



# Cliffside Park Public Schools

## Kindergarten Curriculum

### Cliffside Park Elementary Schools

August 2018

**Duration:** February/March

**Unit Name:** Where We Live

**Resource:** World Social Studies 2012

- Lesson 1: Where do we live?
- Lesson 2: Where are places located?
- Lesson 3: What do maps show?
- Lesson 4: What are landforms?
- Lesson 5: What are bodies of water?
- Lesson 6: What do globes show?
- Lesson 7: What is the weather like?
- Lesson 8: What are the seasons?
- Lesson 9: How do we use Earth's Resources?

**Learning Objective:**

- Recognize that there is an exact address for most places.
- Identify place and personal connections at home, at school, and in the neighborhood.
- Identify unique physical and human characteristics of places they study.
- Recite from memory their own phone number, street address, city or town, and the state in which they live.
- Describe the relative location of people, places, and things by using words.



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- Use directions and positional words to describe the relative locations of one place to another.
- Locate and describe places in the school and in the community.
- Explain that maps are simple, pictorial representations of large and small places on Earth.
- Explain that maps help to locate different places.
- Locate and distinguish between land and water on maps.
- Explain that maps help to locate different places.
- Identify cardinal directions (north, south, east, west).
- Locate and describe places in the school and community.
- Identify basic landforms.
- Differentiate between landforms and bodies of water on a map.
- Identify basic bodies of water (oceans, rivers, lakes).
- Differentiate between land and water on a map.
- Explain that a globe helps to locate different places and is a model of Earth.
- Differentiate between land and water features on a globe.
- Identify weather as a physical characteristic of a place.
- Describe daily weather and its effects on people and places.
- Identify the four seasons.
- Describe patterns of weather and its effects on people and places.
- Describe how seasonal changes affect people.
- Describe how humans and physical characteristics of a place affect how and where people live.
- Identify ways people use resources to satisfy basic needs.
- Identify human made and natural resources.
- Describe how people interact with and change their environment to satisfy basic needs.

**Duration:** February/March

**Essential Questions:**

What is the World Like?



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### Enduring Understandings:

- Maps and globes are simple representations of places on Earth.
- The world is made up of landforms and bodies of water.
- The weather and seasons affect what people wear and do.
- Physical features are located in specific places and words can be used to describe the locations of human and physical features.
- People use the world's natural resources to satisfy basic needs.

### 2014 NJ Student Learning Standards for Literacy

- **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.**



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- **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).
- **Range of Reading and Level of Text Complexity:**
  - **ELA-LITERACY.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).



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- **.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.**

**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 the physical characteristics of New Jersey
  - NJSLSA.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.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.

### **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>



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

### **Cultural Holidays:**

- Observe Valentine's Day
- Observe Chinese New Year/Lunar New Year
- Observe St. Patrick's Day

### **Language Arts Literacy:**

- *I Like Me* (N. Carlson)
- *Hooray for You!* (M. Richmond)
- *And Here's to You!* (D. Elliott) *Martin Luther King* (M. Bauer)
- *President's Day* (D. Marx)
- *Abraham Lincoln* (S. Black)
- *George Washington* (K. Weinberger)
- *Young George Washington: America's First President*
- *Young Abraham Lincoln: Log Cabin President George Washington* (P. Abraham)
- *Abe Lincoln's Hat* (M. Brenner)
- *Abraham Lincoln* (S. Black)
- *Abraham Lincoln: A Great President, A Great American* (V. Findley)
- *George Washington: America's First President* (J. Martin)
- *President's Day* (A. Rockwell)
- *Arthur Meets the President* (M. Brown)
- *My First Chinese New Year* (K. Katz)
- *Harriet Tubman* (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



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- Time for Kids Authentic Literature List (appendix)

### 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

### Current Events:

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

### Math/Science/Art

- Cut out magazine pictures of landforms and bodies of water. Have them make a collage of the images. Encourage students to include words that describe each one such as *high peaks*, *salty water*, and include the location of each picture.
- (Science, Math)

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

**Tier 3 Vocabulary:** map, hill, mountain, plain, river, lake

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

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

### Websites:



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

### Primary sources:

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

### 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.
- 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.
- 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.





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<p><b>8.2 Technology Education, Engineering, Design, and Computation</b></p>	<p><b>8.1.5.A.4</b> Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data</p> <p><b>8.1.5.A.5</b> Create and use a database to answer basic questions.</p> <p><b>8.1.5.A.6</b> Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.</p> <p><b>8.2.5.A.1</b> Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.</p> <p><b>8.2.5.A.2</b> Investigate and present factors that influence the development and function of a product and a system.</p> <p><b>8.2.5.A.3</b> Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints</p> <p><b>8.2.5.A.4</b> Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.</p> <p><b>8.2.5.A.5</b> Identify how improvement in the understanding of materials science impacts technologies.</p>
<p><b>Assessments and Performance Tasks:</b></p>	<p>Activities:</p> <ul style="list-style-type: none"><li>• Display a physical map. Point to different landforms and bodies of water and ask children to identify them. Encourage them to use each word in a sentence.</li></ul>



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- Fold a sheet of paper in thirds. Title each section *home, school, community*. Invite children to draw a picture of items in each place accompanied by sentences that describe them.
- Ask children to draw their home in the center of a piece of paper. Have them draw places that are located around their house. Then have them use position words to describe these locations.
- Have children make a list of five items that could be included in a classroom map. Have them write each word and draw a symbol for each one.
- Have children play a guessing game with a partner. Start the game by saying the following: *I see a sandbox. Which way should I walk to get there? <south>*
- Give children cards with photos and map symbols of different landforms. Have them sort the cards according to kind of landform.
- Encourage children to tell what they know about different bodies of water. display a physical map of the United States and have children find bodies of water.
- Use a toy car to show how a model represents a larger object. Discuss the relationship of a globe to Earth. Help children locate the United States and New Jersey on the globe.
- Invite children to make a picture book of weather.
- Have children look at a picture of Abraham Lincoln, ask: Is this person real or made up?
- What do you know about him? Encourage children to share what they know about Lincoln to determine if the sentence is a fact. Repeat routine for *Jack and the Beanstalk*. Then display pictures of other real people and fictional characters. Have children sort pictures into fact and fiction piles. Afterward, invite children to tell what they know about each person or character.



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- Have children design a vest by drawing pictures and symbols that represent their favorite cultural celebration.

### **Assessments:**

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

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



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Gifted and Talented	English Language Learners	Students with IEPs/504s	At-Risk Learners
<p>Gifted and Talented Students will make a list of places that are found within their community.</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 the different landforms found in the United States.</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 the different landforms found in the United States.</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 the different landforms found in the United States.</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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<b>Sources</b> New Jersey Department of Education: <a href="http://www.state.nj.us/education/">http://www.state.nj.us/education/</a> New Jersey Student Learning Standards: <a href="http://www.state.nj.us/education/aps/cccs/ss/">http://www.state.nj.us/education/aps/cccs/ss/</a> Pearson, MyWorld Social Studies: <a href="https://www.successnetplus.com/">https://www.successnetplus.com/</a> Career Ready Practices: <a href="http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf">http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</a> Educational Technology: <a href="http://www.state.nj.us/education/techno/">http://www.state.nj.us/education/techno/</a>			