



Somers Point Public School

Preschool Curriculum

Revised 2007

Table of Contents

Somers Point Board of Education	Page 2
Acknowledgements	Page 3
District Goals	Page 4
Preschool Program Philosophy and Educational Goals	Page 5
Curriculum Map	Page 7
Scope and Sequence	Page 9
Preschool Curriculum	Page 10

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DISTRICT GOALS

The Somers Point Public School District endeavors to prepare every student to:

- Acquire basic skills in obtaining information, thinking critically, solving problems and communicating effectively
- Acquire a stock of basic information concerning the principles of the physical, biological and social sciences, the historical record of human achievements and failures and current social issues
- Become an effective and responsible contributor to the decision-making processes and activities of the community, state, country and world
- Acquire the ability and the desire to express him/herself creatively in one or more of the arts and to appreciate the aesthetic expression of other people
- Acquire the knowledge, habits and attitudes that promote personal and public health, both physical and mental
- Acquire the capacities for playing satisfying and responsible roles in family life
- Develop career awareness throughout the curriculum
- Develop intellectual curiosity and a zest for knowledge, acquire the understanding of and the ability to form responsible relations with a wide range of other people, including characteristics different from his/her own
- Acquire an understanding of ethical principles and values and the ability to apply them to his/her own life
- Develop an understanding of his/her own worth, abilities, potential, and limitations
- Develop the attitudes and acquire the skills to adjust to a changing world and an unpredictable future

Pre School Program Philosophy and Educational Goals

The Somers Point School District offers a *full-day program* for all four-year-old children who reside in the district. This program is designed to help the young child develop cognitive, language, social, emotional and physical skills so that they are prepared with a strong foundation for future learning. The district has adopted the New Jersey Department of Education Early Childhood Education Program Expectations: Standards of Quality as its guide for developing goals and objectives for the pre-kindergarten program. These expectations, based on developmentally appropriate practice for four-year old children, will serve as a foundation on which to build the knowledge and skills necessary to meet the New Jersey Core Curriculum Content Standards and the Somers Point Curriculum Objectives in formal, academic school years.

It is our philosophy that a Pre-K Curriculum should be one that uses a Child-Centered Design, a method that is patterned by the child's natural approach to learning. In this design, the teacher finds the interests of the children and facilitates the development of knowledge and skills through hands-on, child-constructed and play-centered activities. Each child brings different experiences to the classroom and will therefore develop at different rates. With this philosophy, children with special needs will be able to be mainstreamed into the program.

We believe that all aspects of the child's development are integrated so that social-emotional, gross and fine motor skills, communication-language, and cognitive areas are emphasized through the development of broad concepts, themes, and projects. As each child grows and develops, he/she will be challenged with new concepts as well as pre-writing and pre-reading skills that lead to a positive attitude toward learning and to academic success in the early elementary school years.

Primary Beliefs:

- ❑ **Curriculum is evidence based and emphasizes child-initiated learning activities that are built on prior learning and experiences. Curriculum and instruction engage children as active learners.**
- ❑ **A rich learning environment provides learning centers that integrate multiple content areas that accommodate active and quiet learning. Space is provided for individual, small and large group activities in view of an adult. Children will have easy access to materials in a literacy-rich environment.**
- ❑ **A daily routine is set that encourages children to make choices and includes activities that meet the individual needs of all children. The routine will allow and encourage opportunities for talk and self-expression.**
- ❑ **Students will be evaluated using multiple assessments that are developmentally appropriate. These assessments will be tied to program goals and will be ongoing, authentic and cumulative.**
- ❑ **Teachers are well-trained and participate in ongoing professional development. Teachers have the opportunity for collaboration and articulation.**

- ❑ **Parent involvement is vital in the success of the program. Therefore, parental outreach will be an essential element and will occur through group and individual meetings and classroom participation.**

Educational Goals

- ❑ **Social/Emotional Development – Social /Emotional growth and learning develops through interactions with others and is interconnected to with physical and cognitive domains.**
- ❑ **Creative Arts - Children develop independence, self-motivation and self-expression through music, dramatic play, dance and the visual arts.**
- ❑ **Health Safety and Physical Education - Children are encouraged to think, experience, explore and make connections to enhance each child’s sense of control and competence as a learner at the child’s developmental level.**
- ❑ **Language Arts Literacy – Listening, speaking, reading and writing will be encouraged through participation with adults and peers in conversations and activities that are meaningful to the child. Children who do not speak English will have opportunities for listening, speaking, reading and writing in both their native language and English.**
- ❑ **Mathematics – Children will be introduced and engaged in mathematical concepts, language and processes naturally as they explore and interact.**
- ❑ **Science – Children will construct knowledge while they explore their interesting indoor and outdoor learning environments.**
- ❑ **Social Studies, Family and Life Skills – Children’s understanding of themselves and their place in the family will be cultivated and then move to an understanding of social systems in ever-widening circles.**
- ❑ **World Language – Children will develop an understanding of languages other than their own.**

- Adapted from the State of NJ Preschool Teaching and Learning Expectations: Standards of Quality

Curriculum Map

	LAL	Mathematics	Science	Social Studies	Health, Safety, PE	Social, Emotional Development	Creative Arts
Unit 1	<ul style="list-style-type: none"> - It's Me - Going to School - Families - My Home - Fall letters F, S, M, A, L	<ul style="list-style-type: none"> - sorting - colors - weigh and balance - directional terms - same and different - counting - shapes - measurement - calendar 	<ul style="list-style-type: none"> - seasons - feelings - months - sun light - weather 	<ul style="list-style-type: none"> - family/ babies - same and different - order of events - homes 	<ul style="list-style-type: none"> - school rules - hand washing - fire drill practice - movement/ nursery rhymes 	<ul style="list-style-type: none"> - feelings - family feast - families - working together - following directions 	<ul style="list-style-type: none"> - painting - rubbings - crayon drawing
Unit 2	<ul style="list-style-type: none"> - Five Senses - Halloween Activities - Neighborhood - Thanksgiving Activities - Making Things - Foods - Winter - Christmas Activities letters D, R, N, P, C	<ul style="list-style-type: none"> - matching - sorting - graphing - counting - shapes - colors - same and different - calendar 	<ul style="list-style-type: none"> - five senses - cooking - foods - seasons - months - clothing - weather - temperature 	<ul style="list-style-type: none"> - helpers/ tools - transportation - environmental signs 	<ul style="list-style-type: none"> - school rules - hand washing - fire drill practice - movement/ nursery rhymes - pantomime - clothing 	<ul style="list-style-type: none"> - games - working together - following directions 	<ul style="list-style-type: none"> - clay and tools - painting - rubbings - crayon drawing
Unit 3	<ul style="list-style-type: none"> - Review - Jobs People Do - Working Together - Pets - Going Places - Growing Up Letters V, B, T, H, E	<ul style="list-style-type: none"> - counting - graphing - sorting - classifying - shapes - colors - same and different - calendar 	<ul style="list-style-type: none"> - block building - weather - classifying - diagraming - growth and change 	<ul style="list-style-type: none"> - careers/ jobs - pets - communities - transportation - helpers - growing up 	<ul style="list-style-type: none"> - school rules - hand washing - fire drill practice - movement/ nursery rhymes - pantomime 	<ul style="list-style-type: none"> - games - working together - following directions 	<ul style="list-style-type: none"> - collages - stamping - painting - rubbings - crayon drawing - puzzles
Unit 4	<ul style="list-style-type: none"> - Backyard Creatures - On the Farm - Zoo Animals - Ocean Animals - Easter Activities Letters I, Q, K, O	<ul style="list-style-type: none"> - patterning - counting - graphing - sorting - classifying - shapes - colors - measurement - same and different - calendar 	<ul style="list-style-type: none"> - habitats - cooking - weather - classifying - observation - seasons - cause and effect 	<ul style="list-style-type: none"> - building - role-playing - family - helpers - transportation 	<ul style="list-style-type: none"> - school rules - hand washing - fire drill practice - movement/ nursery rhymes - pantomime 	<ul style="list-style-type: none"> - working together - games - following directions 	<ul style="list-style-type: none"> - masks - painting - rubbings - crayon drawing - murals
Unit 5	<ul style="list-style-type: none"> - Weather - In the Garden - Wonderful Water - Night and Day - Summer - Review 	<ul style="list-style-type: none"> - patterning - counting - graphing - sorting - classifying - shapes 	<ul style="list-style-type: none"> - weather - sink and float - shadows - weather - months - seasons 	<ul style="list-style-type: none"> - summer - helper - emotions and actions - transportation 	<ul style="list-style-type: none"> - school rules - hand washing - fire drill practice - movement/ nursery rhymes 	<ul style="list-style-type: none"> - working together - following directions - games 	<ul style="list-style-type: none"> - mobiles - painting - rubbings - crayon drawing - chalk

	Letters U, G, X, J, Y, Z	-colors -measurement -same and different -calendar	-night and day -planting -habitats -water -months		- pantomime		
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Preschool Scope and Sequence

Introduction to Pre-k Sept. 6 th – Sept. 14 th	Go over rules and basic procedures Bear Unit
Unit 1- Here I am Sept. 17 th – Oct. 19 th	Sept. 17 th – F – It’s Me Sept. 23 rd – S – Going to School Oct. 1 st – M – Families Oct. 8 th – A – My Home Oct. 15 th – L – Fall
Unit 2- Let’s Explore Oct. 22 nd – December 14 th	Oct. 22 nd – D – Five Senses Oct. 28 th – Halloween Activities Nov. 5 th – R – Neighborhood Nov. 12 th & 19 th – Thanksgiving Activities Nov. 26 th – N – Making Things Dec. 3 rd – P – Foods Dec. 10 th – C – Winter Dec. 17 th – Christmas Activities
Unit 3- Day to Day Jan. 7 th – Feb. 8 th	Jan. 1 st – Review Jan. 7 th – V – Jobs People Do Jan. 14 th – B – Working Together Jan. 21 st – T – Pets Jan. 28 th – H – Going Places Feb. 4 th – E – Growing Up
Unit 4- Animals Feb. 11 th – Apr. 11 th	Feb. 11 th & 18 th – I – Backyard Creatures Feb. 25 th – Q – On the Farm Mar. 3 rd – K – Zoo Animals Mar. 10 th – O – Ocean Animals Mar. 17 th – Easter Activities
Unit 5- The Natural World Apr. 14 th – May 23 rd	Apr. 14 th – U – Weather Apr. 21 st – G – In the Garden Apr. 28 th – X – In the Garden May 5 th – J – Wonderful Water May 12 th – Y – Night and Day May 19 th – Z – Summer May 26 th – Review
Closing Activities May 26 th – June 13 th	Review the preschool year End of year activities

PRESCHOOL Curriculum Revised 2007

<p>Suggested Days of Instruction: 5 times a week</p>	<p>SUBJECT: LAL</p>	<p>GOAL: Children listen and respond to environmental sounds, directions and conversations.</p>
<p>Objectives/Concepts/ Cumulative Process Standards</p> <p>Students will be able to:</p>	<p>Essential Questions Conceptual Understandings</p> <p>Can children:</p>	<p>Activities/Materials/Technology Integration/Interdisciplinary Connections/Assessment</p>
<p>1.1 Follows oral directions that involve several actions. LAL 1.1</p> <p>1.2 Identifies sounds in the environment and distinguishes among them (e.g., a phone ringing, a truck passing by or blowing its horn, animal sounds, musical instruments, voices of peers in room, etc.). LAL 1.2</p> <p>1.3 Listens 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). LAL 1.3</p> <p>1.4 Shows interest, pleasure and enjoyment during listening activities by responding with appropriate eye contact, body language and facial expressions. LAL 1.4</p>	<ul style="list-style-type: none"> - Work with and respond to riddles? - Participate in shared reading and writing experiences? - Verbalize their ideas with increasing clarity? - Relate personal experiences to literature? - Follow oral directions? - Use new vocabulary independently? - Distinguish things and events that are real from those that are make-believe? - Speak in complete sentences during discussions? 	<p>Materials</p> <ul style="list-style-type: none"> - Harcourt Trophies Preschool Series - The Creative Curriculum for Preschool Fourth Edition by Diane Trister Dodge, Laura J. Colker, and Cate Heroman - manipulatives <p>Activities</p> <ul style="list-style-type: none"> - circle time - literacy centers - interdisciplinary choice centers - listening center - give simple directions with an object (e.g., two blocks on, over, between) - ask students to sequence story - story time - recite rhymes - frequent one-to-one conversations - singing and responding with music - dramatic play centers <p>Assessments</p> <ul style="list-style-type: none"> - theme assessments - teacher observation - inventory assessment

PRESCHOOL Curriculum Revised 2007

<p>Suggested Days of Instruction: 5 times a week</p>	<p>SUBJECT: LAL</p>	<p>GOAL: Children converse effectively in their home language, English or sign language for a variety of purposes relating to real experiences and different audiences.</p>
<p>Objectives/Concepts/Cumulative Process Standards</p> <p>Students will be able to:</p>	<p>Essential Questions Conceptual Understandings</p> <p>Can children:</p>	<p>Activities/Materials/Technology Integration/Interdisciplinary Connections/Assessment</p>
<p>2.1 Describes previous experiences and relates them to new experiences or ideas. LAL 2.1</p> <p>2.2 Asks questions to obtain information. LAL 2.2</p> <p>2.3 Uses language to express relationships, make connections, describes similarities and differences, express feelings and initiate play with others. LAL 2.3</p> <p>2.4 Listens and responds appropriately in conversations and group interactions by taking turns and generally staying on topic. LAL 2.4</p> <p>2.5 Joins in singing, finger plays, chanting, retelling and inventing stories. LAL 2.5</p> <p>2.6 Uses language and imitates sounds appropriate to roles in dramatic play and sets the stage by describing actions and events. LAL 2.6</p> <p>2.7 Uses language to communicate and negotiate ideas and plans for activities. LAL 2.7</p> <p>2.8 Uses new vocabulary and asks questions to extend understanding of words.LAL 2.8</p> <p>2.9 Connects new meaning of words to vocabulary already known(e.g., “It’s called bookend because the books end.”). LAL 2.9</p> <p>2.10 Uses complex sentence structure such as compound sentences, if-then statement 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.”). LAL 2.10</p>	<ul style="list-style-type: none"> - Use language to satisfy personal needs? - Initiate conversation with teacher and with peers? - Participates in group discussions and conversations? - Role-play in a variety of situations? - Retell, repeat, and recite rhymes, poems, stories, and songs? - Describe objects, pictures, people, places, actions, and experiences? - Relate a creative story or experience in logical order? - Share facts and information? - Share facts and information? - Speak in complete sentences as appropriate? - Use new vocabulary in own speech? 	<p>Materials</p> <ul style="list-style-type: none"> - Harcourt Trophies Preschool Series - The Creative Curriculum for Preschool Fourth Edition by Diane Trister Dodge, Laura J. Colker, and Cate Heroman - manipulatives <p>Activities</p> <ul style="list-style-type: none"> - circle time - literacy centers - interdisciplinary choice centers - literature response - provide firsthand experiences and give them words that describe what they are doing. - Introduce new words during story time using various strategies (explaining, pointing to pictures, using expression, body language and tone) <p>Assessments</p> <ul style="list-style-type: none"> - theme assessments - teacher observation - inventory assessment

PRESCHOOL Curriculum Revised 2007

<p>Suggested Days of Instruction: 5 times a week</p>	<p>SUBJECT: LAL</p>	<p>GOAL: Children demonstrate emergent reading skills.</p>
<p>Objectives/Concepts/ Cumulative Process Standards</p> <p>Students will be able to:</p>	<p>Essential Questions Conceptual Understandings</p> <p>Can children:</p>	<p>Activities/Materials/Technology Integration/Interdisciplinary Connections/Assessment</p>
<p>3.1 Identifies the meaning of common signs and symbols (e.g., pictures, recipes, icons on computers or rebuses). LAL 3.1</p> <p>3.2 Recognizes print in the local environment (e.g., exit signs, area labels, written directions such as the steps for hand-washing). LAL 3.2</p> <p>3.3 Recognizes that a variety of print letter formations and text forms are used for different functions (e.g., grocery list, menu, store sign, telephone book, newspaper and magazine). LAL 3.3</p> <p>3.4 Identifies some alphabet letters by their shapes, especially those in his/her own name. LAL 3.4</p> <p>3.5 Recognize own name in a variety of contexts. LAL 3.5</p> <p>3.6 Recognize that letters form words. LAL 3.6</p> <p>3.7 Recognize that it is the print that is read in stories. LAL 3.7</p> <p>3.8 Displays book knowledge (e.g., turning the book right side up, using left to right sweep, turning one page at a time, recognizing familiar books by cover). LAL 3.8</p> <p>3.9 Exhibits reading-like behavior (e.g., pretend to read to self and others and read own writing). LAL 3.9</p> <p>3.10 Uses familiar book as a cue to retell their version of the story. LAL 3.10</p> <p>3.11 Show an understanding of story structure (e.g., comment on characters, predict what will happen next,</p>	<ul style="list-style-type: none"> - Recognize own name in print? - enjoy listening to books, stories, and poems read aloud? -participate in shared reading activities? - Voluntarily look at books? - Handle a book correctly? (holds right side up, turns pages, etc.) - Recognize types of everyday print? (characters, setting, important events) - Recall details from familiar stories? - Connect characters, events, and information in books read aloud to life experiences? - Retell stories? - Begin to distinguish realistic stories from make-believe stories? - Respond to stories through discussions and interpretive activities? - recognize that print contains meaning? - begin to track from left to right and top to bottom? - recognize some letters? - begin to match sounds to letters? - Recognize local environmental print? - Understand that different text forms are used for different functions of print? 	<p>Materials</p> <ul style="list-style-type: none"> - Harcourt Trophies Preschool Series - The Creative Curriculum for Preschool Fourth Edition by Diane Trister Dodge, Laura J. Colker, and Cate Heroman - manipulatives <p>Activities</p> <ul style="list-style-type: none"> - circle time - literacy centers - interdisciplinary choice centers - print rich centers/ activities - segment/blend sounds - model how to handle books properly and choose books/ magazines of interest - language and rhyme games - story time - sound/letter recognition activities - draw attention to letter in environment - share familiar stories - leave off words at the end of predictable stories <p>Assessments</p> <ul style="list-style-type: none"> - theme assessments - teacher observation - inventory assessment

PRESCHOOL Curriculum Revised 2007

ask appropriate questions and act out familiar stories).

LAL 3.11

3.12 Asks questions and makes comments pertinent to the story being read and connects information in books to his/her personal life experiences.

LAL 3.12

3.13 Engages in language play(e.g., manipulate separable and repeating sounds).

LAL 3.13

3.14 Make up and chants own rhymes (e.g., when playing in the water table, saying “squishy, wishy, dishy soap,” or at lunchtime, children are conversing and say, “A light is for night.”).

LAL 3.14

3.15 Plays with alliterative language(e.g., “Peter, Peter Pumpkin Eater”).

LAL 3.15

PRESCHOOL Curriculum Revised 2007

<p>Suggested Days of Instruction: 5 times a week</p>	<p>SUBJECT: LAL</p>	<p>GOAL: Children demonstrate emergent writing skills.</p>
<p>Objectives/Concepts/ Cumulative Process Standards</p> <p>Students will be able to:</p>	<p>Essential Questions Conceptual Understandings</p> <p>Can children:</p>	<p>Activities/Materials/Technology Integration/Interdisciplinary Connections/Assessment</p>
<p>4.1 “Writes” messages as part of play and other activities (e.g., drawing, scribbling, making letter-like forms, using invented spelling and conventional letter forms). LAL 4.1</p> <p>4.2 Attempts to write own name on work. LAL 4.2</p> <p>4.3 Attempts to make own names using different materials, such as magnetic letter, play dough, rubber stamps, alphabet blocks or a computer. LAL 4.3</p> <p>4.4 Asks adults to write (e.g., asks for labels on block structures, dictation of stories and list of materials needed for a project). LAL 4.4</p>	<ul style="list-style-type: none"> - Voluntarily write? - Participate in shared writing activities? - Draw pictures and tell stories about them? - Dictate captions or stories about pictures? - Write own name? - Use personal experiences as source of ideas for writing? - Enjoy telling peers about his or her writing and drawing? - Show progress in mechanics or writing? - Usually write from left to right and top to bottom? - Write some uppercase and lowercase letter forms? 	<p>Materials</p> <ul style="list-style-type: none"> - Harcourt Trophies Preschool Series - The Creative Curriculum for Preschool Fourth Edition by Diane Trister Dodge, Laura J. Colker, and Cate Heroman - manipulatives <p>Activities</p> <ul style="list-style-type: none"> - circle time - literacy centers - interdisciplinary choice centers - print rich environment - sign-up/ sign-in sheets - model discuss features of print - journal writing - draw picture and use words or symbols to describe - self portrait - leaf rubbing - class books - class message <p>Assessments</p> <ul style="list-style-type: none"> - theme assessments - teacher observation - inventory assessment

PRESCHOOL Curriculum Revised 2007

<p>Suggested Days of Instruction: 5 times a week</p>	<p>SUBJECT: Math</p>	<p>GOAL: Children demonstrate an understanding of number and numerical operations.</p>
<p>Objectives/Concepts/ Cumulative Process Standards</p> <p>Students will be able to:</p>	<p>Essential Questions Conceptual Understandings</p> <p>Can children:</p>	<p>Activities/Materials/Technology Integration/Interdisciplinary Connections/Assessment</p>
<p>1.1 Demonstrates understanding of one-to-one correspondence (e.g., places one placement at each place, gives each child one cookie, places one animal in each truck, hands out manipulates to be shared with a friend saying “One for you, one for me.”). M 1.1</p> <p>1.2 Spontaneously counts for won purposes (e.g., counting blocks or cars, counting beads while stringing them, handing out napkins.) M 1.2</p> <p>1.3 Learns to say the counting numbers. M 1.3</p> <p>1.4 Discriminates numbers from other symbols in the environment (e.g., street signs, license plates, room numbers, clock, etc.). M 1.4</p> <p>1.5 Recognizes and names some written numerals. M 1.5</p> <p>1.6 Compares numbers in different contexts (e.g., using words such as more and less). M 1.6</p> <p>1.7 Uses estimation as a method for approximating an appropriate amount (e.g., at snack time, deciding how many napkins to take from a large pile for the group, determining number of blocks to use when building structures). M 1.7</p> <p>1.8 Adds two groups of objects by counting the total (e.g., three blue pegs, three yellow pegs, six pegs altogether). M 1.8</p> <p>1.9 Subtracts one group of concrete objects from another by taking some away and then counting</p>	<p>- Understand numbers, ways of representing numbers, and relationships of numbers?</p>	<p>Materials</p> <ul style="list-style-type: none"> - The Creative Curriculum for Preschool Fourth Edition by Diane Trister Dodge, Laura J. Colker, and Cate Heroman - Everyday Mathematics for Preschool The University of Chicago School Mathematics Project - manipulative <p>Activities</p> <ul style="list-style-type: none"> - circle time - interdisciplinary choice centers - Fossil dig (how many teeth long?) - Teach children counting songs, rhymes, and chants - Count during daily activities - Encourage children to compare relationships between quantities <p>Assessments</p> <ul style="list-style-type: none"> - teacher observation - progress report

PRESCHOOL Curriculum Revised 2007

the remainder (e.g., “I have four carrot sticks. I’m eating one! Now I have 3!”).
M 1.9

PRESCHOOL Curriculum Revised 2007

<p>Suggested Days of Instruction: 5 times a week</p>	<p>SUBJECT: Math</p>	<p>GOAL: Children develop knowledge of spatial concepts, e.g., shapes and measurement.</p>
<p>Objectives/Concepts/ Cumulative Process Standards</p> <p>Students will be able to:</p>	<p>Essential Questions Conceptual Understandings</p> <p>Can children:</p>	<p>Activities/Materials/Technology Integration/Interdisciplinary Connections/Assessment</p>
<p>2.1 Identifies basic shapes in the environment (e.g., circle, square, triangle, cube, and sphere). M 2.1</p> <p>2.2 Uses standard and nonstandard measurement units (e.g., measuring body length with unifix cubes, using a tape measure to gauge height of block construction, counting the number of cups it takes to fill a bucket with water). M 2.2</p> <p>2.3 Uses vocabulary to describe distances (e.g., “It was a really long walk to the playground.”) M 2.3</p> <p>2.4 Uses vocabulary to describe directional concept (e.g., “Watch me climb up the ladder and slide down.”). M 2.4</p> <p>2.5 Uses positional words in a functional way (e.g., “I put the red block on top of the cabinet.”). M 2.5</p> <p>2.6 Make three-dimensional constructions and models (e.g., circle sphere, square-cube, triangle-pyramid). M 2.6</p> <p>2.7 Make connections between two dimensional and three dimensional forms (e.g., circle, sphere, square-cube, triangle-pyramid). M 2.7</p>	<ul style="list-style-type: none"> - Recognize, name, build, draw, describe, compare and sort two- and three- dimensional shapes? - Recognize and describe spatial relationships - Use non-standard units to measure and make comparisons? 	<p>Materials</p> <ul style="list-style-type: none"> - The Creative Curriculum for Preschool Fourth Edition by Diane Trister Dodge, Laura J. Colker, and Cate Heroman - Everyday Mathematics for Preschool The University of Chicago School Mathematics Project - manipulatives <p>Activities</p> <ul style="list-style-type: none"> - circle time - interdisciplinary choice centers - show children how to use objects to measure things - ask open ended questions during measurement activities - talk about the geometric shapes, as children use blocks or shape blocks - provide empty boxes, tubes, and containers for children to use in creating and constructing - take children on a walk looking for shapes in the environment - measuring me - take home bag <p>Assessments</p> <ul style="list-style-type: none"> - teacher observation - progress report

PRESCHOOL Curriculum Revised 2007

<p>Suggested Days of Instruction: 5 times a week</p>	<p>SUBJECT: Math</p>	<p>GOAL: Children understand patterns, relationships and classification.</p>
<p>Objectives/Concepts/ Cumulative Process Standards</p> <p>Students will be able to:</p>	<p>Essential Questions Conceptual Understandings</p> <p>Can children:</p>	<p>Activities/Materials/Technology Integration/Interdisciplinary Connections/Assessment</p>
<p>3.1 Sorts objects into groups (e.g., separate basket of collected items into piles of pinecones, acorns and twigs). M 3.1</p> <p>3.2 Classifies objects by sorting them into subgroups by one or more attributes (e.g., sorting counting bears by color into trays, separating a mixture of beans by individual size and shape). M 3.2</p> <p>3.3 Describes an object by characteristics it does or does not possess (e.g., “This button doesn’t have holes.”). M 3.3</p> <p>3.4 Seriates objects according to various properties including size, number, length, heaviness, texture (rough to smooth) or loudness. M 3.4</p> <p>3.5 Identifies patterns in the environment (e.g., “Look at the rug. It has a circle, then a number, then a letter…”). M 3.5</p> <p>3.6 Represents patterns in a variety of ways (e.g., stringing beads red/green/red/green/red/green, arranging buttons big/bigger/biggest, or singing songs that follow a simple pattern). M 3.6</p>	<ul style="list-style-type: none"> - Recognize, copy, extend patterns; make predictions about patterns in the environment? - Pose questions to investigate, organize responses, and create representation of data? 	<p>Materials</p> <ul style="list-style-type: none"> - The Creative Curriculum for Preschool Fourth Edition by Diane Trister Dodge, Laura J. Colker, and Cate Heroman - Everyday Mathematics for Preschool The University of Chicago School Mathematics Project - manipulative <p>Activities</p> <ul style="list-style-type: none"> - circle time - interdisciplinary choice centers - clap hands then pat thighs in a pattern; later move to more complex pattern - create “people patterns” with children and help them to describe pattern - draw children’s attention to various patterns in the environment - cooler sorting - bead patterns <p>Assessments</p> <ul style="list-style-type: none"> - teacher observation - progress report

PRESCHOOL Curriculum Revised 2007

<p>Suggested Days of Instruction: 5 times a week</p>	<p>SUBJECT: Math</p>	<p>GOAL: Children develop knowledge of sequence and temporal awareness.</p>
<p>Objectives/Concepts/ Cumulative Process Standards</p> <p>Students will be able to:</p>	<p>Essential Questions Conceptual Understandings</p> <p>Can children:</p>	<p>Activities/Materials/Technology Integration/Interdisciplinary Connections/Assessment</p>
<p>4.1 Starts and stops on a signal (e.g., freezing in position when the music stops). M 4.1</p> <p>4.2 Describes the sequence of the daily routine and demonstrates understanding of basic temporal relations (e.g., “We will go outside after snack time.”). M 4.2</p> <p>4.3 Arranges pictures of events in temporal order (e.g., first, a photo of the child eating breakfast; second, a photo of the child getting on the bus; third, a photo of the child in the classroom). M 4.3</p>	<ul style="list-style-type: none"> - Recognize, copy, and extend patterns? - Make predictions about patterns in the environment? - Recognize, name, build, draw, describe, compare and sort two- and three- dimensional shapes? - Recognize and describe spatial relationships? 	<p>Materials</p> <ul style="list-style-type: none"> - The Creative Curriculum for Preschool Fourth Edition by Diane Trister Dodge, Laura J. Colker, and Cate Heroman - Everyday Mathematics for Preschool The University of Chicago School Mathematics Project - manipulative <p>Activities</p> <ul style="list-style-type: none"> - circle time - interdisciplinary choice centers - caterpillar number line - use sand timer or kitchen timer to let children know there are only five minutes left until clean-up time - use words like before, after, next, yesterday, today, tomorrow, throughout the day <p>Assessments</p> <ul style="list-style-type: none"> - teacher observation - progress report

PRESCHOOL Curriculum Revised 2007

<p>Suggested Days of Instruction: 5 times a week</p>	<p>SUBJECT: Math</p>	<p>GOAL: Children use mathematical knowledge to represent, communicate and solve problems in their environment.</p>
<p>Objectives/Concepts/ Cumulative Process Standards</p> <p>Students will be able to:</p>	<p>Essential Questions Conceptual Understandings</p> <p>Can children:</p>	<p>Activities/Materials/Technology Integration/Interdisciplinary Connections/Assessment</p>
<p>5.1 Uses mathematical terms when conversing with others (e.g., “Which car is faster?” “My building is taller than yours.” “I have more sand in my bucket.”). M 5.1</p> <p>5.2 Uses emergent mathematical knowledge as a problem-solving tool (e.g., Maritza notices that Juan has more carrot sticks than she does. She says, “May I have some of yours? Then we will have the same amount.” Jorge decides to fill his bucket by using small cups of water when he realizes that he cannot fit the bucket under the faucet). M 5.2</p> <p>5.3 Describes how he/she solved mathematical problems in his/her own way. M 5.3</p>	<p>- Pose questions to investigate, organize responses, and create representations of data?</p>	<p>Materials</p> <ul style="list-style-type: none"> - The Creative Curriculum for Preschool Fourth Edition by Diane Trister Dodge, Laura J. Colker, and Cate Heroman - Everyday Mathematics for Preschool The University of Chicago School Mathematics Project - manipulative <p>Activities</p> <ul style="list-style-type: none"> - circle time - interdisciplinary choice centers - graph collections of objects in classroom (sticker, leaves, rocks, shells, buttons) - color recipes - ask questions such as, “how did you make your group” “where does this one go” “how are these two alike” <p>Assessments</p> <ul style="list-style-type: none"> - teacher observation - progress report

PRESCHOOL Curriculum Revised 2007

<p>Suggested Days of Instruction: 3 times a week</p>	<p>SUBJECT: Science</p>	<p>GOAL: Children develop inquiry skills, including problem solving and decision-making.</p>
<p>Objectives/Concepts/ Cumulative Process Standards</p> <p>Students will be able to:</p>	<p>Essential Questions Conceptual Understandings</p> <p>Can children:</p>	<p>Activities/Materials/Technology Integration/Interdisciplinary Connections/Assessment</p>
<p>1.1 Asks questions relating to own interests and current classroom activities (e.g., “What do you think the inside of this nut looks like?”). S 1.1</p> <p>1.2 Makes observations (e.g., “Look, this tree has big, green leaves. That one has needles.”). S 1.2</p> <p>1.3 Makes predictions (e.g., “This car is really heavy. I’ll bet it sinks to the bottom of the water.”). S 1.3</p> <p>1.4 Answers questions or tests 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 or using a book or Web site to find out about different types of leaves). S 1.4</p> <p>1.5 Discusses, shares and records findings (e.g., drawing and “writing” in journals, making rubbings, charting the growth of plants). S 1.5</p>	<ul style="list-style-type: none"> - Observe objects and events with curiosity? - Explores cause and effect? - Observing objects and events with curiosity? 	<p>Materials</p> <ul style="list-style-type: none"> - The Creative Curriculum for Preschool Fourth Edition by Diane Trister Dodge, Laura J. Colker, and Cate Heroman - manipulative <p>Activities</p> <ul style="list-style-type: none"> - circle time - interdisciplinary choice centers - use open-ended questions to further investigation - describe physical changes you see taking place - include science material such as magnets, magnifying glasses, balance scales, pulleys and mirrors to encourage exploration <p>Assessments</p> <ul style="list-style-type: none"> - teacher observation - progress report

PRESCHOOL Curriculum Revised 2007

<p>Suggested Days of Instruction: 3 times a week</p>	<p>SUBJECT: Science</p>	<p>GOAL: Children observe and investigate the properties of objects, both living and nonliving.</p>
<p>Objectives/Concepts/ Cumulative Process Standards</p> <p>Students will be able to:</p>	<p>Essential Questions Conceptual Understandings</p> <p>Can children:</p>	<p>Activities/Materials/Technology Integration/Interdisciplinary Connections/Assessment</p>
<p>2.1 Acquires and uses basic vocabulary for plants, animals and humans, as well as their parts and characteristics. S 2.1</p> <p>2.2 Explains that living things have specific needs (e.g., water, air, food, light). S 2.2</p> <p>2.3 Demonstrates knowledge that living things exist in different environments (e.g., “Fish can live in the ocean because they can breathe under water.”). S 2.3</p> <p>2.4 Explains that differences between nonliving and living things (e.g., “The bunny is alive. He needs to eat.” “The shell isn’t alive. The hermit crab is!”). S 2.4</p>	<ul style="list-style-type: none"> - Explore living things, their life cycles, and their habitats? 	<p>Materials</p> <ul style="list-style-type: none"> - The Creative Curriculum for Preschool Fourth Edition by Diane Trister Dodge, Laura J. Colker, and Cate Heroman - manipulative <p>Activities</p> <ul style="list-style-type: none"> - circle time - interdisciplinary choice centers - add living things such as plants and pets to the classroom environment and study them - after planting seeds with the children, provide markers and paper so they can observe and record the growth over time - during a study of houses, talk with children about different kinds of animal homes such as birds nests, bee hives, and ant hills, etc. - observe and discuss life cycle of animal homes, such as butterflies and frogs <p>Assessments</p> <ul style="list-style-type: none"> - teacher observation - progress report

PRESCHOOL Curriculum Revised 2007

<p>Suggested Days of Instruction: 3 times a week</p>	<p>SUBJECT: Science</p>	<p>GOAL: Children explore the concept of change in both living and nonliving entities and in the environment.</p>
<p>Objectives/Concepts/ Cumulative Process Standards</p> <p>Students will be able to:</p>	<p>Essential Questions Conceptual Understandings</p> <p>Can children:</p>	<p>Activities/Materials/Technology Integration/Interdisciplinary Connections/Assessment</p>
<p>3.1 Uses language to demonstrate knowledge of physical change (e.g., “When I add the red paint to the white paint, it is going to change.”). § 3.1</p> <p>3.2 Describes how matter can change from (e.g., snow melting in the water table, water left in the watering can, making cookies, gelatin, etc.). § 3.2</p> <p>3.3 Demonstrates understanding that living things change as they grow (life cycle) (e.g., “When we first got our fish, they were small. Now they are big and have spots.”). § 3.3</p> <p>3.4 Uses words related to weather and environmental phenomena and change (sunny, clouds, rain, snow, lightning, temperature, wind, thunder) and night and sky objects (sun, moon, stars). § 3.4</p> <p>3.5 Associates the seasons with changes in the climate and environment. § 3.5</p>	<ul style="list-style-type: none"> - Explore the properties of the world around them, notice changes, and make predictions? - Explore the physical properties of the world by observing and manipulating common objects and materials in the environment? 	<p>Materials</p> <ul style="list-style-type: none"> - The Creative Curriculum for Preschool Fourth Edition by Diane Trister Dodge, Laura J. Colker, and Cate Heroman - manipulative <p>Activities</p> <ul style="list-style-type: none"> - circle time - interdisciplinary choice centers - talk about the seasons - discuss the weather each day - lead a discussion about things we do during the day and things we do at night <p>Assessments</p> <ul style="list-style-type: none"> - teacher observation - progress report

PRESCHOOL Curriculum Revised 2007

<p>Suggested Days of Instruction: 3 times a week</p>	<p>SUBJECT: Science</p>	<p>GOAL: Children develop an awareness of the environment and participate in its care.</p>
<p>Objectives/Concepts/ Cumulative Process Standards</p> <p>Students will be able to:</p>	<p>Essential Questions Conceptual Understandings</p> <p>Can children:</p>	<p>Activities/Materials/Technology Integration/Interdisciplinary Connections/Assessment</p>
<p>4.1 Demonstrates care of the environment (e.g., cleaning up after snack outside). S 4.1</p> <p>4.2 Participates in sorting materials for recycling (e.g., items for the trash can, yogurt containers and cups to be used in the art area). S 4.2</p> <p>4.3 Discusses in simple terms how humans can care for or harm the environment (e.g., “If you throw garbage in the ocean it can hurt fish. The water gets too dirty.”). S 4.3</p>	<ul style="list-style-type: none"> - Explore the properties of the world around them, notice changes, and make predictions? - Explore the physical properties of the world by observing and manipulating common objects and materials in the environment? 	<p>Materials</p> <ul style="list-style-type: none"> - The Creative Curriculum for Preschool Fourth Edition by Diane Trister Dodge, Laura J. Colker, and Cate Heroman - manipulative <p>Activities</p> <ul style="list-style-type: none"> - circle time - interdisciplinary choice centers - teach children how to recycle paper and cans - earth day activities - teach children how to clean up when eating outside <p>Assessments</p> <ul style="list-style-type: none"> - teacher observation - progress report

PRESCHOOL Curriculum Revised 2007

<p>Suggested Days of Instruction: 3 times a week</p>	<p>SUBJECT: Social Studies</p>	<p>GOAL: Children identify unique characteristics of themselves and others.</p>
<p>Objectives/Concepts/ Cumulative Process Standards</p> <p>Students will be able to:</p>	<p>Essential Questions Conceptual Understandings</p> <p>Can children:</p>	<p>Activities/Materials/Technology Integration/Interdisciplinary Connections/Assessment</p>
<p>1.1 Describes characteristics of self. SS 1.1</p> <p>1.2 Compares characteristics of self with others. SS 1.2</p> <p>1.3 Creates visual displays of individual characteristics and those of others. SS 1.3</p> <p>1.4 Expresses individuality and diversity through dress-ups, dolls, puppets, etc. SS 1.4</p> <p>1.5 Discusses characteristics of children and adults in multicultural literature and photos. SS 1.5</p> <p>1.6 Selects materials and activities based on choice and not limited by bias. SS 1.6</p>	<ul style="list-style-type: none"> - Recognize and respect likenesses and differences in people? - Recognize how people rely on each other for goods and services? - Learn social skills? - Understand the need for rules? 	<p>Materials</p> <ul style="list-style-type: none"> - The Creative Curriculum for Preschool Fourth Edition by Diane Trister Dodge, Laura J. Colker, and Cate Heroman - manipulative <p>Activities</p> <ul style="list-style-type: none"> - circle time - interdisciplinary choice centers - ask children to bring in pictures of themselves as baby and discuss how they have changed over time - dramatic play <p>Assessments</p> <ul style="list-style-type: none"> - teacher observation - progress report

PRESCHOOL Curriculum Revised 2007

<p>Suggested Days of Instruction: 3 times a week</p>	<p>SUBJECT: Science</p>	<p>GOAL: Children communicate about their family, family roles and family traditions.</p>
<p>Objectives/Concepts/ Cumulative Process Standards</p> <p>Students will be able to:</p>	<p>Essential Questions Conceptual Understandings</p> <p>Can children:</p>	<p>Activities/Materials/Technology Integration/Interdisciplinary Connections/Assessment</p>
<p>2.1 Talks with classmates and teachers about his/her family. SS 2.1</p> <p>2.2 Identifies, compares and contrasts family members from a photograph (e.g., “This is my mommy and she has brown hair.”). SS 2.2</p> <p>2.3 Talks about family routines and activities (e.g., languages, foods, celebrations, music, meals, etc.). SS 2.3</p> <p>2.4 Dramatizes roles and responsibilities of different family members. SS 2.4</p> <p>2.5 Illustrates representations of families, roles and traditions through different media (e.g., paints, crayons, play dough, collage, cut-outs, etc.). SS 2.5</p>	<p>- Learn how things and people change over time?</p>	<p>Materials</p> <ul style="list-style-type: none"> - The Creative Curriculum for Preschool Fourth Edition by Diane Trister Dodge, Laura J. Colker, and Cate Heroman - manipulative <p>Activities</p> <ul style="list-style-type: none"> - circle time - interdisciplinary choice centers - invite family members to school to share in traditions/ culture <p>Assessments</p> <ul style="list-style-type: none"> - teacher observation - progress report

PRESCHOOL Curriculum Revised 2007

<p>Suggested Days of Instruction: 3 times a week</p>	<p>SUBJECT: Social Studies</p>	<p>GOAL: Children become contributing active members of the classroom community.</p>
<p>Objectives/Concepts/ Cumulative Process Standards</p> <p>Students will be able to:</p>	<p>Essential Questions Conceptual Understandings</p> <p>Can children:</p>	<p>Activities/Materials/Technology Integration/Interdisciplinary Connections/Assessment</p>
<p>3.1 Understands rules and will follow most classroom rules. SS 3.1</p> <p>3.2 Performs assigned jobs and responsibilities. SS 3.2</p> <p>3.3 Takes responsibility for simple classroom tasks. SS 3.3</p> <p>3.4 Identifies other children in the classroom and uses names in conversations. SS 3.4</p> <p>3.5 Works together (e.g., pair, triads and small groups) to complete projects and activities. SS 3.5</p>	<ul style="list-style-type: none"> - Respect and care for classroom environment and materials? - Follow classroom rules? 	<p>Materials</p> <ul style="list-style-type: none"> - The Creative Curriculum for Preschool Fourth Edition by Diane Trister Dodge, Laura J. Colker, and Cate Heroman - manipulative <p>Activities</p> <ul style="list-style-type: none"> - circle time - interdisciplinary choice centers - create rules of getting along and cooperating in the context of real problems as they come up <p>Assessments</p> <ul style="list-style-type: none"> - teacher observation - progress report

PRESCHOOL Curriculum Revised 2007

<p>Suggested Days of Instruction: 3 times a week</p>	<p>SUBJECT: Social Studies</p>	<p>GOAL: Children will demonstrate knowledge of neighborhood and community.</p>
<p>Objectives/Concepts/ Cumulative Process Standards</p> <p>Students will be able to:</p>	<p>Essential Questions Conceptual Understandings</p> <p>Can children:</p>	<p>Activities/Materials/Technology Integration/Interdisciplinary Connections/Assessment</p>
<p>4.1 Differentiates among types of homes. SS 4.1</p> <p>4.2 Creates representations of different homes (e.g., draw, build block structure, use boxes, make 3-D structures). SS 4.2</p> <p>4.3 Identifies and discusses the duties of a variety of common community occupations (e.g., nurse, postmaster, secretary, clerk). SS 4.3</p> <p>4.4 Dramatizes community roles and activities. SS 4.4</p> <p>4.5 Identifies tools used for different occupations (e.g., cash register, adding machine, stethoscope, etc.). SS 4.5</p>	<ul style="list-style-type: none"> - Learn how people affect the environment by changing it and protecting it? - Make and interpret representations? 	<p>Materials</p> <ul style="list-style-type: none"> - The Creative Curriculum for Preschool Fourth Edition by Diane Trister Dodge, Laura J. Colker, and Cate Heroman - manipulative <p>Activities</p> <ul style="list-style-type: none"> - circle time - interdisciplinary choice centers - dramatic play - discuss jobs people do <p>Assessments</p> <ul style="list-style-type: none"> - teacher observation - progress report

PRESCHOOL Curriculum Revised 2007

<p>Suggested Days of Instruction: 3 times a week</p>	<p>SUBJECT: Social Studies</p>	<p>GOAL: Children participate in activities that reflect the cultures within their classroom and their community.</p>
<p>Objectives/Concepts/ Cumulative Process Standards</p> <p>Students will be able to:</p>	<p>Essential Questions Conceptual Understandings</p> <p>Can children:</p>	<p>Activities/Materials/Technology Integration/Interdisciplinary Connections/Assessment</p>
<p>5.1 Identifies characteristics of other cultures in discussions and play (e.g., “Either a man or a woman can be the president.”). SS 5.1</p> <p>5.2 Participates in cultural activities. SS 5.2</p>	<ul style="list-style-type: none"> - Learn about the physical world around us and how we move about the world? - Share and respect the rights of others? 	<p>Materials</p> <ul style="list-style-type: none"> - The Creative Curriculum for Preschool Fourth Edition by Diane Trister Dodge, Laura J. Colker, and Cate Heroman - manipulative <p>Activities</p> <ul style="list-style-type: none"> - circle time - interdisciplinary choice centers - invite family to participate in the classroom and share aspects of their culture - holidays - invite community members into the classroom to share what they do <p>Assessments</p> <ul style="list-style-type: none"> - teacher observation - progress report

SOCIAL/EMOTIONAL DEVELOPMENT
CREATIVE ARTS
HEALTH, SAFETY AND PHYSICAL EDUCATION

These areas are process skills in the preschool classroom; they are inextricably linked to other curriculum areas. Throughout the content areas and daily routines, students are developing and building skills in these areas. Social/Emotional growth and learning develops through interactions with others and is interconnected with physical and cognitive domains. Social relationships between adults and children exert a powerful positive influence on children's development. Creative arts allows children to develop independence, self-motivation and self-expression through concrete, hands-on, individualized learning in environments that stimulate creativity through music, dramatic play, dance and the visual arts. Health, safety and physical education in the preschool classroom encourage children to think, experience, explore and make connections to enhance each child's sense of control and competence as a learner at the child's developmental level. The development of health, safety and physical skills extends the children's knowledge of themselves, those around them and their world or culture. Listed below are the NJ Preschool Teaching & Learning Expectations: Standards of Quality Expectations for these areas.

SOCIAL/EMOTIONAL DEVELOPMENT

EXPECTATION 1: Children demonstrate self-confidence.

EXPECTATION 2: Children demonstrate self-direction.

EXPECTATION 3: Children identify and express feelings.

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

EXPECTATION 5: Children exhibit pro-social behaviors.

EXPECTATION 6: Children exhibit attending and focusing skills.

EXPECTATION 7: Children participate in group routines.

CREATIVE ARTS

EXPECTATION 1: Children express themselves and develop an appreciation for music.

EXPECTATION 2: Children develop an appreciation for dance and movement.

EXPECTATION 3: Children develop an appreciation for dramatic play and storytelling.

EXPECTATION 4: Children develop awareness and appreciation for visual arts (e.g., painting, sculpting and drawing).

HEALTH, SAFETY AND PHYSICAL EDUCATION

EXPECTATION 1: Children develop the knowledge and skills necessary to make nutritious food choices.

EXPECTATION 2: Children develop self-help and personal hygiene skills.

EXPECTATION 3: Children develop an awareness of potential hazards to their health.

EXPECTATION 4: Children develop competence and confidence in activities that require gross motor skills.

EXPECTATION 5: Children develop competence and confidence in activities requiring fine motor skills.

WORLD LANGUAGES

Our global society necessitates that children develop an understanding of languages other than their own. In preschool, when children are still mastering their native language, this can involve simply exposing children to languages other than their own. Teachers can integrate words from languages other than English into the classroom through songs, daily routines and storybooks. NJ Preschool Teaching & Learning Expectations: Standards of Quality Expectation for world languages in preschool is:

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