

**Somers Point School District
Jordan Road Preschool**

Curriculum and Instruction Outline



WHAT DOES DEVELOPMENTALLY APPROPRIATE PRACTICE MEAN?

Our program follows the philosophy of teaching developed by the National Association for the EDUCATION of YOUNG STUDENTS called Developmentally-Appropriate Practices.

Appropriate Practices are when activities are suitable to the students' developmental age and individual characteristics (personality, needs, learning style, background, and interests).

Developmentally-Appropriate Practices assume that the process of learning is more important than the ability to perform.

You may have heard the phrase, "a child's play is his/her work." This captures the basic premise of developmentally-appropriate practices: "students learn best while engaged in meaningful and challenging play that is facilitated by professional educators" (Steffen Saifer). Developmentally appropriate practices assume that cognitive learning will take place if the materials and activities are presented at the right time for each child.

What does all this mean in practical terms?

- **Subjects and skills are integrated within the daily routine, not taught separately.**
- **Learning takes place through active exploration and interaction with peers and materials.**
- **Activities are concrete, real and relevant. (For example, counting is taught while setting a table).**
- **Balance of child-directed activities and teacher-directed instruction through small groups.**
- **Students are given choices in the areas where they would like to "work in".**
- **Teachers are alert to students' stress or frustration, and act quickly using problem solving techniques with students.**
- **Teachers foster competence and independence in their students.**

GOALS OF THE PRESCHOOL PROGRAM

Our Preschool program provides a rich learning environment coupled with developmentally appropriate practices as outlined in the Creative Curriculum Units of Study. In addition, the Department of Education provides State Standards at the PreSchool level called program Expectations: Standards of Quality, which is the foundation of the learning expectations.

The Expectations (i.e. Standards of Quality) focus on the following areas of development:

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 students and adults.
Standard 0.5	Children exhibit pro-social behaviors.

Visual and Performing Arts:

Standard 1.1:	Children express themselves through and develop an appreciation of creative movement and expression.
Standard 1.2:	Children express themselves through and develop an appreciation of music.
Standard 1.3:	Children express themselves through and develop an appreciation of dramatic play and storytelling.
Standard 1.4:	Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpture, and drawing).

Health, Safety, and Physical Education:

Standard 2.1:	Children develop self-help and hygiene skills.
Standard 2.2:	Children begin to develop the knowledge and skills necessary to make nutritious food choices.
Standard 2.3:	Children develop awareness of potential hazards in their environment.
Standard 2.4:	Children develop competence and confidence in activities that require gross and fine motor skills.

Language Arts/Literacy:

Standard 3.1:	Children listen and respond to environmental sounds, directions, and conversations.
Standard 3.2:	Children converse effectively with different audiences in their home language. Language is used for a variety of purposes related to their own experiences.
Standard 3.3:	Children demonstrate emergent reading skills.
Standard 3.4:	Children demonstrate emergent writing skills.

Mathematics:

Standard 4.1	Children demonstrate an understanding of numbers 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 classifications.
Standard 4.4	Children will use mathematical knowledge to represent, communicate and solve problems in their environment.

Science:

Standard 5.1	Children develop inquiry skills.
Standard 5.2	Children observe and investigate energy.
Standard 5.3	Children observe and investigate living things.
Standard 5.4	Children observe and investigate Earth.
Standard 5.5	Children gain experience in using technology.

Social Studies:

Standard 6.1	Children identify unique characteristics of themselves, their 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 demonstrate awareness of the cultures within their classroom community.

World Language:

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.
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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.

Units of Study
CREATIVE CURRICULUM Pacing Guide

YEAR A

Time Frame	Study	Celebration/Family Engagement Activity
SEPTEMBER/ OCTOBER	The First Six Weeks	Back to Books Event Preschool Orientation Back to School Night Fall Fun Run w/family volunteers Fall Walk
NOVEMBER/ DECEMBER	Trees	Edible Trees Family Activity Multicultural food celebration w/ families
JANUARY/FEBRUARY	Buildings	Building Activity w/families Local Construction Worker/Builder Assembly Literacy Night Preschool conferences
MARCH	Exercise	Exercise Obstacle Course w/phys ed teachers Heart Healthy Lessons Mystery Readers w/family volunteers
APRIL	Reduce, Reuse, Recycle	Recycled Planting/ Recycled Instruments Activity Spring Parade
MAY/JUNE	Insects/Garden	Live Butterflies- Insects in Classroom/Release Spring Field Trip Family Fun Day/End of year celebration w families Multicultural/Resource Event

YEAR B

SEPTEMBER/OCTOBER	The First Six Weeks	Pops on the playground Back to School Night Fire Prevention Fall Parade
NOVEMBER?DECEMBER	Clothing	World Kindness Day Friendsgiving Multicultural Food Celebration\ Textile/Designer Guest Student Fashion Show w/families
JANUARY/FEBRUARY	Wheels	In house Field Trip-Zoo on Wheels Car Racing/Ramp building w families Touch a Truck Activity with police, fire, public works Night-Math is all around us Preschool Conferences
MARCH	Pets	Visitor/Therapy Dog RAA Event Mystery Readers w/families
APRIL	Balls	Playground Playdate w families Spring Parade- April
MAY/JUNE	Water	Water Day Spring/Summer Field Trip- Multicultural/Resource Event-TBD

RP2: Reaching Potentials Through Recommended Practices

The Preschool program is in partnership with the NJ Department of Education, Office of Special Education Programs and the Early Childhood Technical Assistance Center as part of the grant program. **RP2: Reaching Potentials Through Recommended Practices.** The goal is to plan, implement and a professional development system to enhance the knowledge and skills of the early childhood workforce to meet the learning needs of young children, particularly children with or at risk for delays or disabilities in inclusive or natural environments. Parents and staff work together to meet the goals that are chosen for themselves and their children.