2009-2010

PROGRAM OF STUDIES

ELEMENTARY SCHOOL

MAWBEY STREET #1
AVENEL STREET #4/5
PORT READING #9
ROSS STREET #11
FORD AVENUE #14
INDIANA AVENUE #18
MENLO PARK TERRACE #19
CLAREMONT AVENUE #20
OAK RIDGE HEIGHTS #21
LYNN CREST #22
WOODBINE AVENUE #23
KENNEDY PARK #24
LAFAYETTE ESTATES #25
ROBERT MASCENIK #26
PENNSYLVANIA AVENUE #27
MATTHEW JAGO #28

WOODBRIDGE TOWNSHIP SCHOOL DISTRICT
WOODBRIDGE, NEW JERSEY 07095

PROGRAM OF STUDIES – ELEMENTARY SCHOOL
2009-2010

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WOODBRIDGE TOWNSHIP ELEMENTARY SCHOOLS

SCHOOL	PRINCIPAL	PHONE	NURSE
# 1 Mawbey Street	Geraldine Rinaldo	602-8401	602-8404
#4/5 Avenel Street	Jill Osborne-Hodes	602-8504	602-8506
# 9 Port Reading	John Bader	602-8409	602-8405
#11 Ross Street	Sharon Strack	602-8511	602-8513
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#19 Menlo Park Terrace	Sharon McGreevey	417-5419	417-5421
#20 Claremont Avenue	Joann Springer	499-6547	499-6549
#21 Oak Ridge Heights	Joseph D'Orsi	499-6553	499-6555
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#27 Pennsylvania Avenue	Denise Smith	499-6566	499-6567
#28 Matthew Jago	Robert Patten	602-8428	602-8430

VISION STATEMENT

The Woodbridge Township School District is committed to preparing life-long learners who are able to live and thrive with diversity, rapid change and interdependence.

MISSION STATEMENT

The Woodbridge Township School District is committed to engaging all member of the community in the process of providing a learning environment that fosters interdependence, embraces change, and values diversity.

Our mission is to develop, through a technology infused curriculum, life-long learners who are responsible citizens prepared to enter the global society.

A MESSAGE TO PARENTS

This booklet provides information on the Woodbridge Township School District elementary school program. The information contained in this booklet should answer many of the questions you have about the elementary school program.

Our elementary school program is designed to create an environment for learning within which the individual needs of all students are met. Through this program your child will acquire the basic skills, knowledge, and understanding required to be successful both academically and socially.

We wish your child much success and happiness during his or her years in the elementary schools of our district.

John A. Crowe, Ed.D.
Superintendent of Schools

OUR DISTRICT PHILOSOPHY

The Philosophy of Education of the Woodbridge Township School District states:

We believe that:

- each student is an individual in terms of needs, potentials and ways of learning.
- the school system is responsible for creating an environment for learning.
- the school system is responsible for seeing to it that students acquire basic skills, knowledge and understanding as well as specific skills, knowledge and understanding related to personal needs and situations.
- the school system is responsible for the students having an opportunity to examine personal and societal values.
- education is an ongoing process, and the school system should serve individuals of all ages.
- the school system's community should inform the educators of its feelings concerning the outcomes and processes of education.
- the school system's community should understand the activities that take place in the school and supplement those activities where appropriate.
- an effective school system can best exist in a society based on democratic principles which are taught and practiced in and out of school.
- because society changes, the philosophy and goals of the schools should be periodically re-examined.

A PLAN FOR EXCELLENCE

CODE OF STUDENT CONDUCT

The Woodbridge Township Board of Education has adopted a Code of Conduct as the basic disciplinary policy and procedures for the Woodbridge Township public school district. This policy emphasizes that the achievement of discipline and a positive learning environment in our schools begins with all involved – students, parents and staff – having knowledge and understanding of the standards for acceptable conduct and procedures for dealing with disciplinary problems.

A positive school environment is one which consists of order and discipline. As a working definition, order and discipline may be described as the absence of distractions, frictions and disturbances which interfere with the optimum functioning of the student, the class and the school. It is also the presence of a friendly, yet businesslike, rapport in which students and school personnel work cooperatively toward recognized and accepted goals.

Order and discipline are best thought of as being positive, not negative; of helping a student to adjust; of turning unacceptable conduct into acceptable conduct.

The Code recognizes the need for cooperation among students, parents and educators. This cooperative relationship is exemplified by the following:

A responsible student who . . . .

- Respects constituted authority, which includes not only obedience to school rules and regulations, but also conforms to the laws of the community, state and nation.

- Reflects respect and consideration for the personal and property rights of others and has an understanding of the need for cooperation with all members of the school community.

A responsible school in which the professional staff . . . .

- exhibits an attitude of respect for students that has a positive influence in helping students develop good citizenship traits.

- maintains an atmosphere conducive to good behavior.

- encourages the use of appropriate guidance procedures.

- Plans a flexible curriculum to meet needs of all students.

CODE OF STUDENT CONDUCT

- promotes effective teaching/learning of discipline based upon a fair and impartial treatment of all students

- develops a satisfactory working relationship among staff and with students.

- endeavors to involve the entire community in order to improve the quality of the life therein.

A home condition which . . . .

- assumes the primary responsibility for the discipline of the child.

- acknowledges the child's responsibilities and obligations in the school as well as in the community.

- recognizes that school personnel must necessarily concern themselves primarily with education.

- encourages the cooperation of parents with school authorities, and the participation of parents in conferences regarding the behavior, health and/or academic progress of their children.

GUIDANCE DEPARTMENT SERVICES

The Elementary Guidance Department provide individual and small group counseling to kindergarten through fifth grade students based on the needs of the students. During the spring, the counselors facilitate a middle school orientation program to prepare students for the transition from elementary school to middle school.

Elementary counselors coordinate school and community resources, provide consultation with staff, serve as liaisons with outside agencies and offer information and referrals to parents/guardians. These services are provided by the elementary guidance counselors in order to meet the educational and social needs of their students.

REPORT CARDS AND PARENT/TEACHER CONFERENCES

The school year is divided into four marking periods for students in grades 1 through 5. Kindergarten students will receive two report cards during the school year. Parent/teacher conferences are scheduled during October.

MARKING KEY

Elements of Component Marks:

1. Component marks shall reflect the following values in Grades 1 and 2:

   - Consistently Demonstrated Performance Above Curriculum Standard
   - Age-Appropriate Performance at Curriculum Standard
   - Developing Performance Below Curriculum Standard

2. Component marks shall reflect the following values in Grades 3-5:

A - 5.0	90 - 100	Performance significantly above curriculum standard
B - 4.0	80 - 89	Performance above curriculum standard
C - 3.0	70 - 79	Performance at curriculum standard
D - 2.0	60 – 69	Performance below curriculum standard
F - 1.0	<60	Failure
P		Pass
*		Modified Program
H		Medical Excuse (Physical Education only)
I		Incomplete (can only be given as a result of absence from class and must be made up by the middle of the following marking period)

3. Record books should contain sufficient supportive data to arrive at a mark.

4. Students will be informed of their progress through the entire marking period.

Kindergarten Progress Reports:

1. Reports will be issued twice a year.

2. Students will be marked either “consistently demonstrates” or “developing”.

Homework Program

Definition

Homework is any activity assigned to extend learning outside of class. Since learning is a continuing process that begins in the classroom under the direction of the teacher, and continues at home with meaningful follow-up activities, homework is an integral part of the learning process. The student and teacher, the parent and the school administrator are all partners in this process. We believe the following information will assist each of the members in this partnership to ensure the success of our students.

Purpose

1. To enrich and extend classroom learning and experience.
2. To develop effective, independent work habits and study skills.
3. To provide essential practice of skills learned in school.
4. To extend class work, where necessary, to implement more fully the course of study.
5. To encourage students to actively seek and prepare background information for classroom activities.
6. To encourage the use of out-of-school resources, i.e., the public library and museums.
7. To encourage students to prepare appropriately for tests.
8. To provide an opportunity to make up missed school instruction.
9. To serve as a communication link between home and school in regard to curriculum.

Amount of Homework

The amount of time that students in the same grade will spend on homework will vary according to different course requirements and according to individual student differences and needs. It is believed that students should be assigned homework on a daily basis including weekends. The following recommended time allocations for homework at the various grade levels are approximate. It is conceivable that there may be times when a greater amount of homework than stated will be necessary and/or when no written homework will be assigned. In the latter case, the homework consists of reading, review, research, and/or continuing work on long-term assignments.

Homework Program

Daily Time Recommendations

Kindergarten	At teacher's discretion
Grade 1	20 minutes
Grade 2	30 minutes
Grade 3	40 minutes
Grade 4	45 minutes
Grade 5	60 minutes
Grades 6-8	90 minutes
Grades 9-12	120 minutes

Note: If a student consistently states that she or he has no homework or that she or he has completed an assignment in school, parents should request to see the completed assignment(s). Additionally, if a child consistently exceeds the approximate daily time recommendations, parents should contact the teacher to discuss the situation.

Homework During Absences

1. After an absence from the classroom or school, it is the student's responsibility to contact his or her teacher(s) to determine the specific work assigned during absences from the classroom.

2. A student must make up all work and homework assignments within two school days for an excused absence. The first day's assignment must be returned to the teacher by the second school day following the student's return to school, with the remaining make-up work due each consecutive day thereafter. For example, a student returning on a Friday must have the first day's make-up work in on the following Tuesday.

3. If a student is absent from school due to illness, and it is projected that this absence will continue, the student's parent may call the school and request the student's homework assignments. These may be picked up at the close of the following school day.

4. Teachers shall not be expected to provide homework assignments in advance of a student's absence from class or school. Student leaves of absence not associated with illness will follow homework guidelines specified in #2 above.

Homework Program

Role of the Parent/Guardian

The parent/guardian will:

- Create a positive attitude in the home towards school and homework by making homework a priority, and checking the student's planner for daily assignments and/or teacher comments.
- Establish and monitor a regular daily routine for homework by providing the time, place and proper study environment.
- Be aware of and support the homework expectations of the child's teacher(s) and sign homework organizers when requested.
- Communicate with the teacher(s) if academic difficulties arise.
- If necessary, provide guidance while the child independently completes his or her assignment(s).

Role of the Student

The student will be responsible for:

- Accurately recording homework assignment in an organizer daily.
- Maintaining an organized record of homework/class work that can be used for reference throughout the semester and/or school year.
- Understanding the nature of the assignment and making a demonstrated effort to complete the assignment prior to consulting with the teacher.
- Managing his or her time so that all assigned tasks will be completed in a timely manner.
- Working each day, or regularly, towards the completion of longer term assignments so that they may be finished by deadlines.
- Realizing that homework is not limited to written assignments. Regular reading on a daily basis is essential for academic success and meeting state standards.
- Completing and submitting on time all assignments and make-up work to meet specified deadlines.

Criteria for Promotion

Students who have satisfactorily completed curriculum requirements shall be promoted to the next grade level on the recommendation of the classroom teacher.

Indicators of Candidates for Possible Retention

- Lagging achievement in the district Literacy Program.
- Poor achievement in the district Mathematics Program.
- Low scores on standardized tests.
- Poor attendance**.***
- Critical score on Light's Retention Scale.

***The child is absent from school to the extent that it has a negative effect on his/her achievement.**

ART

The Elementary School Art Program develops the motor, visual, and perceptual skills of children. Importance is also placed on the development of aesthetic sense, and the study of the lives and artworks of important artists.

The basic units of study explore the elements of art: color, line, shape, form, and texture. The units address concepts, supporting vocabulary, and principles of design. As students create, analyze, and respond to art, they develop social interaction and problem-solving skills, strengthen their self-images, and develop respect for the ideas and artworks of others. Instructional strategies support the New Jersey Visual Arts Core Curriculum Content Standards.

LANGUAGE ARTS

Fundamentals First Literacy – Grades K, 1, 2

Objectives, strategies and resources are based upon the principles of literacy, which call for a rich and balanced program, offering a multitude of opportunities for all children. Each day the Fundamentals First Literacy Program will be divided into three blocks: Word Work, Reading Workshop and Writing Workshop. Children will be encouraged to become aware of the sounds of language, to work with written symbols, to explore words and learn how words work, to learn the conventions of print, to read and write continuous text, and to develop flexibility and fluency to enhance comprehension and enjoyment in reading and writing. Students will engage frequently in learning center activities to support the full range of literacy skills.

Reading and Writing Workshop – Grades 3, 4 and 5

Reading and Writing Workshop involves a significant block of time in which students participate in organized and meaningful reading and writing experiences. Students engage in purposeful activities that foster a love of literature varying in genre including but not limited to fiction, non-fiction, poetry, and biography. This entails a collaborative effort between practitioners and administration and encourages teacher/exchange communication while students become lifelong readers and writers in a learner-centered environment.

Reading Workshop engages students in predictable and structured daily reading routines. Each lesson begins with a whole-class mini-lesson. Mini-lessons encompass planned demonstrations where educators model reading strategies and/or literary elements through think-alouds (students listen as the teacher models effectively using an authentic piece of literature) or shared reading (teachers demonstrate exemplary reading strategies and literary elements while students have access to the text). Students then put their knowledge to use through small-group discussion and/or partner conversation. At this time, students are encouraged to collaborate with their peers and/or work independently during authentic literacy activities and independent practice. This involves activities varying from guided reading (teachers meet with small-groups based on individual needs, students participate in explicit reading instruction and/or teachers formally and informally assess students in order to note progress and address areas of concern); independent reading and book clubs (students select literature based on choice and interest and meet with peers who have the same interests to discuss and reflect on interpretations of books); answering open-ended questions in order to activate higher-level thinking; and word study-an emphasis on phonemic awareness and fluency. Teachers establish a comfortable atmosphere where risks are welcomed and students notably make progress and their individual needs are met while teachers conference with students to ensure a suitable learning structure for each child. Reader's Workshop concludes with a whole class debrief where students share what they learned during workshop that particular day.

LANGUAGE ARTS

Writing Workshop is an instructional format that affords students with the opportunity to write for extended periods of time and build writing stamina at an age appropriate level. Writer's Workshop consists of the following three main components: a 10-15 minute whole-class mini-lesson- the teacher activates prior knowledge, demonstrates a writing craft, and students engage in writing practices; consistent time to write-this approach epitomizes differentiated instruction, students work independently at their own instructional level while the teacher conferences and informally assesses individuals and/or small invitational groups of students; and personal choice of topics-students determine their own topics for writing and manage their own behavior. In addition, each student uses their own writer's notebook to brainstorm and generate ideas and writing folders are used to store published pieces. Using the writing process in an enjoyable and encouraging atmosphere, this unique pedagogical research-based practice allows teachers to meet the needs of all students, students to compose meaningful and authentic pieces of writing, and most importantly student improvement and success in both reading and writing will be evident on both formative and summative assessments.

Spelling

Through a formal spelling program, students are taught a sequence of letter relationships, as well as prefix, root, and suffix patterns that are common in English. Words appropriate to the grade level are used to illustrate these spelling patterns and word structures. Often-used words that do not contain consistent spelling patterns are taught separately. Children are expected to apply their spelling pattern knowledge to writing in all other subject areas and in personal writing. Spelling is also taught through mini-lessons and writing conferences in the context of authentic student writing.

Handwriting

Handwriting is taught in the Woodbridge Township Elementary Schools so that students may record their ideas clearly for personal use or for the use of others.

Manuscript writing is introduced in kindergarten and employed in grade one. In grade two, a transition is made from manuscript to cursive writing. Instruction in cursive writing is continued in grade three. Formal practice in cursive writing is extended through grade 5.

MEDIA CENTER

The Information Literacy Program

Media Specialists are available at all elementary schools for at least a portion of the week. *Creating Partnerships—an information literacy curriculum for the 21st century* has been implemented in all district schools to ensure our students become active locators, evaluators and users of information to solve problems and satisfy their own curiosity. Through the collaborative efforts of the classroom teacher and the media specialists, information literacy skills are integrated into all content areas.

The information explosion has dramatically altered the knowledge and abilities our students will need to live productively in the future. Students now have the opportunity to engage in authentic learning as they encounter information in print, multimedia packages, on-line databases, and the Internet. Implementation of the Information Literacy Program will ensure our students can become independent, ethical lifelong learners and effective consumers and producers of information.

MATHEMATICS

Grades K-2

Everyday Mathematics is a research-based program, which is reflective of most pedagogical elements, based on education philosophies and rooted in scientific research and practical classroom experience. In order to maximize student learning, *Everyday Mathematics* encompasses the following instructional design: aligned with the NCTM standards, dynamic applications (algorithms), multiple methods and strategies for problem solving, concrete modeling as a pathway to abstract understanding, collaborative learning in partner and small group activities and cross-curricular applications (real-life experiences).

These courses of study represent another link in the continuing development of the mathematics program of the Woodbridge Township School District. While Fundamentals First in grade K introduces the basics with an emphasis on manipulatives and centers, they are in preparation of learning the skills and strategies derived from the *Everyday Mathematics* program.

The mathematics courses, Grades 1-2, utilize *Everyday Mathematics* and places emphasis on the development of mathematical skills and concepts through the use of hands-on manipulative activities, problem solving, critical and creative thinking, communication, reasoning, connections (including real-world examples), cooperative learning, the integration of technology (including calculators and computers) and further development of estimation and mental arithmetic. Student-centered lessons enable children to make fundamental concept connections-gaining confidence in their ability to do math and to see it as an integral part of their lives. Students explore concepts, construct meaning and respond at their own level of understanding. They are encouraged to make generalizations, find rules, and recognize patterns, thereby making the gradual transition from concrete to symbolic and abstract levels. All grade levels within the Curriculum Units contain: Routines, Review and Assessments and End-of-Year Review. Each grade is broken down into more specific curriculum units. Grade 1 course contains 10 Curriculum Units: Establishing Routines; Everyday Uses of Numbers; Visual Patterns, Number Patterns, and Counting; Measurement and Basic Facts; Place Value, Number Stories, and Basic Facts; Developing Fact Power; Geometry and Attributes; Mental Arithmetic, Money, and Fractions; Place Value and Fractions; and Year-End Review and Assessment. Grade 2 course contains 12 Curriculum Units: Numbers and Routines; Addition and Subtraction Facts; Place Value, Money, and Time; Addition and Subtraction II; 3-D and 2-D Shapes; Whole-Number Operations and Number Stories; Patterns and Rules; Fractions; Measurement; Decimals and Place Value; Whole Number Operations Revisited; and Year-End Reviews and Extensions.

MATHEMATICS

These topics will strengthen the arithmetic, algebraic and geometric knowledge of our students and will continue to develop their problem-solving skills in preparation for the Grades 3-5 NJ ASK standardized testing. Mathematics, Grades 1-2 are aligned to the interconnected ASK clusters of Number and Numerical Operations, Geometry and Measurement, Patterns and Algebra, Data Analysis, Probability and Discrete Mathematics and Mathematical Processes with required cognitive domains. In addition, the courses of study align with the NCTM and NJ Standards of Mathematics. The topics included in the *Everyday Mathematics* program are essential building blocks to further develop higher-level thinking skills, problem-solving techniques and provide a strong, comprehensive mathematical foundation for all students.

Grades 3-5

These courses of study represent another link in the continuing development of the mathematics program of the Woodbridge Township School District. The Mathematics, Grades 3-5 courses utilize *Everyday Mathematics* and places emphasis on the development of mathematical skills and concepts through the use of hands-on manipulative activities, problem solving, critical and creative thinking, communication, reasoning, connections (including real-world examples), cooperative learning, the integration of technology (including calculators and computers) and further development of estimation and mental arithmetic. Student-centered lessons enable children to make fundamental concept connections-gaining confidence in their ability to do math and to see it as an integral part of their lives. Students explore concepts, construct meaning and respond at their own level of understanding. They are encouraged to make generalizations, find rules, and recognize patterns, thereby making the gradual transition from concrete to symbolic and abstract levels. All grade levels within the Curriculum Units contain: Routines, Review and Assessments and End-of-Year Review. Each grade is broken down into more specific curriculum units. Grade 3 course contains 11 Curriculum Units: Adding and Subtracting Whole Numbers, Linear Measures and Area, Multiplication and Division (3), Place Value in Whole Numbers and Decimals, Geometry, Fractions, Measurement and Data and Probability. Grade 4 course contains 12 Curriculum Units: Naming and Constructing Geometric Figures; Using Numbers and Organizing Data; Multiplication and Division, Number Sentences and Algebra; Decimals and Their Uses; Big Numbers, Estimation and Computation; Division, Map Reference Frames, Measures of Angles; Fractions and Their Uses, Chance and Probability; Perimeter and Area; Percents; Reflections and Symmetry; 3-D Shapes, Weight, Volume and Capacity and Rates. Grade 5 course contains 12 Curriculum Units: Number Theory; Estimation and Computation; Geometry Explorations and the American Tour; Division; Fractions, Decimals and Percents; Using Data, Addition and Subtraction of Fractions; Exponents and Negative Numbers; Fractions and Ratios; Coordinates, Area, Volume and Capacity; Algebra Concepts and Skills; Volume and Probability, Ratio and Rates. These topics will strengthen the arithmetic, algebraic

and geometric knowledge of our students and will continue to develop their problem-solving skills in preparation for the Grades 3-5 NJ ASK standardized testing.

Mathematics, Grades 3-5 are aligned to the interconnected ASK clusters of Number and Numerical Operations, Geometry and Measurement, Patterns and Algebra, Data Analysis, Probability and Discrete Mathematics with required cognitive domains. In addition, the courses of study align with the NCTM and NJ Standards of Mathematics. The topics included in the Everyday Mathematics program are essential building blocks to further develop higher-level thinking skills, problem-solving techniques and provide a strong, comprehensive mathematical foundation for all students. Due to statewide, standardized assessment mandates, revisions were made to all unit assessments in grades 3-5.

MUSIC

The music program presents students with a different dimension of interpreting the world around them. Music, as an important medium of education in our schools, enables students to express themselves and develop aesthetic, creative and discriminative processes. Performing, creating, and responding to music are the fundamental music processes in which humans engage. Students are encouraged to appreciate music as an art, which will become a lifelong means of expression, fulfillment and enjoyment. In order to develop musical aptitudes and skills, singing, listening, creative, performing and movement activities are provided.

General/Vocal Music, Grades K-5

The elementary general/vocal music program focuses on the elements of music including rhythm, melody, harmony, form, tone color and expressive qualities. Singing, playing instruments, moving to music, and creating music enable children to acquire musical skills and knowledge that can be developed in no other way. Learning to read and notate music gives them a skill with which to explore music independently and with others. Listening to, analyzing, and evaluating music are important building blocks of musical learning. Further, to participate fully in a diverse global society, children must understand their own historical and cultural heritage and those of others within their community and beyond. Our clearly-defined objectives and specific suggested techniques which follow state and national standards have been organized for each grade level. This has resulted in a sequential program for the study of elementary K-5 general/vocal music.

<u>-Band Instruments</u>
Instruction is offered in woodwind, brass, and percussion instruments. The students learn the basics of instrument care, musicianship skills, and rhythm. Opportunity is provided for performing with small instrumental groups during the class period and with the school band at a yearly concert.

<u>-Orchestra Instruments</u>
Formal instruction is offered on the violin, the viola, the cello, and the string bass to interested students. The students will develop the ability to demonstrate proper care of their instrument, and knowledge of basic note reading, musical terms, rhythms, and tone production. Through learning various playing techniques, the students will be able to perform songs with others in class, or in a string orchestra ensemble and concert offered at school.

SCIENCE

The Elementary Science curriculum is designed to tap the natural curiosity of our students in order to promote the development of a life long appreciation for science in their daily lives. The curriculum supports the three major disciplines of science – Earth, Life, and Physical Sciences – while reinforcing math and reading skills. Through the inquiry based approach, students learn the process of science, develop critical thinking skills, and work cooperatively in groups to solve problems.

All units of study in the elementary science curriculum emphasize the processes of science including measuring, communicating, classifying, ordering, recognizing relationships, hypothesizing, using models, interpreting data, identifying and controlling variables and, conducting experiments

Kindergarten

Life Science:	Seeds and Plants
	Animals of All Ages
	All About Me
Earth Science &	Weather and Seasons
Physical Science:	All About Water
	Caring for the Earth
	Splish Splash

Grades 1, 2 and 3

1st, 2nd and 3rd grade science consists of units of Life Science, Earth Science, Physical Science and Space and Technology.

Grade 4

Life Science:	Animals
Earth Science:	Weather and Climate
Physical Science:	Magnetism and Electricity
	Properties of Matter

Grade 5

Life Science:	Plants
Earth Science:	The Solar System
	The Solid Earth
Physical Science:	Energy Work and Machines

An additional unit, SUC_2ES_2, developed by Woodbridge Township teachers with EOHSI, Rutgers University, and UMDNJ, which addresses environmental topics, is also part of the grade 2 and grade 5 curricula.

SOCIAL STUDIES

The Woodbridge Township Elementary Social Studies program provides interdisciplinary experiences which help students become active explorers and responsible members of their world. The content incorporates concepts from geography, history, economics, government/citizenship, and sociology/anthropology. Students begin their study with the most relevant topics of self and family and then progress to learn about neighborhoods, communities, states, regions and our nation and the world.

GRADE K - All About Me: The child and his/her world, community neighborhood, getting along with others, people far away, and national and state holidays.

GRADE 1 - My World: Exploration of the students' world (family, school, community); basic map skills and the environment; the study of national heroes, holidays, landmarks, and monuments; and an investigation and comparison of the students' community to various international communities.

GRADE 2 - Meeting Many People: Exploration of how individuals and groups interact within the community; the need for rules and laws; the responsibilities of citizenship; the role of government; patriotic symbols and their meaning; the role of diversity in the community and the world; fundamentals of economics; basic map skills and the different environments.

GRADE 3 - Living in Our World: The history/civics/culture/economy/geography of Woodbridge Township are infused, compared and contrasted throughout the study of local, state, national and international communities.

GRADE 4 - New Jersey and the States and Regions of the United States: This social studies course is divided into two eighteen week components. An eighteen week study of the history/civics/culture/economy/geography of New Jersey is infused into the study of the Northeast region, while the remainder of the year is devoted to The study of the history/civics/culture/economy/geography of the Northeast, Southeast, the Middle West, the Southwest and the West.

GRADE 5 - United States: A survey of the history/civics/culture/economy/geography of the United States from the Age of Exploration to the present is covered in a cooperative group project-based curriculum.

WORLD LANGUAGES

The State of New Jersey has adopted Core Content Curriculum Standards in seven academic areas and two technological literacy standards. Included in the standards is the study of world languages which has assumed a new role as an integral part of the school curriculum. All students, K-12, will be expected to communicate in a basic way in at least one language other than English and to demonstrate an understanding of the interrelationship between language and culture. The New Jersey World Languages Curriculum Framework points out that these abilities "from this point forward will be considered to be one of the hallmarks of a well-educated citizen in the state of New Jersey."

In order to prepare students to meet state testing expectations, all Woodbridge Township elementary school students receive world language instruction. The board-adopted program, *Languages for Kids,* which is a division of Berlitz International, emphasizes the acquisition of speaking and listening skills for our elementary students. The kindergarten program introduces students to simple phrases in French, Italian, German and Japanese; students in grades 1 through 5 learn Spanish. The elementary language lessons are delivered 3 times each week by the regular classroom teacher in cooperation with the special area teachers. The program is interactive and interdisciplinary in nature, allowing teachers to integrate language instruction with lessons in other content areas. Students will be given an opportunity to select the study of other languages at the secondary level.

HEALTH AND SAFETY

The New Jersey Statutes, Title 18A:35-5 indicates that “each board of education shall conduct as part of the instruction in the public school, courses in health, safety and physical education, which shall be adapted to the ages and capabilities of the pupils in the several grades and departments.”

In keeping with this law, the elementary school curriculum provides instruction in health, safety and physical education for 150 minutes each week. This program is described below.

Health and Safety

The elementary health program addresses the physical, mental, emotional, and social dimensions of health with an emphasis on life skills. The curriculum is designed to motivate and assist students in maintaining and improving their own health. They learn how to prevent disease and reduce health-related risk behaviors. The health curriculum allows the children to develop and demonstrate health-related knowledge, attitudes, skills and practices. It investigates a variety of health topics such as personal, family, community, and consumer, environmental, mental and emotional health. The students learn to identify pertinent topics in human sexuality, injury prevention and safety. Proper nutrition, prevention and control of diseases, substance use and abuse are also discussed. These lessons and concepts are presented through demonstrations by the classroom teacher and visits from the school nurse. They are planned specifically to encourage student involvement.

The Fundamentals First Literacy Program (K-12) addresses health issues listed in the curriculum through an integrated language arts approach.

Supplementation to six levels of the Health curriculum (K-5) has been added to address Suicide Prevention and Nutrition Education.

The Suicide Prevention Addendum covers current topics of social and emotional health. It differentiates and explains the myths and facts associated with mental illness. The children are taught how to deal with loss and separation. The addendum also covers coping skills for the children to use when they are dealing with adversities such as rejection, conflict, bullying, harassment and violence.

The Nutrition Education Addendum supports the district’s Wellness/Nutrition Policy by covering topics such as how to develop healthy eating patterns by choosing from food groups found on the USDA’s “My Pyramid”. It teaches the students how to design and evaluate their own personal nutrition plans through the use of current dietary recommendation, resources and trends from a variety of approved sources. Health literacy is highlighted by helping the children understand how to read food labels.

PHYSICAL EDUCATION

Physical Education is an integral segment of the total school curriculum. Students receive maximum value from the physical education curriculum which is a carefully planned program that provides for optimum growth and development through a definite progression of skills and fitness activities from kindergarten through 12th grade.

The program is planned and organized to allow all children to participate. It provides cognitive content and learning experiences in a variety of activities. The key objectives of the program are to instill in all the motivation and desire to keep oneself physically fit.

Students will also learn basic movement skills; lead-up activities that are essential for participation in individual, dual and team sports; rhythm and dance; as well as basic tumbling activities. A certified physical education teacher makes sure that the capacities and interests of each student are considered.

The physical education program promotes each child's optimum physical, mental, emotional, and social development. It encourages students to pursue activities and sports that they can enjoy throughout their lives.

ASI PROGRAM

The Academic Support Reading and Language Arts Program is a locally and federally funded program which provides in-class instructional support to students who have been identified as having a need for reinforcement in specific skill areas. This need is determined by NJASK test results, classroom performance, classroom teacher recommendation and principal input.

ESL PROGRAM
(for English Language Learners)

An entirely new and updated curriculum guide has been produced. Changes include the inclusion of WIDA standards, increased emphasis on content-related areas, and the addition of workplace and technology standards. Areas for content-area teachers include “Can-do” lists explaining what can be expected of ESL students at the various levels of language proficiency.

BILINGUAL PROGRAMS

Students enrolled in the ESL Program, who speak specific languages currently supported by bilingual programs, receive reading and mathematics instruction from a fully certified bilingual teacher. Instruction is carried out both in English and in the student’s native language.

SPECIAL EDUCATION

Students in the elementary schools having difficulty meeting the established curriculum can be served by a special education program. After evaluation and classification by the Child Study Team, the student can be provided with a special program designed to meet his/her education needs. Prior to receiving special education services, a student's educational needs may be met as follows:

1. Referral to the Intervention & Referral Service.
2. Modified regular class to meet the student's educational needs.
3. Strategies are developed by classroom teachers and Child Study Team member(s) and/or the Intervention & Referral Service.

If a child is evaluated and classified by the Child Study Team, the following options may be provided to meet his/her educational needs:

1. Modifications in the Regular Classroom - Curriculum modifications and/or strategies are developed by the classroom teacher and Child Study Team members (before and after a child is classified) to accommodate a student's needs.

2. Full-Day Resource - The student is assigned to regular classes. The regular classroom teacher and a special education teacher work together to meet the needs of all the students in the classroom.

3. Regular classes and Resource Center Replacement Instruction - The student is assigned to the regular class and to a resource center teacher. The resource center teacher may provide services to the student in his/her area of difficulty in one or more of the following ways:

   - Pull Out Replacement - The resource center teacher instructs the student in the resource center in one or more subjects and is responsible for giving the report card grade.

   - In Class Support - The regular class and resource center teacher are collaboratively involved in planning and implementing special strategies, techniques, methods and materials to address the learning styles of pupils with educational disabilities engaged in the regular classroom lesson. The responsibility for the curriculum and class lesson remains that of the regular class teacher while the resource center teacher provides assistance to the student through modifications in methods and materials of instruction to meet the student's goals. The student receives his/her grade from the regular class teacher with "input" from the resource center teacher

SPECIAL EDUCATION

4. Self-contained special education classes - The special education teacher provides the total academic program for students in many content areas. If the student is socially and emotionally able, he/she attends regular classes (mainstreamed) for art, music, physical education and when possible, an academic area.

5. Speech/Language Therapy is provided for those students displaying speech or language difficulties. The student receives therapy to correct the difficulty by attending speech therapy sessions scheduled as determined by the speech/language therapist.

6. Preschool Disabilities Program is available for those preschool children having trouble speaking, seeing, hearing, walking, running or manipulating small objects. Upon attainment of age 3, the student is eligible for evaluation and placement.

GIFTED AND TALENTED

Primary Enrichment

This multi-grade, half-day experience involves kindergarten through third grade students in activities that focus on problem solving, creative thinking, communication, and self direction. Students are also involved in units on Cross-Cultural Connections.

Intermediate Enrichment

Students in grades four and five work on higher levels of problem solving, creative thinking, communication, and self direction. Students also work on extended projects in various labs that are offered on a rotating basis.

Gifted and Talented Arts

Talented students spend one half day per week doing advanced work in music, theatre arts, or visual arts. While at Avenel Middle School, students prepare for a music recital, theatre arts performance, or visual arts exhibit.

- Music students sharpen musicianship skills with performance opportunities in small ensemble (chamber, symphonic) groups in instrumental music. Solo work is refined on all orchestral instruments for presentation in the annual G&T recital, as well as for audition situations.

- Theatre Arts students have experiences in body movement, voice and speech exercises, acting improvisations, creative writing, and oral interpretation of selected works.

- Visual Arts students have experiences in drawing, composition, communication of ideas and feelings visually, and the study of various artists.

PEG

The Program for the Exceptionally Gifted provides acceleration in math (for students who are one or more years above grade level), and language arts (for students who are two or more years above grade level). PEG students also experience the complete Gifted and Talented enrichment program during their two full days at Avenel Middle School.

EARLY ELEMENTARY SCHOOL YEARS: GRADES K-2

PARENTS CAN HELP

There are so many ways that you can become effective partners with the school. One strategy is to stay involved in school activities throughout all of your child's school years, joining parent organizations, for example, but also by helping your child master and reinforce some of the skills learned in school is an equally important strategy.

Numeracy

- Using objects around the house, introduce them to different shapes discuss the shape (ex. Number of sides, corners, faces)

- Cut pictures out of magazines that are symmetrical. Cut it in half and glue it on a piece of paper. Have your child draw the other half so that they are symmetrical (same)

- Have them keep a log of what they do and the time it takes them to do it. Add up categories such as eating, sleeping, playing, and homework. Compare amounts.

- Show your child objects such as a bag of carrots, sugar or candy. Have them guess how much they weigh. Write it down and then weigh the objects to see how much they really weigh.

- To understand the value of money, choose a few coins, and put them in your hand and close it. Tell them, that you have three coins in your hand and ask them to guess what they are. Increase the number of coins with grade levels.

- Flip a coin and record the number of times heads or tails comes up. You get a point for every time heads comes up, and your child gets a point every time tails comes up. Discuss the results.

- Use an ordinary deck of playing cards. (remove king, queen jack and joker) Ace=1

  Draw four cards and have them make the largest number they can. Discuss, how many ones, tens, etc. Then you make a number and ask them the value of specific places. Increase the number of places with the grade level.

EARLY ELEMENTARY SCHOOL YEARS: GRADES K-2

Numeracy

Deal each person four cards and have them make a four-digit number using them. Whoever has the largest number gets the point. First to get 20 wins!

- Give your child 5 coupons. Using a calculator, have them total the amount of savings.

- Give them a dollar amount, and have them look through flyers and select items that will add up to that amount (without going over) Have them write the prices down on a piece of paper.

- Write a sequence of numbers and have them tell you what comes next, and what the pattern is. (Use a variety of choices ex. 22, 27, 32, ___, ___, ___. Increase the difficulty according to grade level.

Literacy

- Read to your child daily. After reading, ask questions about the story. Give older children an opportunity to read to you; and, of course, let your child observe you reading for both information and pleasure.

- Visit the library with your child at least once a week, if possible. Help him/her to develop skills in using its resources.

- Talk to your child often. Speak clearly and slowly so that your child can learn correct pronunciation and practice listening skills. Urge your child to express a complete thought when speaking. For example, “See the dog run,” instead of “Dog run.”

- Listen with interest to what your child is saying. Look at your child when he/she is speaking. Ask questions, and encourage your child to express opinions.

- Keep magazines and newspapers in the home so that your child will become familiar with a variety of sources for reading pleasure, as well as for information.

- Provide your child with models to build, e.g., cars, airplanes. In this way, your child can practice moving from abstract ideas to a concrete product.

EARLY ELEMENTARY SCHOOL YEARS: GRADES K-2

Literacy

- Encourage your child's writing projects. List making develops concepts for organizing ideas, letter writing helps build communications skills, and making books of original stories and poems instills a sense of competency in young writers.

- Have your child read and then explain the rules of a game.

- Whenever possible, illustrate concepts, such as big/little, tall/short, narrow/wide, etc.

Besides supporting the schools through home activities that reinforce academic learning, parents also act as partners with educators when they respond promptly and courteously to school communications. Referring to the school in a positive manner also models for your child the importance of the school.

MIDDLE ELEMENTARY SCHOOL YEARS: GRADES 3-4

PARENTS CAN HELP

A parent's most important contribution is to remain involved throughout the child's entire school experience, both by participating in parent organizations and by showing the child interest and support.

- Attend plays and other performances given by the children. This communicates your interest and pride in your child's work.

- Review your child's books and homework daily so that you can be aware of both strengths and weaknesses in his/her work.

- Talk with your child and challenge him/her to think, to evaluate situations, and to make decisions. For example, you might discuss local or national events.

- Encourage your child's special interests and talents. Local organizations, such as the Scouts, the "Y", and Little League, provide supervised experiences.

- Provide opportunities for your child to explore and learn about the community (museums, cultural attractions, libraries).

- Identify a time and a specific area for reading which, like the homework areas, is well-lighted and free of distraction.

- Look for opportunities around the home for your child to practice academic skills:

  Mathematics: Ask your child to divide a cake or pie; to measure soap, a room, or ingredients for a recipe. Have him/her count and add laundry items, such as socks or shirts.

  Reading: Ask your child to read and then explain the directions from a recipe or a game. Let him/her use maps to plan trips. Encourage the use of the telephone book. Use newspapers (Headlines, comic strips, classified ads, grocery ads) to extend vocabulary and to give practice in comprehension.

  Science: Provide children with the opportunity to care for plants or small animals. Let them consult a thermometer and then determine proper clothing for the day. Encourage your child to question and explore how things work.

  Social Studies: Discuss local, national, and international current events with your child. Encourage the reading of newspapers and magazines. Stretch your child's mind by discussing political events and differences among various cultures.

LATER ELEMENTARY SCHOOL YEARS: GRADE 5

PARENTS CAN HELP

- Review your child's work on a daily basis. Discuss assignments, check for understanding and comprehension, and determine if there are additional resources needed in order to complete the work.

- Communicate with the school regularly. Respond to requests from the school and attend meetings. This involvement signals to your child that even though he/she is becoming more mature and working more independently, you are still an important part of the schooling process. By investing in relationships with teachers and other parents, you are able to gain insight into your child's academic progress, as well as to better understand his/her friends and relationships outside the home.

- Give your child responsibilities at home (chores, errands, small jobs). Make sure that the job fits the child's capabilities. Taking these responsibilities helps your child develop independence and self-discipline. Be sure to show appreciation in some special way for a job well done.

- At some quiet, relaxed time, ask your child about school. Choose a time when you have an opportunity to listen and your child is most likely to feel like talking.

- Provide opportunities for your child to participate in activities that extend special interests or talents—sports, music, clubs, etc.

- Set limits that are reasonable, flexible, and fair so that your child is aware of the behavior expected not only at school, but at home.

- Give your child many opportunities to engage in dialogue about abstract ideas, opinions, and values. Express your own opinions, and encourage your child to do the same.

- Take your child to a local political event, such as a hearing or a debate so he/she can see the democratic process at work.

- Should you need help with problems that arise, school guidance counselors, community health agencies, physicians, and your local church or synagogue are sources of assistance.