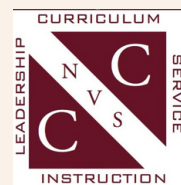


**NORTHERN VALLEY  
SCHOOLS CONSORTIUM**

**CURRICULUM OBJECTIVES:  
KINDERGARTEN  
2022-2023**

**Closter, Demarest, Harrington Park, Haworth, Northvale, Norwood,  
Old Tappan, and the Northern Valley Regional High School District**



# NORTHERN VALLEY SCHOOLS CONSORTIUM ADMINISTRATORS

**Mr. Vincent McHale, Superintendent, Closter Public Schools**

**Mr. Michael Fox, Superintendent, Demarest Public Schools**

**Dr. Adam Fried, Superintendent, Harrington Park Public School**

**Dr. Peter Hughes, Superintendent, Haworth Public School**

**Mr. Michael Pinajian, Superintendent, Northvale Public School**

**Mr. Kevin Ulmer, Superintendent, Norwood Public School**

**Dr. Danielle Da Giau, Superintendent, Old Tappan Public Schools**

**Mr. James Santana, Superintendent, Northern Valley Regional High School District**

**Ms. Kathleen O'Flynn, Director, Northern Valley Office of Curriculum and Instruction**

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# LANGUAGE ARTS

## Reading Literature Text

Students will be able to:

- Ask and answer key details in a text, with prompting and support
- Use reading comprehension skills to demonstrate understanding of a text
- Retell familiar stories, including key details, with prompting and support
- Identify characters, settings, and major events in a story, with prompting and support
- Ask and answer questions about unknown words in a text
- Recognize common types of text (i.e., storybooks, poems)
- Name the author and illustrator of a story and define the role of each in telling the story, with prompting and support
- Compare and contrast the adventures and experiences of characters in familiar stories, with prompting and support

## Reading Foundation Skills

Students will be able to:

- Demonstrate understanding of directionality of print
- Apply writing concepts modeled by the teacher
- Recognize that spoken words are represented in written language by specific sequences of letters
- Understand that words are separated by spaces in print
- Name upper and lower case letters of the alphabet
- Recognize and produce rhyming words
- Count, produce, blend, and segment syllables in spoken words
- Blend and segment onsets and rimes of single-syllable spoken words
- Separate and say sounds in words
- Read emergent-reader texts with purpose and understanding
- Read common high-frequency words by sight
- Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant

## Reading Informational Text

Students will be able to:

- Ask and answer questions about key details in a text, with prompting and support
- Identify the main topic and retell key details of a text
- Interpret words and phrases as they are used in a text
- Identify the front cover, back cover, title page, and sections of a book as structures of the text

- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text
- Describe the relationship between illustrations and the text in which they appear (i.e., what person, place, things, or ideas in the text an illustration depicts), with prompting and support
- Identify the reasons an author gives to support points in a text, with prompting and support
- Identify basic similarities in the differences between two or more texts on the same topics or themes with prompting and support

### Writing

Students will be able to:

- Use a combination of drawing, dictating, and writing to compose opinion pieces
- Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events
- Respond to questions and suggestions from peers and add details to strengthen writing as needed, with guidance and support from adults
- Explore a variety of digital tools to produce and publish writing, including in collaboration with peers, with guidance and support from adults
- Participate in shared research and writing projects (i.e., explore a number of books by a favorite author and express opinions about them)
- Recall information from experiences or gather information from provided sources to answer a question, with guidance and support from adults
- Spell and write own first name with correct capitalization
- Gain increasing control of penmanship, including pencil grip, paper position, and beginning strokes
- Write all uppercase and lowercase letters of the alphabet from a teacher copy

### Speaking and Listening

Students will be able to:

- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups
- Begin to stay focused on a topic of discussion
- Follow one- and two-step directions
- Demonstrate understanding of a text read aloud or information presented orally or through other media
- Ask and answer questions in order to clarify something that is not understood

### Language

Students will be able to:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Demonstrate or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content
- Explore word relationships and nuances in word meanings, with guidance and support



## LIBRARY/MEDIA

The mission of the school library media center program is to provide an inclusive environment that promotes a love of reading, and lifelong learning. The Library Media Center is also a unique instructional site in which certified school library media specialists design and implement instructional strategies to ensure that students master the critical skills for locating, analyzing, evaluating, and utilizing complex literary and informational resources.

Students in Kindergarten will be able to:

- Understand the role of the media specialist as a teacher and resource person utilizing primary and electronic resources
- Demonstrate ethical and safe use of the Internet and electronic resources
- Demonstrate appropriate use and care of materials
- Learn how to identify, locate, select and access print and non-print materials
- Identify, locate and utilize the parts of books: print and electronic
- Understand that fiction and non-fiction books can be used as resources for recreational reading
- Understand that libraries provide a diverse collection of information presenting many viewpoints
- Identify, locate, select and utilize dictionaries/thesauruses from the reference collection



## MATHEMATICS

### Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from
- Represent addition and subtraction with up to 10 objects
- Solve addition and subtraction word problems, and add and subtract within 10
- Decompose numbers less than or equal to 10 into pairs in more than one way

- For any number from 1 to 9, find the number that makes 10 when added to the given number
- Demonstrate fluency for addition and subtraction within 5

### Number and Operations in Base Ten

- Work with numbers 11-19 to gain foundations for place value
- Compose and decompose numbers from 11 to 19 into ten ones and some further ones

### Measurement and Data

- Describe and compare measurable attributes
- Classify objects and count the number of objects in categories
- Describe measurable attributes of objects, such as length or weight
- Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference
- Classify objects into given categories

### Geometry

- Identify and describe shapes
- Analyze, compare, create, and compose shapes
- Correctly name shapes regardless of their orientations or overall size
- Analyze and compare two- and three-dimensional shapes
- Model shapes in the world by building shapes from components and drawing shapes
- Compose simple shapes to form larger shapes

### Counting and Cardinality

- Know number names and the count sequence
- Count to tell the number of objects
- Compare numbers



### **CREATING**

- Explore and experience music concepts
- Generate musical ideas (i.e., movements or motives)
- Demonstrate and choose favorite musical ideas
- Organize personal musical ideas using iconic notation and/or recording technology
- Apply personal, peer, and teacher feedback in refining personal musical ideas
- Demonstrate a final version of personal musical ideas to peers

## PERFORMING

- Sing a song by imitation
- Demonstrate awareness of the steady beat with classroom instruments
- Explore and demonstrate awareness of music contrasts in a variety of music selected for performance
- Demonstrate awareness of expressive qualities
- Apply personal, teacher, and peer feedback to refine performances
- Perform appropriately for the audience
- Recognize music of other cultures

## RESPONDING

- Respond to rhythm and meter by walking, running, marching, and skipping
- List personal interests and experiences and demonstrate why they prefer some music selections over others
- Demonstrate how a specific music concept is used in music
- Apply personal and expressive preferences in the evaluation of music

## CONNECTING

- Explain how music reflects personal events (i.e., School song, Happy Birthday, etc.)
- Acknowledge the relationships between music and visual art
- Explore the existence of various genres in Western music
- Demonstrate a final version of personal musical ideas to peers



## MOVEMENT, CONCEPTS, AND SKILLS

### Manipulative & Non-manipulative movements & skills

- Demonstrate and follow cues for manipulative movements and begin executing the skill to the best of ones ability (i.e., throw, catch, strike, collect, kick, dribble and volley)
- Differentiate between different manipulative movements
- Demonstrate appropriate behavior while participating in and viewing games, sports, and other movement activities
- Demonstrate basic safety rules throughout activities and understand the importance of how to contribute to a safe environment
- Adjust and correct movements and skills in response to feedback
- Demonstrate non-manipulative skills (i.e., turn, twist, roll, balance, jump, land, stretch, curl, climb)
- Demonstrate all skills during individual play, team games, and leisure activities



### Team building activities

- Work together to accomplish a common goal
- Demonstrate appropriate behavior while participating and viewing games, sports and other movement activities
- Demonstrate kindness towards self and others

### Physical fitness activities

- Perform basic jumping activities
- Participate in physical fitness activities such as body weight exercises and running
- Explain the importance of physical fitness

### Pathways, body shapes, personal and general space

- Differentiate between personal and general space
- Travel in different pathways (i.e., straight, zig-zag, curved)
- Demonstrate basic safety rules throughout class and understand the importance of them for a safe environment

### Rhythmic activities & locomotor & non-locomotor

- Perform and differentiate between all locomotor movements properly (i.e., walk, run, jump, hop, gallop, skip, slide, leap, chase, flee, dodge)
- Perform and differentiate between all non-locomotor movements properly (i.e., bending, stretching, twisting, curling)
- Participate in rhythmic activities
- Control body when stationary and non-stationary
- Respond in movement to changes in tempo, beat, rhythm, or musical style

### Mindfulness

- Perform simple balance, breathing, stretching, and mindfulness exercises

### Goal Setting

- Explain what a goal is and provide examples

## **NUTRITION**

### Fruits and Vegetables/Food Groups

- Explain why some foods are healthier to eat than others
- Distinguish if a food is a fruit or a vegetable
- Understand the benefits of eating a variety of fruits and vegetables

### Healthy vs Unhealthy Habits

- Explain why eating healthy foods is good for our bodies
- Understand why we want to "eat the rainbow"

## PERSONAL WELLNESS

### Creativity

- Demonstrate imagination through energetic play
- Moves in response to a variety of stimuli

### Decision Making/Problem solving

- Makes decisions in response to simple tasks (i.e., knowing when to start and stop)
- Build base knowledge of rules and concepts in the gym to maintain health and safety

### Focus and Concentration

- Focus on tasks and pay attention to stimuli
- Remember two-step simple instructions
- Repeat tasks in the correct sequence

### Cue Recognition

- Describe different external cues that students may hear in the physical education setting
- Understand internal cues and what the body is trying to say



### Community Outreach

- Identify professionals in the community and school who can assist with health emergencies and needed information
- Identify individuals who can help with expressing one's emotions and feelings
- Discuss how community helpers and health care workers contribute to personal and community wellness

### Healthy Relationships

- Demonstrate self-control in a variety of school settings
- Give examples of appropriate and inappropriate choices to different health situations
- List appropriate ways to express themselves in different situations
- Recognize various emotions and show empathy towards others
- Recognize and show appropriate ways to express wants, needs, and emotions to others
- List appropriate ways to handle disagreements with others
- Identify characteristics of bullying

- Explain why bullying and teasing is hurtful to others
- Identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts.

### Personal Health and Hygiene

- Describe and demonstrate self-care practices that support wellness, such as brushing and flossing teeth, washing hands, coughing in your arm, and wearing appropriate attire for weather and sports
- Name and locate body parts
- Give reasons why it is very important to take good care of your teeth
- Describe how to help keep oneself healthy by making good decisions
- Develop personal responsibility for basic health and safety routines
- Explain why keeping clean can help to keep you healthy
- Explain why you feel better about yourself and others when you are clean
- Explain what being well means and how it impacts your overall health
- Explain how physical activity helps your body to stay healthy

### Safety

- State ways to prevent injuries, including seat belts and child safety seats in motor vehicles, and protective gear
- State appropriate fire, bus, and traffic safety strategies
- Explain how to get help in an emergency, by calling 911, and knowing personal information such as address and phone number
- Explain how to communicate comfort level and personal boundaries to others
- Demonstrate respect for others' personal boundaries

### Social-Emotional Learning

- Recognize situations that may cause one to feel scared, sad, lonely, angry, or frustrated, and understand when to seek help in those situations
- Identify adults one can trust in uncomfortable or dangerous situations
- Recognize situations that need to be told to a trusted adult (i.e., bullying, teasing, inappropriate touching, abuse)



### Unit 1: Pushes and Pulls

During this unit of study, students apply an understanding of the effects of different strengths or different directions of pushes and pull on the motion of an object to analyze a design solution. The crosscutting concept of cause and effect is called out as the organizing concept

for this disciplinary core idea. Students are expected to demonstrate grade-appropriate proficiency in planning and carrying out investigations and analyzing and interpreting data. Students are also expected to use these practices to demonstrate an understanding of the core ideas.

### Unit 2: Effects of the Sun

During this unit of study, students apply an understanding of the effects of the sun on the Earth's surface. The crosscutting concepts of cause and effect and structure and function are called out as organizing concepts for this disciplinary core idea. Students are expected to demonstrate grade-appropriate proficiency in developing and using models; planning and carrying out investigations; analyzing and interpreting data, and designing solutions. Students are also expected to use these practices to demonstrate an understanding of the core ideas.

### Unit 3: Weather

In this unit of study, students develop an understanding of patterns and variations in local weather and the use of weather forecasting to prepare for and respond to severe weather. The crosscutting concepts of patterns; cause and effect; interdependence of science, engineering, and technology; and the influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for the disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in asking questions, analyzing and interpreting data, and obtaining, evaluating, and communicating information. Students are also expected to use these practices to demonstrate an understanding of the core ideas.

### Unit 4: Basic Needs of Living Things

In this unit of study, students develop an understanding of what plants and animals need to survive and the relationship between their needs and where they live. Students compare and contrast what plants and animals need to survive and the relationship between the needs of living things and where they live. The crosscutting concepts of patterns and systems and system models are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in developing and using models, analyzing and interpreting data, and engaging in argument from evidence. Students are also expected to use these practices to demonstrate an understanding of the core ideas.

### Unit 5: Basic Needs of Humans

In this unit of study, students develop an understanding of what humans need to survive and the

relationship between their needs and where they live. The crosscutting concept of cause and effect is called out as the organizing concept for the disciplinary core ideas. Students demonstrate grade-appropriate proficiency in asking questions and defining problems, and in obtaining, evaluating, and communicating information. Students are also expected to use these practices to demonstrate an understanding of the core ideas.



### Rules and Me

- Compare different responsibilities people have
- Identify leaders within the community and the world (i.e., president, vice president, mayor, police chief, etc.)
- Explain why rules are important
- Know that a responsibility/rule means something that should be done

### American Symbols

- Identify American holidays and symbols that show the country's principles and values
- Discuss how history helps to understand our present
- Tell and illustrate American stories that are essential to the culture of America
- Identify American patriotic songs
- Identify the beginning, middle, and end of the Martin Luther King, Jr. story

### Cultures and Traditions

- Recognize all families are different
- Understand all holidays are important
- Compare and contrast holidays listed on the school calendar (ie. Memorial Day, Labor Day, Thanksgiving, Veterans' Day, etc.)
- Explain how weather affects our daily lives and cultures
- Develop an understanding of culture and identity
- Explore the basic concepts of diversity, tolerance, fairness, and respect for others
- Describe and explain the political, economic, and social contributions of LGBTQ+ individuals and persons with disabilities and the APPI community as relevant to instruction and grade level

### Community, Leaders, and Me

- Describe different community roles
- Recognize different community leaders
- Articulate why each community member's voice matters
- Understand the meaning of voting



# VISUAL ARTS

## CREATING

### Color & Value

- Identify colors
- Explore color mixing

### Line & Texture

- Identify basic lines
- Recognize texture

### Shape, Form & Space

- Identify basic 2D shapes and utilize them in a variety of projects

### Generating & Conceptualizing Ideas

- Engage in exploration and imaginative play with materials
- Engage collaboratively in creative art-making in response to an artistic problem

### Organizing & Developing Ideas

- Through experimentation, build skills in various media and approaches to artmaking
- Identify safe and non-toxic art materials, tools, and equipment
- Create art that represents natural and constructed environments

### Refining & Completing Projects

- Explain the process of making art while creating

## PRESENTING

- Select art objects for personal portfolio and display, explaining why they were chosen
- Explain the purpose of a portfolio or collection
- Explain what an art museum is and distinguish how an art museum is different from other buildings

## RESPONDING

- Identify uses of art within one's personal environment
- Describe what an image represents
- Interpret art by identifying subject matter and describing relevant details
- Explain reasons for selecting a preferred artwork

## CONNECTING

- Create art that tells a story about a life experience
- Identify the purpose of an artwork
- Describe why people from different places and times make art about different issues, including climate change



### Basic Greetings/Expression/Farewell

- Recognize basic greeting phrases, questions, and gestures
- Respond appropriately to typical greetings
- Compare words/phrases as the same or different from the English language
- Role-play basic conversation
- Recite routine procedures including opening/closing songs and greetings

### Colors/Shapes

- Recognize and name colors
- Identify, name, and compare/contrast shapes
- Use size to describe objects (big, medium, small)
- Classify objects based on size, shapes, and color

### Calendar/Weather

- Recognize and name the days of the week, months of the year, and numbers 0-15
- Differentiate between good weather and bad weather phrases
- Illustrate images for weather phrases
- Create weather booklet
- Classify weather as hot or cold (Hace frio/Hace calor)
- Discuss weather/terrain in various countries of origin

### Foods

- Recognize foods by picture
- Illustrate pictures for foods
- Recognize and name different foods
- Use the phrase "I'm hungry" and "I like" in the context of food
- Express food preferences

### Animals (Farm vs Rainforest and Pets)

- Recognize and name various farm and rainforest animals, and pets
- Relate animal sounds and gestures to each animal
- Illustrate animals based on one's desire for pet or shown written word
- Describe the color and size of each animal

### Likes/Dislikes (Food, activities, animals)

- Review the names of foods, pets and some activities
- Articulate foods, pets, and colors students like
- Recognize the questions and answer format of : Do you you like?...I like

### Family

- Recognize and/or name various family members
- Listen to story about family and identify the members by picture
- Identify one's own family

### School Supplies

- Identify a few school materials (pencil, book, games, crayon)
- Identify people in the school setting (teacher, principal, friends)