

**New Jersey State Department of Education**

**New Jersey Preschool Teaching and Learning Standards of Quality**

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## **BACKGROUND**

In April 2000, the Department of Education developed and published the *Early Childhood Program Expectations: Standards* as guidance for adults working with young children. In July 2004, the State Board of Education adopted revised *Preschool Teaching and Learning Expectations: Standards of Quality*.

In 2007, the Department embarked on an ambitious project of revising the *Preschool Teaching and Learning Expectations: Standards of Quality* and aligning them directly to New Jersey's Core Curriculum Content Standards (CCCS). In 2009, after extensive review by education experts, stakeholders, and the public, the State Board readopted this document, now called *Preschool Teaching and Learning Standards*, with additional revisions.

The document, grounded in a strong theoretical framework for delivering high quality educational experiences to young children, does the following:

- Articulates the optimal relationships between and among families, the community, and schools;
- Describes developmentally appropriate teaching practices;
- Identifies expected learning outcomes for young children;
- Defines supportive learning environments;
- Links indicators within the standards document to the CCCS;
- Provides guidance on the assessment of young children;
- Provides examples for both preschool teaching practices and learning outcomes within each domain; and
- Provides specific developmentally appropriate practices within the learning environment.

The preschool standards present a measure for preschool learning outcomes and serve as a benchmark for determining effective classroom curriculum implementation. Essentially, the curriculum is the vehicle for meeting the learning outcomes described here.

### **Linking the Standards to the Classroom Curriculum**

As with the CCCS, the preschool standards are written for all school districts in the state. It is to be used as follows:

- A resource for ensuring appropriate implementation of the curriculum being used in the classroom;
- A guide for planning instruction and teaching;
- A framework for ongoing professional development opportunities; and
- A framework for development of a comprehensive early childhood education assessment system.

Developmentally appropriate practices are the scaffolds for the preschool standards. Developmentally appropriate practice is based on knowledge about how children learn and develop, variations in development that may occur, and how best to support children's learning and development. It is important to note, therefore, that although the domains are presented as discrete areas, the instructional program must be delivered in an integrated process through the use of projects, individual, and small-group activities.

Preschool education consists of specially designed educational experiences to stimulate, assist, support, and sustain emergent skills before entering kindergarten. Preschools aim to provide a wide range of developmentally appropriate experiences that young children need to be ultimately successful with the CCCS, through the selection of curricula that allow for the movement toward, and/or the attainment of, the indicators in the preschool standards. These experiences are usually shaped by a curriculum.

The curriculum is defined as an educational philosophy for achieving desired educational outcomes through the presentation of an organized scope and sequence of activities with a description and/or inclusion of appropriate instructional materials.

### **Purpose and Overview of the Standards**

The preschool standards are not intended to be a curriculum. Preschool programs must implement a comprehensive, evidence-based preschool curriculum in order to meet the preschool standards. This document presents standards for working with the home, school, and community; for creating and sustaining the learning environment; and for identifying and using appropriate assessment tools and practices. It begins with Home, School and Community Partnerships; the Learning Environment; and Assessment -- the areas essential to a high-quality program that both support and facilitate teaching and learning in Social/Emotional Development, Health, Safety and Physical Education, Language Arts/Literacy, Mathematics, Science, Social Studies, Visual and Performing Arts, and World Languages. An extensive, but not exhaustive, bibliography is provided at the end of the document. The books, articles and periodicals listed here are valuable resources for any professional library.

### **Issues of Implementation**

This document is developed for use in any program serving preschool children. The preschool environment, materials and teaching strategies should be adapted as appropriate to meet the needs of all children. The needs of young learners are as diverse as the homes and communities from which they come. There will be learners from many cultural and ethnic backgrounds. There will be learners from homes and communities where the dominant language is not English. There will be learners needing specialized and focused interventions to support and sustain their educational progress.

### **Special Education Needs**

This document provides the focus for curriculum determination and instruction, as well as the development of Individualized Education Plans (IEPs) for preschool children ages three and four, including preschoolers with disabilities. Providing appropriate intervention services to these students is in accordance with the Individuals with Disabilities Act Amendments (IDEA) of 2004, which guarantees students with disabilities the right to general education program

adaptations, as specified in their Individualized Education Programs (IEPs), and with parent consent. These federal requirements are intended to result in adaptations that provide preschool children with disabilities full access to the early childhood education program and the early childhood education curriculum.

Preschoolers with disabilities demonstrate a broad range of learning, cognitive, communication, physical, sensory, and social/emotional differences that may necessitate adaptations to the early childhood education program. Each preschooler manifests his or her learning abilities, learning style, and learning preferences in a unique way. Consequently, the types of adaptations needed and the program in which the adaptations will be implemented are determined individually within the IEP. Technology is used to individualize preschool experiences maximizing how children are able to participate in the classroom. Adaptations are not intended to compromise the learning outcomes. Instead, adaptations provide children with disabilities the opportunity to develop their strengths and compensate for their learning differences as they work toward the learning outcomes for all children. The specific models used in addressing the adaptations can range from a fully inclusive classroom to a self-contained classroom and is determined by the student's need.

Childhood experiences can have a long-lasting implication for one's future. The earliest years of schooling can promote positive developmental experiences and independence while optimizing learning and development. Careful planning is needed to ensure the successful inclusion of preschoolers with disabilities in early childhood education programs. The focus should be on identifying individual student needs, linking instruction to the early childhood curriculum, providing appropriate supports and program modifications, and evaluating student progress.

## **Diversity and Multiculturalism**

The opportunities for learning are strengthened as the connections across the home, school and community are acknowledged and respected. Sensitivity and support for diversity in culture, ethnicity, and learning must be woven into the daily activities of the early childhood education program. A high-quality early childhood education program embraces the heritages of the families being served. Young children are developing their sense of self and of others within their families, classrooms, and communities. The early childhood education program must therefore provide activities, materials, and experiences that encourage young children to become aware of and appreciate the differences and similarities of the members of the community in which they live.

It is important that the program administration and staff understand their own personal attitudes and biases, be culturally sensitive, and be willing to learn about and accept the range of differences present in the program.

## **Professional Development**

Implementation of curriculum to meet the preschool standards is a continuous, ongoing process. Full understanding of the document, and familiarity with the developmentally appropriate practices necessary for its implementation, can be fostered through a well-organized and consistent plan for professional development geared to each stakeholder group.

- District boards of education and boards of private provider and local Head Start agencies need to make professional development a priority and provide support by allocating necessary resources.
- Administrators need to provide curriculum support, resources, materials, and opportunities for staff to improve teaching practices. Preschool directors, principals, education supervisors, and directors of special education will need to actively pursue and provide professional development activities and time for teachers to reflect on and refine practice. They will also actively engage themselves in the professional development activities.
- Early childhood teachers and assistants, special education teachers, bilingual educators, principals, supervisors, master teachers, support staff, preschool intervention and referral teams, child study team members, and related service providers need to review and explore this document together. Classroom teachers and other staff will need to collaborate in program planning and in implementation of these standards.



- Families should be introduced to developmentally appropriate practices and have access to resources that promote their child's learning and development. They also need opportunities to participate in their child's early childhood education program.
- Colleges and universities should provide opportunities for professional preparation specific to the preschool to third grade standards that will contribute to the attainment of the Preschool through Grade 3 teaching endorsement.

# **HOME, SCHOOL AND COMMUNITY PARTNERSHIPS**

## **INTRODUCTION**

Supportive partnerships around a child provide the kind of environment in which families, schools, and the community work together to achieve and sustain shared goals for children. Ongoing communication encourages appropriate and effective learning opportunities for children. A well-defined plan should incorporate a wide range of family involvement and educational opportunities.

Trust and respect are essential to building collaborative relationships between school staff and families. These relationships promote sharing of ideas and learning from each other. An integral component of the partnership is the recognition of the family as the expert about their child(ren). The program and its staff must always show respect for the child, the family, and the culture of the home.

The National Association for the Education of Young Children's (NAEYC's) guidelines for family involvement emphasizes the importance of the family/school partnership.

“The younger the child, the more necessary it is for professionals to acquire this knowledge through relationships with children's families.”

Outlined below is a well-defined plan for establishing and nurturing these reciprocal relationships.

## **Governance and Structure**

The preschool program design provides structure and policies that encourage and support partnerships among home, school, and the community at large:

- Family members are involved in aspects of program design and governance (e.g., advisory councils and school leadership/management teams).
- Opportunities are provided for preschool staff and families to develop the skills necessary to actively and effectively participate in the governance process (e.g., workshops offered by the program; seminars sponsored by the Department of Education; speakers and activities sponsored by colleges and universities and/or child advocacy organizations).
- Advisory council meetings and parent programs are held at times conducive to family participation (i.e., activities are not always scheduled at 3 p.m. or at 9 a.m., when most people are at work).

- Program policies actively encourage and support family involvement (e.g., family members are welcomed as volunteers in the classrooms and other areas within the program; family members are encouraged to observe in classrooms; family members see and interact with program administrators formally and informally).

## **Culture and Diversity**

The program design ensures recognition and respect for culture and diversity:

- Classroom materials reflect the characteristics, values, and practices of diverse cultural groups (e.g., there are books in a variety of languages; the art work reflects a broad spectrum of races, cultures, ages, and genders living and working in many different locations and climates).
- Cultural and religious practices are acknowledged and respected throughout the year (e.g., absences for religious holidays are allowed; dietary restrictions are respected; culturally driven reasons for nonparticipation in some school activities are honored).
- The uniqueness of each family is recognized and respected by all members of the school community (e.g., language, dress, structure, customs).
- Cultural traditions are shared in the classroom and throughout the program (e.g., pictures of specific activities that a child may have participated in are displayed in the classroom).

## **Communication**

The program design provides a two-way system of communication that is open and easily accessible, and in which families and community representatives are valued as resources and decision-makers:

- All program information is provided to the family in lay terms, in the language most comfortable for the family and using multiple strategies (e.g., handbooks, videos, e-mail, television, and newspapers).
- Ongoing information concerning program/classroom standards and activities are provided to families (e.g., a regular newsletter for families and the community; strategies for family members to assist a child with specific learning activities; suggestions of experiences that can be provided at home and in the community to extend the child's understanding of an activity done in the classroom).
- Family education is based on the stated needs and interests of the families and includes information such as child development, guidance, and positive discipline. Family members are an integral part of the decision-making process for developing the family education program.
- Information about the child and family is solicited before enrollment and at regular intervals throughout the year, through home visits, home-school conferences, informal chats, phone calls, and notes.

- Documentation of each child's progress is provided and guided by written and verbal communications in the language most comfortable for the family between the program personnel and members of the families. The instructional staff has conversations with family members to understand their goals so that decisions about the most appropriate ways to proceed are made jointly.
- Pertinent information regarding the child's progress is provided to the receiving school when a child transitions from one program to another (e.g., child portfolios, teacher annotations).
- Registration procedures and documents provide essential information about the child (e.g., family contacts, immunization records, special health needs).

### **Community Resources and Partnerships**

The program design ensures opportunities for building partnerships and accessing community resources:

- Information and referrals regarding community resources are provided to the family such as employment, health, and adult education classes.
- Large corporations, small businesses, and other organizations are invited to collaborate in supporting children and families (e.g., creating a community resource board).
- Collaborations between the program and community agencies are facilitated to ensure delivery of services to the family (e.g., a program can offer a meeting space for families to interact with community agencies).

### **Family Support**

The program design recognizes the family as the expert about its child:

- Resources are provided to the family members to enhance the social, emotional, physical, and cognitive development of their children (e.g., a newsletter with ideas for educational trips; a listing of books to support the development of emergent literacy and numeracy skills; discussion sessions to share information about activities at local museums and libraries).
- Support networks among families with children enrolled in the program are developed (e.g., monthly potlucks; game days for adults; fairs and craft shows to promote and support the talents of families; babysitting cooperatives).
- Family activities are planned at varying times of the day and week to encourage the participation of as many families as possible (e.g., at breakfast, at the end of the work day, and on weekends).
- Encourage family members to visit the program when it is most convenient for them (e.g., to observe their child; volunteer during play; participate at meals and special events).

## LEARNING ENVIRONMENT

### INTRODUCTION

A supportive learning environment is created through the interaction of the indoor and outdoor physical environment, the instructional materials, furnishings, interpersonal relationships (adults with children, adults with adults and children with children), and daily routines. It is within this supportive environment that each child's optimal development takes place. The child's development in each domain, e.g. language, social, physical, cognitive, and social-emotional - is being supported, sustained, extended, and enhanced, primarily through activities which promote purposeful play. While the adults provide the conditions and materials that influence how the child plays and scaffold learning so that more sophisticated levels of interaction and expression are realized, it is the child who determines the roles and the rules shaping the play.

The learning environment must, therefore, accommodate planned and unplanned, as well as structured and unstructured experiences. Unstructured play should take up a substantial portion of the day. Structured activities such as circle time, small-group time, and lunch include the routines that provide stability and familiarity necessary for young children, as well as learning activities integrating the content areas and having specific goals planned by the adults. For structured and unstructured activities, the environment must provide welcoming, safe, healthy, clean, warm, and stimulating areas to promote the development of critical thinking skills; foster awareness of diversity and multiculturalism; and provide the supports to expand and deepen learning.

The classroom and play materials provide opportunities for children to broaden and strengthen their knowledge by providing a variety of firsthand, developmentally appropriate experiences and by helping children acquire symbolic knowledge through representing their experiences in a variety of age appropriate media, such as drawing, painting, construction of models, dramatic play, and verbal and written descriptions.

The foundation for creating learning environments that foster optimal development of young children comes from the National Association for the Education of Young Children's (NAEYC's) principles of child development, and learning that inform developmentally appropriate practice. Two principles hold special significance:

- Development proceeds in predictable directions toward greater complexity, organization, and internalization; and
- Play is an important vehicle for all preschool children's social, emotional, and cognitive development, as well as a reflection of development, including children with disabilities.

A rich learning environment contains the following elements:

### **Physical Environment**

- Provides well-defined, accessible learning centers that encourage integration of multiple content areas (e.g., in the library center, there will be child-made books, big books, picture books, books with words for adults to read, books representing a broad range of topics, headsets with audiotapes, stories on the computer; in the block center, there will be large unit blocks, hollow blocks, cardboard vehicles, street signs, dolls, audio tapes, pencil, paper, tape measures, rulers and architectural magazines).
- Accommodates active and quiet activities (e.g., the library area may be for children that want to read alone, quietly listen to a book read by an adult, or listen to music through head sets; while the block area encourages lots of movement and discussion to plan and complete projects).
- Provides materials that deepen awareness and knowledge of diversity and multiculturalism (e.g., dolls of different ethnicities and race; musical instruments from a variety of cultures; stories that show how one event is interpreted differently by different cultural groups; dramatic play; foods that represent diverse backgrounds);
- Allows children easy access to materials;
- Provides an ample supply of materials;
- Offers opportunities for solitary, parallel, and group play in view of an adult;
- Provides space for individual, small- and large-group experiences, both indoors and outdoors;
- Displays classroom materials at children's eye level; and
- Creates a literacy-rich environment through a variety of sources for print, audio, video, and non-print media;
- Includes materials appropriate to a range of children's developmental levels and interests.

### **Daily Routines**

- Encourage the development of self-confidence by offering multiple opportunities for making choices such as deciding on projects; selecting centers; or inviting classmates to be a part of an activity;
- Encourage curiosity, problem-solving, and the generation of ideas and fantasy through exploration;
- Include activities to meet the individual needs of all children and provide opportunities for success (e.g., recognizing that a particular student would benefit from more fine motor activities by collaborating on a painting activity);
- Provide opportunities for talk and self-expression in English and the child's home language, if other languages are spoken at home;

- Encourage and model the use of language in different social groups and situations;
- Stimulate questioning and discussions during all activities; and
- Include the use of technology, such as computers and smart toys with age-appropriate software, to enhance the development of critical thinking skills.

# THE DOCUMENTATION/ASSESSMENT PROCESS

## INTRODUCTION

Assessment of young children is an ongoing process which includes identifying, collecting, describing, interpreting, and applying classroom-based evidence of early learning in order to make informed instructional decisions. This evidence may include records of children's conversations, their drawings and constructions, as well as photographs of and anecdotal notes describing their behaviors.

Documentation, a preliminary stage in the assessment process, focuses on identifying, collecting, and describing the evidence of learning in an objective, nonjudgmental manner. Teachers of young children should take the time to identify the learning goals, collect records of language and work samples, and then carefully describe and review the evidence with colleagues. Children's learning should be directly linked to a set of clearly defined learning goals. The documentation/assessment process should consist of materials that are culturally and linguistically appropriate, especially when using such materials to assess English language learners. Furthermore, when using assessment data to inform the instruction of all young children, which includes English language learners as well as children with disabilities, teachers must be sure to use multiple methods over time that are age appropriate.

Careful documentation and assessment can increase the teacher's understanding of child development; assist in understanding the needs of the children in a specific class; and enhance the teacher's ability to reflect on the instructional program. Such reflections will also assist teachers in articulating assessment purposes with appropriate community members and communicating assessment results with parents.

### Major Purpose of Assessment in Early Childhood

The primary purpose of the assessment of young children is to help educators determine appropriate classroom activities for individuals and groups of children.

The documentation/assessment process should do the following:

- Build on multiple forms of evidence of the child's learning;
- Take place over a period of time;
- Reflect the understanding of groups, as well as of individual children; and
- Reflect individual sensitivity to each child's special needs, home language, learning style, and developmental stage.

The information from the documentation/assessment process should do the following:

- Connect to developmentally appropriate learning goals;
- Add to an understanding of the child's growth and development;
- Provide information that can be applied directly to instructional planning; and
- Be communicated to the child's family and, to the appropriate extent, to the child.

### Achievement Tests



Individual- and group-administered achievement norm-referenced tests are usually inappropriate tools for assessing young children's development. Such instruments are not typically designed to provide information on how children learn, how they might apply their learning to real-life situations, or how the test results relate to the teacher's instructional goals and planning.

### **Developmental Screening Measures**

Developmental screening measures are administered to each child individually and are used as the first step in identifying children who may demonstrate developmental delay with language or motor skills, or problems with vision or hearing. In such cases, the results of the screening measures should be used to determine whether a child needs further comprehensive diagnostic assessment. Information received from a single developmental assessment or screening should never serve as the basis for major decisions affecting a child's placement or enrollment. Developmental screenings should be viewed as just one component in a comprehensive early childhood education assessment system. Assessment should be tailored to a specific purpose and should be used only for the purpose for which it has consistently demonstrated reliable results.

### **Referral for an Evaluation**

When a parent or teacher has a concern about a child's development and suspects a potential disability, the parent or teacher may submit a written request for a special education evaluation to the district's child study team. The written request (referral) must be submitted to the appropriate school official. This may be the principal at the neighborhood school, the director of special education or the child study team coordinator for the district in which the child resides. The child may be eligible for special education. The parent, preschool teacher and the child study team (school psychologist, school social worker, learning disabilities teacher-consultant, speech-language specialist) will meet to determine the need for evaluation, and if an evaluation is warranted, discuss the assessments to be completed. After completion of the evaluation and a determination of eligibility is made, an Individualized Education Program (IEP) is developed for the child by the IEP team (parent, a child study team member, a district representative, the case manager, general education teacher, special education teacher, or provider). To the maximum extent appropriate, preschoolers with disabilities will receive their early childhood education with their non-disabled peers. The team will determine modifications, interventions, support, and supplementary services necessary to support the child.

### **Importance of the Documentation/Assessment Process for Teachers' Professional Development**

The documentation/assessment process enhances the teacher's ability to do the following:

- Respond more easily and effectively to demands for accountability;
- Teach more effectively, using interactive experiences that enhance children's development;

- Make more productive instructional planning decisions (e.g., how to set up the classroom; what to do next; what questions to ask; what resources to provide; how to stimulate each child's development; and what external support systems are required);
- Meet more of some children's special needs and interests within the classroom. The ongoing process of identifying, collecting, describing, interpreting, and applying classroom-based evidence can help the teacher to become more aware of and develop a broader repertoire of instructional strategies; and
- Identify the most appropriate learning experiences for children.

The documentation/assessment process can also help young children to perceive learning to be important and worthwhile, as they see their teachers actively engaged in documenting their learning.

### **Portfolio Assessment**

Portfolio assessment is the systematic and intentional collection of significant samples of children's work with the teacher's comments on how the work samples and records of language serve as evidence of the child's movement toward established learning goals. The portfolio process should clearly indicate the learning goals; illustrate and document children's development over a period of time; actively involve children; and reflect each child's individual development.

### **Some Strategies for Portfolio Assessment**

- Determine the developmental areas to be assessed (e.g., spoken language, art, early literacy, symbolic play, motor skills, math concepts, creativity, peer relationships).
- Identify the documents which best demonstrate development (e.g., drawings, paintings, other artwork, photos, dictated stories, book choices, teacher's notes, audio tapes, graphs, checklists).
- Regularly create a collection of samples with children's input (e.g., record what the children tell you about a variety of things).
- Develop a storage system for the samples of children's work.
- Describe the documents with colleagues in order to gain additional perspectives on the child's development. Study groups of teachers can be formed to collect and describe samples of children's work.
- Connect the children's work to the learning goals.
- Make sure the samples show the full range of what each child can do.
- Collect data that tells a clear story to the audience.

### **Observation**

Observation of young children is crucial to appropriate documentation and assessment. However, observation is a skill that must be developed and perfected by the teacher over time. In the process of observing children, teachers can make use of the following techniques: rating

forms, photography, narrative description, anecdotes, videotaping, journals, and the conversations of individual children and groups.

Observation must be intentional. As part of the daily classroom routine, it is probably the most authentic form of assessment. Observing what children do every day is the best place to start when creating a real-life profile of each child.

### **What to Observe**

- Patterns in behavior reflecting motivation to learn, explore, or investigate a particular thing. These patterns are evidence that a child consistently exhibits these behaviors.
- Problem-solving strategies.
- Patterns of social interaction (i.e., determine individual preferences for large group, small group, or solitary play in the classroom and on the playground).
- Key attributes of the child (i.e., identify and list recurring interests).

### **How to Observe**

- Observe regularly with a specific purpose.
- Observe children at different times of the day.
- Observe children in different settings throughout the school or center.
- Observe the usual demeanor of the child, not the unusual behavior or bad days.
- Observe for new possibilities. If a child is having trouble, could the environment or circumstances be changed to assist the child?

### **The Parents**

Parents should be partners in the accurate and sensitive assessment of young children. The following practices help encourage parental involvement in child assessments:

- Accentuate the positive when assessing children.
- Build assessment comments about how a child is doing into everyday conversations with parents.
- Explain assessment approaches at a parent meeting or workshop. Be clear about the differences between standardized tests and authentic assessment.
- Write about assessment in a newsletter or a special letter home.
- Demonstrate that parents are valued as respected partners in the behavior and progress of children.
- Support comments with documentation showing what the child has accomplished over time.

### **The Children**

Everyone has a view of a child's abilities, preferences, and performances, including the child. To effectively involve the children in their own assessment, do the following:

- Observe and document things the children say and do. Often random statements such as, "I was this big on my last birthday, now I'm THIS big," are evidence that children are capable of assessing what they can do and how they are changing.
- Ask children about themselves. Children will tell you what they do and do not like to do. Some children may prefer a private, intimate setting in which they have your undivided attention, while some children may respond to more informal discussions.
- Ask children to assess their work. Ask children to help decide which work should be included in their portfolio. Respect their choices and responses about their work.
- Let children take pictures of their most prized work from time to time. They can make a bulletin board display of their specially chosen picture portfolio.

# TECHNOLOGY

## Technology Standards for Preschool-Age Children

Like blocks, books and crayons, technology in a preschool classroom offers versatile learning tools that can support children's development in all domains. For example, there are electronic storybooks that can "read" stories to children in multiple languages, adventure games that foster problem solving skills, story-making programs that encourage literacy and creativity, math-related games that help children count and classify, and science activities that promote inquiry and an understanding of the world through the lens of a child. When preschoolers are encouraged to work together with electronic devices and computers, social skills are tapped as children negotiate turn-taking. However, technology should never be used to replace the concrete, real-life experiences critical to a young child's learning, and must always be used in balance with other meaningful activities and routines. Technology should be embedded into children's centers and enhance their learning and development during choice time as well as in small group experiences.

### Definition of "technology"

The number and type of developmentally appropriate technology-based play options for preschool-age children are increasing on a daily basis. While some of these experiences involve "traditional" desktop computers of the mouse-and keyboard-variety, others involve new and sometimes unexpected forms. They may include a toy that talks or responds to a child's touch, an electronic storybook, or a pen-like stylus that can read a word with a tap in a variety of languages. There are game consoles that can convert a large screen into a gross motor game or easel and a variety of technology-based tools that can enhance a child's exploration or representation, including audio recorders, digital cameras, TV microscopes, or video capture devices.

### When using and choosing technology for children, teachers should:

- Never formally "teach" technology skills and competencies. Instead, set the stage for successful experimentation by providing the materials; introducing them; and being available to lend support.
- Let children pretend with the types of gadgets they see their parents using. Stock the dramatic play area with a non-working mouse and keyboard, cell phone, and/or electronic music device.
- Look for activities that give children ways to "accidentally succeed", providing instant feedback and fostering feelings of control. Avoid poorly designed interactive media experiences that might frustrate a child with long stretches of uninterrupted animation or narration that can cause children to lose interest.
- Keep a camcorder or digital camera handy to capture and display children's work.
- Set the stage for highly social, active learning. Choose activities that encourage more than one child to play the game. Place two to three chairs around computers and multiple head sets around electronic books. Select logic and problem-solving activities that encourage children to work together.
- Offer technology options in each center of the room during choice and small group times.
- Model common technology vocabulary, such as email, internet site, software, hardware, computer, mouse, digital camera, and printer.

- Encourage children to record their activities and projects using digital cameras.
- Introduce new technology during circle time; prior to placing it in a center; and while modeling how to care for the technological device.
- Use strategies to help children monitor computer usage.
- Mark the left mouse button with a sticker to help children know which button to press.
- Research software, toys, and gadgets before buying by reading reviews, like any other classroom material.
- Use computers to conduct Internet searches for subjects of interest. Let children participate in the process of coming up with search words, and see the results in ways they can understand (e.g., as a set of images rather than text).
- Make technology accessible to all children including English Language Learners and use it as an accommodation for an individual child with special needs. Assistive technologies can take the form of low tech, mid tech, and high tech (e.g. visual schedule, touch screens, single switch toys, and augmentative devices).

By the end of preschool, children with technology experience can use pull-down menus to launch programs, negotiate menus and interfaces; and feel comfortable using computers, digital cameras, smart toys, handheld devices, and game consoles for simulations, art projects, creating stories and looking up facts. The behaviors listed below are indicative of these understandings and should never be used as a formal measure of a child's knowledge. In addition, technology is continually evolving, so it is important to use this list in principle and add skills or concepts that reflect the state of the art.

Children should be able to:

- Use the mouse to negotiate a simple menu on the screen.
- Know the “power keys” on a keyboard (e.g., ENTER, spacebar).
- Be familiar with how to work frequently used, high quality interactive games or activities, in either screen or toy-based formats.
- Have a basic working vocabulary of common technology terms, such as digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer.
- Take a digital picture.
- Recognize that the number keys are in their own row on the keyboard.
- Put in a disk, cassette tape or DVD, and press play and stop.
- Access a printer.
- Type their name on a QWERTY keyboard.
- Turn smart toys on and/or off.
- Understand the basic functions of a browser, including how to open or close windows and use the “back” key.
- Begin to understand how concrete investigations can be explored further through the use of the internet with the teacher's support.

## **SOCIAL/EMOTIONAL DEVELOPMENT**

### **INTRODUCTION**

Social/emotional growth and learning develops through interactions with others and is interconnected with physical and cognitive domains.

Relationships with adults and children exert a powerful positive influence on children's development. A high-quality preschool program requires dedicated and qualified teaching staff, working in partnership with children's families. Teachers provide an environment for all children that is safe, secure, accessible, organized, comfortable, predictable, and consistent. In this environment, children are carefully observed as they move through the preschool day in order to systematically assist them in developing social competence and confidence. Teachers listen carefully and adapt their responses to children's individual social and emotional needs. Teachers support developing self-concept and self-esteem by talking with children about their actions and accomplishments. Teachers always show respect for children's feelings and cultures. Throughout the day, teachers coach and guide children as they interact with each other and support their social skills and problem-solving abilities. In this community of learners, children develop the social and emotional competencies they need to fully immerse themselves in the preschool day and to become successful learners.

**STANDARD 1: Children demonstrate self-confidence.**

**STANDARD 2: Children demonstrate self-direction.**

**STANDARD 3: Children identify and express feelings.**

**STANDARD 4: Children exhibit positive interactions with other children and adults.**

**STANDARD 5: Children exhibit pro-social behaviors.**

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| <b>STANDARD 1: Children demonstrate self-confidence.</b> |
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### **Preschool Teaching Practices**

#### **Teachers will:**

- Provide materials and activities to further learning at the child's developmental level to foster feelings of competence (e.g., knobbed and regular puzzles; looped scissors; open-ended art materials; manipulatives sized to best "fit" the child).
- Make adaptations to the classroom environment to support individual children's needs (e.g., sensory table; quiet spaces; appropriately-sized furnishings; and visuals at eye level).
- Make adaptations to materials and activities to support English and non-English languages (e.g., labels with pictures to reinforce; actions with words in multiple

languages; simple directions in multiple languages; books; music; and computer software in multiple languages).

- Use children's ideas and interests for activities and in discussions (e.g., tire tracks made by playground bicycle wheels lead to an exploration and discussion of the different tracks made from an assortment of wheels).
- Use open-ended questions to begin a discussion with children individually or in a group (e.g., “What might happen if . . .?” “What would you do if . . .?” or “How would you feel if...”).
- Model verbal descriptions of children's actions and efforts (e.g., “Anna used the paintbrush to make squiggles.”). Ask questions that encourage children to describe their actions and efforts (e.g., “Joseph, will you tell Maria how you used the computer mouse to change your drawing?”).

### **Preschool Learning Outcomes**

#### **Children will:**

- 1.1 Express individuality by making independent decisions about materials to use.
- 1.2 Express ideas for activities and initiate discussions.
- 1.3 Actively engage in activities and interactions with teachers and peers.
- 1.4 Discuss their own actions and efforts.

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| <b>STANDARD 2: Children demonstrate self-direction.</b> |
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### **Preschool Teaching Practices**

#### **Teachers will:**

- Organize classroom environment and establish a daily routine so that children can independently choose materials and put them away on their own (e.g., keep supplies on low shelves; use child-sized utensils; organize centers so that children can maneuver).
- Facilitate open-ended and child-initiated activities to encourage independence and self-direction (e.g., Jorge’s interest in trains leads a small group of children that build a train station from materials found in the classroom).
- Use songs, rhymes, movement and pictures to reinforce independent functioning in the classroom (e.g., pictures that represent the daily schedule; songs as cues during transition times).



- Limit whole-group activities to short periods of time with interactive involvement (body movement, singing, finger-plays).
- Keep the number of daily transitions to a minimum. Limit whole-group transitions and use them as learning times (e.g., “Children who ride the #4 bus may get their coats.”; “Armadillo group may go wash their hands.”). Take children to the bathroom individually to avoid waiting time and to support independence.

## **Preschool Learning Outcomes**

### **Children will:**

- 2.1 Make independent choices and plans from a broad range of diverse interest centers.
- 2.2 Demonstrate self-help skills (e.g., cleans up; pours juice; uses soap when washing hands; puts away belongings.).
- 2.3 Move through the classroom routines and activities with minimal teacher direction. Transition easily from one activity to the next.
- 2.4 Attend to tasks for a period of time.

### **STANDARD 3: Children identify and express feelings.**

## **Preschool Teaching Practices**

### **Teachers will:**

- Develop children’s awareness of a wide range of feelings with appropriate vocabulary during discussions and storytelling (e.g., “The three little kittens lost their mittens.” How do you think they felt?).
- Provide literature, materials and activities which help children to interpret and express a wide range of feelings of self and others with appropriate words and actions (e.g., drawing, writing, art, creative movement, pretend play, puppetry, and role-playing).
- Model appropriate language for children to use when expressing feelings such as anger and sadness, etc. (e.g., "James, tell John how it made you feel when he pushed you." "I felt angry when you pushed me, I didn't like it!").
- Provide specific techniques for children to learn to channel anger, minimize fear, and calm down (e.g., taking three deep breaths; using of words; pulling self out of play to go to "safe spot" to relax; listening to soft music; or working with clay).

## **Preschool Learning Outcomes**

### **Children will:**

- 3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.
- 3.2 Empathize with feelings of others (e.g., gets blanket for friend and comforts him/her when he/she feels sad).
- 3.3 Channel negative feelings such as anger and impulse (e.g., taking three deep breaths; using words; pulling self out of play to go to "safe spot" to relax; expressive activities).

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| <b>STANDARD 4: Children exhibit positive interactions with other children and adults.</b> |
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## **Preschool Teaching Practices**

### **Teachers will:**

- Comment on specific positive behavior instead of giving empty praise (e.g., "Shadeen, you helped Keisha with her coat. Now she will be warm and cozy").
- Encourage nurturing behavior through modeling, stories, and songs.
- Encourage the use of manners through modeling and role-playing (e.g., holding the door for a friend, using "please," "thank you" and "excuse me," etc.).
- Demonstrate and involve children in respecting the rights of others (e.g., "Devon, first Sheila will take a turn, and then it will be your turn.>").
- Encourage expressing needs verbally by modeling appropriate language (e.g., "Ask Nancy to pass the juice to you.>").
- Involve children in solving problems that arise in the classroom using conflict resolution skills (e.g., talk about the problem, the feelings related to the problem and negotiate solutions).

## **Preschool Learning Outcomes**

### **Children will:**

- 4.1 Engage appropriately with peers and teachers in classroom activities.
- 4.2 Demonstrate socially acceptable behavior for teachers and peers (e.g., hugs; gets a tissue; sits next to; holds hands).

- 4.3 Say "thank you," "please" and "excuse me."
- 4.4 Respect the rights of others (e.g., "This painting belongs to Carlos.").
- 4.5 Express needs verbally or non-verbally to teacher and peers without being aggressive (e.g., "I don't like it when you call me dummy. Stop!").
- 4.6 Demonstrate verbal or non-verbal problem-solving skills without being aggressive (e.g., talks about problem; talks about feelings relating to problems; and negotiates solutions).

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| <b>STANDARD 5: Children exhibit pro-social behaviors.</b> |
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### **Preschool Teaching Practices**

#### **Teachers will:**

- Pair or group children to foster friendship (e.g., partners, buddies, triads).
- Provide toys and plan play activities to encourage cooperative play (e.g., provide two telephones so children can talk to each other in dramatic play).
- Collaborate with children on activities while modeling language and pretend skills as needed for play (e.g., teacher pretends to be mother or father in housekeeping corner and soothes her crying baby; teacher and children build a block structure; teacher and children make a cave out of a box; teacher pretends to be a mama bear and the children are bear cubs).
- Identify strategies to enter into play with another child or group of children (e.g., bring materials into play; give a play suggestion; be helpful; give a compliment.).
- Gauge and provide the appropriate amount of support necessary for children to be successful during activities and play (e.g., teacher may demonstrate pretend play skills, and as children become involved in meaningful interaction with other children, the teacher adjusts the level of support).
- Provide opportunities to take turns (e.g., "Maria gets to pull the wagon one time around the yard and then it is Jack's turn.").
- Provide opportunities that encourage children to share toys and materials (e.g., "There is one basket of markers for Christen and Jameer to share.").

### **Preschool Learning Outcomes**

#### **Children will:**

- 5.1 Play independently and cooperatively, in pairs and small groups.

- 5.2 Know how to pretend play.
- 5.3 Know how to enter into play when a group of children are already involved in play.
- 5.4 Take turns.
- 5.5 Understand the concept of sharing and attempts to share.

# VISUAL & PERFORMING ARTS

## INTRODUCTION

The creative arts are children’s first language, used to communicate thoughts, ideas, and feelings. Some of the most effective means children have for explaining and understanding their world is through the arts. For young children, the critical component of the arts is the creative process rather than the end result or product. In the creative process, approaches to learning such as initiative, curiosity, engagement, persistence, reasoning, and problem solving are reinforced through concrete, hands-on, individualized, and group learning experiences.

Environments that stimulate creativity through music, dramatic play, and creative movement and dance support all aspects of development and learning. In many instances, creative arts in the preschool classroom are inextricably linked to other curriculum areas and can be used as a strategy for learning about local communities, different cultures, and other content areas. When integrated in a developmentally appropriate way, creative arts promote memory, cognition, observation, inquiry, and reflection. The arts also help children appreciate beauty in the environment, in their everyday world and in works of art.

Sometimes feelings or understandings that cannot be expressed well in words can be well expressed through the arts. It is vitally important to provide children with the materials and time necessary to explore, experiment, and create in their own way, integrating the arts into all domains and subject areas throughout the day. Providing children with the freedom to create, however, does not preclude the teacher from supporting children's artistic development by using strategies such as describing, modeling, and providing feedback to scaffold their learning. The teacher should be knowledgeable about the artistic traditions of different cultures and should integrate aspects of such cultures throughout the classroom environment and activities.

**STANDARD 1: Children express themselves and develop an appreciation of creative movement and dance.**

**STANDARD 2: Children express themselves and develop an appreciation of music.**

**STANDARD 3: Children express themselves and develop an appreciation of dramatic play and storytelling.**

**STANDARD 4: Children express themselves and develop an appreciation of the visual arts (e.g., painting, sculpting and drawing).**

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| <p><b>STANDARD 1: Children express themselves and develop an appreciation of creative movement and dance.</b></p> |
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## **Preschool Teaching Practices**

### **Teachers will:**

- Provide opportunities for children to participate in both structured and unstructured dance/movement activities (e.g., provide music and props and encourage children to make up their own dance movements; play musical "freeze", and other activities which help build motor control, body relationships, strengthen self-regulation and memory.)
- Participate in all movement and dance activities with the children.
- Model different dance movements (e.g., twist, bend, leap, slide).
- Use correct vocabulary when referring to movements (e.g., gallop, twist, stretch).
- Provide opportunities for children to experience creative movement and dance performances (e.g., performances by peers, family members or professional artists in the classroom) and encourage children to observe, listen and respond.
- Connect movement and dance to curriculum themes, other content areas and domains throughout the day, especially fine and gross motor skills, coordination, and other areas of physical development.
- Observe and encourage children's approaches to learning dance and movement.
- Provide a range of music from different cultures and genres for dance and movement activities (e.g., classical, jazz, rock, salsa, reggae, rap, etc.).

## **Preschool Learning Outcomes**

### **Children will:**

- 1.1 Move the body in a variety of ways, with and without music.
- 1.2 Respond to changes in tempo and a variety of musical rhythms through body movement.
- 1.3 Participate in simple sequences of movements.
- 1.4 Define and maintain personal space, concentration, and focus during creative movement/dance performance.
- 1.5 Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.
- 1.6 Use movement/dance to convey meaning around a theme or to show feelings.
- 1.7 Begin to demonstrate appropriate audience skills during creative movement and dance performances.
- 1.8 Describe feelings and reactions in response to a creative movement/dance performance.

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| <b>STANDARD 2: Children express themselves and develop an appreciation of music.</b> |
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**Preschool Teaching Practices****Teachers will:**

- Provide opportunities for children to play musical instruments (e.g., flute; triangle; drums; maracas; instruments from other cultures; or homemade instruments; etc.) in their own way.
- Model what children can do with instruments (e.g., echoing with instruments; creating different levels of sound by striking different places on instruments).
- Use appropriate musical terminology (e.g., the correct names of instruments and terms such as rhythm and melody).
- Connect music to curriculum themes, other subject areas, and domains throughout the day.
- Introduce children to a wide variety of music from different cultures and genres that are appropriate in content for classroom activities (e.g., classical, jazz, rock, reggae, rap).
- Provide opportunities for children to experience musical recordings and/or performances (e.g., performances by peers, family members, or professional artists in the classroom) and encourage children to observe, listen, and respond.
- Observe and encourage children's approaches to playing instruments.
- Incorporate music and singing throughout the day, including during transitions (e.g., rhymes and steady beat; chanting songs such as Miss Mary Mack).
- Intentionally plan for daily musical experiences during free play and group activities that encourage children to experiment with songs and musical instruments.

**Preschool Learning Outcomes****Children will:**

- 2.1 Sing a variety of songs with expression, independently and with others.
- 2.2 Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics and interpretation.
- 2.3 Clap or sing songs with repetitive phrases and rhythmic patterns.
- 2.4 Listen to, imitate, and improvise sounds, patterns, or songs.

- 2.5 Recognize and name a variety of music elements using appropriate music vocabulary.
- 2.6 Begin to demonstrate appropriate audience skills during musical recordings and performances.
- 2.7 Describe reactions and feelings in responses to diverse musical genres and styles.
- 2.8 Participate in and listen to music from a variety of cultures and times.

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| <b>STANDARD 3: Children express themselves and develop an appreciation of dramatic play and storytelling.</b> |
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### **Preschool Teaching Practices**

#### **Teachers will:**

- Provide props and materials that promote children's active participation in dramatic play and storytelling (e.g., dress up clothes; objects from different cultures; story books; flannel boards; puppets) which are rotated on a regular basis by theme.
- Create a dramatic play area that is clearly defined, with space to play and with organized storage.
- Provide a variety of locations, indoors and outdoors, and times throughout the day where children engage in dramatic play and storytelling in their own way (e.g., outside time; reenact a story during circle time; block area).
- Schedule daily dramatic play experiences during free play and group activities.
- Join in dramatic play to promote the development of cooperation and self-regulation skills, such as managing emotions, focusing attention, solving problems, and developing empathy.
- Encourage children to sustain and extend play by providing ideas for more complex roles (e.g., scaffold children's ideas about playing 'restaurant' by suggesting that everyone in the restaurant has an important job to do).
- Expose children to stories from multiple cultures (e.g., at circle time and informally, during choice times) and provide props to represent diversity.
- Connect dramatic play to curriculum themes, content areas and domains, with stories and field trips to enrich play.
- Observe and encourage children's approaches to engagement in dramatic play.



- Provide opportunities for children to experience storytelling and/or performances (e.g., performances by peers, family members, or professional artists in the classroom) and encourage children to observe, listen, and respond.

## **Preschool Learning Outcomes**

### **Children will:**

- 3.1 Play roles observed through life experiences (e.g., mom, baby, fire fighter, police officer, doctor, car mechanic).
- 3.2 Use memory, imagination, creativity, and language to make up new roles and act them out.
- 3.3 Participate with others in dramatic play, negotiating roles, and setting up scenarios using costumes and props.
- 3.4 Differentiate between fantasy/pretend and real.
- 3.5 Sustain and extend play during dramatic play interactions (e.g. set the stage by anticipating what will happen next).
- 3.6 Begin to demonstrate appropriate audience skills during storytelling and performances.
- 3.7 Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances.
- 3.8 Participate in and listen to stories and dramatic performances from a variety of cultures and times.

**STANDARD 4: Children express themselves and develop awareness and appreciation of the visual arts (e.g., painting, sculpting, and drawing).**

## **Preschool Teaching Practices**

### **Teachers will:**

- Provide children with access to a variety of developmentally appropriate art materials (e.g., crayons, paint, clay) and emphasize open-ended, process-oriented activities (e.g., the teacher provides children with watercolor paint, paper, and brushes and encourages them to paint rather than having everyone make a dinosaur puppet with the same materials).
- Plan art activities that extend children's understanding of art techniques and art media (e.g., demonstrate how to roll a coil out of clay or how to use the side of a crayon to make a rubbing).

- Introduce children to vocabulary used in the visual arts (e.g., line, color, shape, sculpture, collage) during hands-on activities or explorations (not just during a teacher-directed large group time).
- Give children firsthand experiences to develop concepts and art expression (e.g., going outside to observe and draw a tree during each season).
- Extend children's use of art tools by asking questions during activities (e.g., When a child is using a marker to create squiggly lines, the teacher asks, "What other kinds of lines can you invent?").
- Use children's work as a springboard to explore and discuss concepts individually and in small groups (e.g., highlighting patterns; helping children problem solve how to modify a sculpture so that it stands up).
- Help a child who is stuck to break down the task into steps (e.g., if the child says, "I don't know how to draw a puppy," ask, "What part would you like to start with first? The head? The body?") and then guide the child to start with an appropriate shape).
- Develop a visual reference library so that children can refer to images for more accurate representation (e.g., photos, museum postcards and prints, books, calendar art, internet web sites, videos) or provide actual objects, as a way to avoid imposing adult solutions or drawing for the child.
- Make specific and nonjudgmental observations about the qualities of children's work (e.g., Instead of the teacher saying, "I like the pink flower you painted; it's pretty," say, "I see you used long, thin, lines for the leaves in your painting.").
- Observe and encourage children's approaches to learning during the process of creation including, initiative, curiosity, problem solving, and especially persistence (e.g., "You worked so carefully for a long time to figure out how to make a print without smearing the paint.").
- Connect the visual arts to curriculum themes, other content areas and domains, including fine motor skills, and eye-hand coordination.
- Expose children to the visual arts from their own communities as well as from different cultures, and introduce the types of artists (e.g., illustrators, mural artists, sculptors, painters, architects, photographers etc.).
- Create an environment that is conducive to creativity. Rotate and introduce new materials regularly. Make materials easily accessible and well organized. Minimize commercially purchased decorations.
- Display children's art work at eye level, accompanied by children's explanations about their work. Change displays frequently. Allow children to choose art work for display in the classroom, school, or for a personal book, class book, or portfolio.
- Encourage children to react to works of art and to reflect on art experiences (e.g., encourage a variety of responses to questions such as, "How many things can you think of that are made from clay?" or "What shapes do you see in this painting?").

- Provide storage space for art projects that children work on over time so that they can revisit and reflect on their work, and, if desired, revise or make changes.
- Model the safe and appropriate use and care of art materials and tools.

## **Preschool Learning Outcomes**

### **Children will:**

- 4.1 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.
- 4.2 Create two and three-dimensional works of art while exploring color, line, shape, form, texture, and space.
- 4.3 Demonstrate planning, persistence and problem solving skills while working independently, or with others, during the creative process.
- 4.4 Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, photographer) and elements in the visual arts.
- 4.5 Create more recognizable representations as eye-hand coordination and fine motor skills develop.
- 4.6 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.
- 4.7 Demonstrate the safe and appropriate use and care of art materials and tools.

# HEALTH, SAFETY AND PHYSICAL EDUCATION

## INTRODUCTION

Health, safety, and physical education in the preschool classroom encourage children's sense of self and support emerging independence. Physical development impacts how children navigate the physical environment.

The preschool environment should be organized to include both indoor and outdoor activities that maximize each child's opportunities to develop health and safety awareness, as well as gross and fine motor skills. Teachers will provide a wide range of concrete, developmentally appropriate experiences to assist in the development of each child through daily indoor and outdoor activities that include planned and spontaneous interactions promoting healthy habits to enhance life long well-being.

**STANDARD 1: Children develop self-help and personal hygiene skills.**

**STANDARD 2: Children begin to develop the knowledge and skills necessary to make nutritious food choices.**

**STANDARD 3: Children begin to develop an awareness of potential hazards in their environment.**

**STANDARD 4: Children develop competence and confidence in activities that require gross and fine motor skills.**

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| <b>STANDARD 1: Children develop self-help skills and personal hygiene skills.</b> |
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## Preschool Teaching Practices

### Teachers will:

- Explain how germs are spread and instruct children in techniques to limit the spread of infection (e.g., explain that there are germs on our drinking glasses, which is why we don't share drinks).
- Model appropriate hand-washing and supervise children's hand-washing (e.g., before and after meals; after toileting; after blowing their noses; after messy play).
- Promote the habit of regular tooth-brushing and bathing.
- Provide opportunities for children to pour and serve themselves and others, using a variety of appropriately sized utensils during meal and snack time.
- Follow consistent routines regarding washing hands and utensils before and after preparing food and eating.

## Preschool Learning Outcomes

### Children will:

- 1.1 Develop an awareness of healthy habits (e.g., use clean tissues; wash hands; handle food; brush teeth; and dress appropriately for the weather).
- 1.2 Demonstrate emerging self-help skills (e.g., developing independence when pouring; serving and using utensils; dressing; and brushing teeth).

**STANDARD 2: Children begin to develop the knowledge and skills necessary to make nutritious food choices.**

## Preschool Teaching Practices

### Teachers will:

- Provide opportunities for children to experience a variety of nutritious food choices.
- Encourage families to share foods common to their culture.
- Make learning materials and activities available for children (e.g., books; play food; food guide pyramid for young children; and cooking experiences) to reinforce nutritious food choices.
- Inform parents about nutritious food choices (e.g., parent conferences, family nights, newsletters) to extend on children's classroom experiences.

## Preschool Learning Outcomes

### Children will:

- 2.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by tastes, colors, textures, smells, and shapes).
- 2.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities; conversations with knowledgeable adults; daily nutritious meal and snack offerings).

**STANDARD 3: Children begin to develop an awareness of potential hazards in the environment.**

## **Preschool Teaching Practices**

### **Teachers will:**

- Check the indoor and outdoor environment daily to ensure a safe and healthy environment.
- Assure that chemicals, medications and other hazardous materials are appropriately stored and locked away from children
- Incorporate information on identifying potential hazards into the curriculum (e.g., using a seat belt; crossing the street; staying away from strangers; understanding the poison symbol).
- Make a mural or chart of things that are and are not safe to touch.
- Practice emergency evacuation procedures with the children.
- Invite community representatives of health, fire and police departments to visit the class to teach about how to follow health and safety precautions.
- Promote children's understanding of safety within the context of everyday routines as well as through intentionally planned activities (e.g., clean up spills to prevent falling; provide books; set up streets and crosswalks in classroom to practice safety; role play safe play behavior in various situations).

## **Preschool Learning Outcomes**

### **Children will:**

- 3.1 Use safe practices indoors and out (e.g., wear bike helmets; walk in the classroom; understand how to participate in emergency drills; use car seats; and wear seat belts).
- 3.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).
- 3.3 Identify community helpers who assist in maintaining a safe environment.
- 3.4 Know how to dial 911 for help.

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| <p><b>STANDARD 4: Children develop competence and confidence in gross and fine motor skills.</b></p> |
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## **Preschool Teaching Practices**

### **Teachers will:**

- Facilitate activities that promote specific movement skills (e.g., crawling through a play tunnel; moving around the classroom without bumping into one another; jumping from a block and landing securely on two feet).
- Guide and support children in the development of gross motor skills (e.g., demonstrating starting, stopping, turning, leaping, marching).
- Provide classroom learning centers stocked with a wide variety of materials that promote fine motor skills (e.g., puzzles, pegs and peg boards, zippers, snaps, buttons, clay).
- Plan individual and small-group activities that promote the development of gross and fine motor skills (e.g., movement games, dancing, and outdoor play; large tongs for picking up and sorting items; tools for working with clay; cutting materials with a wide range of resistance, including (tissue paper, wall paper, fabric, and cardboard).

## **Preschool Learning Outcomes**

### **Children will:**

- 4.1 Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
- 4.2 Develop and refine fine motor skills (e.g., completes gradually more complex puzzles; uses smaller sized manipulatives during play; and uses a variety of writing instruments in a conventional matter).
- 4.3 Use objects and props to develop spatial and coordination skills (e.g., using balls, hula-hoops, Frisbees, and balance beams; lacing different sized beads; buttoning and unbuttoning).

# LANGUAGE ARTS/LITERACY

## INTRODUCTION

Literacy learning has a profound and lasting effect on the social and academic lives of children. Their future educational opportunities and career choices are directly related to literacy ability. Since early childhood is the period when language develops most rapidly, it is imperative that young children be provided with a variety of developmentally appropriate literacy and language experiences throughout each day and that the classroom environment is rich with language and print. Early childhood teachers have the responsibility to understand the developmental continuum of language and literacy and to support each child's literacy development.

Literacy learning begins at birth and develops rapidly during the preschool period. The main components of literacy - listening, speaking, reading, and writing - should all be encouraged and supported through participation with adults and peers in conversations and activities that are meaningful to the child. Each child's interest and motivation to engage in literacy-related activities are evident before that child is able to read or write conventionally. Children should be provided with environments that encourage literacy exploration, and their emergent reading and writing behaviors should be valued, encouraged, and fostered by their teachers.

Effective language and literacy programs provide children who do not speak English with opportunities for listening, speaking, reading, and writing in both English and their home language. It is important for the teacher to recognize the need to make modifications in the presentation of vocabulary, directions, storytelling, reading, and other oral language communication when working with children who do not speak English as their home language. These modifications may include the use of visual aids, scaffolding, repetition, rephrasing, and modeling.

**STANDARD 1: Children listen and respond to environmental sounds, directions, and conversations.**

**STANDARD 2: Children converse effectively in their home language, English, or sign language for a variety of purposes relating to real experiences and different audiences.**

**STANDARD 3: Children demonstrate emergent reading skills.**

**STANDARD 4: Children demonstrate emergent writing skills.**

**STANDARD 1: Children listen with understanding to environmental sounds, directions, and conversations.**



## Preschool Teaching Practices

### Teachers will:

- Give progressively more complex directions during classroom activities.
- Provide a variety of age-appropriate activities that require listening, including stories, songs, rhymes, chants, and individual conversations.
- Involve children in listening games in which they identify common objects through the sounds they make (i.e., a phone ringing; a truck passing by or blowing its horn; animal sounds; musical instruments; voices of peers in room; etc.).
- Provide opportunities for children to demonstrate understanding through representation (e.g., during dramatic play; while writing stories).

## Preschool Learning Outcomes

### Children will:

- 1.1 Follow oral directions that involve several actions.
- 1.2 Listen for various purposes (e.g., demonstrate that a response is expected when a question is asked; enter into dialogue after listening to others; repeat parts of stories, poems, or songs).
- 1.3 Show understanding of listening activities by incorporating ideas in play (e.g. during dramatic play, incorporates themes from an earlier story; after discussion about houses people live in, makes a neighborhood in the block area).
- 1.4 Show interest, pleasure, and enjoyment during listening activities by responding with appropriate eye contact, body language, and facial expressions.

**STANDARD 2: Children converse effectively in their home language, English, or sign language for a variety of purposes relating to real experiences and different audiences.**

## Preschool Teaching Practices

### Teachers will:

- Engage in many individual and small-group conversations with children throughout the day (e.g., lunch-time; playground; while preparing for rest time), as well as during formal instructional time.
- Ask children to explain their ideas and plans.

- Extend children's language by asking them to make connections between present knowledge and new vocabulary (e.g., "Why do you think that it's called a spider plant?").
- Organize a variety of age appropriate activities that encourage oral language development (e.g., joining in pretend play; encouraging children to talk about their experiences in small groups; providing hands-on science activities).
- Provide materials that encourage oral language development in all areas of the room (e.g., flannel board stories in the library area; puppets and props in the dramatic play area; small plastic figures in the block area).
- Provide opportunities for children to converse with peers throughout the day and help children initiate, respond to, and sustain conversations.
- Introduce songs, finger plays, and chants, and engage children in retelling and inventing stories.
- Interact with children using rich vocabulary words, descriptive language, and somewhat more complex language structures than children typically use (e.g., when responding to a child's comment that it is starting to rain, the teacher can introduce the word 'drizzling').

## **Preschool Learning Outcomes**

### **Children will:**

- 2.1 Describe previous experiences and relate them to new experiences or ideas.
- 2.2 Use language for a variety of purposes to express relationships; make connections; describe similarities and differences; express feelings; and initiate play with others.
- 2.3 Use language and sounds appropriate to roles in dramatic play, and set the stage by describing actions and events.
- 2.4 Use complex sentence structure such as compound sentences, if-then statements, and explanations (e.g., "I wanted to make a long snake, but Mimi has the scarf." "If I set the table, then you can eat." "Pigs wouldn't like it on the moon because there isn't any mud.").
- 2.5 Use language to communicate and negotiate ideas and plans for activities.
- 2.6 Listen and respond appropriately in conversations and group interactions by taking turns and generally staying on topic.
- 2.7 Ask questions to obtain information.

- 2.8 Join in singing, finger plays, chanting, retelling, and inventing stories.
- 2.9 Connect new meanings of words to vocabulary already known (e.g., "It's called bookend because the books end.").
- 2.10 Use new vocabulary and ask questions to extend understanding of words.

### **STANDARD 3: Children demonstrate emergent reading skills.**

#### **Preschool Teaching Practices**

##### **Teachers will:**

##### **Develop Print Awareness**

- Help children recognize that the written word is represented by symbols through using them in activities and in the environment (e.g., center labels, rebus, picture recipes, traffic signs).
- Display child-generated print at the children's eye level.
- Provide literacy props (e.g., empty food and household containers; menus; recipe cards; phone books; order pads), and place books and other literacy materials in all classroom centers.
- Use varied, integrated methods to help children learn to recognize letters (e.g., help a child locate his/her cubby by finding the first letter of his/her name; reading books; or using charts that connect pictures and words). Display child-generated print at the children's eye level.
- Present functional print in the environment (e.g., labels on objects throughout the classroom and signs with clear meaning that are placed at children's eye level).

##### **Develop Knowledge and Enjoyment of Books**

- Call attention to the functions and features of print, while reading and incidentally throughout the day (e.g., Two children are arguing over the job of snack helper, and the teacher points out that the person whose name is on the helper chart starts with an uppercase R. While reading a story, the teacher points out that the words are separated by spaces.).
- Read to children individually, as well as in small and large groups.

- Read to children daily, using age-appropriate, high-quality literature (e.g., picture books, fantasy books, big books; books that are predictable and repetitive, informational, and culturally diverse).
- Invite children's participation during storybook reading (e.g., analyzing visual cues; making predictions; and making personal connections).
- Create cozy, comfortable reading areas with a variety of age-appropriate printed materials (e.g., books, magazines, newspapers, catalogs, circulars, letters, and other mail items).
- Place books that extend play in different interest areas of the room (e.g., a book about bridges in the block area).
- Provide books and materials that reflect the identity, home language, culture and interests of the class.
- Provide opportunities for children to listen to and participate in stories, rhymes, poems, and songs in various languages.

### **Enhance Phonological Awareness**

- Lead activities and stories that have repetitive patterns, rhymes, and refrains.
- Draw children's attention to the sounds they hear in words (e.g., asking children whose names start with the "S" sound to go wash their hands for snack; using rhythm sticks to tap out the syllables in their names).

### **Preschool Learning Outcomes**

#### **Children will:**

#### **Print Awareness**

- 3.1 Identify the meaning of common signs and symbols in the local environment (e.g., exit sign, area labels, computer icons, or rebus).
- 3.2 Recognize that a variety of print letter formations and text forms are used for different functions (e.g., grocery lists, menus, store signs, and telephone books; recipes, written directions [such as the steps for hand washing], newspapers and magazines).
- 3.3 Identify some alphabet letters, especially those in his/her own name.
- 3.4 Recognize own name in a variety of contexts.
- 3.5 Recognize that letters are grouped to form words; words are separated by spaces.
- 3.6 Recognize that it is the print that is read in stories.

## **Developing Knowledge and Enjoyment of Books**

- 3.7 Understand the concept of directionality: front to back; left to right; top to bottom movement on a page.
- 3.8 Display book handling knowledge (e.g., turning the book right side up; using left to right sweep; turning one page at a time; recognizing familiar book by the cover).
- 3.9 Exhibit reading-like behavior (e.g., pretend to read to self and others and read own writing).
- 3.10 Answer simple recall and comprehension questions about a book being read (e.g., *Goodnight Gorilla*: "What do you see the gorilla doing now?").
- 3.11 Use a familiar book as a cue to retell their version of the story.
- 3.12 Show an understanding of story structure (e.g., comment on characters; predict what will happen next; ask appropriate questions; act out familiar stories.).
- 3.13 Ask questions and make comments pertinent to the story being read and connect information in books to his/her personal life experiences.

## **Phonological Awareness**

- 3.14 Engage in language play (e.g., manipulate separable and repeating sounds.).
- 3.15 Make up and chant own rhymes (e.g., When playing in the water table, saying "squishy, wishy, dishy soap," or at lunchtime, as children are conversing, saying, "A light is for night.>").
- 3.16 Play with alliterative language (e.g., "Peter, Peter Pumpkin Eater").

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| <b>STANDARD 4: Children demonstrate emergent writing skills.</b> |
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## **Preschool Teaching Practices**

### **Teachers will:**

- Encourage children's interest in writing, using enjoyable and engaging methods (e.g., have children dictate stories; help children make books; encourage them to

attempt to write their names on their own work; join a child to make a list of ingredients needed for a cooking project).

- Respond positively to all writing efforts (e.g., scribbling, letter strings, and non-conventional spelling).
- Provide a variety of writing tools (e.g., pencils, crayons, chalk, markers, rubber stamps, computers) and surfaces (e.g., paper, cardboard, chalkboard, wood and concrete) in all areas of the classroom).
- Provide children the opportunity to choose and use writing implements daily.
- Model writing in a variety of genres (e.g., lists, messages, dictated stories, and charts) and explain the connection between spoken and written words).

### **Preschool Learning Outcomes**

#### **Children will:**

- 4.1 Ask adults to write (e.g., asks for labels on block structures; dictation of stories; list of materials needed for a project).
- 4.2 "Write" messages as part of play and other activities (e.g., scribbling; drawing; making letter-like forms; using invented spelling and conventional letter forms).
- 4.3 Attempt to write own name on work.
- 4.4 Share and discuss work samples containing drawings, painting, pictures
- 4.5 Attempt to make own names using different materials such as magnetic letters, play dough, rubber stamps, alphabet blocks, or a computer.



# MATHEMATICS

## INTRODUCTION

Young children experience mathematics naturally and spontaneously as they explore, interact and try to make sense of their world. Young children in a high-quality preschool classroom are introduced to and actively engage in key mathematical concepts, language and processes. Teachers observe each child as they make choices and play in a supportive learning environment. They note interests and strengths and assess each child's prior experience and informal knowledge.

Teachers integrate math into all aspects of the daily routines through individual and small-group choices and transitions, and also allot time for in-depth, planned, small-group experiences that include interaction, problem-solving and reflection. Teachers recognize the strong connection between math and literacy and the other content areas. When children's early interest in math is supported by adults, they will develop a strong foundation and the confidence necessary for mathematics enjoyment and proficiency in school and life.

**STANDARD 1: Children demonstrate an understanding of number and numerical operations.**

**STANDARD 2: Children develop knowledge of spatial concepts, e.g., shapes and measurement.**

**STANDARD 3: Children understand patterns, relationships and classification.**

**STANDARD 4: Children use mathematical knowledge to represent, communicate, and solve problems in their environment.**

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| <p><b>STANDARD 1: Children demonstrate an understanding of number and numerical operations.</b></p> |
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## Preschool Teaching Practices

### Teachers will:

- Make materials and books that promote number exploration accessible to the children (e.g., collections of small objects; cash registers with money; number puzzles; counting books and games; egg cartons and plastic eggs; etc.).
- Encourage children to compare numbers frequently through questions and graphing (e.g., "Are there more people riding in the bus or in the airplane you made?" Chart favorite colors, pets, etc.).
- Integrate purposeful counting experiences throughout other learning opportunities (e.g., taking attendance; following the rule to stay three steps behind another person; climbing the ladder of the slide; pulling the paper towel holder level twice).



- Encourage and support individual attempts to learn to count numbers. Encourage counting to 30+.
- Provide children opportunities to use estimation skills during daily activities by asking interesting and relevant questions (e.g., "How many strips of paper will you need for the bird's tail?").
- Model addition for children by using counting to combine numbers (e.g., "Maria has two blocks and Justin has three. There are five blocks altogether: 1, 2, 3, 4, 5.").
- Model subtraction for children by using counting to separate numbers (e.g., "There are five cars on the carpet: 1, 2, 3, 4, 5. Three cars are red and two are blue. I am putting the two blue cars in the basket. There are three red cars left on the carpet.").
- Foster one-to-one correspondence throughout the day (e.g., select a child to give out placemats and napkins at mealtimes; give each child a bag or basket of materials at small-group time; return containers of play dough to labeled shelves, etc.).

## **Preschool Learning Outcomes**

### **Children will:**

- 1.1 Begin to develop a concept of number, for counting numbers at least through 20 and for ordinals, first through fifth, including the last.
- 1.2 Recognize and name some one-digit written numerals.
  - Begin to write one-digit numerals.
  - Discriminate numbers from other symbols in the environment (e.g., street signs, license plates, room number, clock, etc.).
- 1.3 Compare groups of objects (e.g., using the terms more, less, same).
- 1.4 Demonstrate understanding of one-to-one correspondence (e.g., puts one placemat at each place; gives each child one cookie; places one animal in each truck; hands out manipulatives to be shared with a friend, saying "One for you, one for me."):
  - Match sets.
  - Spontaneously count for own purposes (e.g., counting blocks or cars; counting beads while stringing them, handing out napkins).
  - Recognize a number of objects (up to four) without counting.
- 1.5 Explore the meanings of addition and subtraction by using concrete objects (e.g., three blue pegs, three yellow pegs, six pegs altogether; "I have four carrot sticks. I'm eating one! Now I have 3!"):
  - Joining
  - Separating

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| <b>STANDARD 2: Children develop knowledge of spatial concepts, e.g., shapes and measurement.</b> |
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### **Preschool Teaching Practices**

#### **Teachers will:**

- Provide materials both indoors and outdoors, for children to develop a spatial and geometric sense (e.g., items to fill and empty, fit together and take apart, arrange and shape; materials that move; tunnels to crawl through).
- Use everyday experiences to foster understanding of spatial sense (e.g., talk about locations in the school; map the classroom).
- Use positional words such as over, under, behind, and in front of to describe the relative position of items and people, and encourage the children to use them (e.g., "Michael is sitting next to Ana." "I see that you used yellow paint under the blue stripe on your painting." "Sam is putting his bears under the bowl." "The car is on the right.").
- Provide standard and nonstandard measurement materials both indoors and outdoors (e.g., unit blocks, inch cubes, rulers, cups, buckets, balance scales, water and sand tables, etc.).
- Provide opportunities for children to explore the differences between two- and three-dimensional shapes and constructions (e.g., faces of attribute blocks; balls; blocks of all shapes; boxes; beads; etc.).
- Introduce vocabulary describing two-dimensional and three-dimensional shapes and constructions (circle, sphere, square, cube, triangle, rectangular prism, pyramid, etc.).
- Help children to identify symmetry in their block constructions and in photographs and designs.

### **Preschool Learning Outcomes**

#### **Children will:**

- 2.1 Use and respond to positional words (e.g., in, under, between, down).
- 2.2 Explore and talk about basic shapes in the environment (e.g., circle, square, triangle, rectangle, rhombus).
- 2.3 Explore three-dimensional shapes by building with blocks and other materials.
- 2.4 Explore connections between two-dimensional and three-dimensional forms (e.g., sphere, and circle).
- 2.5 Identify symmetry during play (e.g., building with blocks).

- 2.6 Use simple shapes to make designs, patterns, and pictures (e.g., tangrams).
- 2.7 Explore use of non-standard objects for measurement.
- 2.8 Compare and order objects according to measurable attributes (e.g. length, weight, capacity).
- 2.9 Demonstrate understanding of basic temporal relations (e.g., aware of the sequence of the daily routine).

**STANDARD 3: Children understand patterns, relationships and classification.**

**Preschool Teaching Practices**

**Teachers will:**

- Provide materials for children to sort, classify, and order (e.g., buttons; beads; colored craft sticks; bowls and trays; and computer games with patterns to create or extend).
- Create a simple pattern and ask children to repeat or insert missing elements (e.g., "I made a pattern in my tower: red block, blue block, red block, blue block. What color block should go next?").
- Call attention to patterns in the environment, including visual and non-visual patterns (e.g., stripes on a child's shirt; flowers outside; songs; and chants).
- Plan and set up activities involving various types of patterns (e.g., songs, musical instruments, transition signals and activities).

**Preschool Learning Outcomes**

**Children will:**

- 3.1 Describe patterns in the environment.
- 3.2 Represent patterns in a variety of ways.
- 3.3 Begin to represent data in pictures and drawings.
- 3.4 Show awareness of the attributes of objects through sorting and classifying.

**STANDARD 4: Children use mathematical knowledge to represent, communicate and solve problems in their environment.**

## Preschool Teaching Practices

### Teachers will:

- Encourage students to use mathematics as a communication tool by modeling mathematical vocabulary and symbolism (e.g., "What would happen if you put the spheres together?")
- Encourage students to use mathematical knowledge as a problem-solving tool by asking open-ended questions and asking for more information (e.g., "Tell me about what you did." "Would you use the same number again?" "What shape did you use?" "What size could you use that will make it stand up better?" "What were you thinking when you put this one over here?").
- Encourage students to make connections between mathematics and other content areas and real-life situations (e.g., teacher says to Desiree, "Your name is longer than Sam's because it contains more letters." "You and Sara go home on the same bus, Number 14.").

## Preschool Learning Outcomes

### Children will:

- 4.1 Learn mathematics through problem solving, inquiry, and discovery.
  - Uses emergent mathematical knowledge as a problem-solving tool.
- 4.2 Solve problems that arise in mathematics and in other contexts, monitoring and reflecting on progress.
  - Solve problems in multiple ways.
- 4.3 Use communication to organize and clarify mathematical thinking.
  - Discuss, listen, and ask questions during activities.
- 4.4 Recognize that mathematics is used in a variety of contexts in all disciplines and apply mathematics in practical situations and other disciplines.
- 4.5 Use technology to reinforce concrete mathematical information (e.g., to explore patterns and geometric shapes).

# SCIENCE

## INTRODUCTION

Science provides a way to inquire about the world and an opportunity to learn new things about the environment. Young children first construct scientific knowledge by using their senses to interact with the environment and make sense of the world around them. Throughout the preschool years, children develop and refine their scientific abilities through observing, inquiring, and experimenting during rich and inviting opportunities for open-ended exploration and focused inquiry.

Children's science understandings are facilitated and extended by adults whose own sense of wonder is a match for the children's curiosity. Children are more inclined to observe, question, and reflect about their investigations when encouraged by teachers who are also invested in the process.

Preschool teachers intentionally encourage science investigations and inquiry based on their observations of the children's interests and experiences and their understanding of appropriate science content and learning outcomes for young children. Teachers will actively encourage sustained exploration over time periods that might span four to five weeks of focused inquiry within a particular topic. Teachers understand that purposefully planned experiences with roots in children's immediate environment and daily surroundings provide the best context for science learning. Teachers also seize opportunities for enhancing children's learning during exploration that naturally integrates math and science concepts. Teachers purposefully introduce materials, techniques and technologies that provide natural avenues to science learning.

Families always should be invited to observe and participate in classroom science activities. Teachers can stress the importance of modeling a positive attitude about science by providing activity extensions for families to explore at home. Community partnerships and resources should be valued and utilized as much as possible. Science centers, working farms, public gardens and children's museums often have science exhibits or programs that are developmentally appropriate for preschoolers and expand upon concepts that children are exploring in their classrooms. Local businesses, including plant and flower venues, fruit and vegetable markets, and pet stores are all valuable resources for enhancing classroom science investigations.

**STANDARD 1: Children develop inquiry skills.**

**STANDARD 2: Children observe and investigate matter and energy.**

**STANDARD 3: Children observe and investigate living things.**

**STANDARD 4: Children observe and investigate the Earth.**

**STANDARD 5: Children gain experience in using technology.**

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| <b>STANDARD 1: Children develop inquiry skills.</b> |
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**Preschool Teaching Practices****Teachers will:**

- Provide a supportive classroom climate that encourages children to pursue ideas through the use of science inquiry skills. The environment should encourage children to wonder, observe, ask questions, and investigate as they solve problems, engage with phenomena, and make decisions during daily activities both indoors and outdoors. Science preparation and planning should reflect intentionality, with the teacher thinking about how to best develop science concepts in the context of children’s everyday classroom lives and experiences.
- Prepare the classroom with open-ended nature/science objects and materials that children can explore and use independently and that are linked to ongoing classroom explorations (e.g., collections of objects such as rocks, pine cones, and seed pods during a study of the local environment; nature/science books; nature sequence cards to support an investigation of life cycles; magnifying glasses; collections of measuring tools to use in the sand table; or items that water can flow through at the water table; plants grown from seed, journals for recording; audio-visual materials; and computer software).
- Plan intentionally for children’s conceptual learning during small-group science experiences that include a series of related, simple experiments and experiences (e.g., freezing and melting to expose children to states of matter; blowing through straws and hollow tubes on common objects to explore energy and motion; trying to sprout seeds with and without light to better understand the needs of living things; exploring chemical changes that occur when ingredients are mixed and cooked in an oven; using their senses to explore a collection of rocks to compare and describe variations in texture).
- Provide opportunities for focused inquiry over longer time periods (e.g., investigating flow at the water table; exploring light and shadow indoors and out; pursuing a study of growing things through a variety of plants grown indoors and out; exploring sound; exploring simple machines; such as wheels, levers and inclined planes used in everyday classroom contexts).
- Facilitate individual and small-group discussions based on open-ended explorations and focused inquiry that encourage children to share, discuss, reflect and form explanations about their emerging ideas. Help children identify and refine questions that can be explored through investigations. Pose questions that lead to making predictions (e.g., “What do you think will happen if?...”). Provide regular opportunities for children to collect, measure, record and represent experiences and data (e.g., collecting natural items that are signs of fall; using lengths of yarn to measure how far a ball rolls; using simple charts).

- Facilitate children’s acquisition and use of basic science terms and topic-related science vocabulary along with access to nonfiction books, audio and video material, and website photographs and information.

## **Preschool Learning Outcomes**

### **Children will:**

- 1.1 Display curiosity about science objects, materials, activities and longer term investigations in progress (e.g., asking who, what, when, where, why and how questions during sensory explorations; experimentation; and focused inquiry).
- 1.2 Observe, question, predict and investigate as they explore 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).
- 1.3 Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.
- 1.4 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).
- 1.5 Use basic science terms and topic-related science vocabulary (e.g., science terms [observe, predict, experiment]; 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 relating to states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).

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| <b>STANDARD 2: Children observe and investigate matter and energy.</b> |
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## **Preschool Teaching Practices**

### **Teachers will:**

- Provide a variety of interesting materials and objects (solids and liquids) in learning centers to encourage children to observe, manipulate, sort and describe physical properties (size, shape, color, texture, weight) using their five sense as well as simple tools (e.g., magnifiers, balance scales).
- Provide opportunities for children to explore changes in matter (liquids and solids) when substances are combined, heated, or cooled (e.g., mixing ingredients for cooking; mixing paint colors; preparing recipes that involve heating or cooling; exploring water as a solid and a liquid), including projects or studies over an extended period of time; (e.g., an in-depth investigation of water that includes how water

moves, what happens when things are mixed in it, and the behavior of drops of water).

- Facilitate children’s investigations that focus on forms of energy (sound, heat, and light).
- Provide opportunities for children to explore motion (objects can move in many ways) and the forces that affect motion (e.g., natural phenomena and mechanical forces) embedded in projects or studies over an extended period of time.

## **Preschool Learning Outcomes**

### **Children will:**

- 2.1 Observe, manipulate, sort, and describe objects and materials in the classroom and outdoor environment based on size, shape, color, texture and weight (e.g., exploring the properties of water, sand, clay, paint, glue, various types of blocks, and collections of objects).
- 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 tempera paint colors; and engaging in longer term investigations, such as the freezing and melting of water and other liquids).
- 2.3 Investigate sound, heat and light energy through one or more of the senses (e.g., making chalk outlines to record how a shadow changes during the course of a day; observing how shadows differ on a daily basis; using flashlights or lamp light to make shadows indoors).
- 2.4 Investigate how and why things move (e.g., experiencing the effects of air, gravity and mechanical forces by manipulating a spinning top, using an egg beater or whisk to mix ingredients; twisting screws into wood with a screwdriver; and pushing small objects by blowing through a straw).

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| <b>STANDARD 3: Children observe and investigate living things.</b> |
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## **Preschool Teaching Practices**

### **Teachers will:**

- Provide opportunities over time for children to observe and investigate the characteristics of plants and animals in their natural habitat and in the classroom.
- Facilitate children’s observation of similarities and differences in the needs of various living things and observation of differences between living and non-living things (e.g., discussing the physical differences between a bird and a dog; classifying living things that live in water; and those that live on land).



- Encourage children to explore available outdoor habitats (e.g., investigating trees as homes for living things, or a variety of living things in or on a patch of ground outside the classroom), and to participate in the responsibility for the care of living things in and outside of school time (e.g., fish and fish tank; plants; hermit crabs; ladybugs; butterflies; etc. in the classroom).

Provide opportunities for children to investigate change over time in living things (e.g., facilitating studies or projects that give children the opportunity to observe the life cycle of plants; follow the life cycle of a mealworm; observe plants starting to grow in the spring).

## **Preschool Learning Outcomes**

### **Children will:**

- 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).
- 3.2 Observe similarities and differences in the needs of living things and differences between living and non-living things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a non-living thing, such as a shell).
- 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; replicating a natural habitat in a classroom terrarium).
- 3.4 Observe and record change over time and cycles of change affecting living things (e.g., monitoring the life cycle of a plant; using children's baby photographs to discuss change and growth; using unit blocks to record the height of classroom plants).

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| <b>STANDARD 4: Children explore and investigate the Earth.</b> |
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## **Preschool Teaching Practices**

### **Teachers will:**

- Provide opportunities for exploring the natural environment, indoors and outdoors (e.g., investigating soil, rocks, water and air).

- Provide opportunities for exploring the natural energy of sunlight through its connection with living and non-living things (e.g., investigating a plant's need for sunlight; exploring the effects of light and shadow on objects).
- Provide opportunities for investigating weather phenomena (e.g., recording daily changes in weather; observing cycles of seasonal change, discussing characteristics of different kinds of weather: rainy, cloudy, windy, sunny, etc.).
- Use classroom experiences to assist children in developing an awareness of conservation and respect for the natural environment in everyday contexts (e.g., conserving resources; recycling).

### **Preschool Learning Outcomes**

#### **Children will:**

- 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).
- 4.2 Explore the effects of sunlight on living and non-living things (e.g., trying to grow plants with and without sunlight; investigating shadows that occur when the sun's light is blocked by objects).
- 4.3 Observe and record weather (e.g., chart weather over time; experience and compare hotter and colder temperatures as they occur throughout the seasons; representing breezy to windy weather by waving scarves outdoors).
- 4.4 Demonstrate emergent awareness 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).

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| <b>STANDARD 5: Children gain experience in using technology.</b> |
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### **Preschool Teaching Practices**

#### **Teachers will:**

- Provide appropriate tools and technology while assisting children to identify and use tools and technology in support of their science investigations (e.g., computers; video, audio and camera equipment; cooking equipment; measuring tools; writing and painting tools; tools that help extend sensory exploration; simple machines; woodworking tools).

## **Preschool Learning Outcomes**

### **Children will:**

- 5.1 Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., using a variety of writing, drawing, and painting utensils; using 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).

# **SOCIAL STUDIES, FAMILY AND LIFE SKILLS**

## **INTRODUCTION**

Social Studies, Family and Life Skills in the preschool classroom begins with cultivating all children's understanding of themselves and their place in the family and moves to an understanding of social systems in ever-widening circles: family, classroom community, neighborhood, and the world. Teachers provide a wide range of concrete, developmentally appropriate activities and field trips that offer opportunities to explore and celebrate similarities and differences among children, lifestyles, and cultures. However, teachers understand that young children classify and make concrete connections that sometimes lead to statements that may sound biased. At these times, teachers take the opportunity to discuss with children racial, culture and gender biases. These discussions build a foundation for understanding and appreciating diversity.

Social Studies, Family and Life Skills are integrated throughout all aspects of the classroom day. The teachers endeavor to establish a caring community life with respect and appreciation of individual differences. The classroom environment is organized to provide opportunities for children to develop independent behaviors and to act out real-life situations. The environment reinforces those skills and concepts that encourage good citizenship and develop the child's capacity to participate in a culturally diverse, democratic society in an increasingly interdependent world.

Families should be given on-going opportunities to visit the classroom and share their cultural traditions and experiences. Celebrating cultural diversity should be on-going throughout the school year and not just on holidays.

**STANDARD 1: Children identify unique characteristics of themselves, their family, and others.**

**STANDARD 2: Children become contributing members of the classroom community.**

**STANDARD 3: Children demonstrate knowledge of neighborhood and community.**

**STANDARD 4: Children develop an awareness of the cultures within their classroom and their community.**

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| <p><b>STANDARD 1: Children identify unique characteristics of themselves, their family, and others.</b></p> |
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## **Preschool Teaching Practices**

### **Teachers will:**

- Engage in individual and small-group conversations about similarities and differences of children (e.g., eyes, hair, skin tone, talents, interests, food preferences, gender; identify child by name and not nicknames; etc.).
- Provide diverse materials, literature and activities (mirror, graph, height chart, multicultural paints, papers, crayons, etc.) to compare and contrast individual traits.

- Incorporate books, materials and activities that support diversity, including ethnicity, culture, age, abilities, gender, race and non-stereotypic roles (e.g., multicultural and bilingual music and literature, dramatic play props, puzzles, displays, etc.).
- Incorporate materials, photos, artifacts, and props from diverse families that reflect family roles and traditions.
- Invite family members to come to classroom and share foods, talents, and traditions.
- Support and recognize differences in family structures, routines, and traditions through discussions, literature and activities (e.g., diverse articles of clothing in housekeeping area, etc.).
- Use language to identify family members, roles, traditions and artifacts (e.g., "Your Uncle Leo is your daddy's brother." "Rabiye's mother wears a burka." "Some grandmothers go to work, just like Tony's. Others stay at home and work.").
- Encourage children to use materials and supplies in a non-stereotypical manner (e.g., "Only women cook and wear aprons.").

## **Preschool Learning Outcomes**

### **Children will:**

- 1.1 Describe characteristics of self and others.
- 1.2 Express individuality and diversity through dress-ups, dolls, puppets, etc.
- 1.3 Identify with characteristics of children and adults in multicultural literature and photos.
- 1.4 Demonstrate an understanding of family, family roles and family traditions.

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| <p><b>STANDARD 2: Children become contributing active members of the classroom community.</b></p> |
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## **Preschool Teaching Practices**

### **Teachers will:**

- Involve children in developing a few simple rules with an emphasis on positive rules (e.g., "walking feet" instead of "no running").
- Establish classroom routines and involve children in upkeep of classroom (e.g., taking care of the pet; cleaning up; watering the plants; washing hands before using the water table to avoid spreading germs; etc.).

- Model appropriate behaviors during family style meals (e.g., sitting during meals; engaging in conversations; asking to be excused from the table when finished eating).
- Plan activities and routines that encourage cooperation and collaboration (e.g., classroom murals, pair-painting, buddy-system).

## **Preschool Learning Outcomes**

### **Children will:**

- 2.1 Understand rules and will follow most classroom rules.
- 2.2 Take responsibility and perform simple classroom tasks as assigned jobs.
- 2.3 Work collaboratively during indoor and outdoor times (e.g., pairs, triads and small groups) while engaging in projects and activities.
- 2.4 Demonstrate appropriate behavior with others at various times of the day (e.g., during meals, transitions, turn taking).

**STANDARD 3: Children will demonstrate knowledge of neighborhood and community.**

## **Preschool Teaching Practices**

### **Teachers will:**

- Provide materials, literature, and activities that explore different types of homes (e.g., apartments, buildings, motels, house, multi-family dwellings).
- Involve children in first-hand experiences in their community (e.g., visits, tours; walking and field trips in the school, neighborhood, and community).
- Invite visitors with community service roles into the class.
- Develop learning center with literature, activities and materials for play based on children's experiences with their community (e.g., visit the supermarket and create classroom store; visit the school office and create a classroom office, adding tools, props; etc.).
- Involve children in discussions about the homes they live in and the different types of homes in the community (e.g., neighborhood walks).

## **Preschool Learning Outcomes**

### **Children will:**

- 3.1 Develop awareness of their physical neighborhood/community (e.g., mapping).

- 3.2 Identify, discuss and role play the duties of a variety of common community occupations (e.g., various business owners, nurse, postmaster, fire fighter, police officer, and secretary).

**STANDARD 4: Children develop an awareness of the cultures within their classroom and their community.**

**Preschool Teaching Practices**

**Teachers will:**

- Explore cultures represented in the classroom and community and integrate information, literature, and activities into play activities and the daily curriculum.
- Invite family and other community members to tell stories and provide activities about their cultures and traditions to the children.

**Preschool Learning Outcomes**

**Children will:**

- 4.1 Learn about and respect other cultures within their classroom and community (e.g., children share their families' foods, clothing, and traditions with teachers and peers).

# WORLD LANGUAGES

## INTRODUCTION

The diverse nature of our society necessitates that children develop an understanding of languages other than their own. The World Languages standard addresses this need by describing what all preschool children should learn and what teachers should teach to encourage awareness of different languages. In preschool, children are just beginning to learn all about language and how it works. Some of their language learning will focus on the languages spoken in their homes, and some of this learning will focus on the languages they encounter in their community. With the growing number of young children in New Jersey that come from different home languages, preschool teachers and classrooms must be equipped to support children's learning in more than one language. Being bilingual can be an asset for all children. Teachers can integrate words from languages other than English into the classroom through songs, daily routines and storybooks. Labels written in a language other than English can be used to identify items within the classroom. Parents and community members who speak a language other than English can be a valuable resource in helping children both understand and respect the linguistic diversity present in our culture, and should be invited to share their language with the children.

Special consideration needs to be given to children who already know more than one language. Materials should be available that represent and support the native language and culture of the children and adults in the class. Teachers should understand that all languages are learned in context as children interact with and explore their world. Teachers should plan for opportunities to extend children's language throughout the day and across all content areas.

**STANDARD 1: Children know that others may use different languages (including sign) to communicate and will express simple greetings, words, and phrases in a language other than their own.**

### Preschool Teaching Practices

#### Teachers will:

- Provide opportunities for children to hear simple greetings, words or phrases in a language other than their own (including sign language) in appropriate contexts (e.g., during dramatic play, in stories, when greeting visitors).
- Expose children to words or phrases in a language other than their own in the following topics related to self: family, friends, home, school, community, wellness, leisure activities, basic needs and animals. Begin to expose children to topics that extend beyond self, such as simple geography and weather.
- Provide conversations and stories in different languages through a variety of media; (e.g., teachers, peers, visitors, videotapes.).
- Identify what language is spoken by a classmate, parent, or visitor and explain that people use different languages.



- Put written labels on some items in the room using various languages.
- Use visual aids available in the classroom such as story props, play planning, pictures, and daily photo schedule to enhance comprehension of world languages.
- Read and display children's books in different languages.
- Provide rhymes and songs for children in different languages.
- Give simple commands or instructions in a language other than English.

### **Preschool Learning Outcomes**

#### **Children will:**

- 1.1 Acknowledge that a language other than his/her own is being spoken or used as in a story, rhyme or song.
- 1.2 Say simple greetings, words and phrases in a language other than his/her own.
- 1.3 Comprehend previously learned simple vocabulary in a language other than his/her own.
- 1.4 Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.

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**Organizations: and Agencies**

The American Academy of Pediatrics  
141 Northwest Point Boulevard  
Elk Grove Village, IL 60007-1098 <http://www.aap.org/default.htm>

Association for Childhood Education International (ACEI)  
17904 Georgia Ave, Suite 215  
Olney, Maryland 20832 <http://www.udel.eduibateman/acei/>

Association Montessori Internationale Koninginneweg 161  
1075 CN Amsterdam  
The Netherlands <http://www.montessori-ami.org>

Association for Childhood Education International (ACEI)  
17904 Georgia Ave, Suite 215

Olney, Maryland 20832 <http://www.udel.edu/bateman/acei/>

Board on Children, Youth, and Families National Research Council/Institute of Medicine  
2101 Constitution Avenue N.W., Suite HA 156  
Washington, D.C. 20418 <http://nationalacademies.org>

The Center for the Child Care Workforce  
733 15th Street, NW Suite 1037  
Washington, DC 20005-2112 <http://www.ccw.org/index.html>

The Center for Early Childhood Leadership, National-Louis University  
6310 Capitol Drive  
Wheeling, IL 60090 <http://www2.nl.edu/twal/index.htm>

Michigan Early Learning STANDARDS for Creative Development

Wisconsin Approaches to Learning

### **Child Care Bureau**

U.S. Department of Health and Human Services  
The Administration for Children and Families Regional Office  
26 Federal Plaza Room 4114  
New York, N.Y. 10278 <http://www.acf.dhhs.gov/programs/ccb/index.htm>

Children's Defense Fund  
25 E Street, NW  
Washington, DC 20001 <http://www.childrensdefense.org/>

The Children's Foundation  
725 Fifteenth Street NW, Suite 505  
Washington, DC 20005-2109 <http://www.childrensfoundation.net/>

Children's Resources International, Inc.  
5039 Connecticut Ave., NW Suite One  
Washington, DC 20008 <http://www.childrensresources.org/>

Children's Rights Council  
Suite 401, 300 I Street NE  
Washington, DC 20002 <http://www.gocrc.com/>

Division of Early Childhood Education New Jersey Department of Education  
P.O. Box 500  
Trenton, NJ 08625-0500 <http://www.state.nj.us/njded/ece/>

ERIC-EECE Clearinghouse on Elementary and Early Childhood Education University of Illinois at Urbana-Champaign  
Children's Research Center  
51 Gerty Drive  
Champaign, IL 61820-7469 <http://ericeece.org/index.html>

The Future of Children  
The David and Lucile Packard Foundation

300 Second Street, Suite 200  
Los Altos, CA 94022 <http://www.futureofchildren.org>

Generations United  
122 C Street, NW Suite 820  
Washington, DC 20001 <http://www.gu.org/>

Head Start Bureau, U.S. Department of Health and Human Services  
The Administration for Children and Families  
330 C Street, SW  
Washington, DC 20447  
<http://www2.acf.dhhs.gov/>

High/Scope Educational Research Foundation  
600 North River Street  
Ypsilanti, MI <http://www.highscope.org/>

National Association for the Education of Young Children (NAEYC)  
1509 16th Street, N.W.  
Washington, DC 20036-1426 <http://www.naeyc.org>

National Association for Family Child Care (NAFCC)  
5202 Pinemont Drive  
Salt Lake City, Utah 84123 <http://www.nafcc.org/>

National Center for Early Development and Learning, University of North Carolina at Chapel Hill  
Chapel Hill, NC 27599-8185 <http://www.fpg.unc.edu/~ncedl/>

The National Child Care Information Center (NCCIC) U.S. Department of Health and Human Services  
The Administration for Children and Families  
243 Church Street, NW 2nd Floor  
Vienna, Virginia 22180 <http://nccic.org/>

National Head Start Association  
1651 Prince St.  
Alexandria, Virginia 22314 <http://www.nhsa.org/>

National Institute on Early Childhood Development and Education, Office of Educational Research and Improvement U.S. Department of Education  
555 New Jersey Ave, NW  
Washington, DC 20208 <http://www.ed.gov/offices/OERI/ECI/index.html>

New Jersey Center for Professional Development for Early Care and Education East Campus, Room 204  
Kean University 1000 Morris Ave.  
Union, NJ 07083 <http://www.njpcdc.org./pages/mainpage.html>

New Jersey Department of Education  
100 River View Plaza  
P.O. Box 500, Trenton, NJ 08625-0500 <http://www.state.nj.us/education/>

U.S. Department of Education

400 Maryland Avenue, SW  
Washington, DC 20202-0498 <http://www.ed.gov/>  
Urban Institute  
2100 M Street, N.W.  
Washington, DC 20037 <http://www.urban.org/>  
U.S. Department of Health and Human Services  
200 Independence Avenue, S.W.  
Washington, D.C. 20201 <http://www.hhs.gov/>