

**Tenafly Public Schools  
Tenafly, New Jersey**

**Elementary Program of Studies**



**2024-2025**

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## **General Information**

### **Philosophy**

Tenafly Elementary Schools provide a warm, supportive atmosphere within which each child can learn and grow intellectually, emotionally and socially. Children develop their potential using varied materials, project work, as well as cooperative and independent activities. Curricula are aligned with New Jersey Student Learning Standards.

### **Staff**

In addition to a full-time principal and regular classroom teachers, each school has a variety of specialists who conduct programs in vocal and instrumental music, physical education, art, English Language Learning, and world language. There are also support services in reading, writing and mathematics. Each school benefits from the services of a nurse, library/media specialist, speech/language therapist, and professional guidance counselor. Professional staff developers work with teachers to expand their instructional repertoire of skills.

### **Student Population**

There are approximately 1,400 pupils in the four elementary schools. There are two to three classes per grade level in each school from kindergarten through fifth grade.

Students with special needs are educated in the least restrictive environment. In addition to resource center programs, we offer a preschool “Cubs” class, Full-Day Preschool Handicapped class, Language Learning Disabilities Class, and other classes designed to provide small group instruction to meet the goals and objectives of students’ individual education plans.

### **Entrance**

Kindergarten registration takes place each February for children who reach their fifth birthday on or before October 15 of the year in which they are registering.

### **School Facilities**

Each elementary school has child-centered, well-equipped classrooms, a library/media center, a resource center and a nurse’s office, as well as an outdoor playground with equipment and ample space for organized play. Each classroom has a bank of Chromebooks with access to the Internet.

### **School Day**

Students are admitted to school at 8:30 a.m.; the late bell rings at 8:40 a.m. All children have a 45-minute lunch period, which includes recess. Dismissal is at 3:10 p.m. Teachers are available for assistance to pupils before and after the school day.

### **Reporting to Parents**

Parents of children in grades kindergarten through grade five receive formal notification of student progress three times a year. Standards-based report cards measure areas of growth in each content area skill and assess student learning behaviors. Teachers meet twice yearly for conferences with parents and communicate with parents at other times on an as-needed basis.

# Core Curriculum K-5

## **Literacy**

Tenafly Public Schools' literacy curriculum is designed to support students in their development of becoming lifelong, independent learners, actively involving them in a wide variety of reading, writing, listening, speaking, and viewing experiences. The literacy curriculum is aligned to the NJSL, providing students with numerous, differentiated experiences and opportunities to become proficient readers, writers, and thinkers.

## K-5 Literacy Goals

- Students will value and take pleasure in reading and writing, viewing literacy as an important part of everyday life.
- Students will strengthen and build upon the foundational skills needed to become proficient readers and writers. Staff members explicitly teach concepts of print, phonological awareness, word recognition, word analysis, decoding, fluency and comprehension strategies through multiple genres using a variety of techniques, at varied levels of support, to meet the needs of all learners.
- Students will recognize different text types and structures when reading fiction (fantasy, traditional tales and realistic). Students will use schema to make predictions and connections, retell and identify common story elements (characters, setting, plot, problem and resolution), recognize key details, determine a central message or theme, compare and contrast texts, understand points of view, make inferences, and ask questions to clarify thinking and deepen understanding.
- Students will enhance their critical thinking, analytical skills, vocabulary and understanding of the real world by engaging in various types of nonfiction texts. Students will use their knowledge of genre, text structure, and text features to support their understanding of texts; use comprehension strategies before, during, and after reading to monitor and deepen comprehension; use textual evidence to support thinking; infer an author's purpose or viewpoint; summarize and synthesize information to determine important ideas, and synthesize and compare information across texts.
- Students will understand how to develop quality writing pieces for different purposes and audiences. They will study and analyze authors' craft, and use written language to persuade, express opinions, educate others and function as productive, literate citizens.
- Students will understand the roles that grammar and language conventions play when reading and writing. When reading, students will engage with texts on a deeper level, focusing on word recognition, symbols, spaces, and punctuation that signal readers to change voice, pause and stop, and reflect and think. When writing, students will use grammar and language conventions to create texts that readers will understand and enjoy.
- Students will be competent language users, who understand, use and effectively apply the proper grammar and language conventions when speaking and writing.
- Students will appreciate and respect other languages and cultures through literature and talk. Students will be able to view the world from the perspectives of others and develop deep appreciation for the commonality of all human experiences.

## Mathematics

The goals of our programs in elementary mathematics are for students to develop an understanding of the value of mathematics, demonstrate mastery in rigorous and meaningful contexts, and enjoy the learning process in order for learning mathematics to become a lifelong pursuit. Our program balances procedural and conceptual understandings aligned to the New Jersey Student Learning Standards as our students solve problems, think creatively and purposefully, and communicate mathematically. Our math curriculum includes the five Program Goals/Content Strands as outlined in the Standards for Mathematical Practice and is based on the idea that young learners build understanding and develop skills across the three stages of learning mathematics. This enables our students to make new connections and build on their mathematical knowledge. The Program Goals are threads that weave our mathematics curriculum together across the grades:

Counting and Cardinality: understand the meanings, uses, and representations of numbers, understand equivalent names for numbers, & understand common numerical relations;

Numbers and Operations in Base Ten (and Fractions after 3<sup>rd</sup> Grade): compute accurately, make reasonable estimates, & understand meanings of operations;

Measurement and Data: understand the systems and processes of measurement; use appropriate techniques, tools, units, and formulas in making measurements, use and understand reference frames, select and create appropriate graphical representations of collected or give data, analyze and interpret data, & understand and apply basic concepts of probability;

Geometry: investigate characteristics and properties of 2- and 3-dimensional geometric shapes, & apply transformation and symmetry in geometric situations;

Operations and Algebraic Thinking: understand patterns and functions, & use algebraic notation to represent and analyze situations and structures.

In addition to these standards, teachers place emphasis on the processes and proficiencies with longstanding importance in mathematical education. These mathematical practices include: making sense of problems and persevering in solving them, reasoning abstractly and quantitatively, constructing viable arguments and critiquing the reasoning of others, modeling with mathematics, using appropriate tools strategically, attending to precision, looking for and making use of mathematical structure and reasoning.

Grade-Level Goals are guideposts along trajectories of mathematical learning that span from Kindergarten through 5<sup>th</sup> grade. Listed below is the content emphasized in each grade level – according to the Grade Level Goals. In the Mathematics curriculum, students develop a broad background by learning concepts and skills in the five content strands. The K-5 program emphasizes the following content.

## Kindergarten Overview

### Counting and Cardinality

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

### Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

### Number and Operations in Base Ten

- Work with numbers 11-19 to gain foundations for place value.

### Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in each category

### Geometry

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

## Grade 1 Overview

### Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

### Number and Operations in Base Ten

- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

### Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

### Geometry

- Reason with shapes and their attributes.

## Grade 2 Overview

### Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.

### Number and Operations in Base Ten

- Understand place value.

- Use place value understanding and properties of operations to add and subtract.

#### Measurement and Data

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.

#### Geometry

- Reason with shapes and their attributes.

### Grade 3 Overview

#### Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

#### Number and Operations in Base Ten

- Use place value understanding and properties of operations to perform multi-digit arithmetic.

#### Number and Operations—Fractions

- Develop understanding of fractions as numbers.

#### Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

#### Geometry

- Reason with shapes and their attributes.

### Grade 4 Overview

#### Operations and Algebraic Thinking

- Use the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.

#### Number and Operations in Base Ten

- Generalize place value understanding for multi-digit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.

### Number and Operations—Fractions

- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.

### Measurement and Data

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand concepts of angles and measure angles.

### Geometry

- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

## Grade 5 Overview

### Operations and Algebraic Thinking

- Write and interpret numerical expressions.
- Analyze patterns and relationships.

### Number and Operations in Base Ten

- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

### Number and Operations—Fractions

- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

### Measurement and Data

- Convert like measurement units within a given measurement system.
- Represent and interpret data.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

### Geometry

- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties



## **Science**

The science program emphasizes student investigation, concept attainment, and inquiry through a series of performance expectations reflected in the New Jersey Student Learning Standards for Science. Through hands-on experiences and guided investigation, children explore appropriate topics in physical, life, and earth science. Students relate their developing view of scientific phenomena to events in their everyday lives, including the study of climate change. Teachers incorporate appropriate literature, computer software, and audio-visual materials into the elementary science program.

### Kindergarten

In Kindergarten, our youngest students begin with earth science, exploring weather and climate through weather patterns, the effects of sunlight on the Earth, and forecasting. Next, students begin to explore physical science by “planning and conducting an investigation to compare the effects of different strengths or different directions of pushes or pulls on the motion of an object.” Finally, in a life science unit, teachers will introduce the basic structure of ecosystems with plants, animals, and their environment.

### Grade 1

Grade 1 begins with a unit on Sky Patterns, in which students will observe and identify the objects in the sky and make observations about day and night, the calendar, and the four seasons. In the Light and Shadows Unit, students will explore the interaction of light and materials including illumination, shadows, transparency, translucence, and opaqueness. In the Animals and How They Communicate Unit, students will develop the understanding of animals. They will learn about their structures and functions, the ways animals adapt to their habitat, and the similarities and differences between their offspring. In the last module, All About Plants, students will learn how plant structures help plants live. Students will make observations of plants to construct explanations of their external parts and how their structures help them survive. Students will make observations of plants to construct explanations of their external parts and how plant structures are related to their functions and help them survive. Students will use what they learned throughout the module to explain how structures of a plant help it to survive.

### Grade 2

Second graders will study the structure and properties of matter. They will plan and carry out investigations and will engage in the engineering design process and begin to explore how to design, build, test, and evaluate their solution to a problem. The concept of interdependence is reinforced not only in social studies but also in an exploration of plant and soil science. The children focus on soil composition, formation, and classification. Soil erosion, pollution, and the role of soil in supporting life also are investigated. In addition, the children study plants as well as earthworms. The idea that all living things are connected is stressed throughout the unit. Additionally, students observe painted lady butterflies and wax moths to study the metamorphosis these organisms undergo during their life cycles and how traits are inherited.

### Grade 3

Third graders will study weather and climate, where they investigate weather patterns and how to create weather reports and forecasts. They will explore weather patterns in specific regions and

compare climates throughout the world. In their physical science unit, they will plan and carry out investigations to explore motion and forces. Students will also investigate how simple machines reduce the amount of force needed to do work through numerous hands-on experiments where the scientific method is followed. Students will then study parents and offspring and learn about both plant and animal life cycles and inherited traits. They will study animal group survival, adaptations, and natural selection. They will also analyze changes in ecosystems and human and natural hazards. In addition, students will learn what fossils are and how they are formed in an effort to learn about the past.

#### Grade 4

Grade 4 begins with a unit on forces and energy. Students will use evidence to explain how speed and energy are related. They will also understand what happens to energy when objects collide. In the using energy unit, students will provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. Next students will learn about our dynamic earth. Students will develop an understanding of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. They will also look at patterns in rock formations and fossils in order to support an explanation for changes in landscape over time. Using living organisms as a model, students will develop an understanding that all living things have the internal and external structures that function to support survival, growth, behavior, and reproduction.

#### Grade 5

Fifth graders begin by engaging in a Physical Science Unit where they will be able to describe that matter is made of particles too small to be seen as well as make observations and measurements to identify matter based on its properties . They will investigate the Law of Conservation of Matter and whether the mixing of two or more substances results in a new substance. In the fifth-grade Life Science Unit, students will look at models of different ecosystems and develop an understanding of the idea that plants get the materials they need for growth chiefly from air and water and how the movement of matter among plants, animals, decomposers, and the environment was once energy from the sun. In the Earth Science Unit, students will learn about the differences in the apparent brightness of the sun compared to other stars due to its relative distance from Earth in addition to the daily and seasonal patterns of shadows, daylight, and the stars. Students will be able to describe ways the geosphere, biosphere, hydrosphere, and atmosphere interact, as well as describe and graph data about the distribution of water on Earth.

### **Social Studies**

Social Studies is the education for democratic citizenship within a global context. The goal of the elementary school social studies teacher is to help students develop a rich network of understandings based on an in-depth study of essential topics. Students learn “how to learn”—how to use prior knowledge to understand complex ideas, how to create new ideas, and how to use the tools of research to investigate a topic. The Tenafly Public Schools’ elementary social studies curriculum (history, geography, and civics) interweaves the following strands: democratic ideal, cultural diversity, economic development, global perspective, and participatory citizenship. By addressing these strands, the social studies curriculum aims to encourage students to: develop enlightened democratic citizenship for effective participation in local, state, national and international affairs; recognize the roles of cultural groups and individuals in all societies; explore the ways that resources are generated, used, and

distributed; and understand and appreciate the interconnectedness and interdependence of societies throughout the world. The essential components of social studies learning are the posing of questions and the challenge to “do something” with acquired knowledge. It is a belief that discussion (conversation and deliberation) is the most basic and essential form of participatory citizenship. It is in discussion that disagreements are revealed, clarified, analyzed and made. In discussion, action is planned as well. Students are held accountable for specific knowledge and are encouraged to direct and monitor their own learning. Authentic assessments provide students with opportunities to demonstrate a rich understanding of concepts; included in this is an exploration of the social, political, and economic aspects of global climate change.

### Kindergarten

Students gain an awareness of the self in a social setting through the study of themselves as unique members of the classroom community as well as in their own families. Diversity is a focal point as the students explore who they are and how they, along with their families, are alike and different. This is a natural transition to studying international families as well. When studying communities, children will explore how community helpers work together to make a community better. The concept of change is studied when exploring how kindergartners change and grow as well as reasons families change (moving, new babies, divorce, etc.). Other key concepts covered are respect, cooperation, consequences, and interdependence. Children learn positive ways to interact with one another and there is a strong focus on how one’s actions affect others. Some major map skills that are covered, including the use of cardinal directions and the rudiments of map reading and globe study.

### Grade 1

Students come to an understanding that basic needs are met in social groups by studying themselves, and their place in the classroom and school communities. They identify the roles that they serve at home, in school and in a community. The rights and responsibilities of citizenship are explored, and students are introduced to American history and geography, national symbols, and the naturalization process. After studying American citizenship, students examine the concept of global citizenship and the interdependence of nations around the world. Map skills taught throughout the year include cardinal and intermediate directions, scale, and legend.

### Grade 2

The concept of interdependence continues to be explored throughout the second grade year through the study of communities, beginning with students studying their own community of Tenafly. Students learn about Tenafly’s history, its government, and the services provided by public employees and citizen volunteers. The contributions of local businesses, civic organizations, and private citizens are also explored. In their study of geography and map skills, scale and legend are reinforced. New topics include the characteristics of the oceans and continents; types of landforms; and an introduction to the fifty states, with a focus on New Jersey. A unit on economics introduces students to concepts such as needs versus wants, supply, and demand, the exchange of goods and services, and entrepreneurship.

### Grade 3

In grade 3, building upon their study of communities in the primary grades, students begin the year with a unit on Civics, in which they gain an understanding of the value of collaboration, problem solving, and conflict resolution in a democratic society. Students will also learn how to understand the perspectives of others in a diverse world and to address discrimination and injustice. These concepts are then used as a lens to explore two historical periods that eventually give rise to the founding of the United States of America—the age of European exploration and Colonial America. Students discuss why exploration occurred and continues; they analyze how European exploration affected trade, human migration and settlement, and the use of natural resources. In their study of the colonization of North America that resulted from European exploration, students compare and contrast the economic interdependence between the colonists, Native Americans, and Europeans. Throughout these three units, the map skills and geographic concepts introduced in grade two are reinforced and applied to each unit’s specific content, for example by examining the impact of landforms and bodies of water on exploration and colonial settlement patterns.

#### Grade 4

The idea that there are rights and responsibilities associated with citizenship is a concept that spans the fourth grade year. Students explore the different circumstances leading to the American Revolution and how it led to the birth of a new nation. The fact that the colonists lacked rights, yet were responsible to England, is explored. Students examine how the Founding Fathers created a structure of government that still exists today. They are exposed to the notion that we can amend or adapt our documents, such as the Constitution, to reflect the changing needs of the People. Both the federal and local government structures are introduced, after which students engage in an in-depth study of the history, geography, and economic development of New Jersey.

#### Grade 5

Fifth graders explore justice at the very beginning of the year. This sets the tone for the study of the four historical developments that followed the founding of the United States: the eighteenth and nineteenth century North American movement westward, slavery and its abolition, immigration, and the Civil Rights Movement. The idea that people throughout history used power against others is explored, as well as how those without perceived power were in fact quite powerful. In studying westward expansion, the students explore not only the struggles of the pioneers but their impact on the Native Americans. During the study of slavery, students examine the origins of slavery and its evolution as an institution in North America, the conditions slaves experienced, and the methods of resistance and political developments that eventually led to emancipation. Students then apply the concept of justice to their study of the various waves of immigration that began following the United States Civil War, specifically examining the ways that nativism manifested itself and the ways in which immigrants have integrated themselves into the fabric of America. Next, students learn about the Civil Rights Movement, which again leads to conversations around justice, power, and affecting social change. Building upon this historical foundation, the year culminates with a civic action project, in which students examine and address a present-day problem or issue that they have identified.

## **Elementary School Programs**

### **All-Day Kindergarten**

Kindergarten children attend school during the same hours as all other children in the elementary schools. Kindergarten is an enriched program, which balances active and quiet times to meet the needs of our youngest students. Teachers offer a variety of stimulating activities in all subject areas.

### **Responsive Classroom**

Recognizing that academic and social learning go hand in hand and that optimal learning happens when teachers teach positive social skills while teaching academics, our Elementary Schools incorporate the Responsive Classroom philosophy and techniques into daily instruction. Responsive Classroom is a research-based approach to education that is associated with greater teacher effectiveness, higher student achievement, and improved school climate.

The Responsive Classroom approach is a way of teaching – not a stand-alone curriculum – that helps all students thrive in our highly connected, interdependent world. Using the RC philosophy to plan and implement lessons, teachers foster activity, interactivity, and engagement through the use of meaningful academic choices. Effective teacher language promotes academic and social growth and starts each day in a way that sets a positive tone for learning. Responsive classroom practices such as the Morning Meeting, Interactive Modeling, Positive Teacher Language, Guided Discovery, and Logical Consequences enable teachers to set high expectations while establishing routines that promote autonomy and independence. These practical strategies build a sense of community, a shared purpose, and teach students 21st century skills such as critical thinking, problem solving, communication, collaboration, creativity, and innovation.

### **Art**

Tenafly's elementary art program provides its students with many opportunities for expression and discovery using two- and three-dimensional materials. Teachers also incorporate art appreciation into the program to familiarize students with famous artists and aspects of their work that represent the concepts taught. The art classes also incorporate concepts related to STEAM (Science, Technology, Art, Engineering, and Math) and media arts.

### **Library/Media Center**

Active, engaging and stimulating elementary library programs promote the love of the written word, reading and research. Children are introduced to a wide variety of authors and genres. They are read to, engage in discussion, and are given independent time to browse the collection, choosing one or more books to borrow and take home to read. In addition, the library offers a variety of engaging hands-on learning projects in the areas of science, technology, engineering (problem solving) art and math (STEAM).

The elementary school library program supports every grade and every subject. As an exciting extension of the classroom, the library media specialist guides students toward a wide variety

of resources found on our library's bookshelves to the vast resources available online, with emphasis on their proper and ethical use. Children are encouraged to make full use of the library media center to further their study, broaden and deepen their minds, share their learning, and express their creativity with a hope that they will use knowledge on behalf of one world we share.

## **Vocal Music**

The vocal music program is designed to promote a love for music and music making. As students move on in the elementary grades, they build upon previously learned concepts. Songs and activities coordinate with the seasons and classroom curriculum.

### Kindergarten

Students will begin learning the basic fundamentals of music. This includes matching pitch, keeping a steady beat, copying simple patterns, understanding the elements of music, and participating in singing games.

### First

Students learn about famous composers and sing traditional and foreign language folk songs. In addition, students read simple rhythms; echo clap melodies and rhythms; and differentiate between loud and soft, high and low, and fast and slow.

### Second

Students begin instrumental music with the second grade recorder program. Students will learn to read notes on the staff, complex rhythms, musical symbols, and more. Additionally, students begin singing in parts through rounds and discussing good vocal technique.

### Third

Students further study famous composers and works. Additionally concepts of form, tonality, dynamics, major and minor, improvisation, and increasingly complex rhythm patterns are explored. Students can also choose to join the instrumental music program beginning in the third grade.

### Fourth

Students continue to learn more about famous composers and their works. Building upon the concepts learned in third grade, students are introduced to changing meters and ever more complex rhythm patterns.

### Fifth

In fifth grade, the curriculum continues to build on all of the concepts that have already been introduced. Students will also be introduced to more sophisticated use of descants and more complex harmonization. Additionally, students will practice songs for graduation at the end of the school year.

## **Instrumental Music**

### Third Grade

The instrumental music program in Tenafly starts in 3rd grade. Students take one thirty-minute lesson each week during the school day focusing on the basics: instrument assembly, posture, proper tone, the first few notes, and an introduction to reading musical notation. These fundamentals prepare students to join the band or orchestra beginning in grade four.

#### Fourth Grade

Building on their previous experience learning an instrument, students can join the school orchestra or band, depending on the instrument they play. Along with morning ensemble rehearsals once per week before school, students also take one thirty-minute lesson per week. During these lessons focus is placed on learning concert music and new musical concepts as well as strengthening their music reading and reinforcing the concepts introduced in grade three.

#### Fifth Grade

Students in grade five continue to play in the school band or orchestra, along with one thirty-minute lesson each week. At this level there is more focus on small ensemble music and instrument-specific exercises to prepare them for higher level playing. Students continue to learn new musical concepts and vocabulary as they prepare for the more demanding music that they will encounter as a middle school student.

## **Super Orchestra**

The Super Orchestra is another performing ensemble that consists of students selected by their music teacher to rehearse and perform with students from each of the four elementary schools starting in January.

## **Physical Education**

Physical education is an integral part of a child's education. Successful physical education programs support academic achievement. The curriculum focuses on movement experiences that progressively build towards the realization of movement skills. Through movement experiences, children express feelings and ideas, which foster the development of a positive self-concept. The program provides a sound foundation in the development of a child by providing directed and purposeful activities including some that are game-centered. Children come to an appreciation of and an aptitude for lifetime activities. Teachers provide physical fitness testing opportunities to students in grades 3-5.

## **Technology**

Students have individual access to technology through the district's 1:1 device program. Kindergarten students have access to class sets of tablets, while Grades 1-5 utilize class sets of Chromebooks. The library is equipped with class sets of both Chromebooks and tablets, and all classrooms have additional Chromebooks to support learning. Students use computers and tablets for research, writing, and enrichment at all levels of the elementary school. Students learn keyboarding, computer literacy, word processing, information retrieval, and data organization and analysis skills for each grade level integrated across content areas. In the intermediate grades students also learn the fundamentals of multimedia presentations. Teachers utilize large presentation/interactive technologies to address the diverse needs of learners.

## **Health/Family Life**

In the K-5 health/family life program, teachers introduce concepts, skills and attitudes that help children understand family, school, and community structures. Through the program, students develop an awareness of a variety of ethical, ethnic and cultural attitudes that influence contemporary society. Children learn constructive decision-making skills enabling them to make responsible decisions in their personal behavior.

## **Guidance/Counseling**

These services are available on a limited basis for students who would benefit from guidance in maintaining productive and positive social relationships, work habits, and personal attitudes. Occasionally, students with similar needs are clustered into small groups. Parents or teachers may contact the school principal to inquire about these services.

Specific social and emotional learning programs are infused in instruction as well. One example is a program called Zippy's Friends. This program is implemented by our school counselors in the kindergarten classroom. This early childhood program promotes mental health and emotional well-being, fostering the development of the whole child. Zippy's Friends is proactive, helping children to develop coping skills and strategies to engage challenging real-life situations. Implementation of a comprehensive mental health program at the primary level helps to grow resourceful and capable students who are able to respond to complex issues through a well-developed sense of self.



## **ELL**

English Language Learner classes are available to those students whose primary language is not English. A comprehensive ELL program is offered to limited English-speaking students. The purpose of the program is to help students acquire the English language across all domains (listening, speaking, reading and writing) successfully as well as to become familiar with our culture and customs.

## **World Languages**

### Kindergarten- Grade 2

In Kindergarten through Grade One students will be provided with exposure to the Spanish language and cultures, with a focus on oral communication. Students will learn vocabulary and structures related to their own identity and the immediate world around them. Students will gain an understanding of the cultures of people who speak the target language through literature, music and online resources. Students will learn to communicate using the three modes of communication: interpersonal, interpretive and presentational. In grade three, students will begin to learn written communication.

### Grades 3-5

In grade 3 students will learn and practice the Spanish language and cultures, with a focus on both oral and written communication. Students will learn, practice and review vocabulary and structures as it relates to their daily lives at home, in school, and the environment. Topics included their preferences, family relationships, celebrations, climate and weather. Students will gain an understanding of the cultures of people who speak the target language through literature, music and online resources. Students will learn to communicate using the three modes of communication: interpersonal, interpretive and presentational.

## **Gifted and Talented Program**

The Tenafly Gifted and Talented Program recognizes, nurtures and develops the gifts and talents of all students. Through curriculum differentiation and various enrichment opportunities, it promotes a commitment to excellence, a pride in accomplishment and a sense of individual and social responsibility. Tenafly Public Schools uses multiple measures to identify the intellectual abilities, creativity and interests of students and to match these with curricular and extra-curricular offerings. Multiple measures for annual identification include NJSLA, benchmark assessments, student conferences and portfolios, teacher evaluations through Renzulli scales and exemplar teacher observations of student proficiency.

## **Special Services**

### **Special Education**

The Child Study Team includes school psychologists, social workers, learning disability teachers/consultants, and, when applicable, speech and language therapists. The members of this team determine eligibility for participation within a range of program offerings with input from classroom teachers and parents.

### **Basic Skills Instruction**

Elementary Basic Skills Instruction is a collaborative support and intervention program designed to service general education students by providing academic support that is tailored to meet the unique needs of struggling learners. The Basic Skills Instruction program promotes student growth towards meeting grade level standards and district benchmarks by providing supplemental instruction in fundamental skills for literacy and math. The Basic Skills Instruction program provides students with small group instruction and evidence-based intervention strategies both in and out of the classroom. Students are identified by assessment results, report card criteria, and teacher input. Students are exited from the program when meeting grade level expectations and are monitored in the general education classroom, should future support be needed.

[Elementary Basic Skills Instruction Program Guide](#)

## **Summer Program**

Tenafly's comprehensive summer school program includes both remedial and enrichment courses.

The district offers a variety of remedial courses for students whose academic skills would benefit from reinforcement and review of work presented in the standard curriculum. Review classes are offered at no charge to students who are recommended for remediation.

Enrichment courses such as creative dramatics, writing workshops, and computer studies are open to all students. The district charges tuition for all enrichment courses.