



Hoboken Charter School Scope and Sequence Charts

Where Children Come First and Learning Comes Naturally

Grades K-8

2009-2010

(Revised in 2008)

Curriculum

Scope and Sequence

Hoboken Charter School

Hoboken, New Jersey

Introduction

The purpose of this document is to provide an overview of the curriculum scope and sequence at each grade level in the Hoboken Charter School. Curriculum may be broadly defined as all the planned experiences under the direction of the school to which a child is exposed.

In Hoboken, these experiences are planned to best meet the needs of all children. Curriculum development, as well as scope and sequence development, continues to be an ongoing process with professional involvement, thus, the participation of the Hoboken Charter School Director, Administrators and teaching staff in curriculum development.

This scope and sequence data was developed by all Hoboken Charter School staff members through the Hoboken Charter School Curriculum Advisory Council. The Curriculum Advisory Council is the official organization authorized by the Hoboken Charter School Board of Trustees to exercise leadership in curriculum development in the district.

The purpose of the organization: “To assemble representatives from all areas of expertise from the faculty of the Hoboken Charter School to meet to determine curriculum priorities through staff input, analysis of input, research and evaluation in order to make appropriate recommendations through the Director of Education for the Board of Trustees’ consideration and action.”

This scope and sequence material will be revised and updated on a regular basis. In Hoboken curriculum review takes place as per recommendation of the Hoboken Charter School Curriculum Advisory Council.

In addition to the Scope and Sequence Charts for every subject, this booklet contains a listing of all major textbooks.

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HOBOKEN CHARTER SCHOOL MISSION STATEMENT

Dedicated to charting a course of success for today and tomorrow’s children, the Hoboken Charter School’s mission is to empower all students with an exceptional foundation that actualizes their unique potential.

To provide an exceptional educational foundation, the Board, in active collaboration with the staff, the family and the community and using a clear system of accountability, will provide the tools to ensure that our students and staff shall:

1. Work cooperatively in a safe, supportive and challenging learning environment that addresses individual learning needs;
2. Apply problem-solving strategies and critical thinking skills learned through written, oral, technological and experiential application in and out of the classroom;
3. Practice good citizenship by fostering respect for one’s self and others through a better understanding of the needs of a diverse society;
4. Fully integrate technology into the learning experience using creative and effective teaching techniques;
5. Appreciate, preserve and promote the quality and professionalism of the staff, administration and Board of Trustees.

System Goals

In order to achieve educational goals for children, the Board of Trustees of Hoboken Charter School will strive to implement the following educational methods:

- A. Insure that all instruction bears relevancy to the present of future needs and interest of students.
- B. Insure that students have opportunities consistent with their ages to determine the nature of their educational experiences.
- C. Insure that specialized and individual kinds of educational experiences are available for meeting the particular needs of students.
- D. Insure that teachers are provided the opportunities to participate in planning curricula, procedures and regulations of the school district.
- E. Insure that the resources available for education are used with maximum efficiency.
- F. Insure that instructional, administrative, and support staffs are of high quality in every respect.
- G. Insure constructive cooperation among parents, teachers, and community groups.

Education Outcome Goals

As a base for its educational program and in accordance with the requirements of the State, the Board of Trustees of the Hoboken Charter School, following consultation with teaching staff members, parents and other residents of this district, adopts the following educational outcome goals for every pupil in this district.

- A. Develop a desire for learning now and in the future.
- B. Develop skills in mathematics, reading, writing, speaking and listening.
- C. Gain a fundamental education in physical and biological sciences, social sciences and history.
- D. Learn how to obtain, examine and use information to think critically and solve problems.
- E. Develop good character and self-esteem.
- F. Develop pride in work and feeling of self worth.
- G. Learn to respect and get along with people with whom we work and live.
- H. Learn how to be a good citizen by understanding and practicing democratic ideas and ideals.
- I. Understand and practice the concepts of health and safety.
- J. Appreciate culture and beauty in the world.
- K. Understand and practice the skills of family living.
- L. Learn how to respect diverse cultures and beliefs and to get along with people who think, dress, and act differently.
- M. Learn about and try to understand the changes that take place in the world.
- N. Learn how to be a good manager of time, money, property, and resources.
- O. Understand how to use leisure time for personal enhancement.

- P. Develop and understanding of various careers and the world of work.

Synopsis of the Core Themes (K-4):

Kindergarten: FOUNDATIONS

The Individual and Group Relationships

People and Places: Observing Neighborhood Establishments

The Social Studies and Service Learning curriculum focuses on the students and their understanding of themselves as an individual and as part of a family, classroom and school. The theme will concentrate on developmentally relevant explorations such as: the characteristics that make people unique; the make-up of families; conflict resolution, and creating a democratic classroom. As part of their exploration, the students will tour Hoboken Charter School and talk to different people who work in the school to find out about their roles and contributions to the school. The students participate in creating a Penny Harvest as their main Service Learning project.

1st Grade: SURROUNDINGS

The Neighborhood

People and Places: Observing Neighborhood Establishments

The Social Studies and Service Learning curriculum starts with the study of the community through observations and experiences beyond the immediate environment and into the neighborhood. The students visit a minimum of six neighborhood places to study in depth such as the post office, a train station, City Hall, a veterinarian, the homeless shelter, the recycling center, a supermarket, the movie theatre or a restaurant. Through dramatic play, block building, reading, painting, drawing and writing, the students recreate their neighborhood experiences. As a concluding Service Learning project, the students identify and address a neighborhood need discovered through their yearlong exploration.

2nd Grade: TRANSFORMATIONS

The Local Community

Hoboken: Discovering Change Within Hoboken

The Social Studies and Service Learning curriculum focuses on the local community of Hoboken. Through direct experiences, personal interviews and research, students explore the architectural, geographical, social and economic elements of the city and reflect on the similarities and differences within Hoboken. As children discover the kinds of buildings and services that are present and necessary to a community, they also look at how buildings are designed and made. With a capacity to understand the historical concept of “long ago,” the students look at the evolution of Hoboken. The culminating study is a working community conceptualized, planned and built by the students. The Service Learning focal point of the year will be “Reduce, Reuse, Recycle” and the use of Earth-friendly renewable products.

3rd Grade: JOURNEYS

Outside Communities

The Hudson River: Exploring Communities Up and Down the Hudson River

The Social Studies and Service Learning curriculum concentrates on exploring communities up and down the Hudson River. The students learn about five different communities along the Hudson River: Lake Tear of the Clouds, Glen Falls, Troy and Albany, The Highlands, and Hoboken and New York City. Since Hoboken is situated on the Hudson River, the students have the opportunity to develop an understanding of the Hudson based on their personal observations and experiences. The students represent these experiences through art, writing, map making and block building. As a culminating Service Learning project, the students make a five-part model of the different communities along the Hudson River to be shared with the larger Hoboken community.

4th Grade: ORIGINS

The State

New Jersey Today and Yesterday

The Social Studies and Service Learning curriculum concentrates on the State of New Jersey, the land and its people in the past and the present. In this study of New Jersey as a region, students are engaged in a research-based and experienced-based investigation of the people and their values and beliefs; the environment; how society is organized; economics and how New Jersey has changed over time. The fourth grade students focus on hunger and homelessness as their main Service Learning project, and organize the annual New Jersey Empty Bowls supper at the Hoboken Shelter.

KINDERGARTEN

LANGUAGE ARTS			
<p>READING</p> <ul style="list-style-type: none"> • Develop phonemic awareness • Develop phonics skills • Develop invented spelling as a step towards conventional spelling. • Scan print and recognize letters • Develop sound-symbol correspondence. • Advance through a series of leveled reading books • Develop early reading strategies (predictable patterns, picture clue, memory, retelling) 	<p>READING</p> <ul style="list-style-type: none"> • Use of authentic reading strategies such as environmental text (words and names around the classroom, schedules, rules, signs and logos.) • Reflect on read alouds and stories (respond in pictures, letters and words). • Reading buddy program with fifth and sixth graders. • Series of leveled workbooks to develop phonics skills. • Partner reading, independent reading and small group reading. 	<p>WRITING</p> <ul style="list-style-type: none"> • Write independently in their writing journals. • Organize thoughts and verbal language to share personal stories and opinions through the writing • Write for a variety of purposes and audiences. • Create class and individual books around given themes, concepts or reflections. • Develop their understanding of spelling conventions and writing mechanics through teacher-directed mini lessons and in context shared reading and writing. 	<p>WRITING</p> <ul style="list-style-type: none"> • Distinguish between upper and lower case letters • Letter formation • Write simple words • Cards and letters • Reflections of Service Learning Projects <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Author’s Chair • Shared Readings • Class Meeting • Calendar and Class News • Share Results and Findings • Role Playing • Participate in daily read-aloud (morning message, poems, songs and chants.) • Express opinions and develop critical thinking skills in class discussions about literature.

MATHEMATICS

NUMERATION/ COUNTING	EXPLORING DATA AND CHANCE	GEOMETRY AND SPACIAL SENSE	DAILY ROUTINES
<ul style="list-style-type: none"> • Counting • Numbers • Countdowns • Sequencing number • Rocker Balance • Telephone Book • Spin a Number (1-10 and 11-20) • Monster Squeeze Game • Number Books, • Using cent sign, • Slate writing, • Number stories • Interrupted counts <p style="text-align: center;">PATTERNS/ FUNCTIONS AND SEQUENCES</p> <ul style="list-style-type: none"> • Attribute Blocks • Counting patterns • Patterns all around • Patterns with color • “What’s My Rule?” • Class Patterning • Follow my pattern. 	<ul style="list-style-type: none"> • Birthday graph • Graphs throughout the year <p style="text-align: center;">MEASUREMENT AND MONEY</p> <ul style="list-style-type: none"> • Class heights • Hand spans, • Coins in the classroom • Exploring the penny • Penny Power • estimating weight with rocker balance • Balance using a malleable object • Body Measures • Using the cent sign • Comparing body heights with objects • Measuring with children’s feet • How Big is a Foot? • Need for standard measure 	<ul style="list-style-type: none"> • Symmetry in simple decorations (stained glass windows and butterflies, Valentine hearts) • Geoboards • Common objects with three d shapes, • comparing shapes • shape collages • pattern blocks, • Polydrons <p style="text-align: center;">OPERATIONS</p> <ul style="list-style-type: none"> • Number line mathematics • Number stories • 1 more or 1 less • Math games • 100 chart • hundredth day • Dice games 	<ul style="list-style-type: none"> • Job Chart • Attendance • Number of the day- The growing number line • Calendar activities • Weather • Daily Schedule • Snack time • Minute Math • Voting • Quantifying • Lining Up • Use of math manipulative to solve problems • Playing of math games

SOCIAL STUDIES / SERVICE LEARNING

<ul style="list-style-type: none"> • Each student is a unique and valued person • Individuals and groups have similarities and differences • Cooperation is an important part of group behavior • Objects and people exist in relationship to one another • Families come in many different configurations • consequences • Decisions are made in various ways and serve various purposes 	<ul style="list-style-type: none"> • All children have basic needs and wants • Many of the basic needs and wants are met within the home or school • Family members meet their needs and wants through interdependent relationships • Human beings can conserve resources while meeting their needs and wants 	<ul style="list-style-type: none"> • Each student has a story to tell about their background (family history) • Families look different • People change over time • Families express their cultures through traditions, rituals and celebrations • Traditions and celebrations have similarities and differences across cultures and holidays 	<ul style="list-style-type: none"> • Lifestyles of the past were different from what they are today and are related to changes in resources and technology • Change is an important part of life • Rules exist to keep us safe • Rules are established for a purpose and may be changed • Breaking rules may have
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SCIENCE

<p>PLANTS AND ANIMALS IN THE CLASSROOM/HOME</p> <ul style="list-style-type: none"> • What types of plants/trees are in the classroom or at home? • What are the similarities and differences in the plants' and trees' –appearance, growth, change and uses? • Why do plants/trees need to be in soil? • Why do leaves change color? • What is a habitat? <p>LIVING AND NONLIVING</p> <ul style="list-style-type: none"> • What is a living thing? • What are some of the needs of living things? • What is a nonliving thing? • What are some of the needs of nonliving things? • What are the similarities and differences between living and nonliving things? 	<p>MATTER</p> <ul style="list-style-type: none"> • How can you group objects in terms of observable physical properties? • Which is lighter or heavier? (Compare weights of objects) • What are the parts of an object? • What would happen if one of the parts fell off or broke? <p>SOUND, HEAT AND LIGHT</p> <ul style="list-style-type: none"> • What types of sounds can you make? • What makes sounds louder or softer or different? • What things are hot/cold? • How do we make things hot or cold? • Which lights are found in nature or made by people? • How does light help us? 	<p>MOVEMENT</p> <ul style="list-style-type: none"> • What movements can living things make? • What movements can nonliving things make? • Which objects are floating in the tank? • Which objects sank in this tank? • Will a rock float or sink? • What do magnets stick to? <p>WEATHER</p> <ul style="list-style-type: none"> • What are the different types of weather? • How does weather affect people? • What do you wear in certain types of weather? • What is the weather like today and the rest of the week? • What weather changes did you observe this week? 	<p>NATURAL RESOURCES AND ENERGY ON EARTH</p> <ul style="list-style-type: none"> • What are some things that we use from nature (natural resources)? • How do we use them? • How can we save our natural resources? • What nonliving and living things need energy? • What are some kinds of energy that these things need? <p>EARTH AND SKY</p> <ul style="list-style-type: none"> • What are some things found in nature? • What are some things made by people? • What do you see in the daytime sky and nighttime sky? • What do you think happens to all of the other stars during the day when the sun is out? • What makes the sky change?
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TECHNOLOGY

<ul style="list-style-type: none">• Understand vocabulary• Demonstrate proper use and care of equipment	<ul style="list-style-type: none">• Know and use return, space bar, shift, caps lock and arrow keys	<ul style="list-style-type: none">• Enter own name on screen	<ul style="list-style-type: none">• Use of grade appropriate programs
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GRADE 1

LANGUAGE ARTS			
<p style="text-align: center;">READING</p> <ul style="list-style-type: none"> • Scan print and recognize letters • Develop early reading strategies to gain comprehension • Use and recognize predictable patterns of language to tell a story • Memorize and retell familiar books • Look at pictures to glean comprehension • Authentic reading strategies (environmental text, repeated readings, familiar signs and logos) • Advance through a series of leveled reading books to develop fluency • Express opinions and develop critical thinking skills in class discussions 	<p style="text-align: center;">READING</p> <ul style="list-style-type: none"> • Phonics activities to improve word-attack and decoding skills (initial, final and median consonants, long and short vowels, word families) • Comprehension and retelling of stories • Reflect on read alouds and stories (respond in pictures, letters and words). • Reading buddy program with fifth and sixth graders. • Series of leveled workbooks to develop phonics skills. • Partner reading, small group and independent reading 	<p style="text-align: center;">WRITING</p> <ul style="list-style-type: none"> • Responding to read alouds and stories in pictures, letters, and words • Write about daily lives, in writing journals • Capitalization • Spelling patterns • Writing for different purposes: personal reflection, exposition, directions, thank you letters • Journal writing • Responding to literature • Poetry writing • Different types of sentences: asking, telling, exclaiming • Invented spelling • Beginning, middle and end in a story • Develop understanding of spelling conventions and writing mechanics through teacher-directed mini lessons • Correct letter formation 	<p style="text-align: center;">SPELLING AND MECHANICS</p> <ul style="list-style-type: none"> • Basic parts of speech (noun, verb, adjective) • Form sentences using basic punctuation and capitalization (period, exclamation point, question mark, capitals at beginning of sentences) <p style="text-align: center; margin-top: 20px;">LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Author’s Chair • Shared Readings • Class Meeting • Calendar and Class News • Share Results and Findings • Role Playing • Participate in daily read alouds (morning message, poems, songs and chants.) • Express opinions and develop critical thinking skills in class discussions about literature

MATHEMATICS

DAILY ROUTINES	EVERYDAY USES OF NUMBERS	MEASUREMENT	GEOMETRY
<ul style="list-style-type: none"> • Job Chart • Attendance • Number of the day- The growing number line • Calendar activities • Weather • Daily Schedule • Snack time • Minute Math • Voting • Quantifying • Lining Up • Use of math manipulatives to solve problems • Playing of math games 	<ul style="list-style-type: none"> • Telephone • Counting on • Time • Counting by 2s, 5s and 10s • Money <p style="text-align: center;">PATTERNS</p> <ul style="list-style-type: none"> • Odd and Even • Number Lines • Frames and Arrows Diagrams • Find the Rule <p style="text-align: center;">FACT POWER</p> <ul style="list-style-type: none"> • Addition • Fact Families • Fact Routine Practice • Counting Coins • Analyzing Data 	<ul style="list-style-type: none"> • Thermometers • Measuring with body parts • Inches • Ruler • Dominoes • Timeline <p style="text-align: center;">NUMBER FACTS</p> <ul style="list-style-type: none"> • Place Value • Relation Symbols • Comparisons • Number Stories • Adding 0 and 1 • “What’s My Rule?” 	<ul style="list-style-type: none"> • Shapes • Polygons • Symmetry <p style="text-align: center;">FRACTIONS</p> <ul style="list-style-type: none"> • Halves • Fourths • Equal Parts • Sharing Sets of Objects • Fractional Parts • Solving Fraction Problems • Comparing Fractions

SOCIAL STUDIES / SERVICE LEARNING

<ul style="list-style-type: none"> • The student belongs to many groups such as school and a neighborhood in Hoboken • Groups have similarities and differences • Neighborhoods have natural and constructed features • There are different neighborhoods that make up Hoboken • All people have basic needs, rights and responsibilities 	<ul style="list-style-type: none"> • Neighborhood establishments provide services and the work of various people to meet the basic human needs and wants • Even young children can make a difference • Different people have different strengths and challenges 	<ul style="list-style-type: none"> • Neighborhood places change over time • There are people and places in the neighborhood with interesting stories to tell about the past • Some changes are positive while others can have a negative impact on people, places or things • Decision making is an integral part of life 	<ul style="list-style-type: none"> • Groups make decisions to establish rules • Rules exist to keep us safe • Decisions are made in various ways and serve various purposes • Making decisions often result in change
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SCIENCE

PLANTS IN THE NEIGHBORHOOD

- What types of plants/trees are in the neighborhood?
- What are the parts and needs of a plant/tree?
- What do roots and stems do?
- What parts of plants do you eat?
- How do people use plants?

ANIMALS IN THE NEIGHBORHOOD

- What kinds of animals are in the neighborhood?
- How do animals move?
- What do animals need?
- What coverings do animals have?
- What are baby animals like?

HABITAT AND LIFE CYCLE STUDY

- What are living things?
- What is a habitat?
- How can you make a habitat for a caterpillar?
- What is a life cycle?
- How does a caterpillar grow and change into a butterfly?

GROUPING OBJECTS

- How can you group objects?
- How are solids and liquids different?
- How can water change?
- What happens to water when left out in an open container?
- What happens when you blow bubbles?

SOUND, LIGHT AND HEAT

- What kinds of sounds are there?
- How are sounds made?
- Does sound travel through things?
- How is a shadow made?
- How does a shadow change?
- What gives off heat?

MOVING AND WORKING

- How can you move things?
- What ways do things move?
- What does a magnet attract?
- Can magnets push or pull?
- How do people use machines?
- How does a lever work?

THE EARTH

- What are rocks like?
- What is soil?
- What kinds of soil are there?
- What is the earth like?
- How do people use land, air and water?
- What can you reuse and recycle?

THE SKY

- How are day and night different?
- Why do we need the sun?
- What is the moon like?
- What pictures do you see in the sky?
- What are the stars like?

WEATHER

- What can you tell about the weather?
- How can you observe wind?
- How can you measure temperature?
- What are the four seasons?
- How can you stay safe in bad weather?

TECHNOLOGY

<ul style="list-style-type: none">• Understand grade appropriate vocabulary terms• Demonstrate proper use and care of equipment	<ul style="list-style-type: none">• Know and use return, space bar, shift, caps lock and arrow keys	<ul style="list-style-type: none">• Enter own name on screen• Place capitals and lower case letters on screen	<ul style="list-style-type: none">• Use of grade appropriate programs
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GRADE 2

LANGUAGE ARTS			
<p style="text-align: center; margin: 0;">READING</p> <ul style="list-style-type: none"> • Consonant clusters • Base words, compound words • Vowels and vowel sounds • Final “e” and endings • Alphabetical order, first and second letter • Contractions • Context • Multiple meaning words • Understanding punctuation • Words with similar meanings • Compare and contrast • Making judgments, references • Problem solving • Descriptive language • Summarizing story structure 	<p style="text-align: center; margin: 0;">READING</p> <ul style="list-style-type: none"> • Visualizing • Noting details • Predicting outcomes • Sequence • Cause and effect • Main idea • Drawing conclusions • Making generalizations • Following directions • Supporting details • Fact and opinion • Table of contents • Using non-fiction text for research • Distinguish between fiction and nonfiction • Recognizing different types of fiction • Recognizing different patterns and styles of poetry • Author’s viewpoint • Classify and categorize 	<p style="text-align: center; margin: 0;">WRITING</p> <ul style="list-style-type: none"> • Capitalization: proper nouns, titles, abbreviations, letter writing • Punctuation: period, comma, question mark, exclamation point • Composition: developing paragraphs, fictional stories, narratives, non-fiction research, poems, book reports, letters and invitations • Parts of speech: nouns, verbs, adjectives and pronouns • Sentence building: statements, questions, commands and exclamations • Reference skills: parts of a book, table of contents, glossary, reference sources, dictionary, alphabetical order • Vocabulary building: homonyms, synonyms, antonyms, contractions, prefixes, suffixes, homophones 	<p style="text-align: center; margin: 0;">SPELLING</p> <ul style="list-style-type: none"> • Study of words derived from: weekly spelling list, student writing, content areas, using print from the environment and word wall <p style="text-align: center; margin: 10px 0;">PENMANSHIP</p> <ul style="list-style-type: none"> • Self-evaluate handwriting • Know five keys to legibility: size, shape, slant, spacing, smoothness • Write all letters of manuscript alphabet • Read simple sentences in cursive • Write mathematical symbols <p style="text-align: center; margin: 10px 0;">LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Develop group discussions, reports, presentations, class participation • Comprehend daily read aloud • Follow oral directions

MATHEMATICS

NUMERATION AND ORDER: COUNTING	MEASURES AND MEASUREMENT AND REFERENCE FRAMES	OPERATIONS	EXPLORING DATA AND CHANCE
<ul style="list-style-type: none"> • Skip counting by 2s, 5s, 10s • Count to 10,000 • Count on a number grid • Count on a number line • Count forward and backward by 2, 5, 10 from 1000 • Count with a calculator • Numeration and Order: Numeration Use the number line • Explore numbers with calendar activities • Place value to 10,000 (base-10 system) • Equivalent names for numbers (rename numbers) • Read and write numbers to 10,000 • Understand the use of numbers • Compare numbers: use Base-10 blocks • Context of numbers (label or unit) • Estimation (about, approximately) • Fractions as regions • Equal parts of ONE 	<ul style="list-style-type: none"> • Measure with ruler, yard/meter stick • Measure height • Measure weight/units of weight • Measure in inches, feet, yards, miles, millimeters, centimeters, meters • Estimate distances • Fractional units of length: one-half inch, one-half centimeter • Units of capacity • Money exchanges: coins and bills • Value of coins and bills to \$100 • Make change • Make up and solve money stories • Buy and sell • Money amounts in decimal notation • Estimate money sums • Money equivalents • Decimal and fraction names for money amounts • Solve money problems using a calculator • Time to the hour, half hour, quarter 	<ul style="list-style-type: none"> • Master basic addition and subtraction facts • Inverse relationship between addition and subtraction • Introduction to multiplication • Fact families • "Parts-and-total" addition problems • Compare quantities using subtraction • Compare quantities using greater than, less than, or equal to • Add 1-, 2-, and 3-digit numbers • Subtract 1-, 2-, and 3-digit numbers • Find missing addends • Addition with 3 addends • Multiples of equal groups • Multiplication using arrays • Diagrams to solve division problems • Write number models • Complements of 10 • Parentheses to specify order of operations • Relationship between multiplication and division 	<ul style="list-style-type: none"> • Collect real-life data • Organize sets of real-life data • Interpret a bar graph • Estimation in working with data • Construct data tables • Construct a bar graph • Use tally marks • Interpret data • Compare pairs of data <p style="text-align: center;">PATTERNS, FUNCTIONS, AND SEQUENCES</p> <ul style="list-style-type: none"> • Place value patterns on number grids • Patterns in doubles and halves • Patterns in multiples • Odd and even numbers • Number pairs related by a single rule • Addition and subtraction fact table patterns • Frames and arrows number sequences

SOCIAL STUDIES / SERVICE LEARNING			
<p style="text-align: center;">INTRO</p> <ul style="list-style-type: none"> • What is Social Studies? • What is Service Learning? • What is a city? • Who and what make up a city? • Where are we located in Hoboken? <p style="text-align: center;">HOBOKEN AS CORE STUDY OF THE YEAR</p> <ul style="list-style-type: none"> • What do we know and want to know about Hoboken? • What will we discover when we walk around the block? • What are some of Hoboken’s Landmarks? • <i>Make a Difference Day</i> 	<p style="text-align: center;">WANTS VS. NEEDS/ SERVICES IN A CITY</p> <ul style="list-style-type: none"> • What types of buildings do we have in our city? • Determine if these buildings are wants or needs and categorize the types of buildings. • How does Hoboken meet the wants and needs? • What services does Hoboken provide? <p style="text-align: center;">DECISION MAKING IN HOBOKEN</p> <ul style="list-style-type: none"> • Who makes the decisions in Hoboken, other cities and in other levels of government? • What happens at City Hall? <p style="text-align: center;">RESPONSIBILITIES AND CIVIL RIGHTS</p> <ul style="list-style-type: none"> • Identify rights and responsibilities of people in Hoboken. • <i>MLK and Civil Rights</i> 	<p style="text-align: center;">HOBOKEN LONG AGO</p> <ul style="list-style-type: none"> • How has Hoboken changed over time? • What is heritage? • How did the people of Hoboken come to live in this city and why? <p style="text-align: center;">STRUCTURES IN HOBOKEN</p> <ul style="list-style-type: none"> • What types of structures do we have in our city? • What are some of the architectural designs and details of the structures in Hoboken? • What types of Natural vs. Manmade structures do we have in Hoboken? • <i>Empty Bowls</i> <p style="text-align: center;">PLANNING A CITY</p> <ul style="list-style-type: none"> • Planning a model city. • Hold neighborhood meetings. • What will be the main components of the city? • What do we want our city to look like? • Approval of plans. 	<p style="text-align: center;">MODEL CITY</p> <ul style="list-style-type: none"> • Create a replica of a balanced city with different design elements that address the wants, needs, services, industries and sustainable development of a diverse population. • Designate decision-making roles. <p style="text-align: center;">CULMINATION OF THE URBAN PLANNING STUDY</p> <ul style="list-style-type: none"> • Celebration-presentation of the model city to the public. • Reflection on culminating project.

SCIENCE

INTRODUCTION	LIFE CYCLES	MATERIALS OF THE EARTH	COMPONENTS OF A BUILDING
<ul style="list-style-type: none"> • What is science? • Who is a scientist? • What is observing? <p>PLANTS AND TREES IN HOBOKEN</p> <ul style="list-style-type: none"> • What are some kinds of plants and trees? • What does a plant/tree need to grow? • What are the parts of a plant? • How does a plant/tree grow and change? • How do we use plants/trees? <p>ANIMALS IN HOBOKEN</p> <ul style="list-style-type: none"> • What are some types of animals in our world? • What are some types of animals found in Hoboken? • Where do animals live? • What do animals eat? • How do animals protect themselves? 	<ul style="list-style-type: none"> • How does a human grow and change? • What is a life cycle? • How does a mealworm grow and change? <p>MATTER</p> <ul style="list-style-type: none"> • What are the properties of objects? • What is matter? • What are the states of matter? • How can matter be mixed? • How can matter be changed? • What type of matter do we need to build structures? <p>FORCE, MAGNETS & ELECTRICITY</p> <ul style="list-style-type: none"> • What makes an object move? • What is gravity? • How does a building stay up? • What is a magnet? • How does electricity move? • How do we get our electricity in Hoboken? 	<ul style="list-style-type: none"> • What materials come from Earth? • What is soil? • How does nature filter the Earth's ground water? • How can we protect our natural resources? <p>THE MAKE-UP OF HOBOKEN</p> <ul style="list-style-type: none"> • What are some of the natural features of Hoboken? • What resources do we get from the Earth? • How can we protect Hoboken? --What is reduce, reuse and recycle? • What can be recycled? • Where does garbage go? 	<ul style="list-style-type: none"> • What types of things do we need to make buildings? • How do builders make a straight foundation and levels? • Where does the water and electricity come from? • What happens when we flush the toilet? <p>UNDERGROUND SYSTEMS</p> <ul style="list-style-type: none"> • How were the underground tunnels made? • What else is underground in Hoboken? • How do we know the location of the pipes in Hoboken?

TECHNOLOGY

<ul style="list-style-type: none">• Understand grade appropriate vocabulary terms• Demonstrate proper use and care of equipment• Be able to use word processing software	<ul style="list-style-type: none">• Know and use return, space bar, shift, caps lock and arrow keys	<ul style="list-style-type: none">• Enter own name on screen• Place capitals and lower case letters on screen• Be able to enter, print, and save text	<ul style="list-style-type: none">• Be able to strike keys from the fingers “home row” position• Use of grade appropriate programs
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GRADE 3

LANGUAGE ARTS

READING	READING	WRITING	SPELLING
<ul style="list-style-type: none"> • Base words, compound words • Vowels and vowel sounds • Syllable generalization • Alphabetical order • Using dictionary for pronunciation • Context • Multiple meaning words • Prefixes and suffixes • Understanding punctuation • Compare and contrast • Making judgments, references • Problem solving • Descriptive language • Summarizing story structure 	<ul style="list-style-type: none"> • Visualizing • Noting details • Predicting outcomes • Sequence • Cause and effect • Main idea • Drawing conclusions • Making generalizations • Following directions • Supporting details • Fact and opinion • Table of contents • Using non-fiction text for research • Distinguish between fiction and nonfiction • Recognizing different types of fiction • Recognizing different patterns and styles of poetry • Author’s viewpoint • Classify and categorize 	<ul style="list-style-type: none"> • Capitalization: proper nouns, titles, abbreviations, letter writing • Punctuation: period, comma, question mark, exclamation point, apostrophe • Composition: developing paragraphs, fictional stories, narratives, non-fiction research, poems, book reports, letters and invitations • Parts of speech: nouns-singular and plural, possessives, verbs, adverbs, adjectives, pronouns • Sentence building: statements, questions, commands, exclamations, run-ons, incomplete sentences, combination sentences • Reference skills: parts of a book, table of contents, glossary, reference sources, dictionary, alphabetical order • Vocabulary building: homonyms, synonyms, antonyms, contractions, prefixes, suffixes, homophones 	<ul style="list-style-type: none"> • Study of words derived from: weekly spelling list, student writing, content areas, using print from the environment and word wall <p style="text-align: center;">PENMANSHIP</p> <ul style="list-style-type: none"> • Self-evaluate handwriting • Know five keys to legibility: size, shape, slant, spacing, smoothness • Write mathematical symbols • Write cursive alphabet <p style="text-align: center;">LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Develop: group discussions, reports, presentations, class participation • Comprehend daily read aloud • Follow oral directions

MATHEMATICS

NUMERATION AND ORDER: COUNTING	MEASURES AND MEASUREMENT AND REFERENCE	MEASURES AND MEASUREMENT AND REFERENCE	GEOMETRY AND SPATIAL SENSE
<ul style="list-style-type: none"> • Numbers and their uses • Counting on and back to 1,000,000 • Use of calculators • Equivalent names for numbers • Skip counting on the calculator • Calendar facts • Equal parts • Write fractions • Find a fraction of a number • Money notation • Read, write and order numbers to 1,000,000 • Decimals with Base-10 blocks (1 and 2 places) • Decimals to thousandths • Place value in decimals • Fraction notation; parts of objects and collections • Fractions in number stories • Equivalent units of measure and fractions • Equivalent fractions • Fraction names for quantities greater than one 	<ul style="list-style-type: none"> • Use a variety of measuring tools • Estimation in measurement • Nonstandard linear units of measure • Standard units of length (customary and metric) • Perimeter of polygons • Measure of 3-dimensional shapes • Areas of rectangles • Diameter and circumference • Compare measures • Fractions and decimals with US customary and metric units of length • Equivalent use of measure with fractions • Units of length and their equivalents, customary and metric • Volume of rectangular prisms • Units of weight and their equivalents, customary and metric 	<ul style="list-style-type: none"> • Compare temperatures - Celsius or Fahrenheit • Coordinate grids; ordered pairs • Refine money skills • Dollar-and-cents notation • Solve problems with dollars-and-cents • Estimate costs • Determine exact costs • Enter dollar-and-cents amounts into a calculator • Share whole-dollar amounts • Making change • Units of capacity, customary and metric • Relationship between weight and volume • Equivalent measures and measure conversions • Tell time to the minute • Elapsed time • Estimate distances with a map scale • Read and write temperatures, above 	<ul style="list-style-type: none"> • Identify and name polygons • Perimeter of polygons • Construct 3-dimensional shapes • Area of a rectangle • Identify 3-dimensional shapes and 2-dimensional shapes embedded within them • Identify points, segments, rays, or lines • Relation of two or more line segments, rays, or lines intersecting, parallel, forming angles, and segments as sides of polygons • Angles as a way to record rotations or turns • Construct a variety of triangles and quadrilaterals • Construct a variety of polygons of five or more sides

EXPLORING DATA AND CHANCE	OPERATIONS	PATTERNS, FUNCTIONS, AND SEQUENCES	
<ul style="list-style-type: none"> • Collect and record data • Display data • Analyze data • Construct tally charts • Construct bar graphs • Compare two sets of data • Frequency distributions • Median, mode • Mean data sets • Construct line graphs • Construct frequency tables of data sets • Plot average rainfall on a centimeter/millimeter scale • Use data to predict outcomes • Language of chance events • Make predictions • Probability 	<ul style="list-style-type: none"> • Addition and subtraction facts • Addition of three 1-digit numbers • Number families • Inverse relationship between addition and subtraction • Addition and multiplication and division • Addition with three or more addends • Variety of procedures for computation • Multiples of equal groups (rate multiplication) • Multiplication arrays • Equal shares and equal groups • Multiplication and division facts 	<ul style="list-style-type: none"> • Patterns in four-digit numbers • Number patterns (Frames and Arrows) • Number sequences • Common attributes among figures in a set • Solve attribute game puzzles 	

SOCIAL STUDIES / SERVICE LEARNING

<p>INTRO</p> <ul style="list-style-type: none"> • What is Social Studies? • What is Service Learning? • What is a community? • Who and what make up a community? <p>CORE STUDY OF THE YEAR</p> <ul style="list-style-type: none"> • KWL HR • Map out where students live • Intro to HR map in relationship to Hoboken and other surrounding cities • <i>Make a Difference Day</i> <p>SIMILARITIES AND DIFFERENCES ALONG THE HR</p> <ul style="list-style-type: none"> • Components of communities along the HR including basic needs, wants, industries services and agriculture • Role of the people within communities 	<p>SIMILARITIES AND DIFFERENCES ALONG THE HR</p> <ul style="list-style-type: none"> • Components of communities along the HR including basic needs, wants, industries services and agriculture • Role of the people within communities • Continue with components of the different communities • Different types of architecture and buildings in these communities and their purposes <p>RESPONSIBILITIES, DECISION MAKING AND CIVIL RIGHTS</p> <ul style="list-style-type: none"> • Identify rights and responsibilities • Conflicts may be resolved by using peaceful means • Rules, laws and their purposes related to decision making • <i>MLK and Civil Rights</i> 	<p>THE HR LONG AGO</p> <ul style="list-style-type: none"> • Identify and describe experiences of the past that have helped shaped the communities along the HR • Compare past/present lifestyles of a community along the HR <p>VOYAGE OF THE HALF MOON</p> <ul style="list-style-type: none"> • The community's culture is expressed through stories • The Voyage of the Half Moon • Henry Hudson research and the discovery of the HR • <i>Empty Bowls</i> 	<p>PLANNING A COMMUNITY</p> <ul style="list-style-type: none"> • Planning a community along the HR • Community meetings • What will be the main components of the community? • Approval of plans <p>MODEL OF THE HR</p> <ul style="list-style-type: none"> • Create a replica of a balanced community along the HR that address the wants, needs, services, industries and sustainable development of a diverse population <p>CULMINATION OF THE STUDY OF THE HR</p> <ul style="list-style-type: none"> • Celebration-presentation of the HR to the public • Reflection on culminating project
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SCIENCE

<p style="text-align: center;">INTRO</p> <ul style="list-style-type: none"> • What is science? • Who is a scientist? • What is observing? <p style="text-align: center;">CLOUDS AND THE WATER CYCLE</p> <ul style="list-style-type: none"> • What are clouds? • What happens to water in clouds? • What is the water cycle? • Is rain clean enough to drink? • Is there water in air? <p style="text-align: center;">WEATHER AND SEASONS</p> <ul style="list-style-type: none"> • Where do we look to find out about the weather? • How do we read a thermometer? • What causes storms? • What are some kinds of extreme weather conditions? • What causes the seasons? 	<p style="text-align: center;">CHANGES IN THE EARTH'S SURFACES ALONG THE H.R.</p> <ul style="list-style-type: none"> • What landforms are on the Earth's surface? • How do water and wind change the Earth's surface? • How can living things affect the Earth's surface? <p style="text-align: center;">MATTER AND HOW IT CHANGES</p> <ul style="list-style-type: none"> • What are objects made of? • What are physical changes? • What are chemical changes? <p style="text-align: center;">FORCES, MACHINES AND WORK</p> <ul style="list-style-type: none"> • What makes things move? • What is gravity? • What is magnetism? • How do simple machines help you do work? 	<p style="text-align: center;">ENERGY ALONG THE H.R.</p> <ul style="list-style-type: none"> • What are some forms of energy? • How is matter heated? • How does light travel? • What is electricity? • What type of energy do we use from the Hudson River? <p style="text-align: center;">ORGANISMS IN THE HUDSON RIVER WATER</p> <ul style="list-style-type: none"> • What types of organisms live in the Hudson River? • How do organisms get their food? • Is the water in the Hudson River safe to drink? 	<p style="text-align: center;">HOW PLANTS LIVE AND GROW IN H.R. HABITATS</p> <ul style="list-style-type: none"> • What are the types of plants along the Hudson River? • What do roots, stems and leaves do? • How do plants grow from seeds? <p style="text-align: center;">HOW ANIMALS OF H.R. HABITATS GROW & CHANGE</p> <ul style="list-style-type: none"> • What are the main types of animals found in the habitats of the Hudson River? • How do reptiles and amphibians grow and learn? • How do frogs grow and change? <p style="text-align: center;">CHANGING ENVIRON-MENTS</p> <ul style="list-style-type: none"> • What are the different types of environments along the Hudson River? • What does the environment provide for people? • How do the changes affect living things?
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TECHNOLOGY

<ul style="list-style-type: none">• Understand grade appropriate vocabulary terms• Demonstrate proper use and care of equipment• Be able to use word processing software	<ul style="list-style-type: none">• Know and use return, space bar, shift, caps lock and arrow keys• Enter title and utilize necessary key functions• Access methods for editing, saving, printing and retrieving	<ul style="list-style-type: none">• Enter own name on screen• Place capitals and lower case letters on screen• Edit a paragraph• Save a text on data disk and retrieve	<ul style="list-style-type: none">• Be able to strike keys from the fingers “home row” position• Use of grade appropriate programs
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GRADE 4

LANGUAGE ARTS			
<p>COMPREHENSION</p> <ul style="list-style-type: none"> • Following directions • Finding main idea and supporting details • Fact and opinion • Sequence of events • Cause and effect • Making predictions • Drawing conclusions and making inferences • Compare and contrast • Finding word meaning in context • Interpreting figurative language (similes, metaphors, idioms) • Sequencing (clue words) • Author’s purpose • Visualizing • Categorizing • Analogies • Character analysis • Characterization • Story elements: setting, character, plot, rising and falling action, problem and solution, and themes • Distinguishing genre • Recognizing poetry structure 	<ul style="list-style-type: none"> • Narrative and dialogue • Fluency <p style="text-align: center;">PENMANSHIP</p> <ul style="list-style-type: none"> • Formation of cursive characters • Synthesize self-evaluation skills: proper slant, size, shape, spacing, smoothness <p style="text-align: center;">WORD SKILLS</p> <ul style="list-style-type: none"> • Using syllables • Base words • Word roots • Using a dictionary • Compound words • Prefixes and suffixes • Vocabulary building • Multiple meanings • Synonyms • Antonyms • Homophones • Study of words derived from: weekly spelling lists, student writing, content areas, using print from the environment and word wall 	<p style="text-align: center;">WRITING</p> <ul style="list-style-type: none"> • Capitalization: first word, proper nouns, letter writing, titles, abbreviations and initials • Punctuation: period, question mark, exclamation point, comma, apostrophe, quotation marks • Proofreading: own writing, others’ writing • Composition: writing sentences, writing topic sentences, developing paragraphs, choosing effective words, writing letters, creative writing, poetry writing, narrative and expository writing, persuasive writing, brainstorm using graphic organizers <p style="text-align: center;">GRAMMAR</p> <ul style="list-style-type: none"> • Nouns: proper and common, singular and plural, personal and possessive 	<ul style="list-style-type: none"> • Pronouns: subject and object, that ask questions • Verbs: action and linking, main and helping, past tense, irregular • Adjectives: demonstrative • Adverbs • Prepositions • Conjunctions • Sentence structure: complete subject and predicate, simple subject and predicate, direct objects, prepositional phrases, making sentences say more, compound sentences, run-on sentences <p style="text-align: center;">REFERENCE AND STUDY SKILLS</p> <ul style="list-style-type: none"> • Table of contents • Index • Encyclopedia • Maps, diagrams, and graphs • Locating information • Note taking • Outlining information

MATHEMATICS

NUMERATION AND ORDER: COUNTING	MEASURES AND MEASUREMENT AND REFERENCE	MEASURES AND MEASUREMENT AND REFERENCE	OPERATIONS
<ul style="list-style-type: none"> • Numbers and their uses • Counting on and back to 1,000,000 • Use of calculators • Equivalent names for numbers • Skip counting on the calculator • Calendar facts • Equal parts • Write fractions • Find a fraction of a number • Money notation • Enter money amounts on a calculator • Read, write and order numbers to 1,000,000 • Decimals with Base-10 blocks (1 and 2 places) • Decimals to thousandths • Place value in decimals • Exchange measures: 1 ft for 12 in, 1 hr for 60 min • Fraction notation; parts of objects and collections • Fractions in number stories • Fractions and decimals with U.S. customary and metric units of length • Equivalent units of measure and fractions 	<ul style="list-style-type: none"> • Use a variety of measuring tools • Estimation in measurement • Nonstandard linear units of measure • Standard units of length (customary and metric) • Perimeter of polygons • Measure of 3-dimensional shapes • Areas of rectangles • Diameter and circumference • Compare measures • Fractions and decimals with US customary and metric units of length • Equivalent use of measure with fractions • Units of length and their equivalents, customary and metric • Volume of rectangular prisms • Units of weight and their equivalents, customary and metric • Units of capacity, customary and metric • Relationship 	<ul style="list-style-type: none"> • Compare temperatures - Celsius or Fahrenheit • Coordinate grids; ordered pairs • Refine money skills • Dollar-and-cents notation • Solve problems with dollars-and-cents • Estimate costs • Determine exact costs • Enter dollar-and-cents amounts into a calculator • Share whole-dollar amounts • Making change <p style="text-align: center;">OPERATIONS</p> <ul style="list-style-type: none"> • Addition and subtraction facts • Addition of three 1-digit numbers • Number families • Inverse relationship between addition and subtraction and multiplication and division • Addition with three or more addends • Variety of procedures for computation • Multiples of equal groups (rate 	<ul style="list-style-type: none"> • Square numbers through 10 x 10 • Multiplication facts • Division facts • Write number models with parentheses • Multiplication number models with parentheses • Estimate products of 1-digit numbers by dollars and cents • Multidigit multiplication; multiples of 10, 100, 1000 • Automaticity of basic number facts • Divide with multiples of 10, 100, 1000 • Partial products algorithm for multiplication by 1-digit numbers • Multiplication to find 10% of a number • Identify and find factors of numbers • Explore division procedures by sharing whole dollar amounts • Lattice multiplication; an alternate method for multiplication with multidigit numbers • Find products of 2-digit numbers • Estimation and

<ul style="list-style-type: none"> • Equivalent fractions • Fraction names for quantities greater than one <p style="text-align: center;">GEOMETRY AND SPATIAL SENSE</p> <ul style="list-style-type: none"> • Identify and name polygons • Perimeter of polygons • Construct 3-dimensional shapes • Area of a rectangle • Identify 3-dimensional shapes and 2-dimensional shapes embedded within them • Identify points, segments, rays, or lines • Relation of two or more line segments, rays, or lines intersecting, parallel, forming angles, and segments as sides of polygons • Angles as a way to record rotations or turns • Construct a variety of triangles and quadrilaterals • Construct a variety of polygons of five or more sides • Notate points, lines, segments and rays 	<p>between weight and volume</p> <ul style="list-style-type: none"> • Equivalent measures and measure conversions • Tell time to the minute • Elapsed time • Estimate distances with a map scale • Read and write temperatures, above <p style="text-align: center;">EXPLORING DATA AND CHANCE</p> <ul style="list-style-type: none"> • Collect and record data • Display data • Analyze data • Construct tally charts • Construct bar graphs • Compare two sets of data • Frequency distributions • Median, mode • Mean data sets • Construct line graphs • Construct frequency tables of data sets • Plot average rainfall on a centimeter/millimeter scale • Use data to predict outcomes • Language of chance events • Make predictions • Probability 	<p>multiplication)</p> <ul style="list-style-type: none"> • Multiplication arrays • Equal shares and equal groups • Multiplication and division facts <p style="text-align: center;">PATTERNS, FUNCTIONS, AND SEQUENCES</p> <ul style="list-style-type: none"> • Patterns in four-digit numbers • Number patterns (Frames and Arrows) • Number sequences • Common attributes among figures in a set • Solve attribute game puzzles 	<p>mental arithmetic with multiples</p> <ul style="list-style-type: none"> • Mental arithmetic to find products of 1-digit numbers by multidigit numbers <p style="text-align: center;">ALGEBRA AND USES OF VARIABLES</p> <ul style="list-style-type: none"> • Number families (fact families) • Function Machine (input/output) • Parts-and-total number stories with diagram use • Comparison number stories with diagram use • Change number stories and diagrams • Number models for area • Relationship between addition and subtraction • Relationship between multiplication and division • Number models with parenthesis • Multiplication number models using parenthesis • Factors of whole numbers
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SOCIAL STUDIES / SERVICE LEARNING

NEW JERSEY TODAY AND YESTERDAY	DEMOCRATIC VALUES	MAPS AND STUDY SKILLS	SERVICE LEARNING
<ul style="list-style-type: none"> • Geography • History • Economics • Regions • Land forms • Climate • Natural Resources • Lenape Indian life • Early explorers and settlers • Colonial Times • American revolution • Twentieth century in New Jersey: government, political science, and anthropology 	<ul style="list-style-type: none"> • Rights of the individual • Freedom of the individual • Responsibilities of the individual • Government responsibilities • MLK and Civil Rights 	<ul style="list-style-type: none"> • Develop and reinforce map skills • Location and direction • Continents and oceans • Symbols and terms <p>CURRENT EVENTS</p> <ul style="list-style-type: none"> • Local, national and global awareness 	<ul style="list-style-type: none"> • Lenape Museum: Depicting the Native American culture of New Jersey such as homes, lifestyles, languages and ceremonial rituals • Finding an organization that conserves the history of New Jersey, weather it be environmental or cultural, and make monetary donations • Empty Bowls

SCIENCE

PLANT STRUCTURE AND FUNCTION IN THE NEW JERSEY WETLANDS

- How are plants grouped?
- What are the parts of a flower?
- How do flowers make seeds and fruits?
- What is the life cycle of a flowering plant?

ANIMAL STRUCTURE AND FUNCTION IN THE WETLANDS

- How are animals alike and different?
- How do animals with backbones vary?
- What characteristics to animals get from their parents?

KEEP YOUR BODY SYSTEMS HEALTHY

- How can you keep your digestive, nervous, and circulatory system healthy?

ENERGY IN THE ECOSYSTEM IN THE NEW JERSEY WETLANDS

- What is an ecosystem?
- How do plants get energy?
- How do other living things get their energy?
- What are food chains and food webs?

SURVIVING THE NEW JERSEY WETLANDS

- What structures and behaviors help plants and animals survive?
- How do changes in the environment affect survival?
- Do all plants and animals survive?

MEASURING MATTER

- What is matter?
- How are length and volume measured?
- How do you find mass and density?
- What are physical changes?
- What are chemical changes?

FORCE AND MOTION

- How do forces affect motion?
- How does energy affect motion?
- How are work and motion related?

ELECTRICITY AND MAGNETISM

- What is an electric current?
- How do electrical circuits work?
- What is magnetism work together?

LIGHT AND SOUND

- What is light?
- What happens when light hits an object?
- How does sound travel?
- How do you hear sound?

MEASURING WEATHER

- How does sunlight affect air temperature?
- How does temperature affect air movement?
- What causes clouds and precipitation?
- How do meteorologists predict weather?

THE MAKEUP OF THE EARTH

- What is the earth's surface like?
- How do weathering and erosion affect the Earth's features?
- What materials make up the Earth's features?
- What resources are found on Earth?

MOVEMENTS IN THE SOLAR SYSTEM

- What are the affects of the Earth's and Moon's movements?
- How does Earth compare with other planets?
- What other objects are seen in the solar system?

THE DIGESTIVE, CIRCULATORY, AND NERVOUS SYSTEM

- How does the digestive system work?
- How does the circulatory system work?
- How does the brain get information?

4- TECHNOLOGY

<ul style="list-style-type: none">• Understand and demonstrate the ability to use hardware• Demonstrate proper usage and care of all hardware and software• Knows proper positions for finger placement on the keyboard	<ul style="list-style-type: none">• Show letter location awareness• Know all special key locations, function, command and option	<ul style="list-style-type: none">• Is familiar with all phases of keyboard techniques• Uses touch control• Is able to strike keys from “home row” position• Enter text of varying lengths• Access methods used to edit, save, retrieve or print text	<ul style="list-style-type: none">• Use own initialized disk• Demonstrate ability to print• Use software to produce a product• Use a draw program to create• Work with power point program
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GRADE FIVE LANGUAGE ARTS

<p>Comprehension Strategies</p> <ul style="list-style-type: none"> Using context clues Using a dictionary for word meaning and pronunciation Skimming material Identifying tone, mood and emotion Noting important details, both major and minor Identifying the main idea Identifying sequence of events Drawing conclusions Following directions Visualizing Predicting outcomes Identifying cause and effect Differentiating between fact and non-fact Identifying a problem and solution Inferring Comparing and contrasting Note-taking Summarizing Activating prior knowledge Recognizing persuasive techniques and bias Paraphrasing Identifying characterization Identifying setting Identifying plot Identifying themes Identifying and exploring point of view Decoding through use of phonics and syllabification as well as through an understanding of prefixes and suffixes 	<p>Comprehension Strategies (Continued)</p> <ul style="list-style-type: none"> Recognizing figurative language (alliteration, simile, onomatopoeia, metaphor and personification) in a text Interpreting idiomatic expressions Interpreting information from graphs, maps, timelines and tables <p>Literary Genres Explored</p> <ul style="list-style-type: none"> Fiction (novels and short stories) Nonfiction Poetry Essays Plays <p>Writing Skills</p> <ul style="list-style-type: none"> Using the writing process independently Writing effective paragraphs Writing effective compositions Demonstrating higher order thinking in open-ended responses Writing with organization and clarity and with audience in mind Incorporating grammar, mechanics and usage rules into writing for a grammatically sophisticated final product <p>Written Forms Explored</p> <ul style="list-style-type: none"> Persuasive essays Speculative responses (picture prompt and narrative prompt) Narrative stories 	<p>Written Forms Explored (Continued)</p> <ul style="list-style-type: none"> Responses to literature, including responses to open-ended questions Poetry Research reports Comparisons of literary works Letters: friendly and business Feature articles Critiques <p>*A collection of student work should be maintained in a literacy folder or portfolio.</p> <p>Vocabulary, Spelling and Handwriting</p> <ul style="list-style-type: none"> Developing vocabulary Improving spelling through knowledge of spelling rules Writing legibly in both print and cursive <p>Inquiry and Research</p> <ul style="list-style-type: none"> Developing and revising questions for investigation Selecting and using multiple sources to locate information relevant to research questions Drawing conclusions from information gathered from multiple sources Organizing information Producing a final product with visual, technological aids 	<p>Grammar, Usage and Mechanics Explored</p> <ul style="list-style-type: none"> Parts of speech Simple and compound sentence structures Sentence combining Direct and indirect objects Punctuation Capitalization Synonyms and antonyms Compound words Multiple meaning words Possession Homophones and homographs Prefixes, suffixes and roots Subject and predicate (simple and complete) Comma usage Tense consistency Dialogue Phrases (adverbial and prepositional) <p>Speaking and Listening Skills</p> <ul style="list-style-type: none"> Following three to four step oral directions Speaking in front of a group with comfort, organization, clarity, effective projection and proper stance
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GRADE FIVE MATHEMATICS

Textbook: *Investigations in Number, Data, & Space*: Developed at TERC, Cambridge, Massachusetts, 2004.

GRADE FIVE SCIENCE

<p>Number and Numerical Operations (NJCCCS* 4.1)</p> <p>Mathematical Thinking at Grade 5</p> <ul style="list-style-type: none"> ▪ Exploring Numbers and Number Relationships ▪ Multiples and Factors up to 1000 ▪ Multiples and Factors up to 10,000 ▪ Reasoning About Landmarks up to 10,000 <p>Name That Portion</p> <ul style="list-style-type: none"> ▪ Exploring Percents & Fractions ▪ Models for Fractions Exploring Decimals ▪ Data and Percents in Circle Graphs <p>Building on Numbers You Know</p> <ul style="list-style-type: none"> ▪ Exploring Distance Between Numbers Multiplication and Division Situations ▪ Ways to Multiply and Divide ▪ Understanding Operations 	<p>Geometry and Measurement (NJCCCS 4.2)</p> <p>Picturing Polygons</p> <ul style="list-style-type: none"> ▪ Identifying Polygons ▪ Triangles and Quadrilaterals ▪ Regular Polygons and Similarity <p>Measurement Benchmarks</p> <ul style="list-style-type: none"> ▪ Measures of Length and Distance ▪ Measures of Weight and Liquid Volume ▪ It's About Time 	<p>Patterns and Algebra (NJCCCS 4.3)</p> <p>Patterns of Change</p> <ul style="list-style-type: none"> ▪ Number Patterns in Changing Shapes Motion Stories, Graphs, and Tables ▪ Computer Trips 	<p>Data Analysis, Probability and Discrete Mathematics (NJCCCS 4.4)</p> <p>Between Never and Always</p> <ul style="list-style-type: none"> ▪ Finding and Comparing Probabilities ▪ Fair and Unfair Games <p>Data</p> <ul style="list-style-type: none"> ▪ Tables ▪ Graphs ▪ Sampling 	<p>Mathematical Processes (NJCCCS 4.5)</p> <p>Problem Solving Communication Connections Reasoning Representations Technology</p>
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Textbook: Daniel, Lucy H. PhD, et al. *Science: Level Green*. Macmillan McGraw-Hill, 2006.

<p>Life Science (NJCCCS* 5.5)</p> <p>Characteristics of Living Things</p> <ul style="list-style-type: none"> ▪ Classifying Living Things ▪ Plant Structure and Functions ▪ Plant Diversity ▪ Animal Diversity <p>Living Things and their Environments</p> <ul style="list-style-type: none"> ▪ Interactions of Living Things ▪ Ecosystems 	<p>Earth Science (NJCCCS 5.8, 5.9)</p> <p>Earth and Its Resources</p> <ul style="list-style-type: none"> ▪ Landforms, Rocks and Minerals ▪ Air, Water and Energy <p>Astronomy, Weather and Climate</p> <ul style="list-style-type: none"> ▪ Astronomy ▪ Weather ▪ Weather Patterns and Climate 	<p>Physical Science (NJCCCS 5.6, 5.7)</p> <p>Properties of Matter and Energy</p> <ul style="list-style-type: none"> ▪ Properties and Structure of Matter ▪ Forms of Matter and Energy <p>Motion and Energy</p> <ul style="list-style-type: none"> ▪ Newton's Law of Motion ▪ Sound energy ▪ Light Energy 	<p>Laboratory</p> <p>Scientific Processes (5.1) Science and Society (5.2) Mathematical Applications (5.3) Technology (5.4) Environmental Studies (5.10)</p>
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* NJCCCS: New Jersey Core Curriculum Content Standards

* NJCCCS: New Jersey Core Curriculum Content Standards

GRADES FIVE AND SIX SOCIAL STUDIES (A YEAR)

<p><u>Social Studies Skills</u></p> <ul style="list-style-type: none"> -Analyze how events are related over time - Use critical thinking skills to interpret events and recognize bias, point of view and context - Assess the credibility of sources - Examine current issues, events or themes and relate them to past events - Formulate questions based on information - Use effective strategies for locating information -Distinguish fact from fiction by comparing sources about actual figures and events with fictionalized characters and events - Summarize information in written, graphic and oral formats -Acquire basic understanding of economics (bartering, currency, wealth and poverty, etc.) <p><u>Content Explored</u></p> <p>Ancient Greece</p> <ul style="list-style-type: none"> -Political framework of Athenian society and its influence on modern society, including: <ul style="list-style-type: none"> ▪ The influence of Athenian political ideals on public life ▪ The importance of participatory government ▪ The role of women in Athenian society, their rights under law, and possible reasons why democracy was limited to males ▪ Athenian ideas and practices related to political freedom, national security, and justice 	<p>Ancient Greece (Continued)</p> <ul style="list-style-type: none"> - Social and political characteristics of the Greek city-states, including: <ul style="list-style-type: none"> ▪ Similarities and differences between Athenian democracy and Spartan military aristocracy ▪ Location and political structure of the city-states ▪ Hierarchical relationships in Greek societies ▪ Civic, economic, and social tasks performed by men and women of different classes -Significant contributions of ancient Greece to Western Civilization, including: <ul style="list-style-type: none"> ▪ Characteristics of Classic Greek art and architecture and how they are reflected in modern art and architecture ▪ Socrates' values and ideas ▪ Philosophy, including that of Plato and Aristotle ▪ Greek Drama, including that of Sophocles and Euripides ▪ History, including that around Herodotus, Xenophon, and Thucydides - Greek mythology -Cultural influences of Greece on Mediterranean cultures through assimilation, conquest, migration, and trade 	<p>Ancient Rome</p> <ul style="list-style-type: none"> -Origins and social framework of Roman society, including: <ul style="list-style-type: none"> ▪ The geographic location of various ethnic groups on the Italian peninsula and their influence on early Roman society and the legends of the founding of Rome and how they reflect the beliefs and values of its citizens and daily life in Rome and Pompeii ▪ Political and social framework of Roman society, including political and social institutions of the Roman Republic and reasons for its transformation from Republic to Empire and the influence of key Roman leaders ▪ How shifts in the political framework of Roman society affected the expansion of the empire and how this expansion transformed Roman society, economy, and culture ▪ Political events that may have contributed to the decline of the Roman Empire, including internal divisions, significant battles, invasions, and political changes 	<p>Ancient Rome (Continued)</p> <ul style="list-style-type: none"> -The origins of Judaism and Christianity and the emergence of the Judeo-Christian tradition -How Western civilization arose from a synthesis of Christianity and classical Greco-Roman civilization with the cultures of northern European peoples <p>Native American Cultures</p> <ul style="list-style-type: none"> -Migration of the ancestors of the Lenape Indians and their culture at the time of first contact with Europeans <ul style="list-style-type: none"> - Comparing and contrasting historic Native American groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains and Eastern Woodland regions -Comparing political interests and views regarding the War of 1812 (e.g. US responses to shipping harassment and interests of Native Americans and white settlers from the Northwest Territory) - Interactions between Native Americans and European settlers, such as agriculture, trade, cultural exchanges and military alliances and conflicts - Differences in interactions between Native Americans and English, French, Spanish and Dutch - Native American resistance to colonization, including the Cherokee War against the English, the French and Indian War and King George's War - Spanish settlements in North American Southwest
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GRADES FIVE AND SIX SOCIAL STUDIES (A YEAR CONTINUED)

English Colonies in America/America's Revolution

- Review of colonial life
- Background and major issues of the American Revolution, including the political and economic causes and consequences of the revolution
- Major events of the American Revolution, including:
 - Boston Tea Party
 - Battle of Trenton
 - First and Second Continental Congresses
 - The drafting and approving of the Declaration of Independence (1776)
 - The publication of "Common Sense"
 - Major battles
- Major personalities of the American Revolution and their roles in key events, including:
 - George Washington
 - John Adams
 - John Witherspoon
 - William Franklin
 - Benjamin Franklin
 - Thomas Jefferson
- New Jersey's critical role in the Revolutionary War, including major battles, involvement of women and African Americans and origins of the movement to abolish slavery

The Constitution/ American Democracy/ Citizenship/A New Nation

- Political and philosophical origins of the U.S. Constitution and its implementation in the 1790s
- Democracy and representative government as established in the U.S. Constitution
- Major principles of the Constitution including shared powers, checks and balances, separation of church and state and federalism
- Purposes, functions, organization and interactions between three branches of national, state and local governments
- Political parties, candidates, campaigns, financing and voting systems
- Famous Supreme Court Cases including Marbury v. Madison, Plessy V. Ferguson, etc. as well as historical NJ decisions such as Hedgepeth and Williams v. Trenton Board of Ed., the Mount Laurel Decision, Jackman v. Bodine and Abbott v. Burke
- Taxes (Their origin and ways they are collected and used by local, state and national governments to provide goods and services)
- Constitutional rights of American citizens such as voting rights, habeas corpus, rights of the accused, the Patriot Act, free press, minimum wage, fair trial, etc.
- Responsibilities of citizens such as jury duty, obeying laws, paying taxes, etc.
- American territorial expansions and the settlement of the frontier
- Causes and consequences of continuing conflict between Native American tribes and colonists (e.g., Tecumseh's rebellion)

Geography

- Map Skills
- Geography of North America and ancient Greece and Rome as well as present-day Europe

GRADES FIVE AND SIX SOCIAL STUDIES (B YEAR)

<u>Social Studies Skills</u>	<u>The Birth of Civilization (Continued)</u>	<u>Ancient Egypt</u>	<u>Ancient Asian Civilizations</u>
<ul style="list-style-type: none"> -Analyze how events are related over time - Use critical thinking skills to interpret events and recognize bias, point of view and context - Assess the credibility of sources - Examine current issues, events or themes and relate 	<ul style="list-style-type: none"> -How environmental conditions impacted the development of different human communities (e.g., population centers, impact of the last Ice Age). <p>Mesopotamia</p>	<ul style="list-style-type: none"> - Economic, political, and environmental factors (e.g., climate, trade, geography) that led to the development of Egypt -Daily life among ancient Egyptians -Class structure in ancient Egypt -Achievements of ancient 	<ul style="list-style-type: none"> - Economic, political and environmental factors (e.g., climate, trade, geography) that led to the development of the ancient civilizations in the Indus Valley and along the Yellow River -Similarities and differences between the two civilizations Golden Age in China The influence of Confucianism,

<p>them to past events</p> <ul style="list-style-type: none"> - Formulate questions based on information - Use effective strategies for locating information -Distinguish fact from fiction by comparing sources about actual figures and events with fictionalized characters and events - Summarize information in written, graphic and oral formats -Acquire basic understanding of economics (bartering, currency, wealth and poverty, etc.) <p><u>Content Explored</u></p> <p>The Birth of Civilization</p> <p>-Physical and cultural changes that shaped the earliest human communities as revealed through scientific methods, including:</p> <ul style="list-style-type: none"> ▪ Early hominid development, including the development of language and writing ▪ Migration and adaptation to new environments ▪ Differences between wild and domestic plants and animals ▪ Locations of agricultural settlements <p>- Differences between hunter/gatherer, fishing, and agrarian communities</p>	<ul style="list-style-type: none"> -Persian cultural influences on Mediterranean cultures through assimilation, conquest, migration and trade -Daily life among ancient Mesopotamians -Hammurabi’s Code -Class structure in ancient Mesopotamia -Achievements of ancient Mesopotamians -Economic, political, and environmental factors (e.g., climate, trade, geography) that led to the development of Mesopotamia 	<p>Egyptians</p> <ul style="list-style-type: none"> -Egyptian cultural influences on Mediterranean cultures through assimilation, conquest, migration and trade 	<p>Daoism, and Buddhism on the formation of Chinese civilization</p> <ul style="list-style-type: none"> - Hinduism - The Aryan Migrations - The caste system of India - The influence of Buddhism in India - Indian cultural influences on Mediterranean cultures through assimilation, conquest, migration and trade - Spread of Islam in southwest Asia
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GRADE SIX LANGUAGE ARTS

<p><u>Comprehension Strategies</u></p> <ul style="list-style-type: none"> • Using context clues • Using a dictionary for word meaning and pronunciation • Skimming material • Identifying tone, mood and emotion • Noting important details, both major and minor 	<p><u>Comprehension Strategies (Continued)</u></p> <ul style="list-style-type: none"> • Recognizing figurative language (alliteration, simile, onomatopoeia, metaphor and personification) in a text • Interpreting idiomatic expressions 	<p><u>Written Forms Explored (Continued)</u></p> <ul style="list-style-type: none"> • Responses to literature, including responses to open-ended questions • Poetry • Research reports • Comparisons of literary works • Letters: friendly and 	<p><u>Grammar, Usage and Mechanics Explored</u></p> <ul style="list-style-type: none"> • Parts of speech • Simple and compound sentence structures • Sentence combining • Direct and indirect objects • Punctuation • Capitalization • Synonyms and
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<ul style="list-style-type: none"> Identifying the main idea Identifying sequence of events Drawing conclusions Following directions Visualizing Predicting outcomes Identifying cause and effect Differentiating between fact and non-fact Identifying a problem and solution Inferring Comparing and contrasting Note-taking Summarizing Activating prior knowledge Recognizing persuasive techniques and bias Paraphrasing Identifying characterization Identifying setting Identifying plot Identifying themes Identifying and exploring point of view Decoding through use of phonics and syllabification as well as through an understanding of prefixes and suffixes 	<ul style="list-style-type: none"> Interpreting information from graphs, maps, timelines and tables <p>Literary Genres Explored</p> <ul style="list-style-type: none"> Fiction (novels and short stories) Nonfiction Poetry Essays Plays <p>Writing Skills</p> <ul style="list-style-type: none"> Using the writing process independently Writing effective paragraphs Writing effective compositions Demonstrating higher order thinking in open-ended responses Writing with organization and clarity and with audience in mind Incorporating grammar, mechanics and usage rules into writing for a grammatically sophisticated final product <p>Written Forms Explored</p> <ul style="list-style-type: none"> Persuasive essays Speculative responses (picture prompt and narrative prompt) Narrative stories 	<p>business</p> <ul style="list-style-type: none"> Feature articles Critiques <p>*A collection of student work should be maintained in a literacy folder or portfolio.</p> <p>Vocabulary, Spelling and Handwriting</p> <ul style="list-style-type: none"> Developing vocabulary Improving spelling through knowledge of spelling rules Writing legibly in both print and cursive <p>Inquiry and Research</p> <ul style="list-style-type: none"> Developing and revising questions for investigation Selecting and using multiple sources to locate information relevant to research questions Drawing conclusions from information gathered from multiple sources Organizing information Producing a final product with visual, technological aids 	<p>antonyms</p> <ul style="list-style-type: none"> Compound words Multiple meaning words Possession Homophones and homographs Prefixes, suffixes and roots Subject and predicate (simple and complete) Comma usage Tense consistency Dialogue Phrases (adverbial and prepositional) <p>Speaking and Listening Skills</p> <ul style="list-style-type: none"> Following three to four step oral directions Speaking in front of a group with comfort, organization, clarity, effective projection and proper stance
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GRADE SIX MATHEMATICS

Textbook: Lappan, Fey, Fitzgerald, Friel, Phillips. *Connected Mathematics2*. Prentice Hall, 2006.

<p>Number and Numerical Operations & Patterns and Algebra (NJCCCS* 4.1, 4.3)</p> <p>Factors & Multiples</p> <ul style="list-style-type: none"> ▪ Factors and Products ▪ Whole-Number Patterns and Relationships ▪ Common Multiples and Common Factors ▪ Factorization <p>Understanding Rational Numbers</p> <ul style="list-style-type: none"> ▪ Fractions ▪ Sharing and Comparing with Fractions ▪ Moving Between Fractions and Decimals ▪ Working with Percents 	<p>Number and Numerical Operations & Patterns and Algebra (NJCCCS* 4.1, 4.3)</p> <p>Understanding Fraction Operations</p> <ul style="list-style-type: none"> ▪ Estimating With Fractions ▪ Adding and Subtracting Fractions ▪ Multiplying With Fractions ▪ Dividing With Fractions <p>Computing with Decimals and Percents</p> <ul style="list-style-type: none"> ▪ Decimals ▪ Percents 	<p>Geometry and Measurement (NJCCCS 4.2)</p> <p>Two-Dimensional Geometry</p> <ul style="list-style-type: none"> ▪ Polygons ▪ Polygons and Angles ▪ Polygon Properties and Tiling ▪ Building Polygons <p>Two-Dimensional Measurement</p> <ul style="list-style-type: none"> ▪ Changing Area ▪ Changing Perimeter ▪ Measuring Triangles ▪ Measuring Parallelograms ▪ Measuring Irregular Shapes and Circles 	<p>Data Analysis, Probability and Discrete Mathematics (NJCCCS 4.4)</p> <p>Probability</p> <ul style="list-style-type: none"> ▪ Decision Trees ▪ Chance ▪ Experimental and Theoretical Probability ▪ Making Decisions with Probability <p>Statistics</p> <ul style="list-style-type: none"> ▪ Linear graphs ▪ Looking at Data Using Graphs to Explore Data ▪ Mean 	<p>Mathematical Processes (NJCCCS 4.5)</p> <p>Problem Solving</p> <p>Communication</p> <p>Connections</p> <p>Reasoning</p> <p>Representations</p> <p>Technology</p>
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GRADE SIX SCIENCE

<p>Life Science (NJCCCS* 5.5)</p> <p>Organisms and Environments</p> <ul style="list-style-type: none"> ▪ The Kingdom of Life ▪ Ecosystems <p>Organization of Living Things</p> <ul style="list-style-type: none"> ▪ From Cells to Organisms ▪ Inheriting Traits 	<p>Earth Science (NJCCCS 5.8, 5.9)</p> <p>Observing the Sky</p> <ul style="list-style-type: none"> ▪ The Earth-Moon System ▪ The Solar System and Beyond <p>The Restless Earth</p> <ul style="list-style-type: none"> ▪ Earths Moving Crust ▪ How Earth changes over time 	<p>Physical Science (NJCCCS 5.6, 5.7)</p> <p>Interactions of Matter and Energy</p> <ul style="list-style-type: none"> ▪ Properties and Changes of Matter ▪ Heat energy ▪ Electricity and Magnetism <p>Motion, Work and Machines</p> <ul style="list-style-type: none"> ▪ Objects in Motion ▪ Work and Machines 	<p>Laboratory</p> <p>Scientific Processes (5.1)</p> <p>Science and Society (5.2)</p> <p>Mathematical Applications (5.3)</p> <p>Technology (5.4)</p> <p>Environmental Studies (5.10)</p>
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Textbook: Daniel, Lucy H. PhD, et al. *Science: Level Green*. Macmillan McGraw-Hill, 2006.

GRADE SEVEN LANGUAGE ARTS

<p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Using pre-reading strategies • Using context clues • Using a dictionary for word meaning 	<p>Comprehension Strategies (Continued)</p> <ul style="list-style-type: none"> • Identifying characterization strategies • Identifying round and flat characters • Identifying setting development • Identifying plot and its construction • Detecting foreshadowing 	<p>Written Forms Explored</p> <ul style="list-style-type: none"> • Persuasive essays • Speculative responses (picture prompt and narrative prompt) • Narrative 	<p>Vocabulary, Spelling and Handwriting (Continued)</p> <ul style="list-style-type: none"> • Writing legibly in both print and cursive <p>Inquiry and Research</p> <ul style="list-style-type: none"> • Developing and revising questions for investigation • Selecting and using multiple sources to locate
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<p>and pronunciation</p> <ul style="list-style-type: none"> • Skimming material • Identifying tone, mood and emotion • Identifying the main idea • Identifying sequence of events • Drawing conclusions • Visualizing • Predicting outcomes • Identifying cause and effect • Identifying a problem and solution • Inferring • Comparing and contrasting • Activating prior knowledge • Recognizing persuasive techniques and bias • Identifying themes • Identifying and exploring point of view • Recognizing figurative language (alliteration, simile, onomatopoeia, metaphor and personification) in a text 	<ul style="list-style-type: none"> • Detecting symbolism <p>Fluency</p> <ul style="list-style-type: none"> • Selecting and reading grade-level texts orally with high accuracy and appropriate pacing, intonation and expression • Reading grade-level texts silently with comprehension and fluency <p>Literary Genres Explored</p> <ul style="list-style-type: none"> • Fiction (novels and short stories) • Nonfiction • Poetry • Essays • Monologues • Memoir/Autobiography/Biography <p>Writing Skills</p> <ul style="list-style-type: none"> • Using the writing process independently • Writing effective paragraphs • Writing effective compositions • Demonstrating higher order thinking in open-ended responses • Writing with organization and clarity and with audience in mind • Incorporating grammar, mechanics and usage rules into writing for a grammatically sophisticated final product • Paraphrasing • Note-taking • Summarizing • Critiquing • Incorporating figurative and sensory language and detail into written work • Writing with clarity and precision 	<p>stories</p> <ul style="list-style-type: none"> • Responses to literature, including responses to open-ended questions • Poetry • Research reports • Comparisons of literary works • Literary response and criticism • Monologues • Collaborative writing • Five paragraph essay writing • Author/Poet's study <p>*A collection of student work should be maintained in a portfolio.</p> <p>Vocabulary, Spelling and Handwriting</p> <ul style="list-style-type: none"> • Integration of biweekly SAT vocabulary words into written and spoken communication • Recognition of relationships among words, including connotation and denotation 	<p>information relevant to research questions</p> <ul style="list-style-type: none"> • Organizing information • Producing a final product with visual, technological aids <p>Grammar, Usage, Style and Mechanics Explored</p> <ul style="list-style-type: none"> • Simple, compound, complex and compound-complex sentence structures and variation of structures in a composition • Run-ons and fragments • Variation of language and sentence starters • Punctuation • Phrases and clauses • Comma usage • Tense consistency • Dialogue/Quotation use
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GRADE SEVEN LANGUAGE ARTS (CONTINUED)

Speaking and Listening Skills

- Following multiple step oral directions
- Speaking in front of a group with comfort, organization, clarity, effective projection and proper stance
- Ability to present a piece from memory

GRADE SEVEN MATHEMATICS

Textbook: Lappan, Fey, Fitzgerald, Friel, Phillips. *Connected Mathematics2*. Prentice Hall, 2006.

<p>Number and Numerical Operations (NJCCCS* 4.1) Ratio, Proportion, and Percent</p> <ul style="list-style-type: none"> ▪ Making Comparisons ▪ Comparing Ratios, Percents, and Fractions ▪ Comparing and Scaling Rates ▪ Making Sense of Proportions <p>Positive and Negative Numbers</p> <ul style="list-style-type: none"> ▪ Extending the Number System ▪ Adding and Subtracting Integers ▪ Multiplying and Dividing Integers ▪ Properties of Operations 	<p>Geometry and Measurement (NJCCCS 4.2)</p> <p>Similarity</p> <ul style="list-style-type: none"> ▪ Enlarging and Reducing Shapes ▪ Similar Figures ▪ Similar Polygons ▪ Similarity and Ratio ▪ Using Similar Triangles and Rectangles <p>Three-Dimensional Measurement</p> <ul style="list-style-type: none"> ▪ Designing Rectangular Boxes ▪ Prisms and Cylinders ▪ Building Boxes ▪ Cones, Spheres, and Pyramids ▪ Scaling Boxes 	<p>Patterns and Algebra (NJCCCS 4.3)</p> <p>Introducing Algebra</p> <ul style="list-style-type: none"> ▪ Variables, Tables, and Coordinate Graphs ▪ Analyzing Graphs and Tables ▪ Rules and Equations ▪ Calculator Tables and Graphs <p>Linear Relationships</p> <ul style="list-style-type: none"> ▪ Rates ▪ Exploring Linear Functions ▪ Solving Equations ▪ Exploring Slope 	<p>Data Analysis, Probability and Discrete Mathematics (NJCCCS 4.4)</p> <p>Probability and Expected Value</p> <ul style="list-style-type: none"> ▪ Evaluating Games of Chance ▪ Analyzing Situations Using an Area Model ▪ Expected Value ▪ Binomial Outcomes <p>Describing Variability and Comparing Groups</p> <ul style="list-style-type: none"> ▪ Making Sense of Variability ▪ Making Sense of Measures of Center ▪ Comparing Distributions: Equal Numbers of Data Values 	<p>Mathematical Processes (NJCCCS 4.5)</p> <p>Problem Solving Communication Connections Reasoning Representations Technology</p>
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GRADE SEVEN SCIENCE

<p>Life Science (NJCCCS* 5.5)</p> <p>The Basis of Life</p> <ul style="list-style-type: none"> ▪ Life's Structure and Classification ▪ Cell Processes ▪ Cell Reproduction ▪ Heredity ▪ Adaptations Over Time <p>Human Body Systems</p> <ul style="list-style-type: none"> ▪ Circulation and Immunity ▪ Digestion, Respiration and Excretion ▪ Support, Movement and Responses ▪ Regulation and Reproduction <p>Interdependence of Life</p> <ul style="list-style-type: none"> ▪ Plants ▪ Interactions of Living Things ▪ Conserving Resources 	<p>Earth Science (NJCCCS 5.8, 5.9)</p> <p>Earth's Materials</p> <ul style="list-style-type: none"> ▪ The Nature of Science ▪ Minerals ▪ Rocks <p>Earth's Atmosphere and Beyond</p> <ul style="list-style-type: none"> ▪ Atmosphere ▪ Weather ▪ Climate ▪ Earth in Space 	<p>Physical Science (NJCCCS 5.6, 5.7)</p> <p>Matter and Energy</p> <ul style="list-style-type: none"> ▪ Properties and Changes of Matter ▪ Substances, Mixtures and Solubility ▪ States of Matter ▪ Newton's Law of Motion ▪ Energy and Energy Resources 	<p>Laboratory</p> <p>Scientific Processes (5.1) Science and Society (5.2) Mathematical Applications (5.3) Technology (5.4) Environmental Studies (5.10)</p>
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Textbook: Biggs, Alton, et al. *Glencoe Science: Level Green*. McGraw-Hill, 2005.

* NJCCCS: New Jersey Core Curriculum Content Standards

GRADE SEVEN SOCIAL STUDIES

<p><u>Social Studies Skills</u></p> <ul style="list-style-type: none"> -Analyze how events are related over time - Use critical thinking skills to interpret events and recognize bias, point of view and context - Assess the credibility of sources - Examine current issues, events or themes and relate them to past events - Formulate questions based on information - Use effective strategies for locating information - Summarize information in written, graphic and oral formats <p><u>Content Explored</u></p> <p>Human Rights and Social Justice from a Global Perspective</p> <ul style="list-style-type: none"> - What is social justice? - What are human rights? - How are human rights protected? 	<p>Human Rights and Social Justice from a Global Perspective (Continued)</p> <ul style="list-style-type: none"> - Where and how are human rights being violated and protected in the world at large today? - Primary issues of study will be hunger and malnutrition, sustainable development, illiteracy, gender inequity, inadequate access to safe water, war, violent crime, disarmament and child soldiers. The interconnectedness of various human rights issues will also be examined, particularly focusing on the following issues: homelessness, refugees, environmental degradation, inadequate health care, unhealthy living environments, inadequate opportunity for leisure, unemployment and poor working conditions. <p>Africa (Ancient Civilizations to Contemporary Society)</p> <ul style="list-style-type: none"> - Economic, political and environmental factors (e.g., climate, trade, geography) that led to the development of ancient civilizations in Africa, specifically Kush. - Rise of West African Empires of Ghana, Mali and Songhay and the richness and beauty of each - Similarities and differences among ancient African civilizations and other ancient civilizations - Independent study of a contemporary African nation, focusing on its history, economy, traditions and landforms. - Colonization and remnants of colonization using South Africa as a case 	<p>Slavery</p> <ul style="list-style-type: none"> - Societies from which Africans were captured - Transatlantic slave trade and experience in the Middle Passage - Daily life as a slave - Compliance - Resistance (Nat Turner’s Rebellion, Amistad Rebellion, and daily forms of resistance) - Justifications for slavery used at the time - Economic and social differences of the North and South/ Sectionalism - Sectional compromises, such as the MO Compromise - Political, legal and social controversies surrounding expansion of slavery - Abolitionist movements - Underground Railroad and New Jersey’s role in it -Issues of state’s rights - Emotional response to slavery (John Brown’s raid on Harper’s Ferry, Fugitive Slave Act, Dred Scott case, <i>Uncle Tom’s Cabin</i>, etc.) -Analysis of contemporary slavery and its parallels and differences with slavery in antebellum America -Extension of slavery into territories (Bleeding Kansas, popular sovereignty, etc.) <p>Civil War and Reconstruction</p> <ul style="list-style-type: none"> -Causes of the Civil War - Analysis of key issues, events, and personalities of the Civil War, looking specifically at New Jersey -Advantages and 	<p>Civil War and Reconstruction (Continued)</p> <p>Strategies of each side</p> <ul style="list-style-type: none"> -Role of border states -Daily life during the Civil War and the roles women, African Americans and immigrants played -Conscription laws and draft riots -The Gettysburg Address -The Emancipation Proclamation -Juneteenth Independence Day -Surrender and the legacy of the war <ul style="list-style-type: none"> - Analysis of the social and political challenges and movements following the Civil War, including the various Reconstruction plans, the amendments to the United States Constitution and the women’s suffrage and the temperance movement - Description of New Jersey’s role in the post-Civil War era, including New Jersey’s votes on the 13th, 14th, and 15th amendments to the United States Constitution <p>Geography</p> <ul style="list-style-type: none"> -Relative location and reinforcement of map skills -Africa’s geography explored in depth <p>Current events</p> <ul style="list-style-type: none"> - Awareness of both domestic and international issues through weekly current event completion <p>Skills</p> <ul style="list-style-type: none"> - Map skills - 5 paragraph essay writing - Research using computers and written texts - Differentiating between primary and secondary sources - Critical thinking - Detection of bias and impartiality in texts - Paraphrasing - Note-taking <p>Service Learning/Social Justice Awareness Building</p> <ul style="list-style-type: none"> - Individual service project completed at the end of the human rights unit in an effort to address a concern presented in class - Study of the anti-apartheid movement and celebration of its leaders/activists -Study of contemporary slavery and campaign to educate others about it and celebration of abolitionists
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	study - Geography of Africa	disadvantages of Union and Confederate armies	
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GRADE EIGHT LANGUAGE ARTS

<p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Using pre-reading strategies • Using context clues • Using a dictionary for word meaning and pronunciation • Skimming material • Identifying tone, mood and emotion • Identifying the main idea • Identifying sequence of events • Drawing conclusions • Visualizing • Predicting outcomes • Identifying cause and effect • Identifying a problem and solution • Inferring • Comparing and contrasting • Activating prior knowledge • Recognizing persuasive techniques and bias • Identifying themes • Identifying and exploring point of view • Decoding through use of phonics and syllabification as well as through an 	<p>Comprehension Strategies (Continued)</p> <ul style="list-style-type: none"> • Recognizing figurative language (alliteration, simile, onomatopoeia, metaphor and personification) in a text • Identifying characterization strategies • Identifying round and flat characters • Identifying setting development • Identifying plot and its construction • Detecting foreshadowing • Detecting symbolism <p>Fluency</p> <ul style="list-style-type: none"> • Selecting and reading grade-level texts orally with high accuracy and appropriate pacing, intonation and expression • Reading grade-level texts silently with comprehension and fluency <p>Literary Genres Explored</p> <ul style="list-style-type: none"> • Fiction (novels and short stories) • Nonfiction • Poetry • Essays • Plays <p>Speaking and Listening Skills</p> <ul style="list-style-type: none"> • Following multiple step oral directions • Speaking in front of a group with comfort, organization, clarity, effective projection and proper stance • Ability to present a piece from memory <p>Writing Skills</p> <ul style="list-style-type: none"> • Using the writing process independently • Writing an effective paragraph with a strong topic sentence and supporting sentences with evidentiary or textual support • Writing strong introductory and concluding paragraphs • Developing a strong thesis • Demonstrating higher order thinking in open-ended responses 	<p>Writing Skills (Continued)</p> <ul style="list-style-type: none"> • Incorporating grammar, usage and mechanics rules into writing for a grammatically sophisticated final product • Paraphrasing • Note-taking • Summarizing • Critiquing • Incorporating figurative and sensory language and detail into written work • Writing with clarity and precision <p>Written Forms Explored</p> <ul style="list-style-type: none"> • Persuasive essays • Speculative responses (picture prompt and narrative prompt) • Narrative stories • Responses to literature, including responses to open-ended questions • Poetry • Research reports • Comparisons of literary works • Literary response and criticism • Collaborative 	<p>Written Forms Explored (Continued)</p> <ul style="list-style-type: none"> • Non-print texts <p>*A collection of student work should be maintained in a portfolio.</p> <p>Vocabulary, Spelling and Handwriting</p> <ul style="list-style-type: none"> • Integration of biweekly SAT vocabulary words into written and spoken communication • Recognition of relationships among words, including connotation and denotation • Writing legibly in both print and cursive <p>Inquiry and Research</p> <ul style="list-style-type: none"> • Developing and revising questions for investigation • Selecting and using multiple sources to locate information relevant to research questions • Organizing information • Producing a final product with visual, technological aids
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understanding of prefixes and suffixes	<ul style="list-style-type: none"> • Writing with organization and clarity and with audience in mind 	writing <ul style="list-style-type: none"> • Five paragraph essay writing • Author/Poet's study 	
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GRADE EIGHT LANGUAGE ARTS (CONTINUED)

Grammar, Usage, Style and Mechanics Explored

- Simple, compound, complex and compound-complex sentence structures and variation of structures in a composition
- Run-ons and fragments
- Variation of language and sentence starters
- Punctuation
- Phrases and clauses
- Comma usage
- Tense consistency
- Dialogue/ Quotation use
- Subject-verb agreement
- Double negatives
- Parallelism
- Dangling participles and misplaced modifiers

GRADE EIGHT MATHEMATICS

Textbook: Lappan, Fey, Fitzgerald, Friel, Phillips. *Connected Mathematics2*. Prentice Hall, 2006.

Geometry and Measurement (NJCCCS 4.2)	Number, Patterns and Algebra (NJCCCS 4.1, 4.3)	Number, Patterns and Algebra (NJCCCS 4.1, 4.3)	Data Analysis, Probability and Discrete Mathematics (NJCCCS 4.4)	Mathematical Processes (NJCCCS 4.5)
The Pythagorean Theorem <ul style="list-style-type: none"> ▪ Coordinate Grids ▪ The Pythagorean Theorem ▪ Using the Pythagorean Theorem Symmetry and Transformations <ul style="list-style-type: none"> ▪ Three Types of Symmetry ▪ Symmetry Transformations ▪ Exploring Congruence ▪ Applying Congruence and Symmetry ▪ Transforming Coordinates 	Linear and Inverse Variation <ul style="list-style-type: none"> ▪ Exploring Data Patterns ▪ Linear Models and Equations ▪ Inverse Variation Exponential Relationships <ul style="list-style-type: none"> ▪ Exponential Growth ▪ Examining Growth Patterns ▪ Growth Factors and Growth Rates ▪ Exponential Decay ▪ Patterns with Exponents Quadratic Relationships <ul style="list-style-type: none"> ▪ Introduction to Quadratic Relationships ▪ Quadratic Expressions ▪ Quadratic Patterns of Change ▪ Quadratic Functions 	Making Sense of Symbols <ul style="list-style-type: none"> ▪ Equivalent Expressions ▪ Combining Expressions ▪ Solving Equations ▪ Looking Back at Functions ▪ Reasoning With Symbols Linear Systems and Inequalities <ul style="list-style-type: none"> ▪ Equations for Circles and Polygons ▪ Linear Equations and Inequalities ▪ Equations with Two or More Variables ▪ Solving Systems of Linear Equations Symbolically ▪ Linear Inequalities 	Data and Statistics <ul style="list-style-type: none"> ▪ Comparing Data Sets ▪ Choosing Samples from Populations ▪ Solving Real-World Problems ▪ Relating Two Variables 	Problem Solving Communication Connections Reasoning Representations Technology

GRADE EIGHT SCIENCE

Life Science (NJCCCS* 5.5)	Earth Science (NJCCCS 5.8, 5.9)	Physical Science (NJCCCS 5.6, 5.7)	Laboratory
Humans and Heredity <ul style="list-style-type: none"> ▪ The Nature of Science ▪ Traits and How They Change ▪ Interactions and Human Systems Ecology <ul style="list-style-type: none"> ▪ Interactions of Life ▪ The Non-Living Environment ▪ Ecosystems 	Earth's Changes Over Time <ul style="list-style-type: none"> ▪ Plate Tectonics ▪ Earthquakes and Volcanoes ▪ Clues to Earth's Past ▪ Geologic Time Earth's Place in the Universe <ul style="list-style-type: none"> ▪ The Sun-Earth-Moon System ▪ The Solar System ▪ Stars and Galaxies 	Chemistry of Matter <ul style="list-style-type: none"> ▪ Inside the Atom ▪ The Periodic Table ▪ Atomic Structure and Chemical Bonds ▪ Chemical Reactions Motion, Forces and Energy <ul style="list-style-type: none"> ▪ Motion and Momentum ▪ Force and Newton's Laws ▪ Work and Simple Machines ▪ Thermal Energy Physical Interactions <ul style="list-style-type: none"> ▪ Electricity ▪ Magnetism ▪ Waves, Sound and Light 	Scientific Processes (5.1) Science and Society (5.2) Mathematical Applications (5.3) Technology (5.4) Environmental Studies (5.10)

Textbook: Biggs, Alton, et al. *Glencoe Science: Level Blue*. McGraw-Hill, 2005.

GRADE EIGHT SOCIAL STUDIES

Westward Expansion <ul style="list-style-type: none"> - Description and mapping of American territorial expansion and settlement of the frontier during this period - Concept of Manifest Destiny and its relationship to the westward movement of settlers and territorial expansion, including the purchase of Florida, annexation of Texas, acquisition of the Oregon Territory and territorial acquisition resulting from the Mexican War - Description and mapping of the continual exploration, territorial expansion and settlement of the frontier, including the Louisiana Purchase, the Lewis and Clark expedition and the California Gold Rush - Day in the life of a cowhand, rancher, Exoduster, evangelical, miner and railroad worker - Geography encountered and experience of those traveling along the Oregon Trail, including that of the Donner Party - Policies influencing various Native American tribes as well as violent conflict between native groups with settlers. (Indian Removal Act, Black Hawk War, Trail of 	Age of Exploration <ul style="list-style-type: none"> - Trends of exploration, focusing primarily on the 15th and 16th centuries - Reasons for increased exploration of the world during that time - Technological innovations for navigation - Risks at sea and at destination points - major land and water routes - impact of wind currents on the major trade routes - Ways societies (both those that sponsored voyages as well as those being explored) changed during the era as a result of exploration - Various kinds of exploration in more recent times (Students compare and contrast motivation, technology and the general experience among explorers over the centuries.) - Voyages of a variety of explorers originating from Europe, Asia and Africa as well as those who arrived in Asia, Africa, Oceania and the Americas - Colonization - Remnants of colonization 	Incas <ul style="list-style-type: none"> - Daily life - Achievements - Government structure - Culture - Class structure - Landforms and environment - Architecture - Religion and rituals - Ways in which these civilizations were influenced by earlier societies - Similarities and differences among the societies and reasons for such differences and commonalities - Ways in which European exploration influenced their societies - Ways in which these societies influenced European societies. Geography <ul style="list-style-type: none"> - Europe - Latin America - North America Current events
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* NJCCCS: New Jersey Core Curriculum Content Standards

<p>Tears, Sand Creek Massacre, Wounded Knee, Battle of Little Bighorn) -The Dawes Act and how it attempted to assimilate Native Americans - The efforts the Choctaw made to aid victims of the Irish Potato Famine -Ways in which contemporary Native American culture is influenced by events from the past</p> <p>Middle Ages and the Renaissance</p> <ul style="list-style-type: none"> - Key medieval figures - Barbarian Invasions - Vikings - Islam and the Crusades - Hundred Years War - Monasticism - Feudalism - Medieval art - Town, manor and castle life - Crime and punishment - Medicine and the Black Death - Weaponry -Crime and Punishment - The Magna Carta - Architecture (castles and churches) - Significant contributions of the Renaissance and Reformation to European society - Major achievements in literature, music, painting, sculpture, and architecture 	<p>Ancient American Civilizations</p> <p>Maya</p> <ul style="list-style-type: none"> - Daily life - Landforms and environment - Class structure and its portrayal in architecture - Architecture, particularly the pyramids - Mesoamerican calendar - Achievements - Government structure and economy - Culture - Religion and rituals <p>Aztecs</p> <ul style="list-style-type: none"> - Daily life - Achievements - Government structure and economy - Culture - Class structure - Landforms and environment - Architecture - Religion and rituals 	<ul style="list-style-type: none"> - Awareness of both domestic and international issues through weekly current event completion <p>Skills</p> <ul style="list-style-type: none"> - Map skills - 5 paragraph essay writing - Research using computers and written texts - Finding textual support for a thesis - Differentiating between primary and secondary sources - Critical thinking - Detection of bias and impartiality in texts - Paraphrasing - Note-taking <p>Service Learning/ Social Justice Awareness Building</p> <ul style="list-style-type: none"> -Film study of those who have “walked among the marginalized” and day of reflection -Exploration of Choctaw assistance to victims of Irish Potato Famine during The Long March
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SPECIALS

K-8 VISUAL ART(S)			
<p><u>Kindergarten: ACE (Art & Character Education) w/ Verbal/Visual Connections and Group Dynamics and Behavior</u></p> <p><i>Book inspired “morality lessons”* serve as the foundation for art projects that provide exposure to a core of art media and basic art concepts while exploring the principles of character education (i.e. Responsibility, Perseverance, Caring, Self-discipline, Citizenship, Honesty, Courage, Fairness, Respect, Integrity, etc.) while reinforcing</i></p>	<p><u>1st Grade: Tools and Techniques & Concepts and Processes While Building an Art Vocabulary</u></p> <p>Basic <i>color theory</i> and <i>design principles</i> will be explored in fun and inventive ways without students realizing that they are obtaining strong art/academic foundations...</p> <p>A continuation of the art vocabulary will be reinforced via a wide variety of studio experiences. Each class will offer a <i>word of the day</i> – for example:</p>	<p><u>3rd Grade: UBUNTU: African Art & Building Community</u></p> <p>Art is the catalyst as 3rd graders become better global citizens with a curriculum devoted to a unique hybrid of art and service learning. For the 2008-09 school year the focus will be water (with Africa being the dry continent).</p> <p>In coming years the focus will remain <i>African art</i>, but the service component will be related to causes like the AIDS crisis, the education</p>	<p><u>5-8 grades ARTSBRIDGE program</u></p> <p>The Artsbridge program at Hoboken Charter School is a key element that supports and enhances the overall arts curriculum as a cornerstone of our charter. At its core the program provides exposure to a variety of both visual and performing arts forms; but also moves beyond this foundation and literally acts as a “bridge” making connections to the following:</p> <p>1) Who a child is and who</p>

<p>appropriate group and social behaviors and introducing the concept(s) of service learning... The use of an “art word of the day” will also support lessons/projects and begin the building of an art term vocabulary.</p> <p>Stresses will be placed on verbal to visual, text to images, and the development of fine motor skills; while supporting the “greater” goals of our lessons – that being the promotion of socialization, collaboration, teamwork and functioning as a group while maintaining a strong sense of the individual.</p> <p>(Mr. Duff’s ACE program was honored last November at the <i>National Call to Character Conference</i> as a <i>Promising Practice Award</i> winner.)</p> <p>* Some of the possible texts we will use to prompt our lessons are: <i>I Call My Hand Gentle, Stone Soup, Little Toot, Nappy Hair, Oh, the Thinks You Can Think, The Red Balloon, How Humans Make Friends, The Sissy Duckling, 26 Big Things Small Hands Can Do, A Birthday Cake Is No Ordinary Cake, KAPOW, Buddha in the Garden, Make Someone Smile, Recycle!, Recycle Everyday!, A Book of Friends, The Lorax, The Giving Tree, WINGS, Regina’s Big Mistake, White Socks Only, I Will Make Miracles, Three Questions, Where the Wild Things Are, Giving Thanks, Life Doesn’t Frighten Me, The Snowman, Dinosaurs,</i></p>	<p><i>armature, assemblage, tints, shades, gargoyle(s), analogous colors, etc.</i></p> <p>Emphasis will also be placed on the proper handling of tools and media, the respect of self, others, and property, and the further development and reinforcement of fine motor skills (as needed.)</p> <p>A basic overview of <i>drawing, painting, printmaking, sculpture, ceramics, found objects, crafts</i>, etc. will be covered via the creation of <i>diptychs, triptychs, “self esteem trophies”, paper mache sculpture(s), ceramic bowls</i>, etc.</p> <p>Artists featured will be <i>Alexander Calder, Jim Dine</i> and <i>Mariam Shapiro</i> for starters... Some projects will also encompass <i>ethnographic art</i> via the study of basic Navajo patterns, simple Javanese Wayang Kulit (shadow) puppetry, etc.</p> <p>The end of the year will culminate into a “<i>Recycled/Reseen</i>” <i>Art Fair</i> as we reinvent found objects into new creations, as we stress <i>the fundamentals of recycling</i>.</p> <p><u>2nd Grade: Telling Stories in and with Art i.e. Visual Narratives, AND Ways of Seeing and “Reading” Art w/ Secondary Emphasis on Multiculturalism</u></p> <p>We will pick up on the verbal to visual connection established in Kindergarten,</p>	<p>of young girls, etc.</p> <p>At the core will be Archbishop Desmond Tutu’s philosophies centered around the building of <i>community – i.e. “Ubuntu” or the essence of what it is to be human.</i></p> <p><u>Art projects will cover:</u></p> <ul style="list-style-type: none"> • Kifwebe (or African masks) • Burlap weavings • Ndebele Dolls • Ndebele Village painting Styles • Kente clothe • Zulu love notes • AIDS body maps • Indigo dying • Yoruban crowns • Yoruban devotional painting • Variations on African bone batik and glass beads of Ghana • Etc. <p>As learn more of the cultures of Africa via its artworks, we will also reach across oceans in service partnerships. This year we will work with H2O for Life (AKA Help 2 others) and UNICEF’s “Wash Initiative” as we fund-raise in the style of <i>AGGG!!!!</i> with art projects related to water (issues).</p> <p>These art projects will further help to fund the building of a basic well and water system in a small African school in Kenya, thus, bringing clean water to children who currently live (and die) without....</p> <p>At the core of our learning will the text <i>Our Poisoned Waters</i> by Edward F. Dolan</p>	<p>they will become.</p> <p>Classes are designed to encourage self-expression and promote self-esteem. Classes are taught from the perspective that art nurtures and supports us all, not that art training is only appropriate for those who wish to become professional artists. Self expression and exploration is viewed as a vehicle that moves one towards personal growth and individual achievement while supporting “multiple intelligences.”</p> <p>2) Makes connections to the community via visiting artists and the greater world.</p> <p>Visiting artists design and teach arts electives in a variety of arts subjects that move beyond a traditional schools’ art(s) classes – many of which have global scope and impact. Some recent offerings have included:</p> <ul style="list-style-type: none"> • <i>Give ‘Em A Hand: Puppets of the World</i> (offered to 5/6 grades spring ‘05 and fall ‘05) • <i>All Roads Are Good: Native American Crafts</i> (offered to 5/6 grades winter ‘05) • <i>It’s All About Me, Art as a Means of Reinforcing and Building Self-Esteem</i> (offered to 5/6 grades fall ‘04) • <i>The Global Village: Multicultural Arts</i> (offered to 5/6 grades winter ‘06) • <i>Art and Africa</i> (offered to 7/8 grades fall ‘05) • <i>Filling the Sky: Sky</i>
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<p><i>A Red String, William Wegman's Alphabet Soup, Zomo the Rabbit: A Trickster Tale from West Africa, Bullies are a Pain in the Brain, Strange Mr. Satie', Danny and the Dinosaur, Gone Wild: An Endangered Animal Alphabet, And Tango Makes Three, etc.</i></p>	<p>but in more complex ways, stressing global perspectives, multi-culturalism, and communication via signs, symbols and images.</p> <p>We will also look at and delve into projects inspired by ethnographic art from around the globe. Emphasis will be placed on <i>how art communicates, how to pull narratives from visual work, and how we see and interpret visual information.</i></p> <p>This year (2008-09), we will incorporate a text to support our studio activities, entitled "<u><i>Telling Tales: Stories in Art</i></u>" by Virginia Chandler (published by Smart Apple Media as part of the <i>Artventure series.</i>) This text will be supplemented by others such "<u><i>Read Me a Picture</i></u>" and "<u><i>Picture Stories</i></u>" (both museum education publications).</p> <p>Projects will include the creation of:</p> <ul style="list-style-type: none"> • Narrative paintings • Cartouches • Mail art <p>And our studies will also span from <i>cave painting to basic animation</i> with the "<i>persistence of vision</i>" at the center of these studies, as we collectively learn to interpret the language of visual imagery.</p>	<p>along with the writings of Rachel Carson.</p> <p><u>4th Grade: Artists and Art History</u></p> <p>Studio projects will introduced and inspired by major artists throughout history, including:</p> <ul style="list-style-type: none"> • Goya • Picasso • Haring • Hockney • DaVinci • Riveria • Pollack • Etc. <p>W/ a special emphasis on women artists:</p> <ul style="list-style-type: none"> • O'Keeffe • Saar • Kahlo • Nevelson • Ringgold • Martinez • Lin • Etc. <p>PLUS we will focus on some specific art movements, such as:</p> <ul style="list-style-type: none"> • Expressionism • Impressionism • Cubism • Folk Art • Surrealism • The Fine or High Crafts Movement • Etc. <p>At the end of year we will host the GREAT ART DEBATE in which students will adorn costumes and become characters (AKA artists) from history to debate art topics. <i>For EX: Picasso may attempt to persuade Impressionist, Mary Cassatt regarding the the merits of Cubism vs. Impressionism.</i></p>	<p><i>Sculpture (offered to 7/8 grades fall '04)</i></p> <ul style="list-style-type: none"> • <i>Art and Animals (offered to 7/8 grades spring '05)</i> • <i>Paper as Sculpture (offered to 7/8 grades winter '06)</i> • <i>Arts of Indonesia: Performance Sampler (offered to 7/8 grades fall '06)</i> • <i>WIC: Words/Images/Character (offered to 5/6 grades fall '06)</i> • <i>Monkey Business: An Answer to Apathy AKA Art and Animal Advocacy (7/8 grades fall '08 & spring '09)</i> • <i>Pop-Ups and Paper Engineering (offered to 5/6 grades winter '07)</i> • <i>You Go, Girl! Art and Feminism (offered to 7/8 grades fall '08)</i> <p>In any given semester, a professional performer from companies such as Alvin Ailey or Jose Limon may be teaching dance, while museum caliber artists might be teaching a course on the art of a specific culture or pop-ups and paper engineering. These courses not only expose students to the subject matter, but the teachers themselves, who are practicing artists, and come to us via a wide variety of professional and ethnic backgrounds further supporting the school's efforts to promote multiculturalism.</p> <p>3) Supporting the</p>
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			<p>marriage of service learning and the arts.</p> <p>A committed in-house, full-time teaching artist helps to stress connections between art and service in all arts projects undertaken in our arts curriculum across the boards. Furthermore, afterschool programs have also been started to support these notions. Programs such as <i>AGGG!</i> (<i>Art of Greater Gravity and Giving</i>) uses arts projects to teach art lessons while supporting the concepts and notions of service. These efforts move beyond the doors of the school to embrace the community and world at large by serving children in crisis, those living with AIDS and Cancer, the homeless, etc. The Artsbridge curriculum is geared towards our big three service learning events (Make a Difference, MLK and Empty Bowls) but also allows for programs such as the “Young Folk for Folk” project to take root, which supported artists displaced by Katrina; or the recent electives related to the arts of Indonesia that gave birth to the benefit performance “The Bali Hi Java Jive Jam” featuring Wayang Kulit (puppetry) and Sumatran dance performed by students to support Javanese earthquake victim relief efforts.</p> <p>This kind of educational and “project based learning” is significant on many levels; and reaffirms the power of the arts, and the importance of activism from a community to a global scale...</p>
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			Artsbridge electives encourage students to see the interconnections of humanity via various art forms, and attempt to serve bigger pictures via service learning initiatives.
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K-8 HEALTH & PE

<u>Kindergarten-2</u>	<u>3-4</u>	<u>5-8</u>	
<ul style="list-style-type: none"> • Behavior Management Games <ul style="list-style-type: none"> A. Class Management B. Tag Games C. Listening Games • Motor Skills Learning <ul style="list-style-type: none"> A. Skipping B. Galloping C. Hopping on Two Feet D. Hopping on One Foot E. Line Hops F. Side Shuffles • Throwing & Catching <ul style="list-style-type: none"> A. Proper Body Position B. Mechanics i.e. Set Up & Follow Through • Kicking <ul style="list-style-type: none"> A. Proper Body Position B. Mechanics i.e. Set Up & Follow Through 	<ul style="list-style-type: none"> • Continued Motor Skill Development <ul style="list-style-type: none"> A. Striking O Skipping B. Galloping C. Hopping on Two Feet D. Hopping on One Foot E. Line Hops F. Side Shuffles • Team games <ul style="list-style-type: none"> A. Soccer B. Team Handball C. Basketball Variations D. Kickball Variations E. Volleyball • Skill Development in Team Games <ul style="list-style-type: none"> A. Individualized movements/skills that help each person participate in the activity • Physical Fitness <ul style="list-style-type: none"> A. Jogging B. Sprinting C. ABC Push Ups/Push Up Holds 	<ul style="list-style-type: none"> • Team Games <ul style="list-style-type: none"> A. Soccer B. Football C. Team Handball D. Kickball Variations E. Basketball Variations F. Volleyball • Skill Development in Team Games <ul style="list-style-type: none"> A. Individualized movements/skills that help each person participate in the activity • Physical Fitness <ul style="list-style-type: none"> A. Jogging B. Sprinting C. Push Up Holds/Push Ups D. Squats E. Wall Sits F. Sit Ups G. Lunges in Multiple Directions H. Pull Up/Chin Up Holds 	

<ul style="list-style-type: none"> • Physical Fitness A. Jogging B. Sprinting C. ABC Push Ups D. Sit Ups E. Squats F. Lunges G. Circuit Training 	<ul style="list-style-type: none"> D. Squats E. Sit Ups F. Lunges in Multiple Directions G. Pull Ups Holds 		
K-8 MUSIC			
KINDERGARTEN		1 st and 2 nd GRADES	

<ul style="list-style-type: none"> • Observe music as an art form (1.1) • Explain that music can generate personal feelings (1.1) • Clap, sing or play from simple notation that includes pitch, rhythm, dynamics, and tempo (1.2) • Vocalize the "home tone" of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison with a partner (1.2) • Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody (1.3) • Orally communicate opinion regarding dance, music, theater, and visual art based on observation (1.4) • Recognize works of art from diverse cultures (1.5) 	<p><u>Singing</u></p> <ul style="list-style-type: none"> • Differentiate between singing voice and speaking voice • Demonstrate matching pitch in one's own range • Sing in unison • Sing with steady tempo and rhythmic accuracy • Sing with expression <p><u>Instruments</u></p> <ul style="list-style-type: none"> • Play instruments with awareness of beat, tempo, dynamics, and pitch • Demonstrate instrument-specific technique when playing instruments • Play un-pitched rhythm instruments and body percussion sounds • Echo short rhythm patterns 	<ul style="list-style-type: none"> • Interpret basic elements of style in dance, music, theater, and visual art as the foundation for a creative project (1.1) • Interpret basic elements of style in dance, music, theater, and visual art as the foundation for a creative project (1.1) • Communicate observational and emotional responses to works of art from a variety of social and historical contexts (1.1) • Improvise short tonal and rhythmic patterns (1.2) • Recognize ways to organize musical elements such as scales and rhythmic patterns (1.3) • Define the basic concepts of color, line, shape, form, texture, space, and rhythm (1.4) • Express how individuals can have different opinions toward works of art (1.4) • Identify family and community as themes in art (1.5) 	<p><u>Singing</u></p> <ul style="list-style-type: none"> • Sing a simple melody alone or with a group using a clear, free tone • Singing from memory a varied repertoire of folk and composed songs • Sing with expression • Sing a part in a round with rhythm and pitch accuracy • Sing a simple ostinato • Sing with good posture, proper breath support, and in appropriate range <p><u>Instruments</u></p> <ul style="list-style-type: none"> • Play short pieces using traditional and non-traditional instruments • Accompany a song using a melodic instrument • Sort instruments into families • Differentiate between band and orchestra instruments • Identify/discriminate instruments both aurally and visually • Play ostinato patterns to accompany group singing
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3 rd GRADE		4 th Grade	
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<ul style="list-style-type: none"> • Compose simple works of art in response to stylized characteristics observed in the dance, music, theater, and visual art of various cultures and time periods (1.1) • Apply basic domain-specific arts language to communicate personal responses to dance, theater, music, and visual art (1.1) • Communicate ideas reflecting on the nature and meaning of art and beauty (1.1) • Clap, sing on pitch, or play from progressively complex notation while maintaining a steady tempo (1.2) • Recognize and vocalize the tonal triad (do, mi, sol) after being given the "home tone." (1.2) • Explore musical elements through verbal and written responses to diverse aural prompts and printed scores (1.3) • Identify and categorize sound sources by common traits (1.3) • Observe the basic arts elements in performances and exhibitions (1.4) • Describe the general characteristics of music from various historical periods and world cultures (1.5) 	<p><u>Singing</u></p> <ul style="list-style-type: none"> • Demonstrate expressive singing through vocal control • Sing one part alone or in a small group while others sing contrasting parts • Demonstrate accurate intonation <p><u>Instruments</u></p> <ul style="list-style-type: none"> • Demonstrate the use of variety in tempo, timbre, dynamics, and phrasing for expressive purposes • Play as a member of an instrumental ensemble with independent parts • Perform one's own composition • Playing the soprano recorder and reading music to develop hand/eye coordination 	<ul style="list-style-type: none"> • Recognize works of art and art elements designed to imitate systems in nature (1.1) • Compare and contrast works of art that communicate significant cultural meanings (1.1) • Create an arts experience that communicates a significant emotion or feeling (1.1) • Improvise short tonal and rhythmic patterns (1.2) • Recognize ways to organize musical elements such as scales and rhythmic patterns (1.3) • Recognize the value of critiquing one's own work as well as the work of others (1.4) • Observe the basic arts elements in performances and exhibitions (1.4) • Formulate positive analysis of arts performances by peers and respond positively to critique (1.4) • Recognize the main subject or theme in a work of art (1.4) • Recognize arts resources that exist in communities (1.5) • Examine music as a reflection of societal values and beliefs (1.5) 	<p><u>Singing</u></p> <ul style="list-style-type: none"> • Demonstrate expressive singing through vocal control • Sing one part alone or in a small group while others sing contrasting parts • Demonstrate accurate intonation • Demonstrate a clear tone in the upper register • Demonstrate proper diction • Perform with correct posture and breath control • Demonstrate a sense of ensemble while singing as a group • Respond to cues from conductors <p><u>Instruments</u></p> <ul style="list-style-type: none"> • Demonstrate the use of variety in tempo, timbre, dynamics, and phrasing for expressive purposes • Play as a member of an instrumental ensemble with independent parts • Perform one's own composition • Playing the soprano recorder and reading music to develop hand/eye coordination • Option to play a woodwind, brass, or percussion instrument
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<p>INSTRUMENTAL MUSIC</p>	<p>5-8 ELECTIVES under the ARTSBRIDGE Umbrella</p>	
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<p>Starting in 4th grade, students have the option to choose a band instrument (woodwind, brass, or percussion.)</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Perform with a focused tone characteristic of the instrument played • Perform with correct posture, breath control and hand position • Perform musically with acceptable pitch, rhythm, articulation, phrasing, and dynamics • Perform appropriately with other students as part of an instrumental ensemble • Follow and correctly interpret conducting gestures 	<ul style="list-style-type: none"> • Describe the compositional design in selected works of art or performance (1.1) • Examine how exposure to various cultures and styles influence individuals' feelings toward art forms and artworks (1.1) • Read music from progressively complex notation, including mixed meters, compound meters, and the grand staff (1.2) • Improvise simple harmonic accompaniment, melodic embellishments, and simple melodies (1.2) • Demonstrate knowledge of the basic concepts of meter, rhythm, tonality, intervals, chords, and harmonic progressions (1.3) • Apply domain specific arts terminology to express statements of both fact and opinion regarding works of art (1.4) • Recognize that a chronology exists in all art forms (1.5) • Compare and contrast the contributions of significant artists from an historical period (1.5) 	<p><u>Keyboard</u></p> <ul style="list-style-type: none"> • Learning to read both treble/bass clef notation • Playing with both hands in unison • Playing with hands independently • Demonstrating proper technique, including posture, finger position, fingerings <p>AND</p> <p><u>Guitar</u></p> <ul style="list-style-type: none"> • Learning to read treble clef notation • Learning the notes in first position on all 6th strings • Playing simple melodies in first position • Playing various open chords • Demonstrating proper technique, including posture, position of guitar, hand placement
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K-8 SPANISH & LANGUAGES			
<i>The content of this curriculum is divided into the five main goals of world</i>	2. Culture	3. Connections	4. Comparisons

<p><i>language learning: Communication, Culture, Connections, Comparisons, and Communities.</i></p> <p>1. Communication</p> <p>A. Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <ul style="list-style-type: none"> • Students will engage in conversations relating to personal facts and experiences, learned information, and topics of interest. • Students will provide and obtain appropriate information in order to engage in simple traveling exchanges such as shopping and talking with a host family. • Students will express feelings and emotions using appropriate set expressions and gestures. • Students will use basic vocabulary and phrases to express opinions on familiar topics of interest. • Students will use the following communicative functions and vocabulary for communication: <p>B. Students will understand and interpret spoken and written Spanish on a variety of topics.</p> <ul style="list-style-type: none"> • Students will interpret the general meaning of simple spoken material such as songs, poems, lists, and stories. • Students will 	<p>A. Students will demonstrate an understanding of the relationship between the practices and perspectives of the different Hispanic cultures.</p> <ul style="list-style-type: none"> • Students will use appropriate gestures and oral expressions for greetings, leave-takings, and common classroom interactions such as addressing their teachers formally (using Señor / Señora / Señorita) and their classmates informally and accompanying greetings with a handshake. • Students will participate in age-appropriate cultural activities such as games, songs, chants, and celebrations appropriate to the Hispanic Community. <p>B. Students will demonstrate an understanding of the relationship between the products and perspectives of the different Hispanic cultures.</p> <ul style="list-style-type: none"> • Students will observe and be able to identify the following tangible products of Spanish culture: las maracas, la mola, el sombrero, el tambor, la piñata, and flags of Spanish-speaking countries. • Students will observe and recognize a variety of objects as products of Spanish culture (i.e. el güiro, la clementina, el chonchón, el turrón, la marimba, el palo de lluvia, la chirimoya, la máscaras, la guitarra, el sarape, la zampoña, etc.). 	<p>A. Students will reinforce and further their knowledge of other disciplines through Spanish:</p> <p>(Language Arts)</p> <ul style="list-style-type: none"> • Students will participate in a variety of mini-dramas (role-plays) and make connections to topics taught in Language Arts classes. <p>(Geography / Social Studies)</p> <ul style="list-style-type: none"> • Students will be able to locate all Spanish-speaking countries on a world map. • Students will identify the basic facts about the journey of Cristóbal Colón. (Some English may be necessary). <p>(Mathematics)</p> <ul style="list-style-type: none"> • Students will perform simple mathematical functions such as addition, subtraction, graphing, and charting in Spanish. <p>(Science)</p> <ul style="list-style-type: none"> • Students will differentiate between fruits that are tropical and non-tropical. • Students will describe the daily weather. • Students will identify simple characteristics and/or objects related to the four seasons. <p>(Art)</p> <ul style="list-style-type: none"> • Students will observe and describe colors and/or objects found in a variety of works by artists from Spanish-speaking countries. <p>(Music)</p> <ul style="list-style-type: none"> • Students will identify the country / place of origin 	<p>A. Students will demonstrate and understanding of the nature of language through comparisons of Spanish to their native language. (some English may be necessary).</p> <ul style="list-style-type: none"> • Students will recognize the appropriate usage of "tú" for children and "usted" for adults. • Students will describe some simple pronunciation differences between Spanish and English consonants and vowels. • Students will identify some commonly used Spanish / English cognates. • Students will describe simple differences in Spanish and English sentence structure such as descriptive adjectives following nouns, use of the inverted question mark and exclamation point, and differences in capitalization rules. • Students will describe differences in format of the complete date in Spanish and English. <p>B. Students will demonstrate an understanding of the concept of culture through comparisons of Spanish culture to their native culture. (English may be necessary).</p> <ul style="list-style-type: none"> • Students will describe simple similarities and differences between the objects in a Spanish child's daily life and their own (food, toys, etc.).
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<p>comprehend the main short conversations between peers and adults on learned topics.</p> <ul style="list-style-type: none"> • Students will appropriately respond to a variety of classroom commands and questions and questions on learned topics. • Students will interpret simple written material including lists, maps, short notes, charts, graphs, short stories, and role-play dialogues. <p>C. Students will present information, concepts and ideas in Spanish to an audience of listeners or readers on a variety of topics.</p> <ul style="list-style-type: none"> • Students will give brief oral presentations about themselves, a country, an animal, or other familiar topics. • Students will recite poems, sing songs, or perform short dialogues in front of an audience. <p>Students will create lists or short notes containing information about themselves or a familiar topic to be shared with peers or adults.</p>	<ul style="list-style-type: none"> • Students will experience, hear, or read about expressive products of Spanish speakers such as children’s songs, children’s literature, traditional poetry, chants, and rhymes. 	<p>of at least four of the following instruments: las maracas (Caribbean), el cencerro (Africa), el g †iro (Caribbean), el tambor (Africa), la marimba (Central America), el palo de lluvia (Chile).</p> <p>(Physical Education)</p> <ul style="list-style-type: none"> • Students will engage in a variety of activities that require physical movement and following a sequence of directions such as classroom commands, songs, and dances. <p>B. Students acquire information and recognize the distinctive viewpoints that are available only through the Spanish language and its many cultures.</p> <ul style="list-style-type: none"> • Students read, listen to, and talk about the cultural bases of age-appropriate school content, folk tales, short stories, poems, and songs written for native speakers of Spanish. 	<ul style="list-style-type: none"> • Students will describe simple similarities and differences in the practices of Spanish daily life and their own (handshakes, customs, pet care, etc.) <p>5. Communities</p> <p>A. Students will use Spanish both within and beyond the school setting.</p> <ul style="list-style-type: none"> • Students will complete at least three assignments each year which require them to interact with family or other adults at home. • Students will participate in at least one school-wide event each year in which they use and / or perform in Spanish. • Students will observe, listen to, or participate in performances, guest-speaker visits, discussions, or movies by native Spanish speakers from the outside community. <p>B. Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.</p> <ul style="list-style-type: none"> • Students read materials in Spanish, watch Spanish television programs for children, and listen to music from Spanish-speaking countries for personal enjoyment. • Students play culturally authentic games.
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SPECIAL EDUCATION K-8

ADAPTATIONS

I. SIZE

1. Adapt a number of items that the learner is expected to learn or complete.
2. **Example:** Reduce the number of social studies terms a learner must learn at any one time.

II. TIME

1. Adapt the time allotted and allowed for learning, task completion, or testing.
Example: Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.

III. LEVEL OF SUPPORT

1. Increase the amount of personal assistance with a specific learner.
Example: Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors.

IV. INPUT

1. Adapt the way the instruction is delivered to the learner.
Example: Use different visual aids, plan more concrete examples, and provide hands-on activities place students in cooperative groups.

V. DIFFICULTY

1. Adapt the skill level, problem type, or the rules on how the learner may approach the work.
Example: Allow the use of a calculator to figure math problems, simplify task directions; change rules to accommodate learner needs.

VI. OUTPUT

1. Adapt how the student can respond to instruction.
Example: Instead of answering question in writing, allow a verbal response, use a communication book for some response, use a communication book for some students, allow students to show knowledge with hands on materials.

VII. PARTICIPATION

1. Adapt the extent to which a learner is actively involved in the task.
Example: In geography, have a student hold the globe, while others point out locations.

VIII. ALTERNATE GOALS

1. Adapt the goals or outcome expectations while using the same materials.

Example: In social studies, expect a student to be able to locate just the states while others learn to locate capitals as well.

IX. SUBSTITUTE CURRICULUM

1. Provide different instruction and materials to meet a student's individual goals.

2. Change the school's curriculum to a functional curriculum.

Example: During a language test one student is learning computer skills in the computer lab.

Example: Change the individual's goal to listening as the classroom to read aloud.

ACCOMODATIONS AND MODIFICATIONS

Mathematics

- Provide additional time to complete tasks
- Reduce the number of problems
- Peer/adult assistance (e.g., reading of problem and recording of answer)
- Change format of assignment (e.g., write answers only)
- Change complexity of material (e.g., separate problems by operations required)
- Utilize manipulative (beads, marbles, buttons, etc.)
- Number line
- Math fact sheet (e.g., multiplication facts)
- Enlarged math worksheets
- Color coding strategies
- Increase size of print (e.g., through photocopying))
- Study carrels
- Provide frequent breaks
- Repeat, clarify, or reword assignment
- Modified paper (bold line, enlarged, raised line, graph paper, etc.)
- Abacus
- Math "Smart Chart"
- Adapted measuring devices
- Flannel/Felt board and numbers
- Tactile numbers/signs

Mechanics of writing

- Decreased length of assignment/ number of responses
- Word banks and sentence starters
- Provide typed outline or typed copy of lecture notes prior to delivery
- Student highlights key points on printed copy of notes rather than copying /recording lecture notes
- Use webbing/concept mapping strategy
- Increased time for completing assignments
- Oral dictation as an alternative to writing

- Use pre-written word/phrases
- Peer note taker with carbon paper
- Provide frequent breaks
- Variety of pencils and pens
- Built-up crayons and markers
- Pencil grip or other adapted writing aids
- Adapted paper (bold line, raised line, different spacing, secured to desk, paper stabilizers)
- Slant board
- Personal dry erase board
- Writing stabilizers
- Writing guides
- Non-slip writing surface(e.g., dycem)
- Clipboard
- Correction tape/pen/fluid
- Book holder
- Tape recorder for dictated responses and note taking
- Typewriter
- Portable word processor
- Note taking device (e.g., Braille, adapted tape recorder, smartboard)
- Computer with word processing software with spell and grammar check
- Computer with word processing software and outlining /webbing software
- Computer with talking word processor software
- Computer with word prediction software
- Computer with speech recognition software

Compose written material

- Decreased length of written responses
- Content outline
- Oral dictation as an alternative to writing
- Peer writer/ scribe/ editor
- Model document and form to work from
- Story starters
- Pre-set choices or plot twists
- Webbing/concept mapping
- Templates to provide format or structure
- Provide frequent breaks
- Dictionary/Thesaurus
- Use rough drafts
- Use four square to organize writing
- Process writing strategies
- Develop personal dictionary with correctly spelled words
- Words cards/book/wall
- Study carrel
- Color coding information
- Use testing format that requires little writing
- Repeat, clarify, or reword assignments
- Highlighter pens and tape

- Tape recorder- record thought before writing/record story
- Electronic /talking spell checker
- Computer with text reading software
- Computer with changed foreground/background color combination
- Computer with text enlargement software
- Computer-based advanced reading aids
- Word processor with writing supports (e.g., abbreviation expansion, word completion and word prediction)
- Symbol based software for writing
- Multimedia software
- Electronic dictionary/thesaurus
- Outlining or brain storming ideas software
- Speech recognition software
- Scanner with Optical Character Recognition for importing existing text

Spelling

- Reduce number of spelling words
- Peer/adult assistance for difficult to spell words
- Personal or custom dictionary
- Problem word list
- Increased time for completing assignments
- Spell words orally
- Print dictionary
- Personal dictionary with frequently used words
- Provide frequent breaks
- Repeat, clarify, or reword assignments
- Flash cards
- Personal dry erase board for practice
- Flannel/Felt board and letters
- Tape recorder with difficult to spell words recorded
- Portable, electric spellchecker with or without auditory output
- Portable word processor with built-in spellchecker
- Computer with word processing program with spell check feature
- Computer with talking word processing software containing speaking spell check
- Computer with word prediction software

Reading

- Custom vocabulary list
- Decreased length of assignment
- High interest, low reading level of materials
- Increased time for completing reading materials
- Simplify complexity of text
- Peer/adult reading assistance
- Color coding to emphasize key points (highlighting using different colors)
- Increase print size of materials such as photocopying
- Use less text per page

- Multi-modality instruction
- Study carrel
- Changes in text size, spacing, color and background color
- Use of pictures/symbols with text
- Provide frequent breaks
- Repeat, clarify, or reword assignments
- Page turning supports and /or devices
- Slant board and book holders for positioning
- Highlighting pen/tape
- Books adapted for page turning
- Color Overlays
- Tracking device (e.g., reading window, bar magnifier)
- Predictable books
- Audio-taped books
- Tape recorder with headphones
- Provide materials through video tape or DVD
- Electronic books (e.g., disk or CD-ROM)
- Reading pen
- Speaking spellchecker, dictionary, or thesaurus
- Computer with text enlargement software
- Computer with text reading software
- Computer with changed foreground/background color combination
- Scanner with Optical Character Recognition(OCR)

Vision

- Reduce the number of tasks and problems
- Provide increased lightning
- Use overhead with high contrast
- Change angle of material
- Read test question aloud
- Provide student personal copy of outline, lecture material or teacher notes
- Provide preferential seating
- Use larger font size for printed material
- Provide sharper contrast with printed materials
- Colored paper
- Raised-line paper
- Colored pens
- Large print globe maps
- Tactile globe and maps
- Optical aids (e.g., hand-held magnifier, page magnifier)
- Mini-book light
- Large digital wall clock
- Screen font adjustments
- Screen color contrast adjustment
- Screen magnifier(mounted over screen)
- Screen magnification software

- Talking calculator
- Tape recorder
- Electronic books
- Alternate Keyboard with enlarged keys
- Text reader
- Screen reader
- Speech recognition system
- Braille materials
- Braille answer sheets
- Braille translation software
- Enlarged or Braille / tactile labels for keyboard
- Braille keyboard and note taker

Mobility/Seating and Positioning

- Reduce amount of work requirements
- Provide additional time to complete tasks
- Provide adjustable classroom chairs, desks and tables
- Provide preferential seating
- Limit mobility requirements through careful scheduling of daily activities (order, location, etc.)
- Peer and adult assistance
- Change format of assignment (e.g., write answers only)
- Laptrays and equipments mounds
- Adaptive classroom equipment (e.g., prone and supine standers, side lyers, etc.)
- Adapted tables and desks
- Walkers
- Crutches/canes
- Cushion system and inserts
- Positioning hardware (e.g., arm, leg, back, pelvic and trunk supports)
- Adaptive and modular seating
- Environmental adaptations (e.g., ramps, lifts, elevators)
- Manual wheelchairs
- Power wheelchairs
- Transfer boards
- Patients lifts

Behavioral

- Provide flexible time schedule for completing work
- Minimize distractions and background noise
- Keep communication simple
- Use note taker or scribe
- Teach replacement behaviors
- Support through routine
- Limit space and tools
- Model expected behaviors
- Utilize time-outs

- Post rules and expectations
- Use a study carrel
- Use visually stimulating material for assignments/ learning presentations
- Utilize planned ignoring
- Use proximity and touch control
- Restructure assignments
- Break tasks into manageable steps
- Utilize preferential seat assignment
- Give directions in a variety of ways (e.g., oral and written)
- Allow frequent breaks
- Provide additional personnel support in the classroom
- Reduce amount of work or activities
- Noise blocking devices, (e.g., headphones and earplugs)
- Fiddle toys
- Picture schedule/visual organizer
- Color coding
- Assignment binder
- Silent timer
- Silent reminder type vibrating device
- Watch with alarm
- Provide assignment binder
- Electronic calendar with prompts for schedules events
- Books on tape
- Amplified listening system(e.g., FM System)
- Software program with mapping
- Talking word processor software

Listening and Attending

- Reduce amount of tasks and activities
- Provide repetition of instructions
- Use visual aids(picture symbols, diagrams, maps, and videotapes) to illustrate key points
- Provide a written outline of lecture
- Use a peer note-taker to record notes in class
- Provide sign language /oral interpreter
- Study carrel
- Preferential seating
- Use teacher proximity
- Reduce /minimize distractions (visual, auditory, spatial, movements)
- Break oral directions into smaller steps/segments
- Use verbal prompts
- Use gestures
- Provide frequent breaks
- Headphones for clarity of sound and blocking of extraneous noises for cassette/television
- Environmental alert system
- Silent time for self-monitoring

- Closed captioning on non-caption ready instructional materials
- Real Time captioning of class lecture and discussion
- Closed captioning access to caption ready television and video presentation
- Audio-tape verbally presented for repeated listening

Hearing

- Reduce amount of work
- Provide visual material and demos whenever possible
- Keep noise level to a minimum during activities
- Shut classroom door/windows
- Use visual approaches whenever possible
- Provide sign language /oral interpreter
- Keep close proximity to the students
- Position within the classroom
- Use home/school communication book
- Provide small group work
- Provide typed outline or typed copy of lecture notes prior to delivery
- Headphones
- Utilization of available PA system
- Close-captioning videos
- Closed Captioning
- Real Time captioning
- Signaling device
- Flash alert signal on computer
- Phone amplifier
- TTY/TDD with or without relay
- Video Remote Interpreting Services (VRI)
- Computer aided note taking (e.g., Real-Time transcription)
- Computer /portable word processor
- Personal amplification system /Hearing aid
- FM or Loop system
- Infrared system

Computer Access

- Decrease volume of work
- Provide special furniture
- Provide frequent breaks
- Individual /self-paced software based educational programs
- Additional time due to slow access method
- Adapt computer work station (e.g., table height, chair height, or keyboard/mouse position)
- Keyboard with accessibility options (sticky keys, filter keys, toggle keys. Mouse keys, serial keys)
- Keyboard based macros
- Enlarged key labels on keys
- Arm support /wrist stabilizer/other positioning enhancing strategies
- Keyguard
- Word prediction

- Abbreviation expansion
- Touchscreen
- Mouse or mouse alternative
- Alternate keyboards (e.g., enlarged keyboard, mini-keyboard, alphabet sequenced keyboard, one-handed keyboard, etc.)
- On-screen keyboard

Communication

- Provide interpreter
- Provide verbal prompts
- Model appropriate skills
- Repeat, clarify or reword assignments
- Allow additional response time
- Provide questions ahead of time
- Accept shortened responses
- Label objects in the environment
- Practice rhyming and word play
- Use gestures /body language/facial expressions
- Use props/pantomime/role playing
- Reduce amount of communication required
- Speech enhancing devices (e.g., amplifiers, clarifiers)
- Object based communication displays
- Communication board/book with pictures/objects/letters/words
- Eye gaze board/frame communication system
- Talking switches

Study and organizational skills

- Reduce the amount of work from regular assignment
- Limit changes in project sequences
- Limit concurrent projects
- Allow for frequent breaks
- Reduce visual/auditory distractions in the classroom
- Provide additional time to complete assignment
- Break assignments into shorter tasks
- Provide model of end product
- Assignment sheet provided by peer and/ or adult
- Provide outlines and/ or highlight of key points
- Create student schedule or checklist
- Position student strategically within classroom
- Index cards
- Post schedule on bulletin board
- Utilize study carrel
- Establish/maintain routine
- Provide duplicate set of text books
- Color-code components
- Post signs and label areas in room

- Provide visual presentation to reinforce assignments
- Use student self-monitoring sheets
- Remove unnecessary material from student's desk
- Use timers
- Organizational aids (e.g., color coding, appointment book, student planner, etc.)
- Tape recorder
- Provide verbatim audiotape of directions
- Electronic organizer/personal digital assistant
- Computer based electronic organizer with adapted input and output
- Speech output prompting device
- Single word scanner
- Software for organization of ideas and studying
- Pager/electronic reminder

Recreations and leisure

- Use verbal prompts
- Provide adult /peer assistance
- Model appropriate skills
- Adaptive team sports
- Provide frequent breaks
- Knobs for puzzles
- Adaptive crayon holder
- Adaptive music sheets with symbols
- Raised line coloring sheets
- Modify games, puzzles and toys
- Switch accessible toys
- Adaptive exercise equipment
- Adaptive sports equipment
- Adaptive gardening equipment
- Adaptive video games
- Adaptive playground equipment
- Adaptive musical instruments