

# Totowa Preschool Curriculum Project

Aligned to the NJDOE Model Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

Pacing Guide	
Content Area: Social Studies	
Course Title:	Grade Level: P-Cubs/Pandas
<b>Unit 1: My Family/Our Neighborhood/Community Helpers</b>	September - October
<b>Unit 2: Respect/Kindness/Rules and Laws</b>	November - December
<b>Unit 3: Citizenship</b>	January - February
<b>Unit 4: America's Symbols/Holiday Celebrations/World Languages</b>	March - April
<b>Unit 5: Past and Present/Geography</b>	May-June

Created by: Tina DeRose, LouAnn Martinez, Andrea Piccirillo

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### Unit Overview

**Content Area: Social Studies**

**Unit 1 Title:** My Family/Our Neighborhood/Community Helpers

**Target Course/Grade Level:** P-Cubs/Pandas

#### Unit Summary

This unit identifies types of communities, community helpers, and describes different families and family roles.

#### Interdisciplinary connections:

Language Arts

[www.corestandards.org/ela\\_literacy](http://www.corestandards.org/ela_literacy)

#### 21<sup>st</sup> century themes:

##### Learning and Innovation Skills

Creativity and innovation

Critical Thinking and problem solving

Communication and collaboration

##### Information, Media, and Technology Skills

Information Literacy

##### Life and Career Skills

Flexibility and Adaptability

Initiative and Self Direction

Social and Cross Cultural Skills

Productivity and Accountability

Leadership and Responsibility

#### Unit Rationale

Students will recognize the different types of communities, families, and neighborhoods and develop an understanding of various roles within families and communities.

### Learning Targets

Preschool #	Preschool Indicator
6.1.P.A.1	Demonstrate an understanding of rules by following most classroom routines.
6.1.P.A.2	Demonstrate responsibility by initiating simple classroom tasks and jobs.
6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.
6.1.P.B.1	Develop an awareness of the physical features of the neighborhood/community.
6.1.P.B.2	Identify, discuss, and role-play the duties of a range of community workers.
6.1.P.D.1	Describe characteristics of oneself, one's family, and others.

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<b>6.1.P.D.2</b>	<b>Demonstrate an understanding of family roles and traditions.</b>	
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How and why are communities important?</li> <li>• How do people help in our community?</li> <li>• How are families different?</li> <li>• How do families celebrate?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• A community is a place where people interact with one another in many ways and depend on one another.</li> <li>• There are different kinds of communities (families, schools, neighborhoods)</li> <li>• Identify various types of families and family celebrations.</li> </ul>	
<b>Unit Learning Targets</b> <i>Students will.....</i> <ul style="list-style-type: none"> <li>• Begin to help children understand his/her responsibilities as a member of a family, classroom, and community.</li> <li>• The Kissing Hand-Audrey Penn</li> </ul>		
<b>Standard #</b>	<b>Learning Standard</b>	
<b>6.1</b>	<b>Children identify unique characteristics of themselves, their families and others.</b>	
<b>6.2</b>	<b>Children become contributing members of the classroom community.</b>	
<b>6.3</b>	<b>Children demonstrate knowledge of neighborhood and community.</b>	
<b>6.4</b>	<b>Children develop an awareness of the cultures within their classroom and community</b>	
<b>Evidence of Learning</b>		
<b>Summative Assessment</b> Should provide overall evidence about student learning. How well have the students learned the content knowledge in the unit? What aspects have been internalized? Can students support explanations with knowledge and evidence they acquired during the unit?		
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li style="width: 50%;">• Student participation</li> <li style="width: 50%;">• Classroom Observations</li> <li style="width: 50%;">• Whole group instruction/discussion</li> <li style="width: 50%;">• Question and answer</li> <li style="width: 50%;">• Small group instruction/discussion</li> <li style="width: 50%;">• Completed classwork</li> <li style="width: 50%;">• Completed projects</li> </ul>		

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### Teacher Resources:

[www.Starfall.com](http://www.Starfall.com)

[www.Pbskids.com](http://www.Pbskids.com)

[www.Scholastic.com](http://www.Scholastic.com)

[www.Abcteach.com](http://www.Abcteach.com)

[www.Writingwizard.longcountdown.com](http://www.Writingwizard.longcountdown.com)

[www.Abcmouse.com](http://www.Abcmouse.com)

[www.dltk-kids.com](http://www.dltk-kids.com)

Age appropriate literature

Scholastic books

Teacher selected materials

The Creative Curriculum for Preschool

### Integration of Technology:

Computers/Ipads

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### Unit Overview

**Content Area: Social Studies**

**Unit 2 Title:** Respect/Kindness/Rules and Laws

**Target Course/Grade Level: P-Cubs and Pandas**

#### Unit Summary

This unit identifies respect and demonstrates appropriate behavior in and out of the classroom, displays manners and acts of kindness and establishes and outlines school rules and community laws.

#### Interdisciplinary connections:

Language Arts

[www.corestandards.org/ela](http://www.corestandards.org/ela) literacy

#### Learning and Innovation Skills

Creativity and innovation

Critical thinking and problem solving

Communication and collaboration

#### Information, Media, and Technology Skills

Information Literacy

#### Life and Career Skills

Flexibility and Adaptability

Initiative and Self Direction

Social and Cross Cultural Skills

Productivity and Accountability

Leadership and Responsibility

#### Unit Rationale

This unit seeks to inform students of school and classroom rules. Students will learn manners, respect and acts of kindness.

### Learning Targets

Preschool #	Preschool Indicator
6.1.P.A.1	Demonstrate an understanding of rules by following most classroom routines.
6.1.P.A.2	Demonstrate responsibility by initiating simple classroom tasks and jobs.
6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.
6.1.P.D.4	Learn about and respect other cultures within the classroom and community.

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<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>Why are manners important?</li> <li>Why is it important to be respectful and kind?</li> <li>What would happen if we didn't have rules and laws?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>To become a respectful citizen treat others tn, manners are imperative.</li> <li>Being respectful allows a person to live by the “Golden Rule” and to treat others the way you want to be treated.</li> <li>Our world would be chaos if we didn't follow rules and laws.</li> </ul>		
<p><b>Unit Learning Targets</b> <i>Students will.....</i></p> <ul style="list-style-type: none"> <li>Discuss and explore school and classroom rules and tell why these rules are necessary.</li> <li>Examine the Holocaust and discuss respect and making our world a better place.</li> <li>Examine a world without rules to understand the need for rules and laws to be established.</li> <li>Demonstrate an understanding of rules by following classroom routines.</li> <li>Understand expectations and demonstrate appropriate behavior in the classroom.</li> <li>Learn manners, respect, kindness and necessity of both in order to live and play pleasantly where each has the opportunity to grow, learn and feel safe.</li> </ul>			
<b>Standard #</b>	<b>Learning Standard</b>		
6.1	<b>Children identify unique characteristics of themselves, their families, and Others.</b>		
<b>Evidence of Learning</b>			
<p><b>Summative Assessment</b></p> <p>Should provide overall evidence about student learning. How well have the students learned the content knowledge in the unit? What aspects have been internalized? Can students support explanations with knowledge and evidence they acquired during the unit?</p>			
<p><b>Formative Assessments</b></p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <li>Classroom observations</li> <li>Student participation</li> <li>Completed projects</li> <li>Completed class work</li> </ul> </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <li>Whole group/discussion/instruction</li> <li>Small group/discussion/instruction</li> <li>Question and answer</li> </ul> </td> </tr> </table>		<ul style="list-style-type: none"> <li>Classroom observations</li> <li>Student participation</li> <li>Completed projects</li> <li>Completed class work</li> </ul>	<ul style="list-style-type: none"> <li>Whole group/discussion/instruction</li> <li>Small group/discussion/instruction</li> <li>Question and answer</li> </ul>
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<p><b>Teacher Resources:</b></p> <p><a href="http://www.education.com">www.education.com</a></p> <p><a href="http://www.writingwizard.com">www.writingwizard.com</a></p> <p><a href="http://www.pbskids.org">www.pbskids.org</a></p> <p><a href="http://www.abcteach.com">www.abcteach.com</a></p> <p><a href="http://www.starfall.com">www.starfall.com</a></p>			

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**Teacher selected materials**

Scholastic books/Scholastic.com

Age appropriate literature

The Creative Curriculum for Preschool

**Integration of Technology:**

Computer/IPADS

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### Unit Overview

**Content Area: Social Studies**

**Unit 3 Title:** Voting/Citizenship/Martin Luther King Jr.

**Target Course/Grade Level: P-Cubs and Pandas**

#### Unit Summary

In this unit students will learn that good citizenship involves showing responsibility, fairness, and respect. The students will also learn how some of our leaders exemplified good citizenship and how leaders are elected by voting.

#### Interdisciplinary connections:

Language Arts

[www.corestandards.org/ela](http://www.corestandards.org/ela) literacy

#### Learning and Innovation Skills

Creativity and innovation

Critical thinking and problem solving

Communication and collaboration

#### Information, Media, and Technology Skills

Information Literacy

#### Life and Career Skills

Flexibility and Adaptability

Initiative and Self Direction

Social and Cross Cultural Skills

Productivity and Accountability

Leadership and Responsibility

#### 21<sup>st</sup> century themes:

#### Unit Rationale

This unit develops cultural awareness among students and discussed Martin Luther King Jr. and how his role is significant in the history of our nations.

### Learning Targets

Preschool #	Preschool Indicator
6.1.P.A.1	Demonstrate an understanding of rules by following most classroom routines.
6.1.P.A.2	Demonstrate responsibility by initiating simple classroom tasks and jobs.
6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.
6.1.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
6.3.4.A.1	Evaluate what makes a good rule or law.



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<b>6.1.4.A.10</b>	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What is a citizen?</li> <li>• How can one be a good citizen?</li> <li>• How are people different but also the same?</li> <li>• Who was Dr. Martin Luther King Jr.?</li> <li>• How do we vote?(Leaders)</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• <b>George Washington and Abraham Lincoln are famous American presidents due to their contributions to the USA</b></li> <li>• <b>People are different in a myriad of ways but ne they are alike in that they are humans who share similar feelings</b></li> <li>• <b>Dr. Martin Luther King Jr. was a civil right leader.</b></li> <li>• <b>We vote by election to choose our country’s leaders</b></li> </ul>
<b>Unit Learning Targets</b> <i>Students will.....</i> <ul style="list-style-type: none"> <li>• Begin to understandChildren identify unique characteristics of themselves, their families and others.d the nature of citizenship, differences, sharing, taking turns, honesty and fairness <i>Rainbow Fish-Marcus Pfister</i></li> <li>• Begin to understand varying viewpoints of people at turning points</li> <li>• Begin to understand voting and electing leaders</li> </ul>	
<b>Standard #</b>	<b>Learning Standard</b>
<b>6.1</b>	Children identify unique characteristics of themselves, their families, and others
<b>6.3</b>	Children demonstrate knowledge of neighborhood and community
<b>Evidence of Learning</b>	
<b>Summative Assessment</b> Should provide overall evidence about student learning. How well have the students learned the content knowledge in the unit? What aspects have been internalized? Can students support explanations with knowledge and evidence they acquired during the unit?	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li style="width: 50%;">• Classroom observations</li> <li style="width: 50%;">• Completed class work</li> <li style="width: 50%;">• Student participation</li> <li style="width: 50%;">• Whole group discussion/instruction</li> <li style="width: 50%;">• Completed projects</li> <li style="width: 50%;">• Small group discussion/instruction</li> <li style="width: 50%;">• Question and answer</li> </ul>	

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### Unit Overview

**Content Area: Social Studies**

**Unit 4 Title:** America's Symbols/Holiday Celebrations/World Languages

**Target Course/Grade Level: P-Cubs/Pandas**

#### Unit Summary

In this unit the students will gain an understanding of various holidays and cultural traditions that people celebrate in our country. The students will learn about US symbols such as the flag and the map/globe of our country.

#### Interdisciplinary connections:

Language Arts

[www.corestandards.org/ela\\_literacy](http://www.corestandards.org/ela_literacy)

#### 21<sup>st</sup> century themes:

##### Learning and Innovation Skills

Creativity and innovation

Critical Thinking and problem solving

Communication and collaboration

##### Information, Media, and Technology Skills

Information Literacy

##### Life and Career Skills

Flexibility and Adaptability

Initiative and Self Direction

Social and Cross Cultural Skills

Productivity and Accountability

Leadership and Responsibility

#### Unit Rationale

Students will gain an understanding and appreciation for customs celebrated in America/identifying and understanding of US symbols.

### Learning Targets

Preschool #	Preschool Indicator
6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
7.1.P.A.1	Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song)

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7.1.P.A.2	Say simple greetings, words, and phrases in a language other than their own.
7.1.P.A.3	Comprehend previously learned simple vocabulary in a language other than their own.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What are the symbols of America?</li> <li>• What are the holidays we celebrate?</li> <li>• Do all people speak in the same language?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Flag, Pledge of Allegiance, Statue of Liberty, Globe, Map</li> <li>• Americans celebrate Columbus Day, Halloween, Veteran’s Day, Thanksgiving, Christmas, Hanukkah, Kwanza, New Years Day, Groundhog’s Day, Valentine’s Day, Read Across America Day, St. Patrick’s Day, Memorial Day, Arbor Day, Earth Day, Flag Day, Independence Day, Mother and Father’s Day</li> <li>• Many people speak another/different language.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will.....</i> <ul style="list-style-type: none"> <li>• Identify patriotic symbols and activities such as the flag, the Pledge of Allegiance and patriotic songs.</li> <li>• Identify different holidays and celebrations celebrated in the US.</li> </ul>	
<b>Standard #</b>	<b>Learning Standard</b>
6.1	<b>Children identify unique characteristics of themselves, their families, and others.</b>
6.4	<b>Children demonstrate awareness of the cultures within their classroom and community.</b>
7.1	<b>Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.</b>
<b>Evidence of Learning</b>	
<b>Summative Assessment</b> Should provide overall evidence about student learning. How well have the students learned the content knowledge in the unit? What aspects have been internalized? Can students support explanations with knowledge and evidence they acquired during the unit?	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li style="width: 50%;">• Student participation</li> <li style="width: 50%;">• Classroom Observations</li> <li style="width: 50%;">• Whole group instruction</li> <li style="width: 50%;">• Question and answer</li> <li style="width: 50%;">• Completed projects</li> <li style="width: 50%;">• Completed classwork</li> </ul>	
<b>Teacher Resources:</b> <a href="http://www.Starfall.com">www.Starfall.com</a> <a href="http://www.Pbskids.com">www.Pbskids.com</a> <a href="http://www.Scholastic.com">www.Scholastic.com</a>	

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Unit Overview	
<b>Content Area: Social Studies</b>	
<b>Unit 5 Title:</b> Past and Present/Geography	
<b>Target Course/Grade Level:</b> P – Cubs/Pandas	
<p><b>Unit Summary</b> The unit will offer the students understanding the difference between past and present. The unit will also offer the student a sense of geographic placement.</p> <p><b>Interdisciplinary connections: Language Arts</b> <a href="http://www.corestandards.org/ela_literacy">www.corestandards.org/ela_literacy</a></p> <p><b>21<sup>st</sup> century themes:</b></p> <p><b>Learning and Innovation Skills</b></p> <ul style="list-style-type: none"> <li>• Creativity and innovation</li> <li>• Critical thinking and problem solving</li> <li>• Communication and collaboration</li> </ul> <p><b>Information, Media, and Technology Skills</b></p> <ul style="list-style-type: none"> <li>• Information Literacy</li> </ul> <p><b>Life and Career Skills</b></p> <ul style="list-style-type: none"> <li>• Flexibility and Adaptability</li> <li>• Initiative and Self Direction</li> <li>• Social and Cross Cultural Skills</li> <li>• Productivity and Accountability</li> <li>• Leadership and Responsibility</li> </ul>	
<p><b>Unit Rationale</b> Students need to have an understanding of the concepts “then” and “now”. They must also develop a greater sense of spatial awareness; geographically speaking.</p>	
Learning Targets	
<b>Preschool #</b>	<b>Preschool Indicator</b>
6.3.4.B.1	Geography, People, and the Environment
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What is Totowa and where is it located?</li> <li>• What is New Jersey and where is it located?</li> <li>• What is the United States and where is it located?</li> <li>• How has the world changed from when your parents were your age?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Totowa is a town located in New Jersey.</li> <li>• New Jersey is a state located in the United States.</li> <li>• The United States is located in North America.</li> </ul> <p>(all the above will also be located on a map)</p> <ul style="list-style-type: none"> <li>• Clothing, hairstyles, transportation, etc.</li> </ul>

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<b>Unit Learning Targets</b>	
<i>Students will.....</i> <b>Examine communication and other developments from past to present</b>	
<b>Standard #</b>	<b>Learning Standard</b>
<b>6.3</b>	<b>Active Citizenship in the 21<sup>st</sup> Century</b>
<b>Evidence of Learning</b>	
<b>Summative Assessment</b> <ul style="list-style-type: none"><li>• Formal checklists</li><li>• Batel</li><li>• Parent/Teacher Conferences</li><li>• Portfolio</li></ul>	
<b>Formative Assessments</b> <ul style="list-style-type: none"><li>• Classroom observations</li><li>• Student participation</li><li>• Exit slips</li><li>• Large group instruction/discussions</li><li>• Completed projects</li><li>• Completed classwork</li><li>• Plan-Do-Review</li><li>• Small group instruction/discussions</li></ul>	
<b>Teacher Resources:</b> <b>Maps</b> <b>People and Places Chart</b> <b>Scholastic.com</b> <b>Superteacherworksheets.com</b> <b>Enchantedlearning.com</b> <b>Visual Aides</b>	
<b>Integration of Technology:</b> <ul style="list-style-type: none"><li>• Computers</li><li>• I Pads</li></ul>	

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### ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.
- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
  - Graphic organizers
  - Modified texts
  - Modified assessments
  - Written/audio instruction
  - Shorter paragraph/essay length
  - Homogeneously grouped by level



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### **MODIFICATIONS**

#### ***Based on Students' Individual Needs***

(Special Education Students, English Language Learners, Students at-Risk)

<b>Time/General</b> <ul style="list-style-type: none"><li>• Allow extra time</li><li>• Repeat and clarify directions</li><li>• Provide breaks in between tasks</li><li>• Have student verbalize directions</li><li>• Provide timelines/due dates for reports and projects</li></ul>	<b>Processing</b> <ul style="list-style-type: none"><li>• Provide extra response time</li><li>• Have student verbalize steps</li><li>• Repeat directions</li><li>• Provide small group instruction</li><li>• Include partner work</li></ul>	<b>Comprehension</b> <ul style="list-style-type: none"><li>• Provide reading material on student's level</li><li>• Have student underline important points</li><li>• Assist student on how to use context clues to identify words/phrases</li><li>• Ensure short manageable tasks</li></ul>
<b>Tests/Quizzes/Grading</b> <ul style="list-style-type: none"><li>• Provide extended time</li><li>• Provide study guides</li><li>• Limit number of responses</li></ul>	<b>Behavior/Attention</b> <ul style="list-style-type: none"><li>• Establish classroom rules</li><li>• Write a contract with the student specifying expected behaviors</li><li>• Provide preferential seating</li><li>• Re-focus student as needed</li><li>• Reinforce student for staying on task</li></ul>	<b>Organization</b> <ul style="list-style-type: none"><li>• Monitor the student and provide reinforcement of directions</li><li>• Verify the accurateness of homework assignments</li><li>• Display a written agenda</li></ul>

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### Enrichment

#### Accommodate Based on Students Individual Needs: Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

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### Career Ready Practices

#### Standards

#### CRP1, CRP2, CRP3, CRP4, CRP8, CRP9, CRP10, CRP12

- **CRP1. Act as a responsible and contributing citizen and employee.** Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
- **CRP2. Apply appropriate academic and technical skills.** Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation
- **CRP3. Attend to personal health and financial well-being.** Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
- **CRP4. Communicate clearly and effectively and with reason.** Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.** Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
- **CRP9. Model integrity, ethical leadership and effective management.** Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in

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every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

- **CRP10. Plan education and career paths aligned to personal goals.** Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
- **CRP12. Work productively in teams while using cultural global competence.** Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

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# Educational Technology

## Standards

**8.1.2.A.1, 8.1.2.A.2, 8.1.2.A.3, 8.1.2.A.5, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.D.1, 8.1.2.E.1, 8.1.2.F.1**

- **Technology Operations and Concepts**
  - Identify the basic features of a computer and explain how to use them effectively.
  - Use technology terms in daily practice.
  - Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages.
  - Create a document with text using a word processing program.
  
- **Creativity and Innovation**
  - Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
  
- **Communication and Collaboration**
  - Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.
  
- **Digital Citizenship**
  - Model legal and ethical behaviors when using both print and non-print information by citing resources.
  
- **Research and Information Literacy**
  - Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.
  
- **Critical Thinking, Problem Solving, and Decision-Making**
  - Use mapping tools to plan and choose alternate routes to and from various locations.