

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

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

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

Social and Emotional Development

Standard 0.1: Children demonstrate self- confidence.

| New Jersey Preschool Standards | Key Development Indicators |
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| 0.1.1 Express individuality by making independent decisions about materials to use | A. Approaches to Learning 2. Planning: Children make plans and follow through on their intentions. |
| 0.1.2 Express ideas for activities and initiate discussions. | A. Approaches to Learning 1. Initiative: Children demonstrate initiative as they explore their world. D. Language, Literacy, and Communication 21. Comprehension: Children understand language. |
| 0.1.3 Actively engage in activities and interactions with teachers and peers. | A. Approaches to Learning 1. Initiative: Children demonstrate initiative as they explore their world. B. Social and Emotional Development 12. Building relationships: Children build |
| 0.1.4 Discuss their own actions and efforts. | A. Approaches to Learning 6. Reflection: Children reflect on their experiences. |

Standard 0.2: Children demonstrate self- direction.

| New Jersey Preschool Standards | Key Developmental indicators |
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| 0.2.1 Make independent choices and plans from a broad range of diverse interest centers. | A. Approaches to Learning 2. Planning: Children make plans and follow through on their intentions. |
| 0.2.2 Demonstrate self-help skills (e.g., cleans up; pours juice; uses soap when washing hands; puts away belongings). | B. Social and Emotional Development 11. Community: Children participate in the community of the classroom. C. Physical Development and Health 19. Personal care: Children carry out personal care routines on their own. |
| 0.2.3 Move through the classroom routines and activities with minimal teacher direction. Transition easily from one activity to the next. | B. Social and Emotional Development 11. Community: Children participate in the community of the classroom. |
| 0.2.4 Attend to tasks for a period of time. | A. Approaches to Learning 3. Engagement: Children focus on activities that interest them. |

Standard 0.3: Children identify and express feelings.

| New Jersey Preschool Standards | Key Developmental Indicators |
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| 0.3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness. | B. Social and Emotional Development 9. Emotions: Children recognize, label, and regulate their feelings. |
| 0.3.2 Empathize with feelings of others (e.g., gets blanket for friend and comforts him/her when he/she feels sad). | B. Social and Emotional Development 10. Empathy: Children demonstrate empathy toward others. |
| 0.3.3 Channel negative feelings such as anger and impulse (e.g., taking three deep breaths; using words; pulling self out of play to go to “safe spot” to relax; expressive activities). | B. Social and Emotional Development 15. Conflict resolution: Children resolve social conflicts. |

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

| New Jersey Preschool Standards | Key Developmental Indicators |
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| 0.4.1 Engage appropriately with peers and teachers in classroom activities. | B. Social and Emotional Development 12. Building relationships: Children build relationships with other children and adults. |
| 0.4.2 Demonstrate socially acceptable behavior for teachers and peers (e.g., hugs; gets a tissue; sits next to; holds hands). | B. Social and Emotional Development 12. Building relationships: Children build relationships with other children and adults. |
| 0.4.4 Respect the rights of others (e.g., “This painting belongs to Carlos.”). | B. Social and Emotional Development 11. Community: Children participate in the community of the classroom. |
| 0.4.5 Express needs verbally or non-verbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”). | B. Social and Emotional Development 15. Conflict resolution: Children resolve social conflicts. |
| 0.4.6 Demonstrate verbal or non-verbal problem-solving skills without being aggressive (e.g., talks about problem; talks about feelings relating to problems; and negotiates solutions). | B. Social and Emotional Development 15. Conflict resolution: Children resolve social conflicts. |

Standard 0.5: Child exhibit pro-social behaviors.

| New Jersey Preschool Standards | Key Developmental Indicators |
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| 0.5.1 Play independently and cooperatively, in pairs and small groups. | B. Social and Emotional Development 13. Cooperative play: Children engage in cooperative play. |
| 0.5.2 Know how to pretend play. | F. Creative Arts 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play. |
| 0.5.3 Know how to enter into play when a group of children are already involved in | B. Social and Emotional Development 13. Cooperative play: Children engage |

| New Jersey Preschool Standards | Key Developmental Indicators |
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| play. | in cooperative play. |
| 0.5.4 Take turns. | B. Social and Emotional Development 13. Cooperative play: Children engage in cooperative play. |
| 0.5.5 Understand the concept of sharing and attempts to share. | B. Social and Emotional Development 13. Cooperative play: Children engage in cooperative play. |

Visual & Performing Arts

Standard 1.1: Children express themselves and develop an appreciation of creative movement and dance.

| New Jersey Preschool Standards | Key Development Indicators |
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| 1.1.1 Move the body in a variety of ways, with and without music. | F. Creative Arts 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement. |
| 1.1.2 Respond to changes in tempo and a variety of musical rhythms through body movement. | F. Creative Arts 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement. |
| 1.1.3 Participate in simple sequences of movements. | F. Creative Arts 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement. |
| 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. | F. Creative Arts 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement. |
| 1.1.6 Use movement/dance to convey meaning around a theme or to show feelings. | F. Creative Arts 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement. |

| New Jersey Preschool Standards | Key Development Indicators |
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| 1.1.8 Describe feelings and reactions in express and represent what they observe, think, imagine, and feel through movement. | F. Creative Arts 44. Appreciating the arts: Children appreciate the creative arts. |

Standard 1.2: Children express themselves and develop an appreciation of music.

| New Jersey Preschool Standards | Key Development Indicators |
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| 1.2.1 Sing a variety of songs with expression, independently and with others. | F. Creative Arts 41. Music: Children express and represent what they observe, think, imagine, and feel through music. |
| 1.2.2 Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics and interpretation. | F. Creative Arts 41. Music: Children express and represent what they observe, think, imagine, and feel through music. |
| 1.2.3 Clap or sing songs with repetitive phrases and rhythmic patterns. | F. Creative Arts 41. Music: Children express and represent what they observe, think, imagine, and feel through music. |
| 1.2.4 Listen to, imitate, and improvise sounds, patterns, or songs. | F. Creative Arts 41. Music: Children express and represent what they observe, think, imagine, and feel through music. |
| 1.2.5 Recognize and name a variety of music elements using appropriate music vocabulary. | F. Creative Arts 41. Music: Children express and represent what they observe, think, imagine, and feel through music. |
| 1.2.7 Describe reactions and feelings in responses to diverse musical genres and styles. | F. Creative Arts 44. Appreciating the arts: Children appreciate the creative arts. |
| 1.2.8 Participate in and listen to music from a variety of cultures and times. | F. Creative Arts 41. Music: Children express and |

| New Jersey Preschool Standards | Key Development Indicators |
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| | represent what they observe, think, imagine, and feel through music. |

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

| New Jersey Preschool Standards | Key Development Indicators |
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| 1.3.1 Play roles observed through life experiences (e.g., mom, baby, fire fighter, police officer, doctor, car mechanic). | F. Creative Arts 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play. |
| 1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out. | F. Creative Arts 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play. |
| 1.3.3 Participate with others in dramatic play, negotiating roles, and setting up scenarios using costumes and props. | F. Creative Arts 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play. |
| 1.3.5 Sustain and extend play during dramatic play interactions (e.g., set the stage by anticipating what will happen next). | F. Creative Arts 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play. |
| 1.3.7 Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances. | F. Creative Arts 44. Appreciating the arts: Children appreciate the creative arts. |

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

| New Jersey Preschool Standards | Key Development Indicators |
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| 1.4.1 Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination. | <p>F. Creative Arts</p> <p>40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> |
| 1.4.2 Create two and three-dimensional works of art while exploring color, line, shape, form, texture, and space. | <p>F. Creative Arts</p> <p>40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> |
| 1.4.3 Demonstrate planning, persistence and problem-solving skills while working independently, or with others, during the creative process. | <p>A. Approaches to Learning</p> <p>2. Planning: Children make plans and follow through on their intentions.</p> <p>3. Engagement: Children focus on activities that interest them.</p> <p>4. Problem solving: Children solve problems encountered in play.</p> <p>F. Creative Arts</p> <p>40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> |
| 1.4.4 Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g., illustrator, sculptor, photographer) and elements in the visual arts. | <p>F. Creative Arts</p> <p>40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> |
| 1.4.5 Create more recognizable representations as eye-hand coordination and fine motor skills develop. | <p>F. Creative Arts</p> <p>40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> |
| 1.4.6 Describe feelings and reactions and | <p>F. Creative Arts</p> |

| New Jersey Preschool Standards | Key Development Indicators |
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| make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world. | 44. Appreciating the arts: Children appreciate the creative arts. |

Health, Safety and Physical Education

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

| New Jersey Preschool Standards | Key Development Indicators |
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| 2.1.1 Develop an awareness of healthy habits (e.g., use clean tissues; wash hands; handle food; brush teeth; and dress appropriately for the weather). | C. Physical Development and Health 19. Personal care: Children carry out personal care routines on their own. 20. Healthy behavior: Children engage in healthy practices. |
| 2.1.2 Demonstrate emerging self-help skills (e.g., developing independence when pouring; serving and using utensils; dressing; and brushing teeth). | C. Physical Development and Health 19. Personal care: Children carry out personal care routines on their own. |

Standard 2.2: Children begin to develop the knowledge and skills necessary to make nutritious food choices.

| New Jersey Preschool Standards | Key Development Indicators |
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| 2.2.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities; conversations with knowledgeable adults; daily nutritious meal and snack offerings). | C. Physical Development and Health 20. Healthy behavior: Children engage in healthy practices. |

Standard 2.3: Children begin to develop an awareness of potential hazards in the environment.

| New Jersey Preschool Standards | Key Development Indicators |
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| 2.3.1 Use safe practices indoors and out (e.g., wear bike helmets; walk in the classroom; understand how to participate in emergency drills; use car seats; and wear seat belts). | C. Physical Development and Health 20. Healthy behavior: Children engage in healthy practices. |

Standard 2.4: Children develop competence and confidence in gross and fine motor skills.

| New Jersey Preschool Standards | Key Development Indicators |
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| 2.4.1 Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching). | C. Physical Development and Health 16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles. |
| 2.4.2 Develop and refine fine motor skills (e.g., completes gradually more complex puzzles; uses smaller sized manipulatives during play; and uses a variety of writing instruments in a conventional matter). | C. Physical Development and Health 17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles. |
| 2.4.3 Use objects and props to develop spatial and coordination skills (e.g., using balls, hula- hoops, Frisbees, and balance beams; lacing different sized beads; buttoning and unbuttoning). | C. Physical Development and Health 16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles. 18. Body awareness: Children know about their bodies and how to navigate them in space. |

Language Arts/Literacy

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

| New Jersey Preschool Standards | Key Development Indicators |
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| 3.1.1 Follow oral directions that involve several actions. | D. Language, Literacy, and Communication 21. Comprehension: Children understand language. |
| 3.1.2 Listen for various purposes (e.g., demonstrate that a response is expected when a question is asked; enter into dialogue after listening to others; repeat parts of stories, poems, or songs). | D. Language, Literacy, and Communication 21. Comprehension: Children understand language. |
| 3.1.3 Show understanding of listening activities by incorporating ideas in play (e.g., during dramatic play, incorporates themes from an earlier story; after discussion about houses people live in, makes a neighborhood in the block area). | D. Language, Literacy, and Communication 21. Comprehension: Children understand language. |
| 3.1.4 Show interest, pleasure, and enjoyment during listening activities by responding with appropriate eye contact, body language, and facial expressions. | D. Language, Literacy, and Communication 21. Comprehension: Children understand language. |

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.

| New Jersey Preschool Standards | Key Development Indicators |
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| 3.2.1 Describe previous experiences and relate them to new experiences or ideas. | A. Approaches to Learning 6. Reflection: Children reflect on their experiences. |
| 3.2.2 Use language for a variety of purposes to express relationships; make connections; describe similarities and differences; express feelings; and initiate play with others. | D. Language, Literacy, and Communication 22. Speaking: Children express themselves using language. |
| 3.2.3 Use language and sounds appropriate to roles in dramatic play and set the stage by | D. Language, Literacy, and Communication 22. Speaking: Children express |

| New Jersey Preschool Standards | Key Development Indicators |
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| describing actions and events. | themselves using language. |
| 3.2.4 Use complex sentence structure such as compound sentences, if-then statements, and explanations (e.g., “I wanted to make a long snake, but Mimi has the scarf.” “If I set the table, then you can eat.” “Pigs wouldn’t like it on the moon because there isn’t any mud.”). | D. Language, Literacy, and Communication 22. Speaking: Children express themselves using language. |
| 3.2.5 Use language to communicate and negotiate ideas and plans for activities. | D. Language, Literacy, and Communication 22. Speaking: Children express themselves using language. |
| 3.2.6 Listen and respond appropriately in conversations and group interactions by taking turns and generally staying on topic. | D. Language, Literacy, and Communication 21. Comprehension: Children understand language. 22. Speaking: Children express themselves using language. |
| 3.2.7 Ask questions to obtain information. | D. Language, Literacy, and Communication 22. Speaking: Children express themselves using language. |
| 3.2.8 Join in singing, finger plays, chanting, retelling, and inventing stories | F. Creative Arts 41. Music: Children express and represent what they observe, think, imagine, and feel through music. |
| 3.2.9 Connect new meanings of words to vocabulary already known (e.g., “It’s called bookend because the books end.”). | F. Creative Arts 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play. |
| 3.2.10 Use new vocabulary and ask questions to extend understanding of words. | F. Creative Arts 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play. |

Standard 3.3: Children demonstrate emergent reading skills.

| New Jersey Preschool Standards | Key Development Indicators |
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| 3.3.1 Identify the meaning of common signs and symbols in the local environment (e.g., exit sign, area labels, computer icons, or rebus). | D. Language, Literacy, and Communication 27. Concepts about print: Children demonstrate knowledge about environmental print. |
| 3.3.2 Recognize that a variety of print letter formations and text forms are used for different functions (e.g., grocery lists, menus, store signs, and telephone books; recipes, written directions [such as the steps for hand washing], newspapers and magazines). | D. Language, Literacy, and Communication 27. Concepts about print: Children demonstrate knowledge about environmental print. |
| 3.3.3 Identify some alphabet letters, especially those in his/her own name. | D. Language, Literacy, and Communication 25. Alphabetic knowledge: Children identify letter names and their sounds. |
| 3.3.5 Recognize that letters are grouped to form words; words are separated by spaces. | D. Language, Literacy, and Communication 27. Concepts about print: Children demonstrate knowledge about environmental print. |
| 3.3.6 Recognize that it is the print that is read in stories. | D. Language, Literacy, and Communication 27. Concepts about print: Children demonstrate knowledge about environmental print. |
| 3.3.7 Understand the concept of directionality: front to back; left to right; top to bottom movement on a page. | D. Language, Literacy, and Communication 27. Concepts about print: Children demonstrate knowledge about environmental print. |
| 3.3.8 Display book handling knowledge (e.g., turning the book right side up; using left to right sweep; turning one page at a time; recognizing familiar book by the cover). | D. Language, Literacy, and Communication 28. Book knowledge: Children demonstrate knowledge about books. |
| 3.3.9 Exhibit reading-like behavior (e.g., pretend to read to self and others and read own writing). | D. Language, Literacy, and Communication 26. Reading: Children read for pleasure and |
| 3.3.10 Answer simple recall and | D. Language, Literacy, and Communication |

| New Jersey Preschool Standards | Key Development Indicators |
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| comprehension questions about a book being read (e.g., Goodnight Gorilla: “What do you see the gorilla doing now?”) information. | 21. Comprehension: Children understand language. |
| 3.3.11 Use a familiar book as a cue to retell their version of the story. | D. Language, Literacy, and Communication 26. Reading: Children read for pleasure and information. |
| 3.3.12 Show an understanding of story structure (e.g., comment on characters; predict what will happen next; ask appropriate questions; act out familiar stories.). | D. Language, Literacy, and Communication 21. Comprehension: Children understand language. |
| 3.3.13 Ask questions and make comments pertinent to the story being read and connect information in books to his/her personal life experiences. | D. Language, Literacy, and Communication 21. Comprehension: Children understand language. |
| 3.3.14 Engage in language play (e.g., manipulate separable and repeating sounds). | D. Language, Literacy, and Communication 24. Phonological awareness: Children identify distinct sounds in spoken language. |
| 3.3.15 Make up and chant own rhymes (e.g., When playing in the water table, saying “squishy, wishy, dishy soap,” or at lunchtime, as children are conversing, saying, “A light is for night.”). | D. Language, Literacy, and Communication 24. Phonological awareness: Children identify distinct sounds in spoken language. |
| 3.3.16 Playing with alliterative language (e.g., “Peter, Peter, Pumpkin Eater”). | D. Language, Literacy, and Communication 24. Phonological awareness: Children identify distinct sounds in spoken language. |

Standard 3.4: Children demonstrate emergent writing skills.

| New Jersey Preschool Standards | Key Development Indicators |
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| 3.4.1 Ask adults to write (e.g., asks for labels on block structures; dictation of stories; list of materials needed for a project). | D. Language, Literacy, and Communication 29. Writing: Children write for many different purposes. |
| 3.4.2 “Write” messages as part of play and | D. Language, Literacy, and Communication |

| New Jersey Preschool Standards | Key Development Indicators |
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| other activities (e.g., scribbling; drawing; making letter- like forms; using invented spelling and conventional letter forms). | 29. Writing: Children write for many different purposes. |
| 3.4.3 Attempt to write own name on work. | D. Language, Literacy, and Communication 29. Writing: Children write for many different purposes. |

Mathematics

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

| New Jersey Preschool Standards | Key Development Indicators |
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| 4.1.1 Begin to develop a concept of number, for counting numbers at least through 20 and for ordinals, first through fifth, including the last. | E. Mathematics 31. Number words and symbols: Children recognize and use number words and symbols. |
| 4.1.2 Recognize and name some one-digit written numerals. | E. Mathematics 31. Number words and symbols: Children recognize and use number words and symbols. |
| 4.1.3 Compare groups of objects (e.g., using the terms more, less, same). | E. Mathematics 32. Counting: Children count things. |
| 4.1.4 Demonstrate understanding of one-to-one correspondence (e.g., puts one placemat at each place; gives each child one cookie; places one animal in each trunk; hands out manipulatives to be shared with a friend, saying “One for you, one for me.”). | E. Mathematics 32. Counting: Children count things. |
| 4.1.5 Explore the meanings of addition and subtraction by using concrete objects (e.g., three blue pegs, three yellow pegs, six pegs altogether; “I have four carrot sticks. I’m eating one! Now I have 3!”). | E. Mathematics 32. Counting: Children count things. |

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

| New Jersey Preschool Standards | Key Development Indicators |
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| 4.2.1 Use and respond to positional words (e.g., in, under, between, down). | E. Mathematics 35. Spatial awareness: Children recognize spatial relationships among people and objects. |
| 4.2.2 Explore and talk about basic shapes in the environment (e.g., circle, square, triangle, rectangle, rhombus). | E. Mathematics 34. Shapes: Children identify, name, and describe shapes. |
| 4.2.3 Explore three-dimensional shapes by building with blocks and other materials. | E. Mathematics 34. Shapes: Children identify, name, and describe shapes. |
| 4.2.4 Explore connections between two-dimensional and three-dimensional forms (e.g., sphere and circle). | E. Mathematics 34. Shapes: Children identify, name, and describe shapes. |
| 4.2.5 Identify symmetry during play (e.g., building with blocks). | E. Mathematics 35. Spatial awareness: Children recognize spatial relationships among people and objects. |
| 4.2.6 Use simple shapes to make designs, patterns, and pictures (e.g., tangrams). | E. Mathematics 34. Shapes: Children identify, name, and describe shapes. 38. Patterns: Children identify, describe, copy, complete, and create patterns. |
| 4.2.7 Explore use of non-standard objects for measurement. | E. Mathematics 37. Unit: Children understand and use the concept of unit. |
| 4.2.8 Compare and order objects according to measurable attributes (e.g., length, weight, capacity). | E. Mathematics 36. Measuring: Children measure to describe, compare, and order things. |
| 4.2.9 Demonstrate understanding of basic temporal relations (e.g., aware of the | E. Mathematics 36. Measuring: Children measure to |

| New Jersey Preschool Standards | Key Development Indicators |
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| sequence of the daily routine). | describe, compare, and order things. |

Standard 4.3: Children understand patterns, relationships and classification.

| New Jersey Preschool Standards | Key Development Indicators |
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| 4.3.1 Describe patterns in the environment. | E. Mathematics 38. Patterns: Children identify, describe, copy, complete, and create patterns. |
| 4.3.2 Represent patterns in a variety of ways. | E. Mathematics 38. Patterns: Children identify, describe, copy, complete, and create patterns. |
| 4.3.3 Begin to represent data in pictures and drawings. | E. Mathematics 39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems. |
| 4.3.4 Show awareness of the attributes of objects through sorting and classifying. | G. Science and Technology 46. Classifying: Children classify materials, actions, people, and events. |

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

| New Jersey Preschool Standards | Key Development Indicators |
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| 4.4.1 Learn mathematics through problem solving, inquiry, and discovery. | E. Mathematics 39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems. |
| 4.4.2 Solve problems that arise in mathematics and in other contexts, monitoring and reflecting on progress. | E. Mathematics 39. Data analysis: Children use information about quantity to draw |

| New Jersey Preschool Standards | Key Development Indicators |
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| | conclusions, make decisions, and solve problems. |
| 4.4.3 Use communication to organize and clarify mathematical thinking. | <p>E. Mathematics</p> <p>39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.</p> |

Science

Standard 5.1: Children develop inquiry skills.

| New Jersey Preschool Standards | Key Development Indicators |
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| 5.1.1 Display curiosity about science objects, materials, activities and longer-term investigations in progress (e.g., asking who, what, when, where, why and how questions during sensory explorations; experimentation; and focused inquiry). | <p>G. Science and Technology</p> <p>50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.</p> |
| 5.1.2 Observe, questions, predict and investigate as they explore materials, objects and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks). | <p>G. Science and Technology</p> <p>45. Observing: Children observe the materials and processes in their environment.</p> <p>46. Classifying: Children classify materials, actions, people, and events.</p> <p>47. Experimenting: Children experiment to test their ideas.</p> <p>48. Predicting: Children predict what they expect will happen.</p> |
| 5.1.3 Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions. | <p>G. Science and Technology</p> <p>49. Drawing conclusions: Children draw conclusions based on their experiences and observations.</p> <p>50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they</p> |

| New Jersey Preschool Standards | Key Development Indicators |
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| | work. |
| 5.1.4 Represent observations and work through drawing, recording data and “writing” (e.g., drawing and “writing” on observation clipboards; making rubbings; charting the growth of plants). | G. Science and Technology 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work. |
| 5.1.5 Use basic science terms and topic-related science vocabulary (e.g., science terms [observe, predict, experiment]; words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words relating to states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]). | D. Language, Literacy, and Communication 23. Vocabulary: Children understand and use a variety of words and phrases. |

Standard 5.2: Children observe and investigate matter and energy.

| New Jersey Preschool Standards | Key Development Indicators |
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| 5.2.1 Observe, manipulate, sort, and describe objects and materials in the classroom and outdoor environment based on size, shape, color, texture and weight (e.g., exploring the properties of water, sand, clay, paint, glue, various types of blocks, and collections of objects). | G. Science and Technology 45. Observing: Children observe the materials and processes in their environment. 46. Classifying: Children classify materials, actions, people, and events. |
| 5.2.2 Explore changes in liquids and solids when substances are combined, heated or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing tempera paint colors; and engaging in longer term investigations, such as the freezing and melting of water and other liquids). | G. Science and Technology 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work. |
| 5.2.3 Investigate sound, heat and light energy through one or more of the senses (e.g., | G. Science and Technology |

| New Jersey Preschool Standards | Key Development Indicators |
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| making chalk outlines to record how a shadow changes during the course of a day; observing how shadows differ on a daily basis; using flashlights or lamp light to make shadows indoors). | 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work. |
| 5.2.4 Investigate how and why things move (e.g., experiencing the effects of air, gravity and mechanical forces by manipulating a spinning top, using an eggbeater or whisk to mix ingredients; twisting screws into wood with a screwdriver; and pushing small objects by blowing through a straw). | G. Science and Technology 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work. |

Standard 5.3: Children observe and investigate living things.

| New Jersey Preschool Standards | Key Development Indicators |
|---|--|
| 5.3.1 Investigate and compare the basic physical characteristics of plants, humans and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers). | G. Science and Technology 45. Observing: Children observe the materials and processes in their environment. 46. Classifying: Children classify materials, actions, people, and events. |
| 5.3.2 Observe similarities and differences in the needs of living things and differences between living and non-living things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a non-living thing, such as a shell). | G. Science and Technology 51. Natural and physical world: Children gather knowledge about the natural and physical world. |
| 5.3.3 Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground; replicating a natural habitat in a classroom | G. Science and Technology 51. Natural and physical world: Children gather knowledge about the natural and physical world. |

| New Jersey Preschool Standards | Key Development Indicators |
|--|---|
| terrarium). | |
| 5.3.4 Observe and record change over time and cycles of change affecting living things (e.g., monitoring the life cycle of a plant; using children’s baby photographs to discuss change and growth; using unit blocks to record the height of classroom plants). | <p>G. Science and Technology</p> <p>51. Natural and physical world: Children gather knowledge about the natural and physical world.</p> |

Standard 5.4: Children explore and investigate the Earth.

| New Jersey Preschool Standards | Key Development Indicators |
|---|---|
| 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). | <p>G. Science and Technology</p> <p>45. Observing: Children observe the materials and processes in their environment.</p> <p>46. Classifying: Children classify materials, actions, people, and events.</p> |
| 5.4.2 Explore the effects of sunlight on living and non-living things (e.g., trying to grow plants with and without sunlight; investigating shadows that occur when the sun’s light is blocked by objects). | <p>G. Science and Technology</p> <p>51. Natural and physical world: Children gather knowledge about the natural and physical world.</p> |
| 5.4.3 Observe and record weather (e.g., chart weather over time; experience and compare hotter and colder temperatures as they occur throughout the seasons; representing breezy to windy weather by waving scarves outdoors). | <p>G. Science and Technology</p> <p>51. Natural and physical world: Children gather knowledge about the natural and physical world.</p> |
| 5.4.4 Demonstrate emergent awareness for conservation, recycling, and respect for the environment (e.g., turning off water faucets; collecting empty yogurt cups for reuse as paint containers; separating materials in recycling bins; re-using clean paper goods for classroom collage and sculpture projects). | <p>H. Social Studies</p> <p>58. Ecology: Children understand the importance of taking care of their environment.</p> |

Standard 5.5: Children gain experience in using technology.

| New Jersey Preschool Standards | Key Development Indicators |
|--|---|
| 5.5.1 Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., using a variety of writing, drawing, and painting utensils; using scissors, staplers, magnifiers, balance scale, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software, and website information; video and audio recordings; digital cameras; tape recorders. | G. Science and Technology 52. Tools and technology: Children explore and use tools and technology. |

Social Studies, Family and Life Skills

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

| New Jersey Preschool Standards | Key Developmental Indicators |
|---|---|
| 6.1.1 Describe characteristics of self and others. | H. Social Studies 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities. |
| 6.1.2 Express individuality and diversity through dress-ups, dolls, puppets, etc. | F. Creative Arts 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play. H. Social Studies 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities. |
| 6.1.4 Demonstrate an understanding of family, family roles and family traditions. | H. Social Studies 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities |

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

| New Jersey Preschool Standards | Key Developmental Indicators |
|--|--|
| 6.2.1 Understand rules and will follow most classroom rules. | B. Social and Emotional Development 11. Community: Children participate in the community of the classroom. |
| 6.2.2 Take responsibility and perform simple classroom tasks as assigned jobs. | B. Social and Emotional Development 11. Community: Children participate in the community of the classroom. |
| 6.2.3 Work collaboratively during indoor and outdoor times (e.g., pairs, triads and small groups) while engaging in projects and activities. | B. Social and Emotional Development 13. Cooperative play: Children engage in cooperative play. |
| 6.2.4 Demonstrate appropriate behavior with others at various times of the day (e.g., during meals, transitions, turn taking). | B. Social and Emotional Development 14. Moral development: Children develop an internal sense of right and wrong. |

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

| New Jersey Preschool Standards | Key Developmental Indicators |
|---|--|
| 6.3.1 Develop awareness of their physical neighborhood/community (e.g., mapping). | H. Social Studies 56. Geography: Children recognize and interpret features and locations in their environment. |
| 6.3.2 Identify, discuss and role play the duties of a variety of common community occupations (e.g., various business owners, nurse, postmaster, fire fighter, police officer, and secretary) | F. Creative Arts 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play. H. Social Studies 54. Community roles: Children recognize that people have different roles and functions in the community |

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

| New Jersey Preschool Standards | Key Developmental Indicators |
|---|---|
| 6.4.1 Learn about and respect other cultures within their classroom and community (e.g., children share their families' foods, clothing, and traditions with teachers and peers). | H. Social Studies 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities. |