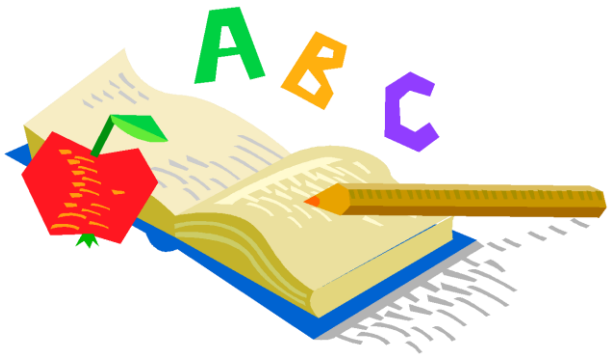
Westampton Township School District

Preschool Teaching and Learning

Curriculum Guide

Preschool

Approved by the Westampton Township Board of Education: February 13, 2023



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Introduction

District Mission Statement

The Westampton School District, in partnership with its Community, shall do whatever it takes to ensure that every child achieves or exceeds proficiency in the current New Jersey Student Learning Standards.

Be open! Be creative! Be accountable!

Vision Statement

To create a climate where the Community and District support the instructional process by incorporating an effective, comprehensive communication system that incorporates the whole child as its driving force involving parents, staff, and the Community by utilizing appropriate data to challenge the students and teachers to maximize each student's level of achievement.

Curriculum and Instruction Vision Statement

Westampton Township School District's Office of Curriculum and Instruction is committed to supporting, implementing, and supervising Preschool – 8 curricula that is rigorous, meaningful, differentiated, culturally responsive, and academically challenging to ensure that students receive high-quality instruction that promotes excellence and high expectations, prepares all students for the rigors of high school and postsecondary education and produces dynamic student achievement and lifelong learners.

Preschool Teaching and Learning Education Philosophy

As with the K-12 content standards, the preschool standards were written for all school districts in the state. They are intended to be used as:

- A resource for ensuring appropriate implementation of the curriculum
- A guide for instructional planning
- A framework for ongoing professional development
- A framework for the development of a comprehensive early childhood education assessment system

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. The preschool standards are not a curriculum, but are the learning targets for a curriculum. All preschool programs must implement a comprehensive, evidence-based preschool curriculum in order to meet the preschool standards.

Developmentally appropriate teaching practices scaffold successful achievement of the preschool standards. Such practice is based on knowledge about how children learn and develop, how children vary in their development, and how best to support children's learning and development. It is important to note, therefore, that although the preschool domains are presented as discrete areas in this document, the program must be delivered in an integrated manner through the curriculum's daily routines, activities, and interactions.

Preschool educational experiences are intended to stimulate, assist, support, and sustain emergent skills. Preschools aim to offer experiences that maximize young children's learning and development, providing each child with a foundation for current and future school success.

Curriculum Guide

The Preschool Teaching and Learning Curriculum is developed to reflect the mission and vision of the Westampton Township School District. This curriculum incorporates the 2014 New Jersey Core Curriculum Content Standards.

The curriculum format and template is largely influenced by Understanding by Design, Expanded 2nd Edition by Grant Wiggins and Jay McTighe. As recognized experts in curriculum and instructional design, we thought it was essential to utilize their work as the foundation for building a comprehensive, practical, and user-friendly curriculum.

This curriculum guide includes instructional objectives, teaching strategies, learning activities, assessments, resources and tools which should be utilized throughout the school year by teachers to ensure that all students receive a rigorous, standards-based instruction. However, since the backward design model acknowledges that there are many "entry points" to writing curriculum and designing units, teachers have the opportunity throughout the school year to include additional information in all areas of the curriculum to ensure that there is alignment, clarity, and rigor throughout the curriculum. This curriculum is organized into broad units that can be incorporated into interdisciplinary lessons.

This curriculum's use of individual units, without a direct scope and sequence in the curriculum is to allow for flexibility in the subject areas. The ability to integrate these skills into the classrooms, as well as, develop new units is the key benefit to this approach to the curriculum. Therefore, this guide is ongoing and will continue to evolve as the standards change, research changes and classroom practice determines new ways to teach students and increase student achievement. This document allows for ongoing dialogue and contributions by teachers and administrators to ensure that this guide provides the best education possible for all students.

Preschool Teaching and Learning Curriculum

Theme/Unit: Language Arts Me and My School	Suggested Sequence: September

NJSLS:

3.1.1 Follow oral directions that involve several actions.
3.1.2 Listen for various purposes (e.g., to respond when a question is asked; to enter into dialogue after listening to others).
3.1.4 Show interest, pleasure, and enjoyment during listening activities by responding with appropriate eye contact, body language, and facial expressions.
3.2.2 Use language for a variety of purposes (e.g., to express relationships, make connections, describe similarities and differences, express feelings, and initiate play with others).
3.2.7 Ask questions to obtain information.
3.2.8 Join in singing, finger-plays, chanting, and retelling and inventing stories.
3.2.9 Connect meanings of new words to vocabulary already known (e.g., "It's called bookend because the books end.").
3.3.A.1 Identify the meaning of common signs and symbols in the local environment (e.g., exit sign, center labels, computer icons, or rebus).
3.3.B.2 Display book handling knowledge (e.g., turning the book right side up, using left to right sweep, turning one page at a time, recognizing a familiar book by the cover).
3.3.B.3 Exhibit reading-like behavior (e.g., pretend to read to self and others and read own writing).

Big Ideas:

Receptive and Expressive Language, Book skills

Knowledge, Skills, and Instructional Objectives:

- Following oral directions
- Listen with purpose
- Self-expression
- Ask questions
- Sing/chant/movement songs
- Use new vocabulary
- Meaning of signs

Instructional Materials/Resources:

- Classroom posters/rules
- Games
- Signs and symbols
- Morning meeting materials: job chart, calendar, name cards, weather signs, symbols, CDs/songs
- Books
- Manipulatives

Suggested Vocabulary:

School, bus, teacher, students, classroom, schedule words, songs, book, classroom labels, body parts, rules

Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

- Related websites
- Web quests
- Publishing programs
- Images and videos
- Books on tape

	8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

- Daily routine, Morning Meeting, Greetings
- Introduce, review, and demonstrate classroom rules
- Read stories – Chicka Boom, Brown Bear
- Transportation – signs, buses/cars move because of their wheels
- Car play- garages, blocks, ramps
- Whole group games (Simon says, pass the bean bag, duck duck goose)
- Describe and compare physical features such as hair color, height, etc.
- Create a replica of self (paper plate person/face)

Extension Strategies/Activities:	**Modification Strategies/Activities:**
● Multi-step directions ● Talk about likes and dislikes	steps repeated/direction, simplified stories, simplified classroom routine, books on tape, visual clues, study guide, modified expectations, modified assessments, allow oral responses, reword and clarify instructions as needed, utilize computer

Cross-curricular Connections/Standards:

0.1.1 Express individuality by making independent decisions about which materials to use.
0.1.3 Actively engage in activities and interactions with teachers and peers.
0.2.1 Make independent choices and plans from a broad range of diverse interest centers.
0.2.2 Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, and put away belongings).
0.2.3 Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.
0.2.4 Attend to tasks for a period of time.
0.4.1 Engage appropriately with peers and teachers in classroom activities.
0.4.3 Say "thank you," "please," and "excuse me."
0.4.4 Respect the rights of others (e.g., "This painting belongs to Carlos.").
0.4.5 Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., "I don't like it when you call me dummy. Stop!").
0.5.3 Demonstrate how to enter into play when a group of children are already involved in play.
0.5.4 Take turns.
0.5.5 Demonstrate understanding the concept of sharing by attempting to share.
1.1.1 Move the body in a variety of ways, with and without music.
1.1.2 Respond to changes in tempo and a variety of musical rhythms through body movement.

1.1.3 Participate in simple sequences of movements.
1.1.4 Define and maintain personal space, concentration, and focus during creative movement/dance performances.
1.1.5 Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.
1.2.1 Sing a variety of songs with expression, independently and with others.
1.4.1 Demonstrate the safe and appropriate use and care of art materials and tools.
2.1.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
2.1.2 Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving, and using utensils and when dressing and brushing teeth).
2.3.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).
5.2.4 Investigate how and why things move (e.g., slide block, balance structures, push structures over, use ramps to explore how far and how fast different objects move or roll).
5.3.1 Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape;). comparing animals with fur to those with feathers
6.1.1 Describe characteristics of oneself, one's family, and others.
6.2.2 Demonstrates responsibility by initiating simple classroom tasks and jobs.

Suggested Assessments:

- Anecdotal Notes
- Running Records
- Observation

Theme/Unit: Language Arts Fall	Suggested Sequence: October

NJSLS:

3.1.1 Follow oral directions that involve several actions.
3.1.2 Listen for various purposes (e.g., to respond when a question is asked; to enter into dialogue after listening to others).
3.1.4 Show interest, pleasure, and enjoyment during listening activities by responding with appropriate eye contact, body language, and facial expressions.
3.2.2 Use language for a variety of purposes (e.g., to express relationships, make connections, describe similarities and differences, express feelings, and initiate play with others).
3.2.7 Ask questions to obtain information.
3.2.8 Join in singing, finger-plays, chanting, and retelling and inventing stories.
3.2.9 Connect meanings of new words to vocabulary already known (e.g., "It's called bookend because the books end.").
3.3. A.1 Identify the meaning of common signs and symbols in the local environment (e.g., exit sign, center labels, computer icons, or rebus).
3.3.A.4 Recognize your own name in a variety of contexts.
3.3.A.6 Recognize that it is the print that is read in stories.
3.3.B.2 Display book handling knowledge (e.g., turning the book right side up, using left to right sweep, turning one page at a time, recognizing a familiar book by the cover).
3.3.B.3 Exhibit reading-like behavior (e.g., pretend to read to self and others and read own writing).
3.3.B.4 Answer simple recall and comprehension questions about a book being read (e.g., Goodnight Gorilla: "What do you see what the gorilla is doing now?").
3.3.C.3 Play with alliterative language (e.g., "Peter, Peter Pumpkin Eater").
3.4.3 Attempting to write my own name

Big Ideas:

Name ID

Knowledge, Skills, and Instructional Objectives:

- Recognize name
- Understand print/word/pictures
- Recall/comprehension
- Language alliteration
- Attempt to write name

Instructional Materials/Resources:

- Classroom posters/rules
- Games
- Signs and symbols
- Morning meeting materials: job chart, calendar, name cards, weather signs, symbols

Suggested Vocabulary:

Book, signs/symbols, fire fighter, fall, leaves, colors, tree, pumpkins, apples,

Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to

• Books	solve problems individually and collaborate to create and communicate knowledge. • Related websites • Web quests • Publishing programs • Images and videos • Books on tape 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

- Write name in fall colors
- Fall stories
- Firefighter- what a firefighter does, fire truck, fire house
- Act out being a firefighter
- Fall finger plays
- Discuss weather changes- colder, windy, leaves change colors/fall off trees
- Make a traffic light and use for stop and go games

Extension Strategies/Activities:	**Modification Strategies/Activities:**
• Peter Pumpkin Eater • Higher thinking questions	steps repeated/direction, simplified stories, simplified classroom routine, books on tape, visual clues, study guide, modified expectations, modified assessments, allow oral responses, reword and clarify instructions as needed, utilize computer

Cross-curricular Connections/Standards:

0.5.1 Play independently and cooperatively in pairs and small groups.
0.5.2 Engage in pretend play.
1.3.1 Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic).
2.3.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).
2.3.3 Identify community helpers who assist in maintaining a safe environment.
2.3.4 Know how to dial 911 for help
5.4.3 Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors).

Suggested Assessments:

- Anecdotal Notes
- Running Records

- Observation

Theme/Unit: Language Arts **Family and Food**	**Suggested Sequence:** **November**

NJSLS:

3.1.1 Follow oral directions that involve several actions.
3.1.2 Listen for various purposes (e.g., to respond when a question is asked; to enter into dialogue after listening to others).
3.1.3 Show understanding of listening activities by incorporating ideas into play (e.g., by incorporating themes from an earlier story into dramatic play or making a neighborhood in the block area after a discussion of different kinds of houses).
3.1.4 Show interest, pleasure, and enjoyment during listening activities by responding with appropriate eye contact, body language, and facial expressions.
3.2.2 Use language for a variety of purposes (e.g., to express relationships, make connections, describe similarities and differences, express feelings, and initiate play with others).
3.2.7 Ask questions to obtain information.
3.2.8 Join in singing, finger-plays, chanting, and retelling and inventing stories.
3.2.9 Connect meanings of new words to vocabulary already known (e.g., "It's called bookend because the books end.").
3.3.A.1 Identify the meaning of common signs and symbols in the local environment (e.g., exit sign, center labels, computer icons, or rebus).
3.3.A.2 Recognize that a variety of print letter formations and text forms are used for different functions (e.g., grocery lists, menus, store signs, telephone books, recipes, written directions [such as the steps for hand washing], newspapers, magazines).
3.3.A.4 Recognize your own name in a variety of contexts.
3.3.A.6 Recognize that it is the print that is read in stories.
3.3.B.2 Display book handling knowledge (e.g., turning the book right side up, using left to right sweep, turning one page at a time, recognizing a familiar book by the cover).
3.3.B.3 Exhibit reading-like behavior (e.g., pretend to read to self and others and read own writing).
3.3.B.4 Answer simple recall and comprehension questions about a book being read (e.g., Goodnight Gorilla: "What do you see what the gorilla is doing now?").
3.3.C.3 Play with alliterative language (e.g., "Peter, Peter Pumpkin Eater").
3.4.3 Attempt to write my own name on work.
3.4.5 Attempt to make own name using a variety of materials (e.g., magnetic letters, play dough, rubberstamps, alphabet blocks, or a computer).

Big Ideas:

- Understanding and identifying family

- Food choices, varieties, categories
- Recognizing and identifying emotions

Knowledge, Skills, and Instructional Objectives:

- Incorporate lessons into play
- Uses of print
- Own name using variety of materials

Instructional Materials/Resources:

- Classroom posters/rules
- Games
- Signs and symbols
- Morning meeting materials: job chart, calendar, name cards, weather signs, symbols, CDs/songs
- Books
- Manipulatives

Suggested Vocabulary:
Thanksgiving, turkey, feather, foods, emotions, family members

Technology:
8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

- Related websites
- Web quests
- Publishing programs
- Images and videos
- Books on tape

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

- Store/house – dramatic play
- Store signs, grocery lists, food labels
- Play dough/stamp bendable sticks, create names
- Names on computers
- Talk about feelings- songs, emotion masks
- Family photo books (include baby pictures)
- Turkey Craft

Extension Strategies/Activities:

- First and last name
- Act out stories
- Role play
- The Night Before Thanksgiving

Modification Strategies/Activities:
steps repeated/direction, simplified stories, simplified classroom routine, books on tape, visual clues, study guide, modified expectations, modified assessments, allow oral responses, reword and clarify instructions as needed, utilize computer

Cross-curricular Connections/Standards:

0.3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness 0.3.2 Empathize with the feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad). 0.3.3 Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling myself out of play to go to a "safe spot" to relax, expressive activities). 0.4.6 Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions). 1.1.6 Use movement/dance to convey meaning around a theme or to show feelings 1.1.7 Describe feelings and reactions in response to a creative movement/dance performance 2.2. 1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape). 2.2.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings). 7.1.1 Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song). 7.1.2 Say simple greetings, words, and phrases in a language other than their own. 7.1.3 Comprehend previously learned simple vocabulary in a language other than their own. 7.1.4 Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language. 5.3.4 Observe and record change over time and cycles of change that affect living things (e.g., monitoring the life cycle of a plant, using children's baby photographs to discuss human change and growth, using unit blocks to record the height of classroom plants).
Suggested Assessments: ● Anecdotal Notes ● Running Records ● Observation

Theme/Unit: Language Arts Traditions	Suggested Sequence: December
NJSLS: 3.1.2 Listen for various purposes (e.g., to respond when a question is asked; to enter into dialogue after listening to others). 3.2.1 Describe previous experiences and relate them to new experiences or ideas. 3.3.A.1 Identify the meaning of common signs and symbols in the local environment (e.g., exit sign, center labels, computer icons, or rebus). 3.3.A.2 Recognize that a variety of print letter formations and text forms are used for different functions (e.g., grocery lists, menus, store signs, telephone books, recipes, written directions [such as the steps for hand washing], newspapers, magazines). 3.3.A.3 Identify some alphabet letters, especially those in his/her own name. 3.3.A.4 Recognize your own name in a variety of contexts. 3.3.A.6 Recognize that it is the print that is read in stories. 3.3.B.1 Demonstrate understanding of the concept of directionality on a page (e.g., front to back, left to right, top to bottom). 3.3.B.4 Answer simple recall and comprehension questions about a book being read (e.g., Goodnight Gorilla: "What do you see what the gorilla is doing now?"). 3.3.C.3 Play with alliterative language (e.g., "Peter, Peter Pumpkin Eater"). 3.4.3 Attempt to write own name on work. 3.4.5 Attempt to make own name using a variety of materials (e.g., magnetic letters, play dough, rubberstamps, alphabet blocks, or a computer).	
Big Ideas: Recognizing and identifying family traditions and holidays	
Knowledge, Skills, and Instructional Objectives: ● Describes/relates old experiences to new ● Directionality page concept	
Instructional Materials/Resources: ● Classroom posters/rules ● Games	**Suggested Vocabulary:** Holidays symbols, Gingerbread man, holidays foods **Technology:**

• Signs and symbols • Morning meeting materials: job chart, calendar, name cards, weather signs, symbols, CDs/songs • Books • Manipulatives	8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. • Related websites • Web quests • Publishing programs • Images and videos • Books on tape 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.8.4.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).

Recommended Instructional Activities:

- Culturally diverse books
- Pointer when reading
- Finger/story plays
- Foreign language books
- Cooking activity- whole group activities to cook traditional holiday foods for example potato pancakes for Hanukah, cookies for Christmas, etc.
- Discuss holidays and family roles/act out family roles
- Holiday song show- students sing and dance to a set of holiday songs for parents
- Read and act out the little gingerbread man

Extension Strategies/Activities:	**Modification Strategies/Activities:**
• Role play real life situations • Direct calendar time themselves	steps repeated/direction, simplified stories, simplified classroom routine, books on tape, visual clues, study guide, modified expectations, modified assessments, allow oral responses, reword and clarify instructions as needed, utilize computer

Cross-curricular Connections/Standards:

1.1.8 Begin to demonstrate appropriate audience skills during creative movement and dance performances
1.2.3 Clap or sing songs with repetitive phrases and rhythmic patterns
1.2.8 Begin to demonstrate appropriate audience skills during recordings and music performances
1.3.6 Participate in and listen to stories and dramatic performances from a variety of cultures and times
1.3.7 Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances
1.3.8 Begin to demonstrate appropriate audience skills during storytelling and performances

2.2.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).
2.2.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).
5.5.1 Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).
5.2.3 Investigate sound, heat, and light energy through one or more of the senses (e.g., comparing the pitch and volume of sounds made by commercially made and homemade instruments, recording how shadows change during the course of a day or over time, using flashlights or lamp light to make shadows indoors).
6.1.2 Demonstrate an understanding of family roles and traditions
6.1.3 Express individuality and cultural diversity (e.g., through dramatic play).
7.1.1 Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song).
7.1.2 Say simple greetings, words, and phrases in a language other than their own.
7.1.3 Comprehend previously learned simple vocabulary in a language other than their own.
7.1.4 Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.

Suggested Assessments:

- Anecdotal Notes
- Running Records
- Observation

Theme/Unit: Language Arts Winter	Suggested Sequence: January
NJSLS: 3.1.2 Listen for various purposes (e.g., to respond when a question is asked; to enter into dialogue after listening to others). 3.2.1 Describe previous experiences and relate them to new experiences or ideas. 3.2.3 Use language and sounds that are appropriate to specific roles in dramatic play, and set the stage by describing actions and events 3.3.A.2 Recognize that a variety of print letter formations and text forms are used for different functions (e.g., grocery lists, menus, store signs, telephone books, recipes, written directions [such as the steps for hand washing], newspapers, magazines). 3.3.A.3 Identify some alphabet letters, especially those in his/her own name. 3.3.B.1 Demonstrate understanding of the concept of directionality on a page (e.g., front to back, left to right, top to bottom). 3.3.B.5 Use a familiar book as a cue to retell their version of the story. 3.3.B.6 Show an understanding of story structure (e.g., comment on characters, predict what will happen next, ask appropriate questions, act out familiar stories). 3.3.C.3 Play with alliterative language (e.g., "Peter, Peter Pumpkin Eater"). 3.4.4 Share and discuss work samples containing drawings, paintings, and pictures. 3.4.5 Attempt to make own name using a variety of materials (e.g., magnetic letters, play dough, rubberstamps, alphabet blocks, or a computer).	
Big Ideas: Understanding season changes and characteristics of winter	

Knowledge, Skills, and Instructional Objectives:

- Act out stories
- Retell story using book
- Understand story structure
- Share/discuss work samples

Instructional Materials/Resources:

- Classroom posters/rules
- Games
- Signs and symbols
- Morning meeting materials: job chart, calendar, name cards, weather signs, symbols, CDs/songs
- Books
- Manipulatives

Suggested Vocabulary:

Snow, snowman, winter, hibernate, snowflake, ice skating, sledding, cold, winter clothing

Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

- Related websites
- Web quests
- Publishing programs
- Images and videos
- Books on tape

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.8.4.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).

Recommended Instructional Activities:

- Explore changes between liquids/solids- freeze water to make ice, explore snow.
- Sensory activity- mix cornstarch and water to make goop
- The Snowman Family
- Bear Snores On
- Snowman/winter crafts

Extension Strategies/Activities:

- Discuss hibernation and which animals hibernate

Modification Strategies/Activities:

steps repeated/direction, simplified stories, simplified classroom routine, books on tape, visual clues, study guide, modified expectations, modified assessments, allow oral responses, reword and clarify instructions as needed, utilize computer

Cross-curricular Connections/Standards:

1.4.2 Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space

5.1.1 Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).
5.1.2 Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).
5.1.4 Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions
5.2.2 Explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint; and longer term investigations, such as the freezing and melting of water and other liquids).

Suggested Assessments:

- Anecdotal Notes
- Running Records
- Observation

Theme/Unit: Language Arts **My Community**	**Suggested Sequence:** **February**

NJSLS:

3.2.1 Describe previous experiences and relate them to new experiences or ideas.
3.2.3 Use language and sounds that are appropriate to specific roles in dramatic play, and set the stage by describing actions and events.
3.3.A.2 Recognize that a variety of print letter formations and text forms are used for different functions (e.g., grocery lists, menus, store signs, telephone books, recipes, written directions [such as the steps for hand washing], newspapers, magazines).
3.2.4 Use compound sentences (e.g., "I wanted to make a long snake, but Mimi has the scarf."), if-then statements (e.g., "If I set the table, then you can serve the food."), and complex sentences (e.g., "Pigs wouldn't like it on the moon because there isn't any mud.").
3.2.5 Use language to communicate and negotiate ideas and plans for activities.
3.3.A.3 Identify some alphabet letters, especially those in his/her own name.
3.3.A.5 Recognize that letters are grouped to form words and that words are separated by spaces.
3.3.B.1 Demonstrate understanding of the concept of directionality on a page (e.g., front to back, left to right, top to bottom).

3.3.B.1 Demonstrate understanding of the concept of directionality on a page (e.g., front to back, left to right, top to bottom).
3.3.B.5 Use a familiar book as a cue to retell their version of the story.
3.3.B.6 Show an understanding of story structure (e.g., comment on characters, predict what will happen next, ask appropriate questions, act out familiar stories).
3.4.1 Ask adults to write (e.g., labels on block structures, dictation of stories, list of materials needed for a project).
3.4.2 "Write" messages as part of play and other activities (e.g., scribbling, drawing, making letter-like forms and conventional letter forms, using invented spelling).
3.4.4 Share and discuss work samples containing drawings, paintings, and pictures.

Big Ideas:
Understanding and identifying member of the community, community structures, and community helpers

Knowledge, Skills, and Instructional Objectives:

- Compound/complex sentences
- Communication/negotiation
- Letters grouped – words
- Ask adults to write
- Write messages - play

Instructional Materials/Resources:

- Classroom posters/rules
- Games
- Signs and symbols
- Morning meeting materials: job chart, calendar, name cards, weather signs, symbols, CDs/songs
- Books
- Manipulatives

Suggested Vocabulary:
House, apartment, street, library, school, stores, community helpers

Technology:
8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

- Related websites
- Web quests
- Publishing programs
- Images and videos
- Books on tape

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.8.4.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).

Recommended Instructional Activities:

- Introduce and act out community helpers
- Community attributes- houses, apartments, schools, library, stores
- Compare different types of homes

Extension Strategies/Activities:	**Modification Strategies/Activities:**
● Create and build a community map/structure	steps repeated/direction, simplified stories, simplified classroom routine, books on tape, visual clues, study guide, modified expectations, modified assessments, allow oral responses, reword and clarify instructions as needed, utilize computer

Cross-curricular Connections/Standards:

1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out
1.3.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props
1.4.4 Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination
6.2.3 Demonstrate appropriate behavior when collaborating with others
6.3.1 Develop an awareness of the physical features of the neighborhood/community
6.3.2 Identify, discuss, and role-play the duties of a range of community workers
6.4.1 Learn about and respect other cultures within the classroom and community

Suggested Assessments:

- Anecdotal Notes
- Running Records
- Observation

Theme/Unit: Language Arts **Spring has Sprung**	**Suggested Sequence:** **March**

NJSLS:

3.2.3 Use language and sounds that are appropriate to specific roles in dramatic play, and set the stage by describing actions and events.
3.3.A.2 Recognize that a variety of print letter formations and text forms are used for different functions (e.g., grocery lists, menus, store signs, telephone books, recipes, written directions [such as the steps for hand washing], newspapers, magazines).
3.2.4 Use compound sentences (e.g., "I wanted to make a long snake, but Mimi has the scarf."), if-then statements (e.g., "If I set the table, then you can serve the food."), and complex sentences (e.g., "Pigs wouldn't like it on the moon because there isn't any mud.").
3.2.5 Use language to communicate and negotiate ideas and plans for activities.
3.3.A.5 Recognize that letters are grouped to form words and that words are separated by spaces.
3.3.B.1 Demonstrate understanding of the concept of directionality on a page (e.g., front to back, left to right, top to bottom).
3.3.B.5 Use a familiar book as a cue to retell their version of the story.
3.3.B.6 Show an understanding of story structure (e.g., comment on characters, predict what will happen next, ask

appropriate questions, act out familiar stories).

3.3.B.7 Ask questions and make comments pertinent to a story being read and connect information in books to personal life experiences.

3.3.C.2 Makeup and chant rhymes (e.g., at the water table, saying "squishy, wishy, dishy soap," or at lunchtime, saying, "A light is for night.").

3.4.1 Ask adults to write (e.g., labels on block structures, dictation of stories, list of materials needed for a project).

3.4.2 "Write" messages as part of play and other activities (e.g., scribbling, drawing, making letter-like forms and conventional letter forms, using invented spelling).

3.4.4 Share and discuss work samples containing drawings, paintings, and pictures.

Big Ideas:

Understanding season changes and characteristics of spring

Knowledge, Skills, and Instructional Objectives:

- Make up/chant rhymes
- Questions/comments based on story

Instructional Materials/Resources:

- Classroom posters/rules
- Games
- Signs and symbols
- Morning meeting materials: job chart, calendar, name cards, weather signs, symbols, CDs/songs
- Books
- Manipulatives

Suggested Vocabulary:

Rock, water, soil, plants, flowers, spring, season, warm, spring clothing, tree, stem, spring activities, wind

Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

- Related websites
- Web quests
- Publishing programs
- Images and videos
- Books on tape

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

- Planting- need sunlight water, watch it grow
- Describe characteristics of rocks, water, soil, etc.
- Spring craft
- Graph spring clothing
- Dr. Seuss Books

Extension Strategies/Activities:	**Modification Strategies/Activities:**
● Create and identify rhymes	steps repeated/direction, simplified stories, simplified classroom routine, books on tape, visual clues, study guide, modified expectations, modified assessments, allow oral responses, reword and clarify instructions as needed, utilize computer

Cross-curricular Connections/Standards:

0.1.2 Express ideas for activities and initiate discussions

5.4.1 Explore and describe characteristics of soil, rocks, water, and air (e.g., sorting rocks by shape and/or color, observing water as a solid and a liquid, noticing the wind's effect on playground objects).

Suggested Assessments:

- Anecdotal Notes
- Running Records
- Observation

Theme/Unit: Language Arts **Animals**	**Suggested Sequence:** **April**

NJSLS:

3.2.4 Use compound sentences (e.g., "I wanted to make a long snake, but Mimi has the scarf."), if-then statements (e.g., "If I set the table, then you can serve the food."), and complex sentences (e.g., "Pigs wouldn't like it on the moon because there isn't any mud.").

3.2.5 Use language to communicate and negotiate ideas and plans for activities.

3.2.10 Use new vocabulary and ask questions to extend understanding of words.

3.3.A.5 Recognize that letters are grouped to form words and that words are separated by spaces.

3.3.B.1 Demonstrate understanding of the concept of directionality on a page (e.g., front to back, left to right, top to bottom).

3.3.B.7 Ask questions and make comments pertinent to a story being read and connect information in books to personal life experiences.

3.3.C.2 Makeup and chant rhymes (e.g., at the water table, saying "squishy, wishy, dishy soap," or at lunchtime, saying, "A light is for night.").

3.4.1 Ask adults to write (e.g., labels on block structures, dictation of stories, list of materials needed for a project).

3.4.2 "Write" messages as part of play and other activities (e.g., scribbling, drawing, making letter-like forms and conventional letter forms, using invented spelling).

Big Ideas:

Identify, compare, and describe animals and their environments

Distinguish between real and pretend

Knowledge, Skills, and Instructional Objectives:

- New vocabulary/questions to extend word understanding

Instructional Materials/Resources:

- Classroom posters/rules
- Games
- Signs and symbols
- Morning meeting materials: job chart, calendar, name cards, weather signs, symbols, CDs/songs
- Books
- Manipulatives

Suggested Vocabulary:
Animals, animal parts, animal habitats, real, pretend

Technology:
8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

- Related websites
- Web quests
- Publishing programs
- Images and videos
- Books on tape

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

- Discuss the differences between living animals (their needs) and pretend animals such as food/attention
- Dramatic play- take care of animals, veterinarian, farm, zoo, ocean
- Discuss where animals live. Create an animal habitat using blocks/tunnels/materials
- Clifford- real/not real
- Learn about farm, zoos, ocean, and pets

Extension Strategies/Activities:

- Reduce, reuse, recycle- talk about recycling, make a sculpture out of recycled materials

Modification Strategies/Activities:
steps repeated/direction, simplified stories, simplified classroom routine, books on tape, visual clues, study guide, modified expectations, modified assessments, allow oral responses, reword and clarify instructions as needed, utilize computer

Cross-curricular Connections/Standards:
1.3.4 Differentiate between fantasy/pretend play and real events
1.3.5 Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).
5.1.3 Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).
5.3.2 Observe similarities and differences in the needs of living things, and differences between living and nonliving things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a nonliving thing, such as a shell)
5.3.3 Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter,

food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium). 5.4.4 Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment (e.g., turning off water faucets, collecting empty yogurt cups for reuse as paint containers, separating materials in recycling bins, re-using clean paper goods for classroom collage and sculpture projects).
Suggested Assessments: ● Anecdotal Notes ● Running Records ● Observation

Theme/Unit: Language Arts **New Beginnings**	**Suggested Sequence:** **May**
NJSLS: 3.2.6 Listen and respond appropriately in conversations and group interactions by taking turns and generally staying on topic. 3.2.10 Use new vocabulary and ask questions to extend understanding of words. 3.3.B.7 Ask questions and make comments pertinent to a story being read and connect information in books to personal life experiences. 3.3.C.1 Engage in language play (e.g., manipulate separate and repeating sounds). 3.3.C.2 Make-up and chant rhymes (e.g., at the water table, saying "squishy, wishy, dishy soap," or at lunchtime, saying, "A light is for night."). 3.4.1 Ask adults to write (e.g., labels on block structures, dictation of stories, list of materials needed for a project).	
Big Ideas: Understand and identify plants, insects, baby animals and their environment	

Knowledge, Skills, and Instructional Objectives:

- Appropriate conversation skills (take turns on topic)
- Engage language play
-

Instructional Materials/Resources:

- Classroom posters/rules
- Games
- Signs and symbols
- Morning meeting materials: job chart, calendar, name cards, weather signs, symbols, CDs/songs
- Books
- Manipulatives

Suggested Vocabulary:

Seeds, stem, leaves, flower, soil, water, sun, insects, baby animals

Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

- Related websites
- Web quests
- Publishing programs
- Images and videos
- Books on tape

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

- Planting flowers- need sunlight to help it grow
- Create Cinco De Mayo instruments that are loud and soft- compare the differences between the sounds
- Very Hungry Caterpillar activities
- Name caterpillar- write name on each spot and put together to create a caterpillar

Extension Strategies/Activities:

- Discuss transformation of a caterpillar into a butterfly
- Name caterpillar- write letters of first and last name on each spot to create a caterpillar

Modification Strategies/Activities:

steps repeated/direction, simplified stories, simplified classroom routine, books on tape, visual clues, study guide, modified expectations, modified assessments, allow oral responses, reword and clarify instructions as needed, utilize computer

Cross-curricular Connections/Standards:

1.2.2 Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations

1.2.4 Listen to, imitate, and improvise sounds, patterns, or songs

1.2.5 Participate in and listen to music from a variety of cultures and times

1.2.6 Recognize and name a variety of music elements using appropriate music vocabulary

1.2.7 Describe feelings and reactions in response to diverse musical genres and styles
5.2.3 Investigate sound, heat, and light energy through one or more of the senses (e.g., comparing the pitch and volume of sounds made by commercially made and homemade instruments, recording how shadows change during the course of a day or over time, using flashlights or lamp light to make shadows indoors
5.4.2 Explore the effects of sunlight on living and nonliving things (e.g., growing plants with and without sunlight, investigating shadows that occur when the sun's light is blocked by objects).

Suggested Assessments:

- Anecdotal Notes
- Running Records
- Observation

Theme/Unit: Language Arts **Summer**	**Suggested Sequence:** **June**

NJSLS:

3.2.6 Listen and respond appropriately in conversations and group interactions by taking turns and generally staying on topic.
3.2.10 Use new vocabulary and ask questions to extend understanding of words.
3.3.C.1 Engage in language play (e.g., manipulate separate and repeating sounds).
3.4.1 Ask adults to write (e.g., labels on block structures, dictation of stories, list of materials needed for a project).

Big Ideas:

Understanding season changes and characteristics of summer

Knowledge, Skills, and Instructional Objectives:

- Review concepts taught throughout the year

Instructional Materials/Resources:

- Classroom posters/rules
- Games
- Signs and symbols
- Morning meeting materials: job chart, calendar, name cards, weather signs, symbols, cds/songs
- Books
- Manipulatives

Suggested Vocabulary:

Summer, summer activities, summer clothing, beach, hot, sun, vacation

Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

- Related websites
- Web quests
- Publishing programs
- Images and videos
- Books on tape

	8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
Recommended Instructional Activities: ● Summer crafts ● Review concepts taught throughout the school year	
Extension Strategies/Activities: ● Draw/write about activities that will be done during the summer vacation	**Modification Strategies/Activities:** steps repeated/direction, simplified stories, simplified classroom routine, books on tape, visual clues, study guide, modified expectations, modified assessments, allow oral responses, reword and clarify instructions as needed, utilize computer
Cross-curricular Connections/Standards: 0.1.4 Discuss their own actions and efforts 1.4.5 Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process 1.4.6 Create more recognizable representations as eye-hand coordination and fine-motor skills develop 1.4.7 Create more recognizable representations as eye-hand coordination and fine-motor skills develop	
Suggested Assessments: ● Anecdotal Notes ● Running Records ● Observation	

Theme/Unit: Mathematics **Me and My School**	**Suggested Sequence:** **September**

NJSLS:

4.1.1 Demonstrate emergent understanding of numbers (for counting: at least through 20; for ordinals: first through fifth, including the last).

4.1.4 Demonstrate understanding of one-to-one correspondence (e.g., put one placemat at each place, give each child one cookie, place one animal in each truck, hand out manipulatives to be shared with a friend, saying "One for you, one for me."): (a) match sets; (b) spontaneously count for own purposes; and (c) recognize a number of objects (up to four) without counting.

4.2.3 Explore three-dimensional shapes by building with blocks and other materials.

4.2.9 Demonstrate understanding of basic temporal relations (e.g., the sequence of the daily routine).

4.3.1 Describe patterns in the environment.

4.3.2 Represent patterns in a variety of ways.

Big Ideas:

Numbers, colors, counting patterns

Knowledge, Skills, and Instructional Objectives:

Counting
Number identification
AB Patterns

Instructional Materials/Resources:

- Calendar
- Songs
- Manipulatives
- Math Games
- Brown Bear

Suggested Vocabulary:

1-5, pattern, colors

Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

- Related websites
- Web quests
- Publishing programs
- Images and videos
- Books on tape

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

- Chicka 123
- Brown Bear color activities
- Calendar
- Counting transportation vehicles
- Transportation counters – make a pattern
- Tran beads – lace on make a pattern/counting

Extension Strategies/Activities:

- AAB Patterns
- ABB Patterns
- Counting 20
- 1:1 – 1-10
- 10 Apples Up On Top

Modification Strategies/Activities:

steps repeated/direction, simplified stories, simplified classroom routine, books on tape, visual clues, study guide, modified expectations, modified assessments, allow oral responses, reword and clarify instructions as needed, utilize computer

Cross-curricular Connections/Standards:

0.1.1 Express individuality by making independent decisions about which materials to use
0.1.3 Actively engage in activities and interactions with teachers and peers
0.2.1 Make independent choices and plans from a broad range of diverse interest centers
0.2.2 Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).
0.2.3 Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next
0.2.4 Attend to tasks for a period of time
0.4.1 Engage appropriately with peers and teachers in classroom activities
0.4.2 Engage appropriately with peers and teachers in classroom activities
0.4.3 Say "thank you," "please," and "excuse me."
0.4.4 Respect the rights of others (e.g., "This painting belongs to Carlos.").
0.5.4 Take turns
2.4.1 Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).
2.4.2 Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter).
3.1.1 Following oral directions that involve several actions
3.1.2 Listen for various purposes
5.2.4 Investigate how and why things move (e.g., slide block, balance structures, push structures over, use ramps to explore how far and how fast different objects move or roll).
6.2.2 Demonstrates responsibility by initiating simple classroom tasks and jobs.

Suggested Assessments:

- Pattern Assessment Form
- Anecdotal Notes
- Observation

Theme/Unit: Mathematics Fall	Suggested Sequence: October

NJSLS:

4.1.1 Demonstrate emergent understanding of numbers (for counting: at least through 20; for ordinals: first through fifth, including the last).

4.1.2 Recognize and name someone-digit written numerals: (a) begin to write one-digit numerals; and (b) discriminate numbers from other symbols in the environment (e.g., street signs, license plates, room number, clock).

4.1.4 Demonstrate understanding of one-to-one correspondence (e.g., put one placemat at each place, give each child one cookie, place one animal in each truck, hand out manipulatives to be shared with a friend, saying "One for you, one for me."): (a) match sets; (b) spontaneously count for own purposes; and (c) recognize a number of objects (up to four) without counting.

4.2.1 Use and respond to positional words (e.g., in, under, between, down).

4.2.2 Explore and talk about basic shapes in the environment (e.g., circle, square, triangle).

4.2.3 Explore three-dimensional shapes by building with blocks and other materials.

4.2.9 Demonstrate understanding of basic temporal relations (e.g., the sequence of the daily routine).

4.3.1 Describe patterns in the environment.

4.3.2 Represent patterns in a variety of ways.

4.3.4 Show awareness of the attributes of objects through sorting, ordering, and classifying.

4.4.5 Use technology to reinforce concrete mathematical information (e.g., to explore patterns and shapes).

Big Ideas:

Numbers, counting AB patterns, shapes, positional words, sorting/classifying

Knowledge, Skills, and Instructional Objectives:

Counting
Number identification
AB Patterns

Instructional Materials/Resources:

- Number ID – 1-10
- Counting – 1-30
- AB Patterns
- Shapes
- 1:1 correspondence – 1-5
- Sorting /classifying

Suggested Vocabulary

Circle, triangle, square, rectangle, 1-10, up, down, in, out, over, under, front, back

Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

- Related websites
- Web quests
- Publishing programs
- Images and videos
- Books on tape

	8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

- Obstacle course
- Movement positional activity "under and over"
- Leaf sorting
- Halloween patterns
- Shapes – Jack O 'Lantern, Shape Fire Truck
- Sort, manipulate, and describe objects such as sand, clay, paint, blocks (sensory)
- 123 book

Extension Strategies/Activities:	**Modification Strategies/Activities:**
● AAB Patterns ● ABB Patterns ● Creating shapes – fire truck ● More positions ● More shapes ● Create patterns	steps repeated/direction, simplified stories, simplified classroom routine, books on tape, visual clues, study guide, modified expectations, modified assessments, allow oral responses, reword and clarify instructions as needed, utilize computer

Cross-curricular Connections/Standards:

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

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

2.3.3 Identify community helpers who assist in maintaining a safe environment.

5.1.3 Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, show temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).

5.2.1 Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight

Suggested Assessments:

- Running Records
- Anecdotal Notes
- Observation

Theme/Unit: Mathematics **Family and Food**	**Suggested Sequence:** **November**

NJSLS:

4.1.1 Demonstrate emergent understanding of numbers (for counting: at least through 20; for ordinals: first through fifth, including the last).

4.1.2 Recognize and name someone-digit written numerals: (a) begin to write one-digit numerals; and (b) discriminate numbers from other symbols in the environment (e.g., street signs, license plates, room number, clock).

4.1.3 Compare groups of objects (e.g., using the terms “more,” “less,” “same”).

4.1.4 Demonstrate understanding of one-to-one correspondence (e.g., put one placemat at each place, give each child one cookie, place one animal in each truck, hand out manipulatives to be shared with a friend, saying “One for you, one for me.”): (a) match sets; (b) spontaneously count for own purposes; and (c) recognize a number of objects (up to four) without counting.

4.2.1 Use and respond to positional words (e.g., in, under, between, down).

4.2.2 Explore and talk about basic shapes in the environment (e.g., circle, square, triangle).

4.2.3 Explore three-dimensional shapes by building with blocks and other materials.

4.2.9 Demonstrate understanding of basic temporal relations (e.g., the sequence of the daily routine).

4.3.1 Describe patterns in the environment.

4.3.2 Represent patterns in a variety of ways.

4.3.4 Show awareness of the attributes of objects through sorting, ordering, and classifying.

4.4.5 Use technology to reinforce concrete mathematical information (e.g., to explore patterns and shapes).

Big Ideas:

Comparing numbers, counting positional words, shapes

Knowledge, Skills, and Instructional Objectives:

Counting
Number identification
AB Patterns

Instructional Materials/Resources:

- Number ID – 1-10
- Counting – 1-30
- AB Patterns, AAB
- Shapes
- 1:1 correspondence – 1-10
- Sorting /classifying/compare

Suggested Vocabulary

More, less, same, 1-10, between, behind, beside, next to

Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

- Related websites
- Web quests
- Publishing programs
- Images and videos

	● Books on tape 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

- Food sorting, classifying
- Food shapes
- Family by size
- Counting family sizes
- Who Ate the Cookies from the Cookie Jar?

Extension Strategies/Activities:	**Modification Strategies/Activities:**
● More categories ● More attributes	steps repeated/direction, simplified stories, simplified classroom routine, books on tape, visual clues, study guide, modified expectations, modified assessments, allow oral responses, reword and clarify instructions as needed, utilize computer

Cross-curricular Connections/Standards:

2.2.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).

2.2.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).

6.1.1 Describe characteristics of oneself, one's family, and others.

Suggested Assessments:

- Running Records
- Anecdotal Notes
- Observation

Theme/Unit: Mathematics Traditions	**Suggested Sequence: December**

NJSLS:

4.1.1 Demonstrate emergent understanding of numbers (for counting: at least through 20; for ordinals: first through fifth, including the last).

4.1.2 Recognize and name someone-digit written numerals: (a) begin to write one-digit numerals; and (b) discriminate numbers from other symbols in the environment (e.g., street signs, license plates, room number, clock).

4.1.3 Compare groups of objects (e.g., using the terms "more," "less," "same").

4.1.4 Demonstrate understanding of one-to-one correspondence (e.g., put one placemat at each place, give each child one cookie, place one animal in each truck, hand out manipulatives to be shared with a friend, saying "One for you, one for me."): (a) match sets; (b) spontaneously count for own purposes; and (c) recognize a number of objects (up to four) without counting.

4.2.1 Use and respond to positional words (e.g., in, under, between, down).

4.3.1 Describe patterns in the environment.

4.3.2 Represent patterns in a variety of ways.

4.3.4 Show awareness of the attributes of objects through sorting, ordering, and classifying.

4.4.5 Use technology to reinforce concrete mathematical information (e.g., to explore patterns and shapes).

Big Ideas:

Comparing numbers, counting positional words

Knowledge, Skills, and Instructional Objectives:

Counting
Number identification
AB Patterns

Instructional Materials/Resources:

- Number ID – 1-10
- Counting – 1-30
- AB Patterns
- 1:1 correspondence – 1-10
- Sorting /classifying/compare

Suggested Vocabulary

Numbers, pattern, same, different

Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

- Related websites
- Web quests
- Publishing programs
- Images and videos
- Books on tape

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design,

	computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

- Food sorting, classifying
- Food shapes
- Family by size
- Counting family sizes

Extension Strategies/Activities:	**Modification Strategies/Activities:**
● More categories ● More attributes	steps repeated/direction, simplified stories, simplified classroom routine, books on tape, visual clues, study guide, modified expectations, modified assessments, allow oral responses, reword and clarify instructions as needed, utilize computer

Cross-curricular Connections/Standards:

2.2.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).

2.2.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).

6.1.1 Describe characteristics of oneself, one's family, and others.

Suggested Assessments:

- Running Records
- Anecdotal Notes
- Observation

Theme/Unit: Mathematics **Winter**	**Suggested Sequence:** **January**

NJSLS:

4.1.2 Recognize and name someone-digit written numerals: (a) begin to write one-digit numerals; and (b) discriminate numbers from other symbols in the environment (e.g., street signs, license plates, room number, clock).

4.2.6 Use simple shapes to make designs, patterns, and pictures (e.g., tangrams).

4.3.3 Begin to represent data in pictures and drawings.

Big Ideas:

Practical situations

Knowledge, Skills, and Instructional Objectives:

- Tangrams – make shapes to make designs
- Graphing
- Constructing designs/patterns/pictures using shapes
- Number ID – 1-15

Instructional Materials/Resources:

- Tangrams
- graph

Suggested Vocabulary

More, less, graph

Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

- Related websites
- Web quests
- Publishing programs
- Images and videos
- Books on tape

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

- winter graph (roll)
- sorting clothes
- snowflake using shapes
- tangrams

Extension Strategies/Activities:	**Modification Strategies/Activities:**
● clothes, clothespin, sort hot/cold ● harder designs, less models ● graph – more/less, how many	steps repeated/direction, simplified stories, simplified classroom routine, books on tape, visual clues, study guide, modified expectations, modified assessments, allow oral responses, reword and clarify instructions as needed, utilize computer

Cross-curricular Connections/Standards:

1.4.2 Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.

5.1.3 Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).

5.4.3 Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors).

Suggested Assessments:

- Running Records
- Anecdotal Notes
- Observation

Theme/Unit: Mathematics My Community	Suggested Sequence: February

NJSLS:

4.1.2 Recognize and name someone-digit written numerals: (a) begin to write one-digit numerals; and (b) discriminate numbers from other symbols in the environment (e.g., street signs, license plates, room number, clock).

4.1.5 Explore the meanings of addition and subtraction by using concrete objects: (a) joining (e.g., "Three blue pegs, three yellow pegs, six pegs altogether!"); and (b) separating ("I have four carrot sticks. I'm eating one! Now I have 3!").

4.2.5 Identify symmetry during play (e.g., building with blocks).

4.2.6 Use simple shapes to make designs, patterns, and pictures (e.g., tangrams).

4.3.3 Begin to represent data in pictures and drawings.

Big Ideas:

add symmetry, construct shapes, graphing

Knowledge, Skills, and Instructional Objectives:

- constructing shapes
- graphing
- symmetry
- addition – 1-5
- number ID – 1-15

Instructional Materials/Resources:

- manipulative
- graph

Suggested Vocabulary

Symmetrical, graph, add, plus, more, less

Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

- Related websites
- Web quests
- Publishing programs
- Images and videos
- Books on tape

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

- symmetrical hearts
- heart bingo
- graphing/addition

Extension Strategies/Activities: ● heart puzzles	**Modification Strategies/Activities:** steps repeated/direction, simplified stories, simplified classroom routine, books on tape, visual clues, study guide, modified expectations, modified assessments, allow oral responses, reword and clarify instructions as needed, utilize computer
Cross-curricular Connections/Standards: 6.3.1 Develop an awareness of the physical features of the neighborhood/community. 6.3.2 Identify, discuss, and role-play the duties of a range of community workers. 6.4.1 Learn about and respect other cultures within the classroom and community. 1.4.2 Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.	
Suggested Assessments: ● Running Records ● Anecdotal Notes ● Observation	

Theme/Unit: Mathematics **Spring has Sprung**	**Suggested Sequence:** **March**

NJSLS:

4.1.1 Demonstrate emergent understanding of numbers (for counting: at least through 20; for ordinals: first through fifth, including the last).

4.1.2 Recognize and name someone-digit written numerals: (a) begin to write one-digit numerals; and (b) discriminate numbers from other symbols in the environment (e.g., street signs, license plates, room number, clock).

4.1.5 Explore the meanings of addition and subtraction by using concrete objects: (a) joining (e.g., "Three blue pegs, three yellow pegs, six pegs altogether!"); and (b) separating ("I have four carrot sticks. I'm eating one! Now I have 3!").

4.2.5 Identify symmetry during play (e.g., building with blocks).

4.2.6 Use simple shapes to make designs, patterns, and pictures (e.g., tangrams).

4.2.7 Explore the use of nonstandard objects for measurement.

4.3.3 Begin to represent data in pictures and drawings.

4.4.4 Recognize that mathematics is used in a variety of contexts in all disciplines, and apply mathematics in practical situations and other disciplines.

Big Ideas:

add symmetry, graph constructing, non-standard measure ordinals

Knowledge, Skills, and Instructional Objectives:

- constructing shapes
- graphing
- symmetry
- addition – 1-5
- number ID – 1-15
- ordinal – 1-5

Instructional Materials/Resources:

- Graph
- Number line
- Number sentences

Suggested Vocabulary

Symmetrical, graph, add, plus, more, less

Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

- Related websites
- Web quests
- Publishing programs

	● Images and videos ● Books on tape 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

- Pot of Gold Dice Roll
- Symmetry rainbow
- Paint by numbers
- Dr. Seuss Hat pattern

Extension Strategies/Activities:	**Modification Strategies/Activities:**
● Ordinal number first/last/more ● Pot of gold – more/dice, higher numbers ● Ordinal numbers more than 5 ● Number identification more than 20	steps repeated/direction, simplified stories, simplified classroom routine, books on tape, visual clues, study guide, modified expectations, modified assessments, allow oral responses, reword and clarify instructions as needed, utilize computer

Cross-curricular Connections/Standards:

1.4.2 Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space

3.3.A.6 Recognize that it is the print that is read in stories

Suggested Assessments:

- Running Records
- Anecdotal Notes
- Observation

Theme/Unit: Mathematics **Animals**	**Suggested Sequence:** **April**

NJSLS:

4.1.1 Demonstrate emergent understanding of numbers (for counting: at least through 20; for ordinals: first through fifth, including the last).

4.1.2 Recognize and name someone-digit written numerals: (a) begin to write one-digit numerals; and (b) discriminate numbers from other symbols in the environment (e.g., street signs, license plates, room number, clock).

4.1.5 Explore the meanings of addition and subtraction by using concrete objects: (a) joining (e.g., "Three blue pegs, three yellow pegs, six pegs altogether!"); and (b) separating ("I have four carrot sticks. I'm eating one! Now I have 3!").

4.2.5 Identify symmetry during play (e.g., building with blocks).

4.2.7 Explore the use of nonstandard objects for measurement.

4.3.3 Begin to represent data in pictures and drawings.

Big Ideas:

Substitute symmetry, graphing, non-standard measure

Knowledge, Skills, and Instructional Objectives:

- Addition – 1-5
- Subtraction
- Symmetry
- Graphing
- Number ID – 1-20
- Ordinal – 1-5

Instructional Materials/Resources:

- Math Games
- Manipulatives
- Graph
- Number Line
- 3 Bears
- The Napping House

Suggested Vocabulary

First-fifth, graph, numbers, add, subtract

Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

- Related websites
- Web quests
- Publishing programs

	● Images and videos ● Books on tape 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

- Graph – pet survey
- Animal subtraction intro
- Acting out plays that involve sequences such as Three Little Pigs or The Napping House
- Using Caps for Sale to reinforce adding and subtracting

Extension Strategies/Activities:	**Modification Strategies/Activities:**
● Line up first/last ● Who's going to the movies? ● Ordinal numbers more than 5 ● Number identification more than 20	steps repeated/direction, simplified stories, simplified classroom routine, books on tape, visual clues, study guide, modified expectations, modified assessments, allow oral responses, reword and clarify instructions as needed, utilize computer

Cross-curricular Connections/Standards:

3.1.1 Following oral directions that involve several actions
3.1.2 Listening for various purposes
3.1.3 Show understanding of listening activities by incorporating ideas into play

Suggested Assessments:

- Running Records
- Anecdotal Notes
- Observation

Theme/Unit: Mathematics New Beginnings	Suggested Sequence: May

NJSLS:

4.1.1 Demonstrate emergent understanding of numbers (for counting: at least through 20; for ordinals: first through fifth, including the last).

4.1.2 Recognize and name someone-digit written numerals: (a) begin to write one-digit numerals; and (b) discriminate numbers from other symbols in the environment (e.g., street signs, license plates, room number, clock).

4.1.5 Explore the meanings of addition and subtraction by using concrete objects: (a) joining (e.g., "Three blue pegs, three yellow pegs, six pegs altogether!"); and (b) separating ("I have four carrot sticks. I'm eating one! Now I have 3!").

4.2.4 Explore connections between two- and three-dimensional forms (e.g., sphere and circle).

4.2.7 Explore the use of nonstandard objects for measurement.

4.2.8 Compare and order objects according to measurable attributes (e.g., length, weight).

4.4.1 Learn mathematics through problem solving, inquiry, and discovery and use emergent mathematical knowledge as a problem-solving tool

4.4.2 Solve problems that arise in mathematics and in other contexts.

4.4.3 Use communication to organize and clarify mathematical thinking by discussing, listening, and asking questions during activities.

Big Ideas:

Addition/subtraction, 3D shapes, compare/measure, non-standard measure, problem solving

Knowledge, Skills, and Instructional Objectives:

- Subtracting <5
- Intro 3D sphere/cone/cube/pyramid
- Measuring non vs standard
- Problem solving
- Number ID – 1-20
- Ordinal 1-5

Instructional Materials/Resources:

- Manipulatives
- Math Games
- 3D and 2D shapes

Suggested Vocabulary

3D, 2D, ruler, measuring tape, scale

Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

- Related websites
- Web quests
- Publishing programs
- Images and videos
- Books on tape

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the

	nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

- Plant a bean, watch it grow, measure it (Jack Beanstalk)
- Make things with 3D shapes, what rolls?

Extension Strategies/Activities:	**Modification Strategies/Activities:**
● Graph how much the plant grows ● Compare 3D and 2D shapes ● Ordinal numbers more than 5 ● Number identification more than 20	steps repeated/direction, simplified stories, simplified classroom routine, books on tape, visual clues, study guide, modified expectations, modified assessments, allow oral responses, reword and clarify instructions as needed, utilize computer

Cross-curricular Connections/Standards:

5.3.1 Investigate and compare the basic characteristics of plants, humans, and other animals

5.1.5 Represent observations and work through drawing, recording data, and "writing" (e.g., drawing and "writing" on observation clipboards, making rubbings, charting the growth of plants

Suggested Assessments:

- Running Records
- Anecdotal Notes
- Observation

Theme/Unit: Mathematics **Summer**	**Suggested Sequence:** **June**

NJSLS:

4.1.1 Demonstrate emergent understanding of numbers (for counting: at least through 20; for ordinals: first through fifth, including the last).

4.1.2 Recognize and name someone-digit written numerals: (a) begin to write one-digit numerals; and (b) discriminate numbers from other symbols in the environment (e.g., street signs, license plates, room number, clock).

4.1.5 Explore the meanings of addition and subtraction by using concrete objects: (a) joining (e.g., "Three blue pegs, three yellow pegs, six pegs altogether!"); and (b) separating ("I have four carrot sticks. I'm eating one! Now I have 3!").

4.2.4 Explore connections between two- and three-dimensional forms (e.g., sphere and circle).

4.2.8 Compare and order objects according to measurable attributes (e.g., length, weight).

4.4.1 Learn mathematics through problem solving, inquiry, and discovery and use emergent mathematical knowledge as a problem-solving tool.

4.4.2 Solve problems that arise in mathematics and in other contexts.

Big Ideas:

Review concepts taught throughout the school year

Knowledge, Skills, and Instructional Objectives:

- Subtractions <5
- Ordinal 1-5
- 2D/3D
- Measuring
- Number ID - 1-20
- Problem solving

Instructional Materials/Resources:

- Manipulatives
- Math Games
- Books

Suggested Vocabulary

3D, 2D, ruler, measuring tape, scale

Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

- Related websites
- Web quests
- Publishing programs
- Images and videos
- Books on tape

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

- Review
- Catch fish and measure
- Kathy's Pocket

Extension Strategies/Activities:	**Modification Strategies/Activities:**
● Ordinal numbers more than 5 ● Number identification more than 20	steps repeated/direction, simplified stories, simplified classroom routine, books on tape, visual clues, study guide, modified expectations, modified assessments, allow oral responses, reword and clarify instructions as needed, utilize computer

Cross-curricular Connections/Standards:

1.4.5 Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process

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

1.4.7 Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world

Suggested Assessments:

- Running Records
- Anecdotal Notes
- Observation

Support Documents

Board Policies Applicable to Curriculum

2110 PHILOSOPHY OF EDUCATION

Free public education for all children is a cornerstone of a democratic society that values the worth and dignity of each individual. The primary goal of this Board of Education shall be to offer each child in this district the educational opportunity that will enable him/her to function politically, economically, and socially in that democratic society.

The Board, as the agent responsible for the education of the children of the district, will provide a planned program of learning that incorporates into its curriculum the lessons and experiences, within and without the classroom, needed to realize the educational goals of this district. The Board appreciates the need for constant improvement of the instructional program and will strive unremittingly to provide an educational system that assists each pupil in becoming a self-respecting individual who can function effectively and satisfyingly.

It is the expectation of this school district that all pupils achieve the New Jersey Core Curriculum Content Standards at all grade levels.

The Board will seek out and work cooperatively with the available resources of home and community including business and industry, in the improvement of the educational program.

The Board will endeavor to employ a high caliber, well-prepared staff of adequate size and wide-ranging abilities. Moreover, the Board will provide pupils and staff, as needs dictate and means permit, with adequate educational supplies, equipment, and facilities.

The purpose of education in the schools of this district is to facilitate the development of each child to his/her greatest potential. The school staff shall recognize individual differences among pupils and encourage their achievement and progress, not only in basic skills but in the ability to think independently and critically. The school staff shall help pupils to understand our democratic society; to believe in it and to act fairly in their relationships with others; to develop in themselves attitudes of respect and helpfulness toward others; to want, and to be able to perform well, some portion of the work of the world; to acquire knowledge and skills necessary to do this with satisfaction to themselves and society; to understand and use effective methods in framing the questions and tackling the problems that they encounter in their lives to the end that they may function politically, economically, and socially in a democratic society.

Adopted: 11 November 2008

2132 SCHOOL DISTRICT GOALS AND OBJECTIVES

The Board of Education adopts the following goals and objectives for the operation of the educational program of the school district:

1. Student Achievement:

   Continue to implement formative and on-line assessments of student performance in order to ensure that our programs and their execution meet the expectations set forth in the Common Core State Standards.

2. Community Engagement:

   Improve the frequency, quality and consistency of communication that will enhance parent and community involvement.

3. Human Resources:

   Continue to work toward matching our community and student diversity in our staff.

N.J.A.C. 6A:32-12.2

Adopted: 8 September 2014

2200 CURRICULUM CONTENT

The Board of Education will provide the instruction and services mandated by law and rules as necessary for the implementation of a thorough and efficient system of free public education and such other instruction and services as the Board deems appropriate for the thorough and efficient education of the students of this district. The Board shall annually approve a list of all programs and courses that comprise the district's curriculum and shall approve any subsequent changes in the curriculum in accordance with Policy 2220.

For purposes of this policy “curriculum” means planned learning opportunities designed to assist students toward the achievement of the intended outcomes of instruction.

The curriculum will be reviewed by the Superintendent and approved annually by the Board. In accordance with law, the curriculum shall, as a minimum, include the curricular mandates of N.J.S.A. 18A - Education and N.J.A.C. 6 and 6A - Education and all of the New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators.

The Superintendent is responsible for implementing the curriculum approved by the Board.

The Board directs the curriculum to be consistent with the educational goals and objectives of this district, the New Jersey Core Curriculum Content Standards and responsive to identified student needs. The Superintendent shall, in consultation with teaching staff members, assure the effective articulation of curriculum across all grade levels, between the schools of this district, and among the constituent districts of the Rancocas Valley Regional School District.

The curriculum shall provide programs in accordance with Board policies and the New Jersey Student Learning Standards, including but not limited to:

1. Preparation of all students for employment or post-secondary study upon graduation from high school;

2. Instruction in workplace readiness skills, visual and performing arts, comprehensive health and physical education, language arts literacy, mathematics, science, social studies (including instruction on the Constitution of the United States, United States history, Community Civics, and the geography, history and civics of New Jersey), and World Languages;

3. Continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program of all students in accordance with Policy 2530;

4. Guidance and counseling to assist in career and academic planning for all students, in accordance with Policy 2411;

5. A continuum of educational programs and services for all children with disabilities, in accordance with Policy and Regulation 2460;

6. Bilingual education, English as a Second Language, and English language services for students of limited English language proficiency, when the number of such students so necessitates, in accordance with Policy 2423;

7. Programs and services for students at risk who require remedial assistance in accordance with Policies 2414, 2415, and 5460;

8. Equal educational opportunity for all students in accordance with Policies 2260, 5750, and 5755;

9. Career awareness and exploration as required, and vocational education as appropriate;

10. Educational opportunities for students with exceptional abilities, in accordance with Policy 2464;

11. Instruction in accident and fire prevention;

12. A substance abuse prevention program;

13. A program for family life education; and

14. Programs that encourage the active involvement of representatives from the community, business, industry, labor and higher education in the development of educational programs aligned with the standards.

N.J.S.A. 18A:6-2; 18A:6-3; 18A:35-1 et seq.

N.J.A.C. 6A:8-1.1 et seq.; 6A:14 et seq.

New Jersey Core Curriculum Content Standards

Adopted: 14 November 2016

2210 CURRICULUM DEVELOPMENT

The Board of Education is committed to the continuing improvement of the educational program of the district. To this end, the curriculum shall be evaluated and modified in accordance with a plan for curriculum development.

As educational leader of the district, the Superintendent shall be responsible to the Board for the development of curriculum and shall establish procedures for curriculum development that insure the effective participation of teaching staff members, pupils, the community, and members of the Board.

The Superintendent shall report to the Board the objectives, evaluative criteria and costs of each proposed program before seeking Board adoption. New programs and courses of study shall not be acted upon by the Board until the meeting following their presentation, in order for Board members to have an opportunity to review the proposed program.

Criteria by which the Board will judge the acceptability of new course offerings include:

1. Does it address an identified pupil need?

2. Is it relevant to the Board's philosophy and goals and does it offer real possibilities for progress toward these goals?

3. If the proposed course replaces an existing program, what defect in the previous program is it designed to overcome?

4. Does it include the criteria by which progress can be measured?

5. Has it been thoroughly studied and/or tested by district staff or by another district? What were the results?

6. Has a curriculum guide been completed? If not, when can it be expected?

7. Have the associated textbooks been recommended to the Board?

8. Have the costs and time of implementation including in-service training been reviewed?

A five-year plan for updating curriculum shall be developed and implemented. The Superintendent shall report annually on all progress in curriculum development and the implementation of the five-year curriculum plan at the time of the Board's annual adoption of curriculum.

The Superintendent may conduct experimental programs that are not part of the duly adopted curriculum and are deemed to be necessary to the continuing growth of the instructional program; he or she shall report to the Board any such pilot program conducted, along with its objectives, evaluative criteria, and costs, before each such program is initiated.

The Superintendent shall report to the Board periodically on all progress in curriculum development

Adopted: 2 May 2000

2220 ADOPTION OF COURSES

The Board of Education shall provide a comprehensive instructional program to serve the needs of the children of this district. In furtherance of this goal and pursuant to law, the Board shall annually adopt the existing courses of study. Adoption includes both content and credit allocation. The Board's policy in this respect is to:

1. Adopt those core content standards mandated by the state in a form acceptable to the State Department of Education.

2. Adopt additional core content standards to meet the changing needs of pupils and the community.

3. Adapt and revise existing courses of study to meet the changing needs of pupils and the community.

Existing courses shall be reviewed at regular intervals and revised as necessary. No course of study shall be eliminated, revised or implemented without the approval of the Board.

The Board directs that the curriculum of this district:

1. Be consistent with written goals, objectives and identified pupil needs;

2. Develop individual talents and interests and serve diverse learning styles to motivate pupil achievement;

3. Provide for continuous learning through effective articulation;

4. Provide all pupils continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program;

5. Provide all pupils guidance and counseling to assist in career and academic planning;

6. Provide a continuum of educational programs and services for handicapped children, pursuant to law and regulation;

7. Provide bilingual programs for pupils whose dominant language is not English, pursuant to law and regulation;

8. Provide compensatory education programs for pupils, pursuant to law and regulation;

9. Provide all pupils equal educational opportunity, pursuant to law and regulation;

10. Provide career awareness and vocational education, pursuant to law and regulation;

11. Provide educational opportunities for exceptionally gifted and talented pupils.

The Superintendent shall maintain a current list of all courses of study offered by this district; shall furnish each member of the Board of Education with a copy upon request; and shall provide a copy in the district office for public referral.

Adoption of courses shall be by a recorded roll call majority vote of the full membership of the Board. This includes the courses in the special education and ESL/bilingual programs, and those for the adult high school.

N.J.S.A. 18A:4-25; 18A:4-28; 18A:7A-6; 18A:33-1; 18A:35-1 et seq.
N.J.A.C. 6:4-1.1 et seq.; 6:8-4.6; 6:8-7.1; 6:39-1.2

Adopted: 2 May 2000

2230 COURSE GUIDES

The Superintendent shall oversee development of curriculum guides for every course and area of study for every grade level. Each guide shall contain objectives for concepts and skills to be taught and attitudes to be developed; necessary study skills; suggested materials and activities designed to achieve all of these; and evaluation criteria intended to test the extent to which learning objectives have been met.

Teachers shall use the guides as the core of their instructional planning. It shall be the responsibility of the building principal to ensure that curriculum guides are being followed.

A copy of each guide in use shall be kept on file in each school office. Such guides shall be available for inspection. Because curriculum guides are the means of implementing instruction in courses adopted by the Board as the curriculum of the district, the Board shall approve any new curriculum guides or any revision to an existing guide before they are put into effect.

N.J.S.A. 18A:33-1

Adopted: 2 May 2000

Curriculum Revision Commentary

In order to achieve the district's philosophy of high quality educational experiences for all students, curriculum review and revision must become an ongoing process in Westampton Township Public Schools.

Recommended 5 Year Cycle - In an effort to streamline the process for future curriculum review and revision, the following five-year curriculum revision cycle will be implemented:

Year 1: Curriculum Evaluation and Development

- Examine the state statues, state administrative code, and board policy to ensure compliance and develop direction for curriculum revision.
- Research current data, trends, and best practices in the content area.
- Complete curriculum audit, including teacher surveys and discussions, to determine curriculum strengths and areas of concern
- Develop K-8 curriculum maps in the respective content area
- Determine learning outcomes, and assessments based on state standards
- Select and purchase new programs and materials, if necessary
- Plan district wide articulation sessions focusing on new initiatives

Year 2: Initial Implementation and Revision

- Create a new curriculum draft
- Plan professional development to facilitate the implementation of new instructional practices and programs relative to the new curriculum.
- Provide professional development for administrators to support the implementation and supervision of new curriculum.
- Use teacher feedback and recommendation to support revisions of the curriculum draft.
- Include additional instructional activities, cross-curricular connections and technology to move the document from being a work in progress to a finished product.
- Begin collecting and analyzing data to determine the impact of the new curriculum on student learning.

Years 3 and 4: Full Implementation

- Implement revisions to the curriculum
- Monitor the implementation of curriculum with the new revisions.

- Continue to provide support and staff development
- Identify further areas of revision and amend the curriculum, if necessary.
- Continue to collect and analyze data to determine the impact of curriculum on student learning.

Year 5: Full Implementation/Revision Planning

- Monitor the implementation of curriculum with the new revisions.
- Continue to provide support and staff development
- Identify further areas of revision and amend the curriculum, if necessary.
- Continue to collect and analyze data to determine the impact of curriculum on student learning.
- Plan for new curriculum revision cycle/curriculum evaluation and development.

It is important to note, however, that recent changes in NJ legislature states that if the NJSLS standards change, no district will be allowed to wait until they are in a curriculum revision year (i.e. year 5 of a five-year curriculum revision cycle) to revise the affected curriculum. Districts will have twelve months from the date the new standards are adopted to update and amend their curriculum documents.

Modifications and Extensions: A Guide for Differentiated Instruction

(Formerly Instructional Adaptations in the Classroom for Students with Diverse Needs)

Introduction

The students populating U.S. classrooms today are a diverse lot. They come from differing cultures and have differing learning styles. They arrive at school with differing levels of emotional and social maturity. Their interests differ greatly, both in topic and intensity. At any given time, they reflect differing levels of academic readiness in various subjects-and in various facets of a single subject.

In life, kids can choose from a variety of clothing to fit their differing sizes, styles, and preferences. We understand, without explanation, that this makes them more comfortable and gives expression to their developing personalities. In school, modifying or differentiating instruction for students of differing readiness and interests is also more comfortable, engaging, and inviting. One-size-fits-all instruction will inevitably sag or pinch-exactly as single-size clothing would-student who differ in need, even if they are chronologically the same age.

While the goal for each student is challenge and substantial growth, teachers must often define challenge and growth differently in response to students' varying interests and readiness levels.

– Carol Ann Tomlinson; How to Differentiating Instruction in Mixed-Ability Classrooms

The concept of differentiation, also referred to "differentiating instruction", "differentiated instruction", "differentiated learning", "adaptations", has become an important conversation in teaching and learning. This places students at the center of teaching and learning and upholds data and student needs as the vehicle to drive instructional planning and practices.

"Differentiating the curriculum" requires qualitative, proactive, and multiple approaches to learning in an effort to provide appropriate adjustments to content, teaching strategies, expectations of student mastery, and scope and sequence.

In a differentiated classroom, students work at different paces, have different strengths, and therefore, need instruction that is tailored to meet their individual needs. This need for differentiation is magnified when students have disabilities, are limited in English proficiency, or are advanced and need to be challenged academically to maintain motivation for learning.

This document is designed to offer support to teachers as a resource for strategies to use in their classroom considering that most classrooms contain a broad range of levels, skills, and interests. Please note that while this document is categorized to reflect specific student subgroups, many of the strategies can overlap and prove to be effective instructional practices for all students.

Students with Disabilities

Student Motivation

Rationale: Some students with disabilities may be reluctant to engage or persist in language arts literacy activities. This reluctance may be due to difficulties with aspects of language or literacy processes resulting in repeated failures despite students' initial efforts and desire to learn. Because of these difficulties motivational strategies are important to help students with disabilities become successfully involved in a variety of literacy experiences to develop proficiency, confidence, and enjoyment.

Purpose:	*Strategies:*
Create interest	Personally meaningful activity
Develop persistence	Activity choice
Build confidence	Hands-on, multimodal activities
Promote enjoyment	"Doable" tasks
Foster independence	Attention to learning style
	Student involvement in goal setting
	Modified assessment activities
	Choice to work with others or alone

Instructional Presentation

Rationale: Students with disabilities may require instructional presentations that will enable them to acquire, comprehend, recall, and apply science content and related processes. In addition, instructional presentation adaptations can enhance a student's attention and ability to focus on instruction.

The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (*Instructional Preparation)*; structure and organize information (*Instructional Prompts)*; foster understanding of new concepts and processes (*Instructional Application)*; and promote student self-reflection and self-management regarding tasks demands, goal attainment, and performance accuracy (*Instructional Monitoring)*.

Instructional Preparation

Purpose:	*Examples:*
Motivate	Previewing information/materials

Establish purpose and goals of lesson	Advanced organizers
Activate prior knowledge	Brainstorming and webbing
Build background	Questioning techniques
Focus	K-W-L strategies
Organize	Warm-ups
	Visual demonstrations, illustrations, models
	Mini-lessons

Instructional Prompts

Purpose:	*Examples:*
Organize information	Graphic organizers
Build whole-part relationships	Semantic organizers
Cue associations and connections	Outlines
Highlight essential concepts	Mnemonics
Generate categorization and comparisons	Analogies
Activate recall	Feature analysis
Summarize	Color coding
	Keywords/Labels
	Writing frames/templates
	Restating/clarifying oral directions
	Cue Cards
	Pictures
	Movement cues
	Note Taking guides
	Segmenting/chunking tasks
	Directions on overhead/board

Instructional Application

Purpose:	*Examples:*
Simplify abstract concepts	Graphics and charts
Provide concrete examples	Data charts
Extend ideas and elaborate understanding	Flow charts
Build connections and associations	Drawings and other illustrations
Relate to everyday experiences	Dramatics – role play
Promote generalization	Props and manipulatives
Engage multiple modalities	Field trips
	Games and puzzles
	Models
	Interviews/surveys
	Think aloud - modeling

Simulations
Hands-on activities
Constructions
Dramatizations
Music and movement
Concept activities
Application activities
Real-life applications (write letter to editor)

Instructional Monitoring

Purpose:	*Examples:*
Provide checks for understanding	Self-monitoring checklists
Redirect attention	Think-aloud
Direct on-task behavior	Journal entries
Promote participation	Portfolios
Check progress	Interviews
Assist in goal setting	Questioning techniques
Establish timelines	Student contracts
Clarify assignments, directions, and directions	Reward system
Provide reinforcement and corrective feedback	
Promote strategy use and generalization	
Manage student behavior and interactions	
Develop self-questioning and self-regulation	

Instructional Grouping

Purpose:	*Examples:*
Cooperative learning groups	Assist physically
Peer partners	Clarify
Buddy Systems	Prompt cue
Teams	Gestures and signals
	Interpret
	Reinforce
	Highlight
	Organize
	Focus

Student Response

Rationale: Students with disabilities may require specific adaptations in order to demonstrate acquisition, recall, understanding, and application of language arts and other content area procession in a variety of situations with varied materials while they are developing proficiencies in these areas.
The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating process toward the lesson objectives related to the New Jersey Student Learning Standards.

Response Format Adaptation Examples:

- Dictation
- Use of PC/multimedia for composition of response
- Video and audiotapes
- Braille writing
- Signing with Interpretation
- Information and graphic organizers
- Illustrations
- Diagrams
- Construction – models, dioramas, mobiles
- Songs, raps, and/or poems
- Brochure
- Game or puzzle
- Flip book
- Create test questions

Response Procedure Adaptation Examples:

- Extended time
- Practice Exercises
- Interpreter
- Use of preferred response format

Limited English Proficiency Students

Teachers need to use a variety of strategies for monitoring student progress and to adjust their strategies and expectations to fit the level of language proficiency of the English language learner. With beginning language learners, emphasis should be on comprehension of named things and actions; more advanced students

should begin demonstrating understanding of connections between things and subsequently their ability to articulate the relationship between ideas. Content area teachers should work closely with the bilingual/ESL teacher to identify instructional and assessment strategies that are appropriate to all aspects of the student's development and that permit teachers to expand expectations gradually over the school year.

Successful strategies for monitoring student progress in the content areas include:

- Providing periodic checks for understanding.
- Promoting nonverbal as well as verbal participation.
- Encouraging students to think aloud to practice concepts.
- Modeling responses that provide appropriate information using correct grammar.
- Breaking tasks down into sequentially developed parts using simple language.
- Structuring questions to the student's language level (e.g., begin with yes/no and embedded questions and advance to open-ended questions).
- Avoiding use of questioning techniques that contain negative structures, such as "all but", "everything is _____ except", or "one is NOT the reason/cause."
- Rephrasing questions and information when students do not understand the first time.
- Observing student's behaviors for evidence that they understand assignments, directions, and instructions.
- Reviewing student's work for evidence that they understand assignments, directions, and instructions.
- Using visual reviews (e.g., lists and charts) that enable students to show what they know and can do.
- Providing increased "wait time" to allow students time to process questions before responding.
- Providing modified "double" grading to assess the content as well as the structure of responses.

Four overarching strategies are most effective for assisting students from a background of limited English proficiency (LEP) to meet success in content area classes. These strategies include the following:

- integrate activities into thematic units
- tap students' prior knowledge and experience
- teach learning strategies and scaffold complex tasks

group students into a variety of learning groups

Academically Talented Learners

Academically talented learners, also known as "gifted learners" or "gifted and talented," are oftentimes overlooked in classroom instruction. Consequently, some students find school boring and uninspiring due to knowing many of the concepts being introduced in the regular classroom. The exceptionally able or gifted students are those who

- demonstrate a high degree of intellectual, creative, and/or artistic ability
- possess exceptional leadership skills
- excel in specific fields
- function above grade level
- need accommodations or special instruction to achieve at levels commensurate with a challenge to his or her abilities
- have the ability to grasp concepts rapidly and/or intuitively
- have an intense curiosity about principles and how things work
- have the ability to generate theories and hypotheses and purse methods of inquiry
- produce products that express insight, creativity and/or excellence

In the past, the term "gifted" described people with high scores on I.Q. tests. Today, new concepts connected to creative thinking models and multiple intelligences have expanded the definition of intelligence to include other dimensions. Giftedness reflects a multifaceted, multicultural, and multidimensional perspective and is defined by aptitude, traits, and behaviors rather than changeless test performance. These students are found in all cultural groups and across all economic levels. Increased understanding of culturally determined and environmentally affected behaviors will enable teachers and administrators to interpret performance indicators of creative potential.

Strategies for Academically Talented Learners

Gifted students are more likely to develop study and production skills, experience success and struggle, and feel challenged in a classroom setting that encourages learners to master information more quickly.

Adaptation strategies include the following:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking

- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- community involvement
- cultural diversity
- internship, mentorship, and other forms of apprenticeship

Miscellaneous/All Learners

Adaptations in the Classroom Environment

- Classical background music to enhance concentration
- Variety of workspace arrangement (individual, small, and large group)
- Privacy work seats – carrels
- Conferencing area for one-on-one teacher/student interaction
- Charts and poster to enhance memory and self-reliance
- Organization tools – labeled bins or cabinets for materials, assignments, or supplies
- Seating arrangements – minimize distractions, provide positive student models

Adaptive Equipment and Instructional Materials

- Leveled classroom libraries
- Books on tape
- Directions on tape
- Tape recorders
- Simplified written directions
- Adjusted formats of text
- Computers with adaptive software
- Speech synthesizer

- Communication boards
- Close-captioned video/television

***Modifications and Extensions: A Guide for Differentiated Instruction* is a compilation of classroom practices with consultation from multiple sources, including the New Jersey Curriculum Framework.**