



## **NORTHERN VALLEY SCHOOLS CONSORTIUM**

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

### **CURRICULUM OBJECTIVES: KINDERGARTEN**

**COMPREHENSIVE HEALTH**

**LANGUAGE ARTS**

**MATHEMATICS**

**MUSIC**

**PHYSICAL EDUCATION**

**SCIENCE**

**SOCIAL STUDIES**

**TECHNOLOGY**

**VISUAL ARTS**

**WORLD LANGUAGES**

**LIBRARY/MEDIA**

# NORTHERN VALLEY SCHOOLS CONSORTIUM ADMINISTRATORS

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## TABLE OF CONTENTS

Comprehensive Health	3
Language Arts	3
Mathematics	6
Music	7
Physical Education	8
Science	10
Social Studies	11
Technology	12
Visual Arts	13
World Languages	14
Library/Media	14

# **COMPREHENSIVE HEALTH**

## **WELLNESS**

All students will acquire health promotion concepts. Students will know:

- How to take care of their bodies to stay healthy.
- How their body works.
- Ways to stay safe at home and in the community.
- The importance of expressing their feelings.

## **INTEGRATED SKILLS**

All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. Students will know:

- That they have a role in determining their health and well-being.
- The importance of developing good character.
- Who to go to for help at school and at home.

## **DRUGS AND MEDICINE**

All students will acquire knowledge about alcohol, tobacco, other drugs and medicines and apply these concepts to support a healthy, active lifestyle. Students will know:

- That only a trusted adult should dispense medication.
- The dangers of using tobacco and other drugs.

## **HUMAN RELATIONSHIPS AND SEXUALITY**

All students will acquire knowledge about physical, social, and emotional aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. Students will know:

- That there are many different types of families.
- The characteristics of healthy relationships



## **LANGUAGE ARTS**

### **Reading Literature Text**

#### **Student objectives (outcomes):**

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 text
- recognize common types of text (e.g., 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

**Essential Question(s):**

- How do readers ask and answer questions about key details in a text?
- How do readers use story elements (character, setting and main character) to retell a story?
- How do readers describe characters, setting and major events in a story?  
How do readers read with stamina and meaning?

**Reading Foundation Skills****Student objectives (outcomes):**

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

**Essential Question(s):**

- How do readers understand the organization and basic features of print?
- How do readers figure out a word they do not recognize?
- How do readers apply phonics to decode words?

**Reading Informational Text****Student objectives (outcomes):**

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 (e.g., 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

**Essential Question(s):**

- Why do readers read informational text?
- How do readers ask and answer questions about key details in a text?
- How do readers learn about the world through informational text?

**Writing****Student objectives (outcomes):**

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 (e.g., 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

**Essential Question(s):**

- Where do writers get their ideas?
- How do writers communicate opinions and convince others?
- How can writers communicate information about a topic?
- What are the stories that writers can draw, tell, or write?

**Speaking and Listening****Student objectives (outcomes):**

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

**Essential Question(s):**

- What does a good listener look like and sound like?
- How do speakers express their thoughts?

## **Language**

### **Student objectives (outcomes):**

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

### **Essential Question(s):**

- How is language used to effectively communicate and increase understanding?
- How are context clues to figure out unknown words?



## **MATHEMATICS**

### **Operations and Algebraic Thinking**

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

### **Number and Operations in Base Ten**

Work with numbers 11-19 to gain foundations for place value

### **Measurement and Data**

Describe and compare measurable attributes.

Classify objects and count the number of objects in categories.

### **Geometry**

Identify and describe shapes.

Analyze, compare, create, and compose shapes.

### **Counting and Cardinality**

Know number names and the count sequence.

Count to tell the number of objects.

Compare numbers.



# **MUSIC**

## **Singing**

- Sing a song by imitation.
- Participate in singing games and dramatizations.
- Indicate direction and movement of melody.
- Sing with good posture, breath control, and articulation.
- Sing from memory a basic repertoire of folk and composed songs representing various genres, styles, and cultures.

## **Playing instruments**

- Play simple rhythms on classroom instruments accurately and independently.
- Play independent instrumental parts (simple, rhythmic, or melodic).
- Echo short rhythmic, and melodic patterns and phrases.
- Demonstrate when playing in groups skill in matching tone quality, and listening to others.
- Play a varied repertoire of music representing diverse genres and styles.
- Play rhythmic accompaniments to songs from various musical cultures.

## **Improvising and composing**

- Improvise “answers” to given rhythmic and melodic phrases in appropriate matching style and form.
- Utilize music to dramatize songs and stories.

## **Reading and notation**

- Identify musical elements in response to diverse aural prompts such as rhythm, timbre, dynamics, form, and melody.
- Read a system of notation that represents a complex symbolic language that indicates pitch, rhythm, dynamics, and tempo

## **Listening and responding**

- Listen to a variety of music.
- Demonstrate musical perception by describing or answering questions about music heard.
- Respond through movement.
- Practice employing audience behavior.
- Discriminate mood.
- Echo – clap simple 2, 3, or 4 beat patterns.
- Respond to rhythms by walking, running, marching and skipping.
- Identify and describe uses of the elements of music in various genres and styles.
- Identify and describe simple musical forms.
- Use correct terminology in describing or explaining music, musical notation, musical instruments, vocal ranges, and musical performance.
- Create patterns of movement to express thoughts or feelings to the musical works.
- Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

## **Critiquing**

- Compare two performances using personal criteria or criteria developed by the class.
- Explain why specific compositions may be effective or appropriate in certain settings and not in others.
- Apply the principles of positive critique in giving and receiving responses to performances.

## **Recognizing relationships**

- Acknowledge the relationships between music and the other arts.
- Participate in folk dances and singing games.
- Explain how music reflects historical and social events and movements.
- Use the expressive and rhythmic elements of music making in interpretive readings.

## **Understanding western music**

- Describe and compare characteristics of various genres of Western art and music.
- Identify specific occasions that can be enriched by music and describe the characteristics of suitable music.

## **Understanding world music**

- Recognize music from various world cultures.



# **PHYSICAL EDUCATION**

## **Basic Movement Skills & Concepts**

- Demonstrate locomotor skills using appropriate form.
- Demonstrate non-manipulative skills.
- Participate in manipulative skills.
- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- Respond in movement to changes in tempo, beat, rhythm, or musical style.
- Correct movement errors in response to feedback. Use visual and verbal cues to improve performance and self-assess skills.

## **Team Sports**

- Explain what it means to demonstrate good sportsmanship.
- Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
- Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
- Explain the difference between offense and defense.
- Determine how attitude impacts physical performance.
- Demonstrate strategies that enable team members to achieve goals.

### **Individual Sports/Recreational Games/Lifetime Activities**

- Explain what it means to demonstrate good sportsmanship
- Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment
- Explain the difference between offense and defense
- Determine how attitude impacts physical performance

### **Fitness and Physical Activity**

- Employ health related fitness.
- Demonstrate skill related fitness:
- Recognize body responses:
- Explain the role of regular physical activity in relation to personal health.
- Explain what it means to be physically fit.
- Develop a fitness goal and monitor progress toward achievement
- Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment
- Determine how attitude impacts physical performance

### **Project Adventure (Optional Enrichment)**

- Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities
- Explain what it means to demonstrate good sportsmanship
- Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment

### **Guided Discovery (Optional Enrichment)**

- Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment

### **ATTITUDES AND VALUES**

- Demonstrate positive feelings toward safety in physical education.
- Demonstrate good sportsmanship.
- Demonstrate positive attitude and behaviors toward self and others in physical education
- Appreciate physical activities for creating an avenue of self-expression.
- Demonstrate a knowledge of rules which enhances the success of the activity.
- Understand the importance of maintaining physical fitness.
- Appreciate physical activity for promoting mental and physical well-being.



# **SCIENCE**

## **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 pulls 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 understanding of the core ideas.

This unit is based on K-PS2-1, K-PS2-2, and K-2: ETS1-3.

## **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 understanding of the core ideas.

This unit is based on K-PS3-1, K-PS3-2, K-2 ETS1-1, K-2-ETS1-2, and K-2-ETS1-3.

## **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 understanding of the core ideas.

This unit is based on K-ESS2-1, K-ESS3-2, and K-2-ETS1-1.

## **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 understanding of the core ideas.

This unit is based on K-LS1-1, K-ESS3-1, and K-ESS2-2.

## **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 understanding of the core ideas.

This unit is based on K-ESS3-3 and K-2 ETS1-1.



## **SOCIAL STUDIES**

**Current Events: Students will become familiar with local, state, national, and international news as determined by the teacher to be relevant and appropriate.**

### **Civics, Government, Human Rights**

- Explore the basic concepts of diversity, tolerance, fairness, and respect for others.
- Know that a responsibility/rule means something that must or should be done.
- Understand the meaning of voting.
- Identify the beginning, middle, and end of the Martin Luther King, Jr. story.

### **Geography, People, And The Environment**

- Describe the impact of weather on everyday life in New Jersey.
- Understand how human interaction such as littering and recycling, impacts the environment.
- Plan a project to inform others about environmental issues.

### **Economics, Innovation, and Technology**

- Understand that money is used to purchase items and services.
- Explain how money is used in their daily lives.
- Differentiate among types of U.S. currency.
- Identify different transportation systems.

### **History, Culture, and Perspectives**

- Recognize how the Native Americans and Pilgrims worked together.
- Explain how folklore and the actions of famous historical and fictional characters have contributed to our national heritage.
- Identify historical significance of major national holidays.
- Identify actions that are unfair or discriminatory such as bullying, and proposed solutions to address such action.

- Describe and explain the political, economic and social contributions of LGBTQ+ individuals and persons with disabilities.



## **TECHNOLOGY**

### **K - 4 Objectives**

#### **Technology Operations and Concepts**

- Identify and use the basic features of a computer and its operating system
- Identify basic hardware problems and solve simple problems (i.e. freezing, refresh/stop, force quit, restart, minimizing/closing windows, empty trash, quitting applications, login/log out).
- Use technology terms in daily practice.
- Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages both at home and at school.
- Demonstrates appropriate keyboarding/mouse skills and correct posture.
- Create a document with text using a word processing program.
- Create a visual composition using basic tools (brush, bucket, spray can, color palette, eraser, shape, line and text tools).
- Demonstrate the ability to navigate in developmentally appropriate virtual environments (websites).
- Use a digital camera to take a picture.
- Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
- Produce a media-rich digital story about a significant local event or issue based on first-person interviews.

#### **Digital Citizenship**

- Model legal and ethical behaviors when using both print and non-print information by citing sources.
- Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.
- Analyze the need for and use of copyrights.
- Explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology.

#### **Research and Information Literacy**

- Use the Internet to explore and investigate information with a teacher's support.
- Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.
- Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.

- Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.

### **Critical Thinking, Problem Solving, and Decision-Making**

- Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.
- Use mapping tools to plan and choose alternate routes to and from various locations.
- Select and apply digital tools to collect, organize, and analyze data that support a scientific finding.



## **VISUAL ARTS**

### **Objectives for Kindergarten Grades 1, 2**

#### **The Creative Process:**

- Identify the basic elements of art and principles of design in diverse types of artwork.
- Identify elements of art and principles of design in specific works of art and explain how they are used.

#### **History of Arts and Culture:**

- Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
- Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

#### **Performing:**

- Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
- Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation
- Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories
- Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media
- Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

#### **Aesthetic Responses & Critique Methodologies**

- Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
- Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

- Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
- Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
- Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
- Apply the principles of positive critique in giving and receiving responses to performances.
- Recognize the subject or theme in works of dance, music, theatre, and visual art.



## WORLD LANGUAGE

### Getting to Know You

- Know how to say one's name.
- Use names in greetings.
- Use appropriate greetings.
- Express state of being using phrases.\*
- Use question and answer format.\*
- Express likes and dislikes (i.e. food, activities, and animals).\*

### Colors and Shapes

- Identify and name colors.
- Identify and name shapes.
- Use size to describe color/shape (big/small).
- Use question and answer format.\*

### Calendar and Weather

- Say numbers (0-31).
- Recite the days of week and months of the year.
- Relate several weather expressions orally.



## LIBRARY/MEDIA

The mission of the school library media center program is to provide an inclusive environment which 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 grade K 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 diverse collection of information presenting many viewpoints.
- Identify, locate, select and utilize dictionaries/Thesauruses from the reference collection.

