

**BLOOMFIELD PUBLIC SCHOOLS**  
**Bloomfield, NJ 07003**

**Curriculum Guide**

**Creative Curriculum/Teaching Strategies**  
**Grade - PreK**

Prepared by:

**Allison O'Neill and Laura Pellicano**

**Salvatore Goncalves, Superintendent of Schools**  
**Sandra Searing, Assistant Superintendent of Curriculum and Instruction**  
**Linda Colucci, Director of Special Services**

**Conforms to New Jersey Preschool Teaching and Learning Standards**

**Board Approved: September 13, 2016**

## **Preschool Curriculum Guide**

**Introduction:** This document is a resource for teachers at the preschool level. It outlines the curriculum for this level, and provides insight as to what, how and when to teach each area. It should be utilized as a guide to the teacher, which will then be modified to meet his/her students' needs. It aligns the New Jersey Preschool Teaching and Learning Standards with the approved Creative Curriculum learning objectives as well as the methods of the Reggio Emilia approach to teaching. It guarantees that all areas are introduced during the school year.

**A description of the Reggio Emilio approach to teaching:** The Reggio Emilia is a philosophy in early childhood education that originated in Italy. It is integrated into the structure of the preschool day and supports the preschool curriculum and state standards.

There are five best practices that are the focus of the Reggio Emilia philosophy.

**Environment:** The environment should be free of clutter and all materials should be visible and accessible to all students. The environment is seen as the third teacher, following the classroom teacher and the student.

**Exchanges:** The exchanges that students have with the environment and with others will enhance their learning. Adult exchanges with students have three characteristics: intention, meaning and transcendence. Intention is considered by the adult before engaging with the students to ensure conversations are meaningful to the student and relevant to their experiences.

**Conversation:** The teacher observes conversations to determine whether or not the students are able to focus, stay on topic, make connections between personal experiences and the topic, and communicate fluently with a listener. Linguistic skills are learned through conversations.

**Evidence:** The teacher collects data using anecdotal notes, student work and observations as evidence of learning and assessment to guide future lessons, activities and extensions. The teacher makes student work visible by displaying and describing the activity, linking state standards and scribing conversations that took place during the learning activity.

**Language:** Language refers to expressive and receptive language between students themselves and with the teacher. It also refers to the conversations between the teacher and a group of students. Language is the basis for understanding and expressing ideas and all concepts.

To cultivate learning, investigatory topics are based on student interest and taught through weeks long studies. These studies investigate the topic in all areas of curriculum, ensuring that all types of learners are reached and engaged. Investigations can be as long as a few weeks to several months, depending on student interest.

Parent involvement is a key element in the Reggio Emilia philosophy. Families are encouraged to be active participants in their child's learning. The school is a welcoming environment for everyone and it is hoped that parents take a role in the school community by volunteering their time and talents to the classrooms and students. The relationship between student-school-family is crucial for optimal growth.

Overall, the Reggio Emilia approach to learning is an all-encompassing philosophy that encourages independence and a multitude of components, all which work together to create the best learning opportunities for students. It allows maximum growth by utilizing the school day efficiently to ensure optimal learning and creates active thinkers who are prepared to enter their kindergarten classrooms.

**Mapping/Sequence:** This document outlines the curriculum according to each of the ten subject areas, which include, Approaches to Learning, English Language Arts, Mathematics, Science, Social Studies, Family & Life Skills, World Languages, Technology, Social Emotional, Health, Safety & Physical Education and Visual & Performing Arts. These areas should all be touched upon throughout each of the preschool years. This document can be utilized as a source of information to help teachers plan appropriate lessons and activities to convey the information provided by this document.

**Pacing:** Each of the ten subject areas should be intertwined into each investigation unit. Length of time is dependent upon student interest and acquiring of skills. Because of the student-driven approach of Reggio Emilia, investigations could last as little as 1 week to up to 2 months. If student interest deteriorates, then a new interest area should be introduced to begin investigating.

<b>Title of Unit</b>	Creative Curriculum Themes	<b>Grade Level</b>	Preschool
<b>Curriculum Area</b>	Visual and Performing Arts	<b>Time Frame</b>	Preschool Years - Ages 3-5
<b>Developed By</b>	Laura Pellicano/Allison O'Neill		
<b>Desired Results (Stage 1)</b>			
<b>Established Goals</b>			
<i>New Jersey Preschool Teaching and Learning Standards</i>		<i>Teaching Strategies GOLD® Objectives, Dimensions and Indicators</i>	
<b>Visual and Performing Arts</b>			
<b>1.1: Children express themselves through and develop an appreciation of creative movement and dance.</b>			
1.1.1 Move the body in a variety of ways, with and without music.		35. Explores dance and movement concepts.	
1.1.2 Respond to changes in tempo and a variety of musical rhythms through body movement.		35. Explores dance and movement concepts.	
1.1.3 Participate in simple sequences of movements.		35. Explores dance and movement concepts.	
1.1.4 Define and maintain personal space, concentration, and focus during creative movement/dance performances.		35. Explores dance and movement concepts.	
1.1.5 Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.		35. Explores dance and movement concepts.	
1.1.6 Use movement/dance to convey meaning around a theme or to show feelings.		35. Explores dance and movement concepts.	
1.1.7 Describe feelings and reactions in response to a creative movement/dance performance.		9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items. 35. Explores dance and movement concepts.	
1.1.8 Begin to demonstrate appropriate audience skills		35. Explores dance and movement concepts.	
<b>1.2: Children express themselves through and develop an appreciation of music.</b>			
1.2.1 Sing a variety of songs with expression, independently and with others		34. Explores musical concepts and expression	
1.2.2 Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations.		34. Explores musical concepts and expression	
1.2.3 Clap or sing songs with receptive phrases and rhythmic patterns.		34. Explores musical concepts and expression	
1.2.4 Listen to, imitate, and improvise sounds, patterns, or songs.		34. Explores musical concepts and expression	
1.2.5 Participate in and listen to music from a variety of cultures and times.		34. Explores musical concepts and expression	
1.2.6 Recognize and name a variety of music elements using appropriate music vocabulary.		34. Explores musical concepts and expression	
1.2.7 Describe feelings and reactions in response to diverse musical genres and styles.		9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items  34. Explores musical concepts and expression	
1.2.8 Begin to demonstrate appropriate audience skills during recordings and music performances.		34. Explores musical concepts and expression	
<b>1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.</b>			
1.3.1 Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic).		14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else.	
1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out.		14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play	

	6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
1.3.3 Participates with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
1.3.4 Differentiate between fantasy/pretend play and real events.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else.
1.3.5 Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen).	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
1.3.6 Participate in and listen to stories and dramatic performances from a variety of cultures and times.	36. Explores drama through actions and language
1.3.7 Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items  36. Explores drama through actions and language
1.3.8 Begin to demonstrate appropriate audience skills during storytelling and performances.	26. Explores drama through actions and language
<b>1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).</b>	
1.4.1 Demonstrate the safe and appropriate use and care of art materials and tools.	33. Explores the visual arts
1.4.2 Create two-and three-dimensional works of art while exploring color, line, shape, form, texture, and space.	33. Explores the visual arts
1.4.3 Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g., illustrator, sculptor, photographer) and elements in the visual arts.	33. Explores the visual arts
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.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements and dramatizations to represent ideas  33. Explores the visual arts
1.4.5 Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks  11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
1.4.6 Create more recognizable representations as eye-hand coordination and fine-motor skills develop.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 7 emerging to 8. Represents objects, places, and ideas with increasingly abstract symbols  33. Explores the visual arts
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.	30. Shows basic understanding of people and how they live  33. Explores the visual arts

## Primary Interdisciplinary Connections

### 21<sup>st</sup> Century Interdisciplinary Themes:

\_\_\_\*\_\_\_ Fine/Gross Motor Skills

\_\_\_\*\_\_\_ Literacy

\_\_\_\*\_\_\_ Science/Mathematics

\_\_\_\*\_\_\_ Social and Emotional Development

## Transfer

### Students will be able to independently use their learning to...

T1-Children express themselves through and develop an appreciation of creative movement and dance

T2-Children express themselves through and develop an appreciation of music

T3-Children express themselves through and develop an appreciation of dramatic play and storytelling

T4-Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting and drawing)

## Meaning

### Understandings

### Essential Questions

#### Students will understand that...

#### Students will keep considering...

U1-The children's interests will determine the direction of the topic of study for creative movement and dance.  
U2-The children's interests will determine the direction of the topic of study for music.  
U3-The children's interest will determine the direction of the topic of study for dramatic play and storytelling  
U4-The children's interest will determine the direction of the topic of study for the visual arts.

Q1-What can be found in the environment that can be used to express themselves through creative movement and dance?  
Q2-What can be found in the environment that can be used to create a musical instrument?  
Q3-What can be found in the environment that can be used to recreate a familiar scenario or retell a familiar story?  
Q4-What can be found in the environment that can be used to create a painting, sculpture or drawing?

## Acquisition

<b>Knowledge</b> Students will know...		<b>Skills</b> Students will be able to...
K1-that their actions have meaning and value. K2-that the music they create has meaning and value. K3-that their storytelling and opinions have meaning and value. K4-that their visual creations have meaning and value.		S1-Explore dance and movement concepts through language and actions S2-Explore music through language and actions. S3-Explore drama through language and actions. S4-Explore the visual arts through multi-media manipulatives.
<b>Evidence (Stage 2)</b>		
<b><u>Checks for Alignment</u></b>	<b><u>Evaluation Criteria</u></b> Performance is judged in terms of...	<b><u>Assessment Evidence</u></b>
All Individual Education Plan goals and objectives are standards-based.	Maintain progress toward maintenance of IEP goals and objectives	<b><u>Transfer Task(s)</u></b> <u>Formative</u> Generalize individual goals and objectives around the preschool building.
		<u>Summative</u>
		<b><u>Other Evidence</u></b> <u>Formative</u> -teacher observation - anecdotal notes - Applied Behavior Analysis (ABA) data - progress reports - report cards
		<u>Summative</u> - Showcase portfolios - Documentation from long-term investigations

<b>Title of Unit</b>	Creative Curriculum Themes	<b>Grade Level</b>	Preschool
<b>Curriculum Area</b>	Social/Emotional Development	<b>Time Frame</b>	1 Preschool Year – Ages 3-5
<b>Developed By</b>	Allison O'Neill and Laura Pellicano		
<b>Desired Results (Stage 1)</b>			
<b>Established Goals</b>			
-			
<b><i>New Jersey Teaching and Learning Standards</i></b>		<b><i>Teaching Strategies GOLD Objectives, Dimensions and Indicators</i></b>	
<b>Social/Emotional Development</b>			
<b>0.1: Children demonstrate self-confidence</b>			
0.1.1 Express individuality by making independent decisions about which materials to use		11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions  29. Demonstrates knowledge about self	
0.1.2 Express ideas for activities and initiate discussions		11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas	
0.1.3 Actively engage in activities and interactions with teachers and peers		2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as a resources and to share mutual interests  2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups	
0.1.4 Discuss their own actions and efforts		1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs	
<b>0.2: Children demonstrate self-direction</b>			
0.2.1 Make independent choices and plans from a broad range of diverse interest centers		11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivations 6. Shows eagerness to learn about a variety of topics and ideas	
0.2.2 Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings)		1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs	
0.2.3 Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next		1. Regulates own emotions and behaviors 1b. Follows limits and expectations	

	6. Manages classroom rules, routines and transitions with occasional reminders
<b>0.3: Children identify and express feelings</b>	
0.3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear and happiness	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
0.3.2 Empathize with feelings of others (e.g. get a blanket for a friend and comfort him/her when he/she feels sad)	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
0.3.3 Channel impulses and negative feelings, such as anger (e.g. taking three deep breaths, using calming words, pulling self out of play to go to "safe spot" to relax, expressive activities)	1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time
<b>0.4: Children exhibit positive interactions with other children and adults</b>	
0.4.1 Engage appropriately with peers and teachers in classroom activities	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults and resources and to share mutual interests  2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small groups of two to three children
0.4.2 Demonstrates socially acceptable behavior for teachers and peers (e.g. give hugs, get a tissue, sit next to a friend/teacher, hold hands)	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults and resources and to share mutual interests  2. Establishes and sustains positive relationships 2d. Makes friends 6. Establishes a special friendship with one other child, but the friendship might only last a short while
0.4.3 Say "thank you," "please," and "excuse me"	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders
0.4.4 Respect the rights of others (e.g. "This painting belongs to Carlos.")	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors



0.4.5 Express needs verbally to teacher and peers without being aggressive (e.g. "I don't like it when you call me dummy. Stop!")	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems
0.4.6 Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g. talk about a problem and related feelings about negotiate solutions)	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems
<b>0.5: Children exhibit pro-social behaviors</b>	
0.5.1 Play independently and cooperatively in pairs and small groups	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small groups of two to three children
0.5.2 Engage in pretend play	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
0.5.3 Demonstrate how to enter into play when a group of children are already involved in play	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
0.5.4 Take turns	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns
0.5.5 Demonstrate understanding the concept of sharing by attempting to share	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors

## Primary Interdisciplinary Connections

### 21<sup>st</sup> Century Interdisciplinary Themes:

☐ \* ☐ **Fine/ Gross Motor Skills**  
☐ \* ☐ **Literacy**

☐ \* ☐ **Science/Mathematics**  
☐ \* ☐ **Social/Emotional Development**

## Transfer

<b>Students will be able to independently use their learning to...</b> T1 Children demonstrate self-confidence T2 Children demonstrate self-direction T3 Children identify and express feelings T4 Children exhibit positive interactions with other children and adults T5 Children exhibit pro-social behaviors		
<b>Meaning</b>		
<b>Understandings</b>		<b>Essential Questions</b>
<b>Students will understand that...</b>		<b>Students will keep considering...</b>
U1-they can make independent choices about the materials they use U2-they can make independent choices about what they are learning about. U3-they can express their feelings and these expressions affect their learning. U4-that they their relationships with peer and adults affects their learning. U5-that their play can be a representation of real-life experiences		Q1-How do I begin a conversation with a new friend? Q2-What types of activities am I most interested in? Q3-What words can I use to express myself better? Q4- How can I be a good friend? Q5- How can I play together with a friend?
<b>Acquisition</b>		
<b>Knowledge</b>		<b>Skills</b>
Students will know...		Students will be able to...
K1-how to actively engage in activities and interactions with teachers and peers K2-how to make independent choices from a broad range of diverse interest centers K3-how to recognize and describe a wide range of feelings K4-how to engage appropriately with peers and teachers K5-how to engage in pretend play		S1,3,4,5-establish and sustain positive relationships. S2-demonstrate positive approaches to leaning.
<b>Evidence (Stage 2)</b>		
<b><u>Checks for Alignment</u></b>	<b><u>Evaluation Criteria</u></b> Performance is judged in terms of...	<b><u>Assessment Evidence</u></b>

All Individual Education Plan goals and objectives are standards-based	Maintain progress toward maintenance of IEP goals and objectives	<p><b><u>Transfer Task(s)</u></b></p> <p><u>Formative</u> Generalize individual goals and objectives around the preschool building</p> <p><u>Summative</u></p>
		<p><b><u>Other Evidence</u></b></p> <p><u>Formative</u> -teacher observation -anecdotal notes -Applied Behavior Analysis (ABA) data -progress reports -report cards</p> <p><u>Summative</u> -Showcase portfolios -Documentation from long-term investigations</p>

<b>Title of Unit</b>	Creative Curriculum Themes	<b>Grade Level</b>	Preschool
<b>Curriculum Area</b>	Health, Safety and Physical Education	<b>Time Frame</b>	1 Preschool Year – Ages 3-5
<b>Developed By</b>	Allison O'Neill and Laura Pellicano		
<b>Desired Results (Stage 1)</b>			
<b>Established Goals</b>			
-			
<b><i>New Jersey Preschool Teaching and Learning Standards</i></b>		<b><i>Teaching Strategies GOLD Objectives, Dimensions and Indicators</i></b>	
<b>Health, Safety and Physical Education</b>			
<b>2.1: Children develop self-help and personal hygiene skills</b>			
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)	29. Demonstrates knowledge about self		
2.1.2 Demonstrate emerging self-help skills (e.g. developing independence when pouring, serving and using utensils and when dressing and brushing teeth)	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs		
<b>2.2 Children begin to develop the knowledge and skills necessary to make nutritious food choices</b>			
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)	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well –being		
	29. Demonstrates knowledge about self		
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)	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well –being		
	29. Demonstrates knowledge about self		
<b>2.3: Children begin to develop and awareness of potential hazards in their environment</b>			
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)	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines and transitions with occasional reminders		
2.3.2 Develop an awareness of warning symbols and their meaning (e.g. red light, stop sign, poison symbol, etc.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs		

2.3.3 Identify community helpers who assist in maintaining a safe environment	30. Shows basic understanding of people and how they live
2.3.4. Know how to dial 911 for help	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being  30. Shows basic understanding of people and how they live
<b>2.4: Children develop competence and confidence in activities that require gross- and fine-motor skills</b>	
2.4.1. Develop and refine gross-motor skills (e.g. hopping, galloping, jumping, running and marching)	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games  5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences
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)	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements  7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 5 emerging to 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
2.4.3. Use objects and props to develop spatial and coordination skills (e.g. throw and catch balls and Frisbees, twirl a hula-hoop about the hips, walk a balance beam, lace different sized beads and button and unbutton)	5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences  6. Demonstrates gross-motor manipulative skills 8. Manipulatives balls or similar objects with a full range of motion  7. Demonstrate fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
<b>Primary Interdisciplinary Connections</b>	

<b>21<sup>st</sup> Century Interdisciplinary Themes:</b> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> *  <hr style="width: 50px; margin: 0 auto;"/> *  <hr style="width: 50px; margin: 0 auto;"/> <b>Fine/ Gross Motor Skills</b>  <b>Literacy</b> </div> <div style="text-align: center;"> *  <hr style="width: 50px; margin: 0 auto;"/> *  <hr style="width: 50px; margin: 0 auto;"/> <b>Science/Mathematics</b>  <b>Social/Emotional Development</b> </div> </div>	
<b>Transfer</b>	
<b>Students will be able to independently use their learning to...</b> T1 Children develop self-help and personal hygiene skills T2 Children begin to develop the knowledge and skills necessary to make nutritious food choices T3 Children begin to develop an awareness of potential hazards in their environment T4 Children develop competence and confidence in activities that require gross- and fine-motor skills	
<b>Meaning</b>	
<b>Understandings</b>	<b>Essential Questions</b>
<b>Students will understand that...</b>	<b>Students will keep considering...</b>
<b>U1 It is their responsibility to care for their body and meet their needs throughout the day</b> <b>U2 Some foods have more nutritional value than others and can benefit their mind and body</b> <b>U3 There are hazards within their environment and protective measures to be taken</b> <b>U4 Their bodies are capable of moving in a variety of ways and can be used to accomplish tasks</b>	U1 What tasks should be done throughout the day to keep me clean and meet my needs? U2 What foods represent nutritious choices and how can they help me grow? U3 What represents a danger to me in my environment and how can I keep myself safe? U4 In what ways can I use my body to meet my needs and accomplish tasks?
<b>Acquisition</b>	
<b>Knowledge</b>	<b>Skills</b>
Students will know...	Students will be able to...
K1 how to demonstrate emerging self-help skills K2 how to develop awareness of nutritious food choices K3 how to demonstrate safe practices indoors and out K4 how to develop and refine gross and fine-motor skills	S1 take care of own needs appropriately S2 regulate own emotions and behaviors S3 regulate own emotions and behaviors S4 coordinate complex movements in play and games

<b>Evidence (Stage 2)</b>		
<b><u>Checks for Alignment</u></b>	<b><u>Evaluation Criteria</u> Performance is judged in terms of...</b>	<b><u>Assessment Evidence</u></b>
All Individual Education Plan goals and objectives are standards-based	Maintain progress toward maintenance of IEP goals and objectives	<b><u>Transfer Task(s)</u></b> <u>Formative</u> Generalize individual goals and objectives around the preschool building
		<u>Summative</u>
		<b><u>Other Evidence</u></b> <u>Formative</u> -teacher observation -anecdotal notes -Applied Behavior Analysis (ABA) data -progress reports -report cards
		<u>Summative</u> -Showcase portfolios -Documentation from long-term investigations

<b>Title of Unit</b>	Creative Curriculum Themes	<b>Grade Level</b>	Preschool
<b>Curriculum Area</b>	English and Language Arts	<b>Time Frame</b>	Preschool Years – Ages 3-5
<b>Developed By</b>	Laura Pellicano/Allison O'Neill		

## Desired Results (Stage 1)

### Established Goals

<i>New Jersey Preschool Teaching and Learning Standards</i>	<i>Teaching Strategies GOLD<sup>®</sup> Objectives, Dimensions, and Indicators</i>
<b>English Language Arts</b>	
<b>Reading Literature</b>	
<b>Key Ideas and Details</b>	
RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
RL.PK.2 With prompting and support, retell familiar stories or poems.	18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories using pictures or props as prompts
RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult
<b>Craft and Structure</b>	
RL.PK.4 Ask and answer questions about unfamiliar words in a story or poem read aloud.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
RL.PK.5 Recognize common types of literature (storybooks and poetry books).	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 7 emerging to 8. Uses various types of books for their intended purposes
RL.PK.6 With prompting and support, identify the role of author and illustrator in telling the story.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors



<b>Integration of Knowledge and Ideas</b>	
RL.PK.7 With prompting and support, using a familiar storybook, tell how the illustrations support the story.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
RL.PK.8 (Not applicable to literature)	
RL.PK.9 With prompting and support using familiar storybook, tell how adventures and experiences of characters are alike and how they are different.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
<b>Range of Reading and Level of Text Complexity</b>	
RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
<b>Reading Informational Text</b>	
<b>Key Ideas and Details</b>	
RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
RI.PK.2 With prompting and support, recall important facts from a familiar text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult

<b>Craft and Structure</b>	
R.I.PK.4 With prompting and support, ask and answer questions about unfamiliar words in informational text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
R.I.PK.5 Identify the front and back cover of a book.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
R.I.PK.6 With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors

*New Jersey Preschool Teaching and Learning Standards*

*Teaching Strategies GOLD<sup>2</sup> Objectives, Dimensions, and Indicators*

<b>Integration of Knowledge and Ideas</b>	
R.I.PK.7 With prompting and support, tell how the illustrations support the text (information or topic) in informational text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
R.I.PK.8 (Begins in kindergarten)	
<b>Range of Reading and Level of Text Complexity</b>	
R.I.PK.10 Actively participate in read-aloud experiences using age appropriate information books individually and in small and large groups.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult

**Reading: Foundational Skills**

**Print Concepts**

**RF.PK.1 Begin to demonstrate understanding of basic features of print.**

a. Follow words from left to right, top to bottom, page by page.

17. Demonstrates knowledge of print and its uses  
17b. Uses print concepts  
4. Indicates where to start reading and the direction to follow

b. Recognize that spoken words can be written and read.

16. Demonstrates knowledge of the alphabet  
16b. Uses letter-sound knowledge  
6. Shows understanding that a sequence of letters represents a sequence of spoken sounds

c. Recognize that words are separated by spaces.

17b. Uses print concepts  
6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

d. Recognize and name many upper and lower case letters of the alphabet.

16. Demonstrates knowledge of the alphabet  
16a. Identifies and names letters  
5 emerging to 6. Identifies and names 11-20 upper- and lowercase letters when presented in random order

**Phonological Awareness**

**RF.PK.2 Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).**

a. Recognize and produce simple rhyming words.

15. Demonstrates phonological awareness  
15a. Notices and discriminates rhyme  
4. Fills in the missing rhyming word; generates rhyming words spontaneously

b. Segment syllables in spoken words by clapping out the number of syllables.

15. Demonstrates phonological awareness  
15c. Notices and discriminates smaller and smaller units of sound  
4. Hears and shows awareness of separate syllables in words

c. Identify many initial sounds of familiar words.

15. Demonstrates phonological awareness  
15c. Notices and discriminates smaller and smaller units of sound  
6. Verbally separates and blends onset and rime

d. (Begins in kindergarten)

e. (Begins in kindergarten)

Phonics and Word Recognition	
RF.PK.3 Demonstrate an understanding of beginning phonics and word skills.	
a. Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.	16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 4. Produces the correct sounds for 10-20 letters
b. (Begins in kindergarten)	
c. Recognize their name in print as well as other familiar print in the environment.	16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
d. (Begins in kindergarten)	
Fluency	
RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from an adult

**Writing****Text Types and Purposes**

W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.

14. Uses symbols and images to represent something not present  
 14a. Thinks symbolically  
     4. Draws or constructs, and then identifies what it is
19. Demonstrates emergent writing skills  
 19b. Writes to convey meaning  
     4. Letter strings

W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.

14. Uses symbols and images to represent something not present  
 14a. Thinks symbolically  
     4. Draws or constructs, and then identifies what it is
19. Demonstrates emergent writing skills  
 19b. Writes to convey meaning  
     4. Letter strings

W.PK.3 (Begins in kindergarten)

**Production and Distribution of Writing**

W.PK.4 (Begins in grade 3)

W.PK.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined.

14. Uses symbols and images to represent something not present  
 14a. Thinks symbolically  
     4. Draws or constructs, and then identifies what it is
19. Demonstrates emergent writing skills  
 19b. Writes to convey meaning  
     4. Letter strings

W.PK.6 With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).

28. Uses tools and other technology to perform tasks



*New Jersey Preschool Teaching and Learning Standards**Teaching Strategies GOLD<sup>®</sup> Objectives, Dimensions, and Indicators***Research to Build and Present Knowledge**

W.PK.7 Begin to participate in shared research and shared writing projects.

11. Demonstrates positive approaches to learning  
11d. Shows curiosity and motivation  
6. Shows eagerness to learn about a variety of topics and ideas

W.PK.8 With guidance and support, recall information from experience or familiar topic to answer a question.

12. Remembers and connects experiences  
12b. Makes connections  
6. Draws on everyday experiences and applies this knowledge to a similar situation

W.PK.9 (Begins in grade 4)

*New Jersey Preschool Teaching and Learning Standards**Teaching Strategies GOLD<sup>®</sup> Objectives, Dimensions, and Indicators***Speaking and Listening****Comprehension and Collaboration****SL.PK.1 Participate in conversations and interactions with peers and adults individually and in small and large groups.**

a. Follow-agreed upon rules for discussions during group interactions.

10. Uses appropriate conversational and other communication skills  
10b. Uses social rules of language  
6. Uses acceptable language and social rules while communicating with others; may need reminders

b. Continue a conversation through several back and forth exchanges.

10. Uses appropriate conversational and other communication skills  
10a. Engages in conversations  
6. Engages in conversations of at least three exchanges

SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally.

8. Listens to and understands increasingly complex language  
8a. Comprehends language  
8. Responds appropriately to complex statements, questions, vocabulary, and stories

SL.PK.3 Ask and answer questions to seek help, get information, or follow directions.

11. Demonstrates positive approaches to learning  
11d. Shows curiosity and motivation  
6. Shows eagerness to learn about a variety of topics and ideas

Presentation of Knowledge and Ideas	
<p>SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail.</p>	<p>9. Uses language to express thoughts and needs            9a. Uses an expanding expressive vocabulary                6. Describes and tells the use of many familiar items</p> <p>12. Remembers and connects experiences            12a. Recognizes and recalls                6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view</p>
<p>SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.</p>	<p>14. Uses symbols and images to represent something not present            14a. Thinks symbolically                6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>
<p>SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.</p>	<p>9. Uses language to express thoughts and needs            9b. Speaks clearly                6. Is understood by most people; may mispronounce new, long, or unusual words</p>

Language	
Conventions of Standard English	
L.PK.1 Begin to understand the conventions of standard English grammar when speaking during interactions and activities.	
a. Print many alphabet letters.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
b. Use frequently occurring nouns and verbs.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
c. Form regular plural nouns.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
d. Understand and use question words (e.g., who, what, where, when, why, how).	9. Uses language to express thoughts and needs 9a. Uses expanding expressive vocabulary 7 emerging to 8. Incorporates new, less familiar or technical words in everyday conversations
e. Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with).	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words including indicating location, direction, and distance
f. Begin to speak in complete sentences.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
g. Understands and can follow simple multi-step directions	8. Listens to and understands increasingly complex language 8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and experiences



<b>L.PK.2 Begin to understand the simple conversations of standard English grammar during reading and writing experiences throughout the day.</b>	
a. (Begins in kindergarten)	
b. (Begins in kindergarten)	
c. Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling
d. (Begins in kindergarten)	
L.PK.3 (Begins in grade 2)	
<b>Vocabulary Acquisition and Use</b>	
<b>L.PK.4 Begin to determine the meaning of new words and phrases introduced through preschool reading and content.</b>	
a. With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
b. (Begins in kindergarten)	
<b>L.PK.5 With guidance and support, explore word relationships.</b>	
a. Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears).	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
b. Begin to understand opposites of simple and familiar words.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories

*New Jersey Preschool Teaching and Learning Standards*

*Teaching Strategies GOLD® Objectives, Dimensions, and Indicators*

c. Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet.").

8. Listens to and understands increasingly complex language

8a. Comprehends language

7 emerging to 8. Responds appropriately to complex statements, questions, vocabulary, and stories

12. Remembers and connects experiences

12b. Makes connections

7 emerging to 8. Generates a rule, strategy, or idea from one learning experience and applies it in a next context

d. (Begins in kindergarten)

L.PK.6 Use words and phrases acquired through conversations, activities and read-alouds.

9. Uses language to express thoughts and needs

9a. Uses an expanding expressive vocabulary

7 emerging to 8. Incorporates new, less-familiar or technical words in everyday conversations

## Primary Interdisciplinary Connections

### 21<sup>st</sup> Century Interdisciplinary Themes:

\_\_\_\*\_\_\_ **Fine/Gross Motor Skills**  
\_\_\_\*\_\_\_ **Literacy**

\_\_\_\*\_\_\_ **Science/Mathematics**  
\_\_\_\*\_\_\_ **Social and Emotional Development**

## Transfer

### Students will be able to independently use their learning to...

- T1 Explore a variety of types of literature and convey their meaning
- T2 Demonstrate understanding of basic features of print
- T3 Produce and research different text types for a variety of purposes
- T4 Participate in conversations and interactions with peers and adults individually and in small and large groups
- T5 Understand the conventions of standard English grammar when speaking during interactions and activities

Meaning		
Understandings		Essential Questions
Students will understand that...		Students will keep considering...
U1 Stories have multiple elements, all of which have meaning U2 Their words have value and can be written or scribed by an adult U3 Their experiences can be represented by drawings and written words U4 Their questions and responses have value and meaning U5 Language can increase in complexity		Q1 How does the story relate to my life? Q2 How can my spoken language be visible? Q3 How can I represent their experiences using a variety of writing tools? Q4 How can I use my language to get my needs met? Q5 How can I use written language to convey my thoughts?
Acquisition		
Knowledge		Skills
Students will know...		Students will be able to...
K1 How to, with prompting and support, seek out and provide information about a text K2 Spoken words can be written and read K3 How to recall information from experience or familiar topic to answer a question K4 How to answer questions to gain information and get their needs met K5 How to speak in complete sentences		S1 Comprehend and respond to books and other texts S2 Understand that a sequence of letters represents a sequence of spoken sounds S3 Draw on everyday experiences and apply this knowledge to a similar situation S4 Respond appropriately to complex statements, questions, vocabulary and stories S5 Use conventional grammar
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
All Individual Education Plan goals and objectives are standards-based.	Maintain progress toward maintenance of IEP goals and objectives	<b><u>Transfer Task(s)</u></b> <u>Formative</u> Generalize individual goals and objectives around the preschool building.
		<u>Summative</u>

		<b><u>Other Evidence</u></b> <u>Formative</u> -teacher observation - anecdotal notes - Applied Behavior Analysis (ABA) data - progress reports - report cards
		Summative

<b>Title of Unit</b>	Creative Curriculum Themes	<b>Grade Level</b>	Preschool
<b>Curriculum Area</b>	Approaches to Learning	<b>Time Frame</b>	1 Preschool Year – Ages 3-5
<b>Developed By</b>	Allison O'Neill and Laura Pellicano		
<b>Desired Results (Stage 1)</b>			
<b>Established Goals</b>			
-			
<i>New Jersey Preschool Teaching and Learning Standards</i>		<i>Teaching Strategies GOLD Objectives, Dimensions and Indicators</i>	
<b>Approaches to Learning</b>			
<b>9.1: Children demonstrate initiative, engagement and persistence</b>			
9.1.1 Make plans and decisions to actively engage in learning (e.g. two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time)		11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks	
9.1.2. Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges (e.g. choosing harder and harder puzzles)		11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas	
9.1.3. Focus attention on tasks and experiences, despite interruptions or distractions (e.g. working hard on a drawing even when children nearby are playing a game)		11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions	
9.1.4. Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g. saying to a friend, "This is hard, Can you help me figure it out?")		11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks	
9.1.5 Bring a teacher-directed or self-initiated task, activity or project to completion (e.g. showing the teacher, "Look-I finished it all by myself!")		11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks	
<b>9.2: Children show creativity and imagination</b>			
9.2.1 Show flexibility in approaching tasks by being open to new ideas (i.e. doesn't cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach)		11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought or proposed	
9.2.2 Use the imagination to solve problem, use materials, role play, write stories, move the body, or create works of art (e.g. create pretend spinach out of torn green construction paper to serve for dinner)		11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks	
9.2.3 Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g. sing a song and act out the story of the life cycle of a butterfly)		14. Uses symbols an images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements and dramatizations to represent ideas	

<b>9.3 Children identify and solve problems</b>	
9.3.1 Recognize a problem and describe or demonstrate ways to solve it alone or with others (e.g. "I know! Jamar and I can work together to clean off the table so that we can have a place to eat lunch.")	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
9.3.2 Use varied strategies to seek or recall information and to find answers (e.g. questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking)	12. Remembers and connects experiences 12a. Recognizes and recalls 8. Uses a few deliberate strategies to remember information
9.3.3 Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy (e.g. raising the height of the ramp to see if the ball will roll farther than when the ramp was lower)	12. Remembers and connects experiences 12b. Makes connections 7 emerging to 8 Generates a rule, strategy or idea from one learning experience and applies it in a new context
9.3.4 Reflect on, evaluate and communicate what was learned (e.g. children in the class demonstrating and explaining their project to children in a younger group)	12. Remembers and connects experiences 12b. Makes connections 7 emerging to 8 Generates a rule, strategy or idea from one learning experience and applies it in a new context
<b>9.4: Children apply what they have learned to new situations</b>	
9.4.1 Use prior knowledge to understand new experiences or a problem in a new context (e.g. after learning about snakes, children make comparison when finding a work on the playground)	12. Remembers and connects experiences 12b. Makes connections 7 emerging to 8 Generates a rule, strategy or idea from one learning experience and applies it in a new context
9.4.2 Make connections between ideas, concepts and subjects (e.g. children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books )	12. Remembers and connects experiences 12b. Makes connections 7 emerging to 8 Generates a rule, strategy or idea from one learning experience and applies it in a new context
9.4.3. Demonstrate understanding of what others think and feel through works or actions (e.g. children act out a story that the teacher has told them, mirroring the characters' emotions)	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 8. Recognizes that others' feelings about a situation might be different from his or her own
<b>Primary Interdisciplinary Connections</b>	

<b>21<sup>st</sup> Century Interdisciplinary Themes:</b> <div> <div> <div>___*___</div> <div>Fine/ Gross Motor Skills</div> </div> <div> <div>___*___</div> <div>Literacy</div> </div> </div> <div> <div>___*___</div> <div>Science/Mathematics</div> </div> <div> <div>___*___</div> <div>Social/Emotional Development</div> </div>	
<b>Transfer</b>	
<b>Students will be able to independently use their learning to...</b> T1 Children demonstrate initiative, engagement and persistence T2 Children show creativity and imagination T3 Children identify and solve problems T4 Children apply what they have learned to new situations	
<b>Meaning</b>	
<b>Understandings</b>	<b>Essential Questions</b>
<b>Students will understand that...</b>	<b>Students will keep considering...</b>
U1-their language and conversations impact what they will learn and focus their attention on those activities during the day. U2-their creations are flexible and are evident of their learning process. U3-their language can be used to predict, test and question in order to solve problems. U4-their experiences can be used to build on to their prior knowledge and skills.	Q1- How can I finish this all by myself? Q2- How can I change this creation to express something new? Q3- How can I represent my thoughts using a variety of materials? Q4- How is this experience similar to an experience in my own life?
<b>Acquisition</b>	
<b>Knowledge</b>	<b>Skills</b>
Students will know...	Students will be able to...
K1-how to focus attention on tasks and experiences, despite interruptions or distractions. K2-how to use multiple means of communication to creatively express thoughts, ideas and feelings. K3-how to recognize a problem and describe or demonstrate ways to solve it alone or with others. K4-how to demonstrate understanding of what others think and feel through works or actions	S1-sustain work on age-appropriate interesting tasks. S2-plans and then uses drawings, constructions, movements and dramatizations to represent ideas. S3-solve problems without having to try every possibility. S4-recognize that others' feelings about a situation might be different from his or her own.



<b>Evidence (Stage 2)</b>		
<b><u>Checks for Alignment</u></b>	<b><u>Evaluation Criteria</u></b> Performance is judged in terms of...	<b><u>Assessment Evidence</u></b>
All Individual Education Plan goals and objectives are standards-based	Maintain progress toward maintenance of IEP goals and objectives	<b><u>Transfer Task(s)</u></b> <u>Formative</u> Generalize individual goals and objectives around the preschool building
		<u>Summative</u>
		<b><u>Other Evidence</u></b> <u>Formative</u> -teacher observation -anecdotal notes -Applied Behavior Analysis (ABA) data -progress reports -report cards
		<u>Summative</u> -Showcase portfolios -Documentation from long-term investigations

<b>Title of Unit</b>	Creative Curriculum Themes	<b>Grade Level</b>	Preschool
<b>Curriculum Area</b>	Mathematics	<b>Time Frame</b>	1 Preschool Year – Ages 3-5
<b>Developed By</b>	Laura Pellicano/Allison O'Neill		

## Desired Results (Stage 1)

### Established Goals

*New Jersey Preschool Teaching and Learning Standards*

*Teaching Strategies GOLD® Objectives, Dimensions, and Indicators*

<b>Mathematics</b>	
<b>4.1: Children begin to demonstrate an understanding of number and counting.</b>	
4.1.1 Count to 20 by ones with minimal prompting.	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting
4.1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 6. Identifies numerals to 10 by name and connects each to counted objects
4.1.3 Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 6. Identifies numerals to 10 by name and connects each to counted objects
<b>4.1.4 Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells “how many”):</b>	
a. Accurately count quantities of objects up to 10, using one-to one-correspondence, and accurately count as many as 5 objects in a scattered configuration.	20. Uses number concepts and operations 20a. Counts 5 emerging to 6. Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting
b. Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., “5” is constant, whether it is a group of 5 people, 5 blocks or 5 pencils).	20. Uses number concepts and operations 20a. Counts 5 emerging to 6. Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting
c. Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize).	20. Uses number concepts and operations 20b. Quantifies 3 emerging to 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts

<i>New Jersey Preschool Teaching and Learning Standards</i>	<i>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</i>
4.1.5 Uses one-to-one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., collecting the number of cubes needed to fill the spaces in a muffin tin with one cube each).	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
4.1.6 Compare groups of up to 5 objects (e.g., beginning to use terms such as “more”, “less”, “same”).	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
<b>4.2 Children demonstrate an initial understanding of numerical operations.</b>	
<b>4.2.1 Represent addition and subtraction by manipulating up to 5 objects:</b>	
a. putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”)	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
b. taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”).	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
4.2.2 Begin to represent simple word problem data in pictures and drawings.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 7 emerging to 8. Represents objects, places, and ideas with increasingly abstract symbols

*New Jersey Preschool Teaching and Learning Standards*

*Teaching Strategies GOLD® Objectives, Dimensions, and Indicators*

4.3 Children begin to conceptualize measurable attributes of objects.	
4.3.1 Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape  22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
4.3.2 Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight, and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
4.3.3 Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
4.4: Children develop spatial and geometric sense.	
4.4.1 Respond to and use positional words (e.g., in, under, between, down, behind).	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
4.4.2 Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle).	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

*New Jersey Preschool Teaching and Learning Standards*

*Teaching Strategies GOLD® Objectives, Dimensions, and Indicators*

**4.4.3 Manipulate, compare and discuss the attributes of:**

a. two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike or different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes).

b. three-dimensional shapes by building with blocks and with other materials having height, width, and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food containers, plastic pipe).

21. Explores and describes spatial relationships and shapes

21b. Understands shapes

6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

21. Explores and describes spatial relationships and shapes

21b. Understands shapes

6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

## Primary Interdisciplinary Connections

### 21<sup>st</sup> Century Interdisciplinary Themes:

\_\_\_\*\_\_\_ **Fine/Gross Motor Skills**

\_\_\_\*\_\_\_ **Literacy**

\_\_\_\*\_\_\_ **Science/Mathematics**

\_\_\_\*\_\_\_ **Social and Emotional Development**

## Transfer

### Students will be able to independently use their learning to...

T1-Children begin to demonstrate an understanding of numbers and counting.

T2-Children demonstrate an initial understanding of numerical operations.

T3-Children begin to conceptualize measureable attributes of objects.

T4-Children develop spatial and geometric sense.

Meaning		
Understandings		Essential Questions
Students will understand that...		Students will keep considering...
U1-their interests and skill levels guide the progression of each lesson to explore mathematical concepts. U2-their interests and skill levels guide the progression of each lesson to explore mathematical concepts. U3-their interests and skill levels guide the progression of each lesson to explore mathematical concepts. U4-their interests and skill levels guide the progression of each lesson to explore mathematical concepts.		Q1-How can I use counting in my daily life? Where do I find numbers most in my environment? Q2- When do I need to use numerical operations? Q3- What can be measured? Why do we measure things? Q4-Where do I find shapes in my environment most?
Acquisition		
Knowledge		Skills
Students will know...		Students will be able to...
K1-the relationship between numbers and quantities K2-how to represent addition and subtraction K3-how to sort, order, pattern, and classify objects K4-how to manipulate, compare and discuss attributes of shapes.		S1-understand that the last word states when counting tells "how many." S2-manipulate objects up to 5 S3-compare and measure objects S4-Explore and describe spatial relationships and shapes.
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
All Individual Education Plan goals and objectives are standards-based.	Maintain progress toward maintenance of IEP goals and objectives	<b><u>Transfer Task(s)</u></b> <u>Formative</u> Generalize individual goals and objectives around the preschool building.
		<u>Summative</u>

		<b><u>Other Evidence</u></b> Formative -teacher observation - anecdotal notes - Applied Behavior Analysis (ABA) data - progress reports - report cards
		Summative



<b>Title of Unit</b>	Creative Curriculum Themes	<b>Grade Level</b>	Preschool
<b>Curriculum Area</b>	Science	<b>Time Frame</b>	Preschool Years – Ages 3-5
<b>Developed By</b>	Laura Pellicano/Allison O'Neill		
<b>Desired Results (Stage 1)</b>			
<b>Established Goals</b>			
<i>New Jersey Preschool Teaching and Learning Standards</i>		<i>Teaching Strategies GOLD<sup>SM</sup> Objectives, Dimensions, and Indicators</i>	
<b>Science</b>			
<b>5.1.: Children develop inquiry skills.</b>			
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).	24. Uses scientific inquiry skills		
5.1.2. Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).	24. Uses scientific inquiry skills		
5.1.3. Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations  25. Demonstrates knowledge of the characteristics of living things  26. Demonstrates knowledge of the physical properties of objects and materials  27. Demonstrates knowledge of Earth's environment		
5.1.4. Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.	24. Uses scientific inquiry skills		
5.1.5. Represent observations and work through drawing, recording data, and "writing" (e.g., drawing and "writing" on observation clipboards, making rubbings, charting the growth of plants).	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas		



**5.2.: Children observe and investigate matter and energy.**

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.

26. Demonstrates knowledge of the physical properties of objects and materials

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).

26. Demonstrates knowledge of the physical properties of objects and materials

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).

26. Demonstrates knowledge of the physical properties of objects and materials

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).

26. Demonstrates knowledge of the physical properties of objects and materials

**5.3.: Children observe and investigate living things.**

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).

25. Demonstrates knowledge of the characteristics of living things

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).

25. Demonstrates knowledge of the characteristics of living things

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).

25. Demonstrates knowledge of the characteristics of living things

<i>New Jersey Preschool Teaching and Learning Standards</i>	<i>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</i>
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).	25. Demonstrates knowledge of the characteristics of living things
<b>5.4.: Children observe and investigate the Earth.</b>	
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).	27. Demonstrates knowledge of Earth's environment
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).	27. Demonstrates knowledge of Earth's environment
5.4.3. Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors).	27. Demonstrates knowledge of Earth's environment
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).	27. Demonstrates knowledge of Earth's environment
<b>5.5.: Children gain experience in using technology.</b>	
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).	28. Uses tools and other technology to perform tasks

## Primary Interdisciplinary Connections

### 21<sup>st</sup> Century Interdisciplinary Themes:

\_\_\_\*\_\_\_ Fine/Gross Motor Skills

\_\_\_\*\_\_\_ Literacy

\_\_\_\*\_\_\_ Science/Mathematics

\_\_\_\*\_\_\_ Social and Emotional Development

## Transfer

### Students will be able to independently use their learning to...

T1-Children develop inquiry skills.

T2-Children observe and investigate matter and energy.

T3-Children observe and investigate living things.

T4-Children observe and investigate the Earth.

T5-Children gain experience using technology.

## Meaning

### Understandings

#### Students will understand that...

U1-their curiosity about a subject will guide the next level of learning and acquisition.  
U2-their questions are meaningful and will assist them in acquiring new skills  
U3-their questions are meaningful and will assist them in acquiring new skills  
U4-their questions are meaningful and will assist them in acquiring new skills  
U5-exploring technology will allow them to understand other areas of learning.

### Essential Questions

#### Students will keep considering...

Q1-How can I find out more about something I am interested in?  
Q2-What makes matter and energy change?  
Q3-How are living and nonliving things the same or different?  
Q4-How is the weather related to my own life?  
Q5-How can I use technology to learn about something I am interested in?

## Acquisition

### Knowledge

Students will know...

K1-how to observe, question, predict and investigate materials, objects and phenomena  
K2-how to investigate substances and energy  
K3-how to observe similarities and differences in living and nonliving things  
K4-how to observe and describe characteristics of rocks, water, air, and soil.  
K5-how to identify and use basic tools and technology to extend exploration in conjunction with science investigations.

### Skills

Students will be able to...

S1-use scientific inquiry skills.  
S2-demonstrate knowledge of the physical properties of objects and materials.  
S3-demonstrate knowledge of the characteristics of living things.  
S4-demonstrate knowledge of Earth's environment.  
S5-use tools and other technology to perform tasks.

<b>Evidence (Stage 2)</b>		
<b><u>Checks for Alignment</u></b>	<b><u>Evaluation Criteria</u></b> Performance is judged in terms of...	<b><u>Assessment Evidence</u></b>
All Individual Education Plan goals and objectives are standards-based.	Maintain progress toward maintenance of IEP goals and objectives	<b><u>Transfer Task(s)</u></b> <u>Formative</u> Generalize individual goals and objectives around the preschool building.
		<u>Summative</u>
		<b><u>Other Evidence</u></b> <u>Formative</u> -teacher observation - anecdotal notes - Applied Behavior Analysis (ABA) data - progress reports - report cards
		<u>Summative</u> - Showcase portfolios Documentation from long-term investigations

<b>Title of Unit</b>	Creative Curriculum Themes	<b>Grade Level</b>	Preschool
<b>Curriculum Area</b>	Social Studies, Family and Life Skills	<b>Time Frame</b>	1 Preschool Year –Ages 3-5
<b>Developed By</b>	Allison O'Neill and Laura Pellicano		
<b>Desired Results (Stage 1)</b>			
<b>Established Goals</b>			
<i>New Jersey Preschool Teaching and Learning Standards</i>		<i>Teaching Strategies GOLD Objectives, Dimensions and Indicators</i>	
<b>Social Studies, Family and Life Skills</b>			
<b>6.1: Children identify unique characteristics of themselves, their families and others</b>			
6.1.1 Describe characteristics of oneself, one's family and others		29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live	
6.1.2 Demonstrate an understanding of family roles and traditions		29. Demonstrates knowledge about self	
6.1.3. Express individually and cultural diversity (e.g. through dramatic play)		29. Demonstrates knowledge about self	
<b>6.2: Children become contributing members of the classroom community</b>			
6.2.1 Demonstrate understanding of rules by following most classroom routines		1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines and transitions with occasional reminders	
6.2.2 Demonstrates responsibility by initiating simple classroom tasks and jobs		1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines and transitions with occasional reminders	
6.2.3. Demonstrates appropriate behavior when collaborating with others		3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors	
<b>6.3: Children demonstrate knowledge of neighborhood and community</b>			
6.3.1. Develop and awareness of the physical features of the neighborhood/community		32. Demonstrates simple geographic knowledge	
6.3.2. Identify, discuss and role-play the duties of a range of community workers		30. Shows basic understanding of people and how they live	
<b>6.4.: Children develop an awareness of the cultures within their classroom and their community</b>			
6.4.1. Learn about and respect other cultures within the classroom and community		30. Shows basic understanding of people and how they live	

-	
Primary Interdisciplinary Connections	
21 <sup>st</sup> Century Interdisciplinary Themes:	
___*___ Fine/ Gross Motor Skills	___*___ Science/Mathematics
___*___ Literacy	___*___ Social/Emotional Development
Transfer	
Students will be able to independently use their learning to...	
T1 Children identify unique characteristics of themselves, their families and others	
T2 Children become contributing members of the classroom community	
T3 Children demonstrate knowledge of neighborhood and community	
T4 Children develop an awareness of the cultures within their classroom and their community	
Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
U1 Similarities and differences in physical and character traits in people can be noticed through the use of mirrors, photographs, etc. U2 Their opinions are valid and meaningful U3 Their community is made up of a variety of structures, places and people with knowledge and information U4 Cultural differences are to be recognized and celebrated amongst all	Q1 How are we alike/different? Q2 How can I share my thoughts with others? Q3 How can I gather and use information from my community that is relevant and important to me? Q4 What cultural differences are in our class and how can we investigate them?
Acquisition	

\_\_\_

\*

\_\_\_

Science/Mathematics

\_\_\_

\*

\_\_\_

Social/Emotional Development

<b>Knowledge</b> Students will know...  K1 Demonstrate an understanding of diversity, family roles and unique characteristics of self and others K2 Demonstrate appropriate behavior by following most classroom rules and routines K3 Demonstrate knowledge of neighborhood and community workers K4 Learn about and respect other cultures within the classroom and community		<b>Skills</b> Students will be able to...  S1 Demonstrates knowledge about self S2 Regulates own emotions and behaviors S3 Demonstrate simple geographic knowledge S4 Shows basic understanding of people and how they live
<b>Evidence (Stage 2)</b>		
<b><u>Checks for Alignment</u></b>	<b><u>Evaluation Criteria</u></b> Performance is judged in terms of...	<b><u>Assessment Evidence</u></b>
All Individual Education Plan goals and objectives are standards-based	Maintain progress toward maintenance of IEP goals and objectives	<b><u>Transfer Task(s)</u></b> <u>Formative</u> Generalize individual goals and objectives around the preschool building
		<u>Summative</u>
		<b><u>Other Evidence</u></b> <u>Formative</u> -teacher observation -anecdotal notes -Applied Behavior Analysis (ABA) data -progress reports -report cards

		<u>Summative</u> -Showcase portfolios -Documentation from long-term investigations
--	--	--



<b>Title of Unit</b>	Creative Curriculum Themes	<b>Grade Level</b>	Preschool
<b>Curriculum Area</b>	Technology	<b>Time Frame</b>	1 Preschool Year – Ages 3-5
<b>Developed By</b>	Allison O'Neill and Laura Pellicano		
<b>Desired Results (Stage 1)</b>			
<b>Established Goals</b>			
<i>New Jersey Preschool Teaching and Learning Standards</i>		<i>Teaching Strategies GOLD Objectives, Dimensions and Indicators</i>	
<b>Technology</b>			
<b>8.1.: Navigate simple on screen menus</b>			
8.1.1. Use the mouse to negotiate a simple menu on the screen (e.g. to print a picture)		28. Uses tools and other technology to perform tasks	
8.1.2. Navigate the basic functions of a browser, including how to open or close windows and use the “back” key		28. Uses tools and other technology to perform tasks	
<b>8.2.: Use electronic devices independently</b>			
8.2.1. Identify the “power keys” (e.g. ENTER, spacebar) on a keyboard		28. Uses tools and other technology to perform tasks	
8.2.2. Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette, tape, CD-ROM, DVD or other storage device and press “play” and “stop”		28. Uses tools and other technology to perform tasks	
8.2.3. Turn smart toys on and/or off		28. Uses tools and other technology to perform tasks	
8.2.4. Recognize that the number keys are in a row on the top of the keyboard		28. Uses tools and other technology to perform tasks	
8.2.5. Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats		28. Uses tools and other technology to perform tasks	
8.2.6. Use a digital camera to take a picture		28. Uses tools and other technology to perform tasks	
<b>8.3: Begin to use electronic devices to communicate</b>			
8.3.1. Use electronic devices (e.g. computer) to type name and to create stories with pictures and letters/words		28. Uses tools and other technology to perform tasks	
<b>8.4.: Use common technology vocabulary</b>			
8.4.1. Use basic technology terms in conversations (e.g. digital camera, battery, screen computer, Internet, mouse, keyboard and printer)		9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 7 emerging to 8. Incorporates new, less familiar or technical words in everyday conversations	
<b>8.5.: Begin to use electronic devices to gain information</b>			
8.5.1. Use the Internet to explore investigate questions with a teacher's support		28. Use tools and other technology to perform tasks	
<b>Primary Interdisciplinary Connections</b>			

<b>21<sup>st</sup> Century Interdisciplinary Themes:</b> <div> <div> <div>_____*</div> <div>_____*</div> </div> <div> <div>Fine/ Gross Motor Skills</div> <div>Literacy</div> </div> </div> <div> <div>_____*</div> <div>_____*</div> </div> <div> <div>Science/Mathematics</div> <div>Social/Emotional Development</div> </div>	
<b>Transfer</b>	
<b>Students will be able to independently use their learning to...</b> T1 Navigate simple on screen menus T2 Use electronic devices independently T3 Begin to use electronic devices to communicate T4 Use common technology vocabulary T5 Begin to use electronic devices to gain information	
<b>Meaning</b>	
<b>Understandings</b>	<b>Essential Questions</b>
<b>Students will understand that...</b>	<b>Students will keep considering...</b>
U1 Information can be obtained through a variety of technological devices U2 Information can be obtained through a variety of technological devices U3 Information can be obtained through a variety of technological devices U4 Information can be obtained through a variety of technological devices U5 Information can be obtained through a variety of technological devices	Q1 How can I get to the desired screen/program on this device? Q2 When, how and why do I use a technological device? Q3 How can a device be used to communicate my thoughts? Q4 What words are used to talk about technology? Q5 How can I use a device to gather information?
<b>Acquisition</b>	
<b>Knowledge</b>	<b>Skills</b>
Students will know...	Students will be able to...
K1 Use the mouse to navigate simple menus and navigate the browser K2 Operate frequently used interactive games and identify the power button to turn items on/off K3 Use electronic devices to type name and create stories with pictures/letters/words K4 Use basic technology terms in conversation K5 Use the internet to explore investigatory questions with a teacher's support	S1 Uses tools and other technology to perform tasks S2 Uses tools and other technology to perform tasks S3 Uses tools and other technology to perform tasks S4 Uses language to express thoughts and needs S5 Use tools and other technology to perform tasks

## Evidence (Stage 2)

<b><u>Checks for Alignment</u></b>	<b><u>Evaluation Criteria</u> Performance is judged in terms of...</b>	<b><u>Assessment Evidence</u></b>
All Individual Education Plan goals and objectives are standards-based	Maintain progress toward maintenance of IEP goals and objectives	<b><u>Transfer Task(s)</u></b> <u>Formative</u> Generalize individual goals and objectives around the preschool building
		<u>Summative</u>
		<b><u>Other Evidence</u></b> <u>Formative</u> -teacher observation -anecdotal notes -Applied Behavior Analysis (ABA) data -progress reports -report cards
		<u>Summative</u> -Showcase portfolios -Documentation from long-term investigations

Title of Unit	Creative Curriculum Themes	Grade Level	Preschool
Curriculum Area	World Languages	Time Frame	1 Preschool Year Ages 3-5
Developed By	Allison O'Neill and Laura Pellicano		
Desired Results (Stage 1)			
Established Goals			
New Jersey Preschool Teaching and Learning Standards		Teaching Strategies GOLD Objectives, Dimensions and Indicators	
World Languages			
7.1: Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words and phrases in a language other than their own			
7.1.1. Acknowledge that a language other than their own is being spoken or used (e.g. in a story, rhyme or song)		30. Shows basic understanding of people and how they live	
7.1.2. Say simple greetings, words and phrases in a language other than their own		30. Shows basic understanding of people and how they live	
7.1.3. Comprehend previously learned simple vocabulary in a language other than their own		30. Shows basic understanding of people and how they live	
7.1.4. Communicate effectively with adults and/or classmates who speak other language by using gestures, pointing or facial expressions to augment oral language		30. Shows basic understanding of people and how they live	
Primary Interdisciplinary Connections			
21 <sup>st</sup> Century Interdisciplinary Themes:			
* _____ * Fine/ Gross Motor Skills		* _____ * Science/Mathematics Social/Emotional Development	
* _____ * Literacy			
Transfer			

<b>Students will be able to independently use their learning to...</b>  T1 Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words and phrases in a language other than their own		
<b>Meaning</b>		
<b>Understandings</b>		<b>Essential Questions</b>
<b>Students will understand that...</b>		<b>Students will keep considering...</b>
U1 Words and meanings can be communicated in a variety of languages, not just their own		Q1 How can I communicate with others who do not speak my language?
<b>Acquisition</b>		
<b>Knowledge</b> Students will know...		<b>Skills</b> Students will be able to...
K1 Acknowledge that a language other than their own is being used and understand some words in a language other than their own Communicate effectively with others who speak other language by using gestures/pointing or facial expressions		S1 Shows basic understanding of people and how they live
<b>Evidence (Stage 2)</b>		
<b><u>Checks for Alignment</u></b>	<b><u>Evaluation Criteria</u></b>	<b><u>Assessment Evidence</u></b>

	Performance is judged in terms of...	
All Individual Education Plan goals and objectives are standards-based	Maintain progress toward maintenance of IEP goals and objectives	<b><u>Transfer Task(s)</u></b> <u>Formative</u>  Generalize individual goals and objectives around the preschool building
		<u>Summative</u>  
		<b><u>Other Evidence</u></b> <u>Formative</u> -teacher observation -anecdotal notes -Applied Behavior Analysis (ABA) data -progress reports -report cards
		<u>Summative</u> -Showcase portfolios -Documentation from long-term investigations

**Resources:** The document was written in reference to the following media:

Twelve Best Practices for Early Childhood Education: Integrating Reggio and Other Inspired Approaches by: Ann Lewin-Benham

Understanding by Design by: Grant Wiggins and Jay McTighe

Preschool Teaching and Learning Standards 2014-State of NJ [www.nj.gov/education/ece/guide/standards.pdf](http://www.nj.gov/education/ece/guide/standards.pdf)

Teaching Strategies: The Creative Curriculum for Preschool Education Volume 5

