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# Cliffside Park Public Schools

GRADE: Kindergarten

## Kindergarten Curriculum

Cliffside Park Elementary Schools

August 2018

**Duration:** April/May

**Unit Name:** Our Traditions

**Resource:** World Social Studies 2012

- Lesson 1: How are people alike and different?
- Lesson 2: How are families alike and different?
- Lesson 3: What is culture?
- Lesson 4: How do we celebrate?
- Lesson 5: What are national holidays?
- Lesson 6: Who are American folk heroes?
- Lesson 7: What are other cultures like?

**Learning Objective:**

- Explain that people have both similarities and differences.
- Identify ways in which people are alike and different,
- Identify basic similarities and differences between two photographs.
- Identify basic similarities and differences between two illustrations
- Describe how individuals and families grow and change.
- Recognize non-traditional families.
- Identify traditions and customs from their families, friends, school, and community.
- Identify different groups to which individuals belong.
- Describe how groups are made up of people who work, play, or learn together and share common interests.



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- Recognize that there are many different cultures.
- Describe how culture is shared through art, music, customs, traditions, family celebrations, and language.
- Compare cultural similarities and differences in individuals, families, and communities.
- Compare our nation's holidays with holidays of other cultures,
- Identify celebrations as ways to show how we feel about special people and events.
- Explain that people celebrate in different ways.
- Compare family customs and traditions among cultures.
- Explain how people learn about others who are different from themselves.
- Explain that we celebrate special days to remember and honor people and events from our nation's past.
- Compare our nation's holidays with holidays of other cultures.
- Identify and discuss the contributions of individuals recognized on national holidays.
- Identify customs associated with national patriotic celebrations and holidays.
- Recognize that people use folktales, legends, music, and oral histories to teach values, ideas, and traditions.
- Learn about America's past through stories about folk heroes.
- Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.
- Identify similarities and differences among cultures.
- Recognize that various cultures enjoy different styles of music, art, dress, food, and languages.
- Identify contributions of different cultures.
- Compare our nation's holidays with those of other nations and communities around the world.
- Compare our nation's holidays with holidays of other cultures.
- Identify whether a text is fact or fiction.
- Use background knowledge, supporting details from the text, or another source to determine whether a reading selection is fact or fiction,

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**Essential Questions:**



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How is culture shared?

### **Enduring Understandings:**

- People are alike and different.
- People celebrate in many ways.
- We learn about our country through stories and holidays,
- We are all part of a culture.
- There are many different cultures around the world.

### **2014 NJ Student Learning Standards for ELA**

#### ● **Key Ideas and Details:**

- **.RI.K.1 With prompting and support, ask and answer questions about key details in a text.**
- **.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.**
- **.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.**

#### **Craft and Structure:**

- **.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.**
- **.RI.K.5 Identify the front cover, back cover, and title page of a book.**
- **.RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.**
- **Integration of Knowledge and Ideas:**
- **.RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).**



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- **.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.**
- **.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).**

Range of Reading and Level of Text Complexity:

- **RI.K.10 Actively engage in group reading activities with purpose and understanding.**

### Writing

Text Types and Purposes:

- **.W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).**
- **.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.**
- **.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the or**
- **.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.**
- **.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.**

Research to Build and Present Knowledge:

- **.W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).**
- **.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.**



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### Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

**Active Citizenship:** 6.3.4.A.1, 6.3.4.A.2, 6.3.4.A.3, 6.3.4.A.4, 6.3.4.B.1, 6.3.4.C.1, 6.3.4.D.1

### Interdisciplinary Connections

- Compare a major holiday in the United States with a major holiday from another country in the world.
  - NJLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
  - 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

### Technology:

[http://www.sheppardsoftware.com/web\\_games.htm](http://www.sheppardsoftware.com/web_games.htm)

<http://www.learninggamesforkids.com/us-state-games/all-states/map-the-50-states-2.html>

<http://exchange.smarttech.com/search.html>

<http://www.eduplace.com/ss/maps/usa.html>

<http://www.pearsonsuccessnet.com/>

<http://www.nationalgeographic.com/>

<http://www.enchantedlearning.com/>

### Cultural Holidays:

- Memorial Day



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- To honor those that work and fight for our country
- Earth Day

### **Language Arts Literacy:**

#### **A-Z Leveled books**

*My Family* (Level “aa”)  
*World Holidays* (Level “L”)  
*Our Earth* (A. Rockwell)  
*Earthsong* (S. Rogers)  
*Earth Day Hooray!* (S. Murphy)  
*Curious George Plants a Tree* (M. Reys)

#### **Leveled Readers**

**On-Level:** *Jackie Robinson*

**Advanced:** *Jackie Robinson Changes the Game*

- Magic Tree House (Pope Osborne) books and DVDs
- Magic School Bus (Cole) books & DVDs
- Macmillan-McGraw-Hill (2003) Reading text and Leveled Books
- Time for Kids Authentic Literature List (appendix)
- National Geographic for Kids Newspapers

#### **ELA**

Word Banks, Photos, Visual Models, Concrete Objects, Pictorial Models/Drawing, Labeling Leading Questions Act Out Cooperative Learning: Team Assisted Individualization (TAI) – heterogeneous groups helping each other Explicit Systematic Instruction: teacher demonstration, thinking aloud, about decision-making, opportunities for student questions and answers Break tasks into shorter time units Scaffolding



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**Library Science:**

- <http://www.kaboose.com/earthday.net/earthdaycurriculum>.

**Art:**

- Around the World Home/School Connection Project.
- Students decorate a pre-cut doll that represents their heritage and culture.

**Tier 2 Vocabulary:** identify, compare, understand, distinguish, clarify

**Tier 3 Vocabulary:** family, custom, celebrate, holiday, tradition, culture

**Core Instructional Materials/Resources/Digital Tools:**

**Websites:**

- <https://www.successnetplus.com/>
- [www.brainpopjr.com](http://www.brainpopjr.com)

**Primary sources:**

- Pearson: MyWorld Social Studies (Here we Are)
- Leveled readers



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### 21<sup>st</sup> Century Themes and Skills: (CRP Standards)

12 Career Ready Practices follow the link below.

<http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### 8.1 Educational Technology

<http://www.state.nj.us/education/techno/>

- 8.1.5.A.1** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.2** Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.5.A.3** Use a graphic organizer to organize information about problem or issue.
- 8.1.5.A.4** Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data





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### **8.2 Technology Education, Engineering, Design, and Computation**

**8.1.5.A.5** Create and use a database to answer basic questions.

**8.1.5.A.6** Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.

**8.2.5.A.1** Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.

**8.2.5.A.2** Investigate and present factors that influence the development and function of a product and a system.

**8.2.5.A.3** Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints

**8.2.5.A.4** Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.

**8.2.5.A.5** Identify how improvement in the understanding of materials science impacts technologies.

### **Assessments and Performance Tasks:**

### **Activities:**

- Display visual examples of the word *holiday*. Point to the pictures, say the word, and have children echo you.
- Have children take turns pointing to similarities and differences in various pictures while stating what is the same and what is different.
- Have children work in pairs. Have each partner draw a house without showing it to the other. Have them compare and contrast the drawings and make a chart telling how the houses are alike and different.



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- Share pictures of families from other places. Invite children to compare these families to the pictures they drew.
- Have children draw a picture book that illustrates their culture. It should include pictures of special clothing, holidays, dances, and food.
- Display pictures of different holidays. Write sentence strips to describe each one. Have children match the pictures to the sentence strips.
- Play a game of “Thumbs Up/Down.” Say sentences about what children are learning in class. If they think the sentence is a fact, have them show “thumbs up.” If they think it is fiction, have them show “thumbs down.”

**Assessments:**

- Class discussions
- Anecdotal Notes
- Rubrics
- Teacher Observation
- Chapter review
- Assessment of student activity

**Differentiation/Accommodations/Modifications**  
*(Alternate Modes of Instruction and Support)*

Gifted and Talented	English Language Learners	Students with IEPs/504s	At-Risk Learners
Gifted and Talented Students will find similarities and differences between two pictures.	English Language Learners will circle examples of differences within two pictures.	Students with IEPs/504s will circle examples of differences within two pictures.	At-Risk Learners will circle examples of differences within two pictures.



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<p>Provide appropriate challenge for wide ranging skills and development areas.</p> <p>Participate in inquiry and project-based learning units of study</p> <p>Assigning roles within partnerships</p> <p>Differentiated supports: content, process, product, environment</p>	<p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Pair visual prompts with verbal presentations</p> <p>Frontload and immerse students in literacy and language experiences related to content</p> <p>Provide students with visual models, sentence stems, concrete objects, and hands-on materials.</p> <p>Model procedures for life skills.</p> <p>Collaboration between ELL and general education teacher to maximize learning</p>	<p>Review student individual educational plan and/or 504 plan.</p> <p>Establish procedures for accommodations and modifications for assessments as per IEP/504.</p> <p>Establish procedures for modification of classwork and homework as per IEP/504.</p> <p>Modify classroom environment to support academic and physical needs of the students as per IEP/504.</p> <p>Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.</p> <p>Differentiation through content, process, product, environment</p>	<p>Provide Title I services to students not meeting academic standards in ELA and/or Math.</p> <p>Provide instructional adaptations and interventions in the general education classroom.</p> <p>Modify classroom environment to support student needs.</p> <p>Differentiated instruction</p> <p>Basic Skills</p> <p>Intensive individual intervention</p>
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### Sources

New Jersey Department of Education: <http://www.state.nj.us/education/>

New Jersey Student Learning Standards: <http://www.state.nj.us/education/aps/cccs/ss/>

Pearson, MyWorld Social Studies: <https://www.successnetplus.com/>

Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>



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Educational Technology: <http://www.state.nj.us/education/techno/>