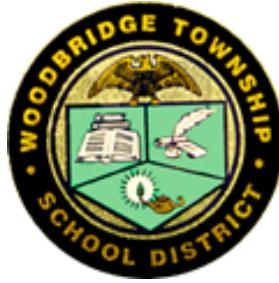


2019-2020
PROGRAM OF STUDIES
ELEMENTARY SCHOOL



MAWBEY STREET #1	LYNN CREST #22
AVENEL STREET #4/5	WOODBINE AVENUE #23
PORT READING #9	KENNEDY PARK #24
ROSS STREET #11	LAFAYETTE ESTATES #25
FORD AVENUE #14	ROBERT MASCENIK #26
INDIANA AVENUE #18	PENNSYLVANIA AVENUE #27
MENLO PARK TERRACE #19	MATTHEW JAGO #28
CLAREMONT AVENUE #20	OAK TREE ROAD #29
OAK RIDGE HEIGHTS #21	

**PROGRAM OF STUDIES – ELEMENTARY SCHOOL
2019-2020**

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WOODBRIDGE TOWNSHIP SCHOOL DISTRICT
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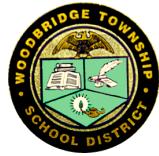
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BRIAN WOLFERMAN

Business Administrator/Board Secretary

WOODBRIDGE TOWNSHIP ELEMENTARY SCHOOLS

<u>SCHOOL</u>	<u>PRINCIPAL</u>	<u>PHONE</u>	<u>NURSE</u>
# 1 Mawbey Street	Barbara Balog	602-8401	602-8404
#4/5 Avenel Street	Dr. Maria Gencarelli	602-8504	602-8506
# 9 Port Reading	Patricia Fitzgerald	602-8409	602-8405
#11 Ross Street	Tammy Giordano	602-8511	602-8513
#14 Ford Avenue	Catherine Wehrle	568-5614	568-5617
#18 Indiana Avenue	Christopher Chiera	602-8518	602-8520
#19 Menlo Park Terrace	Margaret Truppa	596-4147	596-4149
#20 Claremont Avenue	Joanne Shafer	596-4153	596-4155
#21 Oak Ridge Heights	Scott Osborne	499-6553	499-6555
#22 Lynn Crest	Matthew Connelly	499-6558	499-6559
#23 Woodbine Avenue	June Puskuldjian	602-8523	602-8524
#24 Kennedy Park	Pamela Kaminsky	568-5680	568-5675
#25 Lafayette Estates	Edward Braunsdorf	596-4143	596-4144
#26 Robert Mascenik	Judith Martino	602-8526	602-8529
#27 Pennsylvania Avenue	Thomas Leusen	499-6566	499-6567
#28 Matthew Jago	Robert Patten	602-8428	602-8430
#29 Oak Tree Road	Jill Osborne	602-8424	602-8422



VISION STATEMENT

The Woodbridge Township School District seeks to engage the entire community in instructing and inspiring our students to be successful and significant beyond our classrooms.

MISSION STATEMENT

Our mission is to develop, through a technology infused curriculum, life-long learners who are responsible citizens prepared to make positive contributions to the global society. We are committed to engaging all members of the community in the process of providing a learning environment that fosters interdependence, embraces change and values diversity.

A MESSAGE FROM YOUR SUPERINTENDENT

Dear Students and Parents:

The Woodbridge Township School District is dedicated to making your educational experience rewarding and positive. We are here to help you. We have published this manual in an effort to answer any questions you may have about our programs, our curriculum and our philosophy.

Please review this manual and refer to it when selecting courses and/or making educational decisions. Although we have tried to address as many concerns as possible, we would encourage you to maintain open lines of communication with your teachers, counselors and administrators.

On behalf of the Woodbridge Township School District Administration and Board of Education, I wish you the best of luck and great success in our schools.

Sincerely,

Robert Zega, Ed.D.
Superintendent of Woodbridge 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.
- 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.

CODE OF STUDENT CONDUCT

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.

If the Code of Student Conduct is not met...

- within our policy it will be up to the school principal's discretion to assign appropriate consequences for disciplinary infractions.

SCHOOL COUNSELING DEPARTMENT SERVICES

The Elementary Counseling Department provides individual and small group counseling to kindergarten through fifth grade students based on the needs of the students.

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 school 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. Grade One students will receive three report cards during the school year. Parent/teacher conferences are scheduled in October.

MARKING KEY (Elements of Component Marks)

CompoXnent marks shall reflect the following values in Grades 2-5

A = 90-100 = Performance significantly above Curriculum Standards

B = 80-89 = Performance above Curriculum Standards

C = 70-79 = Performance at Curriculum Standards

D = 60-69 = Performance below Curriculum Standards

F = <60 = Performance significantly below Curriculum Standards

I = Incomplete

P = Pass

During the marking periods, when students are in danger of failing, interim reports can be accessed through parent access.

Attitude Marks for Grades 2 through 5

O = Outstanding attitude

S = Satisfactory attitude

G = Growth shown in attitude

N = Attitude needs improvement

U = Unsatisfactory attitude

Kindergarten Progress Reports

Students will be marked either:

- 3 = Consistently meets grade level expectations/standards
 - 2 = Occasionally meets grade level expectations/standards
 - 1 = Not yet meeting grade level expectations/standards
-
- Record books should contain sufficient supportive data to arrive at a mark.
 - Students will be informed of their progress through the entire marking period.

First Grade Progress Reports

Students will be marked either:

- 3 = Consistently meets grade level expectations/standards
- 2 = Occasionally meets grade level expectations/standards
- 1 = Not yet meeting grade level expectations/standards

HONOR ROLLS

To be placed on the academic honor roll for the marking period, a student must achieve a mark of at least a B (includes B-) in each course.

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 conceivable that there may be times when a greater amount of homework 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

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 Student Learning Standards.

KEYBOARDING

Elementary keyboarding is a course designed to help students develop speed and accuracy by learning the touch operation of alphanumeric/keyboard characters. Emphasis is placed on the following: mastery of the keyboard with desirable keyboarding techniques; development of speed and accuracy.

ELEMENTARY TECHNOLOGY

Elementary Technology is a full school year course for Grades 3-5 elementary students who are developing 21st century skills. Students will visit the computer lab for 30-minutes once a week, where they will be provided with hands-on experiences in a digital environment. Students will develop 21st century skills by being given the opportunity to work in a digital environment on various tasks. This course will also reinforce other curricular areas including math, science, social studies, and language arts through the use of technology.

The goal of this course is to transform and personalize technology-based educational experiences by promoting the development of critical thinking and problem-solving skills through the implementation of project-based learning and to enhance 21st century learning and communication through collaboration, creativity, and innovation.

Furthermore, this course will effectively integrate technology as a tool for learning and sharing by providing interactive student-centered learning experiences, choices for students to achieve their learning goals, and differentiated, individualized learning opportunities.

LANGUAGE ARTS

Grade K

Kindergarten has an integrated curriculum which provides students with the skills and strategies necessary to be successful readers, writers, and overall learners. This curriculum supports the New Jersey Student Learning Standards by emphasizing explicit, systematic instruction in the areas of reading, fluency, writing, speaking and listening, and language. The Benchmark Literacy program provides ample practice and application of these skills through a balanced literacy framework. The program supports all the daily components of high-quality reading instruction with emphasis on the development of comprehension. The Benchmark Writer's Workshop writing program utilizes an explicit, gradual-release instruction model that includes grammar and targeted lessons. The grammar lessons extend and enhance the reading comprehension selection and are specific to the writing lesson. This is coupled with Fundations which is a research based program that provides an integrated systematic word study, spelling, and handwriting curriculum. The lessons are taught and practiced in multiple ways that target multiple learning styles thus effectively reaching each student. Fundations provides student with multiple opportunities to practice concepts, skills, and strategies. Teachers provide guidance and immediate feedback during practice so that correct responses are reinforced.

Benchmark Literacy incorporates the content areas of science, social studies, and health in both whole group instruction and small group instruction. Integrated Multicultural Connections and Teaching Points are in each unit of instruction. Academic content vocabulary is also included in each unit and is tied to the content area topics. Content area correlations are provided for teacher use.

The benefits of play are endless. Play helps students gain higher-order thinking skills, learn new concepts, apply various skills, and socialize. It also gives students to use their imaginations as well as practice motor skills. Play should be supportive of student's development. Kindergarten classrooms should be rich in child-initiated play. With time for play based activities, kindergarteners are afforded opportunities to deeply engage at complex levels which support every area of curriculum. Play supports social-emotional, cognitive, and physical development. Students begin to self-regulate as they engaged in purposeful play. The teacher facilitates play and adds materials to extend concepts and generate new ideas

Grades 1-5 Journeys

The Grades 1-5 Language Arts Curricula are designed to meet the diverse needs of all students with the newly adopted HMH Journeys program. With the NJSLS integrated into every lesson, the WTSD Grades 1-5 Language Arts Curricula provides the resources needed to plan and assess effectively, as well as teach and engage our students. The Language Arts Curricula emphasize explicit and systematic instruction in the areas of reading, fluency, comprehension, phonics, phonemic awareness, vocabulary, writing, speaking and listening and language. A variety of meaningful resources and activities suited to different types of learners are provided to reinforce instruction and learning. It also offers a structured whole group and small group instruction that includes materials to meet the needs of every level of learning. Daily classroom conversations help students clearly express their ideas in a variety of settings.

Students receive explicit comprehension skill and strategy instruction to include vocabulary, phonics and fluency, based on gaining meaning from a variety of texts. Texts

provided throughout each level offer rich, high-quality literature and give students the opportunity for close reading and analysis. Students read closely for inferential meaning in text and cite specific text evidence to support conclusions. Students are able to learn how to use independent reading strategies successfully during this time. Since children progress at different rates, have different interests, and have various instructional needs, teachers must convene appropriate and relevant instruction as necessary.

The Grades 1-5 Language Arts Curricula writing program utilize a direct instructional approach to teach writing that includes grammar and targeted lessons. The grammar lessons extend and enhance the reading comprehension selection and are specific to the writing lesson. Writing is a fully integrated part of the curriculum. Each unit targets a particular writing trait. Each unit incorporates the writing process steps; prewrite, draft, revise, edit and publish. The Grades 1-5 Language Curriculum has been transformed into an Integrated Interdisciplinary Curricula that will benefit all WTSD students.

Grades 1-4 – WritingCity Writing

WritingCity is a balanced writing workshop based program that features daily lesson plans with explicit instructions, mini-lessons, direct instruction, and independent practice. The program provides students with the tools and knowledge to become proficient and effective writers in the 21st century.

WritingCity addresses the standards through the writing workshop model approach. It is a balanced writing program which incorporates modeled writing, shared writing, and independent writing. Students are taught during the mini-lesson and then are given time to practice during independent writing time. It is during this time that students build their writing skills, confer with teachers, and work on various writing genres. WritingCity incorporates seven units of writing in grade one: Getting Ready for Core Writing; Narrative Writing: Picture, Plan and Write; Narrative Writing: BME; Informative/Explanatory Writing; Opinion Writing; Narrative Writing: 4Ws; and Research Writing. WritingCity incorporates seven units of writing in grade two: Getting Ready for Core Writing; Narrative Writing: BME; Informative/Explanatory Writing; Opinion Writing; Realistic Fiction with 5 Ws & H; and Research Writing. WritingCity incorporates seven units of writing in grade three: Getting Ready for Core Writing; Real Narrative; 5 Square Paragraphs: Informational Writing; Informative/Explanatory Writing; Opinion Writing; Imagined Narrative; and Research Writing. WritingCity incorporates seven units of writing in grade three: Getting Ready for Core Writing; Real Narrative; Informative/Explanatory Writing 5 Square; Informative/Explanatory Writing; Imagined Narrative; and Research Writing. Each unit incorporates the writing process steps; prewrite, draft, revise, edit and publish.

WritingCity also includes grammar lessons which extend and enhance reading comprehension skills. Students also learn how to refer to and use rubrics to support their writing. They learn how to become effective writers who can support their words and organize their ideas around specific text types and genres and create published piece of writing. The incorporation of technology within the program affords students opportunities to produce and publish writing, collaborate with others, gather information from digital sources, as well as present information in diverse media formats. These many facets of WritingCity will help to create strong, effective writers.

MATHEMATICS

Grades K-5

Everyday Mathematics 4 is a comprehensive mathematics program engineered for the New Jersey Students Learning Standards. Developed by The University of Chicago, School Mathematics Project, the *Everyday Mathematics* spiral curriculum continually reinforces abstract math concepts through concrete real-world applications. The *Everyday Mathematics 4* spiral ensures students master key math concepts by continually revisiting content in a variety of contexts while also connecting abstract concepts to the world outside the classroom. *Everyday Mathematics 4* brings a new level of transparency to the spiral, helping students master the standards for each grade.

Everyday Mathematics 4 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 4* encompasses the following instructional design: aligned with the New Jersey Students Learning 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. *Everyday Mathematics 4* 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, centers, 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. The topics included in the *Everyday Mathematics 4* 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.

Grade K course contains Ongoing Daily Routines-reinforcement of foundational mathematical concepts and Daily Activities (lessons) that emphasize content strands, skills and concepts. *Everyday Math 4* provides more of an emphasis on Counting: fundamental counting principles (1-to-1 correspondence, cardinal principle, successor function), Number Sense: composition and decomposition and flexible representations of numbers through Quick Looks, five and ten frames, manipulatives and games, Place Value: place value for teen numbers (ten ones and some more ones), Geometry: more shapes in different proportions and orientations and shapes in the real-world, and Measurement: descriptions and direct comparisons in different dimensions.

Grade 1 course contains Ongoing Daily Routines-reinforcement of foundational mathematical concepts and Daily Activities (lessons) that emphasize content strands, skills and concepts. *Everyday Math 4* provides more of an emphasis on Counting: relating counting to addition and subtraction, Facts: developing the ability to instantly recognize a quantity without having to count, making ten, decomposing a number leading to a ten, creating equivalent sums, utilizing the relationship between addition and subtraction, self-assessment of addition fact fluency, and games relating to fact fluency, Measurements: seeing length as the distance along a path and understanding length measurement as individual units added together, and an indirect comparison of lengths of objects, Fractions: foundational fractional work without the introduction of standard notation, and Geometry: distinguishing between defining and non-defining attributes of 2- and 3-dimensional shapes, and composing 2- and 3-dimensional shapes to create composite shapes.

Grade 2 course focuses on procedures, concepts, and applications in four critical areas: Understanding of base-10 notation, Building fluency with addition and subtraction, Using standard units of measure, and Describing and analyzing shapes.

Grade 3 course focuses on procedures, concepts, and applications in four critical areas: Understanding of multiplication and division and strategies within 100, Understanding of fractions, especially unit fractions, Understanding of the structure of rectangular arrays and of area, and Describing and analyzing two-dimensional shapes.

Grade 4 course focuses on procedures, concepts, and applications in three critical areas: Understanding and fluency with multi-digit multiplication, and understanding of dividing to find quotients with multi-digit dividends, Understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers, and Understanding that geometric figures can be analyzed and classified based on their properties.

Grade 5 course focuses on procedures, concepts, and applications in three critical areas: Developing addition/subtraction fluency with fractions, and understanding of multiplication/division of fractions in limited cases, Developing fluency with decimal operations, extending division to 2-digit divisors, integrating decimals into the place-value system, and understanding operations with decimals to hundredths, and Developing an understanding of volume.

These topics will strengthen the arithmetic, algebraic and geometric knowledge of our students and will continue to develop their problem-solving skills.

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 guiding students through their first musical experiences with the elements of music including Pitch/Melody, Rhythm, Expressive Qualities, Form, Harmony/Texture, and History/Appreciation to inspire students to become passionate creators and consumers of music. By teaching students to understand the cultural and historical significance of music, and providing them with the skills and resources to perform at a high level, we can light a fire of musical curiosity and infatuation that can last a lifetime. The K-5 General Music curriculum provides a comprehensive program centered around performance and musical literacy. Music can only be produced through performance and in order to get our students performing at the highest level they must learn to read music. In order for students to build a musical worldview, it is crucial that students understand the historical and cultural context of the music they are performing, including the legendary musicians involved in the musical process. By providing students with the skills to produce and the cultural understanding to do so thoughtfully, we can build complete musicians. 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. In addition, year-end assessments along with performance and listening assessments throughout the year for each grade provide standardization. This has resulted in a sequential program for the study of elementary K-5 general/vocal music.

Band Instruments

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.

SCIENCE

The Elementary Science curriculum is designed to tap the natural curiosity of our students in order to promote the development of a lifelong appreciation for science in their daily lives. The curriculum supports the four major disciplines of science – Earth and Space, Life, Physical, and Engineering 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 & Physical Science:	Weather and Seasons All About Water Caring for the Earth Splish Splash

Grades 1, 2, 3 and 4

1st, 2nd, 3rd and 4th grade science consists of units of Life Science, Earth Science, Physical Science, and Space and Technology.

Grade 5

The Fifth Grade Interactive Science Program is based on the “Understanding by Design” instructional model, essential differentiated instructional strategies, and is fully aligned with the 5E learning cycle. Students will investigate aspects of The Properties of Matter, Forces and Motion, Growth and Survival, Ecosystems, The Water Cycle and Weather, and Earth and Space. Students will also address Engineering and Technology through activities related to The Nature of Science and Design and Function. Laboratory investigations require students to collect, organize, and evaluate data so that they can draw conclusions and report their findings.

Coding and technology use components are infused throughout each of the units through the use of STEM activities using Vernier equipment and Ozobots for both grades 4 and 5.

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 Civil War is covered in a cooperative group project-based curriculum.

WORLD LANGUAGES

The State of New Jersey has adopted New Jersey Student Learning 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."

All Woodbridge Township elementary school students receive world language instruction in the board-adopted program, *Muy bien!*, a Spanish program created by Double R Publishing specifically for elementary school students and the regular classroom teacher. Students will learn through the unique experience of Spanish lessons brought to life through video and photography which includes a journey through various Spanish speaking countries. The entire course is taught through the ITunes University App which has all the curriculum materials and activities available for teacher use. The kindergarten program introduces students to simple phrases in French, Italian, German and Japanese; while students in grades 1 through 5 learn Spanish. The program is based on the Total Immersion concept, where all student materials are written solely in Spanish with emphasis on comprehension, conversation, and word recognition. 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 elementary health program has also incorporated the DARE program, which is run by the Middlesex County Sheriff's Department. The topics encompass scenario based lessons involving decision making skills in various social situations, as well as the proper use of prescribed medications, and educating our students on all aspects of cyberbullying.

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

LLI PROGRAM

The Leveled Literacy Intervention (LLI) Program is systematic instruction delivered by the Academic Coaches to support students who have been identified as having difficulty reading at grade level. This locally funded program provides supplementary literacy instruction to students in a small group setting. The lessons support learning in reading, writing, and language. The goal of the program is to bring students to the appropriate grade level in reading.

ASI PROGRAM

The Academic Support Instruction Program is a federally funded program which provides additional instructional support to students who have been identified as having a need for reinforcement in mathematics and/or language arts. This need is determined through multiple measures which may include, but are not limited to, teacher recommendation, classroom performance, and end of year assessments.

ESL PROGRAM offered to ELLs (English Language Learners)

The ESL curriculum is based on WIDA ELD standards, as well as the New Jersey Student Learning Standards. This program focuses on Intervention and language proficiency. There is also significant emphasis on instruction in academic vocabulary encountered by ELLs in content area dialogue and text. The ESL program utilizes pull-out, push-in with co-teaching structures and Sheltered Instruction.

BILINGUAL PROGRAMS offered to ELLs (English Language Learners in Gujarati, Spanish and Urdu)

Students enrolled in the ESL Program who speak specific languages are currently supported by bilingual programs in Woodbridge. ELLs (English Language Learners) receive reading and mathematics instruction from a fully certified bilingual teacher in addition to ESL. Instruction is carried out both in English and in the student's native language. The purpose of the bilingual programs is to support grade level content instruction while supporting students in language acquisition. The Bilingual Program reflects the WIDA ELD standards, as well as the New Jersey Student Learning Standards.

ELLs in elementary schools may receive Pass/Fail in core subjects if they are Tier A Students for year one only. ELLs who are Tier B/C students will receive standard grades based on assignments that are modified as per student's language proficiency levels. ELLs receiving modified assignments and assessments should be noted on their report cards as "Working with ESL test modifications". Besides modifications ELLs may receive extended time and the use of a bilingual dictionary.

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 found eligible for Special Education and related services, by the Child Study Team, the following options may be provided to meet his/her educational needs:

1. Modifications in the General Education 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. General Education classes and Resource Center Replacement Instruction - The student is assigned to the general education 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 Resource- The general education 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 general education 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 collaboration between the general education teacher and special education teacher.
3. Self-contained special education classes - The special education teacher provides the content area academic program for students according to their Individual Educational Plan. Students may be mainstreamed in the general education class for any subject area when appropriate.
4. 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.

5. Preschool Disabilities Program is available for those preschool children that present a delay in physical, including gross motor, fine motor and sensory; cognitive; communication; social and emotional areas and adaptive behaviors.

GIFTED AND TALENTED PROGRAM

Primary Enrichment – STEAM Integration

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 with integration of science, technology, engineering, arts, and mathematics.

Intermediate Enrichment – STEAM Integration

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 with integration of science, technology, engineering, arts, and mathematics.

Gifted and Talented Arts

Talented students spend one half day per week doing advanced work in music, (vocal and/or instrumental), theatre arts/creative writing, or visual arts.

- Music students sharpen musicianship skills in choral/vocal music, and in small ensemble (chamber, symphonic) groups in instrumental music. Solo work is refined on all orchestral instruments.
- Theatre Arts/Creative Writing 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 (PEG) 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 – STEAM Integration Program in addition to their two full days of PEG.

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 competence 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 counselors, community health agencies, physicians, and your local church or synagogue are sources of assistance.