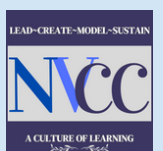


NORTHERN VALLEY SCHOOLS CONSORTIUM

CURRICULUM OBJECTIVES: KINDERGARTEN 2024-25

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

Mr. Sean Conlon, Superintendent, Harrington Park Public School

Mr. Paul Wolford, Superintendent, Haworth Public School

Mr. Michael Pinajian, Superintendent, Northvale Public School

Dr. Timothy Gouraige, 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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ENGLISH LANGUAGE ARTS

Informational Reading and Writing

- Writers look around them to find ideas to write about.
- Writers write using sketches, letters, and words.
- Writers use all their resources to write.
- Writers share with their partners.
- Readers learn information using words and pictures.
- Readers share information with their partners.
- Readers use letters and sounds to read words.

Narrative Reading and Writing

- Writers look around them to find ideas to write about.
- Writers write using sketches, letters, and words.
- Writers use all their resources to write.
- Writers share with their partners.
- Readers make sense of narrative stories using words and pictures.
- Readers share with their partners.
- Readers use letters and sounds to read words.

Opinion Reading and Writing

- Readers make opinions using words and pictures.
- Readers formulate opinions with their partners.
- Readers use letters and sounds to read words.
- Writers look around them to find ideas to write about.
- Writers write using sketches, letters, and words.
- Writers use all their resources to write.
- Writers share with their partners.

Phonics

- Demonstrate understanding of print organization and features, including left-to-right, top-to-bottom reading, and word separation.
- Recognize and name all upper- and lowercase letters of the alphabet.
- Understand spoken words, syllables, and sounds, including rhyming words, syllable counting, blending, segmenting, and phoneme manipulation.
- Apply grade-level phonics skills in decoding and encoding words, including letter-sound correspondences, vowel sounds, high-frequency words, and irregular word parts.
- Read emergent-reader texts with sufficient decoding accuracy.
- Demonstrate writing conventions, including letter matching, formation, spacing, phoneme-grapheme correspondence, and sentence composition.

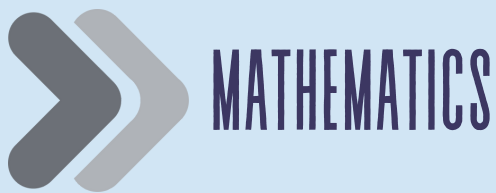


Library Usage

- Show active listening/listen attentively to read-alouds.
- Identify parts of a book: front/back cover, author/illustrator and their roles, spine, and call number.
- Differentiate between fiction and non-fiction genres.
- Begin to recognize beginning/middle/end, character and setting.
- Begin to recognize library organization.
- Demonstrate/recall book care.
- Follow library rules and procedures.
- Use shelf markers to select books.

Digital Citizenship

- Begin to use electronic resources.
- Begin to explain the importance of identifying ownership of information.
- Name ways to be safe when going online.



Numbers 0-5

- Count, recognize, identify, and write numbers 0-5.
- Associate number names with numerals and quantities.
- Use matching and counting strategies to identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.

Numbers to 10

- Count, recognize, identify and write numbers 0-10.
- Develop strategies for accurately counting and keeping track of quantities up to 10.
- Count forward from a given number to 10 when not beginning at 1.
- Establish one-to-one correspondences between equal groups.
- Make two groups of objects to represent the same quantity.

Sort and Classify

- Compare how objects are the same and different.
- Identify attributes (color, size, and shape) and develop language to describe them.
- Explore math manipulatives and their attributes.
- Find objects that share at least one attribute.
- Sort and match objects using attributes.
- Collect and keep track of survey data.
- Describe, count, and compare the data of two categories.

Addition and Subtraction to 10

- Combine sets and grasp a firm understanding of number facts to 5.
- Form addition stories and write them using plus signs and equal symbols.
- Add numbers accurately and efficiently within 5.
- Combine sets up to 10.
- Form subtraction stories and write them using minus signs and equal symbols.
- Subtract numbers accurately and efficiently within 5.
- Separate sets when starting with no more than 10 objects.
- Collect and keep track of survey data.
- Describe, count, and compare the data of two categories.

Numbers 10 to 19

- Name, recognize, count, and write numbers 10-19.
- Identify a group of 10 ones as a "ten."
- Decompose numbers 11 to 19 into a 10 and some ones.
- Identify the value of each digit in a two-digit number.
- Collect and keep track of survey data.
- Describe, count, and compare the data of two categories.

Numbers to 100 and Money Values

- Name, recognize, count, and write numbers 10-20.
- Practice the rote counting sequence from 1-31.
- Recite numbers up to 100.
- Use everyday activities to practice counting to 100, such as keeping track of the days in school.
- Count by tens and count on by ones to 100.
- Count by 10's up to 100 and tell the decade number.
- Recognize and identify coins including pennies, nickels, dimes, and quarters.
- Tell the value of a penny, nickel, dime, and quarter.
- Recognize and identify dollar bills.
- Tell the value of a dollar bill.
- Collect and keep track of survey data.
- Describe, count, and compare the data of two categories.

2D and 3D Shapes

- Describe the attributes of circles, rectangles, triangles, squares, and hexagons.
- Join two-dimensional shapes to form a larger two-dimensional shape.
- Identify, recognize, build, and describe three-dimensional shapes (cube, cone, sphere, and cylinder) by faces, edges, and sides.
- Describe positions of solid shapes (above, below, beside, in front of, behind, and next to) based on other objects and solid shapes.
- Collect and keep track of survey data.
- Describe, count, and compare the data of two categories.

Measurement

- Compare and order objects according to their measurable attributes.
- Develop language to describe and compare lengths.
- Directly compare two objects to determine which is longer.
- Compare the heights and length of two objects.
- Compare the weight of two objects.
- Collect and keep track of survey data.
- Describe, count, and compare the data of two categories.



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

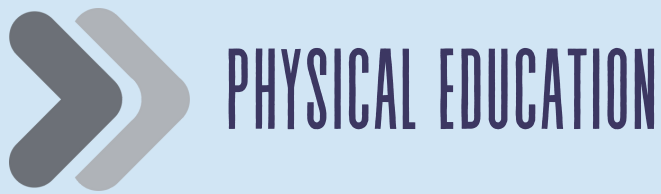
- Sing a song by imitation.
- Demonstrate awareness of the steady beat with classroom instruments.
- Explore and demonstrate awareness of music contrasts in a variety of music selected for performance.
- Demonstrate awareness of expressive qualities.
- Apply personal, teacher, and peer feedback to refine 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 and Non-Manipulative Movements and Skills

- Demonstrate and follow cues for manipulative movements and begin executing the skill to the best of one's 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 and Locomotor and 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 (i.e., 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 and Value

- Identify colors.
- Explore color mixing.

Line and Texture

- Identify basic lines.
- Recognize texture.

Shape, Form and Space

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

Generating and Conceptualizing Ideas

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

Organizing and Developing Ideas

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

Refining and 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.



WORLD LANGUAGES

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 a weather booklet.
- Classify weather as hot or cold.
- 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 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).