

Mount Olive Township
School District

Curriculum Updates



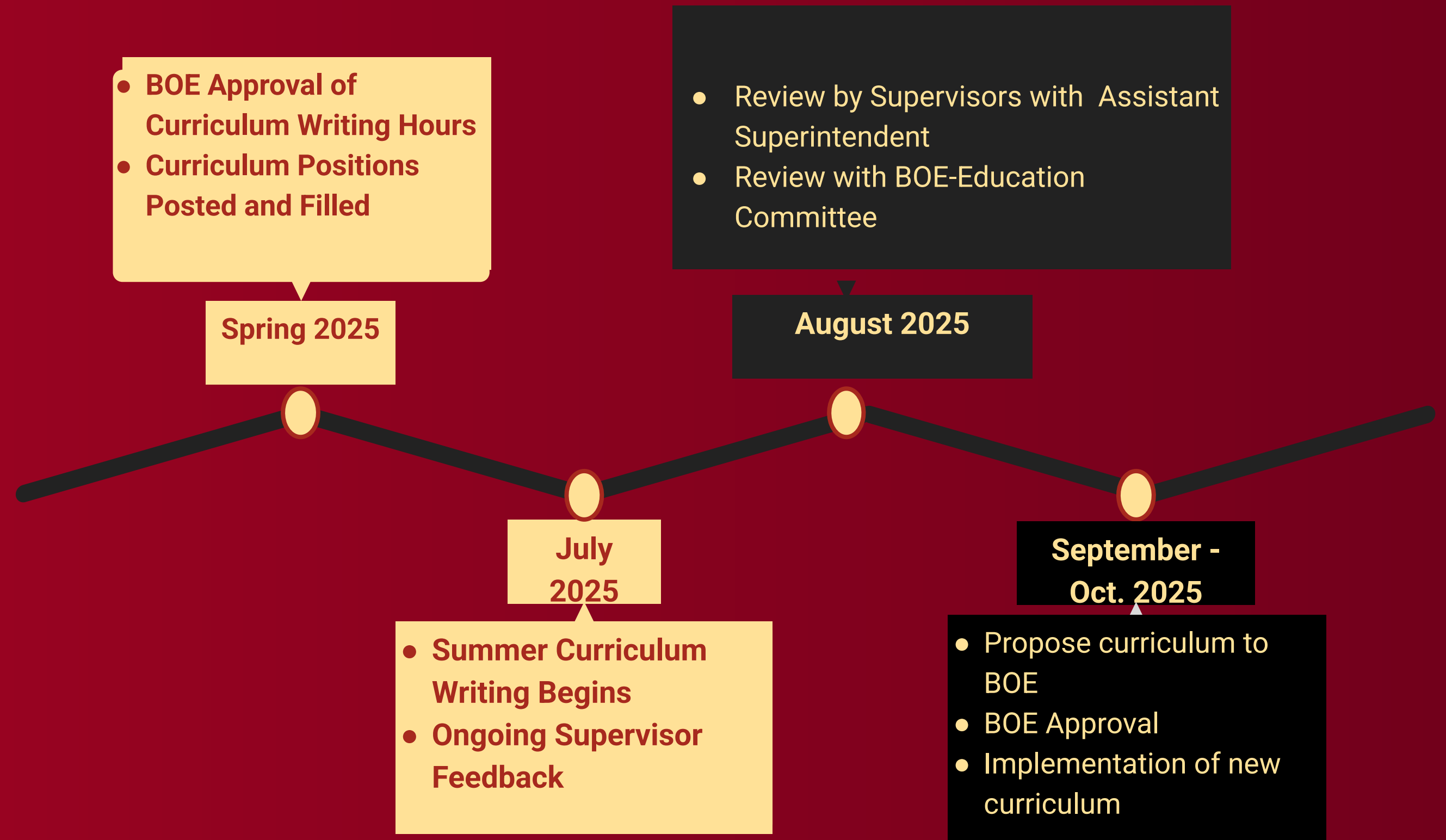
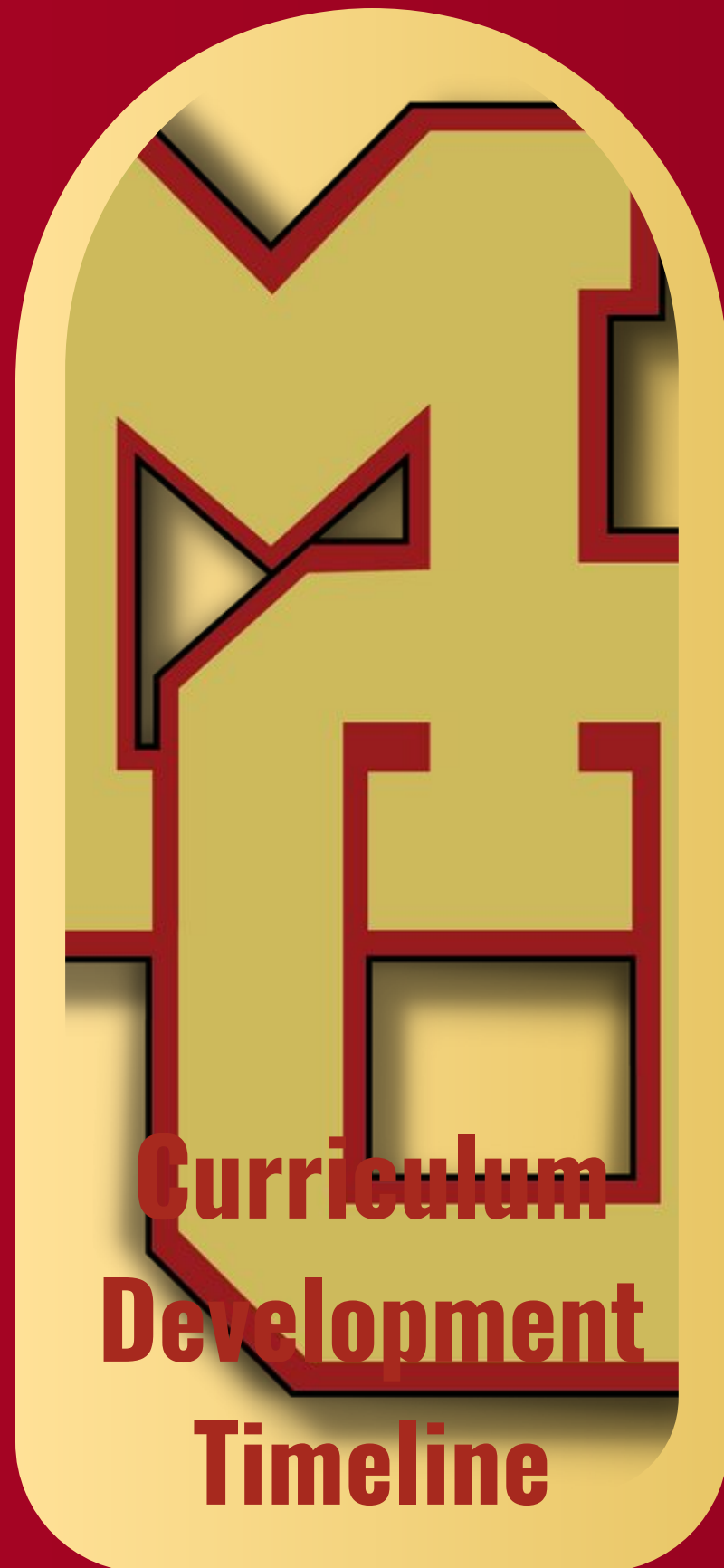
2025-26 School Year

Monday, September 29, 2025



Curriculum and Instruction

- Mrs. Elizabeth McDermond - Assistant Superintendent of C&I
- Dr. Kathleen Regan - Interim Assistant Superintendent of C&I
- Mr. Chris Jensen - Science Supervisor - K-12
- Mrs. Lea Margosiak - ELA Supervisor 6-12
- Dr. Jennifer Mastriani - ELA Supervisor K-5
- Mr. Bryan Mate - Math Supervisor 6-12
- Mrs. Kristy McFarlane - Math Supervisor K-5
- Mrs. Melany McQueeney - Music Supervisor
- Mr. Tom Reszka - Social Studies Supervisor K-12
- Mr. Arturo Rodriguez - Multi- Lingual and World Language Supervisor - K-12



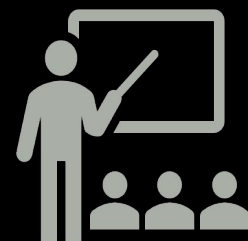
Levels of Decision Making



State Level: Develop standards, which define for teachers, school leaders and parents what students are expected to know by the end of the year



District Level: Develop curriculum, including which textbook, resources and programs to use.



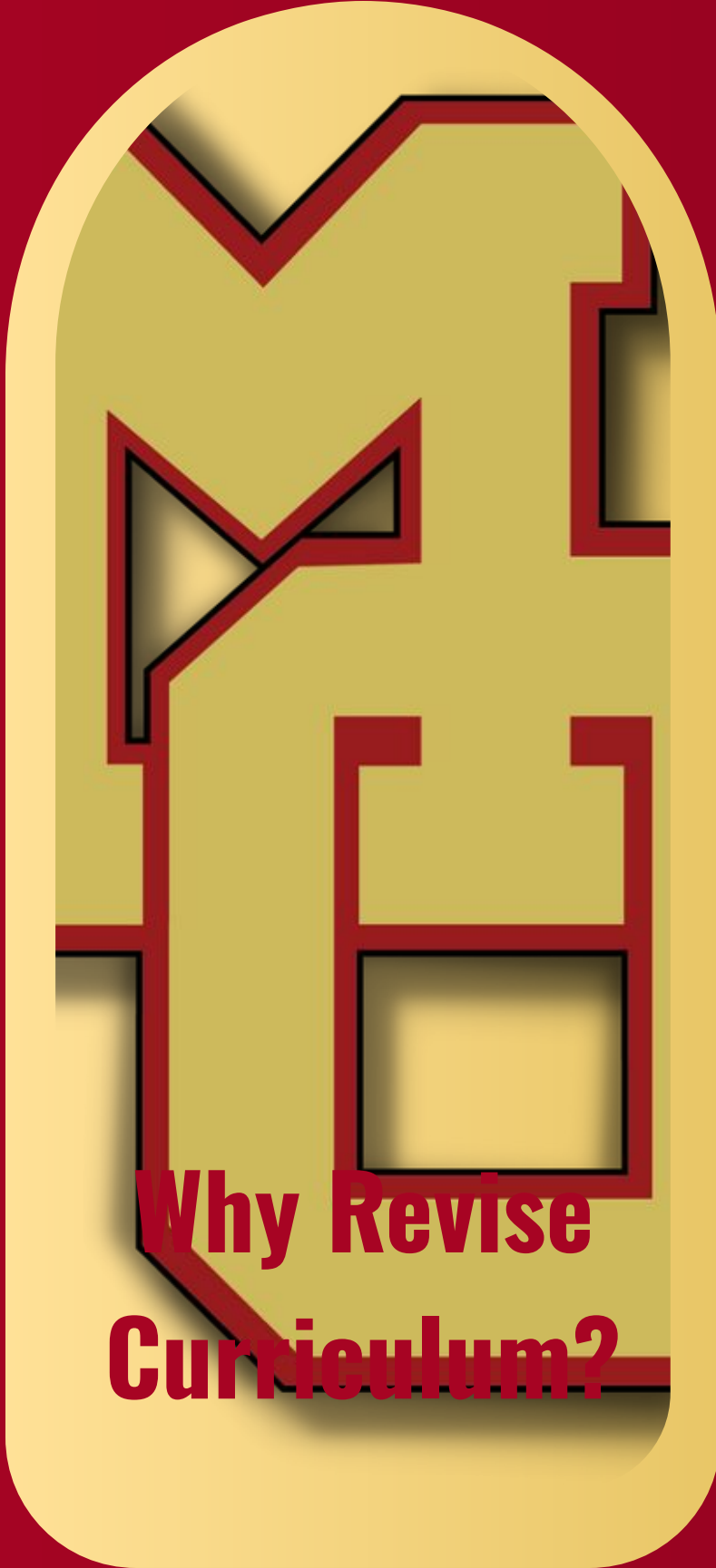
Classroom Level: Develop lesson plans that interpret curriculum to meet the varied needs of students in their classroom.

What are the New Jersey Student Learning Standards?



- **Research-based standards setting high quality education for all students,**
- **Clear and consistent Pre-K - 12 learning goals**
- **Covers 9 content areas,**
 - **Designed with input from numerous sources: educators from kindergarten through college,**
 - **scholars,**
 - **assessment developers,**
 - **professional organizations,**
 - **parents and students, and**
 - **members of the public .**





Why Revise Curriculum?

- NJSLSs are updated and/or revised
- State statutes require curricular revisions (e.g. Climate Change, Individuals with Disabilities, LGBT, Diversity and Inclusion, Amistad, Holocaust)
- District adopts new programs or textbooks
- New research
- District creates new courses
- Trends in student performance
- State monitoring and audit feedback or requirements

Department Presentations



Supervisors

Program Goals and Outcomes:

Music



Program Goals

- Cultivate lifelong music literacy and appreciate through active participation
- Support creative expression, collaboration, and critical thinking through music.
- Provide equitable access to a comprehensive and standards aligned curriculum.
- Strengthen music fundamentals including rhythm, melody, harmony, and instrumental technique.
- Foster social-emotional learning, confidence, and community through ensemble and classroom music experiences.
- Introduce students to music from diverse cultures and historical contexts.



Program Outcomes

- Students demonstrate musical understanding through performance, composition, and reflection.
- Increased participation in band, orchestra, and vocal/instrumental ensembles across grade levels.
- Enhanced alignment to NJ Visual and Performing Arts standards and national music standards.
- Expansion of inclusive offerings to meet the needs of all learners (general education, special education, enrichment).
- Improved student ability to read, write, and perform music independently and collaboratively.
- Introduction to Guitar Class serves serves as a pathway to strengthen and expand our Rock and Roll Academy Program at the high school level.

Curriculum Revision Highlights:

Music

- **Fully aligned with updated NJ Visual and Performing Arts Standards.**
- **Clear unit-based structure for Rhythm, Melody, and Instruments.**
- **Enhanced integration of composition, improvisation, and reflection tasks at all grade levels.**
- **Updated transfer tasks that promote real-world application of musical concepts.**
- **Inclusion of culturally responsive examples and music from global traditions.**
- **Emphasis on creativity, peer collaboration, and performance readiness.**

New Courses:

Introduction to Guitar

Introduction to Guitar

Course Overview: This elective course introduces high school students to the fundamentals of guitar performance in a group setting. Students learn basic chords, strumming techniques, note reading, and performance skills through popular, classical, and multicultural repertoire.

Key Topics:

- Guitar care, tuning, and posture
- Open-position chords and chord progressions
- Reading standard notation and tablature
- Basic fingerstyle and strumming patterns
- Ensemble playing and solo performance

Why New Course?

This course was created to expand the instrumental offerings beyond our traditional ensembles.

This class will serve students who are interested in learning an instrument in a nontraditional format.

This class aims to build transferable music skills and support lifelong musicianship.

The Introduction to Guitar class serves as a foundational pathway to strengthen and expand student participation in our Rock and Roll Academy program at the high school level.

New Courses:

Unified Introduction to Music Peer Buddies

Introduction to Music Peer Buddies

Course Overview: This Unified Music class brings together general education students and students with disabilities in a collaborative, inclusive setting. The course introduces fundamental music concepts through movement, singing, instruments, and peer-assisted learning.

Key Topics:

Rhythm, beat, and tempo

Melody and musical expression

Instrument families and timbre

Performance and participation in a supportive environment

Social-emotional learning through music

Music appreciation and cultural exploration

Why New Course?

This course was created to:

- **Provide meaningful and inclusive music experiences for all learners.**
- **Foster empathy, collaboration, and leadership among peers.**
- **Create a space where music builds bridges across diverse abilities and backgrounds.**
- **Align with Unified program goals and expand inclusive course offerings at the high school level.**

Music Points of Pride

Diverse and Inclusive Course Offerings

Unified Music class supports inclusion and peer collaboration

General Music and Instrumental curricula include music from global cultures and genres

Courses support multiple learning styles, abilities, and student interests

Innovative and Modern Technology

Use of music technology tools (notation software, audio playback, videos)

Guitar and instrumental classes support hands-on learning with digital and acoustic instruments

Emerging use of online resources and digital composition platforms

Community and School Impact

Continued NAMM “Best Communities for Music Education” recognition

Expanded access to elementary grade instrumental music with financial assistance pathways

Student performances at school and community events foster school pride and arts advocacy

Peer Buddy program enhances school climate and inclusive values through music

Creation of 6th grade beginner instrumental program

Program Goals and Outcomes: Secondary Mathematics

Program Goals

- Align the curriculum with the New Jersey Mathematics Standards.
- Enhance the scope and sequence to ensure a logical, coherent progression of concepts.
- Revise the curriculum to cover all required standards, while prioritizing time on the state-identified “Major Clusters.”
- Strengthen students’ ability to apply mathematical skills to word problems and real-life situations.
- Support the transfer of skills through reading and writing, preparing students for success on the NJSLA.

Program Outcomes

- The Math curriculum, from Grade 6 through Algebra II, will be aligned in a sequential progression.
- Math 8 students will be fully supported and prepared to succeed in Algebra 1 and to achieve strong results on the 8th grade Math NJSLA.

Curriculum Revision Highlights: Secondary Mathematics

Math 6

- ❖ Updated unit calendar and timeline
- ❖ Aligned with major and supporting NJSLA grade 6 standards
- ❖ Prepares students for Math 7
- ❖ Transfer tasks provided in each unit for deepening problem-solving skills

Math 7

- ❖ Updated unit calendar and timeline
- ❖ Aligned with major and supporting NJSLA grade 7 standards
- ❖ Prepares students for Math 8
- ❖ Transfer tasks provided in each unit for deepening problem-solving skills

Math 8

- ❖ Updated unit calendar and timeline
- ❖ Aligned with major and supporting NJSLA grade 8 standards
- ❖ Prepares students for Algebra 1 at Mount Olive High School
- ❖ Transfer tasks provided in each unit for deepening problem-solving skills

Curriculum Revision Highlights:

Secondary Mathematics

Algebra I (MOMS, Essentials, & CP)

- ❖ Updated unit calendar and timeline for each course
- ❖ Aligned with all major and supporting NJSLA standards
- ❖ Prepares students for Geometry
- ❖ Transfer tasks provided in each unit for deepening problem-solving skills

Geometry (Essentials, CP, & H)

- ❖ Updated unit calendar and timeline
- ❖ Aligned with all major and supporting NJSLA standards
- ❖ Prepares students for Algebra II
- ❖ Transfer tasks provided in each unit for deepening problem-solving skills

Algebra II (Essentials, CP, & H)

- ❖ Updated unit calendar and timeline
- ❖ Aligned with all major and supporting NJSLA standards
- ❖ Prepares students for Pre-Calculus
- ❖ Transfer tasks provided in each unit for deepening problem-solving skills

Points of Pride: Secondary Mathematics

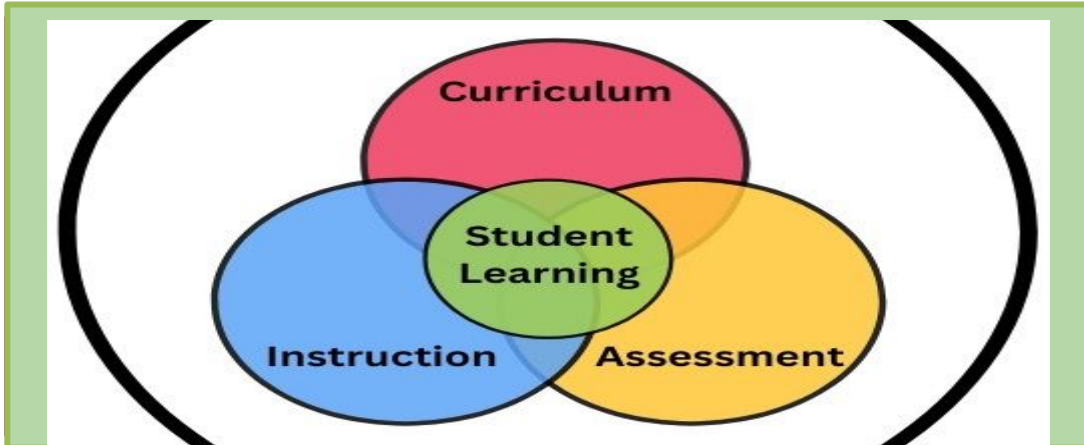


Concrete-Pictorial-Abstract (CPA)

Concrete - Students use physical objects (like counters, blocks, or beads) to explore and understand mathematical concepts hands-on.

Pictorial - Students represent the same concepts with visual images or diagrams, bridging the gap between physical objects and abstract symbols.

Abstract - Students work with math symbols, numbers, and formulas independently, having built a strong conceptual understanding from the earlier stages.



Standards-Based

Focuses on mastery of specific skills and knowledge rather than time spent in class or moving through topics by schedule.

Progress is measured against the standards, not against other students.

Encourages targeted instruction to ensure all students achieve the expected learning outcomes.



Dedicated to Data Analysis for Student Improvement

Identify strengths and learning gaps

Adjust teaching strategies and materials

Monitor student progress over time

Program Goals and Outcomes:

Elementary English Language Arts

MOTSD Student Achievement Goal:

Elevate student achievement and increase rigor by refining standards-based instructional practices, ensuring that all students engage in higher-order thinking, critical analysis, and application of knowledge to deepen understanding and mastery of grade-level standards.

K-5 ELA Curriculum & Instruction:

- We are committed to delivering consistent high-quality instruction through a comprehensive literacy framework grounded in the Science of Reading. Benchmark Advance is our district-adopted resource.
- We are committed to data-informed reading instruction guided by universal screening and ongoing progress monitoring. iReady is our district-adopted resource.

Curriculum Revision Highlights:

Elementary English Language Arts

The Comprehensive Literacy Framework

Comprehensive literacy combines both structured literacy and elements of balanced literacy, creating a more integrated approach to instruction that meets the SoR standards.

- Ensures all students achieve the **New Jersey Student Learning Standards** for ELA.
- Integrates **structure, curriculum, and interventions** to support diverse learners.

Key Concepts

- ✓ Phonological Awareness
- ✓ Phonics
- ✓ Morphology
- ✓ Fluency
- ✓ Vocabulary
- ✓ Content Knowledge
- ✓ Comprehension
- ✓ Writing

Instructional Practices

-  Explicit, Systematic Instruction
-  Structured Literacy
-  Differentiation & Intervention
-  Universal Design for Learning
-  Assistive Tech & Accommodations

Supporting Struggling Readers

-  Early Identification & Screening
-  Intensive, Small Group Interventions
-  Extended Literacy Blocks

Curriculum Revision Highlights: Elementary English Language Arts

Foundational

Reading

Writing



Purposeful Scope & Sequence

A clearly defined K–6 progression facilitates efficient mastery and transfer.



Annotated Knowledge Blueprint

Refer to the annotated blueprint as you monitor, scaffold, and assess students' development of their own blueprints across the units.

Knowledge Blueprint

Animal Adaptations

What adaptations does this animal have?

Week 1 Animal Disguises

Adaptation

Camouflage:
Skin or fur that helps living thing blend into its environment

Examples

- Grasshopper: green skin
- Leaf butterfly: "leaf-shaped" wings
- walking stick: twig-like legs
- polar bear: thick white fur
- stonefish: scales look like rock
- horned Lizard: "sandy" bumpy skin

Week 1 Animals' Tools For Survival

Adaptation

Webbed feet
Sharp Claws
Large Beaks
Long Tails

Examples

- ducks, polar bears, Frogs
- cheetah , sloth
- Heron, Pelican
- squirrel, howler monkey

Week 2 Animal Coverings

Adaptation

Fur (mammals)
Wet Skin (amphibians)
Dry Scales (reptiles)
Feathers (birds)

Examples

- kangaroo, Arctic fox, cheetah
- tree frog, dart frog, salamander
- crocodiles, iguanas
- ducks, hawk

Week 3 One Body, Many Adaptations

Penguin's Adaptations

- Blubber
- Feathers/coloring
- Wings/Webbed Feet
- Hooked Bill
- Gland

Camel's Adaptations

- Thick fur sheds with seasons
- Humps
- Thick lips
- Bushy eyebrows, 2 sets of thick eyelashes
- special nostrils that can close

Unit	Knowledge Strand	GRADES					
		K	1	2	3	4	5
1	Life Science	Plants and Animals Have Needs Why do living things have different needs?	Plants and Animals Grow and Change Why do living things change?	Plants and Animals in Their Habitats How do living things get what they need to survive?	Animal Adaptations How do living things survive in their environment?	Observing Nature How do we respond to nature?	Cultivating Natural Resources Why do we cultivate living things?
2	Character Matters	Every Story Has Characters How are characters different?	Many Kinds of Characters How do we learn about characters?	Characters Facing Challenges What can we learn when we face problems?	Ways Characters Shape Stories How do our actions influence our lives?	Characters' Actions and Reactions How do we reveal ourselves to others?	Developing Characters' Relationships Why do we value certain qualities in people?
3	Government and Citizenship	Rules at Home and School Why do we have rules?	Being a Good Community Member Why do people get involved in their communities?	Government at Work Why do we need a government?	Government for the People Why do people participate in government?	Government in Action How can government influence the way we live?	The U.S. Constitution: Then and Now Why do laws continue to evolve?
4	Perspectives in Literature	Writers Tell Many Stories Why do people tell stories?	Stories Have a Narrator How do people create stories?	Many Characters, Many Points of View How can a story change depending on who tells it?	Comparing Points of View What makes people view the same experience differently?	Understanding Different Points of View What do we learn when we look at the world through the eyes of others?	Recognizing Author's Point of View How can other perspectives help us evaluate the world?
5	Technology and Society	Technology at Home and School Why do we use technology?	Technology at Work How can technology make a difference in our lives?	Solving Problems Through Technology Where do ideas for inventions come from?	Advancements in Technology What is the value of innovation?	Technology for Tomorrow How do we make decisions about developing new technology?	Technology's Impact on Society What value does technology bring to people's lives?
6	Themes Across Cultures	Stories Have a Message How do we know what is right?	Stories Teach Many Lessons What can we learn from a mistake?	Tales to Live By What can different cultures teach us?	Making Decisions What helps us solve problems?	Confronting Challenges How do we overcome obstacles?	Up Against the Wild What compels us to survive?
7	History, Culture, and Geography	Holidays and Celebrations Why do we celebrate people and events?	Past, Present, and Future Why is the past important?	Investigating the Past How does understanding the past shape the future?	Communities Then and Now What is a community?	The Transcontinental Railroad How do communities evolve?	Conflicts That Shaped a Nation How does conflict shape a society?
8	Earth Science	Weather and Seasons How do our lives change with the seasons?	Observing the Sky Why do the sun and moon capture our imagination?	Wind and Water Change Earth How do we react to changes in nature?	Weather and Climate How do we understand change?	Earth Changes How do Earth's natural processes impact our lives?	Water: Fact and Fiction What does water mean to people and the societies they live in?
9	Economics	Meeting Our Needs and Wants Why do we make choices?	We Use Goods and Services Why do people trade with each other?	Buyers and Sellers How do the goods we make, buy, and sell connect us?	Spending Time and Money What do our economic choices tell us about ourselves?	Resources and Their Impact How does access to resources influence people's lives?	The Economic Development of Cities How do economic changes impact society?

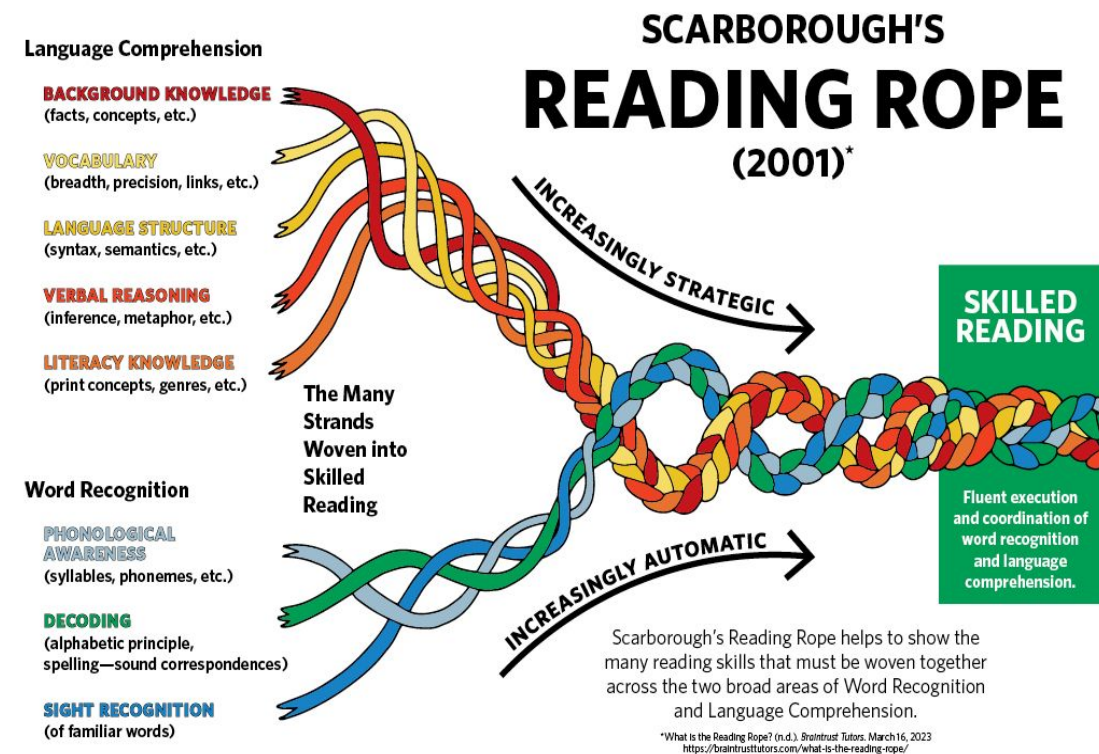
Points of Pride:

K-5 English Language Arts

Collaborative Adoption



Comprehensive Alignment



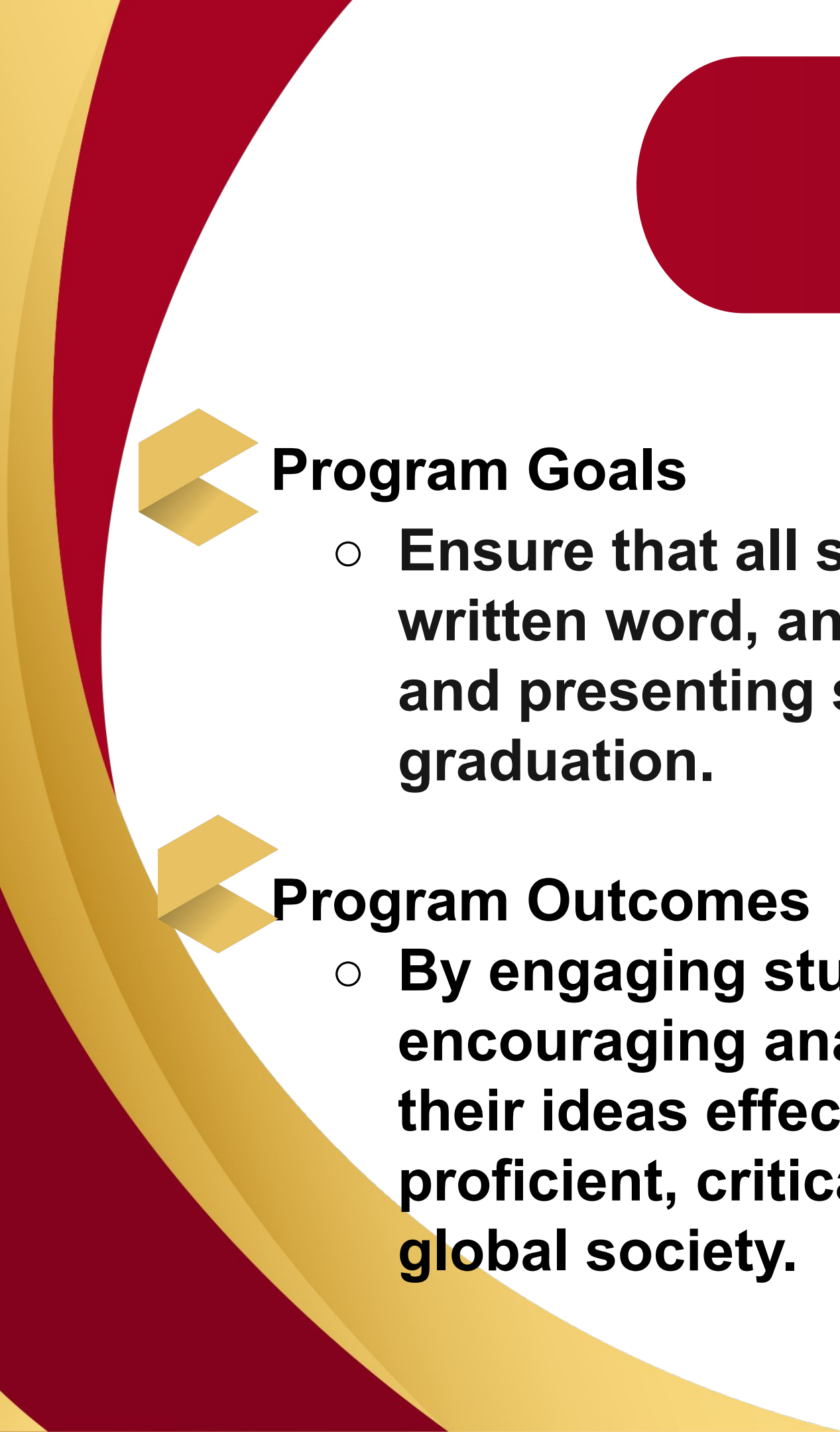
NEW JERSEY STUDENT
LEARNING STANDARDS

Commitment to Implementation



Program Goals and Outcomes:

English Language Arts 6-12



Program Goals

- **Ensure that all students have the ability to think critically, analyze the written word, and communicate effectively through writing, speaking, and presenting so that they are college and career ready upon graduation.**



Program Outcomes

- **By engaging students in diverse texts and various forms of expression, encouraging analytical thinking, and empowering students' to articulate their ideas effectively, the English program of studies aims to cultivate proficient, critical, and creative communicators that will find success in a global society.**

Curriculum Revision Highlights:

English Department

- **ELA 8**

- Refined and revised units to increase opportunities for interdisciplinary connections across content areas.
 - Example: Integration of “The Power of Language & Words” unit with Julius Caesar and Greek Myths.
- Strengthened focus on transferable skills to support students’ growth as readers, writers, and critical thinkers.
- Emphasis on continuity of learning by aligning unit outcomes with broader middle school and high school ELA skill progressions.

- **English IV CP**

- Survey-style course design that introduces students to themes, texts, and approaches from the most popular ENG IV elective courses: ex: Science Fiction & Fantasy, Horror, Mystery & Suspense
- Continued focus on core ELA skill development in reading, writing, speaking, and critical analysis to prepare students for postsecondary pathways
- Focus on preparation for college and career through authentic tasks, research opportunities, and connections to real-world communication.

Curriculum Revision Highlights:

English Department

- **Film Studies**

- **Course designed to explore film as both an art form and a text for critical analysis.**
- **Continued focus on transferable ELA skills in interpretation, analysis, discussion, and writing.**
- **Integration of a popular documentary unit that elevates student voice and choice, allowing for deeper engagement with real-world issues.**
- **Strengthened preparation for college and career through authentic tasks, media literacy, and connections to contemporary communication.**

- **Horror, Mystery, Suspense**

- **Exploration of genre study through classic and contemporary works of horror, mystery, and suspense.**
- **Continued focus on ELA skill development in critical reading, literary analysis, and analytical writing.**
- **Emphasis on choice and engagement by integrating a variety of texts (short stories, novels, and films) that reflect student interests.**
- **Connections to real-world contexts by examining how these genres reflect cultural fears, societal issues, and human psychology.**

Points of Pride: English Department

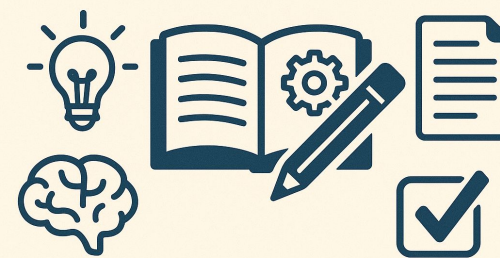
INTERDISCIPLINARY CONNECTIONS



Interdisciplinary Curriculum

Interdisciplinary connections across grade levels and courses that deepen learning and foster real-world application.

INNOVATION IN ELA



Innovation

Innovative curriculum design that blends traditional literary study with contemporary, relevant, and engaging course offerings.

Balance of analytical and creative expression so students engage as both interpreters and creators of texts.

WRITING INSTRUCTION

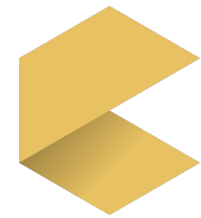


Focus on the Scope and Sequence of Writing Instruction

Vertical Articulation Lead Team

Development of a MOTSD argumentative writing rubric

Curriculum Updates in Social Studies



Mount Olive High School

- World History 9 CP
- World History 9 Honors
- Electives: Introduction to Psychology
- Advanced Placement: AP Psychology
- Revolution: New Jersey





Revolution NJ: 250th Anniversary of Independence

What is Revolution NJ?	Goals of the Initiative	Why It Matters for Education
● Statewide initiative to commemorate the 250th Anniversary of the Declaration of Independence (1776–2026). ● Partnership between the New Jersey Historical Commission and Crossroads of the American Revolution National Heritage Area. ● Celebrates New Jersey's central role in the American Revolution.	● Connect students and communities with local Revolutionary War history. ● Promote civic engagement and democratic values. ● Provide resources, events, and partnerships for schools across NJ. ● Inspire pride in heritage, identity, and civic responsibility.	● Integrates history and civics into K–12 classrooms. ● Offers standards-aligned lessons, field trips, and professional development. ● Encourages students to see how past struggles for freedom connect to present-day democracy.

Program Goals and Outcomes: Social Studies

Program Goals

- **Streamlined, Coherent Progression:** Provide a clear, grade banded scope so each course has precise start/end points and logical skill spirals across the year.
- **Disciplinary Literacy in Social Studies:** Strengthen reading of primary/secondary sources, data, maps, and visuals; elevate academic writing, source citation, and argumentation.
- **Civic & Cultural Fluency:** Empower students to apply democratic principles and understand global interdependence while engaging respectfully with diverse viewpoints in contemporary issues and historical contexts.
- **Skills-Forward Instruction:** Systematically develop **Writing, Synthesis, Reasoning, and Creation** through authentic tasks (policy briefs, curated exhibits, podcasts, simulations).
- **Technology & Digital Citizenship:** Integrate research and production tools; teach students to verify information, identify bias/misinformation, and publish responsibly.

Program Outcomes

- **Write with Purpose :** Compose discipline specific writing (analytical essays, DBQs, research briefs) that integrates citations and counterclaims
- **Synthesize Across Texts :** Integrate sources (including at data/visual source) to explain continuity & change, causation, or comparison in a historical or civic context.
- **Civic Engagement:** Demonstrate informed participation (deliberation, simulations, or community inquiry) and articulate reasoned positions on issues.
-

Curriculum Revision Highlights:

Social Studies

Streamlined Scope & Sequence

- **6–12 progression clarified with tight start/end points per course; reduced redundancy and purposeful skill spirals (questioning → analysis → argument → creation).**

Inquiry-Based Learning as the Core

- **Units launch with compelling questions; students drive investigations, test claims against evidence, and present defensible conclusions (e.g., seminars, debates, briefings).**

Diverse Perspectives

- **Expanded representation of voices across time/regions; explicit analysis of how perspective shapes narrative and policy; tasks invite counter-narratives and community connections.**

Skills Development

- **Focus on developing essential skills such as critical thinking, communication, collaboration, and problem-solving.**
- **Emphasize the application of these skills in analyzing historical events and understanding societal issues.**

Points of Pride: Social Studies



Civic Action, Not Just Content:

Students do not just learn about government and history they participate through debates, simulations, and problem solving tied to real local and global issues.



Authentic Products for Real Audiences:

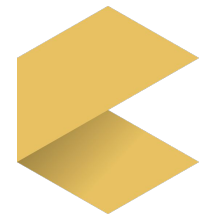
From museum style exhibits to policy briefs and multimedia storytelling, students create meaningful work.



Inclusive Storytelling & Strong Skills:

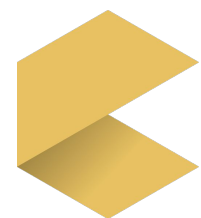
A curriculum that centers diverse perspectives while measurably growing Writing, Synthesis, Reasoning, and Creation the focus on the skills colleges, employers, and communities need.

Program Goals and Outcomes: Science, Innovation & Design



Program Goals

- **Foster an inclusive and engaging environment in the sciences and technical fields.**
- **Prioritize the Science and Engineering Practices to enable students to investigate, sensemake, and critique when engaging with data, real-world problems, and evidence.**
- **Expose students to a wide array of hands on technical courses.**
- **Career exposure**



Program Outcomes

- **Develop students who have an interest and fluency in a broad range of scientific concepts and processes throughout their lives.**
- **Continued improvement and growth to AP enrollment and scores.**
- **Students develop capabilities to solve problems from a theoretical and applied perspective**

Curriculum Revision Highlights: Science + Innovation & Design

Mount Olive Middle School

- **Innovation & Design**

- Innovation and Design 7

- Inclusion of Science and Engineering Practices to provide connection to the science department goals and standards.

Mount Olive High School

- **Science**

- Forensic Science

- Update alignment to three dimensions of the NJSLS-S

- Astronomy

- Updated course sequence and inclusion of three dimensions of NJSLS-S

- **Computer Science**

- AP Computer Science Principles

- AP Computer Science A

- **Innovation and Design**

- Introduction to CAD

- Inclusion of Science and Engineering Practices to provide connection to the science department goals and standards.
 - Focus on AutoCAD and Onshape

- Architecture 1

- Modernization and expansion of course content to focus on residential design.
 - Ongoing years will see rewrites of the program levels 2 and 3.

Points of Pride:

Science, Innovation & Design

Opportunity

Wide range of courses that cater to all student interests and abilities.

Mindset that STEM is for everybody.

Real World Skill Development

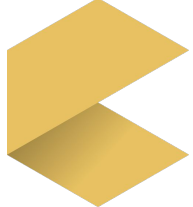
Students learn to analyze and interpret data, a skill crucial in today's data-driven world. This involves understanding statistical significance, recognizing patterns, and drawing conclusions based on evidence.

Exposure to tools like 3D printers, coding platforms, and digital microscopes gives students a head start in understanding and utilizing the technology that drives innovation in various fields.

Real World Connection

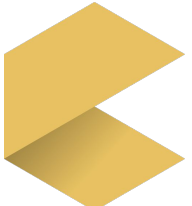
The curriculum goes beyond textbooks by integrating current events, such as climate change, public health, and technological advancements, into daily learning experiences. This approach helps students connect with the content and skills of the different fields.

Program Goals and Outcomes: Elementary Mathematics



Program Goal:

Rewrite the elementary curriculum to embed best practices, emphasize the major content areas of the standards, and provide students with adequate time to build deep understanding. This will ensure focused, standards-aligned instruction, coherence across grade levels, and meaningful learning experiences that prepare students for long-term success.

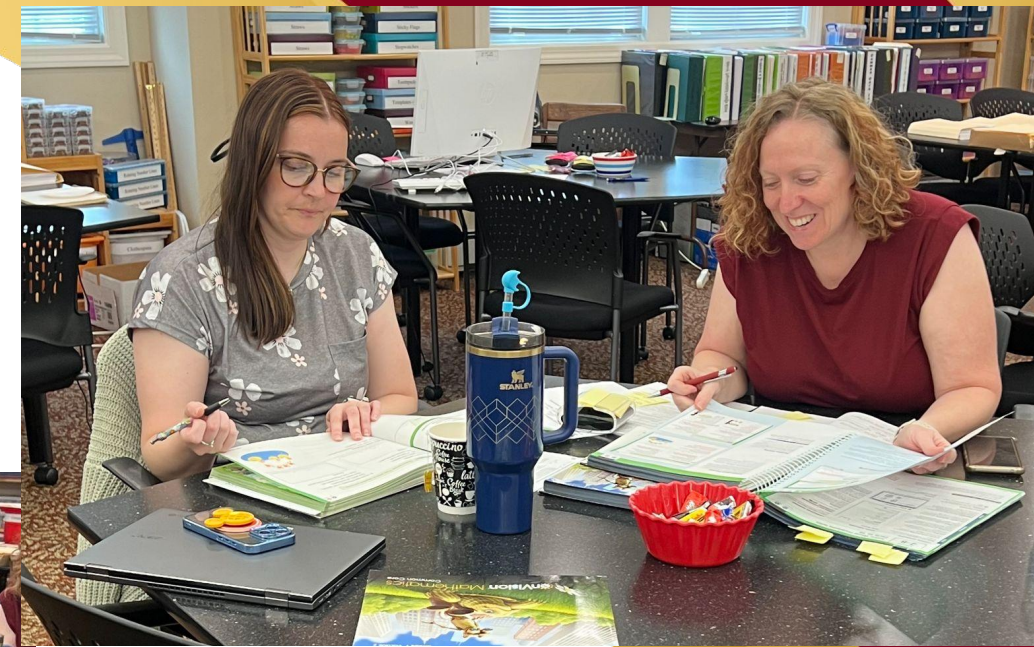


K-5 Math Curriculum & Instruction:

- We are committed to delivering consistent, high-quality math instruction through a comprehensive framework grounded in the Concrete–Pictorial–Abstract (CPA) approach and best practices in mathematics education, while utilizing enVision Mathematics as our district-adopted resource to support this work.
- We are committed to enhancing teacher effectiveness by providing K–5 educators with ongoing training in the Concrete–Pictorial–Abstract (CPA) method, ensuring they have the tools and strategies to deliver high-quality, student-centered math instruction.

The Process

- **Pre meeting preparation**
 - Facilitation Staff meeting
 - Compiling notes
 - Talking to colleagues
 - Gathering Materials
- **June 26 & 27 at Conquer Math HQ**
 - Standards inventory
 - Envision reflection - What works?
 - Pacing guide input and creation
 - Addition of supplemental materials



The Product

September 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Aug 24	25 Teachers Report	26 Teacher PD	27 Shortened Day-students Intro <i>First Day</i>	28 Shortened Day-students Intro	29 Shortened Day-all Intro	30
Aug 31	Sept 1 Closed <i>Labor Day</i>	2 Shapes Introduction	3 Fill the Hexagon/Guess My Rule with Shapes <i>pp. 6-12</i>	4 14-1 Use Attributes to Define 2-Dimensional Shapes	5 14-2 Defining, Non-defining Attributes of 2-D Shapes	6
7	8 14-3 Compose 2-D Shapes	9 14-4 Compose New 2-D shapes from 2-D Shapes	10 14-6 Use Attributes to Define 3-Dimensional (3-D) Shapes	11 14-7 Defining and Non-Defining Attributes of 3-D Shapes	12 Buffer	13
14	15 14-8 Compose with 3-D Shapes	16 Build It: Numbers to 20 <i>pp. 13-15</i>	17 Addition Exploration/ Visual Addition <i>pp. 16-19</i>	18 Five-in-a-Row <i>pp. 20-24</i>	19 Buffer	20
21	22 iReady Diagnostic	23 Closed <i>Rosh Hashanah</i>	24 iReady Diagnostic	25 iReady Diagnostic	26 iReady Diagnostic	27
28	29 iReady Diagnostic	30 2-1 Count On to Add				

New Jersey Student Learning Standards (NJSLS)

In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

(1) Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., “making tens”) to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

(2) Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

(3) Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.¹

(4) Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

¹ Students should apply the principle of transitivity of measurement to make indirect comparisons, but they need not use this technical term.

Day #	2025-26 Date	Days Off	Section	Mount Olive Grade 1 Lessons	Notes	Binder Page #	NJ Student Learning Standards
				<i>Simply explore adding and subtracting. Do not do all the word problems the way that the series does them. What happens is students know that every problem is addition so they just find the two numbers and add. Then they do the same in the subtraction topic. You will explore both operations and then have mixed problems for which you will simply have them build and draw what they are doing.</i>			
				<i>DO NOT classify word problems, such as “taking apart”, “compare”, etc.</i>			
				Cards needed for games			
				Word Problem Notes		pp. 1-5	
1	27-Aug	1st Day		Intro			
2	28-Aug	Shortened day		Intro			
3	29-Aug	Shortened day		Intro			
	30-Aug	Sat					
	31-Aug	Sun					
Closed	1-Sep	Labor Day					
4	2-Sep		14	Shapes Introduction	use straws or pipe cleaners to make shapes (intervention activity pg. 550a)		1.G.A.1, 1.M.A.2
5	3-Sep			Fill the Hexagon/Guess My Rule with Shapes		pp. 6-12	1.G.A.1, 1.M.A.2
6	4-Sep		14-1	Use Attributes to Define 2-Dimensional Shapes			1.G.A.1, 1.M.A.2
7	5-Sep		14-2	Defining and Non-defining Attributes of 2-D Shapes			1.G.A.1, 1.M.A.2
	6-Sep	Sat					
	7-Sep	Sun					
8	8-Sep		14-3	Compose 2-D Shapes	borrow pattern blocks or templates from 2nd grade		1.G.A.2, 1.OA.A.2
9	9-Sep		14-4	Compose new 2-D shapes from 2-D Shapes	borrow pattern blocks or templates from 2nd grade		1.G.A.2, 1.NBT.B.2a
10	10-Sep		14-6	Use Attributes to Define Three-Dimensional (3-D) Shapes			1.G.A.1, 1.NBT.A.1
11	11-Sep		14-7	Defining and Non-Defining Attributes of 3-D Shapes			1.G.A.1, 1.M.A.2
12	12-Sep			Buffer			
	13-Sep	Sat					
	14-Sep	Sun					
13	15-Sep		14-8	Compose with 3-D Shapes			1.G.A.2, 1.NBT.A.1
14	16-Sep			Build It: Numbers to 20		pp. 13-15	

Curriculum Revision Highlights: Elementary Mathematics

- **Standards based units as opposed to sequence of a program.**
 - **Inclusion of CPA method lessons as a part of our curriculum.**
 - **New pacing guides for all grade levels which support best practices in math instruction.**
 - **"At - A- Glance" calendar for the entire school year that includes testing windows and holiday to ensure consistent pacing and planning.**
 - **Curriculum binders for every teacher, interventionist and administrator. These binders have the curriculum, the calendars and all supporting materials to complete every lesson.**
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- **Other supporting highlights**
 - **Manipulatives for all teachers based on suggestions from Conquer Math, and teacher need through inventory.**
 - **[Unpacking the Standards](#) HUB for extra support.**

Points of Pride: Elementary Mathematics

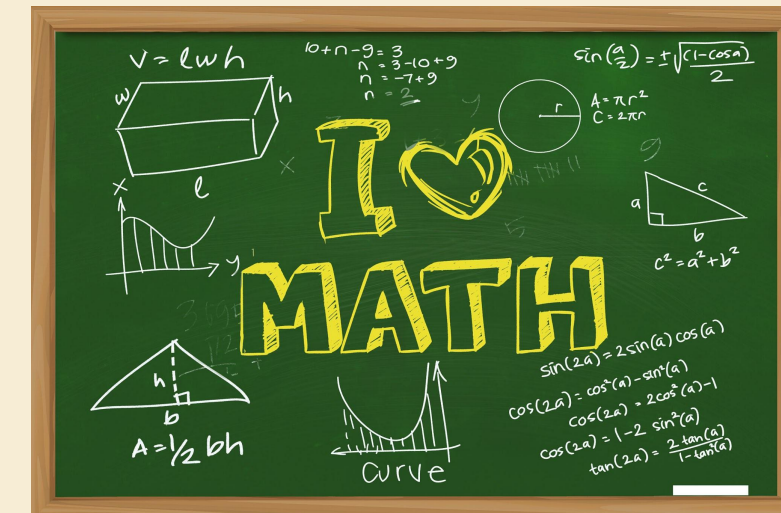
Teacher Ownership,
Investment &
Support



Dedication to the
Hands On approach



Emphasis on Deep
Understanding



Save the Date

Elementary
ELA & Math
Curriculum Night
11/12 6:30 pm
MOMS

Program Goals and Outcomes:

Intervention, Gifted & Talented, Multilingual Learners, and World Language



Program Goals:

- **Academic Intervention:** Build a consistent district-wide academic intervention process as the foundation of MTSS, ensuring students are identified and supported through clear structures and tools.
- **Gifted & Talented:** Provide a continuum of gifted services that challenge students through enrichment, compaction, and opportunities beyond the core curriculum, including cross-curricular learning and leadership development.
- **Multilingual Learners:** Strengthen instructional practices and supports by introducing K–12 curriculum resources that accelerate English language development while maintaining access to grade-level content.
- **World Language:** Refine and align world language instruction across grades K–12 through vertical articulation, ensuring a coherent progression of skills in listening, speaking, reading, and writing.



Program Outcomes:

- **Academic Intervention:** Students in need of support are identified through common entry criteria and receive targeted academic interventions that accelerate progress toward grade-level expectations.
- **Gifted & Talented:** Identified gifted students participate in enrichment experiences that extend beyond the core curriculum, with new services launched at the elementary level this year to provide opportunities district-wide.
- **Multilingual Learners:** Multilingual learners benefit from consistent, data-driven processes and curriculum resources that guide instructional planning and promote both language development and academic success across all schools.
- **World Language:** World language teachers have established shared expectations and a vertically aligned sequence of instruction, giving students consistent opportunities to develop proficiency as they progress through the program.

Points of Pride:

Intervention, Gifted & Talented, Multilingual Learners, and World Language

Academic Intervention	Gifted & Talented	Multilingual Learners	World Language
Developed a shared MTSS framework and introduced common language district-wide. Rolled out Intervention Manager for consistent documentation of student support.	Established a district-wide identification process for gifted students. Hired a dedicated elementary G&T teacher to serve all four schools.	Refined the identification, placement, and exit process for multilingual learners to ensure consistency across schools. Launched Ellevation platform to streamline ML student data, scheduling, and communication.	Initiated vertical articulation work to align expectations across K-12. Began developing common assessments to measure proficiency growth consistently.

THANK YOU



Curriculum Presentation 2025