| <p>7.1.1. Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song).</p> | <p>Shows basic understanding of people and how they live</p> |
| <p>7.1.2. Say simple greetings, words, and phrases in a language other than their own.</p> | <p>Shows basic understanding of people and how they live</p> |
| <p>7.1.3. Comprehend previously learned simple vocabulary in a language other than their own.</p> | <p>Shows basic understanding of people and how they live</p> |
| <p>7.1.4. Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.</p> | <p>Shows basic understanding of people and how they live</p> |

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| Technology | | |
| Prekindergarten | | |
| 8.1: Navigate simple on screen menus. | | |
| 8.1.1. Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture). | | Uses tools and other technology to perform tasks |
| 8.1.2. Navigate the basic functions of a browser, including how to open or close windows and use the "back" key. | | Uses tools and other technology to perform tasks |
| 8.2: Use electronic devices independently. | | |
| 8.2.1. Identify the "power keys" (e.g., ENTER, spacebar) on a keyboard. | | Uses tools and other technology to perform tasks |
| 8.2.2. Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press "play" and "stop." | | Uses tools and other technology to perform tasks |
| 8.2.3. Turn smart toys on and/or off. | | Uses tools and other technology to perform tasks |
| 8.2.4. Recognize that the number keys are in a row on the top of the keyboard. | | Uses tools and other technology to perform tasks |
| 8.2.5. Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats. | | Uses tools and other technology to perform tasks |
| 8.2.6. Use a digital camera to take a picture. | | Uses tools and other technology to perform tasks |
| 8.3: Begin to use electronic devices to communicate. | | |
| 8.3.1. Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words. | | Uses tools and other technology to perform tasks |
| 8.4: Use common technology vocabulary. | | |
| 8.4.1. Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer). | | Uses language to express thoughts and needs Uses an expanding expressive vocabulary Incorporates new, less familiar or technical words in everyday conversations |
| 8.5: Begin to use electronic devices to gain information. | | |
| 8.5.1. Use the Internet to explore and investigate questions with a teacher's support. | | Uses tools and other technology to perform tasks |