

Hamburg School  
Preschool Disabilities / KITES  
(Kids in Transition Experiencing Success)  
Curriculum Content Standards



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## About This Document

The Hamburg School provides a free and appropriate public education to preschool students with disabilities. Research in the field of early childhood education has emphasized the importance of the early years in a child's life. Children with disabilities are an integral part of the school community and the PSD/ KITES program is housed in the Hamburg School, which serve students as close to home as possible.

In order to develop a well-structured curriculum for students with disabilities, we have referenced The New Jersey State Department of Education: Preschool Teaching and Learning Standards (2014), The Creative Curriculum, and VB-MAPP (Verbal Behavior Milestones Assessment and Placement Program).

Next, the preschool standards, along with optimal teaching practices, are provided for the following content areas:

### **SOCIAL/ EMOTIONAL DEVELOPMENT**

1. Sense of Self
2. Responsibility for Self and Others
3. Pro-social Behavior

### **PHYSICAL DEVELOPMENT**

4. Gross Motor
5. Fine Motor

### **MATHEMATICS**

6. Understanding Numbers and Counting
7. Initial Understanding of Numerical Operations
8. Conceptualize Measurable Attributes of objects
9. Spatial and Geometric Sense

### **ENGLISH LANGUAGE ARTS**

10. Literature
11. Informational Text
12. Foundational Skills
13. Writing
14. Speaking and Listening
15. Language

### **VISUAL AND PERFORMING ARTS**

16. Appreciation for movement, dance, and music

### **SCIENCE**

17. Inquiry Skills
18. Matter and Energy
19. Living Things
20. The Earth

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

21. Identify Characteristics of self, families, and others
22. Neighborhood and community

### **TECHNOLOGY**

23. Smart toys and computers

### **RESOURCES**

## **SOCIAL/EMOTIONAL DEVELOPMENT**

### **1. Sense of Self**

Expectation: Students will be able to demonstrate self-confidence, self-direction, and be able to identify and express feelings.

- 1.1 Attempts to express ideas for activities and initiate discussions.
- 1.2 Actively engage in activities and interactions with teachers and peers.
- 1.3 Demonstrate self-help skills (e.g. clean-up, wash hands, toilet, put away belongings).
- 1.4 Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.
- 1.5 Attempts to describe a wide range of feelings, including sadness, anger, fear, and happiness.
- 1.6 Empathize with feelings of others (e.g. comfort friend when he/she feels sad).
- 1.7 Channel impulses and negative feelings, such as anger.

### **2. Responsibility of Self and Others**

Expectation: Students will be able to exhibit positive interactions with other children and adults.

- 2.1 Engage appropriately with peers and teachers in classroom activities.
- 2.2 Demonstrate socially acceptable behavior in and out of the classroom.
- 2.3 Say “thank you,” “please,” and “excuse me.
- 2.4 Expresses needs verbally and non-verbally to teacher and peers.

### **3. Pro-Social Behavior**

Expectation: Students will be able to exhibit pro-social behaviors.

- 3.1 Play independently and cooperatively in pairs and small groups.
- 3.2 Engage in pretend play.
- 3.3 Demonstrate how to enter into play when a group of children are already involved in play.
- 3.4 Take turns.
- 3.5 Demonstrate understanding the concepts of sharing by attempting to share.

## PHYSICAL DEVELOPMENT

### 4. Gross Motor

Expectation: Students will develop competence and confidence in activities that require gross-motor skills.

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

### 5. Fine Motor

Expectation: Students will develop competence and confidence in activities that require fine-motor skills.

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

5.2 Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl and hula-hoop, walk on balance beam, lace different sized beads, and button and unbutton).

## MATHEMATICS

### 6. Understanding Numbers and Counting

Objective: Students will be able to encourage and support attempts to learn to count numbers to 20 or higher. Include and refer by name to written numbers in the classroom environment during daily routines and in the context of large and small group experiences. Intentionally refer to the symbol and number name when discussing numbers (quantities) of objects. Provide manipulatives and materials (e.g., print and digital material, sand molds, tactile numeral cards, puzzles, counting books, hand-held devices such as tablets, interactive whiteboards) and activities (e.g. tracing numbers in sand, forming numbers with clay, recording data) that feature Provide a wide variety of writing materials for children to informally explore writing numbers along with meaningful contexts for children to write numbers on charts and graphs. Make

materials and books that promote exploration of number quantities (e.g., collections of small objects, cash registers with money, number puzzles, counting books and games in print and digital formats, egg cartons and plastic eggs) accessible to children. Integrate purposeful counting experiences throughout the school day, indoors and outdoors (e.g., taking attendance, following the rule to stay three steps behind another person, climbing the ladder of the slide, pulling the paper towel holder lever twice. Play board games that involve arranging and counting objects and identifying small quantities of objects with small groups of children). Encourage children to compare numbers frequently through questions (e.g., “Are there more people riding in the bus or in the airplane?”) and graphing (e.g., favorite colors, pets). Foster one-to-one correspondence throughout the day (e.g., ask a child to put out just enough bowls and spoons for each stuffed animal seated at the table, ask a child to arrange just enough cars so that each garage space has one car in it). Model how to represent and describe data (e.g., display daily attendance on a graph and discuss “how many,” “more,” “less,” “fewer,” “equal to.”). Work with children in small groups to help them organize (classify) objects, describe their work, and represent the results (e.g., children use a series of graphs to represent the results of experiences in sorting buttons by various attributes – size, color, number of holes, etc.)..

6.1 Count to 20 by ones with minimal prompting.

6.2 Recognize and name one-digit written numbers up to 10

6.3 Know that written numbers are symbols for number quantities and, minimal prompting with support, begin to write numbers from 0 to 10.

6.4 Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells “how many”):

- a. Accurately count quantities of objects up to 10, using one-to one- correspondence, and accurately count as many as 5 objects in a scattered configuration.
- b. Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., “5” is constant, whether it is a group of 5 people, 5 blocks or 5 pencils).

c. Instantly recognize, without counting, small quantities of up to 3 C). or 4 objects.

6.5 Use one to one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., collecting the number of cubes needed to fill the spaces in a muffin tin with one cube each)

Compare groups of up to 5 objects (e.g., beginning to use terms such as “more,” “less,” “same”).

## 7. Initial Understanding of Numerical Operations

Objective: Students will be able to Model addition for children by using counting to combine numbers (e.g., “Maria has two blocks and Justin has three. There are five blocks altogether: 1, 2, 3, 4, 5.”). Model subtraction for children by using counting to separate quantities of objects (e.g., “There are five cars on the carpet: 1, 2, 3, 4, 5. I am putting two cars in the basket. There are three cars left on the carpet.”). Engage informally with children during center time to explore joining and taking apart small quantities of concrete objects. Provide opportunities for children to independently explore addition and subtraction (e.g. using small manipulatives with egg cartons, muffin tins and story mats; interacting with children using computer software and handheld device applications). Develop addition and subtraction stories with small groups of children using story mats and flannel board scenes with small quantities of objects and pictures/drawings. Using fingers, chalk, wipe-off markers and/or whiteboard technology, tell and draw addition and subtraction stories with small groups of children. Provide writing materials and/or handheld devices with appropriate applications in classroom centers so that children can choose to view, solve and create addition and subtraction stories.

7.1 Represent addition and subtraction by manipulating up to 5 objects:

a. putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”); and

b. taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”).

7.2 Begin to represent simple word problem data in pictures and drawings.

## **8. Conceptualize Measurable Attributes of Objects**

Objective: Students will be able to 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). Invite children to compare and order objects according to measurable attributes (e.g., length, height, weight, area). Listen for and extend children’s conversations about long and short, longer and shorter, short and tall, shorter and taller, etc. Provide materials for children to sort, classify, order, and pattern (e.g., buttons, beads, colored craft sticks, bowls, trays). Use digital photography to with adults and classmates.

8.1 Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g, length, capacity, height)

8.2 Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).

8.3 Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.

## **9. Spatial and Geometric Sense**

Objective: Students will be able to use positional words (e.g., over, under, behind, in front of) to describe the relative position of items and people, and encourage the children to use them (e.g., “Michael is sitting next to Ana.” “I see that you used yellow paint under the blue stripe on your painting.” “Are you in front of or behind me?” “The car is on the right.”). Dramatize stories that make use of positional words (e.g., Rosie’s Walk by Pat Hutchins). Use every day experiences to foster understanding of spatial sense (e.g., talk about locations in the school, map the classroom by learning/interest area, invite children to use blocks to create simple scenes or locations [e.g., the park, the zoo] ask children to describe and/or draw how to get from the classroom block area to the easel). Provide materials that can be put together and taken apart indoors and outdoors that help children to develop spatial and geometric sense (e.g. puzzles of varying complexity, items to fill and empty, fit together and take apart, or arrange and shape; materials that move; tunnels to crawl through). Introduce vocabulary describing

two- and three-dimensional shapes and constructions (e.g., circle, sphere, square, cube, triangle, rectangular prism, pyramid; side, point, angle) and use that vocabulary when interacting with children and materials in learning centers, small groups, and individual settings. Provide opportunities for children to compose and decompose pictures and designs with two-dimensional shapes (e.g., tangrams, in collage arrangements, two-dimensional manipulative shapes, computer and interactive whiteboard software, handheld device [such as a tablet] applications). Provide opportunities for children to compose and decompose with three-dimensional shapes (e.g., unit blocks, hollow blocks, three-dimensional manipulative shapes, boxes, balls, three-dimensional styro foam shapes).

9.1 Respond to and use positional words (e.g., in, under, between, down, behind).

9.2 Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle).

9.3 Manipulate, compare and discuss the attributes of:

9.4 two-dimensional shapes (e.g., use two dimensional shapes to

9.5 three-dimensional shapes by building with blocks and with other make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes). Materials having height, width and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food containers, plastic pipe).

## ENGLISH LANGUAGE ARTS

### 10. Literature

Objective: Students will be able Create cozy, comfortable reading areas with a variety of age-appropriate printed materials. Read aloud to each child individually and in small and large groups two or more times a day in different settings using age-appropriate high quality books and texts . Organize routines of the day with children to ensure that children are aware of their opportunities for read a-louds with the teacher in whole, small group or one-on-one as well as times of the day that they can use the classroom library and self- select books for their reading enjoyment. Prepare children for listening to a new book during read a-louds by building on background knowledge. Read aloud the entire book with few interruptions and use motivating expression appropriate to story line. Read and reread favorite books followed with a discussion guided by the particular objectives for reading the book with higher level questioning techniques. Refer back to story to clarify difficult parts. Follow up a read aloud and discussion with a range of auditory, visual, movement and role play opportunities in multiple contexts throughout the day to guide beginning understanding of main events, topics, setting, and characters.

10.1 With prompting and support, ask and answer key elements in a familiar story or poem.

10.2 With prompting and support, retell familiar stories or poems.

10.3 With prompting and support, identify characters, settings, and major events in a familiar story.

### 11. Informational Text

Objective: Students will be able to Compare and contrast favorite story books and favorite informational texts and discuss which book is fiction. Integrate opportunities for read aloud experiences using both literature and informational texts throughout the day followed by rich discussions to extend and make connections between key concepts in science, social studies, math, music, art, movement, and social and emotional. Read and reread favorite informational texts. Give children hand-held props for unfamiliar words that prompt new information. During the follow-up discussion have children

identify the name of their prop and an accompanying. Model and encourage using new and interesting topical words from informational text throughout the day in conversations, songs, rhymes, activities and discussions. Encourage informational book discussions that includes questions, conversations and discussions about topical book information. Refer back to original text to cite evidence or to clarify difficult or new information.

11.1 With prompting and support, ask and answer questions about key elements in a familiar text.

11.2 With prompting and support, ask and answer questions about unfamiliar words in informational text.

11.3 Identify the front and back cover of a book.

## **12. Foundational Skills**

Objective: Students will be able to draw attention to the functions and features of print during read aloud discussions, small group activities, and incidentally throughout the day. Display printed labels and other print examples throughout the classroom environment that has meaning to children during their daily activities. Draw attention to the print and encourage activities and interactions where children interact with the displayed print. Ensure authentic opportunities for reading and rereading environmental print during the day and while reading track the print with finger to ensure understanding of left to right and top to bottom progression. Display relevant print and writing examples at children's eye level. Provide relevant, topical literacy props that include print throughout the classroom.

12.1 Begin to demonstrate understanding of basic features of print.

- a. Follow words from left to right, top to bottom, page by page.
- b. Recognize that spoken words can be written and read.
- c. Recognize that words are separated by spaces.
- d. Recognize and name many upper- and lower-case letters of the alphabet.

12.2 Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).

- a. Recognize and produce simple rhyming words.
- b. Segment syllables in spoken words by clapping out the number of syllables.

- c. Identify many initial sounds of familiar words.

12.3 Demonstrate an understanding of beginning phonics and word skills.

- a. Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
- b. (Begins in kindergarten)
- c. Recognize their name in print as well as other familiar print in the environment.

### 13. Writing

Objective: Students will be able to Model teacher writing in a variety of genres throughout the day and encourage children's. Provide shared writing opportunities. Display interactive examples of writing (including pictures) at children's eye level for intentional follow-up activities. Take dictation for a child by writing exactly what the child says and making sure the child can see what you are writing. Read the dictation back to the child tracking their words with a finger. Encourage individual and small groups of children's writings at the writing center and other centers independently or with teacher support. Model the process of classroom bookmaking by using different sizes and shapes of paper, varied and interesting colors, etc. Ensure exciting bookmaking materials are readily available at the writing and art centers. Make classroom book topics simple and predictable.

13.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.

13.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.

13.3 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined.

13.4 With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.)

## **14. Speaking and Listening**

Objective: Students will be able to read and reread favorite books and texts so that children can become familiar enough with the story or text to be successful in identifying important information with some detail, the children were able to discuss the questions who, what, when, where, and why with simple detail and were able to connect experiences in the story to their own experiences. Create a climate of discourse that values conversations, dialogue, questions, and reflections, including “wait-time. Provide activities and props throughout the classroom that encourage interactions, conversations and support connections to concepts learned. Revisit classroom rules that support classroom discussions.

14.1 Participate in conversations and interactions with peers and adults individually and in small and large groups.

- a. Follow-agreed upon rules for discussions during group interactions.
- b. Continue a conversation through several back and forth exchanges.

14.2 Use drawings or visual displays to add to descriptions to provide additional detail.

With guidance and support, speak audibly and express thoughts, feelings, and ideas.

## **15. Language**

Objective: Students will be able to respond to children using their words (“reflect back”) with the correct plural forms, tenses, prepositions and in complete sentences. Also, add new and rich vocabulary to the response when appropriate. Ensure that children have interesting opportunities to practice language using plural forms, prepositions, complete sentences, and question sentences by using props and toys in engaging individual, small and large-group opportunities. Provide individual support to each child to write their name on their work throughout the day. Allow children who need it ample time to move through the developmental stages of writing. Encourage children to use their emergent writing skills independently or with teacher support by providing ongoing and motivating up to-date materials and activities at the writing center based on individual and group interests including written models of the alphabet and printed words with pictures that children currently use and request for writing projects. Support children during the writing process by referring to the letter construction chart and prompting with letter construction and letter sounds when needed. Build oral language and

writing skills through read aloud extension activities in classroom centers brainstorm ideas for props for a train station in the dramatic play area. Draw children's attention to examples of written words with pictures at eye level including children's drawings and writing, teacher and child generated writing, class-generated books that exemplify varied purposes of writing and provide written models for children to refer to if needed during writing activities.

15.1 Begin to understand the conventions of standard English grammar when speaking during interactions and activities.

- a. Print many alphabet letters.
- b. Begin to speak in complete sentences.
- c. Understands and can follow simple multi-step directions.

15.2 Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day.

- a. (Begins in kindergarten)
- b. (Begins in kindergarten)
- c. Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter strings, and invented spelling during writing activities throughout the day.

15.3 Begin to determine the meaning of new words and phrases introduced through preschool reading and content.

- a. With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad).

15.4 Use words and phrases acquired through conversations, activities and read a-louds.

## **VISUAL AND PERFORMING ARTS**

### **16. Appreciation for movement, dance, and music**

Objective: Students will be able to express themselves and develop and appreciation of creative movement, dance and music. Students will also be able to express themselves through and develop an appreciation of dramatic play, storytelling, and visual arts (e.g., painting, sculpting, and drawing).

- 16.1 Move the body in a variety of ways, with and without music.
- 16.2 Participate in simple sequences of movements.
- 16.3 Define and maintain personal space, concentration, and focus during creative movement/dance performances.
- 16.4 Sing a variety of songs with expression, independently and with others.
- 16.5 Use a variety of musical instruments.
- 16.6 Clap and sing songs with repetitive phrase and rhythmic patterns.
- 16.7 Play roles observed through life (e.g., mom/dad, baby, firefighter, police officer, doctor).
- 16.8 Differentiate between real and pretend.

## **SCIENCE**

### **17. Children develop inquiry skills**

Expectation: The student will be able to collect, measure, record and represent science experiences and data.

17.1 Display curiosity about science objects, materials, activities, and longer-term investigations in progress

17.2 Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in media.

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

### **18. Matter and energy**

- Observe, manipulate, sort, and describe objects and materials in the classroom and outdoor environment based on size, shape, color, texture, and weight.

### **19. Living things**

19.1 Investigate and compare the basic physical characteristics of plants, humans, and other animals

**20. The Earth**

20.1 Explore and describe characteristics of soil, rocks, water, and air.

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

**21. Identify Characteristics of self, families, and others**

Objective: Students will be able to identify characteristics of themselves, their families, and others.

21.1 Describe characteristics of oneself, one's family, and others.

21.2 Express individuality.

**22. Neighborhood and community**

Objective: Students will become contributing members of the classroom community. Students will also be able to demonstrate knowledge of their neighborhood and community.

22.1 Demonstrate understanding of rules by following most classroom routines.

22.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.

22.3 Demonstrate appropriate behavior when collaborating with others.

22.4 Identify, discuss, and role-play the duties of a range of community workers.

## TECHNOLOGY

### 23. Smart toys and Computers

Objective: Students will be able to navigate a simple on screen menu and begin to use electronic devices independently. Students will also begin to use electronic devices to gain information such as, letter and number recognition and beginning sight words.

- a. Use the mouse to negotiate a simple menu on the screen (e.g. to print a picture).
- b. Navigate the simple browser, including how to open or close windows and use the 'back' key
- c. Identify the "power" keys (e.g., enter, spacebar) on a keyboard.
- d. Turn smart toys on and/or off.
- e. Use electronic devices to type name, letters, and numbers.
- f. Operate frequently used, high quality, interactive games or activities in either screen or toy-based forms.
- g. Use a digital camera to take a picture.

### Resources

1. Teaching Strategies Inc. (2004) "The Creative Curriculum for Preschool."
2. Sundberg, M. (2007-2008). "VB-MAPPING Verbal Behavioral Milestones Assessment and Placement Program-Guide. AVB Press.
3. NJ Department of Education. (2014). Preschool Teaching and Learning Standards and Expectations. <http://www.nj.gov/education/ece/guide/impguidelines.pdf>