

Alignment of



The Creative Curriculum® *for* Kindergarten



WITH

The Creative Curriculum® for Kindergarten

aligned to

New Jersey Student Learning Standards: Science and Social Studies

Standards adoption date: 2014

CONTENT AREA / STANDARD	NJ.K-PS.	PHYSICAL SCIENCE
STRAND	K-PS2.	Motion and Stability: Forces and Interactions
CONTENT STATEMENT		Students who demonstrate understanding can:
CUMULATIVE PROGRESS INDICATOR	K-PS2-1.	<p>Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.</p> <p><u><i>The Creative Curriculum® for Kindergarten Intentional Teaching Cards™</i></u></p> <ul style="list-style-type: none"> • LL12: Balls in Action Objectives: 16b, 1b, 6, 8b, 16a • P02: Moving Right Along Objectives: 6, 1b, 3a, 8b, 11b • P03: Beanbag Tag Objectives: 6, 1c, 2c, 11a • P05: Lumberjack Trail Objectives: 4, 21a, 26, 36 • P08: Kick the Ball! Objectives: 6, 1b, 3a, 11b, 26 • P12: Ribbon Dancing Objectives: 4, 2c, 7a, 8b, 26 • P19: Practice Kicks Objectives: 6, 3a, 21a, 26 • P20: Ready, Aim, Throw! Objectives: 6, 8b, 9a, 11b <p><u><i>The Creative Curriculum® for Kindergarten Teaching Guide: Beginning the Year</i></u></p> <ul style="list-style-type: none"> • p. 031 Focus Question 3 Day 3 Small Group Mathematics Objectives: 22a, 2c, 7a, 11a, 20a, 22c • p. 069 Focus Question 6 Day 4 Small Group Language and Literacy Objectives: 16b, 6, 8a, 11a, 16a • p. 075 Ministudy Outdoor Experiences Objectives: 4, 5, 6, 11b, 11d, 11e <p><u><i>The Creative Curriculum® for Kindergarten Sports Study Teaching Guide</i></u></p> <ul style="list-style-type: none"> • p. 017 Exploring the Topic Outdoor Experiences Objectives: 6, 1a, 3a, 11a, 11e, 26 • p. 020 Exploring the Topic Day 2 Project Learning Objectives: 8a, 11d, 17b, 19b, 24, 26 • p. 058 Investigation 3 Day 2 Large Group Objectives: 8a, 1a, 9a, 10a, 10b, 11d, 24, 30

		<ul style="list-style-type: none"> • p. 078 Investigation 5 Day 1 Project Learning Objectives: 4, 3a, 8b, 22a, 22b
CUMULATIVE PROGRESS INDICATOR	K-PS2-2.	Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. <u><i>The Creative Curriculum® for Kindergarten Teaching Guide: Beginning the Year</i></u> <ul style="list-style-type: none"> • p. 075 Ministudy Outdoor Experiences Objectives: 4, 5, 6, 11b, 11d, 11e <u><i>The Creative Curriculum® for Kindergarten Sports Study Teaching Guide</i></u> <ul style="list-style-type: none"> • p. 078 Investigation 5 Day 1 Project Learning Objectives: 4, 3a, 8b, 22a, 22b <u><i>The Creative Curriculum® for Kindergarten Intentional Teaching Cards™</i></u> <ul style="list-style-type: none"> • P08: Kick the Ball! Objectives: 6, 1b, 3a, 11b, 26 <ul style="list-style-type: none"> • P19: Practice Kicks Objectives: 6, 3a, 21a, 26 <ul style="list-style-type: none"> • P20: Ready, Aim, Throw! Objectives: 6, 8b, 9a, 11b
CONTENT AREA / STANDARD	NJ.K-PS.	PHYSICAL SCIENCE
STRAND	K-PS3.	Energy
CONTENT STATEMENT		Students who demonstrate understanding can:
CUMULATIVE PROGRESS INDICATOR	K-PS3-1.	Make observations to determine the effect of sunlight on Earth's surface. <u><i>The Creative Curriculum® for Kindergarten Intentional Teaching Cards™</i></u> <ul style="list-style-type: none"> • M28: Shapes & Shadows Objectives: 21b, 5, 9c, 27, 35 <u><i>The Creative Curriculum® for Kindergarten Teaching Guide: Beginning the Year</i></u> <ul style="list-style-type: none"> • p. 053 Focus Question 5 Day 2 Small Group Mathematics Objectives: 21b, 5, 6, 9c, 21a, 27 <u><i>The Creative Curriculum® for Kindergarten Architecture Study Teaching Guide</i></u> <ul style="list-style-type: none"> • p. 061 Investigation 3 Day 3 Small Group Mathematics Objectives: 21b, 5, 6, 9c, 20a, 21a, 27 <u><i>The Creative Curriculum® for Kindergarten Sports Study Teaching Guide</i></u> <ul style="list-style-type: none"> • p. 045 Investigation 2 Day 1 Small Group Mathematics Objectives: 21b, 5, 6, 9c, 20a, 21a, 27
CUMULATIVE PROGRESS INDICATOR	K-PS3-2.	Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. <u><i>The Creative Curriculum® for Kindergarten Intentional Teaching Cards™</i></u> <ul style="list-style-type: none"> • M28: Shapes & Shadows Objectives: 21b, 5, 9c, 27, 35

		<p><u><i>The Creative Curriculum® for Kindergarten Teaching Guide: Beginning the Year</i></u></p> <ul style="list-style-type: none"> • p. 053 Focus Question 5 Day 2 Small Group Mathematics Objectives: 21b, 5, 6, 9c, 21a, 27 <p><u><i>The Creative Curriculum® for Kindergarten Architecture Study Teaching Guide</i></u></p> <ul style="list-style-type: none"> • p. 061 Investigation 3 Day 3 Small Group Mathematics Objectives: 21b, 5, 6, 9c, 20a, 21a, 27 <p><u><i>The Creative Curriculum® for Kindergarten Sports Study Teaching Guide</i></u></p> <ul style="list-style-type: none"> • p. 045 Investigation 2 Day 1 Small Group Mathematics Objectives: 21b, 5, 6, 9c, 20a, 21a, 27
CONTENT AREA / STANDARD	NJ.K-LS.	LIFE SCIENCE
STRAND	K-LS1.	From Molecules to Organisms: Structures and Processes
CONTENT STATEMENT		Students who demonstrate understanding can:
CUMULATIVE PROGRESS INDICATOR	K-LS1-1.	<p>Use observations to describe patterns of what plants and animals (including humans) need to survive.</p> <p><u><i>The Creative Curriculum® for Kindergarten Book Discussion Cards™</i></u></p> <ul style="list-style-type: none"> • BDC 04: Harvest Birds Objectives: 18a, 2b, 8a, 9a, 25, 30 • BDC 05: The Little Red Hen Objectives: 18a, 2b, 8a, 9a, 15a • BDC 06: Vegetable Dreams Objectives: 18a, 2b, 8a, 9a, 25, 30 <p><u><i>The Creative Curriculum® for Kindergarten Intentional Teaching Cards™</i></u></p> <ul style="list-style-type: none"> • LL35: Fact Finders Objectives: 18a, 9a, 17a, 25, 26 • LL48: Roll-Up Snacks Objectives: 17b, 7a, 20a, 22a • P05: Lumberjack Trail Objectives: 4, 21a, 26, 36 <p><u><i>The Creative Curriculum® for Kindergarten Seeds Study Teaching Guide</i></u></p> <ul style="list-style-type: none"> • p. 023 Exploring the Topic Day 2 Read-Aloud Objectives: 18a, 2b, 8a, 9a, 25, 30 • p. 024 Exploring the Topic Day 3 Large Group Objectives: 25, 1b, 7a, 8a, 11d, 19a, 32 • p. 028 Exploring the Topic Day 5 Project Learning Objectives: 11d, 3a, 7a, 9a, 19c, 25, 28 • p. 029 Exploring the Topic Day 5 Large-Group Roundup Objectives: 9a, 3a, 8a, 11d, 11e, 17b, 25 • p. 032 Investigation 1 Outdoor Experiences Objectives: 6, 4, 3a, 22c, 25 • p. 034 Investigation 1 Day 1 Large Group Objectives: 8a, 1c, 11d, 22c, 24, 25 • p. 034 Investigation 1 Day 1 Project Learning Objectives: 11d, 1b, 8a, 17a, 19b, 25 • p. 035 Investigation 1 Day 1 Large-Group Roundup Objectives: 9a, 3a, 12a, 24, 30 • p. 035 Investigation 1 Day 1 Read-Aloud

		<p>Objectives: 18a, 2b, 8a, 9a, 30</p> <ul style="list-style-type: none"> • p. 036 Investigation 1 Day 2 Large Group <p>Objectives: 8a, 3a, 9a, 10b, 11d, 20a, 24, 25</p> <ul style="list-style-type: none"> • p. 036 Investigation 1 Day 2 Project Learning <p>Objectives: 8b, 3a, 7a, 11b, 11d, 19c, 22c, 24, 25</p> <ul style="list-style-type: none"> • p. 037 Investigation 1 Day 2 Large-Group Roundup <p>Objectives: 9a, 3a, 8a, 11a, 12a, 25</p> <ul style="list-style-type: none"> • p. 037 Investigation 1 Day 2 Read-Aloud <p>Objectives: 18a, 1a, 11a, 12b, 25</p> <ul style="list-style-type: none"> • p. 038 Investigation 1 Day 3 Large Group <p>Objectives: 8a, 9a, 11d, 20c, 24, 25</p> <ul style="list-style-type: none"> • p. 038 Investigation 1 Day 3 Project Learning <p>Objectives: 11d, 8a, 19b, 24, 25, 28</p> <ul style="list-style-type: none"> • p. 040 Investigation 1 Day 4 Large Group <p>Objectives: 8a, 3a, 9a, 16b, 24, 25</p> <ul style="list-style-type: none"> • p. 040 Investigation 1 Day 4 Project Learning <p>Objectives: 7a, 8a, 11d, 24, 25, 28</p> <ul style="list-style-type: none"> • p. 041 Investigation 1 Day 4 Large-Group Roundup <p>Objectives: 9a, 3a, 10a, 10b, 11d, 24, 25</p> <ul style="list-style-type: none"> • p. 041 Investigation 1 Day 4 Read-Aloud <p>Objectives: 18a, 8a, 11a, 12b, 25</p> <ul style="list-style-type: none"> • p. 042 Investigation 1 Day 5 Large Group <p>Objectives: 8a, 1a, 11d, 17b, 19c, 20a, 24, 25</p> <ul style="list-style-type: none"> • p. 042 Investigation 1 Day 5 Project Learning <p>Objectives: 24, 1b, 7a, 8a, 11d, 11e, 25</p> <ul style="list-style-type: none"> • p. 043 Investigation 1 Day 5 Large-Group Roundup <p>Objectives: 9a, 3a, 8a, 11a, 12a, 25</p> <ul style="list-style-type: none"> • p. 048 Investigation 2 Day 2 Large Group <p>Objectives: 8a, 3a, 11d, 24, 25</p> <ul style="list-style-type: none"> • p. 048 Investigation 2 Day 2 Project Learning <p>Objectives: 11d, 2c, 17a, 19b, 24, 28</p> <ul style="list-style-type: none"> • p. 049 Investigation 2 Day 2 Large-Group Roundup <p>Objectives: 9a, 3a, 10a, 10b, 11d, 24, 25</p> <ul style="list-style-type: none"> • p. 049 Investigation 2 Day 2 Read-Aloud <p>Objectives: 18a, 2b, 8a, 9a, 15a</p> <ul style="list-style-type: none"> • p. 050 Investigation 2 Day 3 Large Group <p>Objectives: 8a, 1a, 9a, 11d, 13, 15c, 24, 25</p> <ul style="list-style-type: none"> • p. 050 Investigation 2 Day 3 Project Learning <p>Objectives: 11d, 2c, 9a, 11e, 19b, 19c, 22a, 25</p> <ul style="list-style-type: none"> • p. 051 Investigation 2 Day 3 Large-Group Roundup <p>Objectives: 9a, 1a, 3a, 10a, 10b, 25</p> <ul style="list-style-type: none"> • p. 051 Investigation 2 Day 3 Read-Aloud <p>Objectives: 18a, 1b, 8a, 12b, 25</p> <ul style="list-style-type: none"> • p. 052 Investigation 2 Day 4 Large Group <p>Objectives: 8a, 3a, 9a, 11d, 15c, 24, 25</p> <ul style="list-style-type: none"> • p. 052 Investigation 2 Day 4 Project Learning <p>Objectives: 17a, 1b, 7a, 18b, 18e, 20a, 22a, 25</p> <ul style="list-style-type: none"> • p. 055 Investigation 2 Day 5 Read-Aloud <p>Objectives: 18a, 2b, 8a, 9a, 15a</p> <ul style="list-style-type: none"> • p. 055 Investigation 2 Day 5 Small Group Language and Literacy <p>Objectives: 18a, 9a, 10a, 17a, 18c, 25, 26</p> <ul style="list-style-type: none"> • p. 059 Investigation 3 Day 1 Read-Aloud <p>Objectives: 18a, 1a, 11a, 25</p> <ul style="list-style-type: none"> • p. 060 Investigation 3 Day 2 Project Learning <p>Objectives: 11d, 8a, 9a, 19b, 28</p> <ul style="list-style-type: none"> • p. 061 Investigation 3 Day 2 Large-Group Roundup <p>Objectives: 9a, 1a, 3a, 10a, 10b, 25</p> <ul style="list-style-type: none"> • p. 061 Investigation 3 Day 2 Read-Aloud <p>Objectives: 18a, 2b, 8a, 9a, 25</p>
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CONTENT AREA / STANDARD	NJ.K-ESS.	EARTH AND SPACE SCIENCE

STRAND	K-ESS2.	Earth's Systems
CONTENT STATEMENT		Students who demonstrate understanding can:
CUMULATIVE PROGRESS INDICATOR	K-ESS2-1.	<p>Use and share observations of local weather conditions to describe patterns over time.</p> <p>No Correlations</p>
CUMULATIVE PROGRESS INDICATOR	K-ESS2-2.	<p>Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.</p> <p><u><i>The Creative Curriculum® for Kindergarten Architecture Study Teaching Guide</i></u></p> <ul style="list-style-type: none"> • p. 024 Exploring the Topic Day 4 Large Group Objectives: 8a, 3a, 9a, 24, 26, 30 • p. 024 Exploring the Topic Day 4 Project Learning Objectives: 24, 11c, 11d, 11e, 22a, 26, 28, 30 • p. 039 Investigation 1 Day 4 Read-Aloud Objectives: 18a, 1a, 11a, 22a, 28 • p. 044 Investigation 2 Day 1 Project Learning Objectives: 14a, 9a, 22a, 24, 33 • p. 046 Investigation 2 Day 2 Project Learning Objectives: 14a, 3a, 7a, 19b, 22a, 30 • p. 048 Investigation 2 Day 3 Project Learning Objectives: 24, 11c, 11d, 11e, 26, 30 • p. 060 Investigation 3 Day 3 Project Learning Objectives: 14a, 7b, 11a, 11b, 11e, 30, 33 • p. 062 Investigation 3 Day 4 Project Learning Objectives: 11d, 9a, 11b, 14a, 28, 30 • p. 063 Investigation 3 Day 4 Read-Aloud Objectives: 18a, 1a, 11a, 22a, 28 • p. 064 Investigation 3 Day 5 Project Learning Objectives: 14a, 1b, 3a, 7b, 8b, 30, 33 • p. 068 Investigation 4 Day 1 Project Learning Objectives: 14a, 3a, 7a, 11b, 11c, 14b, 28, 30 • p. 073 Investigation 4 Day 3 Read-Aloud Objectives: 18a, 1a, 11a, 22a, 28 • p. 075 Investigation 5 Outdoor Experiences Objectives: 11d, 1b, 11b, 11e, 14a, 30 • p. 096 Celebrating Learning Day 1 Project Learning Objectives: 13, 3a, 9d, 12a, 30 <p><u><i>The Creative Curriculum® for Kindergarten Intentional Teaching Cards™</i></u></p> <ul style="list-style-type: none"> • M19: Cardboard Castles Objectives: 21b, 3a, 11b, 11e, 14a <p><u><i>Mighty Minutes® for Kindergarten</i></u></p> <ul style="list-style-type: none"> • Mighty Minutes 09, "Windfall" Objectives: 26, 1b, 5, 11e, 20a • Mighty Minutes 41, "Tube & Tunnel Tango" Objectives: 15b, 5, 7a, 4b, 15a, 26 <p><u><i>The Creative Curriculum® for Kindergarten Teaching Guide: Beginning the Year</i></u></p> <ul style="list-style-type: none"> • p. 059 Focus Question 5 Day 5 Independent Discovery Objectives: 21b, 7a, 11d, 11e, 28 • p. 085 Ministudy Day 5 Independent Discovery Objectives: 21b, 7a, 11d, 11e, 14a

		<p><u>The Creative Curriculum® for Kindergarten Grocery Store Study Teaching Guide</u></p> <ul style="list-style-type: none"> • p. 037 Investigation 1 Day 3 Small Group Mathematics Objectives: 20e, 3a, 11a, 14a, 20a • p. 079 Investigation 5 Day 2 Independent Discovery Objectives: 20a, 1b, 7a, 11b, 20b <p><u>The Creative Curriculum® for Kindergarten Percussion Instruments Study Teaching Guide</u></p> <ul style="list-style-type: none"> • p. 034 Investigation 1 Day 2 Large Group Objectives: 8a, 1a, 3a, 9a, 11d, 19b, 26, 34 • p. 036 Investigation 1 Day 3 Large Group Objectives: 8a, 9a, 15c, 24, 26, 34 • p. 042 Investigation 2 Day 1 Large Group Objectives: 8a, 1b, 11a, 11d, 26, 24 • p. 044 Investigation 2 Day 2 Large Group Objectives: 8a, 11d, 3a, 5, 11e, 17b, 26, 34 • p. 056 Investigation 3 Day 3 Project Learning Objectives: 11d, 7a, 8a, 9a, 11b, 11e, 19c, 26, 34 • p. 064 Investigation 4 Day 1 Project Learning Objectives: 11d, 1a, 7a, 24, 26, 34 • p. 066 Investigation 4 Day 2 Project Learning Objectives: 34, 1b, 11d, 11e, 23, 26, 34 • p. 068 Investigation 4 Day 3 Project Learning Objectives: 34, 2c, 7a, 11e, 23, 26 • p. 070 Investigation 4 Day 4 Project Learning Objectives: 34, 1a, 4, 5, 6, 11e, 26 <p><u>The Creative Curriculum® for Kindergarten Seeds Study Teaching Guide</u></p> <ul style="list-style-type: none"> • p. 023 Exploring the Topic Day 2 Read-Aloud Objectives: 18a, 2b, 8a, 9a, 25, 30 • p. 035 Investigation 1 Day 1 Read-Aloud Objectives: 18a, 2b, 8a, 9a, 30 • p. 036 Investigation 1 Day 2 Large Group Objectives: 8a, 3a, 9a, 10b, 11d, 20a, 24, 25 • p. 049 Investigation 2 Day 2 Read-Aloud Objectives: 18a, 2b, 8a, 9a, 15a • p. 051 Investigation 2 Day 3 Read-Aloud Objectives: 18a, 1b, 8a, 12b, 25 • p. 055 Investigation 2 Day 5 Read-Aloud Objectives: 18a, 2b, 8a, 9a, 15a • p. 061 Investigation 3 Day 2 Read-Aloud Objectives: 18a, 2b, 8a, 9a, 25 • p. 066 Investigation 3 Day 5 Large Group Objectives: 8a, 3a, 9a, 11a, 11d, 17a, 24, 25 • p. 066 Investigation 3 Day 5 Project Learning Objectives: 11d, 2c, 9a, 17a, 19b, 25, 28 • p. 067 Investigation 3 Day 5 Large-Group Roundup Objectives: 9a, 10a, 11d, 18e, 25 • p. 067 Investigation 3 Day 5 Read-Aloud Objectives: 18a, 2b, 8a, 9a, 25 • p. 070 Investigation 4 Day 1 Large Group Objectives: 8a, 9a, 11d, 15b, 25, 28, 30 • p. 070 Investigation 4 Day 1 Project Learning Objectives: 25, 7a, 9a, 11c, 11e, 19b, 28 • p. 071 Investigation 4 Day 1 Large-Group Roundup Objectives: 8a, 9a, 10a, 25, 30
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CONTENT AREA / STANDARD	NJ.K-ESS.	EARTH AND SPACE SCIENCE
STRAND	K-ESS3.	Earth and Human Activity
CONTENT STATEMENT		Students who demonstrate understanding can:
CUMULATIVE PROGRESS INDICATOR	K-ESS3-1.	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

		<p><u>The Creative Curriculum® for Kindergarten Seeds Study Teaching Guide</u></p> <ul style="list-style-type: none"> • p. 023 Exploring the Topic Day 2 Read-Aloud Objectives: 18a, 2b, 8a, 9a, 25, 30 • p. 024 Exploring the Topic Day 3 Large Group Objectives: 25, 1b, 7a, 8a, 11d, 19a, 32 • p. 028 Exploring the Topic Day 5 Project Learning Objectives: 11d, 3a, 7a, 9a, 19c, 25, 28 • p. 029 Exploring the Topic Day 5 Large-Group Roundup Objectives: 9a, 3a, 8a, 11d, 11e, 17b, 25 • p. 032 Investigation 1 Outdoor Experiences Objectives: 6, 4, 3a, 22c, 25 • p. 034 Investigation 1 Day 1 Large Group Objectives: 8a, 1c, 11d, 22c, 24, 25 • p. 034 Investigation 1 Day 1 Project Learning Objectives: 11d, 1b, 8a, 17a, 19b, 25 • p. 035 Investigation 1 Day 1 Large-Group Roundup Objectives: 9a, 3a, 12a, 24, 30 • p. 035 Investigation 1 Day 1 Read-Aloud Objectives: 18a, 2b, 8a, 9a, 30 • p. 036 Investigation 1 Day 2 Large Group Objectives: 8a, 3a, 9a, 10b, 11d, 20a, 24, 25 • p. 036 Investigation 1 Day 2 Project Learning Objectives: 8b, 3a, 7a, 11b, 11d, 19c, 22c, 24, 25 • p. 037 Investigation 1 Day 2 Large-Group Roundup Objectives: 9a, 3a, 8a, 11a, 12a, 25 • p. 037 Investigation 1 Day 2 Read-Aloud Objectives: 18a, 1a, 11a, 12b, 25 • p. 038 Investigation 1 Day 3 Large Group Objectives: 8a, 9a, 11d, 20c, 24, 25 • p. 038 Investigation 1 Day 3 Project Learning Objectives: 11d, 8a, 19b, 24, 25, 28 • p. 040 Investigation 1 Day 4 Large Group Objectives: 8a, 3a, 9a, 16b, 24, 25 • p. 040 Investigation 1 Day 4 Project Learning Objectives: 7a, 8a, 11d, 24, 25, 28 • p. 041 Investigation 1 Day 4 Large-Group Roundup Objectives: 9a, 3a, 10a, 10b, 11d, 24, 25 • p. 041 Investigation 1 Day 4 Read-Aloud Objectives: 18a, 8a, 11a, 12b, 25 • p. 042 Investigation 1 Day 5 Large Group Objectives: 8a, 1a, 11d, 17b, 19c, 20a, 24, 25 • p. 042 Investigation 1 Day 5 Project Learning Objectives: 24, 1b, 7a, 8a, 11d, 11e, 25 • p. 043 Investigation 1 Day 5 Large-Group Roundup Objectives: 9a, 3a, 8a, 11a, 12a, 25 • p. 048 Investigation 2 Day 2 Large Group Objectives: 8a, 3a, 11d, 24, 25 • p. 048 Investigation 2 Day 2 Project Learning Objectives: 11d, 2c, 17a, 19b, 24, 28 • p. 049 Investigation 2 Day 2 Large-Group Roundup Objectives: 9a, 3a, 10a, 10b, 11d, 24, 25 • p. 049 Investigation 2 Day 2 Read-Aloud Objectives: 18a, 2b, 8a, 9a, 15a • p. 050 Investigation 2 Day 3 Large Group Objectives: 8a, 1a, 9a, 11d, 13, 15c, 24, 25 • p. 050 Investigation 2 Day 3 Project Learning Objectives: 11d, 2c, 9a, 11e, 19b, 19c, 22a, 25 • p. 051 Investigation 2 Day 3 Large-Group Roundup
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		<p>Objectives: 9a, 1a, 3a, 10a, 10b, 25</p> <ul style="list-style-type: none"> • p. 051 Investigation 2 Day 3 Read-Aloud <p>Objectives: 18a, 1b, 8a, 12b, 25</p> <ul style="list-style-type: none"> • p. 052 Investigation 2 Day 4 Large Group <p>Objectives: 8a, 3a, 9a, 11d, 15c, 24, 25</p> <ul style="list-style-type: none"> • p. 052 Investigation 2 Day 4 Project Learning <p>Objectives: 17a, 1b, 7a, 18b, 18e, 20a, 22a, 25</p> <ul style="list-style-type: none"> • p. 055 Investigation 2 Day 5 Read-Aloud <p>Objectives: 18a, 2b, 8a, 9a, 15a</p> <ul style="list-style-type: none"> • p. 055 Investigation 2 Day 5 Small Group Language and Literacy <p>Objectives: 18a, 9a, 10a, 17a, 18c, 25, 26</p> <ul style="list-style-type: none"> • p. 059 Investigation 3 Day 1 Read-Aloud <p>Objectives: 18a, 1a, 11a, 25</p> <ul style="list-style-type: none"> • p. 060 Investigation 3 Day 2 Project Learning <p>Objectives: 11d, 8a, 9a, 19b, 28</p> <ul style="list-style-type: none"> • p. 061 Investigation 3 Day 2 Large-Group Roundup <p>Objectives: 9a, 1a, 3a, 10a, 10b, 25</p> <ul style="list-style-type: none"> • p. 061 Investigation 3 Day 2 Read-Aloud <p>Objectives: 18a, 2b, 8a, 9a, 25</p> <ul style="list-style-type: none"> • p. 067 Investigation 3 Day 5 Read-Aloud <p>Objectives: 18a, 2b, 8a, 9a, 25</p> <ul style="list-style-type: none"> • p. 070 Investigation 4 Day 1 Large Group <p>Objectives: 8a, 9a, 11d, 15b, 25, 28, 30</p> <ul style="list-style-type: none"> • p. 073 Investigation 4 Day 2 Read-Aloud <p>Objectives: 18a, 2b, 8a, 9a, 25, 30</p> <ul style="list-style-type: none"> • p. 074 Investigation 4 Day 3 Large Group <p>Objectives: 8a, 1a, 9a, 10a, 10b, 25, 30</p> <ul style="list-style-type: none"> • p. 074 Investigation 4 Day 3 Project Learning <p>Objectives: 25, 1a, 9a, 11c, 11e, 14b</p> <ul style="list-style-type: none"> • p. 075 Investigation 4 Day 3 Mighty Minutes <p>Objectives: 8a, 4, 5, 11e, 25, 30, 36</p> <ul style="list-style-type: none"> • p. 077 Investigation 5 Outdoor Experiences <p>Objectives: 25, 1a, 4, 19b, 24, 34</p> <ul style="list-style-type: none"> • p. 080 Investigation 5 Day 2 Large Group <p>Objectives: 8a, 3a, 9a, 11a, 11d, 17a, 24, 25</p> <ul style="list-style-type: none"> • p. 080 Investigation 5 Day 2 Project Learning <p>Objectives: 11d, 7b, 8a, 9a, 11e, 18e, 25, 28</p> <ul style="list-style-type: none"> • p. 081 Investigation 5 Day 2 Large-Group Roundup <p>Objectives: 9a, 1a, 3a, 10a, 10b, 25</p> <ul style="list-style-type: none"> • p. 081 Investigation 5 Day 2 Read-Aloud <p>Objectives: 18a, 2b, 8a, 9a, 25, 30</p> <ul style="list-style-type: none"> • p. 097 Celebrating Learning Outdoor Experiences <p>Objectives: 14b, 1c, 2c, 3b, 11b, 25, 28, 30, 36</p> <p><u>The Creative Curriculum® for Kindergarten Book Discussion Cards™</u></p> <ul style="list-style-type: none"> • BDC 04: Harvest Birds <p>Objectives: 18a, 2b, 8a, 9a, 25, 30</p> <ul style="list-style-type: none"> • BDC 05: The Little Red Hen <p>Objectives: 18a, 2b, 8a, 9a, 15a</p> <ul style="list-style-type: none"> • BDC 06: Vegetable Dreams <p>Objectives: 18a, 2b, 8a, 9a, 25, 30</p> <p><u>The Creative Curriculum® for Kindergarten Intentional Teaching Cards™</u></p> <ul style="list-style-type: none"> • LL35: Fact Finders <p>Objectives: 18a, 9a, 17a, 25, 26</p> <ul style="list-style-type: none"> • LL48: Roll-Up Snacks <p>Objectives: 17b, 7a, 20a, 22a</p>
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CUMULATIVE PROGRESS INDICATOR	K-ESS3-2.	<p>Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.</p> <p>No Correlations</p>
CUMULATIVE PROGRESS INDICATOR	K-ESS3-3.	<p>Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.</p> <p><u><i>The Creative Curriculum® for Kindergarten Book Discussion Cards™</i></u></p> <p>• BDC 04: Harvest Birds Objectives: 18a, 2b, 8a, 9a, 25, 30</p> <p>• BDC 06: Vegetable Dreams Objectives: 18a, 2b, 8a, 9a, 25, 30</p> <p><u><i>The Creative Curriculum® for Kindergarten Seeds Study Teaching Guide</i></u></p> <p>• p. 023 Exploring the Topic Day 2 Read-Aloud Objectives: 18a, 2b, 8a, 9a, 25, 30</p> <p>• p. 035 Investigation 1 Day 1 Read-Aloud Objectives: 18a, 2b, 8a, 9a, 30</p> <p>• p. 067 Investigation 3 Day 5 Read-Aloud Objectives: 18a, 2b, 8a, 9a, 25</p> <p>• p. 073 Investigation 4 Day 2 Read-Aloud</p>

		Objectives: 18a, 2b, 8a, 9a, 25, 30 • p. 081 Investigation 5 Day 2 Read-Aloud Objectives: 18a, 2b, 8a, 9a, 25, 30
CONTENT AREA / STANDARD	NJ.K-2-ETS.	ENGINEERING DESIGN
STRAND	K-2-ETS1.	Engineering Design
CONTENT STATEMENT		Students who demonstrate understanding can:
CUMULATIVE PROGRESS INDICATOR	K-2-ETS1-1.	<p>Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p> <p><u><i>The Creative Curriculum® for Kindergarten Teaching Guide: Beginning the Year</i></u></p> <ul style="list-style-type: none"> • p. 052 Focus Question 5 Day 2 Station Exploration Objectives: 28, 1b, 7a, 8b, 26 • p. 059 Focus Question 5 Day 5 Independent Discovery Objectives: 21b, 7a, 11d, 11e, 28 • p. 085 Ministudy Day 5 Independent Discovery Objectives: 21b, 7a, 11d, 11e, 14a <p><u><i>The Creative Curriculum® for Kindergarten Architecture Study Teaching Guide</i></u></p> <ul style="list-style-type: none"> • p. 024 Exploring the Topic Day 4 Project Learning Objectives: 24, 11c, 11d, 11e, 22a, 26, 28, 30 • p. 044 Investigation 2 Day 1 Project Learning Objectives: 14a, 9a, 22a, 24, 33 • p. 046 Investigation 2 Day 2 Project Learning Objectives: 14a, 3a, 7a, 19b, 22a, 30 • p. 048 Investigation 2 Day 3 Project Learning Objectives: 24, 11c, 11d, 11e, 26, 30 • p. 060 Investigation 3 Day 3 Project Learning Objectives: 14a, 7b, 11a, 11b, 11e, 30, 33 • p. 062 Investigation 3 Day 4 Project Learning Objectives: 11d, 9a, 11b, 14a, 28, 30 • p. 064 Investigation 3 Day 5 Project Learning Objectives: 14a, 1b, 3a, 7b, 8b, 30, 33 • p. 068 Investigation 4 Day 1 Project Learning Objectives: 14a, 3a, 7a, 11b, 11c, 14b, 28, 30 • p. 075 Investigation 5 Outdoor Experiences Objectives: 11d, 1b, 11b, 11e, 14a, 30 <p><u><i>The Creative Curriculum® for Kindergarten Percussion Instruments Study Teaching Guide</i></u></p> <ul style="list-style-type: none"> • p. 034 Investigation 1 Day 2 Project Learning Objectives: 11e, 1b, 7a, 11d, 28, 34 • p. 036 Investigation 1 Day 3 Project Learning Objectives: 11e, 1b, 3a, 7a, 9a, 11d, 26, 34 • p. 038 Investigation 1 Day 4 Project Learning Objectives: 11d, 7a, 11e, 26, 34 • p. 044 Investigation 2 Day 2 Project Learning Objectives: 34, 1a, 11b, 11d, 11e, 24, 26 • p. 046 Investigation 2 Day 3 Project Learning Objectives: 14b, 7a, 11d, 11e, 33, 34, 36 • p. 048 Investigation 2 Day 4 Project Learning Objectives: 11d, 1a, 7a, 24, 26, 34 • p. 056 Investigation 3 Day 3 Project Learning Objectives: 11d, 7a, 8a, 9a, 11b, 11e, 19c, 26, 34

		<ul style="list-style-type: none"> • p. 064 Investigation 4 Day 1 Project Learning Objectives: 11d, 1a, 7a, 24, 26, 34 • p. 066 Investigation 4 Day 2 Project Learning Objectives: 34, 1b, 11d, 11e, 23, 26, 34 • p. 068 Investigation 4 Day 3 Project Learning Objectives: 34, 2c, 7a, 11e, 23, 26 • p. 070 Investigation 4 Day 4 Project Learning Objectives: 34, 1a, 4, 5, 6, 11e, 26 <p><u><i>The Creative Curriculum® for Kindergarten Sports Study Teaching Guide</i></u></p> <ul style="list-style-type: none"> • p. 075 Investigation 4 Day 4 Independent Discovery Objectives: 14a, 1b, 11b, 11e, 21b
CUMULATIVE PROGRESS INDICATOR	K-2-ETS1-2.	<p>Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p> <p><u><i>The Creative Curriculum® for Kindergarten Teaching Guide: Beginning the Year</i></u></p> <ul style="list-style-type: none"> • p. 052 Focus Question 5 Day 2 Station Exploration Objectives: 28, 1b, 7a, 8b, 26 • p. 059 Focus Question 5 Day 5 Independent Discovery Objectives: 21b, 7a, 11d, 11e, 28 • p. 085 Ministudy Day 5 Independent Discovery Objectives: 21b, 7a, 11d, 11e, 14a <p><u><i>The Creative Curriculum® for Kindergarten Architecture Study Teaching Guide</i></u></p> <ul style="list-style-type: none"> • p. 024 Exploring the Topic Day 4 Large Group Objectives: 8a, 3a, 9a, 24, 26, 30 • p. 024 Exploring the Topic Day 4 Project Learning Objectives: 24, 11c, 11d, 11e, 22a, 26, 28, 30 • p. 044 Investigation 2 Day 1 Project Learning Objectives: 14a, 9a, 22a, 24, 33 • p. 046 Investigation 2 Day 2 Project Learning Objectives: 14a, 3a, 7a, 19b, 22a, 30 • p. 048 Investigation 2 Day 3 Project Learning Objectives: 24, 11c, 11d, 11e, 26, 30 • p. 060 Investigation 3 Day 3 Project Learning Objectives: 14a, 7b, 11a, 11b, 11e, 30, 33 • p. 062 Investigation 3 Day 4 Project Learning Objectives: 11d, 9a, 11b, 14a, 28, 30 • p. 064 Investigation 3 Day 5 Project Learning Objectives: 14a, 1b, 3a, 7b, 8b, 30, 33 • p. 068 Investigation 4 Day 1 Project Learning Objectives: 14a, 3a, 7a, 11b, 11c, 14b, 28, 30 • p. 072 Investigation 4 Day 3 Project Learning Objectives: 28, 1b, 14a, 19b, 30 • p. 075 Investigation 5 Outdoor Experiences Objectives: 11d, 1b, 11b, 11e, 14a, 30 <p><u><i>The Creative Curriculum® for Kindergarten Percussion Instruments Study Teaching Guide</i></u></p> <ul style="list-style-type: none"> • p. 034 Investigation 1 Day 2 Project Learning Objectives: 11e, 1b, 7a, 11d, 28, 34 • p. 036 Investigation 1 Day 3 Project Learning Objectives: 11e, 1b, 3a, 7a, 9a, 11d, 26, 34 • p. 038 Investigation 1 Day 4 Project Learning Objectives: 11d, 7a, 11e, 26, 34

		<ul style="list-style-type: none"> • p. 044 Investigation 2 Day 2 Project Learning Objectives: 34, 1a, 11b, 11d, 11e, 24, 26 • p. 046 Investigation 2 Day 3 Project Learning Objectives: 14b, 7a, 11d, 11e, 33, 34, 36 • p. 048 Investigation 2 Day 4 Project Learning Objectives: 11d, 1a, 7a, 24, 26, 34 • p. 056 Investigation 3 Day 3 Project Learning Objectives: 11d, 7a, 8a, 9a, 11b, 11e, 19c, 26, 34 • p. 064 Investigation 4 Day 1 Project Learning Objectives: 11d, 1a, 7a, 24, 26, 34 • p. 066 Investigation 4 Day 2 Project Learning Objectives: 34, 1b, 11d, 11e, 23, 26, 34 • p. 068 Investigation 4 Day 3 Project Learning Objectives: 34, 2c, 7a, 11e, 23, 26 • p. 070 Investigation 4 Day 4 Project Learning Objectives: 34, 1a, 4, 5, 6, 11e, 26 <p><u><i>The Creative Curriculum® for Kindergarten Seeds Study Teaching Guide</i></u></p> <ul style="list-style-type: none"> • p. 078 Investigation 5 Day 1 Project Learning Objectives: 11d, 3a, 9a, 24, 25, 28, 34 • p. 080 Investigation 5 Day 2 Project Learning Objectives: 11d, 7b, 8a, 9a, 11e, 18e, 25, 28 • p. 081 Investigation 5 Day 2 Large-Group Roundup Objectives: 9a, 1a, 3a, 10a, 10b, 25 <p><u><i>The Creative Curriculum® for Kindergarten Sports Study Teaching Guide</i></u></p> <ul style="list-style-type: none"> • p. 075 Investigation 4 Day 4 Independent Discovery Objectives: 14a, 1b, 11b, 11e, 21b
CUMULATIVE PROGRESS INDICATOR	K-2-ETS1-3.	<p>Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</p> <p><u><i>The Creative Curriculum® for Kindergarten Architecture Study Teaching Guide</i></u></p> <ul style="list-style-type: none"> • p. 072 Investigation 4 Day 3 Project Learning Objectives: 28, 1b, 14a, 19b, 30
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.A.	Civics, Government, and Human Rights
CONTENT STATEMENT		Rules and laws are developed to protect people's rights and the security and welfare of society. The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.
CUMULATIVE PROGRESS INDICATOR	6.1.4.A.1.	<p>Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</p> <p><u><i>The Creative Curriculum® for Kindergarten Teaching Guide: Beginning the Year</i></u></p> <ul style="list-style-type: none"> • p. 038 Focus Question 4 Day 1 Large Group

		<p>Objectives: 3b, 8a, 10a, 13, 30</p> <ul style="list-style-type: none"> • p. 042 Focus Question 4 Day 3 Large Group <p>Objectives: 17b, 13, 15b, 30</p> <ul style="list-style-type: none"> • p. 045 Focus Question 4 Day 4 Read-Aloud <p>Objectives: 18a, 3a, 8a, 11a, 30</p>
CUMULATIVE PROGRESS INDICATOR	6.1.4.A.2.	<p>Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.</p> <p><i><u>The Creative Curriculum® for Kindergarten Intentional Teaching Cards™</u></i></p> <ul style="list-style-type: none"> • SE03: Solving the Problem Together Objectives: 3b, 1a, 2c, 2d, 8a, 9a, 9c, 10a, 10b • SE 07: Our Big Rules and Little Rules Objectives: 3b, 1b, 2c, 3a, 8a, 9a, 30 • SE08: Sharing Sunshine Messages Objectives: 2b, 1a, 2c, 2d, 3a, 7b, 9d, 17b, 19b • SE12: Room For One More Objectives: 2c, 1a, 2d, 8a, 9a, 9b, 10a, 10b • SE14: Handy Helpers Objectives: 3b, 2a, 2c, 8b, 9a, 9d, 10a, 11a, 11b, 11c, 11e, 12a • SE16: Field Trips Objectives: 1b, 2a, 3a, 7b, 8b, 9d, 10a, 11a, 19b, 24 • SE17: Good Sports Objectives: 1a, 1b, 2c, 3a, 8a, 9a, 10a, 11a, 11b, 29 • SE19: Filling the Friendship Bucket Objectives: 2d, 1a, 7b, 8b, 9a, 11a, 17b, 19b • SE21: Finding a Solution Together Objectives: 3b, 1a, 1b, 2c, 8a, 8b, 9b, 10a, 11e, 30 • SE23: Clean Up the Classroom Objectives: 1c, 1b, 2c, 4, 7a, 8b, 11a • SE24: What Can We Build Together? Objectives: 3a, 1b, 2c, 7b, 8a, 8b, 9c, 10a, 10b, 11a, 11e, 33 • SE25: We'll Get It Done! Objectives: 1b, 2c, 8b, 9a, 10a, 11a, 17b • SE28: Group Gatherings Objectives: 3a, 1a, 2a, 2c, 8a, 9c, 10a • SE29: Working Together Objectives: 3a, 1a, 1b, 2c, 2d, 7b, 8a, 8b, 10a, 10b, 11a, 11b, 17b • SE34: A Mural for Everyone Objectives: 2c, 1b, 3a, 7b, 8a, 8b, 9b, 9c, 10a, 10b, 11a, 11e, 14a, 33
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	<p>U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>
STRAND	6.1.4.A.	Civics, Government, and Human Rights

CONTENT STATEMENT		American constitutional government is based on principles of limited government, shared authority, fairness, and equality.
CUMULATIVE PROGRESS INDICATOR	6.1.4.A.3.	Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government. No Correlations
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.A.	Civics, Government, and Human Rights
CONTENT STATEMENT		There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.
CUMULATIVE PROGRESS INDICATOR	6.1.4.A.4.	Explain how the United States government is organized and how the United States Constitution defines and checks the power of government. No Correlations
CUMULATIVE PROGRESS INDICATOR	6.1.4.A.5.	Distinguish the roles and responsibilities of the three branches of the national government. No Correlations
CUMULATIVE PROGRESS INDICATOR	6.1.4.A.6.	Explain how national and state governments share power in the federal system of government. No Correlations
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.A.	Civics, Government, and Human Rights
CONTENT STATEMENT		In a representative democracy, individuals elect representatives to act on the behalf of the people.
CUMULATIVE PROGRESS INDICATOR	6.1.4.A.7.	Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. No Correlations
CUMULATIVE PROGRESS INDICATOR	6.1.4.A.8.	Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level. No Correlations
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable

		students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.A.	Civics, Government, and Human Rights
CONTENT STATEMENT		The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
CUMULATIVE PROGRESS INDICATOR	6.1.4.A.9.	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). No Correlations
CUMULATIVE PROGRESS INDICATOR	6.1.4.A.10.	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. No Correlations
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.A.	Civics, Government, and Human Rights
CONTENT STATEMENT		The United States democratic system requires active participation of its citizens.
CUMULATIVE PROGRESS INDICATOR	6.1.4.A.11.	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. No Correlations
CUMULATIVE PROGRESS INDICATOR	6.1.4.A.12.	Explain the process of creating change at the local, state, or national level. No Correlations
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.A.	Civics, Government, and Human Rights
CONTENT STATEMENT		Immigrants can become and obtain the rights of American citizens.
CUMULATIVE PROGRESS INDICATOR	6.1.4.A.13.	Describe the process by which immigrants become United States citizens. No Correlations
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable

		students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.A.	Civics, Government, and Human Rights
CONTENT STATEMENT		The world is comprised of nations that are similar to and different from the United States.
CUMULATIVE PROGRESS INDICATOR	6.1.4.A.14.	<p>Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.</p> <p><u><i>The Creative Curriculum® for Kindergarten Book Conversation Cards™</i></u></p> <ul style="list-style-type: none"> • BCC 01: Mira/Look! Objectives: 18a, 3a, 8a, 11a, 30 • BCC 02: Vamos a jugar!/Let's Play! Objectives: 18a, 3a, 8a, 11a, 30 • BCC 03: Vamos!/Let's Go! Objectives: 18a, 3a, 8a, 11a, 30 • BCC 04: Ven a jugar!/Come Play! Objectives: 18a, 3a, 8a, 11a, 30 • BCC 05: Vamos!/Let's Go! Objectives: 18a, 3a, 8a, 11a, 30 • BCC 06: Atrpalo!/Catch This! Objectives: 18a, 3a, 8a, 11a, 30 • BCC 07: Para ti!/Just for You! Objectives: 18a, 3a, 8a, 11a, 30 • BCC 08: Lelo otra vez!/Read It Again! Objectives: 18a, 3a, 8a, 11a, 30 • BCC 09: T vienes tambin!/You Come Too! Objectives: 18a, 3a, 8a, 11a, 30 • BCC 10: Vamos!/Let's Go! Objectives: 18a, 3a, 8a, 11a, 30 • BCC 11: Ven a jugar!/Come Play! Objectives: 18a, 3a, 8a, 11a, 30 • BCC 12: All vamos!/Here We Go! Objectives: 18a, 3a, 8a, 11a, 30 <p><u><i>Mighty Minutes® for Kindergarten</i></u></p> <ul style="list-style-type: none"> • Mighty Minutes 14, "Guacamole" Objectives: 15c, 7a, 9a, 23, 30 • Mighty Minutes 42, "Good Morning/Buenos dias" Objectives: 9a, 2c, 10a, 17a, 30, 34 • Mighty Minutes 45, "S! Me gusta!" Objectives: 14b, 2b, 11e, 32, 36 <p><u><i>The Creative Curriculum® for Kindergarten Teaching Guide: Beginning the Year</i></u></p> <ul style="list-style-type: none"> • p. 028 Focus Question 3 Day 2 Large Group Objectives: 22b, 12b, 17a, 30 • p. 035 Focus Question 3 Day 5 Read-Aloud Objectives: 18a, 8a, 11a, 30 • p. 047 Focus Question 4 Day 5 Read-Aloud Objectives: 18a, 8a, 11a, 30 • p. 051 Focus Question 5 Day 1 Read-Aloud Objectives: 18a, 8a, 11a, 30 • p. 056 Focus Question 5 Day 4 Large Group Objectives: 10b, 1a, 15c, 17b, 30 • p. 062 Focus Question 6 Day 1 Large Group Objectives: 18a, 2d, 9a, 11a, 29

		<ul style="list-style-type: none"> • p. 063 Focus Question 6 Day 1 Read-Aloud Objectives: 18a, 3a, 8a, 11a, 30 • p. 065 Focus Question 6 Day 2 Mighty Minutes Objectives: 14b, 2b, 4, 11e, 32 • p. 077 Ministudy Day 1 Read-Aloud Objectives: 18a, 8a, 11a, 30 <p><u>The Creative Curriculum® for Kindergarten Architecture Study Teaching Guide</u></p> <ul style="list-style-type: none"> • p. 025 Exploring the Topic Day 4 Read-Aloud Objectives: 18a, 1a, 8a, 9a, 11a, 30 • p. 041 Investigation 1 Day 5 Read-Aloud Objectives: 18a, 1a, 8a, 9a, 11a, 30 • p. 059 Investigation 3 Day 2 Read-Aloud Objectives: 18a, 1a, 8a, 9a, 11a, 30 • p. 062 Investigation 3 Day 4 Large Group Objectives: 8a, 3a, 11d, 11e, 24, 22, 30a • p. 081 Investigation 5 Day 3 Read-Aloud Objectives: 18a, 1a, 8a, 9a, 11a, 30 <p><u>The Creative Curriculum® for Kindergarten Grocery Store Study Teaching Guide</u></p> <ul style="list-style-type: none"> • p. 025 Exploring the Topic Day 4 Read-Aloud Objectives: 18a, 8a, 9a, 30 • p. 041 Investigation 1 Day 5 Read-Aloud Objectives: 18a, 8a, 9a, 30 • p. 061 Investigation 3 Day 3 Read-Aloud Objectives: 18a, 8a, 9a, 30 • p. 063 Investigation 3 Day 4 Mighty Minutes Objectives: 15c, 2c, 14b, 21a, 23, 30 • p. 083 Investigation 5 Day 4 Read-Aloud Objectives: 18a, 8a, 9a, 30 <p><u>The Creative Curriculum® for Kindergarten Percussion Instruments Study Teaching Guide</u></p> <ul style="list-style-type: none"> • p. 035 Investigation 1 Day 2 Read-Aloud Objectives: 18a, 2b, 8a, 9a, 11a, 30 • p. 049 Investigation 2 Day 4 Read-Aloud Objectives: 18a, 2b, 8a, 9a, 11a, 30 • p. 061 Investigation 3 Day 5 Read-Aloud Objectives: 18a, 1a, 8a, 9a, 11a, 30 • p. 066 Investigation 4 Day 2 Large Group Objectives: 8a, 1a, 3a, 15c, 23, 34 • p. 075 Investigation 5 Day 1 Read-Aloud Objectives: 18a, 1a, 8a, 9a, 11a, 30 <p><u>The Creative Curriculum® for Kindergarten Seeds Study Teaching Guide</u></p> <ul style="list-style-type: none"> • p. 027 Exploring the Topic Day 4 Read-Aloud Objectives: 18a, 8a, 9a, 30 • p. 043 Investigation 1 Day 5 Read-Aloud Objectives: 18a, 8a, 9a, 30 • p. 063 Investigation 3 Day 3 Read-Aloud Objectives: 18a, 8a, 9a, 11a, 30 • p. 099 Celebrating Learning Day 1 Mighty Minutes Objectives: 14b, 2b, 9a, 11e, 17a,, 30, 32 • p. 099 Celebrating Learning Day 1 Read-Aloud Objectives: 18a, 1a, 8a, 9a, 11a, 30 • p. 101 Celebrating Learning Day 2 Mighty Minutes
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		<p>Objectives: 9a, 8a, 11d, 15a, 15b, 26, 36</p> <p><i>The Creative Curriculum® for Kindergarten Sports Study Teaching Guide</i></p> <ul style="list-style-type: none"> • p. 035 Investigation 1 Day 2 Read-Aloud <p>Objectives: 18a, 1a, 8a, 9a, 11a, 30</p> <ul style="list-style-type: none"> • p. 045 Investigation 2 Day 1 Read-Aloud <p>Objectives: 18a, 1a, 8a, 9a, 11a, 30</p> <ul style="list-style-type: none"> • p. 048 Investigation 2 Day 3 Large Group <p>Objectives: 8a, 9a, 15c, 11a, 11d, 30</p> <ul style="list-style-type: none"> • p. 061 Investigation 3 Day 3 Read-Aloud <p>Objectives: 18a, 1a, 8a, 9a, 11a, 30</p> <ul style="list-style-type: none"> • p. 073 Investigation 4 Day 3 Read-Aloud <p>Objectives: 18a, 1a, 8a, 9a, 11a, 30</p>
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.A.	Civics, Government, and Human Rights
CONTENT STATEMENT		In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
CUMULATIVE PROGRESS INDICATOR	6.1.4.A.15.	<p>Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> <p>No Correlations</p>
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.A.	Civics, Government, and Human Rights
CONTENT STATEMENT		In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.
CUMULATIVE PROGRESS INDICATOR	6.1.4.A.16.	<p>Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.</p> <p>No Correlations</p>
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.B.	Geography, People, and the Environment
CONTENT STATEMENT		Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.

CUMULATIVE PROGRESS INDICATOR	6.1.4.B.1.	<p>Compare and contrast information that can be found on different types of maps and determine how the information may be useful.</p> <p><u><i>The Creative Curriculum® for Kindergarten Teaching Guide: Beginning the Year</i></u></p> <ul style="list-style-type: none"> • p. 076 Ministudy Day 1 Station Exploration Objectives: 14a, 7b, 21a, 32 • p. 077 Ministudy Day 1 Independent Discovery Objectives: 14a, 11e, 21a, 32 • p. 080 Ministudy Day 3 Large Group Objectives: 3a, 8a, 14a, 21a, 32 • p. 080 Ministudy Day 3 Station Exploration Objectives: 14a, 2c, 3a, 7b, 21a, 32 • p. 082 Ministudy Day 4 Large Group Objectives: 14a, 3a, 11c, 11e, 32 • p. 084 Ministudy Day 5 Large Group Objectives: 14a, 8a, 9a, 12b, 22b, 30 • p. 084 Ministudy Day 5 Station Exploration Objectives: 14a, 2c, 11d, 11e, 12a, 32 • p. 085 Ministudy Day 5 Large-Group Roundup Objectives: 9a, 1b, 10a, 10b, 14a, 32 <p><u><i>The Creative Curriculum® for Kindergarten Architecture Study Teaching Guide</i></u></p> <ul style="list-style-type: none"> • p. 032 Investigation 1 Day 1 Project Learning Objectives: 14a, 3a, 8b, 17b, 21a, 32 • p. 033 Investigation 1 Day 1 Large-Group Roundup Objectives: 10b, 14a, 21a, 32 • p. 034 Investigation 1 Day 2 Project Learning Objectives: 14a, 11d, 11e, 19b, 19c • p. 035 Investigation 1 Day 2 Large-Group Roundup Objectives: 14a, 9a, 9b, 9c, 12a • p. 049 Investigation 2 Day 3 Independent Discovery Objectives: 14a, 1b, 3a, 7b, 8b, 21a • p. 049 Investigation 2 Day 3 Large-Group Roundup Objectives: 9a, 2b, 7b, 9a, 30 <p><u><i>The Creative Curriculum® for Kindergarten Percussion Instruments Study Teaching Guide</i></u></p> <ul style="list-style-type: none"> • p. 053 Investigation 3 Day 1 Independent Discovery Objectives: 11b, 1b, 7b, 17b <p><u><i>The Creative Curriculum® for Kindergarten Sports Study Teaching Guide</i></u></p> <ul style="list-style-type: none"> • p. 069 Investigation 4 Day 1 Independent Discovery Objectives: 21a, 1a, 8b, 11b, 14a, 32 • p. 101 Celebrating Learning Day 3 Independent Discovery Objectives: 11b, 1a, 7a, 11d, 17b, 33
CUMULATIVE PROGRESS INDICATOR	6.1.4.B.2.	<p>Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.</p> <p>No Correlations</p>
CUMULATIVE PROGRESS INDICATOR	6.1.4.B.3.	<p>Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.</p>

		No Correlations
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.B.	Geography, People, and the Environment
CONTENT STATEMENT		Places are jointly characterized by their physical and human properties.
CUMULATIVE PROGRESS INDICATOR	6.1.4.B.4.	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
		No Correlations
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.B.	Geography, People, and the Environment
CONTENT STATEMENT		The physical environment can both accommodate and be endangered by human activities.
CUMULATIVE PROGRESS INDICATOR	6.1.4.B.5.	Describe how human interaction impacts the environment in New Jersey and the United States.
		No Correlations
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.B.	Geography, People, and the Environment
CONTENT STATEMENT		Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
CUMULATIVE PROGRESS INDICATOR	6.1.4.B.6.	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
		No Correlations
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.B.	Geography, People, and the Environment

CONTENT STATEMENT		Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.
CUMULATIVE PROGRESS INDICATOR	6.1.4.B.7.	Explain why some locations in New Jersey and the United States are more suited for settlement than others. No Correlations
CUMULATIVE PROGRESS INDICATOR	6.1.4.B.8.	Compare ways people choose to use and distribute natural resources. No Correlations
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.B.	Geography, People, and the Environment
CONTENT STATEMENT		Advancements in science and technology can have unintended consequences that impact individuals and/or societies.
CUMULATIVE PROGRESS INDICATOR	6.1.4.B.9.	Relate advances in science and technology to environmental concerns, and to actions taken to address them. No Correlations
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.B.	Geography, People, and the Environment
CONTENT STATEMENT		Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.
CUMULATIVE PROGRESS INDICATOR	6.1.4.B.10.	Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences. No Correlations
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.C.	Economics, Innovation, and Technology
CONTENT STATEMENT		People make decisions based on their needs, wants, and the availability of resources.
CUMULATIVE PROGRESS INDICATOR	6.1.4.C.1.	Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities. No Correlations

CUMULATIVE PROGRESS INDICATOR	6.1.4.C.2.	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations. No Correlations
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.C.	Economics, Innovation, and Technology
CONTENT STATEMENT		Economics is a driving force for the occurrence of various events and phenomena in societies.
CUMULATIVE PROGRESS INDICATOR	6.1.4.C.3.	Explain why incentives vary between and among producers and consumers. No Correlations
CUMULATIVE PROGRESS INDICATOR	6.1.4.C.4.	Describe how supply and demand influence price and output of products. No Correlations
CUMULATIVE PROGRESS INDICATOR	6.1.4.C.5.	Explain the role of specialization in the production and exchange of goods and services. No Correlations
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.C.	Economics, Innovation, and Technology
CONTENT STATEMENT		Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes.
CUMULATIVE PROGRESS INDICATOR	6.1.4.C.6.	Describe the role and relationship among households, businesses, laborers, and governments within the economic system. No Correlations
CUMULATIVE PROGRESS INDICATOR	6.1.4.C.7.	Explain how the availability of private and public goods and services is influenced by the global market and government. <u>The Creative Curriculum® for Kindergarten Grocery Store Study Teaching Guide</u> <ul style="list-style-type: none"> • p. 032 Investigation 1 Day 1 Large Group Objectives: 8a, 1a, 9a, 11d, 14b, 32 • p. 034 Investigation 1 Day 2 Project Learning Objectives: 22a, 3a, 7a, 11d, 11e, 14b, 30 • p. 035 Investigation 1 Day 2 Read-Aloud Objectives: 18a, 8a, 9a, 30 • p. 050 Investigation 2 Day 4 Project Learning Objectives: 13, 11d, 14b, 20a, 28, 30

		<ul style="list-style-type: none"> • p. 082 Investigation 5 Day 4 Large Group Objectives: 8a, 9a, 11c, 12b, 15c, 30
CUMULATIVE PROGRESS INDICATOR	6.1.4.C.8.	<p>Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</p> <p><u>The Creative Curriculum® for Kindergarten Grocery Store Study Teaching Guide</u></p> <ul style="list-style-type: none"> • p. 075 Investigation 5 Outdoor Experiences Objectives: 6, 1c, 4, 11a, 11b, 14b
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.C.	Economics, Innovation, and Technology
CONTENT STATEMENT		Availability of resources affects economic outcomes.
CUMULATIVE PROGRESS INDICATOR	6.1.4.C.9.	<p>Compare and contrast how the availability of resources affects people across the world differently.</p> <p>No Correlations</p>
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.C.	Economics, Innovation, and Technology
CONTENT STATEMENT		Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.
CUMULATIVE PROGRESS INDICATOR	6.1.4.C.10.	<p>Explain the role of money, savings, debt, and investment in individuals' lives.</p> <p><u>The Creative Curriculum® for Kindergarten Grocery Store Study Teaching Guide</u></p> <ul style="list-style-type: none"> • p. 071 Investigation 4 Day 3 Independent Discovery Objectives: 22b, 2c, 7a, 13, 20a <ul style="list-style-type: none"> • p. 071 Investigation 4 Day 3 Large-Group Roundup Objectives: 22c, 3a, 8a, 9a, 11e, 14b, 30
CUMULATIVE PROGRESS INDICATOR	6.1.4.C.11.	<p>Recognize the importance of setting long-term goals when making financial decisions within the community.</p> <p>No Correlations</p>
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.C.	Economics, Innovation, and Technology

CONTENT STATEMENT		Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.
CUMULATIVE PROGRESS INDICATOR	6.1.4.C.12.	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey. No Correlations
CUMULATIVE PROGRESS INDICATOR	6.1.4.C.13.	Examine the qualities of entrepreneurs in a capitalistic society. No Correlations
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.C.	Economics, Innovation, and Technology
CONTENT STATEMENT		Economic opportunities in New Jersey and other states are related to the availability of resources and technology.
CUMULATIVE PROGRESS INDICATOR	6.1.4.C.14.	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities. No Correlations
CUMULATIVE PROGRESS INDICATOR	6.1.4.C.15.	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States. No Correlations
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.C.	Economics, Innovation, and Technology
CONTENT STATEMENT		Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.
CUMULATIVE PROGRESS INDICATOR	6.1.4.C.16.	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. No Correlations
CUMULATIVE PROGRESS INDICATOR	6.1.4.C.17.	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age. No Correlations
CUMULATIVE PROGRESS INDICATOR	6.1.4.C.18.	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world. No Correlations

CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.D.	History, Culture, and Perspectives
CONTENT STATEMENT		There are many different cultures within the classroom and community. Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
CUMULATIVE PROGRESS INDICATOR	6.1.4.D.1.	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. No Correlations
CUMULATIVE PROGRESS INDICATOR	6.1.4.D.2.	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered. <u><i>The Creative Curriculum® for Kindergarten Book Discussion Cards™</i></u> • BDC 16: When This World Was New Objectives: 18a, 1a, 2b, 8a, 9a, 11a, 30 <u><i>The Creative Curriculum® for Kindergarten Architecture Study Teaching Guide</i></u> • p. 021 Exploring the Topic Day 2 Read-Aloud Objectives: 18a, 1a, 8a, 9a, 11a, 30 • p. 033 Investigation 1 Day 1 Read-Aloud Objectives: 18a, 1a, 2b, 8a, 9a, 11a, 30 • p. 037 Investigation 1 Day 3 Read-Aloud Objectives: 18a, 1a, 2b, 8a, 9a, 11a, 30 <u><i>The Creative Curriculum® for Kindergarten Intentional Teaching Cards™</i></u> • M05: Coupon Clipper Objectives: 22b, 3b, 9a, 14b, 18e, 30
CUMULATIVE PROGRESS INDICATOR	6.1.4.D.3.	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today. <u><i>The Creative Curriculum® for Kindergarten Book Discussion Cards™</i></u> • BDC 16: When This World Was New Objectives: 18a, 1a, 2b, 8a, 9a, 11a, 30 <u><i>The Creative Curriculum® for Kindergarten Architecture Study Teaching Guide</i></u> • p. 021 Exploring the Topic Day 2 Read-Aloud Objectives: 18a, 1a, 8a, 9a, 11a, 30 • p. 033 Investigation 1 Day 1 Read-Aloud Objectives: 18a, 1a, 2b, 8a, 9a, 11a, 30 • p. 037 Investigation 1 Day 3 Read-Aloud Objectives: 18a, 1a, 2b, 8a, 9a, 11a, 30 <u><i>The Creative Curriculum® for Kindergarten Intentional Teaching Cards™</i></u>

		<ul style="list-style-type: none"> • M05: Coupon Clipper Objectives: 22b, 3b, 9a, 14b, 18e, 30
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.D.	History, Culture, and Perspectives
CONTENT STATEMENT		Key historical events, documents, and individuals led to the development of our nation.
CUMULATIVE PROGRESS INDICATOR	6.1.4.D.4.	Explain how key events led to the creation of the United States and the state of New Jersey. No Correlations
CUMULATIVE PROGRESS INDICATOR	6.1.4.D.5.	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship. No Correlations
CUMULATIVE PROGRESS INDICATOR	6.1.4.D.6.	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government. No Correlations
CUMULATIVE PROGRESS INDICATOR	6.1.4.D.7.	Explain the role Governor William Livingston played in the development of New Jersey government. No Correlations
CUMULATIVE PROGRESS INDICATOR	6.1.4.D.8.	Determine the significance of New Jersey's role in the American Revolution. No Correlations
CUMULATIVE PROGRESS INDICATOR	6.1.4.D.9.	Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals. No Correlations
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.D.	History, Culture, and Perspectives
CONTENT STATEMENT		Personal, family, and community history is a source of information for individuals about the people and places around them.
CUMULATIVE PROGRESS INDICATOR	6.1.4.D.10.	Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey. No Correlations

CUMULATIVE PROGRESS INDICATOR	6.1.4.D.11.	<p>Determine how local and state communities have changed over time, and explain the reasons for changes.</p> <p><u><i>The Creative Curriculum® for Kindergarten Teaching Guide: Beginning the Year</i></u></p> <ul style="list-style-type: none"> • p. 023 Focus Question 2 Day 3 Read-Aloud Objectives: 18a, 8a, 11a, 30 • p. 043 Focus Question 4 Day 3 Read-Aloud Objectives: 18a, 1a, 2b, 11a, 29, 30
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.D.	History, Culture, and Perspectives
CONTENT STATEMENT		The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
CUMULATIVE PROGRESS INDICATOR	6.1.4.D.12.	<p>Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.</p> <p>No Correlations</p>
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.D.	History, Culture, and Perspectives
CONTENT STATEMENT		Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
CUMULATIVE PROGRESS INDICATOR	6.1.4.D.13.	<p>Describe how culture is expressed through and influenced by the behavior of people.</p> <p><u><i>The Creative Curriculum® for Kindergarten Percussion Instruments Study Teaching Guide</i></u></p> <ul style="list-style-type: none"> • p. 081 Investigation 5 Day 4 Mighty Minutes Objectives: 35, 4, 5, 20a, 21a
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.D.	History, Culture, and Perspectives
CONTENT STATEMENT		American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.

CUMULATIVE PROGRESS INDICATOR	6.1.4.D.14.	Trace how the American identity evolved over time. <i>The Creative Curriculum® for Kindergarten Percussion Instruments Study Teaching Guide</i> • p. 081 Investigation 5 Day 4 Mighty Minutes Objectives: 35, 4, 5, 20a, 21a
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.D.	History, Culture, and Perspectives
CONTENT STATEMENT		Cultures struggle to maintain traditions in a changing society.
CUMULATIVE PROGRESS INDICATOR	6.1.4.D.15.	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. No Correlations
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.D.	History, Culture, and Perspectives
CONTENT STATEMENT		Prejudice and discrimination can be obstacles to understanding other cultures.
CUMULATIVE PROGRESS INDICATOR	6.1.4.D.16.	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. <i>The Creative Curriculum® for Kindergarten Book Discussion Cards™</i> • BDC 02: The Woman Who Outshone the Sun Objectives: 18a, 1a, 2b, 8a, 9a, 11a <i>The Creative Curriculum® for Kindergarten Teaching Guide: Beginning the Year</i> • p. 039 Focus Question 4 Day 1 Read-Aloud Objectives: 18a, 1a, 8a, 9a, 11a • p. 055 Focus Question 5 Day 3 Read-Aloud Objectives: 18a, 3a, 8a, 11a, 30
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.D.	History, Culture, and Perspectives
CONTENT STATEMENT		Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.

CUMULATIVE PROGRESS INDICATOR	6.1.4.D.17.	<p>Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p> <p><u><i>The Creative Curriculum® for Kindergarten Teaching Guide: Beginning the Year</i></u></p> <ul style="list-style-type: none"> • p. 081 Ministudy Day 3 Independent Discovery Objectives: 18b, 18d, 18e, 30 • p. 085 Ministudy Day 5 Read-Aloud Objectives: 18a, 1a, 2b, 11a, 29, 30 <p><u><i>The Creative Curriculum® for Kindergarten Book Discussion Cards™</i></u></p> <ul style="list-style-type: none"> • BDC 08: Marisol McDonald and the Clash Bash Objectives: 18a, 1a, 2b, 8a, 9a, 11a, 30 <p><u><i>The Creative Curriculum® for Kindergarten Architecture Study Teaching Guide</i></u></p> <ul style="list-style-type: none"> • p. 096 Celebrating Learning Day 1 Large Group Objectives: 8a, 11a, 17b, 19a, 22c, 30 • p. 097 Celebrating Learning Day 1 Large-Group Roundup Objectives: 8a, 11a, 17b, 30 • p. 098 Celebrating Learning Day 2 Project Learning Objectives: 11d, 9a, 11b, 11c, 30 • p. 099 Celebrating Learning Day 2 Large-Group Roundup Objectives: 8a, 10a, 10b, 17b, 29, 30 • p. 100 Celebrating Learning Day 3 Project Learning Objectives: 3a, 10a, 10b, 11a, 12a, 30 • p. 101 Celebrating Learning Day 3 Large-Group Roundup Objectives: 8a, 11a, 11d, 19a 29, 30 <p><u><i>The Creative Curriculum® for Kindergarten Grocery Store Study Teaching Guide</i></u></p> <ul style="list-style-type: none"> • p. 098 Celebrating Learning Day 2 Large Group Objectives: 8a, 3a, 11a, 11c, 17b, 30 • p. 099 Celebrating Learning Day 2 Large-Group Roundup Objectives: 9a, 1a, 8a, 9b, 9c, 30 • p. 100 Celebrating Learning Day 3 Large Group Objectives: 8a, 1c, 7a, 30 <p><u><i>The Creative Curriculum® for Kindergarten Percussion Instruments Study Teaching Guide</i></u></p> <ul style="list-style-type: none"> • p. 096 Celebrating Learning Day 1 Large Group Objectives: 8a, 3a, 9a, 12a, 17b, 20a, 34 • p. 096 Celebrating Learning Day 1 Project Learning Objectives: 8a, 9a, 12a, 17b, 19c, 34 • p. 098 Celebrating Learning Day 2 Large Group Objectives: 8a, 3a, 9a, 11a, 11b, 15b, 34 • p. 098 Celebrating Learning Day 2 Project Learning Objectives: 8a, 3a, 9a, 11b, 12a, 17b, 34 • p. 100 Celebrating Learning Day 3 Large Group Objectives: 34, 1a, 8a, 9a, 11a, 11b, 20a • p. 100 Celebrating Learning Day 3 Project Learning Objectives: 9d, 1a, 9b, 9c, 10a, 10b, 34 • p. 101 Celebrating Learning Day 3 Large-Group Roundup Objectives: 8a, 9a, 12a, 19a, 30, 34 <p><u><i>The Creative Curriculum® for Kindergarten Seeds Study Teaching Guide</i></u></p> <ul style="list-style-type: none"> • p. 098 Celebrating Learning Day 1 Project Learning
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		<p>Objectives: 13, 3a, 9a, 14a, 19c</p> <ul style="list-style-type: none"> • p. 099 Celebrating Learning Day 1 Large-Group Roundup <p>Objectives: 8a, 1a, 3a, 9a, 11a, 17b, 29</p> <ul style="list-style-type: none"> • p. 100 Celebrating Learning Day 2 Large Group <p>Objectives: 8a, 1a, 3a, 9a, 9c, 11a, 17b</p> <ul style="list-style-type: none"> • p. 101 Celebrating Learning Day 2 Large-Group Roundup <p>Objectives: 8a, 1a, 3a, 9a, 11a, 17b</p> <ul style="list-style-type: none"> • p. 102 Celebrating Learning Day 3 Large Group <p>Objectives: 8a, 1a, 9a, 16a, 17b, 28</p> <p><u>The Creative Curriculum® for Kindergarten Sports Study Teaching Guide</u></p> <ul style="list-style-type: none"> • p. 057 Investigation 3 Day 1 Read-Aloud <p>Objectives: 18a, 2b, 8a, 9a, 11a, 30</p> <ul style="list-style-type: none"> • p. 065 Investigation 3 Day 5 Read-Aloud <p>Objectives: 18a, 2b, 8a, 9a, 11a, 30</p> <ul style="list-style-type: none"> • p. 071 Investigation 4 Day 2 Read-Aloud <p>Objectives: 18a, 2b, 8a, 9a, 11a, 30</p> <ul style="list-style-type: none"> • p. 096 Celebrating Learning Day 1 Large Group <p>Objectives: 8a, 3a, 11a, 11d, 17b, 21a</p> <ul style="list-style-type: none"> • p. 096 Celebrating Learning Day 1 Project Learning <p>Objectives: 33, 7b, 11a, 11b, 11e, 29, 30</p> <ul style="list-style-type: none"> • p. 098 Celebrating Learning Day 2 Large Group <p>Objectives: 17b, 2b, 8a, 29, 30, 36</p> <ul style="list-style-type: none"> • p. 098 Celebrating Learning Day 2 Project Learning <p>Objectives: 11d, 3a, 8a, 11e, 30</p> <ul style="list-style-type: none"> • p. 099 Celebrating Learning Day 2 Large-Group Roundup <p>Objectives: 8a, 1a, 9a, 10a, 10b, 29</p>
CONTENT AREA / STANDARD	NJ.SS.6.1.4.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.4.D.	History, Culture, and Perspectives
CONTENT STATEMENT		The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns. People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.
CUMULATIVE PROGRESS INDICATOR	6.1.4.D.18.	<p>Explain how an individual's beliefs, values, and traditions may reflect more than one culture.</p> <p>No Correlations</p>
CUMULATIVE PROGRESS INDICATOR	6.1.4.D.19.	<p>Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p> <p>No Correlations</p>
CUMULATIVE PROGRESS INDICATOR	6.1.4.D.20.	<p>Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>No Correlations</p>
CONTENT AREA / STANDARD	NJ.SS.6.3.4.	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to

		address the challenges that are inherent in living in an interconnected world.
STRAND		Active citizens in the 21st century: Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences; Identify stereotyping, bias, prejudice, and discrimination in their lives and communities; Are aware of their relationships to people, places, and resources in the local community and beyond; Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions; Develop strategies to reach consensus and resolve conflict; Demonstrate understanding of the need for fairness and take appropriate action against unfairness.
CONTENT STATEMENT	6.3.4.A.	Civics, Government, and Human Rights
CUMULATIVE PROGRESS INDICATOR	6.3.4.A.1.	<p>Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).</p> <p><u><i>The Creative Curriculum® for Kindergarten Intentional Teaching Cards™</i></u></p> <ul style="list-style-type: none"> • SE07: Our Big Rules and Little Rules <p>Objectives: 3b, 1b, 2c, 8a, 30</p> <p><u><i>The Creative Curriculum® for Kindergarten Teaching Guide: Beginning the Year</i></u></p> <ul style="list-style-type: none"> • p. 037 Focus Question 4 Outdoor Experiences <p>Objectives: 4, 5, 1b, 12b</p> <ul style="list-style-type: none"> • p. 038 Focus Question 4 Day 1 Large Group <p>Objectives: 3b, 8a, 10a, 13, 30</p> <ul style="list-style-type: none"> • p. 039 Focus Question 4 Day 1 Large-Group Roundup <p>Objectives: 3a, 9a, 9c, 30</p> <ul style="list-style-type: none"> • p. 041 Focus Question 4 Day 2 Large-Group Roundup <p>Objectives: 9a, 1b, 9d, 30</p> <ul style="list-style-type: none"> • p. 042 Focus Question 4 Day 3 Large Group <p>Objectives: 17b, 13, 15b, 30</p> <ul style="list-style-type: none"> • p. 045 Focus Question 4 Day 4 Read-Aloud <p>Objectives: 18a, 3a, 8a, 11a, 30</p> <p><u><i>The Creative Curriculum® for Kindergarten Architecture Study Teaching Guide</i></u></p> <ul style="list-style-type: none"> • p. 041 Investigation 1 Day 5 Large-Group Roundup <p>Objectives: 9a, 10a, 10b, 12a, 13</p> <p><u><i>The Creative Curriculum® for Kindergarten Sports Study Teaching Guide</i></u></p> <ul style="list-style-type: none"> • p. 034 Investigation 1 Day 2 Project Learning <p>Objectives: 11d, 1b, 3a, 3b, 8a, 8b, 30</p> <ul style="list-style-type: none"> • p. 041 Investigation 1 Day 5 Large-Group Roundup <p>Objectives: 9a, 10a, 10b, 11d, 30</p> <ul style="list-style-type: none"> • p. 043 Investigation 2 Outdoor Experiences <p>Objectives: 11a, 1b, 3a, 4, 6, 8b, 11b, 30</p> <ul style="list-style-type: none"> • p. 044 Investigation 2 Day 1 Large Group <p>Objectives: 8a, 1b, 1c, 9a, 11d, 17b, 30</p> <ul style="list-style-type: none"> • p. 045 Investigation 2 Day 1 Large-Group Roundup <p>Objectives: 9a, 1a, 3a, 8b, 11a, 10a, 10b, 30</p> <ul style="list-style-type: none"> • p. 052 Investigation 2 Day 5 Large Group <p>Objectives: 8a, 1b, 3a, 9a, 11d, 17b, 30</p> <ul style="list-style-type: none"> • p. 052 Investigation 2 Day 5 Project Learning <p>Objectives: 3a, 3b, 8b, 9a, 11a, 11b, 11d, 11e</p>

		<ul style="list-style-type: none"> • p. 053 Investigation 2 Day 5 Large-Group Roundup Objectives: 9a, 10a, 10b, 11d, 30 • p. 064 Investigation 3 Day 5 Large Group Objectives: 8a, 3a, 9a, 11a, 11d, 24, 30 • p. 064 Investigation 3 Day 5 Project Learning Objectives: 11d, 2c, 8a, 11e, 24, 26, 30 • p. 082 Investigation 5 Day 3 Project Learning Objectives: 3a, 4, 5, 6, 8b, 9a, 20a, 28 • p. 083 Investigation 5 Day 3 Large-Group Roundup Objectives: 9a, 10a, 10b, 12a, 30
CUMULATIVE PROGRESS INDICATOR	6.3.4.A.2.	<p>Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.</p> <p>No Correlations</p>
CUMULATIVE PROGRESS INDICATOR	6.3.4.A.3.	<p>Select a local issue and develop a group action plan to inform school and/or community members about the issue.</p> <p>No Correlations</p>
CUMULATIVE PROGRESS INDICATOR	6.3.4.A.4.	<p>Communicate with students from various countries about common issues of public concern and possible solutions.</p> <p>No Correlations</p>
CONTENT AREA / STANDARD	NJ.SS.6.3.4.	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
STRAND		Active citizens in the 21st century: Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences; Identify stereotyping, bias, prejudice, and discrimination in their lives and communities; Are aware of their relationships to people, places, and resources in the local community and beyond; Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions; Develop strategies to reach consensus and resolve conflict; Demonstrate understanding of the need for fairness and take appropriate action against unfairness.
CONTENT STATEMENT	6.3.4.B.	Geography, People and the Environment
CUMULATIVE PROGRESS INDICATOR	6.3.4.B.1.	<p>Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.</p> <p><i>The Creative Curriculum® for Kindergarten Sports Study Teaching Guide</i></p> <ul style="list-style-type: none"> • p. 065 Investigation 3 Day 5 Independent Discovery Objectives: 19c, 1c, 7a, 16a, 17b
CONTENT AREA / STANDARD	NJ.SS.6.3.4.	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
STRAND		Active citizens in the 21st century: Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences; Identify stereotyping, bias, prejudice, and discrimination in their lives and communities; Are aware of

		their relationships to people, places, and resources in the local community and beyond; Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions; Develop strategies to reach consensus and resolve conflict; Demonstrate understanding of the need for fairness and take appropriate action against unfairness.
CONTENT STATEMENT	6.3.4.C.	Economics, Innovation, and Technology
CUMULATIVE PROGRESS INDICATOR	6.3.4.C.1.	Develop and implement a group initiative that addresses an economic issue impacting children. No Correlations
CONTENT AREA / STANDARD	NJ.SS.6.3.4.	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
STRAND		Active citizens in the 21st century: Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences; Identify stereotyping, bias, prejudice, and discrimination in their lives and communities; Are aware of their relationships to people, places, and resources in the local community and beyond; Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions; Develop strategies to reach consensus and resolve conflict; Demonstrate understanding of the need for fairness and take appropriate action against unfairness.
CONTENT STATEMENT	6.3.4.D.	History, Culture, and Perspectives
CUMULATIVE PROGRESS INDICATOR	6.3.4.D.1.	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. No Correlations

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