



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: Kindergarten

Kindergarten Curriculum

Cliffside Park Elementary Schools

August 2018

Duration: December, January

Unit Name: Everybody Works?

Resource: MyWorld Social Studies 2012

- Lesson 1: What Do We Need? What Do We Want?
- Lesson 2: How do? we get what we want?
- Lesson 3: How do we use money
- Lesson 4: What are jobs that people do?
- Lesson 5: Why do we make choices?
- Lesson 6: What are goods and services?

Learning Objectives:

- Define the basic human needs for food, shelter, and clothing.
- Identify the difference between basic need and wants.
- Differentiate between needs and wants of family, school, and community.
- Identify how people meet their basic needs of food, clothing, and shelter.
- Explain that people can get their needs and wants through trade.
- Give examples of how money is used to purchase goods and services.
- Identify the various forms of U.S. money, bills and coins.



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: Kindergarten

- Communicate effectively when relating experiences and retelling stories.
 - Use complete sentences when speaking.
 - Explain why people have jobs.
 - Identify the variety of jobs people do in their homes, schools, and communities.
 - Describe the roles of helpers and leaders in the school and community.
 - Describe the tools, equipment, and resources that workers use.
 - Identify cause and effect.
 - Make a connection between two ideas or visuals with prompting and support.
 - Recognize that there is a limit to money and goods.
 - Explain that people must make choices because they cannot have everything they want,
 - Explain that goods are things that people make or grow.
 - Explain that services are actions provided by people such as doctors, teachers, and cab drivers.
 - Give examples of goods and services at home, at school, and in the community.
 - Identify workers as producers of goods and services.
-
- To learn about Hanukkah, Christmas, Kwanzaa, and New Year
 - To learn about Martin Luther King Jr.
 - To witness the inauguration of a new president (if applicable)
 - To observe Presidents' Day: honoring Presidents (Washington, Lincoln) and the office of the President
 - To observe Black History Month

Duration: December, January

Essential Questions:

- How do people get what they need?

Enduring Understandings:



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: Kindergarten

- People make choices about needs and wants.
- People do many kinds of work making goods and providing services.
- People use money to buy and sell.
- People buy things because they can not make everything themselves.
- People sell things because others want to buy them.

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).**
- **.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).**



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: Kindergarten

- **Range of Reading and Level of Text Complexity:**
- **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 order in which they occurred, and use drawings to illustrate the events.**
- **.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.**

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.**



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: Kindergarten

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

- Create a list of ways that money can be used for a positive cause
 - NJSLA.R.4. 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.
 - 6.3.4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.

Technology:

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/>

<http://www.brainpopjr.com>

Cultural Holidays:

- Observe Hanukkah, Christmas, Kwanzaa, New Year
- Observe Martin Luther King Jr. Day
- Observe Presidents' Day
- Observe Black History Month
- Observe Chinese New Year/Lunar New Year
-



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: Kindergarten

Language Arts Literacy:

A-Z Leveled books

My Family (Level "aa")

World Holidays (Level "L")

Literature

- *The Little Christmas Tree* (K. Ruhmann)
- *Count the Days of Hanukkah* (G. Herman)
- *Hanukkah, Oh Hanukkah* (S. Roth)
- *The Littlest Christmas Tree* (J. Jasin)
- *My First Kwanzaa* (K. Katz)
- *Together for Kwanzaa* (J. Ford)
- *The Magic Dreidels* (E. Kimmel)
- *Merry Little Christmas* (E. Engelbreit)
- *I Like Me* (N. Carlson)
- *Hooray for You!* (M. Richmond)
- *And Here's to You!* (D. Elliott)
- *Martin Luther King* (M. Bauer)
- 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

- Read poems about Presidents Washington and Lincoln
- Acrostic name poem to describe personality/strengths (LAL)
- Compare & contrast information that can be found on different types of maps
- Use geographical tools: political and physical maps
- Globes: directionality: north, south, east, west



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: Kindergarten

Current Events:

- Find current events to compare community, state, national & global challenges and solutions

Library Science:

- Research: individuals and events in history

Art:

- Lunar New Year paper lanterns
- holiday traditions book
- MLK portraits

Math/Science

- Cut out pictures of items for “needs” and “wants” from store circulars (Science, Math)
- Class Store: using a personal “budget” to “purchase” items (Math)

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

Tier 3: needs, wants, money, job, goods, services,

Core Instructional Materials/Resources/Digital Tools:

i.e., specific textbooks, classroom resources, digital tools, links to websites and videos

Websites:

- <https://www.successnetplus.com/>
- www.brainpopjr.com



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: Kindergarten

Primary sources:

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

21st 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.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- 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.



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: Kindergarten

8.2 Technology Education, Engineering, Design, and Computation

8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data
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:

- Invite pairs of children to draw pictures that show needs and wants they have at home, at school, and in the community. Encourage them to write a caption for each picture.
- Have children sort pictures into needs/wants
- Set up a classroom store with books, toys, games, and play money. Have children practice trading, buying, and selling items. Modify the items and money, as needed.



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: Kindergarten

- Show children that money comes in different forms. Help them sort play money into piles according to its value.
- Invite children to draw pictures of items they want to buy. Underneath the pictures, ask them to draw the money they would use to buy the items, or affix prepared money labels.
- Have children cut out magazine pictures of workers and glue them onto cards. On separate cards, have them draw the tools each worker uses. Mix up the cards and have pairs of children match workers and tools.
- Show students various pictures that have cause and effect relationships. Have children fold a piece of paper in half. Ask them to draw a cause and effect scenario and label their pictures,
- Ask students to draw pictures of two things they would like to buy. Then have them choose one, and give a reason why they chose it.
- Show children pictures and have them identify the workers. Encourage them to dictate a short sentence that describes whether this worker produces goods or provides a service.
- observation of sharing holiday traditions

Assessments:

- Class Discussions
- Anecdotal Notes
- Rubrics
- Teacher Observations
- Chapter Review
- Assessment of Student Activity

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



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: Kindergarten

Gifted and Talented	English Language Learners	Students with IEPs/504s	At-Risk Learners
<p>Gifted and Talented Students will draw a picture of a job you do at home.</p> <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>English Language Learners will draw pictures of things people need vs. want.</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>Students with IEPs/504s will draw pictures of things people need vs. want.</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>At-Risk Learners will draw pictures of things people need vs. want.</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>



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: Kindergarten

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>

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