

Alignment of the New Jersey Preschool Teaching and Learning Standards of Quality With HighScope's Preschool Key Developmental Indicators

The following chart shows how items from the **New Jersey Preschool Teaching and Learning Standards of Quality** (January 2009) correspond to items from HighScope's Preschool **Key Developmental Indicators (KDIs)** (March 2010).

The educational content of HighScope preschool programs is built around **58 Key Developmental Indicators (KDIs)**. The KDIs are early childhood milestones that guide teachers as they plan and assess learning experiences and interact with children to support learning. Each KDI is a statement that identifies an observable child behavior reflecting knowledge and skills in the areas of approaches to learning; social and emotional development; physical development and health; language, literacy, and communication; mathematics; creative arts; science and technology; and social studies.

New Jersey Preschool Standards

Key Developmental Indicators

| <i>Social and Emotional Development</i> | |
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| <p>Standard 0.1: Children demonstrate self-confidence.</p> <p>0.1.1 Express individuality by making independent decisions about materials to use</p> <p>0.1.2 Express ideas for activities and initiate discussions.</p> <p>0.1.3 Actively engage in activities and interactions with teachers and peers.</p> <p>0.1.4 Discuss their own actions and efforts.</p> | <p>A. Approaches to Learning 2. Planning: Children make plans and follow through on their intentions.</p> <p>A. Approaches to Learning 1. Initiative: Children demonstrate initiative as they explore their world.</p> <p>D. Language, Literacy, and Communication 21. Comprehension: Children understand language.</p> <p>A. Approaches to Learning 1. Initiative: Children demonstrate initiative as they explore their world.</p> <p>B. Social and Emotional Development 12. Building relationships: Children build relationships with other children and adults.</p> <p>A. Approaches to Learning 6. Reflection: Children reflect on their experiences.</p> |
| <p>Standard 0.2: Children demonstrate self-direction.</p> <p>0.2.1 Make independent choices and plans from a broad range of diverse interest centers.</p> <p>0.2.2 Demonstrate self-help skills (e.g., cleans up; pours juice; uses soap when washing hands; puts away belongings).</p> <p>0.2.3 Move through the classroom routines and activities with minimal teacher direction. Transition easily from one activity to the next.</p> <p>0.2.4 Attend to tasks for a period of time.</p> | <p>A. Approaches to Learning 2. Planning: Children make plans and follow through on their intentions.</p> <p>B. Social and Emotional Development 11. Community: Children participate in the community of the classroom.</p> <p>C. Physical Development and Health 19. Personal care: Children carry out personal care routines on their own.</p> <p>B. Social and Emotional Development 11. Community: Children participate in the community of the classroom.</p> <p>A. Approaches to Learning 3. Engagement: Children focus on activities that interest them.</p> |
| <p>Standard 0.3: Children identify and express feelings.</p> <p>0.3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.</p> | <p>B. Social and Emotional Development 9. Emotions: Children recognize, label, and regulate their feelings.</p> |

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Key Developmental Indicators

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| <p>0.3.2 Empathize with feelings of others (e.g., gets blanket for friend and comforts him/her when he/she feels sad).</p> <p>0.3.3 Channel negative feelings such as anger and impulse (e.g., taking three deep breaths; using words; pulling self out of play to go to “safe spot” to relax; expressive activities).</p> | <p>B. Social and Emotional Development 10. Empathy: Children demonstrate empathy toward others.</p> <p>B. Social and Emotional Development 15. Conflict resolution: Children resolve social conflicts.</p> |
| <p>Standard 0.4: Children exhibit positive interactions with other children and adults.</p> <p>0.4.1 Engage appropriately with peers and teachers in classroom activities.</p> <p>0.4.2 Demonstrate socially acceptable behavior for teachers and peers (e.g., hugs; gets a tissue; sits next to; holds hands).</p> <p>0.4.4 Respect the rights of others (e.g., “This painting belongs to Carlos.”).</p> <p>0.4.5 Express needs verbally or non-verbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).</p> <p>0.4.6 Demonstrate verbal or non-verbal problem-solving skills without being aggressive (e.g., talks about problem; talks about feelings relating to problems; and negotiates solutions).</p> | <p>B. Social and Emotional Development 12. Building relationships: Children build relationships with other children and adults.</p> <p>B. Social and Emotional Development 12. Building relationships: Children build relationships with other children and adults.</p> <p>B. Social and Emotional Development 11. Community: Children participate in the community of the classroom.</p> <p>B. Social and Emotional Development 15. Conflict resolution: Children resolve social conflicts.</p> <p>B. Social and Emotional Development 15. Conflict resolution: Children resolve social conflicts.</p> |
| <p>Standard 0.5: Child exhibit pro-social behaviors.</p> <p>0.5.1 Play independently and cooperatively, in pairs and small groups.</p> <p>0.5.2 Know how to pretend play.</p> <p>0.5.3 Know how to enter into play when a group of children are already involved in play.</p> <p>0.5.4 Take turns.</p> | <p>B. Social and Emotional Development 13. Cooperative play: Children engage in cooperative play.</p> <p>F. Creative Arts 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.</p> <p>B. Social and Emotional Development 13. Cooperative play: Children engage in cooperative play.</p> <p>B. Social and Emotional Development 13. Cooperative play: Children engage in cooperative play.</p> |

New Jersey Preschool Standards

Key Developmental Indicators

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| <p>0.5.5 Understand the concept of sharing and attempts to share.</p> | <p>B. Social and Emotional Development 13. Cooperative play: Children engage in cooperative play.</p> |
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| <p>Visual & Performing Arts</p> <p>Standard 1.1: Children express themselves and develop an appreciation of creative movement and dance.</p> <p>1.1.1 Move the body in a variety of ways, with and without music.</p> <p>1.1.2 Respond to changes in tempo and a variety of musical rhythms through body movement.</p> <p>1.1.3 Participate in simple sequences of movements.</p> <p>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.</p> <p>1.1.6 Use movement/dance to convey meaning around a theme or to show feelings.</p> <p>1.1.8 Describe feelings and reactions in response to a creative movement/dance performance.</p> | <p>F. Creative Arts 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.</p> <p>F. Creative Arts 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.</p> <p>F. Creative Arts 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.</p> <p>F. Creative Arts 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.</p> <p>F. Creative Arts 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.</p> <p>F. Creative Arts 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.</p> <p>F. Creative Arts 44. Appreciating the arts: Children appreciate the creative arts.</p> |
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| <p>Standard 1.2: Children express themselves and develop an appreciation of music.</p> <p>1.2.1 Sing a variety of songs with expression, independently and with others.</p> <p>1.2.2 Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics and interpretation.</p> | <p>F. Creative Arts 41. Music: Children express and represent what they observe, think, imagine, and feel through music.</p> <p>F. Creative Arts 41. Music: Children express and represent what they observe, think, imagine, and feel through music.</p> |
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New Jersey Preschool Standards

Key Developmental Indicators

1.2.3 Clap or sing songs with repetitive phrases and rhythmic patterns.

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

1.2.5 Recognize and name a variety of music elements using appropriate music vocabulary.

1.2.7 Describe reactions and feelings in responses to diverse musical genres and styles.

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

F. Creative Arts

41. Music: Children express and represent what they observe, think, imagine, and feel through music.

F. Creative Arts

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F. Creative Arts

41. Music: Children express and represent what they observe, think, imagine, and feel through music.

F. Creative Arts

44. Appreciating the arts: Children appreciate the creative arts.

F. Creative Arts

41. Music: Children express and represent what they observe, think, imagine, and feel through music.

Standard 1.3: Children express themselves and develop an appreciation of dramatic play and storytelling.

1.3.1 Play roles observed through life experiences (e.g., mom, baby, fire fighter, police officer, doctor, car mechanic).

1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out.

1.3.3 Participate with others in dramatic play, negotiating roles, and setting up scenarios using costumes and props.

1.3.5 Sustain and extend play during dramatic play interactions (e.g., set the stage by anticipating what will happen next).

1.3.7 Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances.

F. Creative Arts

43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.

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F. Creative Arts

44. Appreciating the arts: Children appreciate the creative arts.

New Jersey Preschool Standards

Key Developmental Indicators

Standard 1.4: Children express themselves and develop awareness and appreciation of the visual arts (e.g., painting, sculpting, and drawing).

1.4.1 Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.

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

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

1.4.4 Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g., illustrator, sculptor, photographer) and elements in the visual arts.

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

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

F. Creative Arts

40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.

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A. Approaches to Learning

2. Planning: Children make plans and follow through on their intentions.

3. Engagement: Children focus on activities that interest them.

4. Problem solving: Children solve problems encountered in play.

F. Creative Arts

40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.

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F. Creative Arts

44. Appreciating the arts: Children appreciate the creative arts.

Health, Safety and Physical Education

Standard 2.1: Children develop self-help skills and personal hygiene skills.

2.1.1 Develop an awareness of healthy habits (e.g., use clean tissues; wash hands; handle food; brush teeth; and dress appropriately for the weather).

C. Physical Development and Health

19. Personal care: Children carry out personal care routines on their own.

20. Healthy behavior: Children engage in healthy practices.

New Jersey Preschool Standards

Key Developmental Indicators

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| <p>2.1.2 Demonstrate emerging self-help skills (e.g., developing independence when pouring; serving and using utensils; dressing; and brushing teeth).</p> | <p>C. Physical Development and Health 19. Personal care: Children carry out personal care routines on their own.</p> |
| <p>Standard 2.2: Children begin to develop the knowledge and skills necessary to make nutritious food choices.</p> <p>2.2.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities; conversations with knowledgeable adults; daily nutritious meal and snack offerings).</p> | <p>C. Physical Development and Health 20. Healthy behavior: Children engage in healthy practices.</p> |
| <p>Standard 2.3: Children begin to develop an awareness of potential hazards in the environment.</p> <p>2.3.1 Use safe practices indoors and out (e.g., wear bike helmets; walk in the classroom; understand how to participate in emergency drills; use car seats; and wear seat belts).</p> | <p>C. Physical Development and Health 20. Healthy behavior: Children engage in healthy practices.</p> |
| <p>Standard 2.4: Children develop competence and confidence in gross and fine motor skills.</p> <p>2.4.1 Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</p> <p>2.4.2 Develop and refine fine motor skills (e.g., completes gradually more complex puzzles; uses smaller sized manipulatives during play; and uses a variety of writing instruments in a conventional matter).</p> <p>2.4.3 Use objects and props to develop spatial and coordination skills (e.g., using balls, hula-hoops, Frisbees, and balance beams; lacing different sized beads; buttoning and unbuttoning).</p> | <p>C. Physical Development and Health 16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <p>C. Physical Development and Health 17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p> <p>C. Physical Development and Health 16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles. 18. Body awareness: Children know about their bodies and how to navigate them in space.</p> |
| <p>Language Arts/Literacy</p> <p>Standard 3.1: Children listen with understanding to environmental sounds, directions, and conversations.</p> <p>3.1.1 Follow oral directions that involve several actions.</p> | <p>D. Language, Literacy, and Communication 21. Comprehension: Children understand language.</p> |

New Jersey Preschool Standards

Key Developmental Indicators

3.1.2 Listen for various purposes (e.g., demonstrate that a response is expected when a question is asked; enter into dialogue after listening to others; repeat parts of stories, poems, or songs).

3.1.3 Show understanding of listening activities by incorporating ideas in play (e.g., during dramatic play, incorporates themes from an earlier story; after discussion about houses people live in, makes a neighborhood in the block area).

3.1.4 Show interest, pleasure, and enjoyment during listening activities by responding with appropriate eye contact, body language, and facial expressions.

D. Language, Literacy, and Communication

21. Comprehension: Children understand language.

D. Language, Literacy, and Communication

21. Comprehension: Children understand language.

D. Language, Literacy, and Communication

21. Comprehension: Children understand language.

Standard 3.2: Children converse effectively in their home language, English, or sign language for a variety of purposes relating to real experiences and different audiences.

3.2.1 Describe previous experiences and relate them to new experiences or ideas.

3.2.2 Use language for a variety of purposes to express relationships; make connections; describe similarities and differences; express feelings; and initiate play with others.

3.2.3 Use language and sounds appropriate to roles in dramatic play, and set the stage by describing actions and events.

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

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

3.2.6 Listen and respond appropriately in conversations and group interactions by taking turns and generally staying on topic.

A. Approaches to Learning

6. Reflection: Children reflect on their experiences.

D. Language, Literacy, and Communication

22. Speaking: Children express themselves using language.

D. Language, Literacy, and Communication

22. Speaking: Children express themselves using language.

D. Language, Literacy, and Communication

22. Speaking: Children express themselves using language.

D. Language, Literacy, and Communication

22. Speaking: Children express themselves using language.

D. Language, Literacy, and Communication

21. Comprehension: Children understand language.

22. Speaking: Children express themselves using language.

New Jersey Preschool Standards

Key Developmental Indicators

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| <p>3.2.7 Ask questions to obtain information.</p> <p>3.2.8 Join in singing, finger plays, chanting, retelling, and inventing stories.</p> <p>3.2.9 Connect new meanings of words to vocabulary already known (e.g., “It’s called bookend because the books end.”).</p> <p>3.2.10 Use new vocabulary and ask questions to extend understanding of words.</p> | <p>D. Language, Literacy, and Communication 22. Speaking: Children express themselves using language.</p> <p>F. Creative Arts 41. Music: Children express and represent what they observe, think, imagine, and feel through music.</p> <p>F. Creative Arts 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.</p> <p>F. Creative Arts 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.</p> |
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| <p>Standard 3.3: Children demonstrate emergent reading skills.</p> <p>3.3.1 Identify the meaning of common signs and symbols in the local environment (e.g., exit sign, area labels, computer icons, or rebus).</p> <p>3.3.2 Recognize that a variety of print letter formations and text forms are used for different functions (e.g., grocery lists, menus, store signs, and telephone books; recipes, written directions [such as the steps for hand washing], newspapers and magazines).</p> <p>3.3.3 Identify some alphabet letters, especially those in his/her own name.</p> <p>3.3.5 Recognize that letters are grouped to form words; words are separated by spaces.</p> <p>3.3.6 Recognize that it is the print that is read in stories.</p> <p>3.3.7 Understand the concept of directionality: front to back; left to right; top to bottom movement on a page.</p> | <p>D. Language, Literacy, and Communication 27. Concepts about print: Children demonstrate knowledge about environmental print.</p> <p>D. Language, Literacy, and Communication 27. Concepts about print: Children demonstrate knowledge about environmental print.</p> <p>D. Language, Literacy, and Communication 25. Alphabetic knowledge: Children identify letter names and their sounds.</p> <p>D. Language, Literacy, and Communication 27. Concepts about print: Children demonstrate knowledge about environmental print.</p> <p>D. Language, Literacy, and Communication 27. Concepts about print: Children demonstrate knowledge about environmental print.</p> <p>D. Language, Literacy, and Communication 27. Concepts about print: Children demonstrate knowledge about environmental print.</p> |
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Key Developmental Indicators

3.3.8 Display book handling knowledge (e.g., turning the book right side up; using left to right sweep; turning one page at a time; recognizing familiar book by the cover).

3.3.9 Exhibit reading-like behavior (e.g., pretend to read to self and others and read own writing).

3.3.10 Answer simple recall and comprehension questions about a book being read (e.g., *Goodnight Gorilla*: "What do you see the gorilla doing now?")

3.3.11 Use a familiar book as a cue to retell their version of the story.

3.3.12 Show an understanding of story structure (e.g., comment on characters; predict what will happen next; ask appropriate questions; act out familiar stories.).

3.3.13 Ask questions and make comments pertinent to the story being read and connect information in books to his/her personal life experiences.

3.3.14 Engage in language play (e.g., manipulate separable and repeating sounds).

3.3.15 Make up and chant own rhymes (e.g., When playing in the water table, saying "squishy, wishy, dishy soap," or at lunchtime, as children are conversing, saying, "A light is for night.").

3.3.16 Playing with alliterative language (e.g., "Peter, Peter, Pumpkin Eater").

D. Language, Literacy, and Communication

28. Book knowledge: Children demonstrate knowledge about books.

D. Language, Literacy, and Communication

26. Reading: Children read for pleasure and information.

D. Language, Literacy, and Communication

21. Comprehension: Children understand language.

D. Language, Literacy, and Communication

26. Reading: Children read for pleasure and information.

D. Language, Literacy, and Communication

21. Comprehension: Children understand language.

D. Language, Literacy, and Communication

21. Comprehension: Children understand language.

D. Language, Literacy, and Communication

24. Phonological awareness: Children identify distinct sounds in spoken language.

D. Language, Literacy, and Communication

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D. Language, Literacy, and Communication

24. Phonological awareness: Children identify distinct sounds in spoken language.

Standard 3.4: Children demonstrate emergent writing skills.

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

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

D. Language, Literacy, and Communication

29. Writing: Children write for many different purposes.

D. Language, Literacy, and Communication

29. Writing: Children write for many different purposes.

New Jersey Preschool Standards

Key Developmental Indicators

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| <p>3.4.3 Attempt to write own name on work.</p> | <p>D. Language, Literacy, and Communication 29. Writing: Children write for many different purposes.</p> |
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| <p>Mathematics</p> <p>Standard 4.1: Children demonstrate an understanding of number and numerical operations.</p> <p>4.1.1 Begin to develop a concept of number, for counting numbers at least through 20 and for ordinals, first through fifth, including the last.</p> <p>4.1.2 Recognize and name some one-digit written numerals.</p> <p>4.1.3 Compare groups of objects (e.g., using the terms more, less, same).</p> <p>4.1.4 Demonstrate understanding of one-to-one correspondence (e.g., puts one placemat at each place; gives each child one cookie; places one animal in each trunk; hands out manipulatives to be shared with a friend, saying “One for you, one for me.”).</p> <p>4.1.5 Explore the meanings of addition and subtraction by using concrete objects (e.g., three blue pegs, three yellow pegs, six pegs altogether; “I have four carrot sticks. I’m eating one! Now I have 3!”).</p> | <p>E. Mathematics 31. Number words and symbols: Children recognize and use number words and symbols. 32. Counting: Children count things.</p> <p>E. Mathematics 31. Number words and symbols: Children recognize and use number words and symbols.</p> <p>E. Mathematics 32. Counting: Children count things.</p> <p>E. Mathematics 32. Counting: Children count things.</p> <p>E. Mathematics 32. Counting: Children count things.</p> |
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| <p>Standard 4.2: Children develop knowledge of spatial concepts (e.g., shapes and measurement).</p> <p>4.2.1 Use and respond to positional words (e.g., in, under, between, down).</p> <p>4.2.2 Explore and talk about basic shapes in the environment (e.g., circle, square, triangle, rectangle, rhombus).</p> <p>4.2.3 Explore three-dimensional shapes by building with blocks and other materials.</p> | <p>E. Mathematics 35. Spatial awareness: Children recognize spatial relationships among people and objects.</p> <p>E. Mathematics 34. Shapes: Children identify, name, and describe shapes.</p> <p>E. Mathematics 34. Shapes: Children identify, name, and describe shapes.</p> |
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| <p>4.2.4 Explore connections between two-dimensional and three-dimensional forms (e.g., sphere and circle).</p> <p>4.2.5 Identify symmetry during play (e.g., building with blocks).</p> <p>4.2.6 Use simple shapes to make designs, patterns, and pictures (e.g., tangrams).</p> <p>4.2.7 Explore use of non-standard objects for measurement.</p> <p>4.2.8 Compare and order objects according to measurable attributes (e.g., length, weight, capacity).</p> <p>4.2.9 Demonstrate understanding of basic temporal relations (e.g., aware of the sequence of the daily routine).</p> | <p>E. Mathematics 34. Shapes: Children identify, name, and describe shapes.</p> <p>E. Mathematics 35. Spatial awareness: Children recognize spatial relationships among people and objects.</p> <p>E. Mathematics 34. Shapes: Children identify, name, and describe shapes. 38. Patterns: Children identify, describe, copy, complete, and create patterns.</p> <p>E. Mathematics 37. Unit: Children understand and use the concept of unit.</p> <p>E. Mathematics 36. Measuring: Children measure to describe, compare, and order things.</p> <p>E. Mathematics 36. Measuring: Children measure to describe, compare, and order things.</p> |
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| <p>Standard 4.3: Children understand patterns, relationships and classification.</p> <p>4.3.1 Describe patterns in the environment.</p> <p>4.3.2 Represent patterns in a variety of ways.</p> <p>4.3.3 Begin to represent data in pictures and drawings.</p> <p>4.3.4 Show awareness of the attributes of objects through sorting and classifying.</p> | <p>E. Mathematics 38. Patterns: Children identify, describe, copy, complete, and create patterns.</p> <p>E. Mathematics 38. Patterns: Children identify, describe, copy, complete, and create patterns.</p> <p>E. Mathematics 39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.</p> <p>G. Science and Technology 46. Classifying: Children classify materials, actions, people, and events.</p> |
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| <p>Standard 4.4: Children use mathematical knowledge to represent, communicate and solve problems in their environment.</p> | |
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New Jersey Preschool Standards

Key Developmental Indicators

4.4.1 Learn mathematics through problem solving, inquiry, and discovery.

4.4.2 Solve problems that arise in mathematics and in other contexts, monitoring and reflecting on progress.

4.4.3 Use communication to organize and clarify mathematical thinking.

E. Mathematics

39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.

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Science

Standard 5.1: Children develop inquiry skills.

5.1.1 Display curiosity about science objects, materials, activities and longer term investigations in progress (e.g., asking who, what, when, where, why and how questions during sensory explorations; experimentation; and focused inquiry).

5.1.2 Observe, questions, predict and investigate as they explore materials, objects and phenomena during classroom activities indoors and outdoors and during any longer term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).

5.1.3 Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.

5.1.4 Represent observations and work through drawing, recording data and “writing” (e.g., drawing and “writing” on observation clipboards; making rubbings; charting the growth of plants).

G. Science and Technology

50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.

G. Science and Technology

45. Observing: Children observe the materials and processes in their environment.

46. Classifying: Children classify materials, actions, people, and events.

47. Experimenting: Children experiment to test their ideas.

48. Predicting: Children predict what they expect will happen.

G. Science and Technology

49. Drawing conclusions: Children draw conclusions based on their experiences and observations.

50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.

G. Science and Technology

50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.

New Jersey Preschool Standards

Key Developmental Indicators

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

D. Language, Literacy, and Communication

23. Vocabulary: Children understand and use a variety of words and phrases.

Standard 5.2: Children observe and investigate matter and energy.

5.2.1 Observe, manipulate, sort, and describe objects and materials in the classroom and outdoor environment based on size, shape, color, texture and weight (e.g., exploring the properties of water, sand, clay, paint, glue, various types of blocks, and collections of objects).

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 tempera paint colors; and engaging in longer term investigations, such as the freezing and melting of water and other liquids).

5.2.3 Investigate sound, heat and light energy through one or more of the senses (e.g., making chalk outlines to record how a shadow changes during the course of a day; observing how shadows differ on a daily basis; using flashlights or lamp light to make shadows indoors).

5.2.4 Investigate how and why things move (e.g., experiencing the effects of air, gravity and mechanical forces by manipulating a spinning top, using an egg beater or whisk to mix ingredients; twisting screws into wood with a screwdriver; and pushing small objects by blowing through a straw).

G. Science and Technology

45. Observing: Children observe the materials and processes in their environment.

46. Classifying: Children classify materials, actions, people, and events.

G. Science and Technology

50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.

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Standard 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).

G. Science and Technology

45. Observing: Children observe the materials and processes in their environment.

46. Classifying: Children classify materials, actions, people, and events.

New Jersey Preschool Standards

Key Developmental Indicators

5.3.2 Observe similarities and differences in the needs of living things and differences between living and non-living things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a non-living thing, such as a shell).

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; replicating a natural habitat in a classroom terrarium).

5.3.4 Observe and record change over time and cycles of change affecting living things (e.g., monitoring the life cycle of a plant; using children's baby photographs to discuss change and growth; using unit blocks to record the height of classroom plants).

G. Science and Technology

51. Natural and physical world: Children gather knowledge about the natural and physical world.

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Standard 5.4: Children explore and investigate the Earth.

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).

5.4.2 Explore the effects of sunlight on living and non-living things (e.g., trying to grow plants with and without sunlight; investigating shadows that occur when the sun's light is blocked by objects).

5.4.3 Observe and record weather (e.g., chart weather over time; experience and compare hotter and colder temperatures as they occur throughout the seasons; representing breezy to windy weather by waving scarves outdoors).

5.4.4 Demonstrate emergent awareness for conservation, recycling, and respect for the environment (e.g., turning off water faucets; collecting empty yogurt cups for reuse as paint containers; separating materials in recycling bins; re-using clean paper goods for classroom collage and sculpture projects).

G. Science and Technology

45. Observing: Children observe the materials and processes in their environment.

46. Classifying: Children classify materials, actions, people, and events.

G. Science and Technology

51. Natural and physical world: Children gather knowledge about the natural and physical world.

G. Science and Technology

51. Natural and physical world: Children gather knowledge about the natural and physical world.

H. Social Studies

58. Ecology: Children understand the importance of taking care of their environment.

New Jersey Preschool Standards

Key Developmental Indicators

Standard 5.5: Children gain experience in using technology.

5.5.1 Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., using a variety of writing, drawing, and painting utensils; using scissors, staplers, magnifiers, balance scale, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software, and website information; video and audio recordings; digital cameras; tape recorders.

G. Science and Technology

52. Tools and technology: Children explore and use tools and technology.

Social Studies, Family and Life Skills

Standard 6.1: Children identify unique characteristics of themselves, their family, and others.

6.1.1 Describe characteristics of self and others.

6.1.2 Express individuality and diversity through dress-ups, dolls, puppets, etc.

6.1.4 Demonstrate an understanding of family, family roles and family traditions.

H. Social Studies

53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.

F. Creative Arts

43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.

H. Social Studies

53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.

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53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.

Standard 6.2: Children become contributing active members of the classroom community.

6.2.1 Understand rules and will follow most classroom rules.

6.2.2 Take responsibility and perform simple classroom tasks as assigned jobs.

6.2.3 Work collaboratively during indoor and outdoor times (e.g., pairs, triads and small groups) while engaging in projects and activities.

B. Social and Emotional Development

11. Community: Children participate in the community of the classroom.

B. Social and Emotional Development

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B. Social and Emotional Development

13. Cooperative play: Children engage in cooperative play.

New Jersey Preschool Standards

Key Developmental Indicators

6.2.4 Demonstrate appropriate behavior with others at various times of the day (e.g., during meals, transitions, turn taking).

B. Social and Emotional Development

14. Moral development: Children develop an internal sense of right and wrong.

Standard 6.3: Children will demonstrate knowledge of neighborhood and community.

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

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

H. Social Studies

56. Geography: Children recognize and interpret features and locations in their environment.

F. Creative Arts

43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.

H. Social Studies

54. Community roles: Children recognize that people have different roles and functions in the community.

Standard 6.4: Children develop an awareness of the cultures within their classroom and their community.

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

H. Social Studies

53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.