

Cliffside Park Public Schools

Kindergarten Curriculum

Cliffside Park Elementary Schools

August 2018

Duration: September/October/November

Unit Name: My Family, My School

Resource: World Social Studies 2012

- Lesson 1: What makes a good citizen?
- Lesson 2: What are rights? What are responsibilities?
- Lesson 3: How do we get along with others?
- Lesson 4: What rules do we follow?
- Lesson 5: Why are our leaders?
- Lesson 6: How do we make decisions?
- Lesson 7: What are our country's symbols?
- Lesson 8: What are our country's monuments?

Learning Objectives:

- Identify that good citizenship includes responsibility and patriotism.
- Demonstrate that a good citizen takes turns, cooperates, respects others, and shares.
- Describe roles and responsibilities they have with their family, at school, and in the community.
- Identify personal rights, such as the right to food, clothing, shelter, and the right to go to school.
- Explain how cooperating with others helps to get a job done.
- Identify conflicts and ways to solve them.
- Explain how working with others helps to resolve conflicts. Identify the main idea and retell details of a text with prompting and support.
- Explain why there are rules and laws.
- Identify rules to follow at home, at school, and in the community.
- Describe how laws keep people safe.

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- Understand that there are consequences for not following rules and laws.
- Identify leaders at home, at school, and in the community.
- Describe how leaders help people at home, at school, and in the community,
- Describe steps in making a decision.
- Identify different ways that groups make decisions.
- Explain voting as a way to make a decision.
- Identify the consequences of decision making.
- Participate in problem-solving.
- Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.
- Identify a problem.
- Think of ways to solve a problem.
- Decide the best way to solve a problem.
- Participate in problem solving.
- Identify important symbols that stand for our country
- Describe why we have symbols.
- Explain the meaning and importance of U.S. symbols.
- Explain why U.S. monuments and building are important.
- Identify where the president of the United States lives and works.

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Essential Question:

- How do people best cooperate?

Enduring Understandings:

- People cooperate when they make decisions and work together to get a job done.
- People are good citizens when they follow rules and laws.

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- People cooperate, share ideas, listen to others, and interact positively with many different people, such as family, friends, and classmates.
- U.S. symbols and monuments stand for and remind us of our country.

New Jersey 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).

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:

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.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.

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

- **Identify problems in the lives of young children and create a list of solutions to those problems**

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- 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.
- 6.3.4.A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.

Technology:

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

PowerPoint presentations

SmartBoards

video projects

BrainPopJr. video clips

Language Arts Literacy:

- A-Z books
- 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
- Anchor charts, sharing of "All About Me" poster
- Make a class list of rules (tie in with Constitution Day) (LAL)
- Create a map of the classroom
- Make a class book about "Our School"

Cultural/Holidays:

- Observe Constitution Day
- Observe September 11
- Observe Fire Prevention Week: be able to identify fire safety regulations in the community
- Observe Johnny Appleseed Day
- Observe Columbus Day
- Observe Election Day

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- Observe Veteran's Day
- Observe Thanksgiving

Leveled Readers

A-Z Books

- *Community Helpers* (Level "D")
- *Getting Around the City* (Level "D")
- *My Neighborhood* (level "D")
- *All Kinds of Farms* (Level "E")
- *Police Officers* (Level "E")
- *Community Workers* (Level "F")
- *Firefighters* (Level "F")
- *Long Ago & Today* (Level "G")
- *Police Officers* (Level "H")
- *Maria's Thanksgiving* (Level "H")
- *Families* (Level "I")
- *Firefighters* (Level "J")
- *The Thanksgiving Jack Built* (Level "I")
- *The Thanksgiving the Other Jacks Built* (Level "J")
- *Police Officers* (Level "K")

LEVELED READER DATABASE:

Our Communities (Foley)

Neighbors Near and Far (Luciano)

Geography

- Compare & contrast information that can be found on different types of maps
- Use geographical tools: political and physical maps
- Use globes for directionality and locating: north, south, east, west

Current Events:

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

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- Mock Elections

Library Science:

- **Research: individuals and events in history**

Art:

- Native American Art projects
- Apple projects
- United States Flag
- Pilgrims
- Turkeys

Math

- **Graphing**
- **Mapping distance**
- **Problem-solving**
- **Mock election- Tally votes**

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

Tier 3 Vocabulary: rule, citizen, symbol, monument, leader, school, symbol

Core Instructional Materials/Resources/Digital Tools:

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

Websites:

- <http://www.state.nj.us/state/divisions/historical/> -September 11
- [http://www.state.nj.us/education/holocaust/911/k12curr.p df](http://www.state.nj.us/education/holocaust/911/k12curr.pdf) -Constitution Day
- <http://www.archives.gov/education/lessons/constitutionday/>
- <http://icivics.com>
- <http://www.webquest.com/>

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- <http://www.nationalgeographic.com/>
- www.enchantedlearning.com
- <http://mce.k12tn.net/> www.free.ed.gov
- <http://www.nationalgeographic.com/>
- www.educationworld.com
- www.pearsonsuccessnetplus.com

Primary sources:

- Declaration of Independence
- U.S. Constitution
- Election ballot

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.
- 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.
- CRP11. Use technology to enhance productivity.

8.1 Educational Technology

<http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

- 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

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<p>8.2 Technology Education, Engineering, Design, and Computation</p>	<p>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.</p> <p>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.</p>
<p>Assessments and Performance Tasks:</p>	<p>Activities:</p> <ul style="list-style-type: none">• Invite children to take turns telling the main idea of a favorite story, then retelling details that support it.• Describe and role play ways to be good citizens.

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- Ask children which rules they follow. Record them on chart paper using words and drawings.
- Write *Home*, *School*, and *Community* on three separate pieces of chart paper and post them on the wall or on tables. Have children circulate around the room and draw pictures on each paper to illustrate rules and laws they follow.
- Name members of family
- Identify community helpers & services
- Identify community leaders - invite children to make up riddles about leaders who help them.
- Community Walk to Borough Hall
- Invite children to act out or share with the class their answer to the guiding question: *How do we make good decisions with friends?*
- Divide the class into two groups. Invite one group to role-play a problem while the other group role-plays a solution. Then have the groups switch roles.
- Have children cut out magazine pictures of U.S. symbols, glue them to index cards, and write a label. Then have them tell something about each symbol from personal experience or from what they have learned.
- Locate N.J. on map
- Distribute outline maps of the United States to children. Have them draw a circle around Washington, D.C.
- Identify: President & Vice President and Washington, D.C

Assessments:

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

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Differentiation/Accommodations/Modifications <i>(Alternate Modes of Instruction and Support)</i>			
Gifted and Talented	English Language Learners	Students with IEPs/504s	At-Risk Learners
<p>Gifted and Talented Students will find pictures of people helping others.</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 circle problems of people acting irresponsibly in pictures.</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>Students with IEPs/504s will circle problems of people acting irresponsibly in pictures.</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</p>	<p>At-Risk Learners will circle problems of people acting irresponsibly in pictures.</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>

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	<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>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>Basic Skills</p> <p>Intensive individual intervention</p>
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SOURCES: National Governors association Center for Best Practices, Council of Chief State School Officers (2010). Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science & Technical Subjects. Washington, D.C.: National Governors Association Center for Best Practices, Council of Chief State School Officers.

Author. New Jersey State Department of Education. (2014). New Jersey Core Curriculum Content Standards. Trenton, NJ: