

Cresskill School District

Kindergarten

Curriculum Overview



Dr. Peter Hughes, Superintendent of Schools

Erik Roth, Director of Curriculum

Grace Chun, K-12 Supervisor of Curriculum and Instruction

Alexis Peck, K-12 Supervisor of Curriculum and Instruction

Table of Contents

[Reading](#)

[Writing](#)

[Phonics](#)

[Math](#)

[Social Studies](#)

[Science](#)

[Health](#)

[Physical Education](#)

[Performing Arts](#)

[Visual Arts](#)

[Technology Education](#)

[World Language](#)

Kindergarten - Reading		
Unit #	Unit	Unit Focus
Unit 1	We are Readers	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Key details in a text (who, what, where, when, why, how) • Common types of texts (e.g. storybooks, poems) • Story elements • Author and illustrator <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Retell familiar stories, including key details (who, what, where, when, why, how) • Identify characters, settings, and major events in a story • Name the author and illustrator of a story and define the role of each in telling the story
Unit 2	Super Powers	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Reading strategies <ul style="list-style-type: none"> ◦ Pointing at words ◦ Sliding through words in a sentence ◦ Rereading sentences ◦ Practicing sections of the text to increase stamina • Fluency <ul style="list-style-type: none"> ◦ Punctuation marks indicate where to take a breath ◦ Rereading can turn new words into snap words • Snap words <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Point to words as they read • Use snap words to help them read • Make their voices smoother as they read • Retell familiar stories, including key details (who, what, where, when, why, how) • Identify characters, settings, and major events in a story • Think about how the characters are feeling

		<ul style="list-style-type: none"> • Read for meaning of the story • Name the author and illustrator of a story and define the role of each in telling the story
Unit 3	Bigger Books Bigger Reading Muscles	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Reading strategies - what to do as they read and even when they get stuck on a word • Fluency - using expression and different voices • Snap words • Key details in a text (who, what, where, when, why, how) • Story elements that can help with comprehension • Author and illustrator <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Think deeply about a story • Study pictures closely and read the words to understand more of the story • Predict what might happen next • Bring stories to life - imagine the characters moving and talking inside the setting, like a movie in their mind • Figure out words of any size by sliding through the sounds, not missing the middle but by blending all the sounds from beginning to end
Unit 4	Becoming Avid Readers	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Nonfiction can teach information • Text features are pictures, contents, glossary, bold words • Pictures can help them learn more about a topic • Readers learn as they read <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Differentiate facts versus fiction in a story • Identify the special text features of nonfiction: table of contents, glossary and index • Ask and answer questions about key details with prompting and support • Retell key details and identify the main topic of a text with prompting and support • Use pictures and words to gather facts • Interpret information from illustrations, diagrams, and graphs • Classify and categorize new information learned

Kindergarten - Writing		
Unit #	Unit Name	Unit Focus
Unit 1	Launching the Writer's Workshop	<p>Students Will Know:</p> <ul style="list-style-type: none"> • The importance of following directions • The need of organizing materials • The value of sitting attentively • The meaning of listening attentively <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Follow directions that will support them as writers • Organize materials that will support them as writers • Sit attentively during mini-lessons • Listen attentively during mini-lessons
Unit 2	Show and Tell/Label and List	<p>Students Will Know:</p> <ul style="list-style-type: none"> • The purpose and function of labels • Pattern books have repetition • Pattern books have lots of sight words • Sentences have spaces, capital letters, and punctuation <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Identify labels • Write lots of labels • Match a label to its sketch • Look and think about a sketch • Draw and write about a sketch
Unit 3	Telling Stories through Pictures and Words	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Writers plan • Readers use what they already know to help them understand a story

		<ul style="list-style-type: none"> • The elements of a story <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Plan by thinking and hearing aloud a story • Plan by sketching several pages of pictures • Use picture walks to activate prior knowledge and set a context for telling or reading the story • Recognize story elements in the stories they are reading
Unit 4	Writing for Readers	<p>Students Will Know:</p> <ul style="list-style-type: none"> • How speech bubbles function as dialogue • When and why enlarged words are used • How descriptive details create a setting • Various styles of writing and illustrating used by different authors • How illustrations assist us with retelling a story <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Use speech bubbles to make characters think and speak • Use bold words • Add details to their writing to create a setting • Talk about common ideas and messages in an author's stories • Use illustrations to assist with retelling • Read with fluency and expression

[Back to Table of Contents](#)

Kindergarten - Phonics		
Unit #	Unit Name	Unit Focus
Unit 1	Lowercase Letters and Sounds	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Letter-Keyword-Sound for consonants and short vowels • Letter formation for lowercase letters • Sound recognition for consonants and short vowels • Print and word awareness • Phonemic awareness: initial and final sounds • Story retelling • Beginning composition skills • Fluency/phrasing with echo and choral reading <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Form lower-case letters • Recognize sounds for consonants and short vowels • Produce rhyming words • Identify initial and final sounds • Retell a story • Use beginning composition skills • Read with fluency and phrasing during echo and choral reading
Unit 2	Tapping out Words and Letters	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Phonemic awareness skills: blending, segmenting, and manipulation of sounds • Story prediction • Alphabetical order • Uppercase letter formation • Sample words: map, sad, rat <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Blend, segment, and manipulate sounds • Blend and read CVC words

		<ul style="list-style-type: none"> • Blend and read three-sound short vowel words • Predict when reading a story • Identify alphabetic order • Form upper-case letters
Unit 3	CVC and Trick Words	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Phonemic awareness skills • Narrative story form: character, setting, main events • Fluency and phrasing with echo and choral reading • Beginning composition skills • High frequency words (trick words) • Sample words: cut, tap, wet <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Blend sounds that are nonsense CVC words • Distinguish long and short vowel sounds • Blend and spell three-sound short vowel words • Recognize narrative form: character, setting, main events
Unit 4	Digraphs	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Phoneme segmentation • Concepts of consonant digraphs, keywords and sounds wh, ch, sh, th, ck • Spelling three-sound words with digraphs • Spelling of ck at end of words • Narrative story form: character, setting, main events • Sample words: bath, chop, thick <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Segment and decode three-sounds words • Blend, segment, and manipulate sounds • Decode three-sound words with digraphs • Recognize narrative story form and retell about a character, setting, and main events
Unit 5	Sentence Structure	Students Will Know:

		<ul style="list-style-type: none">• Sentence structure• Sentence dictation• Narrative fiction vs. Informational books <p>Students Will Be Able To:</p> <ul style="list-style-type: none">• Recite a full sentence• Begin drafting sentence(s)• Discern differences between fiction and informational books
--	--	--

[Back to Table of Contents](#)

Kindergarten - Math		
Unit #	Unit Name	Unit Focus
Unit 1	Numbers 0-10	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Numbers • Shapes and patterns • Measurement • Place value <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Count to 100 • Count 20 or more objects • Compare and order numbers • Understand non-standard tools such as student's thumb, erasers, or blocks • Identify and investigate shapes
Unit 2	Shapes/ Numbers 11-20	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Shapes • Patterns • Teens (i.e., thirteen, fourteen...) • Measurement <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Identify and describe plane and solid figures • Extend, describe, and create patterns • Compare and order whole numbers to 20
Unit 3	Comparing Numbers and Shapes	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Numbers 0-20 • Skip Counting • Objects can be measured

		<p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Count by 10s • Identify Shapes • Make Patterns • Measure- non-standard units of measure and standard • Determine Probability • Add and subtract to 20
Unit 4	Number Stories and Graphs	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Knowing larger numbers is important in counting • Adding and subtracting are two main operations • Graphing data shows information and helps predict future values • Patterns are seen everywhere • Geometric shapes create our environment and can be classified by what they look like <p>Students Will Be Able To</p> <ul style="list-style-type: none"> • Know larger numbers and count with them • Add and subtract • Graph data to communicate information • See patterns everywhere • Create our environment using geometric shapes
Unit 5	Sequencing Numbers and Measurement	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Objects can be represented with written numerals 0-20 • Addends to 10 using ten frames • Place Value (ones and tens) • Plus and equal symbols are used for adding • Number stories can be solved using equations • Positional language (above, below, beside, in front of, behind, etc.) <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Identify the number that makes 10 when added to a given number, using a ten frame for support

		<ul style="list-style-type: none"> • Use concrete materials to add • Finding and describing shapes in the environment • Develop spatial awareness using positional language (above, below, beside, in front of, behind, etc.
Unit 6	Geometry and Units of Measure	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Addition and Subtraction • The difference between 2-D and 3-D Shapes • The attributes of 2-D and 3-D Shape • The meaning of length, weight and capacity <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Represent objects with a written numeral 0-20 • Represent addition and subtraction concretely and verbally • Name, compare, and model 3-D shapes • Analyze and describe parts and attributes of shapes • Distinguish between 2-D and 3-D shapes • Describe and compare objects based on length, weight, and capacity • Develop descriptive language: long/short, heavy/light, holds a lot/holds a little, etc.
Unit 7	Addition, Subtraction and Shapes	<p>Students Will Know:</p> <ul style="list-style-type: none"> • How to build 2-D and 3-D shapes • Addition and Subtraction Skills • Place Value • Number Writing • Complements of 10 • Patterning Rules <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Build 2D & 3D shapes • Practice addition and subtraction skills • Extend oral counting skills • Understand the basics of place value • Explore equivalent names for numbers

		<ul style="list-style-type: none"> • Practice number writing • Understand number patterns • Practice complements of 10 • Build and compare two digit numbers • Order numbers • Compare patterns • Identify patterning rules
Unit 8	Counting by 10s	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Groups of objects can be added together and subtracted from each other • How to count forward from numbers other than one • You do not always have to use manipulatives, etc. to solve mathematical problems • Identify function rules • How to find pairs of numbers that add up to 10 • Calculators are tools to help in math • A pan balance can compare the weight of objects <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Understand place value • "Count on" as an addition strategy • Develop mental math • Generate numbers from function rules • Find missing numbers in equations • Model number stories on a calculator • Use nonstandard units on a pan balance

[Back to Table of Contents](#)

Kindergarten - Social Studies		
Unit #	Unit Name	Unit Focus
Unit 1	All About Me	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Being part of a group means getting along with others • People are similar and different <ul style="list-style-type: none"> ○ Family ○ Friends ○ Likes/dislikes ○ Things they really love ○ Hopes/dreams ○ Responsibilities <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Identify the following about themselves <ul style="list-style-type: none"> ○ Characteristics (hair color, eye color, tall, short, etc.), ○ Friend ○ Student/learner ○ Soccer player, swimmer, etc.
Unit 2	Family	<p>Students Will Know:</p> <ul style="list-style-type: none"> • A family is a group of people who work together and care for one another. <ul style="list-style-type: none"> ○ Families are different ○ Families have to meet basic needs of members (food, shelter, clothing and love) ○ Family members work together and contribute to the family ○ Our families originally came from different places ○ Families can change (move, new births) <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Understand that families share traditions and customs, differences in structure, the need to care for their members, and the experience of change in varying ways

Unit 3	Communities	<p>Students Will Know:</p> <ul style="list-style-type: none">● A community is a group of people who work together and help each other<ul style="list-style-type: none">○ Classroom, school, family, town <p>Students Will Be Able To:</p> <ul style="list-style-type: none">● Understand that community helpers have special jobs that keep the community safe and healthy<ul style="list-style-type: none">○ Doctors○ Firefighters○ Police○ Postal Workers○ Construction○ Paramedics
--------	-------------	--

[Back to Table of Contents](#)

Kindergarten - Science		
Unit #	Unit Name	Unit Focus
Unit 1	Weather Patterns	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Weather can change from day to day and across seasons. • Certain types of weather (like snow, rain, or sunshine) happen more often during certain times of the year. • Weather affects how we dress, what we do outside, and how we prepare. • Plants and animals (including humans) can change their surroundings to meet their needs. • Examples include animals building homes (e.g., birds' nests, beaver dams), plants growing roots, and people constructing buildings or roads. • These changes help living things survive in their environments. <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Observe daily weather conditions. • Use drawings, charts, or symbols to record weather over time. • Identify and talk about patterns they see in weather data. • Share their weather observations using pictures or words. • Use simple language to describe patterns they notice over time. • Explain how a plant, animal, or person changes the environment to meet a need. • Support their ideas with observations or examples they've seen in nature, books, or class videos. • Participate in group discussions about how the environment changes. • Ask and answer questions about weather and environmental changes.
Unit 2	Severe Weather	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Weather can be described using terms like sunny, cloudy, rainy, snowy, windy, and hot or cold. • Weather follows seasonal patterns (e.g., it is usually warmer in summer and colder in winter). • People look at the sky and use tools to observe and record the weather. • Weather forecasts give us information about what the weather will be like soon. • Some weather can be dangerous (like thunderstorms, snowstorms, or hurricanes), and people use forecasts to get ready for it. <p>Students Will Be Able To:</p>

		<ul style="list-style-type: none"> ● Observe daily weather conditions using senses and simple tools (like thermometers or wind socks). ● Record weather data over time using pictures, symbols, or simple graphs. ● Identify patterns in the weather by comparing recorded observations. ● Ask questions about the weather (e.g., "Why is it windy today?"). ● Ask and answer questions about how people prepare for different kinds of weather. ● Use drawings, models, or simple explanations to show how forecasts help people plan (e.g., "We take an umbrella when the forecast says rain"). ● Describe ways people stay safe in bad weather (e.g., staying indoors during lightning, wearing coats in cold weather). ● Share weather observations with others. ● Talk about what kinds of weather they've experienced and how they or their families prepare for it.
Unit 3	Push & Pull	<p>Students Will Know:</p> <ul style="list-style-type: none"> ● Pushes and pulls are types of forces that can move objects. ● The strength (hard vs. gentle) and direction (forward, backward, sideways) of a push or pull affects how an object moves. ● Engineers solve problems by designing tools or objects. ● A tool's shape can affect how it works. ● Testing different designs can help show which one works better. ● Designs can be improved by looking at data or by trying different ideas. <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> ● Explore how objects move with different strengths or directions of pushes and pulls. ● Compare what happens when they push or pull gently vs. forcefully, or from different sides. ● Collect and look at data from tests (e.g., how far or fast something moved). ● Decide if a push or pull made something work the way it was supposed to. ● Use data to compare how two different objects or tools performed. ● Ask questions and describe situations that need solving (e.g., "How can we make the ball go farther?" or "How can we make something go around a corner?"). ● Identify what they want a tool or design to do ● Make simple sketches or models that show how a tool or object works. ● Explain how their design helps solve a problem using its shape or function. ● Compare two models or designs and describe which works better and why.

		<ul style="list-style-type: none"> Suggest ways to improve a tool or object based on test results.
Unit 4	Animal Needs	<p>Students Will Know:</p> <ul style="list-style-type: none"> All living things need food, water, air, and shelter to survive. Different living things need different environments to get what they need (e.g., fish live in water, birds need trees). Living things often live in places that meet their specific needs. Plants and animals (including people) can change their environment to survive (e.g., beavers build dams, humans build houses, plants grow roots to reach water). <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> Observe plants and animals in their environment and identify what they use to meet their needs. Identify patterns in what all living things need (e.g., all animals need food and water) Use drawings, dioramas, or physical models to show how a plant or animal's habitat helps it meet its needs. Match animals or plants with the environments they need to survive Give examples and explain how a living thing changes its environment to meet its needs (e.g., birds build nests, people build homes). Support their ideas using real-life examples, stories, or observations from nature or videos. Ask questions about what living things need and how they survive in different places. Answer questions about why certain animals or plants live in certain habitats.
Unit 5	Plant Needs	<p>Students Will Know:</p> <ul style="list-style-type: none"> All living things need basic things to survive: food, water, air, and shelter. These needs are often the same across different plants and animals. Humans sometimes hurt the environment by polluting or using too many resources. People can help protect the environment by recycling, planting trees, using less water, and cleaning up trash. Helping the Earth also helps living things stay healthy and safe. <p>Students Will Be Able To:</p>

		<ul style="list-style-type: none"> • Observe plants, animals, and humans and describe what they need to live and grow. • Identify patterns in those needs (e.g., all animals need water). • Share simple ideas for how to take care of land, water, and air (e.g., “We can pick up trash,” “We can turn off the lights”). • Use classroom discussions, writing, or art to explain how their actions can help the Earth. • Explain how their solution helps plants, animals, or people survive and thrive. • Understand and describe how caring for the environment supports life.
Unit 6	Sunlight Warmth	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Sunlight warms Earth's surfaces (e.g., grass, pavement, sand, water). • Some materials or surfaces heat up faster than others in the sun. • Too much sun or heat can be uncomfortable or harmful for people and animals. • We can build or use tools (like shade structures or umbrellas) to reduce the warming effect of sunlight. • Engineers ask questions, test ideas, and improve their designs. • Testing different solutions helps us find out which one works better. <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Observe how sunlight affects different materials (e.g., dark vs. light surfaces, metal vs. fabric). • Record which surfaces get warm or stay cool when exposed to sunlight. • Ask questions about how to stay cool or protect areas from getting hot. • Observe and gather information about sunny areas vs. shaded ones. • Use simple tools and materials (e.g., paper, cardboard, fabric) to design and build a structure that provides shade or reduces heat from sunlight. • Create a model (e.g., a shade tent or mini umbrella) based on the problem they are trying to solve. • Test two different models or solutions to see which one blocks sunlight more effectively. • Use simple data (e.g., temperature readings or touch observations) to compare how well each model performs. • Identify strengths and weaknesses of each design and suggest improvements.
Unit 7	Sensational Senses	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Senses allow organisms to gather information about their surroundings

		<ul style="list-style-type: none">• Each sense has a corresponding physical body part to process and classify information gathered with one or more senses <p>Students Will Be Able To:</p> <ul style="list-style-type: none">• Identify each sense by name• Relate the corresponding body part to each sense• Use senses to identify properties of objects• Compare and classify objects using one or more senses
--	--	---

[Back to Table of Contents](#)

Kindergarten - Health		
Unit #	Unit Name	Unit Focus
Unit 1	Healthy Habits	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Responsibilities in the class, at home with family and friends • Five food groups and their importance/purpose <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Make thoughtful choices that will keep our bodies healthy • Explore different types of food and food groups • Learn healthy habits related to being responsible, food they eat, and general hygiene
Unit 2	Our Community	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Different health-related community professionals and school personnel who provide important health information <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Identify and know who the different health-related community professionals and school personnel are • Demonstrate how to dial and text 911 in case of an emergency

[Back to Table of Contents](#)

Kindergarten - Physical Education		
Unit #	Unit Name	Unit Focus
Unit 1	Fitness Training	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Four essential components of fitness are: <ul style="list-style-type: none"> ○ endurance - how far you can run ○ flexibility - how far you can stretch ○ speed - how fast you can run ○ strength - how we use our muscles • Exercise makes you feel energetic. <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Perform various fitness activities <ul style="list-style-type: none"> ○ Push ups, jumping jacks ○ Stretching exercises ○ Running for distance
Unit 2	Soccer	<p>Students Will Know:</p> <ul style="list-style-type: none"> • What parts of the shoe are used in playing soccer <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Use the 5 parts of the shoe when dribbling, shooting, passing and trapping: <ul style="list-style-type: none"> • insides- dribbling and passing • shoelaces- shooting • soles- trapping • outsides- dribbling and passing • heel- passing
Unit 3	Tumbling	<p>Students Will Know:</p> <p>There are four basic body position:</p>

		<ul style="list-style-type: none"> Layout: (body is straight, knees and shoulders extended) Tuck: (knees hugged to chest, chin tucked) Pike: Knees extended, chest to knees) Straddle: (Feet are apart and even, knees extended) <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> Perform the four basic body positions when tumbling
Unit 4	Basketball (Team Activities)	<p>Students Will Know:</p> <ul style="list-style-type: none"> Bounce pass: bounces once Chest pass: no bounce <p>Students Will Be Able To: Perform the Bounce and Chest passes</p> <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> Perform the bounce and chest pass
Unit 5	Chasing, Fleeing, Dodging	<p>Students Will Know:</p> <ul style="list-style-type: none"> walking running skipping galloping sliding hopping jumping <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> use the previously learned gross motor skills when: Chase while participating a sport or game Flee when avoiding getting caught during a game or sport Dodge (change direction) to move to avoid getting caught during a game or sport
Unit 6	Rhythmic Movements	<p>Students Will Know:</p> <ul style="list-style-type: none"> the Rhythmic and Pattern movements used to perform

		<ul style="list-style-type: none"> • Step Skills- simple "one, two" steps followed to varying speeds • Dance Patterns: movements to an 8-count beat • Juggling <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Perform to the best of their ability the previously learned movements
Unit 7	Volleyball (Team Activities)	<p>Students Will Know:</p> <ul style="list-style-type: none"> • how to demonstrate the following skills during practice and in game play: • Forearm pass • Set • Serve • Rotation <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Perform to the best of their ability the previously practiced skills
Unit 8	Cooperative Activities-Tossing and Catching	<p>Students Will Know:</p> <ul style="list-style-type: none"> • The two different ways to throw using: • Overhand: Ball is thrown from above the shoulder • Underhand: Ball is thrown from below the shoulder <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Perform the previously practiced skills to the best of their ability
Unit 9	Striking with Implements (Team/Individual Activities)	<p>Students Will Know:</p> <ul style="list-style-type: none"> • how to properly use the two striking implements of Rackets and Paddles. • How to strike a stationary and moving ball. <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Volley a ball using to themselves and to others using a badminton racket and a table tennis paddle.

		<ul style="list-style-type: none">• Participate in various games and activities related to striking with implements, such as badminton, pickleball and baseball.
--	--	--

[Back to Table of Contents](#)

Kindergarten - Performing Arts		
Unit #	Unit Name	Unit Focus
Unit 1	Basic Elements of Music	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Definitions: <ul style="list-style-type: none"> ◦ Steady beat ◦ Simple rhythms - quarter, half, whole, eighth notes ◦ Rests - listen for silence (quarter, half, and whole) • Instrumental technique: <ul style="list-style-type: none"> ◦ Proper technique to make pleasing musical sounds with classroom percussion instruments • Identification: <ul style="list-style-type: none"> ◦ Recognition of how each element contributes to a piece of music • Interpretation (SEL): <ul style="list-style-type: none"> ◦ Understanding how each element contributes to the feeling of a song <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Explain what each musical element is, and how it sounds. • Perform examples of each musical element on percussion instruments • Identify musical elements when listening to a piece of music • Explain how and why a specific song makes you feel a certain way
Unit 2	Connect Basic Elements with Holiday Music	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Definitions: <ul style="list-style-type: none"> ◦ Steady beat ◦ Simple rhythms - quarter, half, whole, eighth notes ◦ Rests - listen for silence (quarter, half, and whole) • Instrumental technique: <ul style="list-style-type: none"> ◦ Proper technique to make pleasing musical sounds with classroom percussion instruments • Identification: <ul style="list-style-type: none"> ◦ Recognition of how each element contributes to holiday songs • Interpretation (SEL): <ul style="list-style-type: none"> ◦ Understanding how each element contributes to the feeling of a song

		<p>Students Will Be Able To:</p> <ul style="list-style-type: none"> ● Explain how each musical element contributes to expression of cultural holiday traditions. ● Perform examples of each musical element on percussion instruments ● Identify musical elements when listening to a holiday music ● Explain how and why different people have different cultural tradition
Unit 3	Dance/Ballet	<p>Students Will Know:</p> <ul style="list-style-type: none"> ● Definitions: <ul style="list-style-type: none"> ○ Steady beat ○ Simple rhythms - quarter, half, whole, eighth notes ○ Tempo and dynamics for expression ● Instrumental technique: <ul style="list-style-type: none"> ○ Proper technique to make pleasing musical sounds with classroom percussion instruments ● Interpretation (SEL): <ul style="list-style-type: none"> ○ Understanding and expression how this music makes us feel and why <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> ● Recognize Peter Tchaikovsky's music when they hear it ● Retell parts of The Nutcracker story and recall parts of its Ballet performance ● Analyze and discuss their thoughts and feelings about music and dancing from the Nutcracker Ballet ● Create movement (planned or improvised) to show understanding of Peter Tchaikovsky's music and practice to further explore
Unit 4	Opposites in Music	<p>Students Will Know:</p> <ul style="list-style-type: none"> ● How to identify opposite dynamic, tempo, and pitch symbols ● What opposite dynamics, tempos, and pitches sound like ● How to perform opposite elements of music (dynamics, tempos, pitch and rhythm patterns) <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> ● Use listening skills to identify songs with varying dynamics, tempos, pitch and rhythm patterns ● Use proper terminology to describe "opposite" elements of various pieces of music ● Use instruments to play music with varying dynamics, tempos, pitch and rhythm patterns

Unit 5	Orchestra Instrument Families	<p>Students Will Know:</p> <ul style="list-style-type: none"> • What the four orchestra instrument families are • What the similarities and differences are between and among instrument families • How to categorize instruments into families • How to sing, play, or dance to at least one song about each instrument family <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Use observational and listening skills to identify orchestra instruments. • Categorize instruments into “families” with like attributes. • Sing, dance, and play songs that both represent, describe, and utilize instruments from each family. • Communicate understanding of similarities between instrument classification and human family units.
Unit 6	Musical Storytelling	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Who Sergei Prokofiev and Camille Saint-Saens were and why their music is historically significant • What musical instruments and expressive elements can be used to represent characters and tell stories • How to express and explain their thoughts and feelings about music and animation from the Peter & the Wolf and Carnival of the Animals <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Recognize Sergei Prokofiev’s and Camille Saint-Saens’ music when they hear it • Retell parts of Peter & the Wolf and Carnival of the Animals stories and recall parts of their pictorial, or animation, representations • Create pictures (drawn and colored) to show understanding of Prokofiev’s and Saint-Saens’ music

[Back to Table of Contents](#)

Kindergarten - Visual Arts		
Unit #	Unit Name	Unit Focus
Unit 1	Becoming a Confident Artist	<p>Students Will Know:</p> <ul style="list-style-type: none"> • That art can reflect different subjects such as portraits, landscapes, still life, etc. • The difference between a portrait and self portrait • The difference between <i>features</i> and <i>expressions</i> on a face • The concept of creativity and how artists use it to make art • That art is subjective and can be interpreted differently by the viewers (<i>What I like doesn't have to be what you like.</i>) <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • EXPLORE through creative thought processes and problem solving • INVESTIGATE the best ways to use mistakes to create new subjects using imagination and creativity • APPLY skills and prior knowledge techniques for creating their first self portrait
Unit 2	Elements of Art: Line	<p>Students Will Know:</p> <ul style="list-style-type: none"> • That lines are an observable element in our everyday lives • The names for different kinds of lines • How to identify lines in a work of art • How to draw the different kinds of lines <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • EXPLORE the integration of line through observation and creation • ANALYZE their methods and creative use of line to portray a particular theme
Unit 3	Elements of Art: Shape	<p>Students Will Know:</p> <ul style="list-style-type: none"> • That shapes are made up of lines and are an observable element in our everyday lives • The difference between geometric and organic shapes • That artists use shapes in creative ways to convey thoughts, ideas, and feelings

		<p>Students Will Be Able To:</p> <ul style="list-style-type: none"> ● EXPLORE creating and orchestrating geometric and organic/biomorphic shapes to convey a theme, message, or representation ● REFLECT on their creations and re-evaluate their approach to their representations of their themes, ideas, messages, or portrayals ● convey meaning through SHARING their PERCEIVED connections and experiences in their art ● Practice drawing, cutting, tracing, and arranging shapes to create art
Unit 4	Elements of Art: Form	<p>Students Will Know:</p> <ul style="list-style-type: none"> ● The difference between 2D shapes that are flat and 3D shapes that have length, width, and depth ● Examples of three-dimensional works of art include sculpture and architecture ● form is the 3-dimensional shape, structure, and arrangement of components <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> ● ANALYZE a work of art and its message based on the subject and content of the piece ● INTERPRET the theme and intention of an artist, particularly climate change and artist activism ● SYNTHESIZE and relate a work of art to particular experiences, contexts and understandings ● RELATE a work of art to events and societal, communal, and environmental contexts
Unit 5	Elements of Art: Color & Value	<p>Students Will Know</p> <ul style="list-style-type: none"> ● How a color wheel is used as a tool for art making and color theory ● That colors have various color relationships and can be organized into groups or color schemes ● The primary colors and how to mix them to make the secondary colors ● How and why artists use colors to evoke feelings and emotions ● The contrast between warm and cool colors ● Colors can be arranged from darkest to lightest and vice versa which is referred to as a value scale ● Artists use value to convey mood and tone in their art <p>Students Will Be Able To</p> <ul style="list-style-type: none"> ● CONVEY meaning and emotion through their choices of color and value ● PERCEIVE and INTERPRET emotion and context through observational use of color and value ● ANALYZE an artist's use of color and value to determine its effectiveness for communicating certain thoughts, ideas, moods, tones, and emotions.

Unit 6	Elements of Art: Texture & Space	<p>Students Will Know:</p> <ul style="list-style-type: none"> ● Texture in art concerns the surface quality of a piece of work or how the art physically feels when you touch it. ● In three-dimensional artwork, the term refers to how the piece feels when it's touched. ● In paintings and other two-dimensional artwork, texture invokes the visual 'feeling' the piece gives off. ● Artists use both actual and implied texture in their art ● Artists can create a visual perspective of 3 dimensional space on a 2 dimensional surface through linear perspective, depth, and size and placement of elements in a composition ● The following terms: in front, behind, foreground, midground, background ● The difference between, and how to identify positive vs negative space ● How perspective is the viewpoint of the artist <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> ● PERCEIVE how 2 and 3 dimensional art reflects the real world ● SYNTHESIZE the elements of texture and space to effectively identify and integrate these components into an artwork ● RELATE to an artwork through personal experiences with the natural world
--------	----------------------------------	---

[Back to Table of Contents](#)

Kindergarten - Technology Education		
Unit #	Unit Name	Unit Focus
Unit 1	Design Thinking	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Design thinking, or the Design Process, is a series of steps that help solve problems. • The Design Process is a cycle rather than a “linear path”. • Engineers, as well as many others, use the Design Process to solve different types of problems. • Brainstorming is a technique for generating ideas and solutions to problems. • A test is a process of proving that a conceptual design works. <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Identify and explain the steps of the Engineering Design Process • Apply the steps of the Engineering Design Process to solve a problem • Develop solutions as problems arise
Unit 2	Connections to Technology	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Natural means something that exists in nature (plants, trees, etc.) • Man-made means something that has to be built by people • Recycling technologies can help us protect our environment and natural resources <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Identify natural and man-made • Classify products as resulting from nature or produced as a result of technology • Explain the benefits of reusing products on our environment • Identify and compare technology used around the world
Unit 3	Computing Science	<p>Students Will Know:</p> <ul style="list-style-type: none"> • The internet connects us to people in our community and throughout the world • Life and work are different with new technology compared to the past • Programs, the “language” devices speak, use numbers and symbols to work

		<p>Students Will Be Able To:</p> <ul style="list-style-type: none">• Demonstrate an understanding of how people can connect on the internet• Follow step-by-step instructions (algorithms) to complete a task• Build programs by breaking down tasks into simpler steps
--	--	---

[Back to Table of Contents](#)

Kindergarten - World Language		
Unit #	Unit Name	Unit Focus
Unit 1	Spanish Greetings	<p>Students Will Know:</p> <ul style="list-style-type: none"> greetings used at different times of the day ¿Cómo estás?- Bien, mal. más o menos ¿Cómo te llamas? Me llamo... Adiós <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> engage in introductions ask and respond to how someone is doing greet at different times of the day say good-bye to someone
Unit 2	The Spanish Alphabet	<p>Students Will Know:</p> <ul style="list-style-type: none"> the Spanish alphabet, the names of the Spanish letters that Ñ is an additional letter in the Spanish alphabet and its sound <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> say the Spanish alphabet identify a letter that is not in the English alphabet correctly identify the letters of the Spanish alphabet to spell words
Unit 3	Numbers	<p>Students Will Know</p> <ul style="list-style-type: none"> numbers from 0-39 the terms for simple addition and subtraction problems the difference in how numbers are used to express the date in the Spanish and English calendars <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> Count from 0-39

		<ul style="list-style-type: none"> • solve simple addition and subtraction problems • Use numbers to say dates on the calendar
Unit 4	Calendar	<p>Students Will Know:</p> <ul style="list-style-type: none"> • the days of the week in Spanish • the difference in the order of the days and capitalization of days between the Spanish and English calendar. • hoy, mañana, ayer • using el/los before a day of the week to express on/every <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Say the days of the week • Express what day is today, tomorrow and yesterday. • How to say they have to do something on a particular day of the week. • How to say they have to do something on the same day every week. • Say the months of the year • Correctly identify the month of the year for particular holidays. • Say the date • the difference in the order the date is written between the Spanish and English calendars.
Unit 5	Weather/Seasons	<p>Students Will Know:</p> <ul style="list-style-type: none"> • weather expressions • the four seasons • the weather associated with each season • what months are associated with which season <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • say what the weather is doing • correctly identify the four seasons • identify the months that are in each season • say what the typical weather is for each season
Unit 6	Emotions	<p>Students Will Know:</p> <ul style="list-style-type: none"> • the emotions

		<ul style="list-style-type: none">• the use of “estoy” to express our own emotions• the use of “está” to express how other people feel• the masculine and feminine uses of emotions <p>Students Will Be Able To:</p> <ul style="list-style-type: none">• correctly identify specific emotions• say how they are feeling• say how other people are feeling• act out different emotions
--	--	--

[Back to Table of Contents](#)