CROSSWALK: NEW JERSEY EARLY LEARNING STANDARDS AND EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL

(09/23/2026)

New Jersey Early Learning Standards	Early Learning Matters (ELM) Curriculum: Birth-36 Months www.elmcurriculum.org
The process for this crosswalk 1. Identifying and pairing of New Jersey Early Learning domains to ELM Curriculum areas of development. 2. Identifying and pairing of New Jersey Early Learning standards to specific examples of ELM Curriculum activity plans, teaching strategies, and/or additional learning supports. Each foundation skill is promoted across multiple blocks of activity plans, however, only one or two examples are provided for ease in readability.	
Emotional and Social Development	**Social-Emotional**
Standard 0.1: Children demonstrate self-confidence.	• Different kinds of feelings; happy, silly, sad, angry, bored, disappointed, excited, shy, embarrassed, loved, disgusted, proud, scared, frustrated, nervous, lonely, guilty, thankful, different emotions (Weeks 10-25) • Different situations, facial expressions, and emotions (Weeks 26-27) • Another person's point of view (Week 28) • Empathy (Weeks 29-31)
Standard 0.2: Children demonstrate self-direction.	• Stop and think (Week 5) • Goal (Week 32) • Making decisions (Week 33) • Making good choices (Week 34)
Standard 0.3: Children identify and express feelings.	• Emotional Knowledge activities (Weeks 10-25) • Different situations, facial expressions, and emotions (Weeks 26 and 27) • Empathy (Weeks 29-31)
Standard 0.4: Children exhibit positive interactions with other children and adults. Standard 0.5: Children exhibit pro-social behaviors.	• Types of play (Week 1) • Asking to play (Weeks 1-2) • Sharing an item (Week 3) • Cooperating (Week 4) • Watching and taking turns (Week 18-19,21-22,45-46) • Focusing and taking turns (Week 24, 27) • Listening and taking turns (Week 27)

Visual and Performing Arts	**Creative Expression**
Standard 1.1: Children express themselves through and develop an appreciation of creative movement and dance.	• Dance movements (Week 11, 25) Musical Instruments (Week 16-17) • Instrumental music (Week 18) • Songs (Week 16) • Marching Band and Beat (Week 18) • Music and Dancing (Week 24)
Standard 1.2: Children express themselves through and develop an appreciation of music.	• Dance movements (Week 11) • Songs (Week 16) • Beat (Week 18) • Music (Week 24)
Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.	• Imitating (Weeks 29 and 31) • Pretending (Week 30) • Props (Week 31) • Telling stories (Week 41) • Using puppets (Week 42)
Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).	• Forms of creative expression (Week 1) • Creative ideas (Week 2) • Types of Art (Week 5, 48) • Creating art (Week 5) • Art tools (Week 6) • Tools for painting, drawing, and sculpting (Week 7) • Using tools to create a painting, drawing, and sculpture (Week 7) • Using lines (Week 35) • Using shapes and color (Week 36) • Designing books (Week 37) • Art in different places (Week 49) • Using art to tell a story (Week 50)

Health, Safety and Physical Education	Physical/Health
Standard 2.1: Children develop self-help and personal hygiene skills.	• Germs (Weeks 1-2) • Handwashing (Week 1) • Oral Health (Week 11) • Rest and Sleep (Week 13)
Standard 2.2: Children begin to develop the knowledge and skills necessary to make nutritious food choices.	• Different types of farms food comes from (Week 19) • Five different kinds of healthy foods (Week 20)
Standard 2.3: Children begin to develop an awareness of potential hazards in their environment.	• Safety rules and routines (Week 3)
Standard 2.4: Children develop competence and confidence in activities that require gross- and fine-motor skills.	**Fine Motor** • Simple patterns (using blocks and beads; Weeks 19-20- Mathematics) • Fine motor skills (using clothespins and fingers; Week 25) • Counting items (using fingers; beginning Week 1- Mathematics) • Using tools to create art, painting, drawing, and sculpture (Weeks 6-7 – Creative Expression) **Gross Motor** • Walking and Marching (Weeks 4-5) • Galloping (Weeks 6, 37, 49) • Hopping (Weeks 7, 37, 43) • Balancing (Weeks 8-10, 38) • Turning (Weeks 9, 38) • Bending (Weeks 10, 38) • Muscles and exercising (Week 12) • Running and Jogging (Week 14) • Jogging and Walking (Week 15)

	• Throwing (Weeks 16-18, 32, 39-40) • Catching (Weeks 17, 39-40) • Jumping and Landing (Weeks 21, 43) • Combinations of physical movements (Weeks 22, 44) • Shifting Weight (Weeks 23, 45) • Rolling our bodies (Weeks 28, 45) • Skipping (Weeks 30, 49) • Kicking (Weeks 31-32, 50) • Practicing different movements (Week 32
English Language Arts	**Language/Literacy**
Print Concepts: Begin to demonstrate understanding of basic features of print.	• Parts of a book and how books work (Week 1) • Alphabet, letters, words (Week 6) • Words form sentences (Week 7)
Phonological Awareness: Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).	• Sounds (Weeks 1-3) • Rhyming words (Weeks 4-6) • Compound words (Weeks 8- 11) • Syllables (Weeks 13-16) • Beginning sounds (Weeks 17-23) • Blending two sounds (Weeks 24-30) • Initial Sound (Week 26) • Taking away a sound (Weeks 30-31) • Ending Sound (Weeks 33-35)
Phonics and Word Recognition: Demonstrate an understanding of beginning phonics and word skills.	• Writing upper-case and lower-case letters (beginning Week 7) • Recording (writing down) information and ideas in science journal (beginning Week 14-Science)
Fluency: Begin to engage in a variety of texts with purpose and understanding.	• Understand, comprehend, interpret book text and illustrations (Weeks 2-50)
Approaches to Learning	**Self-Regulation; Social-Emotional**

Standard 9.1 Children demonstrate initiative, engagement, and persistence.	Self-Regulation • Listening and talking (Week 3) • Paying attention (Week 4) • Stop and think (Week 5) • Waiting patiently (Weeks 6 –7) To promote children's executive function skills, ELM offers 12 different circle time games such as the *Freeze Game* throughout the curriculum beginning in Week 8 and repeated (Weeks 9, 12, 13, 15, 16, 18, 19, 21, 22, 24, 25, 27, 28, 30, 31, 33, 34, 36, 44-50) with incremental increases in challenge to: • focus on and remember a set of requests. • attend carefully to verbal or aural cues that signal when to carry out a particular action. • successfully switch an action when a rule changes Social-Emotional • Goal (Week 32) • Making decisions (Week 33) • Making good choices (Week 34)
Standard 9.2 Children show creativity and imagination.	Children tour various centers in their classroom to suggest and discuss how a center can be used in creative ways (Week 1). Pretend experiences are used frequently to facilitate awareness of creative expression. Early in the curriculum, for example, children imagine themselves as artists pretending to do things an artist might do: paint a picture, play a musical instrument, sing a song, dance, or use clay to make something (Week 5, Day 1) (see Creative Expression section of the ELM Curriculum User Guide: 3-5 Years p. 60).
Standard 9.3 Children identify and solve problems.	Social-Emotional • Social problem solving (Weeks 5-6) • Making decisions (Week 33) • Making good choices (Week 34)
Standard 9.4 Children apply what they have learned to new situations.	The ELM Curriculum provides opportunities for children to learn through responsive interactions and child-initiated, staff-led, and guided play learning experiences. ELM activities include the use of developmentally appropriate teaching strategies such as acknowledging children's abilities and explorations and encouraging children's curiosities and interests. Additionally, staff

	are encouraged to adapt and individualize all ELM activities to support meaningful learning by providing challenging and achievable experiences to each child.
Mathematics	**Mathematics**
Standard 4.1: Children begin to demonstrate an understanding of number and counting.	• Counting Items (Weeks 1, 2, 6-8, 13, 22, 23, 27-29, 41) • Verbal Counting (Week 3) • 1-to-1 counting (Weeks 7-8, 46) • Last number counted tells how many (Week 11-13, 49-50)
Standard 4.2: Children demonstrate an initial understanding of numerical operations.	• Numerals 0, 1, 2, 3, 4 (Week 13) • Numerals 5, 6, 7, 8 (Week 16) • Numerals 9, 10 (Week 17, 22) • Numerals 1-20 (Weeks 35-36)
Standard 4.3: Children begin to conceptualize measurable attributes of objects and how to measure them.	• Measuring and comparing size (Weeks 24) • Measuring length, height, weight; Ruler; Scales (Weeks 25, 26, 30)
Standard 4.4: Children develop spatial and geometric sense.	• Circle, square, triangle (Week 4) • Rectangles and triangles (Weeks 5-6) • Four basic shapes (Weeks 9-10) • Shapes (Weeks 30, 35, 36) • Shape Review (Weeks 33-34)
Science	**Science**
Standard 5.1: Children develop inquiry skills. Standard 5.2: Children observe and investigate matter and energy.	• Observing, describing, comparing, predicting, experimenting, recording (Weeks 3 and 4) • Five senses (Weeks 8 and 9) • Tools (Week 10) Building on Activity Plans (p. 69 *in the ELM User Guide: 3-5 Years*): • Encourage children to explore their world by using their five senses. Example: "I see you are working with green clay. What does the clay smell like? What does the clay feel like?"

	• Provide clipboards, paper, and drawing tools to promote children's skills in recording and representing their ideas in all areas of the classroom. • To help promote inquiry skills, plant a garden in the play yard or a small planter box. Encourage children to observe, describe, compare, predict, represent, and ask questions while using a hands-on approach to learning. • Help children use a chart to record changes in the weather, temperature, changes in plants and/ or animals, and movement of the sun during the day. The activity will promote children's predictions and observations of patterns and change.
Standard 5.3: Children observe and investigate living things.	• Characteristics of Living Things (Week 12) • Animals, insects, and plants (Weeks 13-15) • Life cycles: people, puppies and kittens, chickens and penguins, frogs, butterflies, bean plant (Weeks 19-23)
Standard 5.4: Children observe and investigate the Earth.	• Day and Night (Week 38) • Weather (Week 39) • Seasons (Week 40)
Standard 5.5: Children gain experience in using technology.	
Social Studies	**Social Studies**
Standard 6.1: Children identify unique characteristics of themselves, their families, and others.	• Same and different/ Unique (Weeks 1-3) • Abilities and Adaptabilities (Week 4) • Family differences and special family activities (Weeks 5-7) • Grandparents and older family members (Weeks 7-8) • Family differences (Week 9) • Types of homes/characteristics (Weeks 10-12) • Neighborhoods, places in a neighborhood, and neighborhood maps (Weeks 13-15) • Community (Week 16)
Standard 6.2: Children become contributing members of the classroom community.	• Family differences (Week 9) • Community (Week 16) • Rules for adults and laws (Week 26)

	• News (Week 27) • American flag, Pledge of Allegiance, National anthem (Week 28) • Voting (Weeks 29 and 30) Building on Activity Plans • Display children's artwork and drawings in the classroom to help promote a sense of community within the group. • Compare and contrast rules in your classroom and your community. Ask children to describe to a pretend "new person" how the rules help them stay safe and respect others • Create a weekly or monthly classroom newsletter for families. Share the newsletter with children to promote a better understanding of how the news relays important information. • Support opportunities for children to vote during center play by providing slips of paper and a ballot box. Encourage children to vote with a show of hands
Standard 6.3: Children demonstrate knowledge of neighborhood and community.	• Community helpers (Week 22) • Community helper tools (Week 23) • Community helper uniforms (Week 24) • Job Uniforms (Week 25) • American Flag, Pledge, National Anthem (Week 28)
Standard 6.4: Children demonstrate awareness of the cultures within their classroom and community.	• Abilities and Adaptabilities (Week 4) • Family differences and special family activities (Weeks 5-7) • Family differences (Week 9) • Types of homes/characteristics (Weeks 10-12) • Neighborhoods, places in a neighborhood, and neighborhood maps (Weeks 13-15) • Community (Week 16)
World Languages	**Social Studies**
Standard 7.1: Children know that people use different languages (including sign	• Same and different (Weeks 1 and 2) - Unique (Weeks 1 and 3) • Abilities and adaptations (Week 4) • Family backgrounds (Week 5)

language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.	• Special family activities (Week 6) • Special family activities and grandparents (Week 7) • Grandparents and older family members (Week 8) • Family differences (Week 9) Building on Activity Plans (*p. 57 in the ELM User Guide: 3-5 Years*) • Take the initiative to learn about children's home languages and backgrounds. Provide books for children to look at and enjoy that reflect their backgrounds and home languages. Offer an opportunity and support for a child(ren) to teach other children several words in their home language.
Technology	**Not applicable**