

# Elementary Schools



## Course Description Guide

2016-2017

**LINDEN PUBLIC SCHOOLS**  
**Linden, New Jersey**

**Danny A. Robertozzi, Ed.D.**  
**Superintendent**

**Denise Cleary**  
**Assistant Superintendent**

**Kathleen A. Gaylord**  
**Business Administrator/Board Secretary**

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# LINDEN PUBLIC SCHOOLS

## ELEMENTARY SCHOOL PRINCIPALS

School #1	Dona Preston	486-2668
School #2	Larry Plummer	862-3287
	Peter Fingerlin , Vice Principal	
School #4	Anthony Cataline	486-3286
School #5	Michelle Rodriguez	486-2666
School #6	Atiya Perkins	862-3003
School #8	Jennifer Smith	862-4397
School #9	Richard Molinaro	486-5164
School #10	Sandra Coglianesse	486-2043

## DISTRICT DIRECTORS/SUPERVISORS

Special Education, Elementary Supervisor	Michelle Altobelli	587-3285
Language Arts / Federal Programs, Director	Carmela Appierto-Hunter	486-2800
Human Resources Manager	Michele Dorney	486-2800
Gifted & Talented / Early Childhood Education, Supervisor	Gail Fazio	486-2043
Science, Supervisor	Rose Goldstein	486-2212
Social Studies / Business, Supervisor	Gregory Grasso	486-2800
Pupil Personnel Services / Guidance / Assessment, Director	Jo Ann Hamilton	486-2800
Special Education, Secondary Supervisor	Christopher Kolibas	486-5432
Special Education, Director	Marie Stefanick	587-3285
Fine and Performing Arts, Supervisor	Matthew Lorenzetti	486-2800
Maintenance, Supervisor	Lawrence Miranda	862-0950
Coordinator of Special Projects	Antoinette Modrak	486-3286
World Languages / Bilingual / ESL, Supervisor	Alphonsina Paternostro	486-2800
Mathematics and LAST, Director	Richard Sullivan	486-2212
Health & Safety / Physical Education / Athletics, Director	Steven Viana	486-7085
Technology / Vocational Programs, Director	Michael Walters	587-3263

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## **Linden Public Schools**

### **Vision Statement**

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

### **Mission Statement**

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

### **Public Notice of Non-Discrimination**

It is the policy of the Linden Public School District not to discriminate on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability.

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact Linden's Affirmative Action Officer, Mrs. Alphonsina Paternostro. Mrs. Paternostro can be contacted via email: [apaternostro@lindenps.org](mailto:apaternostro@lindenps.org) or by telephone: 908-486-2800 Ext. 8029

Students, parents, employees and the general public are also advised that all career and technical education opportunities will be offered regardless of race, color, national origin, gender or disability. For further information, contact Linden's Section 504 Officer and District Anti-Bullying Coordinator, Ms. JoAnn Hamilton via email: [jhamilton@lindenps.org](mailto:jhamilton@lindenps.org) or by telephone: 908-486-2800 or you may contact

Linden's Title IX Coordinator, Mr. Steven Viana via email: [sviana@lindenps.org](mailto:sviana@lindenps.org) or by telephone: 908-486-7085. For information on issues related to disabilities, please contact the Director of Special Education, Ms. Marie Stefanick via email: [mstefanick@lindenps.org](mailto:mstefanick@lindenps.org) or by telephone: 908-587-3285.

# LINDEN PUBLIC SCHOOLS

2 East Gibbons Street, Linden, NJ 07036

Bryan A. Russell  
Board President



Danny A. Robertozzi, Ed.D  
Superintendent

Dear Elementary School Parents:

It is with great satisfaction that we offer you this Elementary School Course Description Guide to provide you with information regarding our elementary academic programs.

We have eight elementary schools in our district that implement a common curriculum which is aligned with the Common Core Standards. We have worked hard to ensure that all of our schools offer the same educational opportunities. You will find the same high level of teaching expertise in all of our buildings and equal opportunities for all students.

Our elementary schools offer a caring environment in which our children can develop and grow. We have sought out the most modern curriculum, hired the best teachers and worked to keep our buildings in outstanding condition; all for the betterment of our students and in support of a vibrant learning community in each building. No parent or student should ever think they have to go elsewhere for a better education.

Listed in this book are the names and contact numbers of our building and district staff members. All of them are available to answer questions and address concerns.

Very truly yours,

*Danny A. Robertozzi,*

Danny A. Robertozzi, Ed. D.  
Superintendent

## TIME ALLOTMENTS

The chart below shows the weekly time allotments of minutes for each K-5 subject area and school activity.

Grade	K	1	2	3	4	5
Reading	450	450	450	450	450	450
Writing	250	250	250	250	250	250
Mathematics	355	355	355	355	355	355
Social Studies	120	120	120	120	165	165
Science	120	120	120	120	120	120
Music	45	45	45	30	30	30
Art	30	30	30	45	45	45
World Language	0	60	60	60	60	60
Library Instruction	0	0	0	30	0	0
Physical Education	60	60	60	60	60	60
Health	60	60	60	60	60	60
Recess	150	150	150	150	150	150
Lunch	150	150	150	150	150	150
Administrative	75	75	75	75	75	75
Flex Time	110	50	50	20	5	5
Minutes per week	1975	1975	1975	1975	1975	1975
Time per day	6hr35min	6hr35min	6hr35min	6hr35min	6hr35min	6hr35min

## PROGRESS REPORTS

Progress Reports will be issued on a regular basis at the halfway point of each marking period; however, this does not preclude any teacher from sending individual progress reports at any time during the marking period if they feel it appropriate to do so.

## REPORT CARDS

In the Linden Public Schools, report card format varies from grade to grade. For example, the marking scheme on the Kindergarten report cards is different than at the 5<sup>th</sup> grade. The report card is a formal communication to you from the school outlining the academic and developmental progress of your student. The report card is one of many different means of reporting student progress. Other progress indicators include any formal communications from the school, homework feedback, standardized and state testing results, classroom assessments/projects, and teacher conferences/observations. Collectively, these indicators form a more complete picture of student performance. Parents should also understand that the district is continually modifying and improving its report card format to best reflect the progress of students based on the district curriculum. Report cards are issued four times per academic year. Pre-Kindergarten students receive an inventory of skills outlining their school readiness.

## REPORT CARD RUBRIC

4 Exceeds Standards	Consistently understands, applies, and extends key concepts, processes and skills. Works beyond the established benchmarks.
3 Meets Standards	Understands and applies key concepts, processes and skills. Meets established benchmarks.
2 Developing Standards	Beginning to understand and apply key concepts, processes and skills. Progressing towards established benchmarks.
1 Not Meeting Standards	Lacks an understanding of key concepts, processes and essential skills. Area of concern that requires supports.

## **ELEMENTARY LIBRARIES – PRE-KINDERGARTEN THROUGH GRADE 5**

The school Library Media Program is an integral part of the school's total educational program. In today's information age, an individual's success in problem solving, becoming informed citizens, even in pursuing personal interests, largely depends upon the ability to access, use and evaluate information from a variety of resources. Adequate library media facilities, with appropriate resources and professional personnel, are key components to success.

Library instruction is offered to all students in grades Pre-K through 5. It is designed to give students a positive attitude toward the library and to support their educational needs as they change and grow through their years in the Linden Public Schools.

Librarians are assigned to the elementary schools on a rotating weekly basis. Librarians evaluate, interpret, and select information and projects that meets the needs of teachers and students in the building. A fully functioning school library media program is basic to the successful implementation of Linden Public Schools learning goals and academic expectations.

The school librarian teaches library skills to all third grade classes as scheduled by the building principal.

The objectives for the third grade component of the program are:

- ✓ To introduce children to the library as a source of information.
- ✓ To introduce children to a wide variety of good literature in both print and non-print formats.
- ✓ To develop good reading habits in a wide range of literature.
- ✓ To make children aware of a wide variety of both print and non-print reference tools found in the library.
- ✓ To teach children the tools of research appropriate to their level and how to use these tools effectively.
- ✓ To teach children to evaluate the quality of information they use.
- ✓ To emphasize hands-on techniques to make students comfortable library users.
- ✓ To indoctrinate students in the use of various technological programs and their components.
- ✓ To develop proficient Internet and online research skills in students of all grade levels.

## **PROCEDURE TO MONITOR PERFORMING ARTS PULL-OUTS**

Teachers will allow students to be "pulled-out" of their class, according to the rotating or fixed schedule approved by the principal, to attend their performing arts lessons with the understanding that each student is responsible for the daily material covered and any homework for the following day.

- Teachers can deny a student permission to attend his/her lesson if there is a test scheduled during the time a lesson is scheduled. The performing arts teacher is to be notified which students will not be attending their class.
- The classroom teacher, during the month of September (current year), should identify academically at-risk students according to results of the previous spring's standardized test.
- Subject area teachers, in conjunction with performing arts teachers, will closely monitor and communicate any academic concerns that may arise.
- The classroom and performing arts teachers are to keep accurate records of student pullouts.
- Academic teachers will notify the performing arts teacher of any students failing their class. Either or both teachers will contact parents in an attempt to correct the problem.
- A parental conference may be scheduled by the principal to include performing arts staff as well as academic staff if improvement is not made.

After following the above steps, if a student enrolled in a performing arts class should fail the subject, there may be a consultation with the teacher whose class the student failed, the performing arts teacher(s) and an administrator. The purpose of the consultation will be to determine the best course of action in regard to each student. (This action may include not allowing the student to be pulled from the failing class until such time that the grade is raised to a passing level.)



## STUDENT PROMOTION/RETENTION

The Board recognizes that personal, social, physical and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

At the beginning of each school year, parents/guardians and pupils shall be informed regarding promotion requirements and proficiencies for the academic year. Documentation of the notification shall be maintained. Parents/guardians and pupils shall be notified at appropriate times during the school year of progress in meeting promotion and remediation standards. Report cards will be issued four times during the school. Parents/guardians of pupils who are in danger of failing for the marking period shall receive interim reports midway in the marking period.

Initial pupil placement, as well as promotion to the next grade level, will be determined by evaluating pupil performance and achievement in relation to the Common Core State Standards, district goals and the individual's physical, emotional, intellectual and social maturity, as well as chronological age. Those pupils who have demonstrated an acceptable level of proficiency in basic skills, appropriate mastery of district goals and the Common Core State Standards for their grade level, will be promoted to the next grade.

Any decision to retain a student will be made based on the overwhelming nature of the evidence that the pupil has not met current grade level requirements, that promoting the student to the next grade level would be counter-productive to their growth, and that retention is a better solution for the overall educational prospects of the student.

**In grades Kindergarten – Second**, a portfolio containing guiding criteria to be considered for promotion/retention (particularly for potential retentions) will be kept. It may include, but not be limited to:

- Formal written assessments
- Teacher observations and anecdotal notes
- Project work
- Writing samples
- End-of-unit tests
- Teacher made test/activities
- Group work assessment
- Samples of class work
- Benchmark running records
- Dates and comments on home communication, including phone conferences
- A list of interventions and strategies used to meet the needs of the pupil, ie., examples of differentiated learning activities, Title I; RDT assistance; ESL assistance; participation in the after school or lunch time tutoring; referral to the I&RS Committee
- Teacher(s) judgment (classroom, Title I, special subjects; based upon the criteria noted above)
- 100 Book Challenge level
- Spelling level
- Report Cards
- DRA (Development Reading Assessments)
- Attendance Records
- Light's Retention Scale
- Mathematics Individual Profile of Progress
- Go Math Program Goals

Additional consideration will include administrator judgment and may include attendance and substantial achievement in a public or private summer school program.

As early as the 2<sup>nd</sup> marking period, but in all cases by the end of the 3<sup>rd</sup> marking period, the principal, teacher(s) or designated staff shall ascertain those pupils who may be in danger of being retained. The parent/guardians shall be invited to a meeting with the principal and/or other appropriate staff members. Parents who are called in for this purpose will be made fully aware that their child is in danger of being retained, that referrals will be made to the building I&RS Team and to discuss future action to bolster pupil progress.

The recommendation to retain or promote any pupil is given by the classroom teacher to the building principal. Any final decision to retain a pupil must be agreed to by the building principal. Parents shall be notified in writing of the pupil's retention and their rights of appeal concerning the school's decision to retain the pupil.

**Pupil placement for Grades 3 through 5** will be determined by evaluating pupil performance and achievement in relation to the district goals and the individual’s physical, emotional, intellectual and social maturity, as well as chronological age. Those pupils who have demonstrated an acceptable level of proficiency in basic skills and appropriate mastery of district goals will be promoted to the next grade.

Pupils who are “Not Meeting Standards” in Language Arts Literacy **and** Mathematics will be retained. Pupils who are “Not Meeting Standards” in Language Arts Literacy **or** Mathematics will come under review by the School’s I&RS Committee which consists of the Pupil’s Classroom Teacher(s), Nurse, School Social Worker, and Principal. Overall performance will be reviewed by examining such items, including, but not limited to the following:

- Formal written assessments
- Teacher observations and anecdotal notes
- Projects
- Writing or class work samples
- Teacher made test/activities
- Group work assessment
- Benchmark running records
- 100 Book Challenge level
- DRA (Development Reading Assessments)
- Spelling level
- Report Cards
- Attendance Records
- PARCC Scores
- Light’s Retention Scale
- Mathematics Individual Profile of Progress
- Go Math Program Goals

Based upon this review, a recommendation will be made for promotion or retention.

At the end of the 3<sup>rd</sup> marking period, the principal, teacher(s) or designated staff shall ascertain those pupils who may be in danger of being retained. The parents/guardians shall be invited to a meeting with the principal and/or other appropriate staff members designated to seek parental opinion concerning any action to bolster pupil progress and to provide substantial consideration of the pupil

Parents shall be notified in writing of the pupil’s retention and their rights of appeal concerning the school’s decision to retain the pupil.

**Appeal Process:** The appeal process follows the standard procedure. One can appeal to the principal, then the superintendent, and finally the Linden Board of Education. Requests for appeal shall be in writing and the principal shall assist the parents in developing this request, if necessary.

Listed below is a table outlining the conditions by which pupils are promoted or retained:

LANGUAGE ARTS LITERACY	MATH	END OF SCHOOL RESULT	END OF SUMMER SCHOOL RESULT
1 – Not Meeting Standards	1 - Not Meeting Standards	Retention No private summer school option	
1 – Not Meeting Standards	2 or Above	I & RS review Private summer school option	Principal’s decision
1 – Not Meeting Standards	2 or Above	I & RS review No private summer school option - retention	
2 or Above	1 – Not Meeting Standards	I & RS review Private summer school option	Principal’s decision
2 or Above	1 – Not Meeting Standards	I & RS review No private summer school option - retention	

## CLASSROOM PLACEMENT OF STUDENTS

The assignment of students to classrooms is a serious professional task. Prior classroom teachers, school support staff, and school administration often share the responsibility in determining student placement and ensuring class balance for the coming school year. In Linden, elementary school classes are configured heterogeneously (varied academic abilities). Also taken into consideration are a myriad of factors such as gender and racial parity, the specific social and emotional characteristics of each student and also prior histories of student social interaction and behavior. Familial relationships may also be a consideration. In addition, there are situations in which a child may be paired with a teacher whose teaching style and personality creates the most appropriate learning environment for that child.

Parental requests disrupt the complicated task of achieving classroom alignment and are not accepted as a rule. Placement of children in classes based upon perceived teacher personality, perceived teachers ability, sibling experiences and a child's or parent's personal desire for a particular teacher will not be considered. Student and parent friendships are also not appropriate considerations in determining class placement.

There are however, situations and circumstances in which parental input and participation in the selection of a child's teacher is helpful and most welcomed. On occasion there may be social/emotional needs of which the school may be unaware that require specific accommodations. In these rare and exceptional cases, a parent or guardian is required to submit his or her concerns in writing along with supporting documentation directly to the building principal (may include physicians notes, previous 504 plans, court documentation, etc.). The Principal and or his designee will review the request and documentation and establish a follow-up in school conference with the parent/guardian.

All decisions will be made in the best interests of the students' educational and social/emotional well-being as well as the needs of the school by the building Principal.

A variety of academic and social issues may evolve during the school year. It is the policy of the Linden School system to maintain open lines of communication between home and school. Any issue for which a request is being made to change classes during the school year will **not** be considered unless there has been an attempt to remediate the issue between the home and the teacher and/or school. Classroom changes require serious thought and consultation between parents and a variety of appropriate school personnel. Should such a perceived issue arise a parent/guardian is required to submit his or her concerns in writing along with any supporting documentation to the building principal. Documentation should include any previous communications with the classroom teacher, written notes, progress reports, report cards, legal documents and any other prior steps to attempt to resolve said issue. The school Principal and or his designee will review this request and make all efforts to remediate the problem. This will include a mandatory parental conference with the Principal and classroom teacher.

All decisions will be made in the best interests of the students' educational and social/emotional well-being as well as the needs of the school by the building Principal.

## Academic Support Service (Basic Skills)

Students who score significantly below proficiency level on state tests will be identified for academic support services. This targeted assistance and extra support may include a wide range of services including assistance in their Language Arts and Mathematics classes and school tutoring. In addition, students needing extra assistance will have the opportunity to receive support during the school day via an additional support teacher pushing into the Language Arts and Mathematics classes three times per week for a minimum of 90 minutes.

Criteria for Admission into Title I Language Arts Programs	Criteria for Exiting Title I Language Arts Programs
<p>In addition to teacher recommendation, the following criteria should also be considered to be admitted into the Title I Program Language Arts:</p> <p>Second Grade students who attain:</p> <ul style="list-style-type: none"> <li>• Rigby level 12 or below</li> <li>• Reading A-Z level “G” on Running Record</li> <li>• DRA2 level 12 or below</li> <li>• A report card grade of “2” or below in Language Arts</li> </ul> <p>Third Grade students who attain:</p> <ul style="list-style-type: none"> <li>• Rigby level 21 or below</li> <li>• Reading A-Z level “M” on Running Record</li> <li>• DRA2 level 24 or below</li> <li>• A report card grade of “2” or below in Language Arts</li> </ul> <p>Fourth Grade students who attain:</p> <ul style="list-style-type: none"> <li>• Rigby level 23 or below</li> <li>• Reading A-Z level “R” on Running Record</li> <li>• DRA2 level 30 or below</li> <li>• A report card grade of “2” or below in Language Arts</li> </ul> <p>Fifth Grade students who attain:</p> <ul style="list-style-type: none"> <li>• Rigby level 26 or below</li> <li>• Reading A-Z level “V” on Running Record</li> <li>• DRA level 40 or below on</li> <li>• A report card grade of “2” or below in Language Arts</li> </ul>	<p>In addition to teacher recommendation, students must meet the following criteria to exit the Title I Program Language Arts Program:</p> <p>Second Grade students who attain:</p> <ul style="list-style-type: none"> <li>• Mid-year Rigby level 21 or Reading A-Z level “M”</li> <li>• End of year – Rigby level 22 or</li> <li>• Reading A-Z level “P” on Running Record</li> <li>• A report grade of “3” or above in Language Arts</li> <li>• DRA2 level 28</li> </ul> <p>Third Grade students who attain:</p> <ul style="list-style-type: none"> <li>• Mid year - Rigby level 23 or Reading A-Z level “R”</li> <li>• End of year – Rigby level 25 or</li> <li>• Reading A-Z level “T” on Running Record</li> <li>• DRA2 level 38</li> <li>• A report grade of “3” or above in Language Arts</li> </ul> <p>Fourth Grade students who attain:</p> <ul style="list-style-type: none"> <li>• Mid-year – Rigby level 26 or Reading A-Z level “V”</li> <li>• End of year – Rigby level 27 or</li> <li>• Reading A-Z level “W” on Running Record</li> <li>• DRA2 level 40</li> <li>• A report grade of “3” or above in Language Arts</li> </ul> <p>Fifth Grade students who attain:</p> <ul style="list-style-type: none"> <li>• Mid-year – Rigby level 29 or Reading A-Z level “Y”</li> <li>• End of year – Rigby level 30 or</li> <li>• Reading A-Z level “Z”</li> <li>• Score 50 on DRA2</li> <li>• A report grade of “3” or above in Language Arts</li> </ul>
<p>Criteria for Admission into Title I Mathematics Programs</p> <p>In addition to teacher recommendation, the following criteria should be considered to be admitted into the Title I Mathematics Program:</p> <p>First Grade students who attain:</p> <ul style="list-style-type: none"> <li>• Score of below 55% proficiency on the Kindergarten end of year exam</li> <li>• A report card grade of “2” or below in Mathematics</li> </ul> <p>Second Grade students who attain:</p> <ul style="list-style-type: none"> <li>• Score of below 55% proficiency on the Grade One end of year exam</li> <li>• A report card grade of “2” or below in Mathematics</li> </ul> <p>Third Grade students who attain:</p> <ul style="list-style-type: none"> <li>• Score of below 55% proficiency on the Grade Two end of year exam</li> <li>• A report card grade of “2” or below in Mathematics</li> </ul> <p>Fourth Grade students who attain:</p> <ul style="list-style-type: none"> <li>• Score of below 55% proficiency on the Grade Three end of year exam</li> <li>• A report card grade of “2” or below in Mathematics</li> </ul> <p>Fifth Grade students who attain:</p> <ul style="list-style-type: none"> <li>• Score of below 55% proficiency on the Grade Four of year exam</li> <li>• A report card grade of “2” or below in Mathematics</li> </ul>	<p>Criteria for Exiting Title I Mathematics Programs</p> <p>In addition to teacher recommendation, students must meet the following criteria to exit the Title I Mathematics Program:</p> <p>First Grade students who attain:</p> <ul style="list-style-type: none"> <li>• Score of 70% proficiency on Grade One mid-year or end of year exam</li> <li>• A report card grade of “3” or above in Mathematics</li> </ul> <p>Second Grade students who attain:</p> <ul style="list-style-type: none"> <li>• Score of 70% proficiency on Grade Two mid-year or end of year exam</li> <li>• A report card grade of “3” or above in Mathematics</li> </ul> <p>Third Grade students who attain:</p> <ul style="list-style-type: none"> <li>• Score of 70% proficiency on Grade Three mid-year or end of year exam</li> <li>• A report card grade of “3” or above in Mathematics</li> </ul> <p>Fourth Grade students who attain:</p> <ul style="list-style-type: none"> <li>• Score of 70% proficiency on Grade Four mid-year or end of year exam</li> <li>• A report card grade of “3” or above in Mathematics</li> </ul> <p>Fifth Grade students who attain:</p> <ul style="list-style-type: none"> <li>• Score of 70% proficiency on Grade Five mid-year or of year exam</li> <li>• A report card grade of “3” or above in Mathematics</li> </ul>

## **GIFTED AND TALENTED PROGRAM**

The Linden School District provides formal programming for academically gifted students in Grades 1 through 5. Students in Grades 6 through 8 participate in honors classes. Student in Grades 9 through 12 participate in Honors, Advanced Placement and the International Baccalaureate Program. Students in Kindergarten are identified as academically gifted by means of an evaluation and in consultation with the district's department for the gifted and talented.

The elementary Gifted and Talented Program provides identified students in Kindergarten through Grade 5 with a demanding curriculum that provides high level learning opportunities. The curriculum is planned to challenge their intellectual and creative heights. It is based on Dr. Joseph Renzulli's (from the University of Connecticut – a major innovator in gifted education) *Enrichment Triad Model*. This model is designed to empower students to discover and develop their own unique skills and talents. Students solve problems, analyze materials and situations, and learn from real life experiences. All subject areas are infused into this curriculum. Selected students in Grades 1 through 5 are transported to a gifted resource center located at School 10. They meet for a full day every seven days, on a rotating schedule. To gain admission to the program, students participate in a formal identification process that includes student nomination, screening and final selection. Specific units of study have been developed for each grade level, and can be found on the district website.

The first stage in identification for the Gifted and Talented Program is nomination. Principal, parent, teacher, peer, and even self-nomination may be accepted. All nominations for Grades 1 through 5 are submitted and reviewed in May and students may be placed up until October of the following year. The only exception is for students who are new to the district and were previously in a Gifted and Talented program. Teachers will then complete the Renzulli-Hartman, "Scales for Rating Behavioral Characteristics of Superior Students" for the nominated students. Characteristics are used for all children in the screening pool in Grades 3 through 5. The Renzulli-Hartman scales have been modified for 1st and 2nd grade. They include three scales: Learning, Creativity/Motivation and Leadership. In addition, a general teacher recommendation form is used and the SAGES-2 is administered. This test identifies gifted and talented students.

All of this data is then coded on a matrix adapted from the Baldwin Identification Matrix. Each student is given a weighted score on each of the criteria. Students are then ranked high to low by grade according to the composite score. In this way, the students selected from the screening pool (generally these students will place within the top 15% of the grade in academic and thinking skills) are narrowed to approximately 8% to 10% of the population for each grade as per the Department of Education. Entry to the program is contingent upon space available as well as classroom performance.

### **Gifted & Talented Exit Criteria**

No selection procedure is infallible and it may happen that a student selected for the Gifted and Talented Program does not experience success or does not benefit constructively from his/her participation. Some indicators that program discontinuation may be the best option for a student may include, but are not limited to:

- Inability to meet the requirements of the regular instructional classroom
- Inability to meet the requirements of the G & T program
- Reluctance to participate in specified G & T program activities
- Not meeting the minimum requirement on Standardized Tests

The program teacher will document over a period of time and have ongoing communication with appropriate stakeholders. The gifted program teacher, the classroom teacher or the parent/guardian may initiate exit procedures. The teacher of the gifted program, the classroom teacher(s), the school counselor, supervisor and the principal may confer to consider the recommendation and, if necessary, to seek and review additional information from other staff members and /or the child's parents/guardians.

Parent/guardians will be informed if their child's placement in the program is being reconsidered and will have the opportunity to discuss the circumstances and status. A decision will be made whether the child will remain; take a leave of absence with the option of re-entry; or permanently exit the specified program in which compulsory nomination procedures will need to take place in order to participate in the gifted program at a future date.

## SPECIAL EDUCATION SERVICES

The Department of Special Education offers a wide variety of programs for students between the ages of three and twenty-one who require a more specialized instructional plan because of their disability. Classified students with these needs often receive instruction in a smaller class setting (except in inclusion classes.) Students participating in these programs receive instruction based on the Core Curriculum Content Standards. While some students may not meet the benchmarks, or cumulative progress indicators, they will still be working toward them with appropriate modifications and supports.

Programs that are available through the Department of Special Education include:

- **Language/Learning Disabled (LLD)** is a self-contained comprehensive program which provides intensive instruction in all core content subject areas. Students in this program are characterized as having significant learning deficits in one or more subject areas or delayed expressive and receptive language skills.
- **Multiply Disabled (MD)** is a self-contained comprehensive program that provides intensive instruction, self-help and social skills. Students in this program present with two or more disabling conditions. Often, intensive related services such as speech/language, physical therapy, and occupational therapy are required.
- **Behaviorally Disabled (BD)** is a small, self-contained, comprehensive program that provides instruction in all core content areas. Individual and group counseling is provided to help address the students' inability to deal appropriately with behaviors and feelings. Students in this program are characterized as having severe behavior problems which impact on learning.
- **Autistic** is a small, self-contained, comprehensive program which provides intensive instruction to students with pervasive developmental disabilities. Students in this program receive intensive speech/language services. Students receive instruction using the Applied Behavior Analysis (ABA) method of repetitive training that breaks down each task into small sequential steps.
- **Pre-School Disabled** Several classes serve children ages three through five. These full day sessions provide social skills, self-regulation, school readiness, pre-academics, self-help skills, gross motor, fine motor, and receptive and expressive language development.
- **Resource or In-Class Support** Resource classes provide individual or small group instruction to students with disabilities who do not require as restrictive an environment as the self-contained students. In- Class Support is for students who can be placed in the mainstream classes with specific support in that class. Elementary resource programs provide support instruction or replacement instruction in the areas of Language Arts and Mathematics.
- **General Educational Support Staff (GESS)** GESS is a paraprofessional located within the general education classroom that provides assistance to classified students under the direction of the classroom teacher. The paraprofessional can offer services such as, but not limited to, redirection back on task, copying of class notes, rephrasing or repeating directions and helping students organize assignments.

## STUDENT SUPPORT SERVICES

### Elementary Social Work Program

At the elementary level, the Social Work Program is a comprehensive program that promotes quality education by assisting students in learning the skills and attitudes necessary to be successful. It emphasizes decision-making, skill development/awareness and begins exploration of future educational and occupational possibilities. The program also stresses self-concept development and the acquisition of skills in developing interpersonal relationships. Specific goals of the program are:

- To aid children in their school adjustment and academic development;
- To assist children in their personal growth through self-understanding and development of healthy self-concepts;
- To assist children in their social development, especially in developing adequate human relations skills;
- To aid children in their understanding of the world of work;
- To assist children in helping to alleviate personal, behavioral, and emotional problems;
- To aid children in the development of problem-solving skills necessary in considering alternatives and making decisions.

In order to accomplish these goals, the elementary social worker has become an integral and important member of every elementary school. The social worker provides short term counseling for individuals or groups of students having behavioral or emotional issues which are impeding their ability to successfully complete their work. Weekly groups also focus on problem solving skills and strategies for managing feelings. The social worker also plays a major role in the I&RS process (Intervention and Referral Service). They are part of a school team that meets weekly to discuss specific students and suggest appropriate interventions that might help these students to succeed in school. Networking with outside agencies is another important part of the social workers' responsibility. He/she is then able to service the community better by accessing valuable resources that can aid students and their families in addressing a variety of issues.

A Character Education Program is currently offered in every elementary school for children from Pre-K through Grade 5. This program teaches children about the basic principles of respect, responsibility, honesty, caring, accepting differences and diversity. It is designed to be both educational and entertaining. Students will participate in games, draw pictures and posters, write about and even collect money to purchase presents for less fortunate children. This program encourages a family-school connection and draws from varied resources from our local community.

## **DISTRICT ELEMENTARY STANDARDIZED TESTING PROGRAM**

### **PARCC**

Students in grades 3-11 are required to take PARCC Assessments. The PARCC assesses English Language Arts (ELA)/Literacy and Mathematics and include the following components:

- **Performance Task in ELA/Literacy and Mathematics.** All students will take this summative test toward the end of the school year to demonstrate their knowledge.
  - In ELA/Literacy, this will involve analyzing literature and a narrative writing task. Students will read texts and write several pieces to demonstrate they can read and understand sufficiently complex texts independently; write effectively when using and analyzing sources; and build and communicate knowledge by integrating, comparing and synthesizing ideas.
  - In Mathematics, students will be asked to solve problems involving the key knowledge and skills for their grade level (as identified by the CCSS), express mathematical reasoning and construct a mathematical argument, and apply concepts to solve model real-world problems.

### **NJASK Science**

Students in Grades 4 and 8 are required to take **NJASK Science**. Three proficiency levels have been determined for each of the sections of the NJASK: Partially Proficient (under 200), Proficient (200 to 250) and Advanced Proficient (250-300). Students scoring the lowest level, Partially Proficient, are considered to be below the state minimum level of proficiency.

### **ACCESS Testing for English Language Learners**

Students in Kindergarten through 5<sup>th</sup> grade who are Limited English Language Learners (ELLs), also take the ACCESS (Accessing Comprehension and Communication in English State to State for English Language Learners) test for ELLs.



## **Placement in Middle School Academic Programs**

The district has a variety of programming models that are used at different grade levels. Students in Grades 1 through 5 participate in a pull-out enrichment program. Students in Grades 6 through 12 participate in honors classes and/or the International Baccalaureate (IB) Program.

To be considered for Language Arts 6 Honors, students must have a score of 60 or higher on DRA2, a final average of 3.5 or above on the Language Arts components of the 5<sup>th</sup> Grade Report Card, a teacher/principal recommendation, or a Standardized Grade 5 assessment score in the 90<sup>th</sup> percentile.

To be considered for Mathematics 6 Honors, students must have a final average of 3.5 or above on the Mathematics components of the 5<sup>th</sup> Grade Report Card, a teacher/principal recommendation, or a Standardized Grade 5 assessment score in the 90th percentile.

To be considered for Science 6 Honors, students must have a final average of 3.5 or above on the Science components of the 5<sup>th</sup> Grade Report Card or a teacher/principal recommendation.

To be considered for US History 6 Honors, students must have a final average of 3.5 or above on the Social Studies components of the 5<sup>th</sup> Grade Report Card or a teacher/principal recommendation.

## Early Childhood Program

### Pre-K

Children in our Tools of the Mind Program are provided with a variety of developmentally appropriate activities. Literacy and language experiences are provided throughout each day and the classroom environment is rich with language and print. Listening, speaking, reading and writing activities are fostered as children engage in activities that encourage literacy exploration and emergent reading and writing skills.

Pre-Kindergarten students are introduced to and actively engage in key mathematical concepts, languages and processes. Math is integrated into all daily routines through individual and small group choices, planned experiences, problem solving, and reflection. The connections between math and literacy are explored daily in the Pre-Kindergarten classroom.

Through increased awareness of themselves, children are taught to relate within the social systems of the family, classroom community, neighborhood and the world. Developmentally appropriate activities are used to explore the differences among children, lifestyles and cultures.

The goals of the Tools of the Mind Science block are for students to experience the scientific method, increase a child's scientific descriptive vocabulary and observational skills by attending to details. Pre-Kindergarten students use three Science kits throughout the year. These kits are filled with materials that are used in science centers, thematic units, and teachable moments. Included are: Light which stresses sources of light and the necessity of light to see objects; Exploring Seeds to Plants where students grow a variety of plants, making observations of the plant parts and the basic needs of plants; and Magnets where students experience the forces of attraction and repulsion.

A highly qualified staff working together with parents provides the children with a program that develops the academic, social and emotional skills to create the foundation necessary to become lifelong, competent learners. Linden's expected learning outcomes for young children are based on the New Jersey Preschool Implementation Guidelines for 2014.

## Kindergarten

Our research-based Kindergarten program meets or exceeds the New Jersey Department of Education's Kindergarten Implementation Guidelines and the Common Core Standards. Through our program, Tools of the Mind, we provide Linden's 5 year-olds with a high quality educational experience. The Kindergarten year is critical as it builds a strong foundation for the future of every child. Rather than teach skills in isolation, we provide skills and content in keeping with the best ways young children learn - through exploration, play, and practice.

### Language Arts- Kindergarten...ES3100

The literacy practices in our Tools of the Mind classrooms are based on recommendations from the National Association for the Education of Young Children, the National Early Literacy Panel, the International Reading Association, as well as scholarly literature reviews. Children read and write in response to themes, which incorporate all content areas.

A key feature of the Tools approach to literacy is that our children write for a variety of reasons throughout the day as they encode, and later decode, the written language. Teachers carefully scaffold the writing process, a method approved by the International Reading Association, as the primary driver of literacy skill acquisition. Scaffolding is individualized with an emphasis on comprehension, advanced vocabulary, and dramatization.

### Mathematics- Kindergarten...ES4100

Mathematics is integrated throughout the Tools of the Mind Kindergarten day via child-initiated and teacher-designed experiences. Learning games and projects allow our children to develop a deeper understanding of mathematical skills and concepts. Rigorous in nature, classroom instruction is never dominated by rote learning or worksheets, but is guided by and built on each child's mathematical knowledge. The National Council of Teachers of Mathematics supports programs, such as Tools of the Mind, by stating that programs, "...must be grounded in knowledge of child development and provide environments that encourage students to be active learners and accept new challenges" ([www.nctm.org](http://www.nctm.org)).

From the moment your child enters the classroom math is an instructional priority. The day begins with a question your child must solve independently, such as Mystery Numeral or Mystery Pattern, and is followed by Timeline Calendar and Weather Graphing, which are taught in a group setting. Throughout the day important skills and concepts are integrated in all content areas and activities using a wide variety of manipulatives. The Math block consists of children practicing a wide range of skills in Math Centers through educational games and activities while the teacher works with a small group on more complex skills like composing and decomposing numbers, number operations, geometry skills, algebraic thinking, measurement & data, and counting and cardinality.

A Tools of the Mind Kindergarten classroom exceeds the Common Core standards by providing developmentally appropriate learning opportunities such as: self-regulation games with a mathematical twist, group activities that teach skills with teacher and peer support, and center games that provide individual practice with peer support.

### Science- Kindergarten...ES7100 (4 units)

Our Kindergarten students follow the Tools of the Mind Program. The goals of the Tools of the Mind science block are for students to experience the scientific method, increase scientific descriptive vocabulary, and practice observational skills. Science Observation Station activities and Scaffolded Writing are integrated along with the use of four kits filled with materials in science centers, thematic units, and teachable moments. These kits are: Senses, a unit where students observe with their five senses and then use the observations to make connections about their world; Wood and Paper provides a variety of samples so students can explore the properties of each and their real world applications; Balls and Ramps provides a variety of balls and explores their different motions; and Animals Two By Two where students compare and contrast the structure and behavior of a variety of small animals and fish. Also integrated into the science kits is the use of the Magic Tree House books. After reading about different lands and time periods the important organizing idea of biology, form follows function, is explored.

### **Social Studies- Kindergarten...ES8100**

Through the Magic Tree House series children explore various cultures and historical periods. They develop geographical understanding by studying the world through a theme-based curriculum, one that integrates multiple content areas.

The NJ Core Curriculum standards for Social Studies are addressed and integrated with the common core standards for reading informational text, literature, speaking & listening, and writing. Activities to develop self-regulation help students learn to become good citizens.

### **Homework**

“Any assigned homework activities for Kindergarten should be experiential rather than rote practice.” (NJ Department of Education – Kindergarten Implementation Guidelines) We follow this guidance as well as current research that found homework in Kindergarten should be different from the traditional homework given in the past such as worksheets. Our homework is designed to complement and strengthen the concepts we teach in school through the development of study habits.

## LANGUAGE ARTS PROGRAM

Linden's elementary schools provide an extensive education in Language Arts literacy. Every teacher provides our students with a 90-minute uninterrupted reading block plus 50 minutes for writer's workshop. Together these blocks of time include language experiences all children need in order to grow intellectually, socially, and emotionally.

The Language Arts are integrative, interactive ways of communicating that develop through reading, writing, speaking, listening and viewing. They are the means through which one is able to receive information; think logically and creatively; express ideas; and understand and participate meaningfully in spoken, written, and nonverbal communications.

Scientific-based reading research by the National Reading Panel illustrates there are five important components in early reading. In addition, a child's motivation to read and write, as well as their background knowledge that must be developed so that young students become proficient in literacy across all content areas. Our comprehensive and balanced elementary literacy program includes the following areas and is based on the Common Core Standards:

- Phonemic awareness
- Explicit and embedded phonics
- Reading fluency
- Reading comprehension
- Vocabulary development
- Spelling and word study
- 100 Book Challenge independent reading
- Daily read aloud
- Background knowledge
- Motivation
- Writing workshop
- Small group differentiated instruction
- Guided reading

Every school has a reading program consisting of a dedicated amount of time for literacy instruction. During these instructional blocks, children focus on the many skills and strategies necessary to lay the foundation to become readers and writers through whole and small group instruction. Teachers are responsible for differentiated instruction.

The acquisition of literacy is an exciting challenge. In grades K-5, students need support, varied experiences, and motivation in order to become proficient readers and writers. Linden's K-5 reading program consists of many experiential activities, based on the latest reading research, with this goal in mind.

### **Language Arts-Grade 1...ES3110 Reading**

#### **Language Arts-Grade 1...ES3210 Writing**

In Grade 1 students continue to develop their oral language and communication skills and move on toward becoming independent readers and writers. Concepts of how print connects with spoken language as well as building phonics skills with the focus on sight words and decoding unknown words using basic phonetic analysis continues to be developed. Students regularly read (both orally and silently) in texts of appropriate difficulty with fluency and understanding. Reading strategies are expanded to tackle more complex texts successfully. These can include: using prior knowledge, establishing a purpose for reading, adjusting reading rate and using pictures as cues. Comprehension continues to be an area of focus. Teaching children to make simple inferences, sequence information and drawing conclusions are examples of this skill. In Grade 1 students write for a variety of audiences and purposes and in a variety of forms, such as dictating messages or recording ideas and reflections. By the end of Grade 1 children gain confidence and increase the speed with which they read by reading and rereading stories as they unlock the magic of books.

### **Language Arts-Grade 2...ES3120 Reading**

#### **Language Arts-Grade 2...ES3220 Writing**

As with first grade; a child's year in second grade will build upon the knowledge and skills gained in preceding grades. Concepts about print have expanded to using books to locate information such as the table of contents and chapter headings. When decoding, second graders use a variety of word attack skills such as looking for known chunks or small words within words to attempt to decode an unknown word. Fluency will increase as students use appropriate pace (not word-by-word reading) and suitable inflection. These skills lead to better comprehension strategies as children demonstrate the ability to recall facts and details of text, recognize cause and effect and make inferences. Before, during and after reading strategies continue to be practiced as they read unfamiliar texts. Students will be giving more attention to meaning and how it is influenced by personal experience, content, style and purpose. They will read for a variety of purposes including: pleasure, following directions and gathering factual information. Many opportunities will be given to write independently with more emphasis on the conventions of grammar and

punctuation as well as the ability to clearly describe ideas, feelings and experiences. A required summer reading program further extends learning.

### **Language Arts-Grade 3...ES3130 Reading**

### **Language Arts-Grade 3...ES3230 Writing**

In Grade 3, students read and write more independently than in any previous grade. They embed their ideas in their writing as they develop stronger details and dialogue and utilize more complex vocabulary. Information gathering as part of the planning process is common, and most students are becoming more selective about vocabulary. They listen critically to spoken messages, think about their own contributions to discussions and plan oral presentations. Third grade students will practice reading grade level material fluently and with comprehension. During this year students read a variety of genres including realistic fiction, nonfiction and poetry. Spelling skills will become more refined with children using root words, prefixes, suffixes and derivational endings to recognize words. Over the summer third graders participate in a required reading program.

### **Language Arts-Grade 4...ES3140 Reading**

### **Language Arts-Grade 4...ES3240 Writing**

The attention in grade four is given to the improvement and refinement of reading, writing, thinking and discussion skills. Students in grade four will integrate their Language Arts instruction with Social Studies content. Novels and readings align to historical periods and movements and big ideas and themes are explored in both content areas. Curriculum is designed around "Driving Questions" that require students to explore a big idea in detail and then report out or develop a "project based-learning" final presentation in writing and through multimedia tools. Each student will participate in the process of creating an individual writing portfolio that will reflect his/her performance and encourage self-reflections and assessment of his/her own growth. Students begin to identify common aspects of human existence in their reading and understand literary devices such as alliteration and figurative language. During the year the students will analyze how works of a given period reflect historical events and social conditions and integrate language arts with the social studies content. Students begin to understand that writing can affect the behaviors of others and are introduced to propaganda and bias as found in written text. The research process is introduced, they learn how to cite the source of information and a formal paper is required in the fourth grade. Over the summer fourth graders participate in required reading program.

### **Language Arts-Grade 5...ES3150 Reading**

### **Language Arts-Grade 5...ES3250 Writing**

Fifth grade is a reinforcement of all skills learned in elementary school. The student continues to develop as a proficient reader, writer and speaker. Students in grade five will integrate their Language Arts instruction with other content areas. Novels and readings align big ideas and themes are explored in all content areas. Curriculum is designed around "Driving Questions" that require students to explore a big idea in detail and then report out or develop a "project based-learning" final presentation in writing and through multimedia tools. Each student will participate in the process of creating an individual writing portfolio that will reflect his/her performance and encourage self-reflections and assessment of his/her own growth. This folder will follow the student to the middle school. Over the summer the fifth graders participate in a required reading program.

## MATHEMATICS PROGRAM

The elementary mathematics program is aligned with the Common Core State Standards for Mathematics and paired with the eight Standards for Mathematical Practice. The skills are presented in the context of everyday use. Lessons feature ongoing assessments recognizing student achievement through daily activities and periodic formal assessments which are also used to drive instruction. The daily progress checks provide multiple assessment options which include oral and slate assessments, constructed response items and self-assessment options requiring the student to evaluate their own understanding and success. Children are afforded the opportunity to become actively involved in their learning with ample opportunities to verbalize their thoughts and strategies allowing them to gain insights from others. Students need to have the ability to successfully apply their skills to problem solving situations on a daily basis, and it is the goal of the mathematics program to supply the student with those skills and abilities.

The program plan recommends that daily lessons are broken into three parts, teaching the lesson, ongoing learning/practice of the content and differentiation options. Teaching the lesson provides the main instructional activities for the new content presented. Ongoing learning and practice supports previously presented concepts and skills and is an essential practice for maintaining those skills. Differentiation options include options for supporting the needs of all students, either through enrichment, or further investigation of the content.

### **Mathematics-Grade 1...ES4110**

The first grade mathematics program focuses upon four major concepts. Students develop an understanding of addition and subtraction strategies, whole number relationships and place value, linear measurement and the attributes of geometric shapes. To develop strategies and understanding for adding and subtracting whole numbers they use various models to add – to, take – from, put – together, take – apart and compare – to. The curriculum also provides opportunity for students to develop an understanding of the meaning and process of measurement in realistic settings. To build part – whole relationships students also compose and decompose two-dimensional and three-dimensional figures. Recognizing similarities and differences between shapes supports the development of initial understandings of congruence and symmetry. Mathematical concepts are not presented in isolation but are linked to situations and contexts that are relevant to everyday life.

### **Mathematics-Grade 2...ES4120**

The second grade mathematics program focuses on extending understanding of base ten notations and place value, building fluency with addition and subtraction, using standard units of measurement and further describing and analyzing shapes. The program extends student understanding of addition to develop fluency with both addition and subtraction within 100 and extend to solve problems within 1000 all within a realistic context. Students learn to correctly use standard measurement tools recognizing the need for small iterations of units for smaller items. Describing and analyzing shapes includes examining sides and angles. Students decompose and combine shapes to create new shapes which supports development of an understanding of area, congruence, similarity and symmetry which carries into later years. Mathematical concepts are not presented in isolation but are linked to situations and contexts that are relevant to everyday life. All grade 2 students will complete a summer mathematics project prior to entering grade 2.

### **Mathematics-Grade 3...ES4130**

The third grade mathematics program focuses on the development of understanding of multiplication and division, fractions, area and extending the process of analyzing two dimensional figures. Multiplication and division of whole numbers begins with problems involving equal sized groups and area models. Unit fractions form the beginning of the development of working with fractions and moves to an understanding of fractions equal to, less than and greater than one. Area is studied as an attribute of two dimensional regions which links it multiplication as well as the sum of the number of same – size units of are required to cover the shape. Fraction work links to geometry by expressing the area of a part of a shape as a unit fraction of the whole. Mathematical concepts are not presented in isolation but are linked to situations and contexts that are relevant to everyday life. All grade 3 students will complete a summer mathematics project prior to entering grade 3.

### **Mathematics-Grade 4...ES4140**

The fourth grade mathematics program focuses on three critical concepts, developing understanding and fluency with multi-digit multiplication and division, developing an understanding of fractional equivalence, and understanding the various properties which can be used to classify geometric figures. Students use their understanding of place value to begin using the distributive property

when multiplying two multi-digit numbers. Estimation skill is developed and the ability to interpret remainders based upon context begins. Multiplication of a fraction by a whole number is also included in the curriculum. The ability to understand the properties of two-dimensional objects and use them to solve symmetry questions is also part of the curriculum. Mathematical concepts are not presented in isolation but are linked to situations and contexts that are relevant to everyday life. All grade 4 students will complete a summer mathematics project prior to entering grade 4.

### **Mathematics-Grade 5...ES4150**

The fifth grade mathematics program focuses on four content areas, developing fluency with addition and subtraction of fractions, an understanding of the multiplication of fractions, extending division to two digit dividers, and developing an understanding of volume. Addition and subtraction of fractions extends to fractions with unlike denominators and learn to make reasonable estimates of the sums. Discussion of division of fractions begins. Fluency of addition, subtraction, multiplication and division is finalized and the ability to make reasonable estimates is strengthened. Volume is taught as an attribute of three-dimensional space geometrically. Students select appropriate units, strategies and tools for solving problems involving volumes. Mathematical concepts are not presented in isolation but are linked to situations and contexts that are relevant to everyday life. All grade 5 students will complete a summer mathematics project prior to entering grade 5.



## **PHYSICAL EDUCATION/HEALTH PROGRAM**

Physical Education and Health courses are provided throughout the school year. Students receive a minimum of ninety minutes of physical activity under the direction of a certified teacher of physical education, and sixty minutes of health instruction per week from their regular classroom teacher. Physical education and health courses are available for special needs students. Adapted physical education is a program of developmental activities; games, sports and rhythms suited to the capabilities and limitations of students with disabilities who may not safely or successfully participate in the activities of the general physical education program. At the elementary level, recess time and organized play adds to the time allotted for physical education, exceeding one hundred fifty minutes per week.

### **Physical Education-Kindergarten...ES5100**

Kindergarten physical education is designed to introduce movement concepts, loco-motor skills, non loco-motor skills, manipulative skills, fitness, games and rhythm and dance. Students learn: common body positions; how to jog, slide, jump, bend, twist, kick, and do exercises that increase cardiovascular endurance; follow simple directions; and how to move in various rhythms.

### **Physical Education-Grade 1...ES5110**

Grade 1 physical education is designed to develop movement concepts, loco-motor skills, non loco-motor skills, manipulative skills, fitness, games and rhythm and dance. The student will demonstrate an understanding of general and personal space, skipping, leaping, catching, cooperative skills, safety rules, and activities that increase cardiovascular endurance and flexibility.

### **Physical Education-Grade 2...ES5120**

Grade 2 physical education continues to develop movement concepts, loco-motor skills, non loco-motor skills, manipulative skills, fitness, games and rhythm and dance. The student will demonstrate proper etiquette and regard for others, different body positions while jumping, balancing skills, kicking, throwing and striking skills. The student will also learn to accept responsibility and constructive criticism when given by the instructor.

### **Physical Education-Grade 3...ES5130**

Grade 3 physical education is designed to have students' master movement concepts, loco-motor and non loco-motor skills, games and rhythm movements. Students will also continue to develop manipulative skills and fitness levels. Finally, students will be introduced to training and conditioning habits, team sports and dance fundamentals.

### **Physical Education-Grade 4...ES5140**

Grade 4 physical education is designed to have students' master manipulative skills, movement concepts, locomotive and non-locomotive skills, games and rhythm movements. Students will also continue to develop dance fundamentals, team sports concepts, flexibility, and training and conditioning habits. Loco-motor and non loco-motor skills will be reinforced, while fitness planning will be introduced.

### **Physical Education-Grade 5...ES5150**

Grade 5 physical education is designed to introduce students how to incorporate fitness with rhythm, continue to develop training and conditioning habits, team sports concepts, dance fundamentals and fitness planning. Students will also continue to master manipulative skills and fitness activities. Rhythm skills, loco-motor and non loco-motor skills, as well as basic games will continue to be reinforced.

### **Health-Kindergarten...ES5200**

Kindergarten health is designed to introduce students to the basic concepts of the following topics: mental and social health;

growth and development; nutrition; personal health and physical activity; medicines; germs; litter and pollution; and safety. They will also learn how to call 911.

### **Health-Grade 1...ES5210**

Grade 1 health introduces students to the following topics: family and social health; alcohol, tobacco and drugs; communicable and chronic disease; and consumer and community health. The concepts of mental and social health, growth and development, nutrition and environment are also developed for the students.

### **Health-Grade 2...ES5220**

Grade 2 health focuses on developing the concepts and skills: of having good health; naming body parts and how to care for them; healthful food groups; the importance of medical checkups and sleep; secondhand smoke; heart disease, cancer, pollution; and injury prevention and safety.

### **Health-Grade 3...ES5230**

Grade 3 health continues to develop the concepts and skills of the following topics: making responsible decisions, expressing feelings, stress, friendships, body systems, healthful eating habits, prescription and over-the-counter drugs, identifying a healthy environment and safety rules. Students will also be introduced to the study of HIV and how it is spread and controlled.

### **Health-Grade 4...ES5240**

Grade 4 health focuses on having the student master the concepts and skills of self-respect, Stress management, self-control, body systems, body changes, dietary guidelines, personal wellness, physical activity, illegal drugs, communicable and chronic diseases, consumer health, environmental health and first aid.

### **Health-Grade 5...ES5250**

Grade 5 health prepares students for their transition into middle school. Topics that are examined include resistance skills, character and personality development, ways to express feelings, healthful relationships, family, puberty, abstinence, healthful eating habits, importance of exercise, saying "NO" to alcohol and drugs, cardiac health and safety rules for home, school and play.

## SCIENCE PROGRAM

Science in the elementary schools is designed so that students have experiences that engage them in the active construction of ideas and explanations. This design enhances a student's opportunity to develop problem-solving skills and their understanding of science. Students do science in ways that are within their developmental capabilities.

In the early years of school, students investigate earth materials, organisms, and properties of common objects. Children develop concepts and vocabulary from such experiences, as well as inquiry skills. As students focus on the processes of doing investigations, they develop the ability to ask scientific questions, investigate aspects of the world around them and use their observations to construct reasonable explanations for the questions posed. Guided by teachers, students continually develop their science knowledge. Students also learn through the inquiry process how to communicate about their own and their peers' investigations and explanations.

Content in the three science strands (Earth Science, Life Science, and Physical Science) is presented at every grade level through the use of nationally researched materials and resources.

### Science-Grade 1...ES7110 (4 units)

In the Insects unit students observe and compare the structures and behaviors of insects - mealworms, milkweed bugs, wax moths, silk moths, painted lady butterflies, crickets and ants – in different stages of the life cycle. They also witness insect metamorphosis and learn about the diversity of animal life. The New Plants unit helps students appreciate the diversity of forms in the plant kingdom. Working in groups, they become familiar with the structures of flowering plants and discover ways to propagate new plants from mature plants. Students put learning into action in the Balance and Motion unit with activities such as balancing cardboard shapes and pencils, investigating motion through tops, zoomers, whirlers, wheel and axle systems and rolling cups. The Weather unit involves students in monitoring weather. They construct weather tools such as wind flags, thermometers, and rain gauges to make measurements. Students study clouds and weather instruments.

### Science-Grade 2...ES7120 (4 units)

The Solids and Liquids unit invites students to investigate the properties of particulate solids (cornmeal, beans, rice) and liquids (water, corn syrup, oil) and compare their behaviors. Among other activities, students examine toothpaste to determine whether it's a solid or liquid. In the unit Balancing and Weighing students explore the amount and position of weight in relation to the position of the fulcrum in learning that weighing is the process of balancing an object against a certain number of standard units. The Life Cycle of the Butterflies unit allows children to investigate the stages of a butterfly's life cycle and the characteristics of each stage. Through hands on activities in the Soils unit, students learn the composition of soil and the unique properties of the basic components. Other topics addressed are water absorption, soil settling, root growth and compaction of soil.

### Science-Grade 3...ES7130 (4 units)

As they grow seeds in a hydroponics garden and observe the structures and behaviors of crayfish, students learn in the Structures of Life unit that plants and animals are living organisms. In addition, living organisms have observable structures and behaviors, predictable life cycles and reproduce their own kind. The activities in Magnetism and Electricity teach electricity, magnetism and electro-magnetism. Students build a telegraph, develop a code and use their inventions for classroom communication. The activities in the Earth Materials unit encourage students to research and identify the characteristics of rocks and minerals. Students get practice with the tools and methods geologists use to determine the minerals inside rocks, and they learn techniques for identifying several specific rocks and minerals including calcite, quartz and granite. The Objects in the Sky unit provides students opportunities to learn about planets, stars and the moon and their relative motions in the universe. In the Measurement unit students will practice their problem-solving skills and learn standard metric units measuring length, mass, volume and temperature.

### Science-Grade 4...ES7140 (4 units)

With the Human Body unit, students discover how bones, joints and muscles work together. They build model skeleton parts, study their stimulus/response systems, and see what it's like to perform routine tasks with certain joints immobilized. The Physics of Sound unit helps students learn that sound originates from a vibrating source, that individual sounds can be discriminated and

matched, that sound is energy that can travel through solids, liquids and gases, that the pitch of a sound is related to the physical properties of the sound source. The Investigating Ecosystems unit promotes student learning regarding the components of ecosystems and how the different living things exist and interact. Students investigate how different ecosystems support the needs of different kinds of living things. The Land and Water unit addresses topics such as erosion, weathering and deposition of materials by water. Students investigate how various agents such as plants, gradient of the land and flow rates of water affect erosion and deposition.

### **Science-Grade 5...ES7150 (4 units)**

Barley, bugs, beetles and brine shrimp – these are just a few of the living organisms that students work with in the Environments unit. Basic concepts of environmental biology are introduced as students come to appreciate that living things are dependent on the conditions of their environments. The unit Mixtures and Solutions helps students learn fundamental ideas of chemistry: mixture, solution, concentration, saturation and reaction. The sun gives off energy – but can we tap it for fuel? The Solar Energy unit uses activities and videos to help students answer this question for them. They see how differences in the size and position of shadows reflect the relative position of the sun, and then assemble model houses that can be heated with solar energy. The Motion and Design unit continues the students' understanding of force and motion. Topics included are speed, friction, stored energy and air resistance and how they relate to the design of a vehicle.

## **SOCIAL STUDIES PROGRAM**

The Social Studies Program at the elementary level includes New Jersey, United States and World History/Geography. The program also develops skills specific to Social Studies and teaches Civic Responsibility and Economic Literacy. All grade materials are linked to the New Jersey Core Curriculum Content Standards and the Common Core Standards. The Social Studies curricula provides for a great deal of integration with Language Arts, Mathematics and Science as students learn to read and write in the content area, complete timelines, graphs and charts. As students move from Grade One to Grade Five in an expanding environments model, students learn more detailed information and become more skilled in the various topics and standards being taught.

### **Social Studies-Grade 1...ES8110**

Curriculum at the Grade 1 level has students describe the basic rights and responsibilities of citizenship. Students will compare and contrast how location, weather and physical environments affect the way people live. They will begin to recognize symbols and traditions of the United States and will recognize the challenges of diversity in American communities.

### **Social Studies-Grade 2...ES8120**

Students explore family and community life now, and in the past, as part of the Grade 2 curriculum. Students go more in depth about democracy and their rights and responsibilities as citizens. They develop simple timelines and strengthen their globe and map skills. Students begin to recognize major historical figures and understand the contributions of individuals and groups of people in shaping our lives today. They also begin to understand the relationship of people, places and the environment.

### **Social Studies-Grade 3...ES8130**

Understanding how a community functions is a large portion of the Grade 3 curriculum. They focus on early communities in United States History including: early Native American communities and those formed by early European settlers. Students organize events in timeline order and use maps to identify places and to measure distances. Students continue to learn more on the basic values and principles of American democracy.

### **Social Studies-Grade 4...ES8140**

Regions of the United States and New Jersey History are the focuses of the Grade 4 curriculum. Students discuss the experiences of immigrants to New Jersey and the United States. They learn to identify major cities, places and regions of the country. Students discuss New Jersey's role in United States history as well as the political and economic growth here and throughout the country.

### **Social Studies-Grade 5...ES8150**

World Geography is the focus of the fifth grade curriculum. Instruction will be centered on the five themes of geography: location, place, human/environment interaction, movement and regions. In addition students will be introduced to regional histories on selected continents and examine the role of those regions in the world today.

## WORLD LANGUAGE PROGRAM

The Linden Public Schools has an elementary world language program that is sequential, cumulative, continuous, and proficiency-oriented and is part of an integrated K-12 sequence.

Elementary schools across the United States have seen a dramatic rise in World Language instruction over the past decade. Research supports the belief that the study of a second language not only fosters positive attitudes toward cultural diversity but also promotes academic achievement by strengthening cognitive skills. By all indications, young children are excellent candidates for foreign language learning.

In the Linden Public Schools, the study of Spanish, Italian, or Chinese (Mandarin), begins in Grade 1. Students receive sixty minutes of instruction per week. Students starting with Italian, Spanish or Chinese (Mandarin), will continue the study of the same second language through the completion of the fifth grade.

The elementary world language curriculum is developed around themes that spiral through the grade levels and reinforces other concepts taught in the elementary curriculum. The curriculum content is chosen to provide a vehicle for language learning and to reinforce the academic skills needed by the students. According to the standards, when teachers plan lessons, they will focus on the five Cs of *Communication, Culture, and Connections* with other disciplines, *Comparisons* with students' native languages and cultures, and use of the World Language in *Communities* outside the classroom. Performance-based assessments are ongoing and embedded in instructional activities.

Program goals are:

- To acquire proficiency in listening, speaking, reading, and writing the World Language:
- Elementary students who have studied the same language in grades 1-5 should will have worked through the Novice-low level of proficiency and should be entering or approaching the Novice-Mid level of the ACTFL Proficiency guidelines by the end of 5th grade.
- To use subject content as a vehicle for acquiring foreign language skills; and
- To acquire an understanding of and appreciation of other cultures.

Below is a profile of a Novice Mid speaker:

Novice-Mid speakers communicate minimally and with difficulty using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When they respond to direct questions, they may utter only two or three words or an occasional stock (memorized/formulaic) answer. They are able to list. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their speaking partner's words. Because of hesitations, lack of vocabulary, inaccuracy, or failure to respond appropriately, Novice-Mid speakers will be understood with great difficulty even by sympathetic listeners accustomed to dealing with non-natives.

### School Language

School # 1	School # 2	School # 4	School # 5	School # 6	School # 8	School # 9	School # 10
Chinese/Mandarin	Spanish	Italian	Spanish	Chinese/Mandarin	Chinese	Italian	Chinese

<b>Italian</b>	<b>Grade 1...ES9110</b>
<b>Spanish</b>	<b>Grade 1...ES9410</b>
<b>Chinese</b>	<b>Grade 1...ES9710</b>

***Theme - I am special/ I am your friend***

Through many hands-on experiences with interesting content and culture, this Spanish/ Italian/Chinese (Mandarin) course aims to provide a foundation for students' successful life-long language learning. The teacher's constant use of Spanish/Italian/Chinese (Mandarin) will assist students in developing listening comprehension of vocabulary and phrases. Indications of comprehension rather than speaking will be expected in the beginning stages with one-word responses and simple questions encouraged later.

<b>Italian</b>	<b>Grade 2...ES9120</b>
<b>Spanish</b>	<b>Grade 2...ES9420</b>
<b>Chinese/Mandarin</b>	<b>Grade 2...ES9720</b>

***Theme - Being Me***

While continuing to receive a great deal of language input from their teacher, the second grade program builds on the students' receptive knowledge of vocabulary and phrases as they begin actively using the target language for a variety of purposes including describing, giving opinions, comparing and contrasting, and mapping. Students will also participate in more complex reading and writing activities integrated with their thematic units and language experiences.

<b>Italian</b>	<b>Grade 3...ES9130</b>
<b>Spanish</b>	<b>Grade 3...ES9430</b>
<b>Chinese/Mandarin</b>	<b>Grade 3...ES9730</b>

***Theme – Life Around Town***

Although students continue to receive a great deal of input that they can comprehend, they now use their growing base of vocabulary and phrases to actively use their language to participate in both familiar and new activities. They continue to strengthen their listening and speaking skills and are able to use their language to work in pairs and small groups more often. As they acquire new vocabulary and phrases, some will begin to notice grammatical concepts evident in their language use.

<b>Italian</b>	<b>Grade 4...ES9140</b>
<b>Spanish</b>	<b>Grade 4...ES9440</b>
<b>Chinese/Mandarin</b>	<b>Grade 4...ES9740</b>

***Theme - Creative Minds (Creativity)***

Although oral communication continues to be important in the fourth grade Spanish/Italian/Chinese (Mandarin), class, students are increasingly incorporating more reading and writing. With this emphasis comes greater awareness of the nuances of writing in the target language and strategies for reading. Reading materials include stories, brochures, menus, and historical information. Writing tasks include descriptions, postcards, stories, and brochures.

<b>Italian</b>	<b>Grade 5...ES9150</b>
<b>Spanish</b>	<b>Grade 5...ES9450</b>
<b>Chinese/Mandarin</b>	<b>Grade 5...ES9750</b>

***Theme - Conflict and Change***

Although oral communication continues to be important in the fifth grade Spanish, Italian, and Chinese (Mandarin) class, students are now incorporating reading and writing. With this emphasis comes greater awareness of the nuances of writing in Spanish/ Italian/ Chinese (Mandarin), and strategies for reading. Reading materials include stories, historical information, and primary sources. Writing tasks include descriptions, letters, and stories.

## **BILINGUAL/ESL PROGRAM**

English as a Second Language (ESL) is a sequential program designed to teach English to English Language Learners (ELLs). The ESL program is one of the basic components in the instructional program for the ELLs. English as a Second Language instruction includes the development of the four basic communicative modes: listening, speaking, reading, and writing proficiencies that will enable the students to be successfully integrated into the classroom. It also includes the development of social communication skills and of academic language proficiency.

Linden's elementary schools strive to create a learning environment that encourages the assimilation into the second language and culture while maintaining a respect for and pride in the cultural and linguistic heritage. The system goals are to provide the cognitive and affective support for these students to become independent learners and productive members of society. Assessment of the ESL program is accomplished through the use of reading, writing and oral language assessment instruments designed for use with ELLs. English as a Second Language is provided as a pull out program and is based on the level of proficiency in English rather than the grade level. ESL teachers also push-in to the classrooms during the small group instruction time of the literacy block to further assist the ELL with reading instruction.

### **English as a Second Language –Beginner Level ES9210**

This is required for all English Language Learners students whose English language assessment places them within the range of beginning ESL (year 1) skill development. This class is designed for the recently arrived, non-English-proficient elementary student who has not attended school before, whose education has been interrupted or who is functionally illiterate. The class will provide an introduction to and intensive practice in English and the development of basic skills. This class also introduces the basics of other academic disciplines, orients students to the U.S. school system, and makes them feel welcome in our multicultural society.

### **English as a Second Language – Intermediate Level (Lower) ES9220**

This intermediate course meets the needs of students at a minimal level of competency in English. At this level there is still great emphasis on the development of all skills, but academic language skills and content curriculum are also introduced and taught at a basic level. Students at this level have some social communicative skills, but their academic English skills are very poor or non-existent.

### **English as a Second Language-Intermediate Level (Upper) ES9230**

This intermediate course meets the needs of students at a higher level of competency in English. Students at this level will be able to understand more complex narrative and descriptive authentic materials and edit texts with a familiar context. Students enrolled in this course will initiate and sustain a conversation, face-to-face or on the phone, with fluent speakers of English.

### **English as a Second Language-Advanced ES9240**

This advanced course continues the development of English language skills through listening, speaking, reading and writing activities, and reading and writing processes. The course prepares students to succeed in transitioning into a regular English class by helping them develop appropriate academic language and learning strategies. Students at the advanced level can comprehend the content of most texts of interest to students at their grade level and, with support, most appropriate academic content area texts.

### **English as a Second Language –Full English Proficient ES9250**

This class meets the needs of students who have mastered basic listening, speaking, reading and writing skills of the ESL Program. At this level, the students demonstrate oral and written expression approximately to a native English speaker. Previous educational experience and grade level may also influence how rapidly a student progresses through the various proficiency levels.

### **Bilingual Education (K – 5)**

The Bilingual Program is an instructional program in which both the students' home language and English are used for instruction. Students study the same curriculum as the English-speaking students, the only difference is that both languages are used for instruction. The primary goal of bilingual education is to enable students of limited English proficiency to become competent in the English language and to have an equal opportunity to master grade level New Jersey Core Curriculum Content Standards using their



first language while they are acquiring English.

Currently the Linden Public Schools offer three part-time traditional bilingual programs at the elementary level. These programs are provided in Spanish (School 2), Polish (School 6), and Haitian Creole (School 9).

## **FINE AND PERFORMING ARTS PROGRAM**

It is the goal of the Fine and Performing Arts Department to give the students of Linden elementary schools an opportunity to investigate the diverse areas in the arts open to them and let them choose and explore those to their liking. It is our desire that the students will gain a background in the basics of the arts and will develop an appreciation of art and music and enrich the quality of their lives, both now and in the future.

The Fine and Performing Arts are a critical component of the overall educational process. The arts provide unique and vitally important ways of understanding and communicating in the world. Skills acquired have unlimited applications in other fields of study and include the areas of critical thinking and workplace readiness. The basic purpose of fine and performing arts education K - 5 is to develop and nurture the students' skills as performers, creators, organizers, observers and evaluators. We include in our programs studies in the historical and cultural aspects of New Jersey, the United States, and the world.

The elementary schools offer courses in art and music to achieve three purposes:

- Encourage skill development, technical mastery and performance excellence;
- Provide cultural enrichment, aesthetic awareness and the ability to critically evaluate works of art as producers and consumers;
- Develop intelligences that are valuable and necessary to success in the secondary education level.

### **Art - Kindergarten.... ES2100**

The Kindergarten art program is a discipline-based program that moves sequentially through art appreciation/history, aesthetics, criticism and production. Each class contains interrelated elements of each discipline. Students are assessed based on the New Jersey Core Course Content Standards for Visual and Performing Arts, Cumulative Progress Indicators: which are incorporated in the Fine Arts Curriculum. The Kindergarten students are introduced to the technical skills necessary for personal expression in drawing, painting, illustration and design using a variety of media in "two-" and "three-dimensional" applications.

### **Art – Grade 1.... ES2110**

The Grade 1 art program is a discipline-based program that moves sequentially through art appreciation/history, aesthetics, criticism and production. Each class contains interrelated elements of each discipline. Students are assessed based on the New Jersey Core Course Content Standards for Visual and Performing Arts, Cumulative Progress Indicators: which are incorporated in the Fine Arts Curriculum. Grade 1 students continue to develop previously introduced skills. They are introduced to the use of negative space, portrait and environmental drawing, ceramics and graphic illustration.

### **Art – Grade 2.... ES2120**

The Grade 2 art program is a discipline-based program that moves sequentially through art appreciation/history, aesthetics, criticism and production. Each class contains interrelated elements of each discipline. Students are assessed based on the New Jersey Core Course Content Standards for Visual and Performing Arts, Cumulative Progress Indicators: which are incorporated in the Fine Arts Curriculum. Grade 2 students continue to develop previously introduced skills. They are introduced to difference between opaque and transparent, hard-line drawing, relief design and construction materials.

### **Art – Grade 3.... ES2130**

The Grade 3 art program is a discipline-based program that moves sequentially through art appreciation/history, aesthetics, criticism and production. Each class contains interrelated elements of each discipline. Students are assessed based on the New Jersey Core Course Content Standards for Visual and Performing Arts, Cumulative Progress Indicators: which are incorporated in the Fine Arts Curriculum. Third Grade students continue to develop and master previously introduced skills. They are introduced to the understanding of proportion, personal perceptions, color theory and composition.

### **Art – Grade 4.... ES2140**

The Grade 4 art program is a discipline-based program that moves sequentially through art appreciation/history, aesthetics, criticism and production. Each class contains interrelated elements of each discipline. Students are assessed based on the New Jersey Core

Course Content Standards for Visual and Performing Arts, Cumulative Progress Indicators: which are incorporated in the Fine Arts Curriculum. Grade 4 students continue to develop and master previously introduced skills. They are introduced to the concepts of tone and distance to illustrate depth and the elements/principal of design in painting.

### **Art – Grade 5.... ES2150**

The Grade 5 art program is a discipline-based program that moves sequentially through art appreciation/history, aesthetics, criticism and production. Each class contains interrelated elements of each discipline. Students are assessed based on the New Jersey Core Course Content Standards for Visual and Performing Arts, Cumulative Progress Indicators: which are incorporated in the Fine Arts Curriculum. Grade 5 students continue to develop and master previously introduced skills. They are introduced to the concepts of visual texture, analogous and tertiary colors and the combining media techniques to develop illustrations.

### **General Music - Kindergarten.... ES2200**

The Kindergarten general music program moves sequentially through music appreciation/history, aesthetics, critical evaluation and creation. While class contains interrelated elements of each discipline, the creation of music is benchmarked in the areas of singing, moving, listening, creating and reading. Students are assessed based on the New Jersey Core Course Content Standards for Visual and Performing Arts, Cumulative Progress Indicators: which are incorporated in the General Music Curriculum. The Kindergarten students are introduced to the basic elements of rhythm, melody, harmony, tone color, form and expression though singing, movement, hand held instruments, and Orff xylophones.

### **General Music – Grade 1.... ES2210**

The Grade 1 general music program moves sequentially through music appreciation/history, aesthetics, critical evaluation, performance and creation. While class contains interrelated elements of each discipline, the creation of music is benchmarked in the areas of singing, moving, listening, creating and reading. Students are assessed based on the New Jersey Core Course Content Standards for Visual and Performing Arts, Cumulative Progress Indicators: which are incorporated in the General Music Curriculum. Grade 1 students continue to develop previously introduced skills. They are introduced to the concepts of meter, intervals and melodic patterns though singing, movement, hand held instruments, and Orff xylophones.

### **General Music – Grade 2.... ES2220**

The Grade 2 general music program moves sequentially through music appreciation/history, aesthetics, critical evaluation, performance and creation. While class contains interrelated elements of each discipline, the creation of music is benchmarked in the areas of singing, moving, listening, creating and reading. Students are assessed based on the New Jersey Core Course Content Standards for Visual and Performing Arts, Cumulative Progress Indicators: which are incorporated in the General Music Curriculum. Grade 2 students continue to develop previously introduced skills, while being exposed to greater challenges in the creation of music, including the basic introduction of chords though singing, movement, hand held instruments, and Orff xylophones.

### **General Music – Grade 3.... ES2230**

The Grade 3 general music program moves sequentially through music appreciation/history, aesthetics, critical evaluation, performance and creation. While class contains interrelated elements of each discipline, the creation of music is benchmarked in the areas of singing, moving, listening, creating and reading. Students are assessed based on the New Jersey Core Course Content Standards for Visual and Performing Arts, Cumulative Progress Indicators: which are incorporated in the General Music Curriculum. Grade 3 students continue to develop previously introduced skills. They are introduced to chord structure and linear harmonies though singing, movement, hand held instruments, and Orff xylophones. 3rd grade students are introduced to the recorder. They will learn and use the instrument to enhance their musical experience and deepen their ability to read music on a staff.

### **General Music – Grade 4.... ES2240**

The Grade 4 general music program moves sequentially through music appreciation/history, aesthetics, critical evaluation, performance and creation. While class contains interrelated elements of each discipline, the creation of music is benchmarked in

the areas of singing, moving, listening, creating and reading. Students are assessed based on the New Jersey Core Course Content Standards for Visual and Performing Arts, Cumulative Progress Indicators: which are incorporated in the General Music Curriculum. Grade 4 students continue to develop and master previously introduced skills, while being exposed to greater challenges in the areas of style and dynamics through singing, movement, hand held instruments, and Orff xylophones. Students will continue utilizing the recorder during their classes. Students at this grade level are eligible to audition for choir.

### **General Music – Grade 5... ES2250**

The Grade 5 general music program moves sequentially through music appreciation/history, aesthetics, critical evaluation, performance and creation. While class contains interrelated elements of each discipline, the creation of music is benchmarked in the areas of singing, moving, listening, creating and reading. Students are assessed based on the New Jersey Core Course Content Standards for Visual and Performing Arts, Cumulative Progress Indicators: which are incorporated in the General Music Curriculum. Grade 5 students continue to develop and master previously introduced skills, while being exposed to greater challenges in the areas of harmony, texture and form through singing, movement, hand held instruments, and Orff xylophones. Students will continue utilizing the recorder during their classes. Students at this grade level are eligible to audition for choir.

## **MUSIC ELECTIVES**

### **Instrumental Music (Band and Orchestra)**

Prerequisite: Music Teacher Recommendation  
Grade Level: 3, 4 and 5

Instrumental music lessons emphasize concepts and skills for a well-rounded instrumental music education. Emphasis is placed on good tone production, balance, intonation, technical flexibility and musicianship. Student progress is monitored and modified to the individual needs of the students. The course includes the study and performance of varied repertoire of standard concert band literature. Upon achievement of a prescribed level of proficiency, students are afforded the opportunity to participate in band or orchestra where sound rehearsal techniques and procedures are continually stressed and individual improvement of each student's performance is encouraged. Participation in the winter and spring concert programs is part of the instrumental lesson program. Students are scheduled once a week for a class lesson as well as once a week for one band or orchestra rehearsal on a rotating pullout basis during the school day.

### **Choir**

Prerequisite: Music Teacher Recommendation  
Grade Level: 3, 4 and 5

Choir members study and perform both standard and popular choral literature. An audition is required for the purpose of voice placement. Sound rehearsal techniques and procedures are continually stressed and individual improvement of each student's performance is encouraged. Emphasis is placed on good tone production, balance, intonation, technical flexibility and musicianship. Participation in the winter and spring concert programs is part of the choral program. All choir members are scheduled for rehearsals once a week on a pullout basis during the school day.