

# **North Caldwell Preschool Curriculum**

**Kristin Gann - Essex Fells, Essex Fells School**

**Melissa Robles- North Caldwell, Grandview School**

**Sue Healy-Fairfield, Adlai E Stevenson School**

**Marie Hardenberg- Roseland, Lester C. Noecker School**

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## INTRODUCTION

The North Caldwell Preschool Program curriculum is based on the principles specified in the New Jersey Department of Education document, *Preschool Teaching and Learning Expectations: Standards of Quality*. The Department of Education developed and published the *Early Childhood Program Expectations: Standards of Quality* (now called *Preschool Teaching and Learning Expectations: Standards of Quality*) as guidance to teachers who work with young children. In 2009, the State Board of Education adopted the revised *Preschool Teaching and Learning Expectations: Standards of Quality*. For districts, such as North Caldwell, that do not receive state aid for preschool provision, these Standards were designed to be guidelines for good practice.

The *Preschool Teaching and Learning Expectations: Standards of Quality* sets a standard for preschool learning outcomes and serves as a benchmark for determining how effectively the classroom curriculum is being implemented. North Caldwell's Preschool Program also incorporates the philosophy and principles expressed in *Early Learning Standards: Creating the Conditions for Success*, the joint position statement of the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE).

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## PHILOSOPHY

The North Caldwell Preschool Program incorporates developmentally appropriate practices that are based on knowledge about how children learn and develop. As always, variations in educational growth occur, and program staff support individual variations in children's learning and development. This curriculum is defined as an educational philosophy for achieving desired educational outcomes through the presentation of an organized scope and sequence of activities utilizing a variety of appropriate instructional materials.

All children demonstrate a broad range of learning, cognitive, communication, physical, sensory, and social/emotional differences. Each preschool child manifests his or her learning abilities, learning style, and learning preferences in a unique manner. Therefore, at times, adaptations and/or accommodations are needed and programs in which they are to be implemented are determined individually through the special education process and the development of an Individual Educational Plan. These individualized plans provide children with disabilities the opportunity to develop needed skills while participating in curriculum based on developmentally appropriate practices and the NJ Department of Education *Standards of Quality*. Participation within the inclusive preschool class quite often results in children developing greater empathy and understanding of differences among students

Childhood experiences in school have a significant impact upon both academic and social learning. These crucial early years of schooling set the stage for a positive transition to kindergarten. The North Caldwell Preschool Program recognizes and respects developmental differences and seeks to teach children that they are "more alike than different."

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### **THE PROGRAM**

The North Caldwell Preschool Program is composed of two morning and two afternoon inclusive preschool classes. These classes are made up of some students with disabilities and some students who are typically developing. These two classes incorporate curriculum that meets the language, educational, and social needs of children who are typically developing and those with special needs.

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### **FAMILY SUPPORT**

The North Caldwell Preschool Program recognizes that family members enhance and facilitate the social-emotional, physical, and cognitive development of their children. Family activities are planned at various points of the school year to encourage parent/guardian participation. These activities are scheduled at varying times of the day and week.

Parent/teacher conferences are held in the fall and in the spring to discuss student progress with additional meetings held as individually determined. Additionally, IEP meetings are scheduled annually for all students eligible for special education services.

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### **ASSESSMENT**

The primary purpose of assessment in the preschool program is to assist in the development of appropriate classroom activities for individuals and groups of children. Preschool assessment procedures include:

- Ongoing intentional observation
- Portfolio assessment (systematic collection of significant samples of children's work)

- Skills assessment (October, March, & June)
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## **THE CURRICULUM**

The North Caldwell Preschool Curriculum is developmentally appropriate and meets the guidelines of the *Preschool Teaching and Learning Expectations: Standards of Quality*. It is organized by the areas that the Office of Early Childhood Education specifies as essential to a high quality program. The *Standards* also define curriculum as:

*....an educational philosophy for achieving desired educational outcomes through the presentation of an organized scope and sequence of activities with a description and/or inclusion of appropriate instructional materials.*

The following areas present the Expectations contained within the Standards and describe practices that the preschool program implements.

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## **SOCIAL/EMOTIONAL DEVELOPMENT**

**STANDARD 0. 1: Children demonstrate self-confidence.**

**STANDARD 0.2: Children demonstrate self-direction.**

**STANDARD 0.3: Children identify and express feelings.**

**STANDARD 0.4: Children exhibit positive interactions with other children and adults.**

**STANDARD 0.5: Children exhibit pro-social behaviors.**

**STANDARD 0. 1: Children demonstrate self-confidence.**

### **Preschool Teaching Practices**

- *Provide materials and activities to foster learning at the child's developmental level (e.g. knobbed and regular puzzles, looped scissors, open-ended art materials, and manipulatives.*

- *Make adaptations to the classroom environment to support individual children's needs (e.g. sensory table, quiet spaces, appropriately sized furnishings and visuals at eye level).*
- *Make adaptations to materials and activities to support primary language development (e.g. labels in home language and English with pictures to reinforce, actions with words in both languages, simple directions in two languages, books, music and computer software in two languages).*
- *Provide common housekeeping and classroom materials that encourage independence (e.g. brooms and dustpans, scissors, staplers, woodworking tools and authentic household and occupational items that are safe and easily manageable for role-playing).*
- *Use children's ideas and interests for activities and in discussions (e.g. tire tracks made by playground bicycle wheels lead to an exploration and discussion of the different tracks made from an assortment of wheels).*
- *Use open-ended questions to begin a discussion with children individually or in a group (e.g. "What might happen if . . .?" "What would you do if . . .?").*
- *Model verbal descriptions of children's actions and accomplishments (e.g. "Anna used the paintbrush to make squiggles."). Ask questions that encourage children to describe their actions and accomplishments (e.g. "Joseph, will you tell Maria how you used the computer mouse to change your drawing").*

### **Preschool Learning Outcomes**

- 0.1.1 Makes independent decisions about materials to use.
- 0.1.2 Expresses ideas for activities and initiates discussions.
- 0.1.3 Participates in discussions with teachers and friends.
- 0.1.4 Acknowledges actions and accomplishments.

### **STANDARD 0.2: Children demonstrate self-direction.**

#### **Preschool Teaching Practices**

- *Organize classroom arrangement and daily routine so that children can independently choose materials and put them away on their own (e.g. keep*

*supplies on low shelves, use child-sized utensils, and organize centers so that children can maneuver).*

- *Organize and facilitate open-ended and child-initiated activities to encourage independence and self-direction (e.g. Jorge's interest in trains leads a small group of children to build a train station from found materials in the classroom).*
- *Emphasize routines with songs, rhymes, movement and pictures that reinforce independent functioning in the classroom (e.g. pictures that represent the daily schedule, songs as cues during transition times).*
- *Limit whole group activities to short periods of time with interactive involvement.*

### **Preschool Learning Outcomes**

0.2.1 Explores and experiments with a broad range of diverse interest centers.

0.2.2 Demonstrates self-help skills (e.g. puts blocks away, pours juice, uses soap when washing hands).

0.2.3 Follows classroom routines and activities with minimal teacher direction.

0.2.4 Attend to task for a period of time.

### **STANDARD 0.3: Children identify and express feelings.**

#### **Preschool Teaching Practices**

- *Identify a wide range of feelings with appropriate vocabulary during discussions and storytelling (e.g. "The three little kittens lost their mittens." How do you think they felt?).*
- *Provide literature, materials and activities which help children to interpret and express a wide range of feelings of self and others with appropriate words and actions (e.g. drawing, writing, art, creative movement, pretend play, puppetry and role-playing).*
- *Model appropriate language for children to use when expressing feelings such as anger and sadness, etc. (e.g. "I felt angry when you pushed me!" "I didn't like it!").*
- *Provide opportunities for free play.*

- *Provide specific techniques children can use to learn to use to channel anger, minimize fear & calm down (eg. deep breath, safe spot, soft music).*

### **Preschool Learning Outcomes**

0.3.1 Labels and describes a wide range of feelings, including sadness, anger, fear and happiness.

0.3.2 Empathizes with feelings of others (e.g. gets blanket for friend and comforts him/her when he/she feels sad).

0.3.3 Expresses negative feelings such as anger and impulse through specific techniques.

<p><b>STANDARD 0.4: Children exhibit positive interactions with other children and adults.</b></p>
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### **Preschool Teaching Practices**

- *Comment on specific positive behavior instead of giving empty praise*
- *Encourage nurturing behavior through modeling, stories, and songs.*
- *Encourage the use of manners through modeling and role-playing (e.g. holding the door for a friend, "please," "thank you" and "excuse me," etc.).*
- *Demonstrate and involve children in respecting the rights of others (e.g. "It is my turn to use the bike, but you can have the bike when I am finished.").*
- *Encourage expressing needs verbally by modeling appropriate language (e.g. "Ask Nancy to pass the juice to you.").*
- *Involve children in solving problems that arise in the classroom using conflict resolution skills (e.g. talk about the problem, the feelings related to the problem and negotiate solutions).*

### **Preschool Learning Outcomes**

0.4.1 Participates appropriately in classroom activities.

0.4.2 Demonstrates socially appropriate affection for teachers and other children.

0.4.3 Says "thank you," "please" and "excuse me."

0.4.4 Respects rights of others.

0.4.5 Expresses needs verbally to teacher and peers.

0.4.6 Demonstrates verbal or non-verbal problem-solving skills.

**STANDARD 0.5: Children exhibit pro-social behaviors.**

**Preschool Teaching Practices**

- *Pair or group children to facilitate play and friendship.*
- *Provide toys and plan play activities to encourage cooperative play.*
- *Collaborate with children on activities using language and pretend skills as needed for play.*
- *Identify strategies to enter into play activities with another child or group of children (e.g. bring materials into play, give a play suggestion, be helpful, or give a compliment).*
- *Provide the least amount of support that is necessary for children to be successful during activities and play (e.g. teacher may demonstrate pretend play skills and*
- *Provide experiences in taking turns.*
- *Provide experiences that allow children to share toys and materials.*

**Preschool Learning Outcomes**

0.5.1 Plays independently & cooperatively in pairs and small groups.

0.5.2 Knows how to pretend play.

0.5.3 Knows how to enter into play when a group of children are already involved in play.

0.5.4 Takes turns.

0.5.5 Understands the concept of sharing, and at times, is able to share.



## VISUAL AND PERFORMING ARTS

**STANDARD 1.1: Children develop an appreciation for dance and movement.**

**STANDARD 1.2: Children express themselves and develop an appreciation for music.**

**STANDARD 1.3: Children develop an appreciation for dramatic play and storytelling.**

**STANDARD 1.4: Children develop awareness and appreciation for visual arts (e.g. painting, sculpting and drawing).**

**STANDARD 1.1: Children develop an appreciation for dance and movement.**

### Preschool Teaching Practices

- *Provide opportunities for children to participate in both structured and unstructured dance/movement activities that help build motor control and body relationships and that strengthen self-regulation and memory (e.g., provide music and props and encourage children to make up their own dance movements, play musical “freeze” and other games).*
- *Participate in all movement and dance activities with the children.*
- *Model different dance movements (e.g., twist, bend, leap, slide).*
- *Use correct vocabulary when referring to movements (e.g., gallop, twist, stretch).*
- *Provide opportunities for children to experience creative movement and dance performances*
- *(e.g., performances by peers, family members, or professional artists in the classroom) and encourage children to observe, listen, and respond.*
- *Connect movement and dance to curriculum themes and to other content areas and domains throughout the day, especially fine- and gross-motor skills, coordination, and other areas of physical development.*
- *Observe and encourage children’s approaches to learning dance and movement.*
- *Provide a range of music from different cultures and genres for dance and movement*

### Preschool Learning Outcomes

1.1.1 Move the body in a variety of ways, with and without music.

1.1.2 Respond to changes in tempo and a variety of musical rhythms through body movement.

1.1.3 Participate in simple sequences of movements.

1.1.4 Define and maintain personal space, concentration, and focus during creative movement/dance performances.

1.1.5 Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.

**STANDARD 1.2: Children express themselves and develop an appreciation for music.**

**Preschool Teaching Practices**

- *Provide opportunities for children to play musical instruments (e.g., flute, triangle, drums, maracas, instruments from other cultures, homemade instruments) in their own way.*
- *Model what children can do with instruments (e.g., echoing, creating different levels of sound by striking different places on instruments).*
- *Use appropriate musical terminology (e.g., the correct names of instruments, terms such as rhythm and melody).*
- *Connect music to curriculum themes, other subject areas, and domains throughout the day.*
- *Introduce children to a wide variety of music that is appropriate in content for classroom activities and that reflects different cultures and genres (e.g., classical, jazz, rock, reggae, rap).*
- *Provide opportunities for children to experience musical recordings and/or performances (e.g., by peers, family members, or professional artists in the classroom) and encourage children to observe, listen, and respond.*
- *Observe and encourage children's approaches to playing instruments.*
- *Incorporate music and singing throughout the day, including during transitions (e.g., rhymes, steady beats, chanting songs such as Miss Mary Mack).*
- *Intentionally plan for daily musical experiences that encourage children to experiment with songs and musical instruments during free play and group activities.*

**Preschool Learning Outcomes**

1.2.1 Sing a variety of songs with expression, independently and with others.

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

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

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

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

1.2.8 Begin to demonstrate appropriate audience skills during recordings and music performances.

**STANDARD 1.3: Children develop an appreciation for dramatic play and storytelling.**

**Preschool Teaching Practices**

- *Provide props and materials that promote children's active participation in dramatic play and storytelling (e.g. dress up clothes, puppets).*
- *Create a dramatic play area that is clearly defined with space to play and for organized storage.*
- *Join in dramatic play to promote the development of cooperation and facilitate participation of all students.*
- *Read stories from cultures other than their own (e.g. at circle time, when celebrating holidays).*
- *Read stories/books that utilize props and dramatic delivery.*

**Preschool Learning Outcomes**

1.3.1 Plays a role observed in his/her life experiences (e.g. mom, baby, fire fighter, police officer, doctor, car mechanic).

1.3.2 Acts out roles from familiar stories.

1.3.3 Participates with others in dramatic play.

1.3.4 Differentiates between pretend and real.

1.3.8 Begin to demonstrate appropriate audience skills.

**STANDARD 1.4: Children develop awareness and appreciation for visual arts (e.g. painting, sculpting, and drawing).**

### **Preschool Teaching Practices**

- *Display children's art work at eye level.*
- *Provide children with access to a variety of developmentally appropriate art materials and encourage children to use the materials in their own way (e.g. sculpting materials, paint, crayons, markers, collage materials, glue).*
- *Expose children to visual art from different cultures.*
- *Introduce children to terminology used in visual arts (e.g. line, color, shape).*
- *Encourage children to respond to different artworks.*

### **Preschool Learning Outcomes**

1.4.1 Plans and works independently to create own art.

1.4.2 Recognizes and describes various art forms (e.g. photographs, sculpture, paintings).

1.4.3 Use vocabulary to describe various art forms.

1.4.6 Create more recognizable representation as eye hand coordination and fine motor skills develop.

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## **HEALTH, SAFETY AND PHYSICAL EDUCATION**

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

**STANDARD 2.2: Children develop the knowledge and skills necessary to make nutritious food choices.**

**STANDARD 2.3: Children develop an awareness of potential hazards to their environment.**

**STANDARD 2.4: Children develop competence and confidence in activities that require gross motor and fine motor skills.**

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

**Preschool Teaching Practices**

- *Explain how germs are spread and teach children procedures to limit the spread of infection.*
- *Model appropriate hand-washing and supervise children's hand-washing (e.g. before and after meals, after toileting, after blowing their noses).*
- *Provide hands-on activities that teach about dental health.*
- *Provide the least amount of support necessary for children to zip, button, and snap.*
- *Encourage independence in arrival and departure routines.*
- *Encourage and facilitate appropriate table manners.*
- *Encourage and facilitate snack set-up and disposal.*

**Preschool Learning Outcomes**

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

2.1.2 Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving, and using utensils and when dressing and brushing teeth).

**STANDARD 2.2: Children develop the knowledge and skills necessary to make nutritious food choices.**

**Preschool Teaching Practices**

- *Provide opportunities for children to experience a variety of nutritious food choices.*
- *Have children bring in favorite foods to categorize as healthy/not so healthy.*

- *Provide opportunities for cooking associated with literature (e.g. Stone Soup, Green Eggs & Ham).*
- *Create a food pyramid using magazine pictures.*
- *Make available learning materials and activities (e.g. books, play food,) to reinforce nutritious food choices.*

### **Preschool Learning Outcomes**

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

2.2.2 Develop awareness of nutritious food choices.

**STANDARD 2.3: Children develop an awareness of potential hazards to their environment.**

### **Preschool Teaching Practices**

- *Assess the indoor and outdoor environment daily to ensure a safe and healthy environment.*
- *Assure that cleaning materials are stored away from children (e.g. locked cabinets, closed containers)*
- *Incorporate information on identifying potential hazards into the curriculum (e.g. using a seat belt, crossing the street, staying away from strangers, understanding the poison symbol).*
- *Practice emergency evacuation procedures with the children.*
- *Read books and discuss appropriate procedures regarding emergencies.*

### **Preschool Learning Outcomes**

2.3.1 Use safe practices indoors and out.

2.3.2 Identifies and recognizes warning symbols and communicates their meaning (e.g. red light, stop sign, poison symbol, etc.).

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

2.3.4 Knows how to dial 911 for help.

**STANDARD 2.4: Children develop competence and confidence in activities that require gross and fine motor skills.**

**Preschool Teaching Practices**

- *Participate and facilitate activities that promote children's movement skill.*
- *Guide and support children in the development of gross motor skills (e.g. demonstrating starting, stopping, turning, marching).*
- *Provide opportunities for children to play with a wide variety of materials that promote the development of fine motor skills (e.g. completing puzzles, using pegs in a peg board, lacing, and painting).*
- *Plan individual and small-group activities that promote the development of fine and gross motor skills (e.g. large tongs for picking up and sorting items, tools for working with Play-Doh).*

**Preschool Learning Outcomes**

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

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

2.4.3 Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).

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**LANGUAGE ARTS/LITERACY**

**Standard 3.1: Children listen and respond to environmental sounds, directions and conversations.**

**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.**

**Standard 3.3: Children demonstrate emergent reading skills.**

**Standard 3.4: Children demonstrate emergent writing skills.**

**STANDARD 3.1: Children listen with understanding to environmental sounds, directions and conversations.**

**Preschool Teaching Practices**

- *Give progressively more complex oral directions.*
- *Read theme related stories with questioning involving where, who, when, and what.*
- *Play listening games in which children identify common objects through the sounds they make (i.e., a phone ringing, a truck passing by or blowing its horn, animal sounds, musical instruments, voices of peers in room, etc.).*
- *Provide a variety of listening activities including stories, songs, rhymes, and conversations.*
- *Model and ask children to retell a story read to them.*

**Preschool Learning Outcomes**

3.1.1 Follows oral directions that involve several actions.

3.1.2 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).

3.1.3 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.).

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

**STANDARD 3.2: Children converse effectively in their home language, English or sign language for a variety of purposes relating to their experiences.**



### **Preschool Teaching Practices**

- *Engage in many individual and small-group conversations with children throughout structured and less structured activities.*
- *Interact with children using rich vocabulary words, descriptive language and complex language structures.*
- *Extend children's language by asking them to make connections between present knowledge and new vocabulary.*
- *Provide a variety of activities that encourage oral language development (e.g. joining in pretend play, encouraging children to talk about their experiences in small groups, providing hands-on science activities).*
- *Provide materials that encourage oral language development in all areas of the room (e.g. flannel board stories in the library area, puppets and props in the dramatic play area, small plastic figures in the block area).*
- *Provide opportunities for children to converse with peers and facilitate children to initiate conversations.*
- *Introduce songs, finger plays and chants, and engage children in retelling and inventing stories.*

### **Preschool Learning Outcomes**

- 3.2.1 Describes previous experiences and relates them to new experiences or ideas.
- 3.2.2 Uses language to express relationships, make connections, describe similarities and differences, express feelings and initiate play with others.
- 3.2.3 Uses language and imitates sounds appropriate to roles in dramatic play.
- 3.2.4 Uses complex sentence structure such as compound sentences, if-then statements, and explanations.
- 3.2.5 Uses language to communicate and negotiate ideas and plans for activities.
- 3.2.6 Listens and responds appropriately in conversations and group interactions by taking turns and generally staying on topic.
- 3.2.7 Asks questions to obtain information.
- 3.2.8 Joins in singing, finger plays, chanting, retelling and inventing stories.

3.2.9 Connects new meanings of words to vocabulary already known.

3.2.10 Uses new vocabulary and asks questions to extend understanding of words.

### **STANDARD 3.3: Children demonstrate emergent reading skills.**

#### **Preschool Teaching Practices**

##### **Developing Print Awareness**

- *Label items, areas, and activities within the classroom with written words.*
- *Provide literacy props (e.g. empty food and household containers, menus, recipe cards, phone books, order pads) throughout the classroom.*
- *Display adult and child-generated print at the children's eye level.*
- *Present functional print in the environment (e.g. labels on objects throughout the classroom, and signs with clear meaning that are placed on children's eye level).*
- *Use a variety of methods to help children name letters through*
  - *direct and multisensory instruction, memory match games, repeated exposure.*
  - *more intensive intervention to children who demonstrate difficulty learning letter names.*

##### **Developing Knowledge and Enjoyment of Books**

- *Create a cozy, comfortable reading area with a variety of age appropriate materials.*
- *Provide opportunities to use classroom library.*
- *Read to children daily using age-appropriate, high-quality literature (e.g. picture books, fantasy, big books, books that are predictable and repetitive).*
- *Provide opportunities for parents/adults to be guest readers.*

- *Facilitate children's participation during storybook reading (e.g. answering questions, making predictions and making personal connections).*
- *Read to children individually, as well as in small and large groups.*
- *Provide opportunities for children to listen to and participate in stories, rhymes, poems and songs of different cultures.*
- *Develop comprehension skills by categorizing pictures by various attributes (e.g. things that fly, things that you eat, things that you wear).*
- *Provide activities that involve determining the sequence of actions following a read story.*

### **Enhancing Phonological Awareness**

- *Provide activities and read stories that have repetitive patterns/ rhymes.*
- *Read stories that have rhyming words and have children supply the last (rhyming) word.*
- *Draw children's attention to the sounds they hear in words (e.g. asking children whose names start with the /s/ sound to go wash their hands for snack).*

## **Preschool Learning Outcomes**

### **Print Awareness**

3.3.A.1 Identifies the meaning of common signs and symbols (e.g. pictures, recipes, icons on computers or rebuses).

3.3.A.2 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).

3.3.A. 3 Identifies some alphabet letters by their shapes, especially those in his/her own name.

3.3.A.4 Recognizes own name in a variety of contexts.

3.3.A.5 Recognizes that letters form words.

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

## **Developing Knowledge and Enjoyment of Books**

3.3.B.2 Displays book handling 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).

3.3.B.3 Exhibits reading-like behavior (e.g. pretend to read to self and others and read own writing).

3.3.B.5 Uses a familiar book as a cue to retell their version of the story.

3.3.B.6 Shows an understanding of story structure (e.g. comment on characters, predict what will happen next, ask appropriate questions and act out familiar stories).

3.3.B.7 Asks questions and makes comments pertinent to the story being read and connects information in books to his/her personal life experiences.

## **Phonological Awareness**

3.3.C.1 Engages in language play (e.g. manipulate separable and repeating sounds).

3.3.C.2 Makes up and chants own rhymes.

3.3.C.3 Plays with alliterative language (e.g. "Peter, Peter Pumpkin Eater").

## **STANDARD 3.4: Children demonstrate emergent writing skills.**

### **Preschool Teaching Practices**

- *Encourage children's interest in writing using enjoyable and engaging methods (e.g. having children dictate stories, make books, write their names on their own work, and utilize self-selected literacy materials).*
- *Provide opportunities to practice prewriting strokes using large motor movements (e.g. writing in the air, using paint on an easel).*
- *Provides letter writing practice using multisensory activities (e.g. paint in A Zip-Lock bag, icing/pudding on waxed paper).*
- *Respond positively to all writing efforts (e.g. scribbling, letter strings, and non-conventional spelling).*
- *Provide a variety of writing tools (e.g. pencils, crayons, chalk, markers, rubber stamps and computers) and surfaces (e.g. paper, whiteboard, chalkboard).*

- *Provide children the opportunity to choose and use writing implements daily.*
- *Model writing in a variety of ways (e.g. lists, messages, dictated stories, and group stories ).*

### **Preschool Learning Outcomes**

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

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

3.4.3 Attempts to write own name on work.

3.4.5 Attempts to make own names using different materials, such as magnetic letters, play dough, rubber stamps, alphabet blocks or a computer.

## **MATHEMATICS**

**Standard 4.1: Children demonstrate an understanding of number and numerical operations.**

**Standard 4.2: Children develop knowledge of spatial concepts, e.g. shapes and measurement.**

**Standard 4.3: Children understand patterns, relationships and classification.**

**Standard 4.4: Children will use mathematical knowledge to represent, communicate and solve problems in their environment.**

**STANDARD 4.1: Children demonstrate an understanding of number and numerical operations.**

### **Preschool Teaching Practices**

- *Identify and count numbers on daily calendar during circle time.*
- *Provide materials and books that promote number concepts (e.g. collections of small objects, cash registers with money, number puzzles, counting books and games, egg cartons and plastic eggs, etc.).*

- *Utilize number concept through questions and graphing (e.g. "Are there more people riding in the bus or in the airplane you made?" "Are there more people here whose favorite color is yellow or more who like green?").*
- *Integrate purposeful counting experiences throughout the program (e.g. taking attendance, following the rule to stay three steps behind another person climbing the ladder of the slide).*
- *Provide children opportunities to use estimation skills during daily activities by asking questions relevant to the activity (e.g. "How many strips of paper will you need for the fence?").*
- *Model addition for children by using counting to combine numbers (e.g. "I have two blocks and you have three. There are five blocks altogether: 1, 2, 3, 4, 5.").*
- *Model subtraction for children by using counting to separate numbers (e.g. "There are five cars on the carpet: 1, 2, 3, 4, 5. Three cars are red and two are blue. I am putting the two blue cars in the basket. There are three red cars left on the carpet.").*
- *Foster one-to-one correspondence throughout the day (e.g. select a child to give out crayons and paper, give each child a bag or basket of materials at small-group time, return containers of materials to labeled shelves, etc.).*

### **Preschool Learning Outcomes**

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

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

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

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

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

**STANDARD 4.2: Children develop knowledge of spatial concepts, e.g. shapes and measurement.**

**Preschool Teaching Practices**

- *Provide materials both indoors and outdoors, for children to develop a spatial and geometric sense (e.g. items to fill and empty, fit together and take apart arrange and shape; materials that move; tunnels to crawl through; photos and pictures that show different views).*
- *Use everyday experiences to foster understanding of spatial sense (e.g. talk about locations in the school, map the classroom).*
- *Make pictures out of paper or 3-dimensional shapes.*
- *Use positional words such as over, under, behind, in front of and up to describe the relative position of items and people and encourage the children to use them. (e.g. "the bear is sitting on the chair.").*
- *Provide standard and nonstandard measurement materials both indoors and outdoors (e.g. unit blocks, inch cubes, rulers, cups, buckets, balance scales, water and sand tables, etc.).*
- *Provide opportunities for children to explore the differences between two- and three-dimensional shapes and constructions (e.g. faces of attribute blocks, balls, blocks of all shapes, boxes, beads, etc.).*
- *Introduce the vocabulary relating to two-dimensional and three-dimensional shapes and constructions (circle, sphere, square, cube, triangle, rectangular prism, pyramid etc.).*
- *Demonstrate, describe, and create items with symmetry in block constructions, photographs, and designs.*

**Preschool Learning Outcomes**

4.2.1 Uses positional words in a functional way (e.g. "I put the red block on top of the cabinet.").

4.2.2 Identifies basic shapes in the environment (e.g. circle, square, triangle, cube, and sphere).

4.2.3 Makes three-dimensional constructions and models (e.g. sculptures that have height, depth and width).

4.2.4 Makes connections between two dimensional and three dimensional forms (e.g. circle-sphere, square-cube, and triangle-pyramid).

4.2.7 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).

**STANDARD 4.3: Children understand patterns, relationships and classification.**

**Preschool Teaching Practices**

- *Provide materials for children to sort, classify and order (e.g. buttons, beads, colored craft sticks, bowls and trays and computer games with patterns to create or extend).*
- *Create a simple pattern and ask children to repeat or insert missing elements (e.g. "I made a pattern in my tower: red block, blue block, red block, blue block. What color block should go next?").*
- *Point out patterns in the environment, including visual and non-visual patterns (e.g. stripes on a child's shirt, flowers outside, and songs).*
- *Plan and set up activities involving various types of patterns (e.g. songs, musical instruments, transition signals and activities).*

**Preschool Learning Outcomes**

4.3.1 Identifies patterns in the environment (e.g. "Look at the rug. It has a circle, then a number, then a letter...").

4.3.2 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).

4.3.3 Begin to represent data in pictures and drawings.

4.3.4 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).

**STANDARD 4.4: Children use mathematical knowledge to represent, communicate and solve problems in their environment.**



## Preschool Teaching Practices

- *Utilize mathematical vocabulary and symbolism (e.g. circle, square, equals, "what would happen if. ...?", "same, different, more, fewer, takes longer, etc.).*
- *Ask open-ended questions and asking for more information (e.g. "Tell me about what you did." "Would you use the same number again?" "What shape did you use?" "What size could you use that will make it stand up better?" "What were you thinking when you put this one over here?").*
- *Integrate mathematics and into all activities and real-life situations (e.g. how many pairs of scissors do we need to hand out? ").*

## Preschool Learning Outcomes

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

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

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

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

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

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## SCIENCE

**Standard 5.1: Children develop inquiry skills.**

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

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

**Standard 5.4: Children observe and investigate the Earth.**

**Standard 5.5: Children gain experience in using technology.**

**STANDARD 5.1: Children develop inquiry skills.**

## Preschool Teaching Practices

- *Provide a supportive classroom climate that encourages children to pursue ideas through the use of science inquiry skills. The environment should encourage children to wonder, observe, ask questions, and investigate as they solve problems, engage with phenomena, and make decisions during daily activities both indoors and outdoors. Science preparation and planning should reflect intentionality, with the teacher thinking about how to best develop science concepts in the context of children's everyday classroom lives and experiences.*
- *Prepare the classroom with open-ended nature/science objects and materials that children can explore and use independently and that are linked to ongoing classroom explorations (e.g., collections of rocks, pinecones, and seed pods during a study of the local environment; nature/science books; nature sequence cards that support an investigation of life cycles; magnifying glasses; collections of measuring tools at the sand table; items that water can flow through at the water table; plants grown from seed; journals for recording; audio-visual materials; computer software).*
- *Plan intentionally for children's conceptual learning during small-group science experiences that include a series of related, simple experiments and experiences (e.g., freezing and melting to expose children to states of matter; blowing through straws and hollow tubes on common objects to explore energy and motion; sprouting seeds with and without light to better understand the needs of living things; exploring chemical changes that occur when ingredients are mixed and cooked in an oven; using the senses to explore, compare, and describe variations in textures of various rocks).*
- *Provide opportunities for focused inquiry over longer time periods (e.g., investigating flow at the water table; exploring light and shadow indoors and out; pursuing a study involving observations of growing things, using a variety of plants grown indoors and out; exploring sound; exploring simple machines, such as wheels, levers, and inclined planes, in everyday classroom contexts).*
- *Facilitate individual and small-group discussions based on open-ended science explorations and focused inquiry to encourage children to share, discuss, reflect on, and form explanations about their emerging ideas.*
- *Help children identify and refine questions that can be explored through science investigations.*
- *Pose questions that lead to making predictions (e.g., "What do you think will happen if ...?").*
- *Provide regular opportunities for children to collect, measure, record, and represent science experiences and data (e.g., collecting natural items that are*

*signs of fall, using lengths of yarn to measure how far a ball rolls, using simple charts).*

- *Facilitate children's acquisition and use of basic science terms and topic-related science vocabulary along with access to nonfiction books, audio and video materials, and Website photographs and information.*

### **Preschool Learning Outcomes**

5.1.1 Asks questions relating to own interests and current classroom activities (e.g. "What do you think the inside of this nut looks like?").

5.1.2 Makes observations (e.g. "Look, this tree has big, green leaves. That one has needles.").

5.1.3 Makes predictions (e.g. "This car is really heavy. I'll bet it sinks to the bottom of the water.").

5.1.4 Answers questions or tests predictions using simple experiments or research media

5.1.5 Discusses, shares and records findings (e.g. drawing and "writing" in journals, making rubbings, charting the growth of plants).

## **STANDARD 5.2: Children observe and investigate matter and energy**

### **Preschool Teaching Practices**

- *Provide a variety of interesting materials and objects (e.g., solids and liquids) in learning centers to encourage children to observe, manipulate, sort, and describe physical properties (e.g., size, shape, color, texture, weight) using their five senses as well as simple tools (e.g., magnifiers, balance scales).*
- *Provide opportunities for children to explore changes in matter (e.g., liquids and solids) when substances are combined, heated, or cooled (e.g., when mixing ingredients for cooking, mixing paint colors, preparing recipes that involve heating or cooling, exploring water as a solid and a liquid), including projects or studies over an extended period of time (e.g., an in-depth investigation of water that includes how water moves, what happens when things are mixed with water, and the behavior of drops of water).*
- *Facilitate children's investigations of forms of energy (sound, heat, and light).*

- *Provide opportunities for children to explore motion (e.g., objects can move in many ways) and the forces that affect motion (e.g., natural phenomena and mechanical forces) in projects or studies over an extended period of time.*

### **Preschool Learning Outcomes**

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

5.2.2 Explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint; and longer term investigations, such as the freezing and melting of water and other liquids).

5.2.3 Investigate sound, heat, and light energy through one or more of the senses (e.g., comparing the pitch and volume of sounds made by commercially made and homemade instruments, recording how shadows change during the course of a day or over time, using flashlights or lamp light to make shadows indoors).

5.2.4 Investigate how and why things move (e.g., slide block, balance structures, push structures over, use ramps to explore how far and how fast different objects move or roll).

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

#### **Preschool Teaching Practices**

- *Provide opportunities for children to observe and investigate the characteristics of plants and animals in their natural habitats and in the classroom over time.*
- *Facilitate children’s observations of similarities and differences (e.g., discussing the physical needs of a bird and a dog) in the needs of various living things and their observations of differences between living and nonliving things (e.g, classifying living and nonliving things found in water or on land).*
- *Encourage children to explore available outdoor habitats (e.g., the trees or a patch of ground outside the classroom) and to participate in caring responsibly for living things during and outside of school time (e.g., fish tank, plants, hermit crabs, ladybugs, butterflies).*
- *Provide opportunities for children to investigate changes in living things over time (e.g., the life cycles of plants or mealworms).*

## Preschool Learning Outcomes

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).

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

5.3.3 Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium).

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

### **STANADRD 5.4: Children observe and investigate the Earth.**

#### Preschool Teaching Practices

- *Provide opportunities for exploring the natural environment, indoors and outdoors (e.g., soil, rocks, water, and air).*
- *Provide opportunities for exploring the natural energy of sunlight through its connection with living and nonliving things (e.g., a plant's need for sunlight or the effects of light and shadow on objects).*
- *Provide opportunities for investigating weather phenomena (e.g., recording daily changes in weather, observing cycles of seasonal change, discussing characteristics of different kinds of weather).*
- *Use classroom experiences to assist children in developing an awareness of conservation and respect for the natural environment in everyday contexts (e.g., conserving resources, recycling).*

### **Preschool Learning Outcomes**

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 nonliving things (e.g., growing 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 temperatures throughout the seasons or represent levels of wind by waving scarves outdoors).

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

**STANDARD 5.5: Children gain experience in using technology.**

### **Preschool Teaching Practices**

- *Provide and assist students with identifying and using appropriate tools and technology in support of their science investigations (e.g., computers; video, audio, and camera equipment; cooking equipment; measuring tools; writing and painting tools; tools that extend sensory exploration; simple machines; woodworking tools).*

### **Preschool Learning Outcomes**

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

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## **SOCIAL STUDIES, FAMILY AND LIFE SKILLS**

**Standard 6.1: Children identify unique characteristics of themselves, families, and others.**

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

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

**Standard 6.4: Children participate in activities that reflect the cultures within their classroom and their community.**

**STANDARD 6.1: Children identify unique characteristics of themselves, families, and others.**

### **Preschool Teaching Practices**

- *Discuss similarities and differences of children (e.g. eyes, hair, talents, interests, food preferences, etc.).*
- *Provide multicultural and diverse materials and activities for classroom Celebration.*
- *Incorporate books, materials and activities that support diversity, including ethnicity, culture, age, abilities, gender, race and non-stereotypic roles.*
- *Find materials, photos, artifacts and props from diverse families that reflect family roles and traditions.*
- *Invite family members to come to the classroom for special occasions and/or to share talents and traditions.*
- *Facilitate discussion about family members and relationship types (e.g. aunt, uncle, cousin).*
- *Support and recognize differences in family structures, routines, and traditions through discussions, literature and activities.*

### **Preschool Learning Outcomes**

6.1.1 Describes characteristics of self, families, and others.

6.1.2 Talks about family routines and activities (e.g. languages, foods, celebrations, music, meals, etc.).

6.1.3 Expresses individuality and diversity through dramatic play.

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

**Preschool Teaching Practices**

- *Create and discuss a classroom rules.*
- *Utilize a daily job chart.*
- *Establish classroom routines and involve children in upkeep of classroom.*
- *Create activities and routines that encourage cooperation and collaboration.*

**Preschool Learning Outcomes**

6.2.1 Understands rules and will follow most classroom rules.

6.2.2 Takes responsibility for simple classroom tasks and jobs.

6.2.3 Works together (e.g. pair, triads and small groups) to complete projects and activities.

**STANDARD 6.3: Children demonstrate knowledge of neighborhood and community.**

**Preschool Teaching Practices**

- *Provide materials, literature, and activities that explore different types of homes.*
- *Provide activities that demonstrate community workers and their roles.*
- *Provide props that enable children to role play various occupations.*

**Preschool Learning Outcomes**

6.3.1 Develop an awareness of the physical features of the neighborhood/community.

6.3.2 Identifies and discusses the duties of a variety of common community occupations (e.g. nurse, postmaster, secretary, clerk).



**STANDARD 6.4: Children participate in activities that reflect the cultures within their classroom and their community.**

**Preschool Teaching Practices**

- *Explore cultures represented in the classroom and community and integrate information about these cultures into the daily curriculum as well as into classroom literature, activities, and play materials.*
- *Invite families and other community members to tell stories about and provide activities (e.g., share foods, clothing, and traditions with teachers and peers) that engage children in their cultures and traditions.*

**Preschool Learning Outcomes**

6.4.1 Learn about and respect other cultures within the classroom and community.

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**WORLD LANGUAGES**

**Standard 7.1: Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.**

**Preschool Teaching Practices**

- *Provide opportunities for children to hear simple greetings, words, or phrases in a language other than their own (including sign language) in appropriate contexts (e.g., during dramatic play, in stories, when greeting visitors).*
- *Expose children to words or phrases in a language other than their own, particularly language related to the following topics: family, friends, home, school, community, wellness, leisure activities, basic needs, and animals.*
- *Provide conversations and stories in different languages using a variety of media (e.g. teachers, peers, visitors, songs, videos, computers).*
- *Read and display children's books in different languages.*
- *Provide rhymes and songs for children in different languages.*
- *Give simple commands or instructions in a language other than English.*

## Preschool Learning Outcomes

7.1.1 Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song).

7.1.2 Say simple greetings, words, and phrases in a language other than their own.

7.1.3 Comprehend previously learned simple vocabulary in a language other than their own.

7.1.4 Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.

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## TECHNOLOGY

**Standard 8.1: Navigate simple on screen menus.**

**Standard 8.2: Use electronic devices independently.**

**Standard 8.3: Begin to use electronic devices to communicate.**

**Standard 8.4: Use common technology vocabulary.**

**Standard 8.5: Begin to use electronic devices to gain information.**

### Preschool Teaching Practices

- *Never formally “teach” technology skills and competencies. Instead, set the stage for successful experimentation by providing the materials, introducing them, and being available to lend support.*
- *Look for activities that give children ways to “accidentally succeed,” providing instant feedback and fostering feelings of control. Avoid poorly designed interactive media experiences with long stretches of uninterrupted animation or narration that might frustrate children or cause them to lose interest.*
- *Keep a camcorder or digital camera handy to capture and display children’s work.*

- *Set the stage for highly social, active learning by choosing activities that encourage more than one child to play together (e.g., place two to three chairs around computers).*
- *Model common technology vocabulary, such as email, Internet site, software, hardware, computer, mouse, digital camera, and printer.*
- *Encourage children to record their activities and projects using digital cameras.*
- *Mark the left mouse button with a sticker to help children know which button to press.*
- *Use computers to conduct Internet searches for subjects of interest.*
- *Make technology accessible to all children, including English Language Learners, and use it as an accommodation for an individual child with special needs. Assistive technologies can take the form of low-tech, mid-tech, and high tech devices (e.g. visual schedule, touch screens, single switch toys).*

#### Preschool Learning Outcomes

##### **STANDARD 8.1: Navigate simple on screen menus.**

- 8.1.1 Use the mouse to negotiate a simple menu on the screen (e.g. to print a picture).
- 8.1.2 Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.

##### **STANDARD 8.2: Use electronic devices independently.**

- 8.2.1 Identify the “power keys” (e.g., ENTER, spacebar) on a keyboard.
- 8.2.4 Recognize that the number keys are in a row on the top of the keyboard.
- 8.2.5 Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.
- 8.2.6 Use a digital camera to take a picture.

##### **STANDARD 8.4: Use common technology vocabulary.**

- 8.4.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).

##### **STANDARD 8.5: Begin to use electronic devices to gain information.**

- 8.5.1 Use the Internet to explore and investigate questions with a teacher’s support.