



# *Elementary Schools Course Description Guide 2021-2022*

**LINDEN PUBLIC SCHOOLS**

**Linden, New Jersey**

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# **LINDEN PUBLIC SCHOOLS**

## **ELEMENTARY SCHOOL PRINCIPALS**

School #1	Dona Preston Nicole Frankonis, Vice Principal	486-2668
School #2	Peter Fingerlin Rachelle Crawley, Vice Principal	862-3287
School #4	Suzanne Olivero Rosalia Kolibas, Vice Principal	486-3286
School #5	Laura Scamardella	486-2666
School #6	William Mastriano	862-3003
School #8	Michelle Rodriguez	862-4397
School #9	Larry Plummer, Ed.D., J.D.	486-5164
School #10	David Walker	486-2043

## **DISTRICT DIRECTORS/SUPERVISORS**

Special Education, Elementary Supervisor	Michele Altobelli	587-3285
Human Resources, Director	Michele Dorney	486-2800
Social Studies / Business, Supervisor	Gregory Grasso	486-2800
Special Education, Secondary Supervisor	Christopher Kolibas	486-5432
Data and Assessment, Supervisor	Dariusz Kondratowicz	486-2800
World Languages / Bilingual / ESL, Supervisor	Kevin LaMastra	486-2800
Fine and Performing Arts / Gifted and Talented, Supervisor	Matthew Lorenzetti	486-2800
Student Services, Supervisor	Annabell Louis	486-2800
Maintenance, Supervisor	Lawrence Miranda	862-0950
Coordinator of Special Projects	Antoinette Modrak	486-2800
Mathematics / Vocational Programs, Director	Richard Molinaro	486-2212
Supervisor of Instructional Technology	Joseph Scaldino	587-3263
Elementary Language Arts/ Federal Programs/ Early Childhood, Director	Jennifer Smith	486-2800
Special Education, Director	Marie Stefanick, Ed. D	587-3285
Secondary Language Arts, Supervisor	Patricia Tartivita, Ed. D	486-2800
Health & Safety / Physical Education / Athletics, Director	Steven Viana	486-7085
Science and Professional Development, Director	Michael Walters	486-2800
Alternative School, Director	Kcyronne Zahir	486-2800

ELEMENTARY SCHOOLS  
COURSE DESCRIPTION GUIDES  
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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**

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:

Affirmative Action Officer

Mr. Kevin Thurston

Email: [kthurston@lindenps.org](mailto:kthurston@lindenps.org) or telephone at 908-486-5432 ext. 8307

504 Officer & District Anti-Bullying Coordinator

Ms. Annabell Louis

Email: [alouis@lindenps.org](mailto:alouis@lindenps.org) or telephone at 908-486-2800 ext. 8025.

Title IX Coordinator

Mr. Steven Viana

Email: [sviana@lindenps.org](mailto:sviana@lindenps.org) or telephone: 908-486-7085.

Director of Special Education

Dr. Marie Stefanick

Email: [mstefanick@lindenps.org](mailto:mstefanick@lindenps.org) or telephone: 908-587-3285

## PROGRESS REPORTING

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

## STANDARDS BASED REPORT CARDS

In the Linden Public Schools, report card format varies from grade to grade. For example, the marking scheme on the Kindergarten report card 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 three times per academic year. Pre-Kindergarten students receive an inventory of skills outlining their school readiness.

## REPORT CARD RUBRIC

<b>4 Distinguished</b>	Independently understands and applies knowledge in ways that <b>extend</b> higher-level thinking skills of the grade level standards.
<b>3 Proficient</b>	Independently and consistently understands and demonstrates knowledge of key concepts, processes and skills to <b>meet</b> grade level standards
<b>2 Developing</b>	Beginning to understand and apply key concepts, processes and skills. <b>Progressing</b> towards grade level standards.
<b>1 Needs Support</b>	Does not understand key concepts, processes and skills necessary to meet grade level standards. <b>Area of concern</b>
<b>N/A</b>	Not assessed at this time.

## DEPARTMENTALIZATION

Students in grades 3-5 will have a team of teachers for their core academic subjects. Whether they have two or three teachers for those subjects will depend on the total size of the grade level. Examples of this configuration are:

Students in a grade level with an even number of classes will have two teachers

Teacher A – Language Arts & Social Studies

Teacher B – Mathematics & Science

Students in a grade level with an odd number of classes will have three teachers

Teacher A – Language Arts

Teacher B – Mathematics

Teacher C – Social Studies & Science

## **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. Students in Pre-Kindergarten through Grade 5 have access to the library facilities and have the opportunity to check out books.

The library is designed to support students' educational needs as they change and grow through their years in the Linden Public Schools. It is a space where they can enjoy learning and investigating new topics and ideas.

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 objectives for the library 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 three times during the school. Parents/guardians of pupils who are in danger of failing for the trimester shall receive interim reports midway in the trimester.

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 New Jersey Student Learning 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 New Jersey Student Learning 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.

By the end of the 2<sup>nd</sup> trimester, 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/NJSLA 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 2<sup>nd</sup> trimester, 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 – Needs Support	1 - Needs Support	Retention No private summer school option	
1 – Needs Support	2 or Above	I & RS review Private summer school option	Principal's decision
1 – Needs Support	2 or Above	I & RS review No private summer school option - retention	
2 or Above	1 – Needs Support	I & RS review Private summer school option	Principal's decision
2 or Above	1 – Needs Support	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.

## Title I Program

Students who meet the criteria as indicated on the chart below 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>• Reading A-Z level “G”</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>• Reading A-Z level “M”</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>• Reading A-Z level “R”</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>• Reading A-Z level “V”</li> <li>• DRA2 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 Reading A-Z level “M”</li> <li>• End of year – Reading A-Z level “P”</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 - Reading A-Z level “R”</li> <li>• End of year – Reading A-Z level “T”</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 – Reading A-Z level “V”</li> <li>• End of year – Reading A-Z level “W”</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 – Reading A-Z level “Y”</li> <li>• End of year – Reading A-Z level “Z”</li> <li>• DRA2 level 50</li> <li>• A report grade of “3” or above in Language Arts</li> </ul>
Criteria for Admission into Title I Mathematics Programs	Criteria for Exiting Title I Mathematics Programs
<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>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, 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 will be pulled out of their regular class for Gifted and Talented in their home school. They meet for a half day every week, on a rotating schedule. To gain admission to the program, students participate in a formal identification process that includes student screening, teacher evaluation, data analysis, and final selection. Specific units of study have been developed for each grade level, and can be found on the district website.

1. To gain admission to the program, a digital screener assessment, the Cognitive Abilities Test (CogAT), is administered to all students in kindergarten and 3rd grade and sent out for scoring.
2. All of this data is then scored based on each of the criteria with in the assessment. Students are then ranked high to low by grade according to the composite score. In this way, the students selected from the screening pool 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.
3. After being identified via the results of the CogAT; classroom teachers are given a recommendation form, asking for more information on each identified student. Information requested includes attendance, participation, behavior, curiosity, creativeness, and investigative skills.
4. Gifted and Talented teachers then review the student's reading level, math assessment score, report card, and PARCC/NJSLA scores (when applicable).
5. In September, parents are notified of selection via a letter sent home with the student. If the student has been accepted, the parent must sign a permission slip indicating their willingness to attend the program. If such a permission slip is not returned by the due date, the student may not attend the program.

### 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 by the classroom teacher 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.

## Gifted & Talented Re-evaluation:

All students will be re-evaluated during the spring of 3rd grade for placement in the program for 4th and 5th grade. The process will determine which students will be placed in the 4th and 5th grade program. Students that were in the program in 1st through 3rd grade are not guaranteed spots in the program; they also need to be accepted into the program again. This re-evaluation is based on extensive research which indicates the strong possibility of cognitive changes in students at the 3rd grade level.

## **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 may receive instruction or support within the general education program or in a smaller class setting. Students participating in these programs receive instruction based on the New Jersey Student Learning 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, along with functional 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 student. Students in this program receive intensive speech/language services and may receive instruction using the Discrete Trial Program which 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: these classes provide individual or small group instruction to students with disabilities who do not require as restrictive an environment as the self-contained students.
- 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, organizing assignments, and reinforcing previously taught materials.
- In-Class Support: In-Class Support is for students who can be placed in the mainstream classes with specific support and modification in that class. Elementary resource programs provide support instruction or replacement instruction in the areas of Language Arts and Mathematics.

## **INTERVENTION AND REFERRAL SERVICES**

The Intervention and Referral Services (I&RS) committee is a multidisciplinary school-based committee. I&RS is a primary way to support teacher and student needs in the general education environment. The committee plans and delivers educational, social, health, emotional and behavioral interventions for students, which may result in referrals to additional school and community resources, such as counseling, tutoring, and/or a Child Study Team referral. The collaborative approach utilized during the I&RS process allows for an opportunity to maximize the chances for student success.

## **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 STANDARIZED TESTING PROGRAM**

### **NJSLA-ELA, NJSLA- MATH**

Students in grades 3-5 are required to take the NJSLA - New Jersey Student Learning Assessment. The NJSLA 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.

### **NJSLA-S**

Students in Grade 5 are required to take New Jersey Student Learning Assessment – Science (NJSLA-S). This assessment is a comprehensive science assessment aligned to the state’s new Science Standards. 2019 administration will be considered a baseline year. The administration will be computer-based through the PEARSON platform.

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

Students in Kindergarten through 5th grade who are Limited English Language Learners (ELLs), also take the ACCESS (Assessing 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 90<sup>th</sup> 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 the Tools of the Mind approach to math is designed to address NCTM Focal Points and the National Mathematic distillation of mathematical standards into the primary areas: the development of the number which includes: whole numbers, operations, relationships, and the development of Geometry, including special relationships and measurement. 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. Community Building Activities encourage self-regulation, help children learn classmates' names and help create a positive, connected classroom. Character Education aids children develop as moral, tolerant and caring people.

The goals of the Tools of the Mind Science block are for students to experience the scientific practices, 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: Lights and Shadows 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.

Wilson Foundations curriculum provides research-based materials and strategies essential to a comprehensive reading, spelling, and handwriting program. Pre-K students are introduced to the Foundations activities for learning letter-keyword-sound, alphabetic order, and letter-formation skills. This program continues in kindergarten and lays the groundwork for mastering foundational skills.

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.

The Early Childhood Coaches focus on assisting teachers with the implementation of developmentally appropriate practices. They assist teachers in structuring the classroom environment, developing consistent routines and creating positive interactions with our youngest learners. Our coaches provide professional development opportunities for teachers throughout the school year and provide in-class coaching sessions to enhance instructional practices.

Our Family Involvement Specialist assists with the preparation and administration of all parent involvement activities, which include workshops on curriculum, social-emotional learning and transitions. Our Family Involvement Specialist has a variety of resources that are shared with families to help them support their child at home and school and connect them to community agencies.



## Kindergarten

Our research-based Kindergarten program meets or exceeds the New Jersey Department of Education's Kindergarten Implementation Guidelines and the New Jersey Student Learning 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.

Phonics instruction is not only embedded in our Tools of the Mind program but also explicitly taught through the Wilson Foundations program. Foundations emphasizes phonemic awareness, phonics-word study, high frequency word study, fluency, vocabulary, handwriting, and spelling. The goal of the program is to provide all students with the strongest possible start in mastering foundational skills.

### Mathematics- Kindergarten...ES4100

The Kindergarten mathematics program emphasizes the application of mathematics to real world situations. Numbers, skills, and mathematical concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday lives. The curriculum also provides numerous suggestions for incorporating mathematics into daily classroom routines and other subject areas. Children are assessed in an ongoing manner inclusive of product assessment and more formal periodic assessment of concepts accomplished individually and in small-group settings. The goal is for children to leave kindergarten secure in the following areas: appropriate counting skills, comparison of numbers, basic foundation for addition and subtraction, number sense, measurement, and shapes.

### Science- Kindergarten...ES7100 (3 units)

In our science program, Kindergarten students will engage in science and engineering practice by asking questions, participating in investigations, observing, recording, and interpreting data to build explanations. Science investigations and scaffolded writing are integrated along with the use of three kits filled with materials and teachable moments. These kits are: Trees and Weather, a unit where students are provided with solid experiences to help them develop an understanding of what plants and animals need to survive and the relationship between their needs and where they live. Students will also monitor local weather, experiencing weather patterns and come to understand the importance of weather forecasts to prepare for severe weather; Materials and Motion provides Kindergarten students with integrated experiences with physical, earth science and engineering ideas. Students begin with a study of natural resources and properties of materials and how those properties determine their use – wood, paper, and fabric. Students use those materials to engineer structures, applying physical science core ideas of energy transfer. Next students will investigate the effect of pushes and pulls and apply this to the concept of variables to change the strength and direction of rolling balls to achieve specific outcomes. Animals Two By Two provides students with close and personal interaction with some common land and water animals. Students observe and describe the structure of fish, birds, earthworms, and isopods. Appropriate classroom habitats are established and students care for the animals. Animals are studied in pairs, students compare the differences and similarities in the structure and behavior.

**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 Student Learning 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.

## LANGUAGE ARTS PROGRAM

Linden's elementary schools provide an extensive education in Language Arts literacy. Every teacher provides our students with a 80-minute uninterrupted reading block and exposure to 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 New Jersey Student Learning 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. As students delve into complex text, they are provided with exposure to Performance Based Assessments, which focuses on developing critical thinking as well as enhancing vocabulary skills. 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. Student writing includes Narrative, Informative/Explanatory and Opinion writing pieces. 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 take part in Performance Based Assessments that gives them the opportunity to build on critical thinking skills and enhance vocabulary. Students will read for a variety of purposes including: pleasure, following directions and gathering factual information. Many opportunities will be given for students 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. Students will write for a variety of audiences and continue to strengthen Narrative, Informative/Explanatory and Opinion writing pieces. 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. Students engage in writing across all content areas. Information gathering as part of the planning process is common, and most students are becoming more selective about vocabulary. All vocabulary and comprehension skills are strengthened as students complete Performance Based Assessments that provide them with exposure to citing evidence and constructive response components. Students 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. Students continue to build on writing skills in genres of Narrative, Informative/Explanatory and Opinion writing. 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. Curriculum is designed around "Essential Questions" that require students to explore a big idea in detail and elaborate on details. As students are provided with essential questions and performance-based learning tasks, they are given opportunities to dig deeper and compare/contrast text in order to enhance critical thinking skills. Students will work on summarizing and determining the central messages of texts while analyzing why individuals, events and ideas change throughout a text. Writing in fourth grade continues to focus on the genres of Narrative, Explanatory/Informative and Opinion writing. Students will elaborate using details, descriptions, reasons, facts or text evidence. Students will also conduct research, analyze, write about their findings while learning how to cite sources of information. Students engage in writing across all content areas. 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 continue to enhance their comprehension skills by summarizing and determining main idea and details or theme of texts. They will continue to compare and contrast various elements across texts. Students will produce and publish various writing pieces across content areas. Instruction will continue to emphasize developing and strengthening writing through planning, revising and editing. Students engage in writing across all content areas. 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.

## MATHEMATICS PROGRAM

The elementary mathematics program is aligned with the NJSL 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 assessments, constructed response items, and self-assessment options requiring the students to evaluate their own understanding and success. Children are afforded the opportunity to become actively involved in their learning with ample opportunities to show their strategies and reasoning through the use of hands-on math materials, mathematical tools, visual representations, and verbalization (math talk). This allows the students to gain insights from others. Students need to have the ability to successfully apply their problem-solving skills and mathematical reasoning to situations on a daily basis. It is the goal of the mathematics program to provide the student with those skills and abilities.

The program plan recommends that daily lessons are broken into the following 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.

Below are the synopses for the math standards in Grades 1 – 5:

- **Operations and Algebraic Thinking:** Represent and solve problems involving addition; understand and apply properties of operations and the relationship between addition and subtraction; add and subtract within 20; work with addition and subtraction equations; represent and solve problems involving addition and subtraction; work with equal groups of objects to gain foundation for multiplication; represent and solve problems involving multiplication and division; understand properties of multiplication and the relationship between multiplication and division; multiply and divide within 100; solve problems involving the four operations; gain familiarity with factors and multiples; generate and analyze patterns; and write and interpret numerical expressions.
- **Number and Operations in Base Ten:** Extend the counting sequence; understand place value; use place value understanding and properties of operations to add and subtract; use place value understanding and properties of operations to perform multi-digit arithmetic; generalize place value understanding for multi-digit whole numbers; use place value understanding and properties of operations to perform multi-digit arithmetic; and perform operations with multi-digit whole numbers and with decimals to hundredths.
- **Number and Operations – Fractions (Grades 3-5 only):** Develop understanding of fractions as numbers; extend understanding of fraction equivalence and ordering; build fractions from unit fractions by applying and extending previous operations of whole numbers; understand decimal notation for fractions, and compare decimal fractions; use equivalent fractions as a strategy to add and subtract fractions; and apply and extend previous understanding of multiplication and division to multiply and divide fractions.
- **Measurement and Data:** Measure lengths indirectly and by iterating length units; tell and write time; represent and interpret data; measure and estimate lengths in standard units; relate addition and subtraction to length; work with time and money; solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects; relate concepts of area and volume to multiplication and addition; recognize perimeter as an attribute of plane figures; understand concepts of angle and measure angles; and converting like measurement units with a given measurement system.
- **Geometry:** Reason with shapes and their attributes; draw and identify lines and angles; classify shapes by properties of their lines and angles; graph points on the coordinate plane to solve real-world and mathematical problems; and classify two-dimensional figures into categories based on their properties.
- **Mathematical Practices:** Make sense of problems and persevere in solving them; reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use appropriate tools strategically; attend to precision; look for and make use of structure; and look for and express regularity in repeated reasoning.

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

The first-grade mathematics program focuses upon four content areas. 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 students 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 the 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.

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

The third-grade mathematics program focuses on the development of understanding multiplication and division, fractions, area, and extending the process of analyzing two-dimensional shapes. Multiplication and division of whole numbers begins with problems involving equal sized groups, arrays, 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. Students measure the area by finding the total number of same size units of area required to cover the shape without gaps or overlaps. 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.

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

The fourth-grade mathematics program focuses on three critical areas. Students develop an 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.

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

The fifth-grade mathematics program focuses on four content areas. Students develop an understanding and fluency with addition and subtraction of fractions, an understanding of the multiplication of fractions, extending division to two digit divisors, and developing an understanding of volume. Addition and subtraction of fractions extends to fractions with unlike denominators. Students learn to make reasonable estimates of the sums. Discussion of division of fractions begins. Fluency of multi-digit 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. 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.

### Several Ways a Parent Can Help with Math

Ask your child to explain the math skill he or she is working on in school.	Look at geometric shapes. Have your child identify shapes at home, at the playground, etc.	Encourage your child to explain his or her problem-solving process so you can understand their reasoning.
Use math words and language.	Help your child by asking questions to guide them. Some possible questions include, "Where do you begin?"; and "What do you need to find out?"	Compare: the smallest; the largest; heaviest; fastest; most expensive; etc.
Have your child measure ingredients for a recipe.	Incorporate games involving numbers and math into playtime.	When helping your child with their homework, ask him or her to explain how they got their answer.
Ask your child to estimate or make guesses regarding amounts. At the grocery store, ask your child to estimate the total cost while you are shopping.	Have students find patterns in pictures. Make simple patterns.	Explore math in everyday life.

**Point out ways math is part of "real" life: cooking, art, music, money, computers...**



## **PHYSICAL EDUCATION/HEALTH PROGRAM**

Physical Education and Health courses are provided throughout the school year. 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-locomotor skills, manipulative skills, fitness, games, rhythm, and dance. Students learn: common body positions; how to jog, slide, jump, bend, twist, kick, 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-locomotor skills, manipulative skills, fitness, games, 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-locomotor skills, manipulative skills, fitness, games, 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-locomotor 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-locomotor 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-locomotor 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

Students in kindergarten through fifth grade begin to develop an understanding of the disciplinary core ideas in physical, life, earth and space, and engineering sciences. In the earlier grades, students begin by recognizing patterns and formulating answers to questions about the world around them. By the end of fifth grade, students should be able to demonstrate grade appropriate proficiency in gathering, describing, and using information about the natural and designed worlds.

As students focus on the processes of doing investigations, they develop the ability to ask scientific questions, develop models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations, engage in argument from evidence, and obtain, evaluate, and communicate information.

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

### Science-Grade 1...ES7110 (3 units)

In the **Plants and Animals** unit students become aware of the way plants and animals meet their basic needs. They observe and describe changes that occur as plants grow and compare classroom plants to those in the schoolyard. They design terrariums and provide for the needs of both plants and animals living together in the classroom. Students explore variation in the same kind of organism, including variation between young and adults. They learn about the behaviors of parents to help their young survive. Students explore the structure and function relationships as they sort different kinds of animal and plant structures. The **Air and Weather** unit allows young students to turn their focus to the sky to make observations that will heighten their awareness, curiosity, and understanding. Students use new tools and methods to enrich observations. They find out about properties of air by exploring how objects interact with air. Students observe daily changes in air temperature and connect them to changing weather conditions. They find the Moon in the day and night skies and monitor its movement over the month. In the **Sound and Light** unit students develop an understanding of how to observe and manipulate sound and light. They explore these concepts of the natural world using simple tools and instruments. Students learn that sound comes from vibrating objects. They explore how to change sound volume and pitch and develop simple models for how sound travels from a source to a receiver. Students explore what happens when materials are placed in a beam of light and explore how to create and change shadows and reflections. Students explore how to use sound and light devices to communicate information and compare the ways animals use their senses to gather information about their environment.

### Science-Grade 2...ES7120 (3 units)

The **Solids and Liquids** unit provides students with physical science ideas dealing with matter and its interactions. Students observe, describe, and compare properties of solids and liquids. They conduct investigations to find out what happens when solids and water are mixed and when liquids and water are mixed. Students then use their knowledge of solids and liquids to conduct an investigation of an unknown material. Students gain experience with reversible changes caused by heating or cooling. The **Pebbles, Sand, and Silt** module provides students with earth science core ideas dealing with observable structures and properties of earth materials, weathering and erosion of Earth's surface, natural sources of water, and how to represent the shapes and kinds of land and bodies of water on Earth. Students use simple tools to observe, describe, analyze, and sort solid earth materials and learn how the properties of the materials are suited to different purposes. Students explore how wind and water change the shape of the land and compare ways to slow the process of erosion. They learn about the important role that earth materials have as a natural resource. The **Insects and Plants** module provides students with life science core ideas dealing with structure and function of living things, growth and development of plants and animals, interactions of organisms with their environments, and biodiversity of organisms on land and in water. Students see life cycles of insects unfold in real time and compare the stages to reveal patterns. At the same time students grow one type of plant from seed and observe it through its life cycle to produce new seeds. They gain experience with the ways that plants and insects interact in feeding relationships, seed dispersal, and pollination, and students develop models to communicate their understanding.

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

The **Structures of Life** module deals with the big ideas in life science. Plants and animals are organisms and exhibit a variety of strategies for life. Organisms are complex and have a variety of observable structures and behaviors, organisms have varied but predictable life cycles and reproduce their own kind, and individual organisms have variations in their traits that may provide an advantage in surviving in the environment. In the **Water and Climate** module students learn that water is the most important substance on Earth. Water dominates the surface of our planet, changes the face of the land, and defines life. Weather is driven by

the Sun and involves movement of water over the earth through evaporation, condensation, precipitation, and runoff – the water cycle. Human societies depend on water and new technologies to conserve and protect this natural resource. Students explore the properties of water, water cycle, weather, interaction between water and other earth materials. The **Motion and Matter** module provides students with physical science ideas dealing with forces, matter, and engineering. Magnetism and gravity are the forces students explore as they look for patterns of motion to predict future motion. Students work with magnets and paper clips, wheel and axle systems, paper air twirlers, and rotating tops. Students use metric tools to quantify and refine observations by measuring mass and volume. Students make mixtures and solutions to develop an understanding of conservation of mass and observe simple chemical reactions.

#### **Science-Grade 4...ES7140 (3 units)**

The **Soils, Rocks, and Landforms** module provides students with firsthand experiences with soils and rocks and modeling experiences using tools such as topographic maps and stream tables to study the changes to rocks and landforms at Earth's surface. Students focus on the concepts that weathering by water, ice, wind, living organisms, and gravity breaks rock into smaller pieces, erosion transports earth materials to new locations, and deposition is the result of that transport process that builds new land. Students conduct controlled experiments by changing specific environmental conditions to determine the impact of changing the variables of slope and amount of water in stream tables. Students interpret data from diagrams to build explanations from evidence and make predictions of future events. In the **Environments** module, students focus on the concepts that organisms have structures and behaviors, including sensory receptors, that serve functions in growth, survival, and reproduction. Living organisms depend on one another and on their environment for their survival and survival of populations. Students design investigations to study preferred environments, range of tolerance, and optimum conditions for growth and survival of specific organisms. Students conduct controlled experiments by incrementally changing specific environmental conditions to determine the range of tolerance for early growth of seeds and hatching of brine shrimp and use the data to develop and use models to understand the impact of changes to the environment. The **Energy** module provides a firsthand experience in physical science dealing with energy and change. Students investigate electricity and magnetism as related effects and engage in engineering design while learning useful application of electromagnetism in everyday life. They explore energy transfer through waves, repeating patterns of motion that result in sound and motion. Students learn there is energy present whenever there is motion, electric current, sound, light, and heat and that energy can transfer from one place to another. Students conduct controlled experiments to discover information.

#### **Science-Grade 5...ES7150 (3 units)**

The **Living Systems** module focuses the idea that a system is one of the grand integrating concepts that pervades all of science. Students look at Earth as the interaction of four Earth systems – the geosphere, atmosphere, hydrosphere, and biosphere. Students think about systems on different scales – nutrient and transport systems within an organism that moves matter and provides energy to the individual organism and feeding relationships in ecosystems that move matter among plants, animals, decomposers, and the environment. Students come to understand through a variety of experiences that plants get the materials they need for growth primarily from water and air, and that energy in animals' food was once energy from the Sun. The Earth and Sun module provides students with experiences to explore the properties of the atmosphere, energy transfer from the sun to Earth, and the dynamics of weather and water cycling in Earth's atmosphere. Other experiences help students to develop and use models to understand Earth's place in the solar system, and the interactions of Earth, the Sun, and Moon to reveal predictable patterns – daily length and direction of shadows, day and night, and the seasonal appearance of stars in the night sky. The **Mixtures and Solutions** unit is basically the study of chemistry, the study of the structure of matter and the changes or transformations that take place within those structures. Students learn about the properties and behaviors of substances and systems of substances and how things go together and be taken apart. Students have the opportunity to develop models and explain phenomena too small to see directly. They develop an understanding that matter is conserved when it changes state from solid to liquid to gas, when it dissolves in another substance and when it is part of a chemical reaction. Students have experiences with mixtures, solutions of different concentrations, and reactions forming new substances. The **Earth and Sun** module provides students with experiences to explore the properties of the atmosphere, energy transfer from the Sun to Earth, and the dynamics of weather and water cycling Earth's atmosphere. Some investigations help students develop and use models to understand Earth's place in the solar system and the interactions of the Earth, Sun, and Moon to reveal predictable patterns: daily length and direction of shadows, day and night, and the seasonal appearance of stars in the night sky.

## **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 the Language Arts, Mathematics and Science Programs, 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 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 in greater 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 measure distances. Students continue to learn 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**

The fifth-grade curriculum will introduce the early history of the United States from Settlement to the American Revolution. Students will be expected to develop skills important within the study of history including analyzing and interpreting primary and secondary sources, interpreting data from graphs and charts, comparing and contrasting historical viewpoints, and writing using evidence from information text.

## **WORLD LANGUAGE PROGRAM**

The Linden Public Schools has an elementary world language program that is sequential, cumulative, continuous, and proficiency-oriented that 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 learning a second, World language.

In the Linden Public Schools, the study of Spanish or Chinese (Mandarin), begins in Kindergarten. Students receive forty minutes of instruction every six days. Students starting with Italian, Spanish or Chinese (Mandarin), will continue the study of the same second language through the completion of fifth grade.

The elementary world language curriculum is developed around themes that spiral through the grade levels and reinforce 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. In accordance with the standards, as teachers plan lessons they 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 develop students' confidence and enthusiasm for language learning

To acquire proficiency in listening, speaking, reading, and writing the World Language

- \* To bring Elementary students to an entry point at the Novice-Mid level of the ACTFL Proficiency guidelines by the end of 5th grade.

Novice-mid speakers can communicate at the word and phrase level using memorized language related to familiar topics.

- \* To use subject content as a vehicle for acquiring World language skills

- \* To acquire an understanding and appreciation of other cultures.

### **School Language Selections**

<b>School # 1</b>	<b>School # 2</b>	<b>School # 4</b>	<b>School # 5</b>	<b>School # 6</b>	<b>School # 8</b>	<b>School # 9</b>	<b>School # 10</b>
<b>Chinese</b>	<b>Spanish</b>	<b>Spanish</b>	<b>Spanish</b>	<b>Spanish</b>	<b>Spanish</b>	<b>Spanish</b>	<b>Spanish</b>

**Spanish** Kindergarten...ES9400  
**Chinese** Kindergarten...ES9700

***Theme - I am special***

Students will be introduced to the target language through authentic music, stories and games that correspond to familiar and age appropriate topics and themes. This World Languages course will encourage students to feel confident and enthusiastic about learning a second language through activities that the students will find engaging and fun, while building the students' confidence in their ability to acquire and use another language.

**Spanish** Grade 1...ES9410  
**Chinese** Grade 1...ES9710

***Theme - I am your friend***

*Through many hands-on experiences with interesting content and culture, this World Languages course aims to provide a foundation for students' successful life-long language learning. The teacher's constant use of the target language 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.*

**Spanish** Grade 2...ES9420  
**Chinese/Mandarin** Grade 2...ES9720

***Theme - Being Me***

While continuing to receive a great deal of language input from their teacher, the second grade program builds on the student's receptive knowledge of vocabulary and phrases they begin to actively use 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.

**Spanish** Grade 3...ES9430  
**Chinese/Mandarin** Grade 3...ES9730

***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.

**Spanish** Grade 4...ES9440  
**Chinese/Mandarin** Grade 4...ES9740

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

Although oral communication continues to be important in the fourth grade World Languages 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.

**Spanish** Grade 5...ES9450  
**Chinese/Mandarin** Grade 5...ES9750

***Theme - Conflict and Change***

Although oral communication continues to be important in the fifth grade World Languages class, students are now incorporating 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, 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). English as a Second Language instruction includes the four basic communicative modes: listening, speaking, reading, and writing proficiencies which will enable the students to be successfully integrated into the classroom. The English language is taught through the exploration of content area themes related to language arts, social studies, science, and math. As student acquire English proficiency through the exploration of these themes, both academic and social/instructional language skills are developed.

Linden's elementary schools strive to create a learning environment that values and builds upon students' first language literacy skills while helping students to develop both the social and academic language skills that will help students to successfully transition to the general academic program. The program goals seek to provide the cognitive and affective support that students need to become independent learners and full participants in our school and community. Assessment in 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 instruction is provided through a combination of push-in and pull-out program services, based on the level of proficiency in English rather than the grade level. Lower proficiency level students are given "pull out time" in the ESL classroom, while also receiving additional "push in" support during the small group instruction time of the literacy block, further assisting 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 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. Included in our program of study are 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 through 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 through 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 through 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 through 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.

## TECHNOLOGY

### **Elementary Technology... ES6100 (K), ES6110 (Grade1), ES6120 (Grade 2), ES6130 (Grade 3), ES6140 (Grade 4), ES6150 (Grade 5)**

Prerequisites: none

Grade Level: K-5

Elementary students will engage in curriculum-related computer activities designed by their computer teacher. During the primary grades, students become engaged in a number of developmentally appropriate technology projects revolving around the key units of Digital Citizenship, Keyboarding, Digital Storytelling and Coding.

Students at all grade levels will learn about what it means to be a digital citizen in the 21st century. Using books, discussion, applications and other developmentally appropriate methods, students will learn about important topics that pertain to our digital world, including cyberbullying, making smart choices online, plagiarism, and how technology changes perception. While this occurs, students will also learn how to operate a keyboard and will work on their typing skills to improve and prepare them to utilize the available technology as they go through elementary school.

Computers and iPads are used for problem-solving activities, creating simple publishing projects, painting and drawing, and slideshow presentations. Third grade students develop storytelling and research skills through multimedia projects using tools such as Apple Apps. As students move into grades four and five, they continue to develop their storytelling craft and communication skills by writing in class and student online journals. They will also incorporate tools to produce musical compositions (Garageband) or videos that reflect their understanding of curriculum concepts or social issues (iMovie). Programming resources such as Scratch and Tynker enhance their abilities to identify creative solutions to problems, while demonstrating both their computer expertise and their knowledge of mathematical concepts.

Elementary students learn how to create multimedia presentations and how to use the Internet as a tool for basic research. They engage in a variety of interesting computer projects, including databases, video production, audio and music compositions, and other technology enhanced creative pursuits.