

New Paltz Central School District
Curriculum Framework

Grade: K Time Frame Fall: October – December Spring: March - April

Essential Understanding/Question

Fall focus

- Who am I?
- Who am I within my classroom?
- Who am I within my school, my home, my community?

Spring focus

- Who am I within my greater New Paltz Community?
- How does my community affect me?

Rationale

Kindergarten learners come to school with a strong sense of self and are just beginning to learn about their classroom and school communities. In the fall, kindergarteners will be learning about their classmates and their roles within their classroom community as well as their place within the wider school community. In the spring, students are ready to learn about the larger New Paltz community in which they live. Through this progression of learning, kindergarten students gain an emergent understanding of the Vision of the New Paltz Central School District. The seeds are sown here as our students begin the process of “becoming citizens of the world: responsible, ethical, contributing, participating members of local, national and global communities who value all peoples and care about each other; we respect the environment, work to improve the society in which we live, and understand our role in it.”

Statement of Student Experience

Throughout the year, kindergarteners will be gaining a wealth of academic skills. By the spring they are ready to independently express themselves in writing; to apply their math skills to solve problems in design; to read books with prompting and support in order to gain information; and to synthesize that information in order to gain deeper understandings. They are developmentally ready to use their critical thinking skills to analyze multiple sources of information, to work collaboratively, and to solve complex problems.

In the spring, kindergarten classes will each choose one aspect of the community to study in depth such as: the fire department, police department, post office, library, restaurant, bakery, grocery store, rescue squad, animal hospital, dentist office, doctor’s office, town office, highway department, recycling center. In addition to a visitation to the community center the class chooses, classes may do some of the following learning activities:

- Digital photo story to share with the other kindergarten classes
- Dramatic play
- Researching
- Engaging in writing activities to support dramatic play
- Writing in various genres such as nonfiction, personal narrative, poetry and letters

- Engaging in experiential math specific to their topic of study such as measurement, comparing, and counting; i.e., measuring the tires of a fire truck and weighing produce at the grocery store
- Engaging in scientific thinking and exploration such as learning about tools used at the rescue squad and how and why they are used
- Engaging in scientific thinking, exploration and problem solving to propose a new tool to fill a need that they identify
- Exploring various art media such as sketching, painting, singing, music, sculpture, modeling, poetry and dance

Statement of Learning Outcomes

Students will gain a deeper understanding of how they affect their community and how their community affects them.

Students will, with prompting and support:

- Read and analyze non-fiction texts to make meaning
- Write various types of non-fiction such as: lists, how-to books, diagrams, different kinds of pages, all-about books, and information pages
- Gather, analyze and evaluate information to draw conclusions
- Synthesize information across multiple sources or texts
- Relate mathematical or scientific concepts to other content areas, other domains, or other concepts

Critical Content Understandings

New York State Common Core ELA Standards

New York State Common Core Math Standards

Next Generation Science Standards

New York State Social Studies Standards

21st Century Skills:

Identifying problems, proposing solutions, adding on to the ideas of a peer, collaborating, innovating

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Skills and Competencies

In addition to competencies related to specific disciplines; i.e., compare and contrast (social studies) optimization and systems thinking (science), students will develop and strengthen thinking skills and life skills (21st Century Skills).

21st Century Skills: (Include but are not limited to) Critical thinking, problem solving, analogous thinking, visualizing and representing, collaboration and cooperation including opportunities to assume a leadership learning role, research, innovation, problem identification, refining and adapting (including refining a task to optimize a solution or outcome), risk-taking (trial and error/learning from mistakes).

Skills and Competencies: Humanities

Discipline	Skill/Competency	Alignment to Learning Standard	Level of Understanding: Webb's Depth of Knowledge
ELA	Reading non-fiction texts	<ul style="list-style-type: none"> • Key Ideas and Details: 1,2,3 • Craft and Structure: 4 • Integration of Knowledge and Ideas: 7, 8, 9 • Range of Reading and Level of Text Complexity: 10 	Understanding Application Analysis Evaluation Synthesis
ELA	Writing non-fiction	<ul style="list-style-type: none"> • Text Types and Purposes: 1,2,3 • Production and Distribution of Writing: 4,5 • Research to Build and Present Knowledge: 6, 7 	
ELA	Speaking and Listening	<ul style="list-style-type: none"> • Comprehension and Collaboration: 1a, 1b, 2, 3 • Presentation of Knowledge and Ideas: 4,5,6 	

Social Studies	Civic Ideas and Practices	<ul style="list-style-type: none"> • Rules affect children and adults, and people make and change rules for many reasons 	
Social Studies	Geography, Humans and the Environment	<ul style="list-style-type: none"> • Maps and Globes are representations of Earth's Surface that can be used to locate and better understand places and regions 	
Social Studies	Economic Systems	<ul style="list-style-type: none"> • People have economic needs and wants. Goods and services can satisfy people's wants 	
21 st Century Skills	Learning and Innovation Skills	<ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration 	
21 st Century Skills	Information, Media and Technology Skills	<ul style="list-style-type: none"> • Information Literacy • Media Literacy 	
21 st Century Skills	Life and Career Skills	<ul style="list-style-type: none"> • Flexibility and Adaptability • Initiative and Self-Direction • Social and Cross-Cultural Skills • Productivity and Accountability • Leadership and Responsibility 	

Skills and Competencies: STEM (Science, Technology, Engineering, Mathematics)

Discipline	Skill/Competency	Alignment to Learning Standard	Level of Understanding: Webb's Depth of Knowledge
Math	Measurement and Data	<ul style="list-style-type: none"> • Describe and compare measurable attributes • Classify objects and count the number of objects in each category 	
Math	Geometry	<ul style="list-style-type: none"> • Identify and describe shapes • Analyze, compare, create and compose shapes 	
Science	Forces and Interactions: Pushes and Pulls	<ul style="list-style-type: none"> • Identify the motion of an object as either pushing or pulling 	
Science	Science and Engineering Practices	<ul style="list-style-type: none"> • Planning and carrying out investigations • Analyze and interpreting data 	