Tenafly Public Schools

Elementary School Program of Studies

2025-2026

Malcolm S. Mackay School
Ms. Heidi Chizzik, Principal
Ms. Suzanne Bergman, Secretary

J. Spencer Smith School
Mr. John Fabbo, Principal
Ms. Donna Amoroso, Secretary

Ralph S. Maugham School
Ms. Esther Loor, Principal
Ms. Loreny Saxenian, Secretary

Walter Stillman School
Ms. Gayle Lander, Principal
Ms. Mishona Waldis, Secretary

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A Message from our Administration

The Tenafly Public School District has four elementary schools: Malcolm S. Mackay, Ralph S. Maugham, J. Spencer Smith, and Walter Stillman.

Each of our K-5 schools focuses on providing students with the best instructional practice in reading and writing, problem-solving, and the application of technology. Schools are dedicated to the development of each student – academically, socially, physically, and emotionally - while providing a warm, supportive atmosphere where each child can learn and grow.

Tenafly elementary school students develop their potential by using varied materials, project work, as well as cooperative and independent activities. Curricula are aligned with New Jersey Student Learning Standards, which builds the foundation for the district's reputation of academic excellence and high student achievement.

Affirmative Action Program for School and Classroom Practices

TThe Tenafly Public School District prohibits discrimination based on the following protected categories: race; creed; religion; color; national origin/nationality; ancestry; age; sex/gender (including pregnancy); marital status/civil union partnership; familial status; affectional or sexual orientation; gender identity or expression; domestic partnership status; atypical hereditary cellular or blood trait; genetic information; disability (including perceived disability, physical, mental and/or intellectual disabilities); or liability for service in the Armed Forces of the United States. This includes equality of educational opportunities including classroom programs, curriculum development and instructional materials. The statement confirms compliance with Title VI of the Civil Rights Act of 1954, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and Age Discrimination Act of 1975. (See Board of Education Policy Nos. 1140, 2260). In accordance with Board of Education Policy No. 2260, the Board shall provide equal and bias-free access for all pupils to all school facilities, courses, programs, activities, and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status. The Board of Education shall ensure that the district's curriculum and instruction are aligned to the State's Student Learning Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in education programs and by providing opportunities for pupils to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

The Board of Education shall ensure all pupils have access to adequate and appropriate counseling services. When informing pupils about possible careers, professional or vocational opportunities, the Board shall not restrict or limit the options presented to pupils on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status. The district will not use tests, guidance, or counseling materials which are biased or stereotyped on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status. The Board of Education shall ensure that the district's physical education program and its athletic programs are equitable, co-educational, and do not discriminate on the basis of race creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status.

District Affirmative Action Officer:
Ms. Brenda Yoo,
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(201) 816.4511

TPS Office of Curriculum & Instruction

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Ms. Lauretta Miller, Executive Assistant to the Assistant Superintendent of C&I

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Dr. Lisa Castelluber, Supervisor of English K-12
Ms. Cristina Cutrone, Supervisor of Social Studies and Business K-12
Mr. David DiGregorio, Supervisor Library, Music, Performing and Visual Arts K-12
Dr. Elizabeth Giblin, Supervisor of World Languages, Multilingual Learners, and Health and Physical Education K-12
Ms. Grace Wolesgale, Supervisor of Science K-12
Ms. Chelsea Corrado, Supervisor of Special Education 6-12 & Gifted and Talented
Ms. Erica Markovitz, Supervisor of Special Education Pre K-5
Ms. Patricia Mihalio, Administrative Assistant, Office of Curriculum and Instruction

Tenafly Elementary Schools

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Tenafly Elementary Schools

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.

Attendance: The law requires attending school regularly for all elementary school-age students. Daily attendance is essential to a student's learning success. To report your student's absence or lateness, please enter the information in the Genesis Parent Portal before 9:00 AM. After 9:00 AM, please call the Nurse's Office at the school your student attends. For more detailed information regarding the attendance process, please refer to your student's elementary school handbook or visit Tenafly BOE Attendance Policy 5200 Attendance Regulation R 5200.

Code of Conduct: The guidelines for our elementary Code of Conduct are posted on the school website. See Tenafly BOE Policy 5600: Student Discipline/Code Of Conduct for more information.

School Hours: 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.

General Information

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, multilingual 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 and content area supervisors 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 Registration: 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.

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.

TPS Elementary School Content Areas

English Language Arts

English Language Arts (ELA) is the gateway to boundless opportunities. The elementary language arts program is carefully crafted to spark curiosity, nurture creativity, and develop essential skills in reading, writing, speaking, and listening.

Within our dynamic classrooms, students embark on an exciting journey through engaging stories, creative writing exercises, and lively discussions. The elementary teachers prioritize building a strong foundation while fostering a deep love for literature and self-expression. Our diverse curriculum spans classic stories to modern works, igniting a passion for reading and comprehension. Beginning with learning to write the alphabet, students continue to refine their writing skills and process as they advance through their early school years. Students learn how to read through phonics and a content-based literacy program. Teachers encourage even the youngest Tenafly students to share their ideas with confidence. Interactive activities help students strengthen their communication skills and develop critical thinking abilities.

Our dedicated educators employ innovative approaches to make learning enjoyable and impactful, ensuring that every student feels inspired and supported. Our goal is to make language arts an exciting adventure that opens doors to lifelong learning and achievement.

Kindergarten: Introduction to Literacy

In Kindergarten, students begin their journey into the world of literacy, focusing on building awareness of letters, sounds, and basic vocabulary. The curriculum emphasizes creating a love for reading and writing through play, exploration, and hands-on activities.

- **Reading:** Students learn to recognize and name uppercase and lowercase letters, associate them with their sounds (phonemic awareness), and begin to blend sounds together to read simple words. They also explore the relationship between pictures and text, engaging with simple stories and rhymes.
- **Writing:** Kindergartners begin to form letters, write their names, and write simple sentences using a combination of letters, words, and pictures. They learn to express themselves through drawings and basic writing.
- **Speaking & Listening:** Students engage in activities that develop their listening and speaking skills, such as listening to stories, retelling simple narratives, and expressing thoughts or ideas verbally. They practice taking turns in conversation and answering questions.
- **Vocabulary:** Students learn a rich variety of words through thematic lessons (e.g., animals, family, colors, etc.) and through their reading and listening experiences. They begin to use descriptive words to explain things in their environment.

Grade 1: Foundations of Literacy

In Grade 1, students focus on building foundational reading and writing skills. The curriculum emphasizes phonemic awareness, letter-sound correspondence, and basic word recognition. Students learn to read simple texts and engage with stories through oral and written responses.

- **Reading**: Students develop fluency in decoding simple words, recognizing high-frequency words, and begin to read short sentences and passages independently. The curriculum introduces basic comprehension strategies like predicting, asking questions, and retelling key details from stories.
- **Writing**: Beginning writers focus on forming letters correctly, writing simple sentences, and using basic punctuation. They work on writing about personal experiences, using drawings to accompany their words.
- **Speaking & Listening**: Students engage in basic conversations, share their thoughts with peers, and listen to stories with attention. They begin to understand how to take turns in conversation and ask clarifying questions.
- **Vocabulary**: Focus on expanding vocabulary through exposure to common sight words, thematic vocabulary, and word families.

Grade 2: Building Comprehension and Expression

Grade 2 students continue to strengthen their reading and writing skills, focusing on fluency, comprehension, and expression. The curriculum includes a deeper exploration of characters, settings, and events in texts.

- **Reading**: Students read more complex sentences and simple chapter books. They will explore story elements like plot, character, and setting while applying comprehension strategies such as summarizing, comparing, and contrasting.
- **Writing**: Students will learn to write narratives, informational texts, and simple opinion pieces. Emphasis is placed on structuring sentences, using descriptive language, and organizing ideas logically.
- **Speaking & Listening**: Students will engage in group discussions, share ideas in a clear and organized manner, and listen for specific information in oral presentations. They will also practice retelling stories and explaining ideas in both informal and formal contexts.
- **Vocabulary**: Focus on word meanings, synonyms, antonyms, and using context clues to understand new words. Students will also be introduced to prefixes and suffixes.

Grade 3: Expanding Skills and Understanding

In Grade 3, students build on their reading comprehension and writing abilities, learning to analyze texts more deeply and express ideas more clearly. They will encounter more complex texts and expand their vocabulary and writing techniques.

- **Reading**: Students read longer and more complex texts, including both fiction and nonfiction. They will work on identifying themes, main ideas, and supporting details, and make inferences about characters' motivations and actions.
- **Writing**: Students will develop multi-paragraph writing skills in narrative, informative, and opinion formats. They will focus on planning and revising their writing, paying attention to grammar, punctuation, and spelling.

- **Speaking & Listening**: Students will participate in structured group discussions and practice presenting information in a clear and organized manner. They will develop skills in summarizing oral information and expressing their opinions with supporting reasons.
- **Vocabulary**: Students will focus on word meanings, roots, and affixes. They will also begin to use more complex language in their written and spoken communication.

Grade 4: Refining Skills and Engaging with Texts

Grade 4 students continue to refine their literacy skills with a focus on deeper analysis of texts, improved writing structures, and more sophisticated communication strategies.

- **Reading**: Students read a variety of genres, including fiction, nonfiction, and poetry. They will analyze character development, point of view, and text structure while learning to summarize and synthesize information from different sources.
- **Writing**: Emphasis shifts to refining writing through drafting, editing, and revising. Students will work on writing essays, reports, and creative stories with clear introductions, body paragraphs, and conclusions.
- **Speaking & Listening**: Students will engage in formal presentations, debates, and discussions. They will practice providing constructive feedback, listening critically, and making connections to others' ideas.
- **Vocabulary**: Students will work on understanding nuances in word meanings and use academic vocabulary appropriately. They will expand their use of synonyms, antonyms, and figurative language.

Grade 5: Mastery of Literacy Skills

In Grade 5, students will consolidate their literacy skills and engage in more advanced reading and writing tasks. They will continue to improve their ability to analyze and interpret a wide range of texts.

- **Reading**: Students read and analyze both literary and informational texts. They will explore themes, characters, plot development, and the author's purpose. Focus will be placed on understanding text structures, identifying evidence to support ideas, and making connections across texts.
- **Writing**: Students will produce detailed, well-organized writing across multiple genres, including persuasive essays, research reports, and short stories. They will focus on audience and purpose, improving coherence and argumentation in their writing.
- **Speaking & Listening**: Students will refine their speaking skills by participating in debates, presentations, and group discussions. They will practice speaking persuasively and responding to feedback.
- **Vocabulary**: The emphasis is on expanding students' academic and domain-specific vocabulary. They will explore word origins, figurative language, and the meaning of idiomatic expressions.

Mathematics

The goals of our elementary Mathematics program 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 curriculum balances procedural and conceptual understandings and is aligned to the New Jersey Student Learning Standards. In this balance, students work towards content mastery and develop mathematical practices, which include:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of mathematical structure.
8. Look for and express regularity in repeated reasoning.

Thus, the curriculum presents opportunities for students to solve problems, think creatively and purposefully, and communicate mathematically. Students experience learning mathematics through the three stages: concrete, pictorial, abstract. In the concrete stage, students use physical or virtual manipulatives to develop concepts, learn strategies, and make connections. In the pictorial stage, students represent their understandings through basic diagrams, drawings, and models to aid commitment to memory in a meaningful, personalized manner. And finally, in the abstract stage, students use mathematical symbols to generalize and formalize strategies, content, and concepts. While our elementary math program primarily emphasizes content and process, fluency work with facts, arithmetic, and standard algorithms is also a key component. In the following section, more specific content is listed by grade level and organized by domains.

Kindergarten Mathematics

In Kindergarten, instructional time is focused on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten is devoted to work with numbers than to other topics. Specific domain content includes:

Counting and Cardinality

A. Know number names and the count sequence.
B. Count to tell the number of objects.
C. Compare numbers.

Operations and Algebraic Thinking

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

Number and Operations in Base Ten

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

Measurement

A. Describe and compare measurable attributes.
B. Work with money.

Data Literacy

A. Classify objects and count the number of objects in categories.

Geometry

A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, spheres).
B. Analyze, compare, create, and compose shapes.

Grade 1 Mathematics

In Grade 1, instruction focuses broadly 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. Specific domain content includes:

Operations and Algebraic Thinking

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

Number and Operations in Base Ten

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

Measurement

A. Measure lengths indirectly and by iterating length units.
B. Tell and write time.
C. Work with money.

Data Literacy

A. Represent and interpret data.

Geometry

A. Reason with shapes and their attributes.

Grade 2 Mathematics

In Grade 2, instruction focuses broadly on four critical areas: (1) extending understanding of base-ten notation; (2) developing accuracy and efficiency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes. Specific domain content includes:

Operations and Algebraic Thinking

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

Number and Operations in Base Ten

A. Understand place value.
B. Use place value understanding and properties of operations to add and subtract.

Measurement

A. Measure and estimate lengths in standard units.
B. Relate addition and subtraction to length.
C. Work with time and money.

Data Literacy

A. Understand concepts of data.
B. Represent and interpret data.

Geometry

A. Reason with shapes and their attributes.

Grade 3 Mathematics

In Grade 3, instruction focuses broadly on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes. Specific domain content includes:

Operations and Algebraic Thinking

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

Number and Operations in Base Ten

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

Number and Operations - Fractions

A. Develop understanding of fractions as numbers.

Measurement

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

Data Literacy

A. Understand data-based questions and data collection.
B. Represent and interpret data.

Geometry

A. Reason with shapes and their attributes.

Grade 4 Mathematics

In Grade 4, instruction focuses broadly on three critical areas: (1) developing understanding and accuracy and efficiency, with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry. Specific domain content includes:

Operations and Algebraic Thinking

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

Number and Operations in Base Ten

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

Number and Operations - Fractions

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

Measurement

A. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
B. Geometric measurement: understand concepts of angle and measure angles.

Data Literacy

A. Organize data and understand data visualizations.
B. Represent and interpret data.

Geometry

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

Grade 5 Mathematics

In Grade 5, instruction focuses broadly on three critical areas: (1) developing accuracy and efficiency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing accuracy and efficiency with whole number and decimal operations; and (3) developing understanding of volume. Specific domain content includes:

Operations and Algebraic Thinking

A. Write and interpret numerical expressions.
B. Analyze patterns and relationships.

Number and Operations in Base Ten

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

Number and Operations - Fractions

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

Measurement

A. Convert like measurement units within a given measurement system.
B. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Data Literacy

A. Understand and analyze data visualizations.
B. Represent and interpret data.

Geometry

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

Social Studies

Our K-5 Social Studies program aims to cultivate compassionate, curious, and responsible citizens who are engaged in both their local and global communities. We create an inclusive environment where students learn history, geography, economics and civics while developing cultural appreciation, critical thinking, and social engagement. Our curriculum balances identity, content, skills and critical thinking. We emphasize the joy of discovery in social studies, empowering students to ask questions, seek answers, and use evidence to support their ideas. This philosophy ensures that our students will be well-equipped to engage with their communities and the wider world, embracing the values of good citizenship, empathy, and collaborative problem-solving.

Kindergarten
Beginning in kindergarten, students are introduced to foundational concepts such as compassion, respect, and good citizenship. These early lessons help shape children into productive members of their communities, setting the stage for lifelong social responsibility.

Units of Study

- All About Me
- Family
- Communities

First Grade
As students progress, they explore the importance of citizenship, and community-building in first grade, learning to appreciate their role in their community and beyond. In this grade students will begin to explore geography through the use of map skills, learn about rights and responsibilities, the structure of the United States government and economy, the differences between goods, services and natural resources, how countries in the world are connected through their economies and what it means to be a global citizen.

Units of Study

- Me on a Map
- Citizenship
- Global Citizenship

Second Grade
In second grade, learners become aware of their place in the world, begin exploring the interconnectedness of communities, and the active roles of members in communities. They study fundamental social concepts like needs, and wants, which help them understand broader economic and social principles. The units of study focus on the different types of communities, Tenafly a long time ago, how to tell your location from a map and how maps help us understand the world around us and basic rules of supply and demand.

Units of Study

- Communities
- Geography and Map Skills
- Money, Business and Economics

Third Grade
In the upper elementary grades, social studies becomes an inquiry-driven, reflective experience where students develop critical thinking and problem-solving skills. In third grade they begin to learn conflict-resolution skills by exploring cultural differences, they continue to learn about their rights and democracy, and how economic decision-making has an impact on their lives. They also begin to look at specific historical events like the age of exploration and colonial America.

Units of Study

- Civics
- World Explorers
- Colonial America

Fourth Grade
The fourth grade social studies curriculum focuses on helping students understand their role in a diverse and democratic society by developing critical questioning and thinking skills while still fostering a sense of community. Students explore cultural differences and the contributions of various groups by learning how immigration connects to their own lives. Through studying rights, democracy, and historical events, they analyze cause and effect, gaining insight into how past events shape today's world. By emphasizing how young our country is, students learn to appreciate their role as contributing members of society and gain a foundational understanding of the democratic principles that guide it.

Units of Study

- The American Revolution
- Government
- Immigration
- New Jersey's History

Fifth Grade
In fifth grade, the focus shifts toward developing essential skills in writing, speaking, and presenting while examining self knowledge, respect for others and social and political change. The curriculum puts caring and relationships at the center and uses real-life experiences and examples to give true meaning to the content. These activities encourage self-awareness, awareness of others, exploring the roles of activist and ally and foster a sense of responsibility for their future roles as citizens. The units cover topics such as self and cultural identity, injustices throughout history, Westward Expansion, American Imperialism, Indigenous peoples, The U.S. Constitution, Slavery-Antebellum, the Abolition Movement, and the Civil Rights Movements. It concludes with a social action project that incorporates important research, writing and presentation skills that have been honed throughout the school year.

Units of Study

- Self Knowledge and Respect for Others
- Social and Political Change
- Social Action

Science

In grades K-5, students are introduced to disciplinary core ideas (DCI) in Physical Science, Life Science, and Earth and Space Science with each grade contributing to the foundation of future, more in depth learning at the secondary level. Students are encouraged to conceptualize ideas in terms of crosscutting concepts (CC) and to engage in science and engineering practices (SEP) as a fundamental part of their science instruction.

Crosscutting Concepts (CC)	Science and Engineering Practices (SEP)
1. Patterns 2. Cause and Effect 3. Scale, Proportion, and Quantity 4. Systems and System Models 5. Energy and Matter 6. Structure and Function 7. Stability and Change	1. Asking questions 2. Developing and using models 3. Planning and carrying out investigations 4. Analyzing and interpreting data 5. Using mathematics and computational thinking 6. Constructing explanations/ designing solutions 7. Engaging in argument from evidence 8. Obtaining, evaluating, and communication information

Kindergarten

- **Physical Science:** Students investigate forces and motion, specifically how the strength and direction of pushes or pulls between two objects affect direction and speed. Students explore how the sun's energy warms the Earth's surface and design ways to minimize sunlight's warming effect in an area.
- **Life Science:** Students investigate what plants and animals need to live and grow and how they interact with their habitat and environment to meet their needs. Students explore how to be more thoughtful about the impact of human activity on land, water, air, and other organisms.
- **Earth and Space Science:** Students describe local weather and observe patterns of weather over a longer period of time to predict the expected climate of an area. Students explore the types of severe weather in different regions and identify solutions to prepare for and reduce the negative impacts of climate change, human activity, and severe weather.

First Grade

- **Physical Science:** Students investigate sound and how light interacts with transparent, translucent, opaque, and reflective materials. Students also design and build a device that uses light and/ or sound to communicate over distance.
- **Life Science:** Students investigate how plant and animal adaptations (both external structures and behavioral) help these organisms survive, grow, and reproduce, using what they have learned to design a solution to a human problem that mimics these adaptations. Students also explore the inheritance and variation of traits when comparing individuals of the same species.
- **Earth and Space Science:** Students observe, describe, and predict how the sun, moon, and stars move, as well as seasonal differences in amount of daylight as sunrise and sunset change.

Second Grade

- **Physical Science:** Students investigate the properties and different physical states of matter and how heating or cooling a substance can cause changes. Students observe how a variety of objects can be made from different arrangements of smaller components, relating the structure and properties of a material or object with its possible function.
- **Life Science:** Students revisit how plants need water and light to grow, investigating plant and animal diversity within different habitats to better understand ecosystem interactions. Students develop a model that explains the role of animals in pollination and seed dispersal**.**
- **Earth and Space Science:** Students learn how Earth processes have different timescales, learning how wind and water erosion can change the shape of the land. Students also gain familiarity with how maps represent different kinds of land and bodies of water (i.e. oceans, rivers, lakes, and ponds). Students should also be able to identify geographic locations that have substantial amounts of ice.

Third Grade

- **Physical Science:** Students revisit what they learned about forces in Kindergarten, learning how every force has both magnitude and direction. Students compare the effects of balanced and unbalanced forces on the motion of an object. Students also investigate how distance and charge affect the strength and direction of magnetic and electric forces, using what they have learned about magnets to design a solution to a problem.
- **Life Science:** Students develop models to describe and compare the different life cycles (i.e. birth, growth, reproduction, and death) of plants and animals. Students delve deeper into understanding inheritance and variation, by exploring how genetic and environmental factors contribute to trait expression. Students learn how environmental changes and trait diversity in the population interact in the process of natural selection over several generations, identifying how some traits may confer reproductive or survival advantages or disadvantages. Students explore how social interactions and group behavior are adaptations that aid in animal survival. Students also explore how fossils help provide evidence of changing environments in the Earth's past.
- **Earth and Space Science:** Students explore the difference between weather and climate, analyzing weather patterns (temperature, precipitation, and wind direction) to describe typical seasonal weather conditions. Students also describe climates in different global regions. Students also evaluate design solutions for reducing climate change or weather-related hazards.

Fourth Grade

- **Physical Science:** Students learn about different types of energy and how energy is conserved when transferred. Students design, test, and optimize a device that converts energy from one form to another. Students also learn how to describe waves (amplitude and wavelength) and how the reflection of light waves off a surface allows objects to be seen.
- **Life Science:** Students examine how the internal and external structures of plants and animals function to support survival, growth, behavior, and reproduction. Students explore how animals' different sense receptors are specialized for particular kinds of information (or stimuli) and how these help the animal respond appropriately to its environment.

- **Earth and Space Science:** Students explore how patterns in rock formations and fossils in rock layers provide evidence for changes in a landscape over time. Students investigate how water, ice,

wind, and vegetation shape the land by weathering and erosion. Students also identify patterns in the location of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes at the boundaries between continents and oceans. Students explore renewable and nonrenewable energy and fuel sources and their impact on the environment, as well as generating and comparing multiple solutions to reducing the negative impact upon humans of natural Earth processes and climate change.

Fifth Grade

- **Physical Science:** Students learn how matter is made of tiny particles, how temperature changes and physical state affect the behavior of those particles, and how to differentiate between physical and chemical changes. Students investigate conservation of mass and learn how properties can be used to identify a material. Students are also introduced to the concept of gravitational force.
- **Life Science:** Students learn how matter cycles through ecosystems and how the sun's energy captured by plants flows to animals. Students are introduced to the concept of photosynthesis and should be able to support an argument that plants get the materials they need for growth chiefly from air and water.
- **Earth and Space Science:** Students learn about Earth's place in the solar system and how the Earth's orbit, Earth's tilt and rotation, and the moon's orbit cause the daily pattern of shadows, the lunar cycle, and seasonal changes. Students also develop models that describe how interactions between the Earth's geosphere, the hydrosphere, the atmosphere, and the biosphere can affect weather and climate, landforms, and ecosystems. Students learn about the importance of water in Earth's surface processes, as well as the relative abundance and location of freshwater and saltwater. Students learn about how communities use science ideas to protect Earth's resources, environment, and address climate change.

World Language (Spanish)

Students in kindergarten through fifth grade study Spanish with an in-person, highly qualified Spanish teacher, meeting twice weekly.

By the end of grade 2, students reach the Novice Low proficiency level, as defined by the New Jersey Student Learning Standards (NJSLS) and the American Council on the Teaching of Foreign Languages (ACTFL). At every level, students demonstrate proficiency across the three modes of communication.

- **Interpretive Mode**: Recognize a limited set of familiar words, symbols, or characters in highly familiar contexts, especially when visuals support understanding in informational and fictional texts.
- **Interpersonal Mode**: Communicate using practiced and memorized words and phrases, answering simple questions on familiar topics and expressing personal needs, often using gestures and pictures to aid in meaning.
- **Presentational Mode**: Share basic information about themselves using memorized words and phrases, with support from gestures or visuals.

By the end of grade 5, students who started their study of Spanish in kindergarten will reach the Novice Mid proficiency level.

- **Interpretive Mode**: Understand familiar words, phrases, and simple sentences independently, recognizing memorized vocabulary to derive meaning from text.
- **Interpersonal Mode**: Respond to familiar questions with learned words and phrases, ask memorized questions, express basic needs and preferences, and briefly describe people, places, and things. They do not yet have the ability for functional exchanges of new information.
- **Presentational Mode**: Use memorized words, phrases, and a few simple sentences to describe people, places, and things, expressing needs and preferences independently.

Through the target language of Spanish, all students in grades k-5 identify and recognize a few common products and practices related to daily life in both the target culture and their own culture.

Multilingual Learners

(formerly English Language Learners - ELL)

The Tenafly Public Schools celebrate linguistic diversity by providing a robust Multilingual Learners (ML) program, offering high-intensity English instruction tailored to students whose primary language is not English. This program focuses on building English proficiency across reading, writing, listening, and speaking skills. The ML curriculum is aligned with both the World-class Instructional Design and Assessment (WIDA) standards and the New Jersey Student Learning Standards (NJSLS), ensuring a comprehensive and rigorous educational experience. Students remain in the program until they meet the established exit criteria, which includes achieving a minimum score of 5.0 on the ACCESS for ELLs assessment administered each spring.

Physical Education and Health (K-5)

Students in grades K-5 in Tenafly will participate in activities aligned with the New Jersey Student Learning Standards for Comprehensive Health and Physical Education. These activities will help them develop health and physical literacy, maintain wellness, and build skills such as effective communication,

conflict resolution, and healthy decision-making. Students will also explore ways to engage in active lifestyles, foster positive relationships, and respect individual and cultural differences, all while gaining awareness of health resources and global issues like public health and climate change.

Music *

Kindergarten

- **Focus:** Exploration of sound, rhythm, and movement.
- **Key Areas:** Students experiment with different sounds and simple rhythms, begin identifying contrasts (loud/soft, fast/slow), and respond to music through movement.
- **Goal:** Develop basic listening skills and encourage creative expression.

First Grade

- **Focus:** Introduction to melody and rhythm basics.
- **Key Areas:** Students start recognizing pitch and rhythm patterns, exploring steady beats, and identifying simple musical forms. They sing simple songs and use classroom instruments to create sounds.
- **Goal:** Build awareness of rhythm and melody while fostering vocal confidence.

Second Grade

- **Focus:** Developing rhythm and melody understanding.
- **Key Areas:** Students explore musical patterns, rhythm notation, and pitch differences. They learn basic rhythmic notation and sing songs with a more complex structure, sometimes with simple harmonies.
- **Goal:** Enhance rhythmic accuracy and introduce reading simple music notation.

Third Grade

- **Focus:** Expanding music literacy and ensemble participation.
- **Key Areas:** Students learn to read and notate simple rhythms and melodies, engage in group singing, and explore harmony. Introduction to cultural diversity in music is emphasized, with activities involving different styles.
- **Goal:** Build music reading skills and teamwork in musical contexts.

Fourth Grade

- **Focus:** Strengthening music reading and instrumental skills.
- **Key Areas:** Students further develop notation skills, play more complex rhythm and melody patterns, and begin to perform as part of a group using classroom instruments (such as recorders). Students study different genres and cultural music traditions.
- **Goal:** Deepen understanding of music notation and develop skills in ensemble performance.

Fifth Grade

- **Focus:** Preparing for more advanced musical engagement.
- **Key Areas:** Students analyze song structure, explore compositional elements, and gain more experience in instrumental play and vocal performance. They engage in simple compositions and performances, emphasizing dynamics, tempo, and expression.

- **Goal:** Build confidence in performance and composition, preparing students for middle school music studies.

** This curriculum progression follows New Jersey's arts standards, emphasizing foundational music skills, cultural appreciation, and personal expression through music. Each grade builds on prior knowledge, moving students toward greater musical literacy and performance ability.*

Arts *

Kindergarten

- **Focus:** Exploration of basic art materials and concepts.
- **Key Areas:** Students experiment with colors, shapes, lines, and textures. They create simple artworks using various tools like crayons, markers, and paint.
- **Goal:** Encourage self-expression and introduce students to the sensory aspects of art.

First Grade

- **Focus:** Introduction to elements of art.
- **Key Areas**: Students learn about primary colors, lines, shapes, and textures. They create art projects inspired by their surroundings and learn to discuss their own work.
- **Goal:** Develop awareness of basic art elements and promote observational skills.

Second Grade

- **Focus:** Building skills in art-making and observation.
- **Key Areas:** Students explore secondary colors, patterns, and composition. They create art that shows an understanding of spatial relationships and begin learning about famous artworks and artists.
- **Goal:** Strengthen artistic techniques and introduce art appreciation.

Third Grade

- **Focus:** Expanding art concepts and cultural appreciation.
- **Key Areas:** Students deepen their understanding of color, form, and balance in art. They explore different cultures and create artworks that reflect various styles and traditions.
- **Goal:** Encourage cultural awareness and refine artistic skills.

Fourth Grade

- **Focus:** Developing technique and personal expression.
- **Key Areas:** Students use more complex techniques in drawing, painting, and sculpture. They study art history and make connections between art and storytelling.
- **Goal:** Foster technical skills and allow for more personal expression in art-making.

Fifth Grade

- **Focus:** Preparing for advanced artistic concepts and critique.
- **Key Areas:** Students explore perspective, proportion, and more detailed composition. They analyze and critique their own and others' work, building a foundation for art vocabulary and reflective thinking.

- **Goal:** Prepare students for middle school art with strong skills in technique, critique, and personal style development.

**Each grade level builds sequentially on art concepts and techniques, with an emphasis on creativity, cultural awareness, and personal expression as outlined by New Jersey's standards. This progression aims to cultivate a lifelong appreciation of visual arts.*

Library *

Kindergarten

- **Focus:** Introduction to books, libraries, and basic digital tools.
- **Key Areas:** Students learn how to handle books, identify parts of a book (cover, spine, pages), and explore age-appropriate digital resources. They participate in simple STEM storytime activities that connect stories to basic science and math concepts.
- **Goal:** Foster a love of reading and familiarity with the library environment.

First Grade

- **Focus:** Developing listening, book selection, and basic research skills.
- Key Areas: Students learn to choose books based on interest and ability, engage in discussions about stories, and start using digital resources for basic information gathering. STEM activities involve simple experiments or problem-solving related to story themes.
- **Goal:** Support independent book selection and introduce basic research concepts.

Second Grade

- **Focus:** Introduction to research and digital literacy.
- **Key Areas:** Students begin learning to locate books by topic or author and use digital resources for research, including educational websites. STEM activities include hands-on projects that connect with stories, such as building simple structures or measuring objects.
- **Goal:** Build foundational research skills and encourage hands-on STEM exploration.

Third Grade

- **Focus:** Strengthening research and digital citizenship.
- **Key Areas:** Students are introduced to using the library catalog to find books and basic online research tools. They practice safe, responsible digital behavior and engage in STEM projects that encourage critical thinking, such as designing simple experiments related to books they read.
- **Goal:** Develop catalog and research skills while introducing digital citizenship.

Fourth Grade

- **Focus:** Advanced research and collaboration.
- **Key Areas:** Students deepen their research skills, learning to evaluate sources and differentiate between fact and opinion. Digital literacy lessons cover more complex online searches. STEM activities may include collaborative projects, like coding simple animations or designing structures using engineering principles.
- **Goal:** Encourage collaborative research and critical evaluation of information.

Fifth Grade

- **Focus:** Independent research and media literacy.
- **Key Areas:** Students conduct independent research projects, using multiple sources and organizing information effectively. They learn advanced catalog skills and evaluate digital sources

for credibility. STEM activities might involve introductory coding or multimedia presentations linked to their research.
- **Goal:** Prepare students for middle school with strong research, digital literacy, and STEM integration skills.

**This curriculum progression emphasizes library skills, digital citizenship, and STEM connections, helping students build research skills, navigate digital resources responsibly, and apply critical thinking.*

Special Services

The Department of Special Services offers a range of programs catering to students with identified special education needs. Individualized Education Programs (IEPs) are crafted during collaborative meetings that include input from the Child Study Team, Special Education Teachers, General Teachers, and parents or students.

Intervention and Referral Services (I&RS)

The Intervention and Referral Services (I&RS) team is a school-based, decision-making group dedicated to improving instructional programs through collaborative problem-solving.

What is the purpose of I&RS?

- Identify learning, behavior, attendance, and health difficulties of students
- Collect thorough information on the identified area of need
- Develop and implement action plans which provide for appropriate school or community interventions or referrals to school and community resources, based on the collected data and desired outcomes for the identified area of need
- Provide support and guidance to school staff who identify learning, behavior and health difficulties
- Provide support and guidance to school staff for planning and providing intervention and referral services
- Actively involve parents or guardians in the development and implementation of intervention and referral services action plan

Academic Support

Academic Support (formerly Basic Skills Instruction or BSI) is a collaborative support and intervention program designed to service general education students by providing strategic supplemental academic support that is tailored to meet the unique needs of struggling learners. The program promotes student growth by providing supplemental instruction in fundamental skills for literacy and math. Academic Support provides students with small group instruction and uses evidence-based intervention strategies. Students are selected based on multiple measures, which include assessment results, report card criteria, and teacher input. Students are exited from the program when they meet grade level expectations, but are continuously monitored should the need for future support arise.

Guidance and Counseling

Guidance Counselors at each of the four elementary schools foster a comprehensive program that focuses on the areas of personal/social and academic development. Counselors are available to meet with students individually and in small groups and work closely with teachers and parents, as well as the

Principal, to address any issues and/or concerns that may impact our students. In addition, we promote anti-bullying messages and oversee school-wide anti-bullying initiatives.

Gifted and Talented Program

Gifted and talented education opens windows of opportunity for students to enhance their potential through collaboration, innovation, and problem solving. All students are challenged to engage in inquiry, take intellectual risks, exercise critical thinking, and reflect upon and develop their individual talents.

Tenafly Public Schools believes that all students benefit from higher level thinking and inquiry. Our Discovery Programming encompasses the Schoolwide Enrichment Model, in-class differentiation, and push-in enrichment provide challenging opportunities that focus on public speaking, mathematical thinking, creative problem solving, philosophical discourse, and STEAM. Tenafly's Discovery programming, which includes our Gifted & Talented program, offers a unique approach to servicing all students through enrichment programs while maintaining a keen focus on those identified as possessing exceptional academic talents. These students will be provided the guidance, time, and resources to realize their academic potential.

A continuum of services that matches a student's needs in their academic areas of strength and support for social and emotional development for gifted learners will be provided on an as-needed basis and may change annually. We annually assess which students at each grade level need modifications to the delivery of curriculum and instruction to match their learning levels as well as to address their social and emotional needs.

For details on the Tenafly Public Schools program, see our Gifted and Talented Students Policy, 2464. You may also review the District Gifted and Talented Program Guide here.

Summer Enrichment Program

The Tenafly Public Schools Summer Enrichment Program offers classes for students in grades K-9 in STEM, Reading, Writing, Art, Drama, and Crafts and is approved by the New Jersey State Department of Education.

Classes are conducted by certified teachers and professional staff, and are held in a learning environment that encourages quality performance from each student.

For more information, please visit the Tenafly Summer Enrichment Program website at https://www.tenaflyschools.org/parents2/summer-enrichment