2025-2026

GRADE 5

PROGRAM OF STUDIES

BOARD APPROVED – 9/17/2025

SCOTCH PLAINS-FANWOOD BOARD OF EDUCATION

512 Cedar Street
Scotch Plains, New Jersey 07076

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The Scotch Plains-Fanwood Public Schools are committed to providing an equal opportunity for all students and employees, regardless of race, color, creed, religion, sex, ancestry, national origin, place of residence, social or economic condition, or handicap/disability in all school programs and vocational education opportunities. Consistent with the intent of Title VI of the Civil Rights Act of 1964 (racial/ethnic equity), and Section 504 of the Rehabilitation Act of 1973 (non-discrimination on the basis of handicap/disability), the Scotch Plains-Fanwood Public Schools afford all students and employees equal opportunity.

The Mission of the Scotch Plains-Fanwood Public Schools is to educate every student to become a confident and caring life-long learner who can communicate and contribute positively to the rapidly changing world. The district, in cooperation with the community, will provide an academic environment which

Dear Families:

The Scotch Plains-Fanwood curriculum is designed to offer every student in our district an excellent comprehensive education. This Program of Studies booklet provides an overview of the various curriculum components in each of the subject areas at the fifth grade level.

Review and revision of curriculum areas are conducted on a five-year cycle by committees of professional staff and parents. In order to meet state standards and keep pace with the changing needs of students in our increasingly interdependent world, curriculum revisions have emphasized the use of content to solve problems, higher-level thinking processes, and technology applications which foster and enhance learning. Through this systematic approach to curriculum renewal, the district also incorporates into our program the most current state and federal guidelines, findings from research of professional organizations and universities, and best approaches of informed practice.

If you have questions about any of the programs we offer, please contact your child's teacher. If further clarification is needed, building principals and subject supervisors will be pleased to assist you..

Sincerely,

Dr. Robert McGarry
Asst. Superintendent for Curriculum and Instruction

TABLE OF CONTENTS

	Page
INTRODUCTION	i
PHILOSOPHY	1
OVERALL PROGRAM	1
TIME ALLOCATIONS	2
DESCRIPTION OF SUBJECT OFFERINGS	
COUNSELING SERVICES	2
INTRODUCTION TO LANGUAGE ARTS & LITERACY PROGRAM	3
READING	3
WORD STUDY	4
WRITING	4
MATHEMATICS	4
SCIENCE	5
SOCIAL STUDIES	5
WORLD LANGUAGES	6
LIBRARY/MEDIA	6
FINE ARTS PROGRAM	7
PHYSICAL EDUCATION	8
HEALTH EDUCATION PROGRAM	8
TESTING & ASSESSMENT	9
RESOURCE PROGRAM	10
SELF-CONTAINED SPECIAL EDUCATION PROGRAM	10
SPEECH THERAPY	10
ENGLISH LANGUAGE LEARNERS	11
BASIC SKILLS PROGRAM	11
GIFTED & TALENTED PROGRAM	11
INTEGRATED STUDY SKILLS	12
INTEGRATED TECHNOLOGY	12

INTRODUCTION

Dear Students and Parents:

Welcome to our middle schools! The Scotch Plains-Fanwood middle school program is based upon the concept that each child should be provided with learning opportunities commensurate with his/her abilities and talents. It is the belief of the middle school staffs that each child should develop the basic skills and acquire the broad, general understanding and the knowledge that are necessary for effective citizenship.

We recognize the importance in fulfilling the above ideals and the need for cooperation between the home and school. It is by this close cooperation that both the home and school can reinforce each other in helping students to understand and assimilate the basic values of our democratic society.

This Program of Studies has been prepared especially for the parents and students of our middle schools. In this booklet, we have included important information about the curriculum and the operation of our schools. Should you have questions, please confer with your counselor. Parent conferences concerning individual programs may be arranged by contacting the Counseling Office.

Dr. Kevin Holloway, Principal
Terrill Middle School
Main Office: 322-5215
Counseling Office: 322-5220

Dr. Jocelyn Dumaresq, Principal
Nettingham Middle School
Main Office: 322-4445
Counseling Office: 322-5085

PHILOSOPHY

Children are the focus of the Scotch Plains-Fanwood Public Schools. We believe that each child is a unique and valued individual with varied abilities, aptitudes, interests, needs, and potential for growth.

All students need:

- the knowledge and skills necessary to function effectively in our changing world,
- an understanding of themselves and of the world around them,
- strong feelings of self-worth as well as respect for others,
- a sense of accomplishment and fulfillment, and
- a supportive and stimulating learning environment.

Recognizing the above, the purpose of the Scotch Plains-Fanwood Public Schools is to provide an education striving for excellence in realizing each student's potential for intellectual and personal growth.

OVERALL PROGRAM

The district is firmly committed to having children achieve a mastery of basic communication and computation skills. The 5th grade program of studies is designed to assure the development of these fundamental skills to the highest degree possible for each child.

Intrinsic to the program is the provision of sequential opportunities for the development of basic skills in the core content areas of language arts, social studies, science, mathematics, world languages, fine arts, technology, and physical education. The program also includes skill development aimed at helping children to mature physically, emotionally, and socially.

Thus, the 5th grade curriculum aims to provide a broad and varied educational program in which the New Jersey Core Curriculum Content Standards are embedded.

TIME ALLOCATIONS

Teachers assure adequate attention to the various subject fields throughout the year, taking advantage of opportunities to meet the needs of a particular learning situation or to address special interests of the children. Inter-disciplinary approaches to enhance learning are utilized whenever appropriate.

COUNSELING SERVICES FOR 5th GRADE STUDENTS

The counseling program is an integral component of the total educational experience for the fifth grade student. Counselors assist students through:

- Transition/Orientation Program
- Safe Schools Program
- Crisis Intervention
- Problem Solving
- Individual Counseling
- Small Group Counseling
- Classroom Developmental Counseling
- Parent/Family Involvement
- Consultation/Collaboration with School Staff, Parents, Mental Health Professionals, and Community

The counselor assists the students in the transition from the elementary to the middle school through activities, classroom presentations, and visits. This is continued as an orientation program in the middle school through classroom developmental counseling activities and small group as well as individual counseling.

The developmental counseling program is delivered in a classroom setting with specific themes. Some include respect for self and others, conflict resolution, decision making, bullying, study skills, and career interests exploration. These lessons address the personal, social, educational, and career interest development of the fifth grade student.

School counselors serve as the liaison between the parent/family and the school. An important role of the counselor is to act as an advocate for the student in communicating with teachers, staff, and others in the school community. Additionally, counselors may provide referrals to other school and community professional services as needed. The counseling program addresses the academic, social and emotional developmental needs, and the school counselors assist students, parents and teachers in helping each child achieve his/her potential.

INTRODUCTION TO LANGUAGE ARTS & LITERACY PROGRAM

The district's elementary language arts program integrates reading, writing, and word study. The *Heinemann Units of Study* support this approach. The reading program supports literacy learning through whole group (Interactive Read Aloud) and small group (Guided) instruction. During interactive read alouds, teachers introduce key reading strategies and skills in a whole-group setting and build a common way of talking about books. During Guided Reading or Strategy Groups, teachers provide instruction targeted to specific developmental levels. Through word study, students examine, manipulate, and categorize words. When teachers use this practical, hands-on way to study words, they create tasks that focus students' attention on critical features of words – sound, pattern, and meaning. The Writing program provides teachers with an opportunity to model for students the practices, skills, and strategies proficient writers use to express themselves and communicate in a variety of genres.

READING

Scotch Plains-Fanwood Public Schools' language arts literacy program supports a comprehensive approach to literacy through its use of *Heinemann's Units of Study in Reading*. Students consistently participate in both whole class (minilesson) and small group (Strategy Groups) instruction. Through minilessons and Interactive Read Alouds, students are introduced to key reading strategies and skills that help them utilize specific actions while they read. This occurs when teachers model the habits, skills, and strategies proficient readers use to understand and enjoy reading. During Strategy Groups, students receive follow-up instruction targeted to specific developmental stages. The elementary reading program is designed to foster a love of reading and to develop the skills essential to students becoming effective, lifelong readers. The program provides opportunities for learning experiences in listening and speaking, word analysis, vocabulary development, and comprehension strategies. As students read a variety of selections, they learn appropriate strategies to optimize their comprehension. These strategies include previewing and predicting, confirming predictions, using prior or background knowledge, self-questioning, adjusting reading rate, using typographic clues, visualizing, rereading, and using text features and illustrations to facilitate comprehension. As a result of students' focus on comprehension, students develop into readers who learn how to relate the text to themselves, the world, and other texts. They learn to be critical and active readers who know that reading equates with getting meaning from text.

Students are offered multiple opportunities for practice and application of these essential skills. They may engage in independent and partner reading, while graphic organizers and group discussions are also used to explore students' understanding of textual content and ideas. Further, written responses are used to encourage students' self-reflection and meta-cognition.

Heinemann's Units of Study in Reading and selected trade books provide the basic materials to support the reading program. Students are exposed to a variety of genres to enrich their reading experiences. Teachers also work with the media specialist in the selection and use of additional appropriate print materials and technology to support the program.

WORD STUDY

Words Their Way is a developmentally driven instructional approach providing an integrated way to teach phonics, vocabulary, and spelling to improve literacy skills. Using a systematic approach to word study, guided by an informed interpretation of spelling errors and other literacy behaviors, *Words Their Way* offers a teacher-directed, child-centered plan for vocabulary growth and spelling development. The main purpose of word study is to examine words in order to reveal consistencies within our written language system and to help students master the recognition, spelling, and meaning of specific words. Becoming fully literate is absolutely dependent on fast, accurate recognition of words and their meanings in texts, and fast, accurate production of words in writing so that readers and writers can focus their attention on making meaning.

WRITING

Heinemann's Units of Study in Writing provides students with genre-based, authentic writing instruction. The writing program relies on real literature to model writing and highlight techniques used by published authors in a workshop setting. Students are encouraged to see themselves as writers as they begin to develop the skills and knowledge required to be good writers. Through writing both fiction and nonfiction, students are introduced to the important aspects of writing. Students are guided through the writing process and deepen their understanding of the process as they continue through the program.
During writing lessons, the teacher works with the whole class to model the practices, skills, and strategies proficient writers use to express themselves and communicate in a variety of genres. Students then work independently or in small groups to reinforce and extend what they've learned. Throughout the program, students use the writing process to generate ideas or topics to write about, plan their writing, write drafts, revise, edit, and publish their work. They have frequent opportunities to work together to practice what they have learned and to share their writing. Building upon their work in previous grade levels, fifth grade students are instructed to write in several genres, such as opinion, argument, and narrative.

MATHEMATICS PROGRAM

The learning of mathematics in grade five is planned to reinforce the developing cognitive abilities of children in this age span. The use of physical models to support and extend their thinking is encouraged. Students' abilities to solve problems, especially involving common-life situations, are reinforced. They work independently and in small groups to confirm their knowledge and to develop long-term math projects. On-going practice to maintain and extend skills for using number facts and basic operations is built into math instruction; students work with activities to develop a growing understanding of the mathematics underlying the familiar operations.

Students are supported in learning how to use numbers and numeration to solve problems. They develop and apply an understanding of geometry and spatial relationships. They are guided in

exploring data and in using patterns and sequences. As their understanding grows, they explore the procedures and algorithms employed to facilitate mathematical operations. The use of the Texas Instruments 15 calculator with scrolling display, enables students to analyze and refine their problem solving skills. In addition, the calculator features practice for fact extensions to reinforce mental math.

Students in grade five need opportunities to turn their intuition for numbers into systematic understanding. To facilitate this growth, they are encouraged to construct knowledge and concepts for themselves. The mathematics program provides experiences to capture and extend the enthusiasm of students for learning mathematics. In grade five, materials from the University of Chicago School Mathematics Project, ***Everyday Mathematics***, are used as the primary source for classroom learning activities.

SCIENCE PROGRAM

The grade five science program has been designed to provide all students with an exciting "minds on" experience which emphasizes higher-level thinking skills. Classroom activities involve students in the process of using an inquiry approach to science. An emphasis on experimentation, observation, and analysis sharpens students' problem-solving skills. Writing along with the use of technology, including the Internet, are integral parts of the students' science experience in each FOSS unit. The program uses the Full Option Science System (FOSS) to ensure a balanced approach to physical science, earth science, life science and engineering, technology and the application of science. The grade five science curriculum offers students challenging opportunities to practice science and build confidence in both individual and cooperative abilities.

The following provides an overview of the Science Program for Grade 5.

Life Science	Earth Science	Physical Science
Environments (FOSS)	Earth and Sun (FOSS)	Mixtures and Solutions (FOSS)

SOCIAL STUDIES PROGRAM

The *Social Studies Alive!* program, *America's Past*, serves as the primary resource with literature pieces chosen to extend and enrich historical concepts. The grade five social studies program is a chronological and in-depth study of the history of North America, beginning with the settlement of native peoples through the earliest stages of the American Revolution. Particular emphasis is placed on developing student understanding of those fundamental principles on which this nation was founded and guided in its development. The diverse cultural, ethnic, and racial origins of the American people are stressed. Students also explore the complex nature of historical study by investigating the multiple perspectives evident in a variety of primary and secondary sources. They develop an understanding that the study of the past requires critical thinking, recognition of multiple perspectives, and the analysis and synthesis of many sources.

Emphasis is also placed on skill development using both print materials and technology. In addressing the need to develop thinking citizens, we teach children how to locate, gather, organize, interpret, and use information effectively. Students also learn how to use maps, globes, charts, and graphs through activities. Using additional resources such as newspapers, magazines, and electronic databases that supplement the *Social Studies Alive! program,* students explore ethical issues such as prejudice, racism, cultural conflicts., and responsible citizenship. The writing process continues to be reinforced as students plan writings that reflect their understanding of information and concepts comprising the social studies curriculum. The social studies program assists children in acquiring essential knowledge of who they are within various communities, appreciating our heritage, and valuing responsible citizenship in a multicultural, democratic society.

WORLD LANGUAGES PROGRAM

The middle school world languages program is composed of an exploratory experience in the fifth grade and an opportunity for formal language study in the language of their choice in grades 6-8. The exploratory program provides every student with the opportunity to explore three modern languages - French, Italian, and Spanish. The exploratory curriculum in French and Italian integrates common aspects of the target language within a thematic, cultural context. In Spanish, the students will reenter and build upon their elementary experience in Spanish within a student-centered, thematic context. In all of the languages, emphasis is placed on the practical aspects of language and culture with an activity approach to language learning to allow all students to experience success. Each language is studied two class periods in a six day cycle for one trimester. At the end of 5th grade, each student will decide to begin the study of French, Italian or to continue with the study of Spanish.

LIBRARY/MEDIA PROGRAM

The media center is the hub of the learning process at our middle schools. Classes are scheduled into the center based on need and availability. Information literacy skills are taught through integration with the curriculum. Working collaboratively with the teachers, the media specialist, through the development of the collection, provides access to a wide range of materials, both text and electronic. The media specialist provides an extensive variety of print and non-print materials for student and teacher use. An excellent collection of materials is available for all students for research and leisure reading. Students may check periodicals and reference books out overnight.

The media specialist provides readers' advisory to students and staff during media center hours. The media specialist also provides teachers with resources to support the curriculum.

The media center is open from 7:55 a.m. to 2:55 p.m. Classes are routinely scheduled into the media center for research projects, book talks, library instruction, and information strategy lessons.

The middle school media centers are fully automated and provide students with an opportunity to learn valuable "searching" techniques. Both middle schools have computer labs, allowing students filtered access to the Internet and other databases for information as part of the research process.

FINE ARTS PROGRAM

ART

The fifth grade visual art program is designed to provide children with the opportunity to create art. It is designed as a means of self-expression for students' emotions and creative energy. It develops a perceptual awareness and discrimination which helps our students gain an appreciation of our world and environment and their quality of life. The art program also develops manipulative and technical skills in a wide range of media.

Students participate in a 40 minute lesson in a six school day cycle. The regular display of student work in classrooms, corridors, and local establishments provide a vehicle for communicating the individual and collective talents of our students.

Art education is comprised of two aspects – encouraging appreciation and expression and developing artistic skills. The principles and elements of design, the use of tools, and exposure to art history and contemporary art are considered in a multi-level fashion.

MUSIC

The fifth grade music program provides opportunities for students to develop skills, knowledge, understanding, attitudes, and appreciation for their personal enjoyment, expression, and musical growth in contemporary society. The basic elements of music -- rhythm, melody, harmony, form, tone, color, dynamics, and tempo -- are presented through various kinds of experiences involving singing, playing instruments, critical listening, movement, creative expression, and music reading.

Musical activities are planned as episodes in a process of musical growth. Singing songs, engaging in rhythmic activities, enjoying singing games, studying notation, listening, practicing, singing in a choir, and playing in instrumental ensembles are a few of the more important examples that help children grow in the field of music. In the process of providing musical growth, a sequence of aesthetic and social experiences are planned to help children find an outlet for their emotions and creative feelings.

Music is offered to all children once every six school days in grade five and includes exploratory experiences in singing, listening, performing, reading, and rhythm. Melodic percussion and rhythm instruments are used to enhance the skill of reading and performing musical notation.

ELECTIVES

- Fifth Grade Chorus – This is an elective course offered at each school once per week for 30 minutes to all fifth grade students. The course includes musical skills, such as but not limited to, proper vocal technique, performance strategies, and 2-part harmonic singing. The

choir will have an opportunity to perform during the school year for the students and community at both the Winter and Spring Concerts.

- Concert Band - Each school has a fifth grade concert band that will meet twice per week. Students will be required to reach a proficient degree of musicianship to qualify for band. Opportunities for performances as individuals, small ensembles, and large groups are scheduled on a regular basis. All tubas, French horns, baritones, and large percussion are provided by the Board of Education. All other instruments must be rented or purchased by the parents.

- The Instrumental program is offered to all children in fifth grade on an elective basis. Weekly lessons are approximately 30 minutes in duration, rotate throughout the school day, and reflect a wide range of instrumentation. ***All instrumental students are required to take one instrumental lesson per week.***

PHYSICAL EDUCATION PROGRAM

The physical education curriculum in the 5th grade program provides children of all abilities and interests with a foundation of movement experiences that will eventually lead to an active and healthy lifestyle. Developmentally appropriate physical education programs are designed for every child, from the physically gifted to the physically challenged.

Research has proven that habits taught at an early age are more apt to continue throughout a lifetime. Therefore, our health and physical education programs have been structured on a developmental continuum Preschool-12.

Students in grade 5 participate in lessons with a physical education specialist every other day. In addition, reinforcement of physical education skills takes place within the general classroom setting. The physical education curriculum emphasizes the development of basic movement awareness, fundamental motor skills, manipulative skills and fitness, as applied to educational games and sports, rhythmics, dance, and gymnastic contexts.

HEALTH EDUCATION PROGRAM

The K-5 health program is broad in its scope and utilizes a comprehensive education approach. It includes: Personal Growth and Development, Pregnancy and Parenting, Emotional Health, Social and Sexual Health, Community Health Services and Support, Nutrition, Personal Safety, Health Conditions, Diseases, and Medicines, Alcohol, Tobacco, and other Drugs, and Dependency, Substances Disorder, and Treatment. Developing knowledge, attitudes, skills, and proper modes of behavior are vital factors in the development of each child. Health education is taught in grades K-5 as a separate discipline and/or as part of various units in science or social studies. The program recognizes that a truly healthy person is not only sound in body, but also must be sound emotionally and have an awareness of safety for self as well as others. In general,

the purpose of health education is to provide the student with information concerning physical, emotional, social, and mental development as well as sound practices of safety. In addition, the health education program includes a comprehensive alcohol and drug education program for students in grades 1 through 12.

Family Life Education is an important component of the health program. By the conclusion of Grade 5 students will be able to identify effective personal health strategies, understand body changes during puberty, explain common human sexual development, explain human reproduction, and the ways pregnancy can occur. Students will also be able to demonstrate ways to ensure all individuals feel welcome and included regardless of their race, religion, differing ability, socioeconomic status, gender and gender expression, sexual orientation, family configuration, immigration status and ethnicity. Students will know the importance of communication and the characteristics of healthy vs. unhealthy relationships. Additionally, students will be able to identify health services and stress management strategies. Nutrition is expected to be an important topic focusing on healthy choices and setting nutritional goals. In the area of Personal Safety, students will develop an understanding of risk management, demonstrate basic first aid, develop strategies for effective digital communication, identify strategies to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

Pursuant to N.J.S.A. 18A: 35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in Health, Family Life or Sexual Health Education is in conflict with their conscience or sincerely-held moral or religious beliefs shall be excused from this portion of the course.

TESTING AND ASSESSMENT

The Measures of Academic Progress is used to measure individual student growth and to adapt instruction to meet students' needs in grade 5. This assessment is given three times a year in Reading and Mathematics. The district also implements all state assessments required by the New Jersey Department of Education.

A cognitive ability test will also be administered to students in this grade. Individual student performance profiles are distributed to parents for these assessments. Student results may be discussed in the regularly scheduled parent/teacher conference or, by appointment, with the principal.

Assessment results provide information to:

1. parents for understanding the achievement levels of their children,

2. teachers for planning instructional programs for both total classes and for individual students within their classes,

3. administrators and supervisors for analyzing, evaluating, and revising district-wide curricula and in planning instructional programs to comply with the state requirements, and

4. the Board of Education and community members to remain informed of the achievement levels of elementary school students.

SPECIAL EDUCATION - RESOURCE PROGRAM

All special education resource students have been identified and classified by the child study team as having a specific disability which interferes with their learning. An Individualized Educational Program (IEP) has been developed for such learners. The IEP document determines which resource setting is appropriate for the student and what accommodations and/or modifications are necessary to assist learning.

The Resource Program offers services in the general education classroom or in a small group, separate special education classroom for ELA and Math. Services in the general education classroom are called In-Class Resource (ICR). Both a general education and a special education teacher collaboratively deliver the general education curriculum in a general education classroom, using a team teaching approach with accommodations and/or modifications implemented to accompany learning.

Services in the small group, special education classroom are called Pull-Out Replacement (POR). POR services replace the general education instruction. A special education teacher provides instruction using a modified general education and/or supplemental curriculum and materials to meet the students' needs.

SPECIAL EDUCATION - SELF-CONTAINED PROGRAM

Classified students who require a more specialized education program than the Resource Program receive services in the self-contained program. Instruction in the self-contained classes address the academic, emotional, and social needs of students whose disabilities require the integration of significantly modified content area proficiencies. As needed, the self-contained program incorporates instruction in the areas of daily living and functional life skills. Academic and functional life skills may also be taught through community based instruction throughout the school year. Students are included in typical academic and non-academic classes, as documented in individual IEPs.

SPEECH THERAPY

Speech/language specialists examine, appraise, diagnose, and remediate the speech, voice, and language of children who experience difficulty with these functions. Students may be referred by parents, teachers, and/or a member of the child study team. The presenting speech/language problem must interfere with the educational process in order for the student to be eligible for in school services. Services are offered in accordance with the identified individual needs of the

children being served as delineated in their Individualized Education Program (IEP). Speech services may be provided in a pull-out setting or within the student's classroom setting. It is also the responsibility of the speech/language specialist to serve as a consultant for the entire staff and to provide materials and suggestions to any teacher who is working with a communication challenged child in the classroom situation. Referrals are made to other specialists (medical, dental) when appropriate.

ENGLISH LANGUAGE LEARNERS

Any child entering school who is not a native language speaker of English will be tested to determine his/her level of English proficiency. State criteria are used to determine eligibility for assistance. If a student is in need of an English Language Learning class, these services are provided in Park Middle School for grades 5-8; therefore, any student who falls below the cut-off score is automatically transferred to Park for his/her total instructional program. Direct instruction in English is provided by a certified English Language Learning teacher for a minimum of 40 minutes per student per day. It is the responsibility of the E.L.L. teacher to serve as a resource person for the entire staff and to provide materials and strategies to classroom teachers who have non-English speaking students in their classes.

BASIC SKILLS PROGRAM FOR 5TH GRADE STUDENTS

The Basic Skills program is a supplemental program provided to fifth grade students in reading, writing, and mathematics. Information is gathered from multiple sources such as district assessments, standardized tests and teacher checklists, for placement into the program.

The Basic Skills program encourages students to be successful learners, not only in the basic skills program, but in their general education classes as well. The major goal of the program is to build the student's ability and confidence in mathematics, reading, and writing through a variety of meaningful approaches.

The Basic Skills instructors monitor the progress of the students in the program and design lessons to meet students' identified needs. Pre- and post-test information is collected on the students and used to assess both student and program gains.

GIFTED AND TALENTED PROGRAM

(QUEST – Question, Understand, Explore, Seek, Think)

The Scotch Plains-Fanwood Public School System is committed to providing learning opportunities to stimulate all children while simultaneously meeting the unique needs of the academically talented student.

Additional students, who meet the criteria, may be included in the fifth grade QUEST Program. The criteria include a teacher checklist, cognitive ability test, and standardized tests. Students meet by grade level on a rotating schedule.

The QUEST program is committed to providing a curriculum that emphasizes the use of thinking skills through independent and group activities. These activities will prepare our learners for meaningful participation in both the classroom and community by valuing their individuality, recognizing their skills, and instilling in them an appreciation of their ability to contribute to society.

Additionally, after school workshops/clubs will be available for all fifth grade students who demonstrate a talent and/or interest in a specific area, such as science and mathematics.

INTEGRATED STUDY SKILLS

The process of learning how to study, in order to be effective, must meet two criteria: (1) that it is sequentially ordered in the instructional programs, and (2) that it be learned though direct application to a formal body of knowledge. Study skills, once learned, enable the student to learn efficiently and effectively. At the elementary school level, study skills do not require a separate course treatment; they are the enabling process by which students become lovers of learning, develop inquiring minds, and are able to seek higher levels of inquiry and interests beyond the school curriculum. Additionally, study skills are the means through which independence in learning is achieved.

The Scotch Plains-Fanwood Public School District recognizes the importance of this process goal and makes provision within the curricular disciplines for students to receive instruction in these skills in all areas of the program of studies. These and additional skills are taught and enhanced through specialized application in the library/media program of the elementary schools in the district.

INTEGRATED TECHNOLOGY

Proficiency in using technology in appropriate ways to aid in accomplishing tasks, solving problems, and making decisions is a critical skill needed to be successful in the 21st century.

Students will be actively involved in completing tasks to reinforce keyboarding skills as well as using the Internet, electronic databases, online sources that are updated several times a day, and other appropriate technology. Students will develop authentic curriculum-related and technology-based products. These will include using a graphical interface program, to produce a multimedia presentation. Students will also need to obtain an understanding of the social impact and ethical issues raised by the use of technology in our society.