

Cliffside Park Public Schools

Kindergarten Curriculum

Cliffside Park Elementary Schools

August 2018

Duration: June

Unit Name: Life Then and Now

Resource: World Social Studies 2012

- Lesson 1: What is my personal history?
- Lesson 2: How do we talk about time?
- Lesson 3: How do we measure time?
- Lesson 4: What is a timeline?
- Lesson 5: How can we learn about history?
- Lesson 6: Who are American heroes from the past?
- Lesson 7: How have families changed?
- Lesson 8: How has school changed?
- Lesson 9: How have communities changed?
- Lesson 10: How has technology changed?

Learning Objective:

- Explain that history is the story of our past.
- Recognize that they each have a history.
- Use words and phrases related to chronology and time to explain how things change.
- Describe events of their day using sequence words.
- Arrange pictures and events in sequence.
- Use sequence words such as first, next, and last.
- Describe daily events in time order.
- Use words related to time and chronology to describe events of the school day in time order, such as before, after, and now.

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- Use words related to time and chronology to describe events of the school day in time order,
- Recognize that time can be measured.
- Identify that time can be measured in days, weeks, months, and years
- Explain that calendars represent days of the week and months of the year.
- Use terms related to time.
- Recognize that change occurs over time.
- Explain what a timeline shows
- Describe how to place key events on a timeline.
- Explain how to read timelines.
- Describe ways people learn about the past.
- Identify ways we can learn about history.
- Compare information from different types of sources.
- Develop an awareness of a primary source.
- Use photographs to make predictions.
- Match photographs to text content.
- Identify important people in U.S. history and their contributions.
- Describe actions of important individuals and how their actions affected the nation
- Compare family life in the past and family life today.
- Compare objects from the past and objects of today.
- Compare photographs of families in the past and families today.
- Describe how school today is the same as and different from school in the past.
- Compare photographs of schools today and schools in the past,
- Describe people and places in the school and in the community,
- Examine photographs of communities today and in the past and summarize changes.
- Explain how technology meets people's needs.
- Identify ways we use tools and technology today.
- Identify ways everyday life has both changed and remained the same.
- Explain how changes in communication have changed the way families live and work.
- Compare photographs of tools and technology today and tools and technology in the past,

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Essential Question:

How does like change throughout history?

Enduring Understandings:

- Things that change over time.
- Time can be measured.
- History is the story of our past.
- We learn about history from primary and secondary sources.

2014 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.**

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).**

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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 aid in their descriptions.
- .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.

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

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Interdisciplinary Connections

- Students will choose words that identify chronology on a timeline
 - 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.P.B.2 Identify, discuss, and role-play the duties of a range of community workers.

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/>

Cultural Holidays:

- To Observe Flag Day: -commemorate the adoption of the U.S. flag by 2nd Continental Congress in 1777

Language Arts Literacy:

- **A-Z Leveled books**

My Family (Level “aa”)

World Holidays (Level “L”)

- **Literature**
- 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

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Instruction: teacher demonstration, thinking aloud, about decision-making, opportunities for student questions and answers
Break tasks into shorter time units Scaffolding

Current Events:

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

Library Science:

- Have students research an event that happened the year they were born.

Art:

- Have children create a flag of their country/or the United States.
- Have students create a poster using a timeline and telling the story of their life.

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

Tier 3 Vocabulary: picture,calendar, timeline, past, hero and community.

Core Instructional Materials/Resources/Digital Tools:

Websites:

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

Primary sources:

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

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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:

- Have children draw a picture showing themselves as a baby and what they are like now. Label the pictures *then and now*.
- Ask children to draw three pictures of an activity they take part in. Have them label their pictures *first, next, and last*.
- Have children describe an activity they do in school. Have them use complete sentences beginning with the words *before, now and after*.
- Have children draw an activity they do on a special day this month. Encourage them to write about it using this sentence frame: *I ___ (activity) in _____ (month)*.
- Have children bring in photographs of themselves at different ages. Encourage them to order the pictures to create a visual timeline of their lives. Have children describe the pictures using time order words.
- Share various items, pictures, songs with children. Ask them to describe how they learned about the past from each one.
- Using pictures from magazines, have children make “then and now” flashcards, pairing items from the past and similar items used today. Place the flash cards face down on a table. Invite children to take turns matching pairs of objects.
- Have children compare classroom tools and games from the past and present.

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- Have children look at pictures of the community in the past. Make a list of the differences. Discuss if these changes are helpful or not.
- Make a “*then and now*” chart. Have children draw tools that people use communicate.

Assessments:

- Class discussions
- Anecdotal Notes
- Rubrics
- Teacher Observations
- 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 |
|--|---|---|--|
| <p>Gifted and Talented Students will put pictures in the correct sequence.</p> <p>Provide appropriate challenge for wide ranging skills and development areas.</p> | <p>English Language Learners will create a calendar.</p> <p>Native Language Translation (peer, online assistive technology,</p> | <p>Students with IEPs/504s will create a calendar.</p> <p>Review student individual educational plan and/or 504 plan.</p> | <p>At-Risk Learners will create a calendar.</p> <p>Provide Title I services to students not meeting academic standards in ELA and/or Math.</p> |

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

Holocaust, Genocide, Tolerance, and Acceptance

- Kindergarten-4th grade banded Curriculum through State of New Jersey Commission on Holocaust
- https://nj.gov/education/holocaust/downloads/curriculum/caring_makes_a_difference_K-4_%20curriculum_guide.pdf

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GRADE: K-6 (Banded Curriculum)

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| Unit Name: Amistad Education Duration: 1 week |
| Enduring Understanding: <ul style="list-style-type: none">● Slaves revolted against their superiors and eventually gained their freedom. |
| Essential Questions: <ul style="list-style-type: none">● Why were slaves used in the Americas?● How were slaves brought to the Americas?● How were slaves on the <i>Amistad</i> slave ship able to gain their freedom? |
| Topics Covered: <ul style="list-style-type: none">● Slavery● Amistad● Civil War● Human rights● Africa● Middle Passage● Triangular Trade |
| Assessments: Formative: <ul style="list-style-type: none">● Newsela articles● www.readworks.com● www.izzit.org● Upfront Magazine articles● Grade appropriate articles regarding slavery Summative: <ul style="list-style-type: none">● End of unit assessments● Writer's workshop reflection● Reader's workshop discussion Alternative: <ul style="list-style-type: none">● Grade appropriate classroom discussions that focus on slavery and the <i>Amistad</i> slave revolt |

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Relevant Standards:

NJSLS--Social Studies

- 6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.

CCSS (English/Language Arts and Social Studies/History Literacy Standards

- CCSS.ELA-LITERACY.RH.9-10.1 through CCSS.ELA-LITERACY.RH.9-10.10

Interdisciplinary Activities and Connections:

- Social Studies and Art teachers can work together to find drawing/sketching/coloring activities that display bravery.

Core Instructional Materials/Resources/Digital Tools:

- My World Social Studies K-3 Series, Pearson
- Brain Pop
- Teacher Tube
- Youtube
- Supplemental reading materials that focus on slavery and the Amistad

Modifications to Support Gifted and Talented Students

Modifications to Support English Language Learners

Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)

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| <ul style="list-style-type: none">● Students will illustrate the Triangular Trade system of Africa, Europe, and the Americas.● Amplify learning by providing more challenging texts● Allow G & T students to complete author studies on specific writers during this time period● Create Google Slide presentation on pertinent topics from within the unit● Allow G & T students to identify and define higher level terms within the unit of study | <ul style="list-style-type: none">● Students will illustrate the Triangular Trade system of Africa, Europe, and the Americas.● Allow for peer to peer collaboration within the classroom● Assign an English speaking mentor to help student with language difficulties● Have ELL teacher assist in appropriate modifications and accommodations for all assessments● Use information from the WIDA testing to help facilitate | <ul style="list-style-type: none">● Students will illustrate the Triangular Trade system of Africa, Europe, and the Americas.● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)● Text to speech● Students will be provided with graphic organizers● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting● Students will not be penalized for spelling and grammar errors● Teachers will meet with collaborative teacher to discuss individual modifications for each student |
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| | <p>individualized assessments for ELL students</p> <ul style="list-style-type: none">● Allow student access to native dictionary to help with the understanding of vocabulary within the unit● Student may create a Google Slide presentation and explain information in their native language | |
|--|---|--|