

Kindergarten

Content Area: **Interdisciplinary**
Course(s):
Time Period: **Trimester 1**
Length: **9 weeks**
Status: **Published**

Course Pacing Guide

Information Literacy	Trimester	Cycles
Identify the roles and responsibilities of the key people involved in developing a book and story	1	1
Identify and understand the various parts of a book	1	1
Knowledge of nonfiction and fiction	2	1
Describe characters, setting, and major events	2	2
Contributes positively to the learning community by working together in various groups.	1	1
Identify traditions and celebrations of various cultures (e.g., Chinese New Year, Cinco de Mayo)	1,2	2
Understands the importance of respecting and following the principles of intellectual freedom.	3	1
Identify and utilize key text features.	3	1
Digital Citizenship	Trimester	Cycles
Media Balance is Important	1	1
Pause for People	2	1
Safety in My Online Neighborhood	3	1
Coding/STEM	Trimester	Cycles
Digital Citizenship	1	1
Sequencing	2	1
Looping	3	1
Events	3	1

Unit Overview

Enduring Understandings

- Fostering the love of reading and the self-selection of materials
- Knowledge of the library and its functions
- Participating in various literature experiences
- Knowledge of literature and story elements
- Respond to text and literature in a variety of formats
- Exposure to a variety of different culture and holidays
- Understanding and respecting the library and its materials
- Begin to develop digital citizenship awareness and skills to protect ourselves online

Essential Questions

- Why is it important to love reading?
- How do your likes and dislikes affect your book selection?
- Why is it important to work well in a group together?
- Why is it important to be respectful of one another and the library materials?
- Why is it important to understand how the library is organized?
- Why is it important to learn about other cultures and traditions?
- Who are the main characters in a story?
- Where does the story take place?
- What are the important roles in the book production process?
- How can I demonstrate meaning of a text?
- How do we find a happy balance between our offline and online lives?
- How do you say goodbye to technology when you don't want to?
- How do you go places safely online?

New Jersey Student Learning Standards (No CCS)

Targeted NJ Core Curriculum Content Standards:

{LA.K.3.1.A.1} Realize that speech can be recorded in words (e.g., his/her own name; words and symbols in

the environment). (NJ Core Curr)

{LA.K.3.1.A.3} Recognize that words are separated by spaces. (NJ Core Curr)

{LA.K.3.1.A.4} Follow words left to right and from top to bottom. (NJ Core Curr)

{LA.K.3.1.A.5} Recognize that print represents spoken language. (NJ Core Curr)

{LA.K.3.1.A.6} Demonstrate understanding of the function of a book and its parts, including front and back and title page. (NJ Core Curr)

{LA.K.3.1.B.1} Demonstrate understanding that spoken words consist of sequences of phonemes. (NJ Core Curr)

{LA.K.3.1.B.2} Demonstrate phonemic awareness by rhyming, clapping syllables, and substituting sounds. (NJ Core Curr)

{LA.K.3.1.B.5} Given a spoken word, produce another word that rhymes with it. (NJ Core Curr)

{LA.K.3.1.C.1} Recognize some words by sight. (NJ Core Curr)

{LA.K.3.1.D.1} Practice reading behaviors such as retelling, reenacting, or dramatizing stories. (NJ Core Curr)

{LA.K.3.1.D.3} Attempt to follow along in book while listening to a story read aloud. (NJ Core Curr)

{LA.K.3.1.D.4} Listen and respond attentively to literary texts (e.g., nursery rhymes) and functional texts (e.g., science books). (NJ Core Curr)

{LA.K.3.1.E.1} Begin to track or follow print when listening to a familiar text being read. (NJ Core Curr)

{LA.K.3.1.E.2} Think ahead and make simple predictions about text. (NJ Core Curr)

{LA.K.3.1.E.3} Use picture clues to aid understanding of story content. (NJ Core Curr)

{LA.K.3.1.E.4} Relate personal experiences to story characters' experiences, language, customs, and cultures with assistance from teacher. (NJ Core Curr)

{LA.K.3.1.F.1} Continue to develop a vocabulary through meaningful, concrete experiences. (NJ Core Curr)

{LA.K.3.1.F.4} Use new vocabulary and grammatical construction in own speech. (NJ Core Curr)

{LA.K.3.1.G.1} Respond to a variety of poems and stories through movement, art, music, and drama. (NJ Core Curr)

{LA.K.3.1.G.2} Verbally identify the main character, setting, and important events in a story read aloud. (NJ Core Curr)

{LA.K.3.1.G.3} Identify favorite books and stories. (NJ Core Curr)

{LA.K.3.1.G.4} Retell a story read aloud using main characters and events. (NJ Core Curr)

{LA.K.3.1.G.5} Participate in shared reading experiences. (NJ Core Curr)

{LA.K.3.1.H.1} Locate and know the purposes for various literacy areas of the classroom and the library/media center. (NJ Core Curr)

{LA.K.3.1.H.2} Choose books related to topics of interest. (NJ Core Curr)

{LA.K.3.2.A.3} Generate and share ideas and experiences for a story. (NJ Core Curr)

{LA.K.3.2.A.4} Attempt to put ideas into writing using pictures, developmental spelling, or conventional text. (NJ Core Curr)

{LA.K.3.2.A.6} Participate in group writing activities such as experience stories, interactive writing, and shared writing. (NJ Core Curr)

{LA.K.3.2.A.7} Begin to sequence story events for writing using pictures, developmental spelling, or conventional text. (NJ Core Curr)

{LA.K.3.1.G.6} Make predictions based on illustrations or portions of stories. (NJ Core Curr)

{LA.K.3.2.D.1} Communicate personal response to literature through drawing, telling, or writing. (NJ Core Curr)

{LA.K.3.3.A.1} Share experiences and express ideas. (NJ Core Curr)

{LA.K.3.3.A.2} Participate in conversations with peers and adults. (NJ Core Curr)

{LA.K.3.3.A.3} React to stories, poems, and songs. (NJ Core Curr)

{LA.K.3.3.B.1} Share in conversations with others. (NJ Core Curr)

{LA.K.3.3.B.2} Use oral language to extend learning. (NJ Core Curr)

{LA.K.3.3.C.1} Use language to describe feelings, people, objects, and events. (NJ Core Curr)

{LA.K.3.3.C.2} Suggest rhyming words during word play, songs, or read-aloud. (NJ Core Curr)

{LA.K.3.3.D.1} Sing familiar songs and rhymes to promote oral language development. (NJ Core Curr)

{LA.K.3.4.A.2} Listen to identify main characters and events in stories. (NJ Core Curr)

{LA.K.3.4.A.3} Listen to rhymes and songs to begin developing an understanding of letter/sound relationships. (NJ Core Curr)

{LA.K.3.4.B.1} Listen attentively to books teacher reads to class. (NJ Core Curr)

{LA.K.3.4.B.2} Answer questions correctly about books read aloud. (NJ Core Curr)

{LA.K.3.5.A.1} Make predictions about visual information (e.g., pictures in books). (NJ Core Curr)

{LA.K.3.5.A.2} Discuss favorite characters from books, film, and television. (NJ Core Curr)

{LA.K.3.5.B.1} Begin to sequence a series of pictures or images to tell a story. (NJ Core Curr)

{LA.K.3.5.B.2} Show understanding of purpose for pictures in books. (NJ Core Curr)

{SOC.K-2.6.2.B.1} Identify symbols of American values and beliefs such as the American Flag and the Statue of Liberty. (NJ Core Curr)

{SOC.K-2.6.2.D.1} Identify examples of responsible citizenship in the school setting. (NJ Core Curr)

{SOC.K-2.6.2.D.2} Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. (NJ Core Curr)

{SOC.K-2.6.2.E.2} Identify traditions and celebrations of various cultures (e.g., Chinese New Year, Cinco de Mayo). (NJ Core Curr)

{SOC.K-2.6.4.A.3} Compare family life today with long ago. (NJ Core Curr)

Amistad Integration

Purpose:

The Amistad Commission ensures that the Department of Education and public schools of New Jersey implement materials and texts which integrate the history and contributions of African-Americans and the descendants of the African Diaspora.

Goals:

- 1) To infuse the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete and inclusive history.
- 2) To ensure that New Jersey teachers are equipped to effectively teach the revised social studies core curriculum content standards.
- 3) To create and coordinate workshops, seminars, institutes, memorials and events which raise public awareness about the importance of the history of African-Americans to the growth and development of American society in global context.

Resources

Amistad resources can be found on the [District Amistad Curriculum Resource Page](#)

LA.RI.11-12.10b

By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

SEL.PK-12.1.2

Recognize the impact of one's feelings and thoughts on one's own behavior

Holocaust/Genocide Education

RE: N.J.S.A. 18A:35-28, Holocaust/Genocide Education

a. Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.

b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior: to understand that genocide is a consequence of prejudice and discrimination: and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Interdisciplinary Connections

Additional Standards implemented from *American Association of School Library*, Information Literacy and Power Standards

Standard 1: The student who is information literate accesses information efficiently and effectively.

1:4 Accesses information using a variety of sources

1:4:1 Understands and uses the physical arrangement of libraries to locate various types of materials

1:4:3 Browses print collections

Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests.

4:1 Locates information relevant to personal interests

4:1:3 Uses print resources to develop a love of reading

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

5:2 Accesses various literature genres and experiences

5:2:2 Seeks opportunities to participate in a variety of literature experiences

Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society

7:1 Respects the rights of equitable access to information

7:1:1 Returns materials in a timely manner so that others have access

7:1:2 Is aware of other's rights to access the information

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

8:1 Understands and follows the principles of intellectual freedom

8:1:1 Respects and honors the viewpoints of others

8:3 Uses information technology responsibly

8:3:1 Adheres to Acceptable Use Policy

Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

9:1 Acknowledges and utilizes group dynamics in an effective way

PFL.9.1.12.A.8

Analyze different forms of currency and how currency is used to exchange goods and services.

Technology Standards

See technology standards above

21st Century Themes/Careers

- Global Awareness/Digital Citizenship
- Coding/Computer Science
- Information Literacy
- STEAM based activities
- Diversity / Multi-cultural exposure and awareness

HPE.2.2.8.A.2

Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.

Financial Literacy Integration

An Act concerning public school instruction on financial literacy and supplementing chapter 35 of Title 18A

of the New Jersey Statutes.

Be It Enacted by the Senate and General Assembly of the State of New Jersey:

1. The State Board of Education shall require that a school district incorporate in each of the grades ¹[kindergarten] six¹ through eight financial literacy instruction to pupils enrolled in those grades. The purpose of the instruction shall be to provide ¹[elementary and]¹middle school students with the basic financial literacy necessary for sound financial decision-making.

The instruction shall meet the requirements established by the State board and shall:

- a. be appropriate to, and reflect the age and comprehension of, the students enrolled in the particular grade level; and
- b. include content on budgeting, savings, credit, debt, insurance, investment, and other issues associated with personal financial responsibility as determined by the State board.

Instructional Strategies & Learning Activities

Differentiated Instruction

Examples may include:

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Learning through play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Choice Boards
- LMS use
- The Hot Seat/Role-Play
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Genius Hour
- Rubrics
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Mentoring
- Assessment Design & Backwards Planning

- Student Interest & Inventory Data

Formative Assessments

Summative Assessment

Benchmark Assessments

Alternate Assessments

Resources & Technology

BOE Approved Texts

Elementary Library Catalogs

Closure

Such as:

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the

completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.

- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

*Add to or remove any of these as you see fit.

ELL

Such as:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

Special Education

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork

- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

Examples may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking