

**Madison Public Schools**  
**Preschool Class for Children with Disabilities Curriculum**

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# Course Overview

## Introduction

The curriculum that follows has been almost exclusively based on the “Preschool Frameworks” and “Preschool Teaching & Learning Expectations: Standards of Quality.” It is linked to New Jersey Core Curriculum Content Standards.

This curriculum is planned to address the wide range of ability levels that students present as they enter and continue in the preschool program. Teachers are expected to “start where the child is” and to help him/her to move forward in a developmentally-appropriate sequence of skill-based activities with the goal of providing each child with opportunities to develop his/her strengths and to compensate for any learning differences. Thus, implementation of the curriculum will be individualized with respect to each individual child’s ability level and rate of understanding. Some children will be enrolled in the preschool program for one year or less while other children may be enrolled in the program for up to three years, and in any class, there will be children who have newly entered the program as well as others who are completing their second or third years there. For those reasons, the curriculum is planned to be implemented as a spiraling curriculum rather than a linear one.

This curriculum respects the individual potential and learning styles of each of the individual children in the preschool program while simultaneously recognizing that those children are expected to work toward the attainment of the learning outcomes established for all children (Core Curriculum Content Standards).

## Philosophy Statement

The Madison Department of Special Services believes that each child presents with a unique pattern of strengths and weaknesses and that it is the district’s responsibility to facilitate learning to the extent that each child entrusted to its care will reach his/her potential. Students classified under the Preschool Child with a Disability category, according to N.J.A.C. 6A:14, are three to five year olds who have been identified as having a measurable developmental impairment and who require special education and related services. An individualized program for these students will be offered based on a developmentally appropriate curriculum. All students will be educated in the least restrictive environment.

## Goals

The goal of the district’s program for preschool children with disabilities is to facilitate development of the skills needed for the children to participate in academic and social experiences and to maximize each child’s unique and individual developmental potential. The curriculum shall provide for the physical, social, communicative, and intellectual development of each child according to his/her needs. Emphasis will be placed upon enhancing a child’s abilities and supporting his/her identified areas of weakness as specified by his/her Individualized Education Program (I.E.P.).

The district’s preschool program is designed to be play-based in the belief that children learn through active play which encourages decision-making, the ability to take responsibility, and emotional and social growth. It is through play and stimulating activities that a child develops curiosity and interest in his/her world. Children’s natural curiosity and desire to make sense of their world motivate them to become involved in learning activities.

A variety of teaching strategies and techniques will be used in order to meet each child's individual learning style and needs. Opportunities will be provided for children to generalize information in individual, small group, and large group situations facilitated by a variety of adults within a natural setting. Language will be a focus of all daily activities. Instruction will be provided through a transdisciplinary, integrated approach.

Professionals will work in partnership with parents, communicating regularly to build mutual understanding and greater consistency for children. This approach recognizes the family as an integral part of the team and the constant in the child's life. The family is respected as a key decision-maker throughout the assessment, planning, and programming process.

## **Curriculum Overview**

Madison's program for preschool children with disabilities has been developed according to the guidelines established in the New Jersey Department of Education's "Early Childhood Education Program Expectations: Preschool Teaching & Learning Expectations: Standards of Quality (July 2014)" These Standards of Quality define the criteria for the development of a quality early childhood education program. The standards encompass attitudes, dispositions, knowledge, and skills in all developmental domains (cognitive, language, social/emotional, and physical) as deemed developmentally appropriate for preschool children.

The Preschool Program curriculum has been planned to address the seven content areas: Creative Arts; Health, Safety, and Physical Education; Language Arts Literacy; Mathematics; Science; Social Studies; and World Languages as well as the affective domain: Social and Emotional Development. Each aspect of the curriculum is linked to New Jersey's Core Curriculum Content Standards.

The curriculum outline defines developmental areas and skills that may be addressed individually, within everyday routine activities, or within a specific thematic unit. It is not intended to restrict or limit the teacher from addressing any area of development that is essential to a child or children in the class. Nor should the outline limit the use of appropriate thematic topics when addressing the developmental needs, skills, abilities, and interests of the children. The teacher is encouraged to tailor the curriculum to meet the individual needs (and/or Individual Education Plan) of a particular child, as needed.

## **Scope and Sequence**

Preschoolers with (and without) disabilities demonstrate a broad range of learning, cognitive, communication, physical, sensory, and social/emotional skills and abilities. Inter- and intrapersonal abilities are often quite discrepant among the preschoolers in any preschool class, and for that reason, the preschool curriculum is expected to be implemented as a "spiraling" curriculum rather than a linear one. Children will be exposed to curriculum objectives at their own ability level, and concepts will be taught at each child's individual rate of understanding. Concepts may be repeated, re-taught, and reviewed at frequent intervals until mastery has been achieved by the individual child. Thus, while the curriculum is organized to include a developmentally-appropriate hierarchy of skills/objectives, each child will move through that hierarchy at his/her own pace and at his/her own level of comprehension/ability.

For some children, the preschool program will encompass one year or less while other children may be enrolled in the program for up to three years. The goal for each preschool child is to provide him/her with opportunities to develop his/her strengths and to compensate for any learning differences as he/she works toward the attainment of the learning outcomes established for all children while simultaneously respecting the individual potential and learning style of each child.

## Materials

**Core:** Manipulatives from creative curriculum

**Supplemental:** Based on individual students needs

## Resources

*Alignment of the Early Childhood Education Program Expectations: Standards of Quality with the Core Curriculum Content Standards (CCCS)*. New Jersey State Department of Education: Division of Early Childhood Education. Trenton, NJ. [http://whwww.state.nj.us/njded/ece/expectations/cccs\\_align\\_ws.htm](http://whwww.state.nj.us/njded/ece/expectations/cccs_align_ws.htm)

*Core Curriculum Content Standards, 2014*. New Jersey State Department of Education. Trenton, NJ. <https://www.nj.gov/education/ece/guide/standards.pdf>

Dodge, Diane T., Colker, Laura J., and Heroman, Cate. (2002), *The Creative Curriculum for Preschool, 4<sup>th</sup> Edition*. Washington, D.C.: Teaching Strategies, Inc.

*Preschool Teaching & Learning Expectations: Standards of Quality (July 2014)*. New Jersey State Department of Education: Division of Early Childhood Education. Trenton, NJ. <https://www.nj.gov/education/ece/guide/standards.pdf>

## Benchmark Assessments

Assessment is an ongoing and cumulative process whose purpose is to provide information on what and how children have learned. Assessment also provides the teacher with information that is useful in planning lessons that will help each individual student reach his/her potential.

Assessment in an early childhood program must be developmentally appropriate. It should consist of goal-oriented documentation of the child's progress, based on the developmental and learning goals established in the curriculum and in the child's IEP. Preschool assessment may consist of observing, recording, and documenting the work children do and how they do it. Developmental screenings may also be included.

The results of assessment should be used to meet the learning needs of each individual child through the adaptation of teaching and curriculum.

## Modifications and Adaptations for Special Needs Learners

(Gifted and Talented Students, English Language Learners, Students with Special Needs, At-Risk Students, and Students with 504 Plans)

## English Language Arts

**Unit Title:** English Language Arts

**Unit Summary:**

Literacy learning has a profound effect on the social and academic lives of children. Their future educational opportunities and career choices are directly related to literacy ability. Since early childhood is the period of the most rapid language development, it is imperative that young children have a variety of literacy experiences in environments that are rich in language and print.

Literacy is comprised of four components: listening, speaking, writing, and reading. It is essential that the literacy component of a preschool program provides children with the opportunity to use language in different social groups and situations; to have language modeled by a variety of adults; to be exposed to language through different media; to have questioning and discussion integrated into the program; to have exposure to a wide variety of print; and to have experiences using a variety of writing tools and surfaces, including computers.

By the end of preschool, each child will have had opportunities to achieve the following goals which are in line with the “Early Childhood Education Program Expectations: Standards of Quality” and which are linked to the state’s Core Curriculum Content Standards.

**Suggested Pacing:** Ongoing

### Standards and Skills

<p>Students will develop an ability to engage in active listening activities in a variety of situations CCCS 3.1 Interact, Collaborate and publish with peers, experts and others by employing a variety of digital environments and media 8.1.P.C.1</p>	<p>LWDAT establish behaviors that are prerequisites to good listening skills</p>	<p><i>The learner will:</i></p> <ol style="list-style-type: none"> <li>1. establish and maintain purposeful attention to an object</li> <li>2. establish and maintain purposeful attention to a person</li> <li>3. physically respond when his/her name is called</li> <li>4. demonstrate understanding that a response is expected when a question is asked or a command is given</li> <li>5. demonstrate the ability to listen to short stories, nursery rhymes, etc.</li> <li>6. demonstrate ability to listen to a speaker in individual and group situations</li> <li>7. display appropriate eye contact, body language, and facial expressions when engaged in listening activities</li> <li>8. Collaborate with peers by participating in interactive games or activities</li> </ol>
<p>Students will develop an ability to engage in active</p>	<p>LWDAT understand and</p>	<p><i>The learner will:</i></p> <ol style="list-style-type: none"> <li>1. follow one step directions with contextual cues</li> <li>2. follow one step directions without contextual cues</li> </ol>

listening activities in a variety of situations CCCS 3.1	follow oral directions	3. follow two step directions
Students will develop an ability to engage in active listening activities in a variety of situations CCCS 3.1	LWDAT respond to various types of questions	<i>The learner will:</i> <ol style="list-style-type: none"> <li>1. demonstrate ability to respond to simple wh? questions (<i>who?, what?, where?</i>) regarding familiar people, objects, and pictures</li> <li>2. respond to <i>yes/no</i> questions</li> <li>3. demonstrate ability to respond to “choice” questions</li> </ol>
Students will engage in activities that promote the ability to view, understand, and use non-textual visual information CCCS 3.2 Apply existing knowledge to generate new ideas, products and processes 8.1.P.B.1	LWDAT gain information from pictures	<i>The learner will:</i> <ol style="list-style-type: none"> <li>1. understand that illustrations carry meaning</li> <li>2. respond to questions by pointing, gesturing, or signing-- or through verbalizing after viewing a picture</li> <li>3. demonstrate ability to make interpretations about a picture</li> <li>4. sequence simple picture cards to create a story</li> <li>5. Create a story about a picture taken by the student on a digital camera or mobile device</li> </ol>
Students will engage in activities that promote the ability to view, understand, and use non-textual visual information CCCS 3.2	LWDAT participate in group activities by imitating gestures and/or signing	<i>The learner will:</i> <ol style="list-style-type: none"> <li>1. participate in action songs</li> <li>2. participate in finger plays</li> </ol>
Students will engage in activities that offer the opportunity to communicate for a variety of purposes relating to real experiences and different audiences CCCS 3.3	A. LWDAT use gestures, vocalizations, and/or verbalizations to express wants and needs	<i>The learner will:</i> <ol style="list-style-type: none"> <li>1. use gestures (pointing, signing, body language) to indicate wants and needs</li> <li>2. coordinate gestures with vocalizations and verbal attempts to express a variety of purposes</li> <li>3. imitate words without the use of gestures</li> <li>4. spontaneously produce verbalizations to express a variety of intentions</li> <li>5. use a variety of one-word utterances to code nouns, verbs, attributes, and locatives</li> </ol>

		<ol style="list-style-type: none"> <li>6. use two-word utterances to describe the following relationships:</li> <li>7. use three word utterances to express agent-action-object (“Tommy push car”) and action-object location (“Bubbles go up”) relationships</li> <li>8. use language to describe similarities and differences</li> <li>9. use negatives</li> <li>10. use pronouns</li> <li>11. use descriptive words (i.e. adjectives, adverbs)</li> <li>12. use prepositions</li> <li>13. use conjunctions (<i>and, but, or, if</i>)</li> <li>14. use articles</li> <li>15. participate in singing, fingerplaying, chanting, reciting, and retelling stories</li> <li>16. use language to express feelings</li> <li>17. use language to initiate and then maintain peer interactions</li> <li>18. use language to negotiate ideas and to plan for activities</li> <li>19. use language in dramatic play and to retell stories (including use of puppets, props, and other toys as appropriate)</li> <li>20. use language to talk about previous and future experiences and relate them to new experiences and ideas</li> <li>21. participate in reciprocal conversational turn-taking</li> <li>22. remain on topic in conversation and when answering questions</li> </ol>
<p>Students will engage in activities that promote emergent reading skills CCCS 3.4</p>	<p>LWD an interest in pictures and printed materials</p>	<p><i>The learner will:</i></p> <ol style="list-style-type: none"> <li>1. understand that reading is a way to obtain information and knowledge and to communicate thoughts and ideas</li> <li>2. experience books and pictures in learning centers as well as in teacher-directed activities</li> <li>3. demonstrate interest in a variety of printed materials</li> <li>4. experience read-aloud activities</li> <li>5. develop knowledge of correct book handling (turning one page at a time; starting at the front of a book; righting a book that is handed to him/her upside-down)</li> <li>6. identifies specific favorite books</li> <li>7. experiences various stages of reading-like behavior (e.g. pretending to read, labeling objects in books, identifying letters/words in print, etc.)</li> <li>8. connect information in books to his/her personal life experiences</li> </ol>
<p>Students will engage in activities that promote emergent reading skills</p>	<p>LWD an awareness of printed symbols</p>	<p><i>The learner will:</i></p> <ol style="list-style-type: none"> <li>1. recognize familiar symbols in his/her environment (McDonald’s sign, ladies’ room symbol, etc.)</li> <li>2. view labels on objects throughout the classroom and recognize that they represent words</li> </ol>

CCCS 3.4		<ol style="list-style-type: none"> <li>3. demonstrate an awareness of the relationship between print and words; recognize that it is the print that is read in stories</li> <li>4. understand that letters are different from numerals</li> <li>5. recognize that letters form words that are used in reading</li> <li>6. identify alphabet letters and develop an awareness that letters have corresponding sounds</li> <li>7. understand that text runs from left to right and from top to bottom</li> </ol>
<p>CStudents will engage in activities that promote emergent reading skills CCCS 3.4</p>	LWDAT begin to be aware of phonological relationships	<p><i>The learner will:</i></p> <ol style="list-style-type: none"> <li>1. play with alliterative language</li> <li>2. demonstrate ability to recognize rhymes</li> <li>3. offer words that rhyme with a given word</li> <li>4. identify pairs of words that begin with the same consonant sound</li> <li>5. notice beginning letters <i>in familiar words</i></li> </ol>
<p>Students will engage in activities that promote emergent reading skills CCCS 3.4</p>	LWDAT begin to read isolated words	<p><i>The learner will:</i></p> <ol style="list-style-type: none"> <li>1. recognize his/her own name in print in a variety of contexts</li> <li>2. recognize his classmates' names in print</li> <li>3. recognize high incidence words from his/her environment (calendar words, color words, EXIT, ...)</li> </ol>
<p>Students will engage in activities that promote emergent reading skills CCCS 3.4</p>	LWDAT enjoy literature and demonstrate comprehension of what is read	<p><i>The learner will:</i></p> <ol style="list-style-type: none"> <li>1. answer questions about a story that has been read</li> <li>2. act out stories</li> <li>3. seek out books as a chosen activity</li> </ol>
<p>Students will engage in activities that promote emergent writing CCCS 3.5</p>	LWDAT participate in a variety of prewriting activities to develop the underlying functional skills of writing	<p><i>The learner will:</i></p> <ol style="list-style-type: none"> <li>1. improve strength of finger and hand muscles through use of: playdoh, sand</li> <li>2. (wet and dry), spray bottles, shaving cream, finger paint, hole punch,...</li> <li>3. develop arches of the hand through the manipulation of: scissors, finger plays, games involving dice, washing hands</li> <li>4. practice eye –hand coordination through the use of writing materials, painting, puzzles, playdoh, sewing cards, lacing, etc.</li> <li>5. demonstrate developmentally-appropriate pencil and pincer grips</li> <li>6. improve finger dexterity and object manipulation through use of: utensils, puzzles, construction toys, lacing cards, stringing beads, ...</li> </ol>



<p>Students will engage in activities that promote emergent writing CCCS 3.5</p>	<p>LWD competence with a variety of writing tools</p>	<p><i>The learner will experiment with:</i></p> <ol style="list-style-type: none"> <li>1. stamps</li> <li>2. crayons</li> <li>3. paint</li> <li>4. chalk</li> <li>5. markers</li> <li>6. pencils</li> </ol>
<p>Students will engage in activities that promote emergent writing CCCS 3.5</p>	<p>LWDAT use writing tools on a variety of writing surfaces</p>	<p><i>The learner will practice writing/coloring on the following surfaces:</i></p> <ol style="list-style-type: none"> <li>1. flat</li> <li>2. slanted</li> <li>3. smooth</li> <li>4. textured</li> </ol>
<p>Students will engage in activities that promote emergent writing CCCS 3.5</p>	<p>LW experience a variety of writing activities</p>	<p><i>The learner will demonstrate ability to:</i></p> <ol style="list-style-type: none"> <li>1. scribble</li> <li>2. connect dots</li> <li>3. complete mazes</li> <li>4. copy the circle, vertical and horizontal lines, oblique lines, vertical-horizontal and oblique crosses, square, and triangle</li> <li>5. make letter-like forms</li> <li>6. trace designs, letters, and numerals</li> <li>7. make conventional letter forms and numerals with and then without a model</li> <li>8. attempt to “write” messages, stories, etc. as part of play</li> <li>9. dictate stories to a scribe</li> <li>10. write first name first with and then without a model</li> </ol>

## Evidence of Learning

**Formative Assessments:** Assessment is an ongoing and cumulative process whose purpose is to provide information on what and how children have learned. Assessment also provides the teacher with information that is useful in planning lessons that will help each individual student reach his/her potential.

## Mathematics

**Unit Title:** Mathematics

**Unit Summary:**

Preschool children develop mathematical understanding in a play-based environment in a context that is natural and meaningful to them. They learn through a wide variety of materials, activities, and hands-on experiences that are relevant to real life situations.

By the end of preschool, the children will have been provided with opportunities to talk, write, and sing about everyday mathematical concepts.

**Suggested Pacing:** Ongoing

### Standards and Skills

<p>Students will develop an understanding of our basic number system and how to begin to use that system CCCS 4.1; 4.2</p>	<p>LWDAT explore numeration</p>	<p><i>The learner will:</i></p> <ol style="list-style-type: none"> <li>1. rote count</li> <li>2. identify numerals</li> <li>3. sequence numerals</li> <li>4. demonstrate one-to-one number correspondence</li> <li>5. spontaneously count for own purposes</li> <li>6. associate numerals with objects of the same value</li> <li>7. understand the relationship between numbers and quantities</li> <li>8. represent addition and subtraction by manipulating up to 5 objects</li> </ol>
<p>Students will develop an understanding of our basic number system and how to begin to use that system CCCS 4.3</p>	<p>LWDAT gain information from an assortment of objects</p>	<p><i>The learner will:</i></p> <ol style="list-style-type: none"> <li>1. give objects upon request based on one attribute</li> <li>2. sort objects/pictures of objects based on one/more than one attribute</li> <li>3. categorize objects/pictures of objects based on their characteristics/types</li> <li>4. use appropriate vocabulary to demonstrate awareness of measurable attributes</li> <li>5. compare and order objects according to measurable attributes</li> </ol>
<p>Students will apply mathematical concepts and methods in solving new problems CCCS 4.4</p>	<p>LWD knowledge of spatial sense and geometric shapes</p>	<p><i>The learner will:</i></p> <ol style="list-style-type: none"> <li>1. explore parts of a whole</li> <li>2. explore shapes using models and pictures</li> <li>3. match/ point to/ name basic shapes</li> <li>4. sort by shape/ size</li> <li>5. categorize by attribute(s)</li> <li>6. understand and use positional words</li> <li>7. recognize, extend, and create patterns</li> </ol>

## Evidence of Learning

**Formative Assessments:** Assessment is an ongoing and cumulative process whose purpose is to provide information on what and how children have learned. Assessment also provides the teacher with information that is useful in planning lessons that will help each individual student reach his/her potential.

## Science

**Unit Title:** Science

**Unit Summary:**

The intent of science education in the early childhood classroom is to build on children's natural sense of wonder and curiosity. Children will employ their five senses to develop an understanding of scientific principles. In the context of play, children will explore, experiment, and learn new skills through trial and error and their own investigation and discovery. Science concepts introduced as play provide a basis for learning about materials, people, and everyday activities.

**Suggested Pacing:** Ongoing

### Standards and Skills

Students will develop curiosity and discovery through observation and exploration CCCS 5.2	LW experiment with matter	<i>The learner will:</i> <ol style="list-style-type: none"><li>1. Observe, manipulate, sort, and describe objects and materials in the classroom and outdoor environment based on size, shape, color, texture, and weight.</li><li>2. Explore changes and characteristics of solids and liquids</li><li>3. Investigate sound, heat, and light energy through one or more of the senses</li><li>4. Investigate how and why things move</li></ol>
Students will develop curiosity and discovery through observation and exploration CCCS5.3	LW explore living things	<i>The learner will:</i> <ol style="list-style-type: none"><li>1. demonstrate knowledge of common animals and insects in their habitat</li><li>2. demonstrate knowledge that some plants come from seeds</li><li>3. recognize the difference between living and non-living things</li></ol>
Students will develop curiosity and discovery through observation and exploration CCCS5.4	LWD observe and investigate the earth	<i>The learner will:</i> <ol style="list-style-type: none"><li>1. Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment</li><li>2. Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors)</li></ol>

### Evidence of Learning

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## Social Studies

**Unit Title:** Social Studies

**Unit Summary:**

Social Studies in the preschool classroom begins with cultivating children’s understanding of themselves and their place in the world. It then extends to the development of an understanding of the role of the larger community including respecting and appreciating other cultures of the world. The children will learn more about themselves, their families, their community, and the cultures and lifestyles of other people through a wide range of concrete, hands-on experiences in their daily activities, play, and planned and spontaneous teaching.

By the end of preschool, the children will have had opportunities to develop independent behaviors and good citizenship, as well as gaining recognition that there are other cultures in our society.

**Suggested Pacing:** Ongoing

### Standards and Skills

<p>Students will develop an understanding of themselves and their place in the world as well as developing respect for and appreciation of other cultures CCCS 6.1</p>	<p>LWD unique characteristics of themselves, their families, and others.</p>	<p><i>The learner will:</i></p> <ol style="list-style-type: none"> <li>1. Describe characteristics of oneself, one’s family, and others.</li> <li>2. Demonstrate an understanding of family roles and traditions</li> <li>3. Express individuality and cultural diversity</li> </ol>
<p>Students will develop an understanding of themselves and their place in the world as well as developing respect for and appreciation of other cultures CCCS 6.2 Explain the difference between a career and a job and identify various jobs in the community and the related earnings 9.1.4.A.1</p>	<p>LW become contributing members of the classroom community</p>	<p><i>The learner will:</i></p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of rules by following most classroom routines.</li> <li>2. Demonstrates responsibility by initiating simple classroom tasks and jobs.</li> <li>3. Demonstrate appropriate behavior when working with others</li> </ol>
<p>Students will develop an understanding of themselves and their place in the world as well as developing respect for and appreciation of other cultures</p>	<p>LWD community awareness</p>	<p><i>The learner will:</i></p> <ol style="list-style-type: none"> <li>1. appreciate the importance of his/her role as a member of a family, a classroom, and a community</li> <li>2. recognize workers in the community</li> </ol>

CCCS 6.4		3. increase awareness of workers and the jobs they do
Students will develop an understanding of themselves and their place in the world as well as developing respect for and appreciation of other cultures CCCS 6.4	LW explore his/her own and other cultures	<i>The learner will:</i> 1. Learn about and respect other cultures within the classroom and community.

### Evidence of Learning

**Formative Assessments:** Assessment is an ongoing and cumulative process whose purpose is to provide information on what and how children have learned. Assessment also provides the teacher with information that is useful in planning lessons that will help each individual student reach his/her potential.

## Creative Arts

**Unit Title:** Creative Arts

**Unit Summary:**

In a preschool classroom, the children will develop independence, self-motivation, and self-expression through concrete, hands-on learning in an environment that stimulates creativity through music, dramatic play, dance, art, and sensory exploration. By the end of preschool, the children will have had opportunities to explore their own creativity in ways that emphasize the process rather than the product.

**Suggested Pacing:** Ongoing

### Standards and Skills

<p>Students will participate in multisensory, hands-on learning experiences in an environment that stimulates creativity and an appreciation for the arts through music, dramatic play, dance, art, and sensory exploration.</p> <p>CCCS1.1 Demonstrate creativity and innovation. CRP6</p>	<p>LW express themselves through and develop an appreciation of creative movement and dance.</p>	<p><i>The learner will:</i></p> <ol style="list-style-type: none"> <li>1. imitate actions and sounds</li> <li>2. listen to and experience a variety of music media (e.g. singing, fingerplays, instruments, classical, etc.)</li> <li>3. participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres</li> </ol>
<p>Students will participate in multisensory, hands-on learning experiences in an environment that stimulates creativity and an appreciation for the arts through music, dramatic play, dance, art, and sensory exploration.</p> <p>CCCS 1.2</p>	<p>Children express themselves through and develop an appreciation of music</p>	<p><i>The learner will:</i></p> <ol style="list-style-type: none"> <li>1. Sing a variety of songs independently and with others.</li> <li>2. Clap or sing songs with repetitive phrases and rhythmic patterns.</li> <li>3. Listen to, imitate, and improvise sounds, patterns, or songs</li> <li>4. Participate in and listen to music from a variety of cultures and times.</li> </ol>
<p>Students will participate in multisensory, hands-on learning experiences in an environment that stimulates creativity and an appreciation for the arts through music, dramatic play, dance, art, and sensory exploration.</p> <p>CCCS1.3</p>	<p>LW express himself/herself through dramatic play and appreciate the performances of others</p>	<p><i>The learner will:</i></p> <ol style="list-style-type: none"> <li>1. pretend through role-playing</li> <li>2. experience and perform dances and rhythmic activities that develop large motor skills (e.g. marching, dancing, skipping, jumping, tip-toe, etc.)</li> <li>3. participate in imaginative play activities (e.g. dramatic play, props in learning centers)</li> </ol>

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|  |  | 4. discover dramatic play through story-telling and puppetry and other language development activities |
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### Evidence of Learning

**Formative Assessments:** Assessment is an ongoing and cumulative process whose purpose is to provide information on what and how children have learned. Assessment also provides the teacher with information that is useful in planning lessons that will help each individual student reach his/her potential.



## Health, Safety, and Physical Education

**Unit Title:** Health, Safety, and Physical Education

**Unit Summary:**

Health and physical education in the preschool classroom extends the children’s knowledge of themselves and those around them. Through daily activities, play, planned and spontaneous teaching, and a wide range of concrete, first-hand experiences, the children will develop health awareness as well as gross and fine motor competencies.

**Suggested Pacing:** Ongoing

### Standards and Skills

<p>Students will learn to think, explore, and make connections as they achieve a sense of control and competence as learners through the development of health and physical skills. CCCS2.1</p>	<p>LWD appropriate hygiene and self help</p>	<p><i>The learner will:</i></p> <ol style="list-style-type: none"> <li>1. understand how to keep germs from spreading</li> <li>2. practice washing hands</li> <li>3. practice hygienic toileting skills</li> <li>4. practice cleaning up after eating and playing</li> </ol>
<p>Students will learn to think, explore, and make connections as they achieve a sense of control and competence as learners through the development of health and physical skills. CCCS 2.2</p>	<p>LWD knowledge and skills necessary to make nutritional food choices</p>	<p><i>The learner will:</i></p> <ol style="list-style-type: none"> <li>1. identify healthy foods</li> <li>2. explore foods and food groups</li> <li>3. develop awareness of nutritious food choices</li> </ol>
<p>Students will learn to think, explore, and make connections as they achieve a sense of control and competence as learners through the development of health and physical skills. CCCS 2.3</p>	<p>LWD recognition of potentially harmful objects, substances, and activities and respond accordingly</p>	<p><i>The learner will:</i></p> <ol style="list-style-type: none"> <li>1. use safe practices indoors and out</li> <li>2. develop awareness of warning symbols and their meaning</li> <li>3. Identify community helpers who assist in maintaining a safe environment</li> </ol>
<p>Students will learn to think, explore, and make connections as they achieve a sense of control and competence as learners through the development of health and physical skills. CCCS 2.4</p>	<p>LWD Children develop competence and confidence in activities that require gross and fine motor skills</p>	<p><i>The learner will:</i></p> <ol style="list-style-type: none"> <li>1. Develop and refine gross motor skills (hopping, galloping, jumping and running and marching)</li> <li>2. Develop and refine fine motor skills</li> <li>3. <i>Use objects and props to develop spatial and coordination skills (throw and catch balls, walk on a balance beam )</i></li> </ol>

### Evidence of Learning

**Formative Assessments:** Assessment is an ongoing and cumulative process whose purpose is to provide information on what and how children have learned. Assessment also provides the teacher with information that is useful in planning lessons that will help each individual student reach his/her potential.

## Social-Emotional Development

**Unit Title:** Health, Safety, and Physical Education

**Unit Summary:**

Preschool children develop social skills and emotional stability through interactions with others. Throughout the school day, preschoolers interact with each other and test their social competency and problem-solving abilities. Children also rely on social relationships with adults to provide an environment that is safe, secure, accessible, organized, comfortable, predictable, and consistent. Teachers support developing self-concept and self-esteem by discussing with the children their actions and accomplishments as well as alternate means of handling a situation.

By the end of preschool, each preschooler will have been provided with opportunities to develop and demonstrate age-appropriate levels of self-confidence, personal independence, pro-social behaviors, and the ability to attend and participate in group activities.

\*Some components of the Early Childhood Education Program Expectations: Standards of Quality cross all content areas or are unique to preschool. Therefore, to correlate those components to the Core Curriculum Content Standards is not appropriate. Those components include aspects of Social/Emotional Development described below.

**Suggested Pacing:** Ongoing

### Standards and Skills

<p>Students will engage in activities that will increase self-confidence. CCCS 0.1 Interact, Collaborate and publish with peers, experts and others by employing a variety of digital environments and media 8.1.P.C.1</p>	<p>LWDAT make independent decisions and choices</p>	<p><i>The learner will:</i></p> <ol style="list-style-type: none"> <li>1. choose the materials to use in order to express individuality</li> <li>2. express own ideas for activities</li> <li>3. choose his/her own play group/ play activity</li> <li>4. engage with peers and teachers during interactions and activities</li> <li>5. Collaborate with peers by participating in interactive games or activities</li> </ol>
<p>Students will demonstrate self-direction. CCCS 0.2</p>	<p>LWD self-direction</p>	<p><i>The learner will:</i></p> <ol style="list-style-type: none"> <li>1. initiate and explore a wide variety of developmentally appropriate materials and activities through centers</li> <li>2. move through the classroom and complete classroom routines with minimal teacher direction</li> <li>3. complete personal self-help skills with an appropriate degree of independence</li> <li>4. attend to task for individualized appropriate amount of time</li> </ol>

<p>Students will engage in activities that will help them to identify and express feelings CCCS 0.3</p>	<p>LW DAT identify and express his own feelings and those of others</p>	<p><i>The learner will:</i></p> <ol style="list-style-type: none"> <li>1. label and describe a range of feelings including sadness, anger, fear, and happiness</li> <li>2. recognize and empathize with the feelings and needs of others</li> <li>3. demonstrate alternate ways of expressing negative feelings in place of crying, shouting, hitting, kicking by using calming words, breathing deeply, or relaxing in a “safe spot.”</li> </ol>
<p>Students will engage in activities that will increase pro-social behaviors and enhance positive interactions with others CCCS 0.4</p>	<p>LW DAT play in age-appropriate ways</p>	<p><i>The learner will:</i></p> <ol style="list-style-type: none"> <li>1. play independently, in pairs, and in small and larger groups</li> <li>2. use toys and materials with care and clean up when finished</li> <li>3. engage in pretend play</li> <li>4. appropriately enter play groups that are already formed</li> <li>5. demonstrate respect for the needs of others</li> </ol>
<p>Students will engage in activities that will increase pro-social behaviors and enhance positive interactions with others CCCS 0.4 Act as a responsible and contributing citizen and employee. CRP1.</p>	<p>LW demonstrate positive behaviors and resilience in stressful situations</p>	<p><i>The learner will:</i></p> <ol style="list-style-type: none"> <li>1. display affection appropriately</li> <li>2. share and take turns</li> <li>3. wait for his/her turn with materials and attention</li> <li>4. transition between activities upon request</li> <li>5. use words rather than physical means to resolve conflicts</li> <li>6. begin to develop and demonstrate problem-solving skills</li> </ol>

### **Evidence of Learning**

**Formative Assessments:** Assessment is an ongoing and cumulative process whose purpose is to provide information on what and how children have learned. Assessment also provides the teacher with information that is useful in planning lessons that will help each individual student reach his/her potential.

## World Languages

**Unit Title:** World Languages

**Unit Summary:**

In our increasingly multicultural community, it is important to instill in all children recognition and respect for the diversity that that entails. It is especially important to support the native language and culture of children who already possess a second language.

By the end of preschool, each preschooler will have had opportunities to have been exposed to languages other than his/her own as they interact with and explore their world.

**Suggested Pacing:** Ongoing

### Standards and Skills

Understanding different forms of communication  
CCCS 7.1, 7.2

LWD understanding that others may use different languages (including sign) to communicate and will express simple greetings, words/phrases in a language other than their own.

*The learner will:*

1. recognize that a language other than his/her own is being spoken
2. say/sign a few simple words in a language other than his/her own

### Evidence of Learning

**Formative Assessments:** Assessment is an ongoing and cumulative process whose purpose is to provide information on what and how children have learned. Assessment also provides the teacher with information that is useful in planning lessons that will help each individual student reach his/her potential.