

## Health & Physical Education

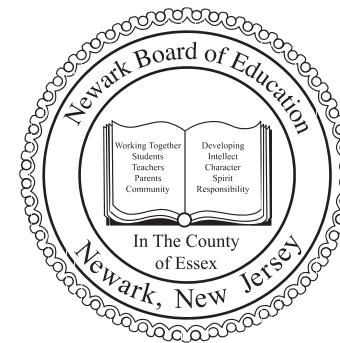
- Show respect to others and make friends.
- Practice self-hygiene (e.g., brushing teeth, hand washing, and toilet skills).
- Cooperate in group activities and games.
- Develop an awareness of harmful substances, warning symbols and their meaning.
- Identify community helpers and their contribution to helping maintain a safe environment.
- Respond to emergencies appropriately (e.g., participate in fire drills, how/when to dial 911, and "stop, drop and roll").
- Develop an awareness of healthy habits and learn germ prevention skills (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
- Identify foods that are healthy.
- Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).
- Develop awareness of nutritious food choices.
- Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving, and using utensils and dressing oneself).
- Develop positive social skills and the ability to get along with others in movement environments (e.g., taking turns, sharing equipment, moving safely, and demonstrating cooperative behavior).
- Use safe practices indoors and outdoors.

### Gross/Fine Motor Development

- Complete simple puzzles.
- Fold and tear paper.
- Act out songs and plays using fingers and hands.
- Trace letters, copy, and write using a pencil.
- Use utensils during mealtime and snacks.
- Climb stairs alternating feet.
- Develop a variety of basic movement skills (e.g., locomotor and non-locomotor, general coordination, balance, directionality, and laterality) and manipulative skills (e.g., rolling, throwing, catching, bouncing, striking, and kicking stationary balls).
- Use objects and props to develop spatial and coordination skills (e.g., throw, kick, bounce and catch balls, twirl objects, walk a balance beam, lace different sized beads, and button and unbutton).
- Identify and use a variety of relationships with objects. (e.g., near and far, over and under, around and through).
- Balance objects.
- Identify and use various body parts.
- Develop creative movement using dance.
- Hit a balloon in flight.

## Visual & Performing Arts

- Experience performances of dance, music, drama by their peers and other outside cultural groups.
- Explore preferences and experience art, music, dance and theatre as a means for creative expression.
- Engage in self-directed play with materials and creative art-making using a variety of art-making tools.
- Distinguish between images and real objects.
- Interpret art by identifying and describing subject matter.
- Explore favorite musical ideas through movements, vocalizations, or instrumental accompaniments.
- Demonstrate and state preference for varied musical selections connected with daily life.
- Explore music's expressive qualities of dynamics, tempo and voice quality.
- Respond in movement to a variety of sensory stimuli (e.g., music/sound, visual, and tactile).
- Demonstrate directions for moving the body in general space (e.g., forward, backwards, sideways, up, down, and turning) and finding and returning to a place in space.
- Demonstrate speed of dance as fast or slow and move to varied rhythmic sounds at different tempo.
- Demonstrate basic full body locomotor, non-locomotor movement, and body patterning with spatial relationships.
- Employ gestures and words in dramatic play or a guided drama experience.
- Identify characters in dramatic play or a guided drama experience.
- Identify similarities between a story and personal experience in dramatic play or a guided drama experience (e.g., process drama, story drama, and creative drama).



**Roger León**  
Superintendent

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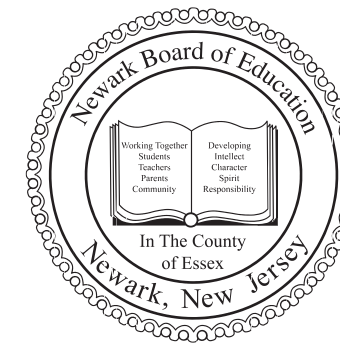
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## Through the Lens of Teaching and Learning



Newark Board of Education  
765 Broad Street  
Newark, NJ 07102

Dear Parents,

Today is a very exciting time to begin school. Your child will learn new and exciting things by asking questions, exploring, and learning by doing. We want all children to meet with success and develop their highest potential. Listed below are some easy ways you can share experiences with your child to assist in the learning.

**Talk** - Every conversation you have with your child stimulates the mind and helps to develop vocabulary.

**Play** - Games help your child learn to share and can also assist in developing eye-hand coordination (e.g., playing cards, running races, musical chairs, hopscotch, and jump rope).

**Encourage Independence** - When your child learns to do small tasks independently, a positive self-image will develop. With support from you, your child will experience success and become an independent learner and achiever.

**Read** - Reading with your child develops the imagination and a love for books. Reading also allows your child to become familiar with the language of books and to develop vocabulary.

**Write** - Encourage your child to draw and write about what was drawn. Writing helps children to generate ideas.

Thank you,

Mr. León  
Superintendent

## Language Arts Literacy

- Engage in conversation throughout the day.
- Incorporate new vocabulary into everyday language.
- Listen to books and talk about new words in stories.
- Understand that words are made up of individual sounds.
- Participate in saying rhymes, poems and rhyming songs.
- Recognize that several words or names begin with the same sound.
- Clap along with each syllable of a song or rhyme.
- Recognize that each spoken word can be written down and read.
- Know that letters represent one or more sounds.
- Use magnetic letters to form names.
- Demonstrate knowledge of the alphabet by being able to recognize at least 25 letters.
- Develop concepts about print.
- Distinguish letters from words.
- Follow words from left to right and from top to bottom.
- Demonstrate understanding of the function of a book and its parts.
- Develop book handling skills.
- Connect stories to their own personal experiences.
- Tell and retell stories.
- Identify different story characters.
- Sequence story events.
- Understand the purpose of writing.
- Write letters and words.
- Act out stories.
- Use the arts to express understanding of heard texts.
- Use tools for writing and drawing.

## Mathematics

- Count with understanding and recognize “how many” in sets of objects up to 20.
- Represent a number of objects with a written numeral 0 – 5 (with 0 representing a count of no objects).
- Understand the relationship between numbers and quantities to 10; connect counting to cardinality.
- Demonstrate an understanding of addition and subtraction by using objects and responding to practical situations.
- Duplicate and extend simple patterns using concrete objects.
- Correctly name shapes.
- Sort objects into categories; count the number of objects in each category (limit category counts to be less than or equal to 10).
- Create and build shapes from components.
- Analyze, compare, and sort two- and three-dimensional shapes and objects in different sizes, using informal language to describe their similarities, differences, and other attributes (color, size, and shape).

## Science

- Employ the five senses to develop an understanding of scientific principles.
- Record findings through drawings and print.
- Conduct independent investigations/test predictions.
- Use basic science terms (e.g., observe and experiment) and topic-related vocabulary (words related to living things, weather terms, vocabulary related to simple machines, words for states of matter, and names of basic tools).
- Sort and describe objects and materials.
- Investigate how and why things move.
- Compare physical characteristics of plants, humans, and other animals.
- Observe differences between living and nonliving things.
- Describe how habitats provide the basic needs of plants and animals.
- Explore the effects of sunlight on living and nonliving things.
- Record weather.
- Demonstrate awareness of respect for the environment.

## Social Studies

- Give reasons for rules in the classroom and at home.
- Show willingness to take on responsibilities.
- Describe location of people, animals, objects, and places, using words and phrases correctly (e.g., up, down, on, off, close, far away, beside, inside, next to, close to, above, below, and apart.)
- Explain what a map or another kind of representation of a place can show.
- Use a combination of drawing, building with blocks or other materials, or dictating to construct maps.
- Recall and describe events that happened in the classroom or in a story, using words and phrases relating to chronology and time, including first, next, and last.
- Describe personal experiences; tell stories.
- Describe some things people do when they work inside and outside of the home.