

Totowa Preschool Curriculum Project

Aligned to the NJDOE Model Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Pacing Guide	
Content Area: Mathematics	
Course Title: Math	Grade Level: P-Cubs/Pandas
Unit 1: Numbers and Numerical Operations	September-October
Unit 2: Spatial Concepts (Shapes & Measurement)	November-January
Unit 3: Patterns, Relationships, & Classifications	February-March
Unit 4: Problem Solving	April-June

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Unit Overview	
Content Area: Mathematics	
Unit 1 Title: Numbers and Numerical Operations	
Target Course/Grade Level: P-Cubs/Pandas	
<p>Unit Summary</p> <p>Each unit is comprised of standards that are considered major content along with supporting content. This unit explores counting, number recognition, and simple numerical operations. Preschool children should establish the concept of one-to-one correspondence by moving, touching, or pointing to objects as they say the number words. They should learn that the last number named represents the last object as well as the total number of objects in the collection. The focus should be on counting sets of objects up to 10.</p> <p>Interdisciplinary Connections: Art (Representation of numbers using drawings), Language Arts (writing numbers), Technology (iPads, computers), Music (mathematics songs)</p> <p>Language Arts Common Core Standards for English Language Arts www.corestandard.org/ela-literacy</p>	
<p>21st Century Themes:</p> <p>Learning and Innovation Skills: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration</p> <p>Information, Media, and Technology Skills: Information Literacy</p> <p>Life and Career Skills: Flexibility and Adaptation, Initiative and Self-Direction, Social and Cross-Cultural Skills, Productivity and Accountability, Leadership and Responsibility</p>	
<p>Unit Rationale:</p> <p>Prekindergarten children are not expected to count higher than 10 at this time. Limit the number of objects, at this time, to ten or less.</p>	
Learning Targets	
Preschool #	Preschool Indicator
4.1.1	Count to 10 by ones with minimal prompting.
4.1.2	Recognize and name one-digit written numbers up to 10 with minimal prompting.
4.1.3	Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.
4.1.4	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).
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How can you count numbers 1-10? • How can we count this group of objects? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • By pointing on the number line, using the calendar, using our fingers, & using manipulatives

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	<ul style="list-style-type: none">• Student uses finger to group objects as they orally count.
Unit Learning Targets <i>Students will.....begin to</i> <ul style="list-style-type: none">• Count to 10 by ones• Recognize and name one-digit written numbers up to 10• Know that written numbers are symbols for number quantities• Write numbers from 0-10• Count quantities of objects up to 10• Arrange and count different kinds of objects to demonstrate understanding of quantities	
Standard #	Learning Standard
4.1	Children begin to demonstrate and understanding of numbers and counting.
Evidence of Learning	
Summative Assessment (Performance Tasks) Teacher will record student's ability to: <ul style="list-style-type: none">• Count number of children at their table• Count number of cookies or other snacks each child has• Observe and document participation in songs, rhymes and finger plays that require counting• Document child's ability to describe which child has more or less blocks or other manipulatives• Record child's ability to determine which trees, buildings or other structures on the school campus are taller/shorter	
Formative Assessments: <ul style="list-style-type: none">• Teacher observations• Questioning• Discussions• Visual Representations• Student Conferences• Portfolio Check• Debriefing• Grade book	

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Equipment Needed:

- Number line
- Calendar
- Manipulatives (bears, blocks, counters)
- CDs
- Drawing paper
- Number cards
- Variety of Books
- Puzzles

Teacher Resources:

Curriculum Development Resources (see below)

The Creative Curriculum

Integration of Technology:

- Computers
- iPads
- CD Player
- Smart Board

Curriculum Development Resources Including, but not limited to the resources available below.

Click the links below to access additional resources used to design this unit:

- www.starfall.com
- www.abcteach.com
- www.pbskids.org

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Unit Overview

Content Area: Mathematics

Unit 2 Title: Spatial Concepts (Shapes & Measurement)

Target Course/Grade Level: P-Cubs/Pandas

Unit Summary

Each unit is comprised of standards that are considered major content along with supporting content. Use everyday experiences to foster understanding of spatial sense. Use positional words (e.g., over, under, behind, in front of) to describe the relative position of items and people. Preschool children should be able to recognize and name at least four basic shapes (circle, square, triangle, and rectangle). They should be able to compare, match, and sort shapes according to their attributes.

Interdisciplinary connections: Art (Representation of numbers using drawings), Language Arts (writing numbers), Technology (iPads, computers), Music (mathematic songs)

Language Arts Common Core Standards for English Language Arts www.corestandard.org/ela-literacy

21st Century Themes:

Learning and Innovation Skills: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration

Information, Media, and Technology Skills: Information Literacy

Life and Career Skills: Flexibility and Adaptation, Initiative and Self-Direction, Social and Cross-Cultural Skills, Productivity and Accountability, Leadership and Responsibility

Unit Rationale:

Preschool children need to handle, manipulate, draw and represent shapes in a variety of ways. Matching or classifying various sized shapes by their properties helps children focus on critical attributes of each shape. Activities used to teach patterns should be hands-on and interactive. The use of paper/pencil activities (i.e. worksheets) are not meaningful or developmentally appropriate for prekindergarten children.

Learning Targets

Preschool #	Preschool Indicator
4.3.1	Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).
4.3.2	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).
4.4.1	Respond to and use positional words (e.g., in, under, between, down, behind).
4.4.2	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,

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triangle, sphere, cylinder, cube, side point, angle).	
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Can you find (circle, squares, triangles) in our classroom? • Who is the tallest student in our class? Who is the smallest? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Students will walk around the classroom and point out various shapes. • Students will point out the tallest and the smallest in our classroom.
<p>Unit Learning Targets</p> <p><i>Students will.....begin to</i></p> <ul style="list-style-type: none"> • Identify shapes • Identify patterns • Demonstrate awareness of the measurable attributes • Use positional words • Name and describe two-dimensional shapes 	
Standard #	Learning Standard
4.3	Children begin to conceptualize measurable attributes of objects.
4.4	Children develop spatial and geometric sense.
Evidence of Learning	
<p>Summative Assessment (Performance Tasks)</p> <p>Teacher will record student's ability to:</p> <ul style="list-style-type: none"> • Combine unit blocks to make new shapes • Sort tubs of shapes by color and then by color and shape • Identify shapes in the environment (e.g. roofs-triangles) • Participate in weighing activities with balance scales using a variety of materials (manipulatives, sand, water, etc.) describing which is heavier/lighter • Description of their position in relation to objects in the room (over, under, beside, across, etc.) 	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher observations • Questioning • Discussions • Visual Representations • Student Conferences • Portfolio Check • Debriefing • Grade book 	
<p>Equipment Needed:</p> <ul style="list-style-type: none"> • Number line • Calendar • Manipulatives (bears, blocks, counters) • CDs 	

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- Drawing paper
- Shape Cards
- Picture Cards
- Variety of Books
- Blocks
- Scoops
- Cups
- Rakes
- Number cards

Teacher Resources: Including, but not limited to the resources available below.

Curriculum Development Resources

The Creative Curriculum

Integration of Technology:

- Computer
- iPads
- CD Player
- Smart Board

Curriculum Development Resources

Click the links below to access additional resources used to design this unit:

- www.starfall.com
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- www.pbskids.org

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Unit Overview	
Content Area: Mathematics	
Unit 3 Title: Patterns, Relationships, & Classifications	
Target Course/Grade Level: P-Cubs/Pandas	
Unit Summary Each unit is comprised of standards that are considered major content along with supporting content. This unit explores sorting, classifying, and ordering objects. . Preschool children should be able to make comparisons of objects (shorter, longer, etc.) and recognize that objects have measurable properties (how long? how heavy?). They also should be able to recognize simple patterns (ABAB) in the environment and create patterns through art and blocks. They should become more aware of patterns found in the environment, as well as, patterns in the arrangements of objects, shapes, and numbers.	
Interdisciplinary Connections: Language Arts Common Core Standards for English Language Arts www.corestandard.org/ela-literacy	
21st Century Themes: Learning and Innovation Skills: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration Information, Media, and Technology Skills: Information Literacy Life and Career Skills: Flexibility and Adaptation, Initiative and Self-Direction, Social and Cross-Cultural Skills, Productivity and Accountability, Leadership and Responsibility	
Unit Rationale Describe patterns in the environment, represent patterns in a variety of ways, and begin to represent data in pictures and drawings. Activities used to teach this concept should be hands-on and interactive. Children should be given opportunities to explain the results of their actions.	
Learning Targets	
Preschool #	Preschool Indicator
4.3.1	Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).
4.3.3	Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.
4.4.1	Respond to and use positional words (e.g., in, under, between, down, behind).
Unit Essential Questions • How can we sort objects?	Unit Enduring Understandings • By color, size, and shape

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<ul style="list-style-type: none">• How can you use words to describe where something is?	<ul style="list-style-type: none">• By using words such as over, under, next to, behind, etc.
Unit Learning Targets <i>Students will.....begin to</i> <ul style="list-style-type: none">• Sort, classify, and order objects• Compare and order up to 5 objects• Respond to positional words• Use appropriate vocabulary to describe objects	
Standard #	Learning Standard
4.3	Children begin to conceptualize measurable attributes of objects
4.4	Children develop spatial and geometric sense
Evidence of Learning	
Summative Assessment (Performance Tasks) Record student's ability to: <ul style="list-style-type: none">• Sort people/animal figures/blocks by size, color and/or shape or other recognizable feature• Create simple patterns (ABAB)• Engage in outdoor running games that are varying distances away; compare which was a longer/shorter distance• Count how many steps it takes to go across a room; engage in comparisons of "baby steps" and "giant steps"	
Formative Assessments: <ul style="list-style-type: none">• Teacher observations• Questioning• Discussions• Visual Representations• Student Conferences• Portfolio Check• Debriefing• Smart Board	
Equipment Needed: <ul style="list-style-type: none">• Number line• Calendar• Manipulatives (Bears, blocks, counters)• CD's• Pattern Blocks• Containers that hold materials that easily pour• Scoops	

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.

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- Cups
- Variety of Books
- Puzzles
- Mix and Make Shapes
- 4 Squares More Squares
- Tag Bags
- 123 Touch and Flip Cards

Teacher Resources:

Curriculum Development Resources (see below)

The Creative Curriculum

Integration of Technology:

- Computers
- iPads
- CD Player
- Smart board
- Sing, Sound and Count /CD

Curriculum Development Resources

Click the links below to access additional resources used to design this unit:

- www.starfall.com
- www.abcteach.com
- www.pbskids.org
- www.hwtears.com

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Unit Overview	
Content Area: Mathematics	
Unit 4 Title: Problem Solving	
Target Course/Grade Level: P-Cubs/Pandas	
Unit Summary Each unit is comprised of standards that are considered major content along with supporting content. This unit encourages students to use mathematical knowledge as a problem-solving tool by asking open-ended questions and asking for more information. Interdisciplinary connections: Art (Representation of numbers using drawings), Language Arts (writing numbers), Technology (iPads, computers), Music (mathematics songs) Language Arts Common Core Standards for English Language Arts www.corestandard.org/ela-literacy	
21st Century Themes: Learning and Innovation Skills: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration Information, Media, and Technology Skills: Information Literacy Life and Career Skills: Flexibility and Adaptation, Initiative and Self-Direction, Social and Cross-Cultural Skills, Productivity and Accountability, Leadership and Responsibility	
Unit Rationale Children will learn mathematics through problem solving, inquiry, and discovery and use mathematical knowledge as a problem solving tool.	
Learning Targets	
Preschool #	Preschool Indicator
4.1.5	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).
4.3.3	Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5

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	objects according to measurable attributes.
4.4.3	<p>Manipulate, compare and discuss the attributes of:</p> <p>(a) two-dimensional shapes (e.g., use two dimensional shapes to 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).</p>
	(b) three-dimensional shapes by building with blocks and with other materials having height, width and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food containers, plastic pipe).
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> Using pattern blocks create a shape using three different shapes? What shape can you make using straws? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> Children will describe their shape and how they constructed it. Squares, triangles, rectangles
<p>Unit Learning Targets</p> <p><i>Students will.....begin to</i></p> <ul style="list-style-type: none"> Use one to one correspondence to solve problems Use pattern blocks to compose/decompose shapes Find two and three dimensional shapes in the classroom Compare classroom objects by describing attributes 	
Standard #	Learning Standard
4.1	Children begin to demonstrate and understanding of numbers and counting
4.3	Children begin to conceptualize measurable attributes of objects
4.4	Children develop spatial and geometric sense
Evidence of Learning	
<p>Summative Assessment (Performance Tasks)</p> <p>Teacher will record student's ability to:</p> <ul style="list-style-type: none"> Participate in counting activities such as counting # of children in line or at a table Compare groups of boys and girls and tells which is a bigger/smaller group Construct shapes using a variety of objects 	
<p>Formative Assessment:</p> <ul style="list-style-type: none"> Teacher observations Questioning Discussions Visual Representations 	

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- Student Conferences
- Portfolio Check
- Debriefing
- Grade book

Equipment Needed:

- Number line
- Calendar
- Manipulatives (bears, blocks, counters)
- CDs
- Drawing paper
- Number cards
- Variety of Books
- Puzzles
- Shape Cards

Teacher Resources:

Curriculum Development Resources
The Creative Curriculum

Integration of Technology:

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ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.
- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
 - Graphic organizers
 - Modified texts
 - Modified assessments
 - Written/audio instruction
 - Shorter paragraph/essay length
 - Homogeneously grouped by level

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MODIFICATIONS

Based on Students' Individual Needs

(Special Education Students, English Language Learners, Students at-Risk)

Time/General <ul style="list-style-type: none">• Allow extra time• Repeat and clarify directions• Provide breaks in between tasks• Have student verbalize directions• Provide timelines/due dates for reports and projects	Processing <ul style="list-style-type: none">• Provide extra response time• Have student verbalize steps• Repeat directions• Provide small group instruction• Include partner work	Comprehension <ul style="list-style-type: none">• Provide reading material on student's level• Have student underline important points• Assist student on how to use context clues to identify words/phrases• Ensure short manageable tasks
Tests/Quizzes/Grading <ul style="list-style-type: none">• Provide extended time• Provide study guides• Limit number of responses	Behavior/Attention <ul style="list-style-type: none">• Establish classroom rules• Write a contract with the student specifying expected behaviors• Provide preferential seating• Re-focus student as needed• Reinforce student for staying on task	Organization <ul style="list-style-type: none">• Monitor the student and provide reinforcement of directions• Verify the accurateness of homework assignments• Display a written agenda

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Enrichment

Accommodate Based on Students Individual Needs: Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

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Career Ready Practices

Standards

CRP1, CRP2, CRP3, CRP4, CRP8, CRP9, CRP10, CRP12

- **CRP1. Act as a responsible and contributing citizen and employee.** Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
- **CRP2. Apply appropriate academic and technical skills.** Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation
- **CRP3. Attend to personal health and financial well-being.** Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
- **CRP4. Communicate clearly and effectively and with reason.** Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.** Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
- **CRP9. Model integrity, ethical leadership and effective management.** Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in

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every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

- **CRP10. Plan education and career paths aligned to personal goals.** Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
- **CRP12. Work productively in teams while using cultural global competence.** Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

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Educational Technology

Standards

8.1.2.A.1, 8.1.2.A.2, 8.1.2.A.3, 8.1.2.A.5, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.D.1, 8.1.2.E.1, 8.1.2.F.1

- **Technology Operations and Concepts**
 - Identify the basic features of a computer and explain how to use them effectively.
 - Use technology terms in daily practice.
 - Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages.
 - Create a document with text using a word processing program.

- **Creativity and Innovation**
 - Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

- **Communication and Collaboration**
 - Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.

- **Digital Citizenship**
 - Model legal and ethical behaviors when using both print and non-print information by citing resources.

- **Research and Information Literacy**
 - Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.

- **Critical Thinking, Problem Solving, and Decision-Making**
 - Use mapping tools to plan and choose alternate routes to and from various locations.