Freehold Borough School District

Academic Program Plan and Course Guide 2026-2027

Freehold Learning Center
Park Avenue Elementary School
Freehold Intermediate School

Board Approval Date: August 19, 2026

Freehold Borough School District

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Table of Contents

Topic	Page
District Information and Procedures	
Student Report Card	1
Student Progress Report	1
Grading	1
Genesis Student Information System	2
State Assessment Testing Program	2
Guidance program	3
Student Assistant Counselor (SAC) Services	4
Intervention and Referral Services (I&RS)	4
Special Education Department	4
Department of Child Protection and Permanency (DCPP)	6
Gifted and Talented Program	6
Performing Arts Pullouts	8
21st Century Community Learning Center	8
Media Center	9
Elementary School	
Weekly Instructional Time Allotments	10
Classroom Placement of Students	10
Student Promotion/Retention	11
Pre-Kindergarten Program	13
Basic Skills Program	14
English Language Arts Program	16
Mathematics Program	19
Physical Education and Health Program	21
Science Program	23
Social Studies Program	24
World Language Program (Spanish)	26
Bilingual/ESL Program	27
Visual and Performing Arts Program (Art & Music)	28
Computer Innovation Lab	30
Middle School	
Student Scheduling	32
Student Promotion/Retention	32
Grading System	34
Intervention Program	34
English Language Arts Program	34
Mathematics Program	36
Physical Education/Health Program	39
Science Program	40
Social Studies Program	41

Topic Page

World Language Program …….. 42
Bilingual/ESL Program……. 43
Visual and Performing Arts Program (Art & Music)…… 44
Technology and Computer Program …….. 45

DISTRICT INFORMATION AND PROCEDURES

STUDENT REPORT CARD

Student report card is a formal communication to parents and guardians from the school that outlines both academic and developmental progress of students. It is a way of reporting students' overall progress along with any formal communications from the school, homework feedback, standardized and state testing results, classroom assessments/projects, and teacher conferences/observations. Collectively, these indicators form a more complete picture of student performance. For 2025-2026, students in grades PreK – 1 will continue to receive report card grades based on skills and their level of academic performances, while students in grades 2 through 8 will receive a numerical grade in all their subject areas including a legend that converts the numerical grade to a traditional letter grade. Aside from academic performances, students will also be graded based on their efforts. Student report cards for Grades 1-8 are available in the Genesis student information system four times per academic year. Kindergarten students receive report card grades mid-year and end of the school year with progress reports in between. Preschool students receive an inventory of skills outlining their school readiness at the mid year and the end of the school year.

STUDENT PROGRESS REPORT

A student progress report is available in Genesis student information system at the halfway point of each marking period. It provides pertinent information on students' overall progress in school. In addition, teachers may send individual progress reports at any time during the marking period if there is a need to do so.

GRADING

Students' report card grades are based on the following guidelines and criteria:

PreK: Students' report card grades are based on their skills and abilities as outlined in in the Preschool Teaching and Learning Standards.

Kindergarten – Grade 1: Students' report card grades are based on their mastery and competency of grade level standards.

Grade 2 – 5: Students' report card grades are based on the following criteria: Tests, Quizzes, Classwork, and Homework. Each criterion represents a percentage of the students' overall report card grades.

Grade 6 – 8: Students' report card grades are based on the following criteria: Tests, Quizzes, Classwork, Projects, and/or Homework. Each criterion represents a percentage of the students' overall Report Card grades.

Students with IEPs: Students' report card grades are setup similar to their grade level peers. Students with IEPs are held to the same grade level standards of performance with the accomodations and modifications as outlined in their Individual Educational Plan (IEPs). While students can fail any subject, any students with IEPs who are at risk of failing should

have their case manager convene a meeting with appropriate stakeholders to discuss additional academic support to help students succeed.

Multilingual Learners (MLs) including Port of Entry (POE): the district uses the Freehold Borough Multilingual Learners Student Grading Protocol to increase both the linguistic and academic abilities of ML students while helping them achieve success. The protocol also aims to consider the time needed to acclimate to the school environment, the workload, and low level language proficiency. The protocol includes grading recommendations for three levels of language proficiency bands. In addition to this protocol, should a newly arrived student with no experience in the English language joins the district more than halfway through a given marking period, a No Grade (NG) can be used after consultation with the building principal and/or department supervisor.

GENESIS STUDENT INFORMATION SYSTEM

Parents and guardians can access the district's student information system, Genesis, to view their child's academic progress and report card. Information includes class grades, school attendance, school code of conduct and other student information. Parent access to Genesis is private and password protected. You may contact the school's main office to request access to Genesis.

STATE ASSESSMENT TESTING PROGRAM

New Jersey Student Learning Assessments - Adaptive (NJSLA-A)

New Jersey's state assessment, NJSLA-A, will remain similar for the 2026-2027.
Students in Grades 3-8 will continue to take NJSLA-A in the spring to demonstrate proficiency in English Language Arts and Mathematics.

- NJSLA-A assessment will continue to be administered in one testing window. States and schools will have up to 30 school days to administer the test. However, most schools can/will complete all testing in a week to two weeks, depending on schedule.
- The single window of testing will commence at the 90% mark of the school year.

New Jersey Student Learning Assessment for Science

Students in Grades 5 and 8 will continue to take the New Jersey Student Learning Assessments for Science to demonstrate proficiency in Science. This test will be administered online in late May. The Science test measures students' ability to recall information and to solve problems by applying science concepts. The Science test assesses knowledge and application skills in three clusters: Life, Earth and Space, and Physical Science. The test consists of multiple-choice items and constructed-response items.

ACCESS 2.0 Testing for Multilingual Learners

Students in Grades K through 8 who are Multilingual Learners (MLs) will also take the Assessing Comprehension and Communication in English State to State (ACCESS). This assessment is administered in late winter through early spring. Results of these tests will help guide the school in measuring students' language acquisition and placement in the ESL program.

GUIDANCE PROGRAM

Elementary School Guidance Program

The guidance program is a comprehensive program that promotes quality education by assisting students in learning the skills and attitudes necessary to be successful at the elementary level. It emphasizes decision-making, skill development/awareness and begins exploration of future educational and occupational possibilities. The program also stresses self-concept development and the acquisition of skills in developing interpersonal relationships.

Specific goals of the program include the following:

- To aid children in their school adjustment and academic development;
- To assist children in their personal growth through self-understanding and development of healthy self–concepts;
- To assist children in their social development, especially in developing adequate human relations skills;
- To aid children in their understanding of the world of work;
- To assist children in helping to alleviate personal, behavioral, and emotional problems;
- To aid children in the development of problem-solving skills necessary in considering alternatives and making decisions.

In order to accomplish these goals, the elementary guidance counselor has become an integral and important member of every elementary school. The guidance counselor provides short term counseling for individuals or groups of students having behavioral or emotional issues which are impeding their ability to successfully complete their work. Weekly groups also focus on problem solving skills and strategies for managing feelings. The guidance counselor also plays a major role in the I&RS process (Intervention and Referral Service). They are part of a school team that meets regularly to discuss specific students and suggest appropriate interventions that might help these students to succeed in school. Networking with outside agencies is another important part of the guidance counselors' responsibility. He/she is then able to service the community better by accessing valuable resources that can aid students and their families in addressing a variety of issues.

Middle School Guidance Program

At the middle school level, guidance services are available to assist students and their parents in educational, vocational, and personal decision-making. All students are assigned to guidance counselors who will work with them during their entire middle school experience in the areas of scholastic, career, personal and social matters.

Students who wish to see their counselor can make an appointment during the day. The classroom teacher can issue a pass to the guidance office in an emergency. Students are encouraged to consult with their counselors whenever necessary and to make full use of the guidance services and facilities.

STUDENT ASSISTANCE COUNSELOR

This counselor provides a broad spectrum of services throughout the district such as counseling, crisis intervention, and referrals related to substance abuse. Students in need of these services can be referred by parent/guardians, teachers, and school administrators.

INTERVENTION AND REFERRAL SERVICES

The Intervention and Referral Services (I&RS) committee is a multidisciplinary school-based team. The team focuses on an RTI model (response to intervention) with components of MTSS (multi-tiered system of supports) in place to assist teachers with specific academic, social or behavioral needs. This model implements comprehensive early detection and prevention strategies that identifies struggling students and assists them before they fall behind. Once students are identified, the team plans and delivers educational, social, health, emotional and behavioral interventions for students that may result in referral to other school and community resources. As outlined in N.J.A.C 6A:16-8.1.,8.2, the goal of the committee is to see measurable student improvement in the identified targeted areas. Staff members refer students to the I&RS Committee, who then advises the parents of the referral. The I&RS Committee develops Action Plans containing goals, interventions, and a timeline for the plan's duration. The goal of the I&RS committee is to provide services for staff who have identified student difficulties and include those staff members who will be involved in the amelioration of the identified educational concerns.

SPECIAL EDUCATION DEPARTMENT

The special education department consists of a variety of programs, placements and services provided to students who are deemed eligible for special education and related services per N.J.A.C.6a:18. The Child Study Team works in collaboration with staff and parents to conduct educational assessments through the services of a social worker, school psychologist and a learning disabilities teacher consultant (LDTC) who evaluate and provide case management services to students that qualify for special education and/or related services.

District special education programs may consist of (but are not limited to) in class resource support, pull out resource support, self-contained environments, and/or mainstream instruction with supports and modifications. The Child Study Team develops Individual Education Plans (IEPs) for each child who requires special education based on their individual needs. At times students may require alternative Special Education placements outside of district in accordance with their IEP. The Child Study Team meets annually with parents to review, assess and determine if any program and/or placement changes are needed. The district supports all N.J.A.C. 6a:18 provisions ensuring that a free, appropriate public education is available to any student with a disability who needs special education and related services.

Any parent or staff member can make a direct referral recommendation for an individual student to determine the need for special education services by sending a letter to the Director of Special Programs. Once it has been determined that all resources and services have been utilized within the general education setting, including a referral to the I&RS committee and other such resources (RTI, basic skills, individual and small group support), a Child Study Team meeting will be held to determine if testing is warranted at that time.

Related Services

- Speech - Speech and Language Specialist addresses a child's speech/language delays and/or language disorders.
- Occupational Therapy - An occupational therapist is a specialist trained to facilitate development and correction of fine motor skills.
- Adapted Physical Education - Alternative instruction and skill requirements due to medical, physical or behavioral needs
- Physical Therapy - A physical therapist is a specialist trained to enhance the development and correction of gross motor skills.
- Counseling - Certified staff members who provide counseling to special education classified students who are experiencing severe emotional problems which impede their learning process. Role playing, cognitive and behavioral interventions and play therapy are used as methods of addressing their needs.

The Department of Special Services offers a wide variety of programs for students starting at 3 years old who require a more specialized instructional plan because of their disability. Classified students with these needs often receive instruction in a smaller class setting (except in inclusion classes). Students participating in these programs receive instruction aligned to the current state standards. While some students may not meet the benchmarks, or cumulative progress indicators, they will still be working toward meeting grade level standards with appropriate modifications and supports.

Programs that are available through the Department of Special Services include:

- Multiply Disabled (MD) is a self-contained comprehensive program that provides intensive instruction, self-help and social skills. Students in this program present with two or more disabling conditions. Often, intensive related services such as speech/language, physical therapy, and occupational therapy are utilized to support this student population.
- Multiply Disabled (MD) Behavioral Focus is a small, self-contained, comprehensive program that provides instruction in all core content areas. Individual and group counseling is provided to help address the students' inability to deal appropriately with behaviors and feelings. Students in this program are characterized as having severe behavior problems which impact on learning.
- Pre-School Disabled Six integrated classes, three self-contained classes and two collaboration classes with Head Start serve children ages three through five. The integrated full day classes provide social skills, self-regulation, school readiness, pre-academics, self-help skills, gross motor, fine motor, and receptive and expressive language development. The self-contained full day classes are also available for students who required more specialized instruction and support. These classes utilize the same approach as the integrated preschool classes but offer a variety of individualized instructional techniques and strategies such as ABA/Discrete Trial instruction, VP MAPPS, ABLLS curriculum and other necessary supports and modifications within the overall curriculum. The two collaboration classes are instructed at our local Head Start center and provided the same curriculum as our integrated classes.
- Pull-out Resource Classes provide individual or small group instruction to students with disabilities who do not require as restrictive an environment as self-contained students. Pull-out Resource is for students who need a more restrictive environment than the mainstream setting and require classroom instruction in a small group setting with a low teacher to student ratio.

- In-Class Resource Classes provide individual or small group instruction to students with disabilities who do not require as restrictive an environment as the pull-out resource students. In- Class Resource is for students who can be placed in the mainstream classes with specific supports, accommodations and modifications to the general education curriculum.

Department of Children Protection and Permanency (DCPP)

Parents and guardians of our students need to understand that all school personnel are obligated by New Jersey state law and administrative regulation to report to DCPP all suspected incidences of abuse or neglect of our students. School personnel are not supposed to investigate whether such suspicions are valid, that is the responsibility of DCPP. However, if school personnel do not report suspected cases of abuse or neglect where there appears to be a reasonable suspicion, then school personnel are liable for punishment under the law. It is the policy of the Freehold Borough Public Schools to fully support teachers and staff in carrying through with their DCPP reporting requirements. Where there is a reasonable suspicion of abuse or neglect of a student, all cases will be reported to DCPP, as well as to the Freehold Borough Police Department.

GIFTED AND TALENTED PROGRAM

The elementary Gifted and Talented (G&T) program provides identified students in kindergarten through Grade 5 with a demanding curriculum that provides high level learning opportunities. Through project based learning activities, the curriculum is designed to challenge their intellectual and creative heights. As defined by state regulation, gifted and talented students are those *students who possess or demonstrate high levels of ability, in one or more content areas, when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.*

In screening students for the Gifted and Talented Program, the district uses multiple measures. The first stage in identification for the Gifted and Talented Program is nomination. In grades K -2, based on the Teacher Observation Inventory (TOI), students will participate in a pullout Enrichment Cluster. Commencing with the 3rd grade, a more defined and focused G&T program is provided. Identified G&T students participate in a pullout program where they will meet twice a week with the G&T teacher. The G&T program is project based learning that is designed to provide enrichment and experiences beyond the traditional curriculum that nurtures both student strengths and interests.

In grades K-2, teachers use the TOI tool to identify students that will participate in the pull out Enrichment Clusters. The TOI identifies behaviors of students in the areas of reading, curiosity, creativity, academic concepts, follow-through of activities, in-depth interests, spatial activities, leadership qualities, and special talents in the arts. Each of these behaviors align to a specific Enrichment Cluster.

Leading up to placement in 3rd grade, during the second semester of 2nd grade, the Naglieri Nonverbal Ability Test (NNAT) is administered to all second grade students. The results of this test, along with the report cards, benchmarks and teacher recommendation(s) are used to determine a child's placement into the 3rd grade G&T pull-out program. Each component is weighted equally.

At the end of each school year from grades 3-5, teachers are provided the opportunity to make recommendations on student placements. The building principal and the district administrator overseeing the G&T program will review teacher recommendations and other multiple measures to determine if a change of placement should be made. The only exception is for students who are new to the district and were previously in a Gifted and Talented program.

Elementary School Procedures:

Grade 3 Evaluation for Placement:

- Student must score within the top 7.5% on the NNAT;
- Student must score in the 92nd percentile on the final Benchmark Assessment;
- Report Card: Students must achieve the equivalent of a *B+ final grade* or above in math, language arts, science, and social studies;
- Teacher Nomination Survey (Non-Academic Measure)

Grade 4 & 5 Recommendation for Placement:

- Teacher Nomination Survey (Non-Academic Measure)
- Teacher Recommendation Form (Academic Measure)
- Student must achieve a minimum of *proficient* on NJSLA-A ELA or Math;
- Student must score in the 92nd percentile on the final Benchmark Assessment;
- Report Card: Students must achieve the equivalent of a *B+ final grade* or above in math or language arts or science or social studies.

Note: *Students who transfer from another district and are already identified as a Gifted and Talented student will enter the program on probation.*

Exit Process:

During the school year, students who are unable to maintain a score of 70 or higher in math, reading, and writing when interim notices are sent home can be placed on probation. Parents will be notified. During this probationary period, students will have until the end of the marking period to improve their grades. After the probationary period, the principal will review the student's grades and consult with the district administrator overseeing the Gifted & Talented Program and the classroom teachers to determine next steps, which could include removal from the program.

Middle School Procedures:

The identification process begins with students entering 6th Grade. The district uses multiple measures that include the following:

- Teacher Recommendation Form
- Gifted and Talented Evaluation Scales (GATES)
- G&T Identification Matrix: NJSLA-A, Math/ELA Benchmark C, Final Grades, and NNAT

Exit Process:

- If the student falls below the necessary requirements, parents will be notified of possible removal from the Gifted and Talented Program.

- Notification of probation will be noted on progress report or report card. A letter will also be sent to the parent or guardian.

The Gifted & Talented District Administrator provides each principal with recommendations for placement in the G&T program. Final placement or exit of the program is the decision of the building principal. The district follows the guidelines of the National Association for Gifted Children. Entrance criteria will be adjusted so that at all times the students placed in the G&T program have performance or achievement indicators placing them in the top 15% of their district peers. Achieving this goal may require loosening some of the entrance/exit criteria on a case-by-case basis, uniformly applied.

PROCEDURE TO MONITOR PERFORMING ARTS PULL-OUTS

Teachers will allow students to be "pulled-out" of their class, according to the rotating or fixed schedule approved by the principal, to attend their performing arts lessons with the understanding that each student is responsible for the daily material covered and any homework for the following day.

- Teachers can deny a student permission to attend his/her lesson if there is a test scheduled during the time a lesson is scheduled. The performing arts teacher is to be notified which students will not be attending their class.
- The classroom teacher, during the month of September (current year), should identify academically at-risk students according to results of the previous spring's standardized test.
- Subject area teachers, in conjunction with performing arts teachers, will closely monitor and communicate any academic concerns that may arise.
- The classroom and performing arts teachers are to keep accurate records of student pullouts.
- Academic teachers will notify the performing arts teacher of any students failing their class. Either or both teachers will contact parents in an attempt to correct the problem.
- A parental conference may be scheduled by the principal to include performing arts staff as well as academic staff if improvement is not made.

After following the above steps, if a student enrolled in a performing arts class should fail the subject, there may be a consultation with the teacher whose class the student failed, the performing arts teacher(s) and an administrator. The purpose of the consultation will be to determine the best course of action in regard to each student. This action may include not allowing the student to be pulled from the failing class until such time that the grade is raised to a passing level.

21st CENTURY COMMUNITY LEARNING CENTER

This program provides academic enrichment opportunities during non-school hours to students in Grades 3 - 8. The program helps students meet state and local standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic program; and offers literacy and other educational services to the families of participating children. The 21st Century Community Learning Center collaborates with a diverse group of community partners. The program operates from 2:35 p.m. – 6:00 p.m.

LIBRARY-MEDIA CENTER

The library-media center is an integral part of the district's total educational program. In today's information age, an individual's success in problem solving, becoming informed citizens, even in pursuing personal interests largely depends upon the ability to access, use and evaluate information from a variety of resources. Adequate media centers, with appropriate resources and professional personnel are key components to achieve success.

The use of the media center is available to all students and integrated through all their subject areas. A media specialist offers meaningful programs to classes that provide students with an in-depth experience to the various resources available to support their educational needs during their time in the Freehold Borough Schools.

The objectives for access to the library media center include the following:

- ✓ Students will learn to locate, evaluate, and use information effectively and ethically from a variety of sources.
- ✓ Students will develop the ability to conduct thorough and effective research, utilizing both print and digital resources.
- ✓ Students will understand the importance of responsible online behavior, including safe internet practices and the ethical use of information.
- ✓ Students will foster a love for reading by exploring a diverse range of genres and authors, both in print and digital formats.
- ✓ Students will enhance their critical thinking skills by analyzing and synthesizing information to solve problems and make informed decisions.
- ✓ Students will learn to critically evaluate media resources to ensure validity.
- ✓ Students will develop collaboration skills by working in groups on research projects and other library activities.
- ✓ Students will become proficient in using various technological tools and platforms to access, create, and share information.
- ✓ Students will explore and appreciate diverse cultures and perspectives through literature and informational texts.
- ✓ Students will cultivate the ability to pursue personal interests and learning goals independently, using library resources and technology effectively.

ELEMENTARY SCHOOL

ELEMENTARY WEEKLY INSTRUCTIONAL TIME ALLOTMENTS

The chart below shows the weekly time allotments of instructional minutes for each K-5 subject area and activity area. These allotments are based on the district's overall vision for student learning and the requirements of the New Jersey Student Learning Standards (NJSLS). These instructional time allotments form the basis of developing the daily class schedules.

Subject	K	1	2	3	4	5	Notes
English Language Arts	705	690	690	690	690	690	Approximately 65% = Reading 35% = Writing
Math	420	405	405	405	405	405	
Science	150	150	150	150	150	150	30 min per day avg (can be blocked, weekly, or by quarter)
Social Studies	135	135	135	135	135	135	30 min per day avg (can be blocked, weekly, or by quarter)
Art	80	40	40	20	20	20	Grade 3-5: a semester of Art and a semester of Technology
Computer Innov Lab (Technology)	10	10	10	20	20	20	Grade K-2: may get a MP of Technology Grade 3-5: a semester of Technology and a semester of Art.
Music	80	40	40	40	40	40	
Spanish	80	40	40	40	40	40	
PE	0	120	120	120	120	120	
Health	0	30	30	30	30	30	
Recess	100	100	100	100	100	100	20 minutes daily
Lunch	150	150	150	150	150	150	30 min lunch daily
Admin	75	75	75	75	75	75	5 min HR start & 10 min end of day
Minutes/ Week	1975	1975	1975	1975	1975	1975	

CLASSROOM PLACEMENT OF STUDENTS

Prior classroom teachers, school support staff, and school administration often share the responsibility in determining student placement and ensuring class balance for the upcoming school year. In Freehold Borough, elementary school classes are configured heterogeneously according to academic abilities. Also taken into consideration are a myriad of factors such as gender and racial parity, the specific social and emotional characteristics of each student and also prior histories of student social interaction and behavior. Familial relationships may also be a consideration. In addition, there are situations in which a child may be paired with a teacher whose teaching style and personality creates the most appropriate learning environment for that child. It is also important for schools to group students by their program for efficient delivery of instruction, such as the Gifted and Talented program, Basic Skills program, ESL

program, and Special Education inclusion classes. The final decision on student placement rests with the building principal.

Parental requests for specific teachers, based on their preferences, disrupt the complicated task of achieving classroom alignment and are not accepted as a rule. Placement of children in classes based upon perceived teacher personality, perceived teacher's ability, sibling experiences, and a child's or parent's personal desire for a particular teacher will not be considered. Student and parent friendships are also not appropriate considerations in determining class placement.

There are, however, situations and circumstances in which parental input and participation in the selection of a child's teacher is helpful and most welcomed. On occasion, there may be social/emotional needs in which the school may be unaware of that require specific accommodations. In these rare and exceptional cases a parent or guardian is required to submit his or her concerns in writing along with supporting documentation directly to the building principal (may include physicians notes, previous 504 plans, court documentation, etc.). The principal and or his/her designee will review the request and documentation and establish a follow-up in school conference with the parent/guardian.

All decisions will be made in the best interests of the students' educational and social/emotional well-being as well as the needs of the school by the building principal.

A variety of academic and social issues may evolve during the school year. It is the policy of the Freehold Borough Schools to maintain open lines of communication between home and school. A request to change classes during the school year will **not** be considered unless there has been an attempt to remediate the issue between the home and the teacher and/or school. Classroom changes require serious thought and consultation between parents and a variety of appropriate school personnel. Should such a perceived issue arise, a parent/guardian is required to submit his or her concerns in writing along with any supporting documentation to the building principal. Documentation should include any previous communications with the classroom teacher, written notes, progress reports, report cards, legal documents, and any other prior steps to attempt to resolve said issue. The school principal and or his/her designee will review this request and make all efforts to remediate the problem. This will include a mandatory parental conference with the principal and classroom teacher.

All decisions will be made in the best interests of the students' educational and social/emotional well-being, as well as the needs of the school by the building principal.

ELEMENTARY STUDENT PROMOTION/RETENTION

The Board recognizes that personal, social, physical and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

At the beginning of each school year, parents/guardians and students shall be informed regarding promotion requirements and proficiencies for the academic year. Documentation of the notification shall be maintained. Parents/guardians and students shall be notified at appropriate times during the school year in meeting promotion and remediation standards. Report cards will be issued four times during the school year with the exception of kindergarten in which they will be issued three times.

Parents/guardians of students who are in danger of failing for the marking period shall receive interim reports midway in the marking period.

Initial student placement, as well as promotion to the next grade level, will be determined by evaluating student performance and achievement in relation to the New Jersey Student Learning Standards, district goals and the individual's physical, emotional, intellectual, and social maturity as well as chronological age. Students who have demonstrated an acceptable level of proficiency in basic skills, appropriate mastery of district goals, and the New Jersey Student Learning Standards for their grade level will be promoted to the next grade.

Any decision to retain a student will be made based on the overwhelming nature of the evidence that the student has not met current grade level requirements, and that promoting the student to the next grade level would be counterproductive to their growth, and that retention is a better solution for the overall educational progress of the student.

Kindergarten – Second Grade: A portfolio that contains guiding criteria to be considered for promotion/retention (particularly for potential retentions) will be kept. It may include, but not be limited to:

- Formal written assessments
- Teacher observations and anecdotal notes
- Project work
- Writing samples
- End of unit tests
- Teacher made tests/activities
- Group work assessment
- Samples of class work
- Benchmark assessments
- Developmental reading level
- Report cards
- Attendance records
- I&RS and CST recommendations
- Light's Retention Scale
- Dates and comments on home communication, including phone conferences
- A list of interventions and strategies used to meet the needs of the pupil, i.e., examples of differentiated learning activities, Title I; ESL assistance; participation in the before/after school programs, referral to the I&RS committee
- Teacher(s) judgment (classroom, Title I, special subjects; based upon the criteria noted above)

Additional consideration will include administrator judgment and may include attendance and substantial achievement in a public or private summer school program.

As early as the 2nd marking period, but in all cases by the end of the 3rd marking period, the principal, teacher(s), and/or designated staff shall ascertain those students who may be in danger of being retained. The parent/guardian shall be invited to a meeting with the principal and/or other appropriate staff members. Parents who are called in for this purpose will be made fully aware that their child is in danger of being retained, and referral to the building I&RS team has been requested to discuss future action to bolster student progress.

The recommendation to retain or promote any student is given by the classroom teacher to the building principal. Any final decision to retain a student must be agreed to by the building principal. Parents shall be notified in writing of the student's retention and their rights of appeal concerning the school's decision to retain the student.

Pupil Placement for Grades 3 through 5: Placement will be determined by evaluating pupil performance and achievement in relation to the district goals and the individual's physical, emotional, intellectual, and social maturity, as well as chronological age. Those pupils who have demonstrated an acceptable level of proficiency in basic skills and appropriate mastery of district goals will be promoted to the next grade.

Pupils who are "Not Meeting Standards" in English Language Arts Literacy **and** Mathematics will be retained. Pupils who are "Not Meeting Standards" in English Language Arts Literacy **or** Mathematics will come under review by the school's I&RS Committee, which consists of the pupil's classroom teacher(s), guidance counselor, school social worker, special education teacher, and principal. During this meeting, strategies will be developed to help improve student performance. If the student does not show significant progress as a result of the action plan then he/she may be referred to the Child Study Team for evaluation, or be considered for retention. The decision to retain will be made based on such items, including, but not limited to, the following:

- Formal written assessments
- Teacher observations and anecdotal notes
- Projects
- Writing or classroom work samples
- Teacher made tests/activities
- Benchmark assessments
- Developmental reading level
- Report cards
- Attendance records
- NJSLA Scores
- I&RS and CST recommendations
- Light's Retention Scale

Based upon this review, a recommendation will be made for promotion, retention, or for the pupil to attend a private, approved (for credit) summer school program. A decision for promotion/retention, will be made upon an official written submission of the summer school grade to the building principal whose decision will be final.

Parents shall be notified in writing of the student's retention and their rights of appeal concerning the school's decision to retain the pupil by the end of the 3rd marking period. The appeal process follows the standard procedure. One can appeal to the principal, then the superintendent, and finally the Freehold Borough Board of Education. Requests for appeal shall be in writing, and the principal shall assist the parents in developing this request, if necessary.

PRE-KINDERGARTEN PROGRAM

Our pre-kindergarten students follow the Tools of the Mind Program. Tools of the Mind is a state-endorsed curriculum that is research-based and has proven highly successful for increasing school readiness.

English Language Arts: Students are provided with a variety of developmentally appropriate literacy and language experiences throughout each day, and the classroom environment is rich with language and print. Listening, speaking, reading, and writing are activities that are fostered in the children as they engage in activities that encourage literacy exploration and emergent reading and writing skills.

Mathematics: Students are introduced to and actively engage in key mathematical concepts, languages, and processes. Math is integrated into all daily routines through individual and small group choices, planned experiences, problem solving, and reflection. The connections between math and literacy are explored daily in the pre-kindergarten classroom.

Science: The goals of the Tools of the Mind science block are for students to experience the scientific method, increase a child's scientific descriptive vocabulary, and observational skills by attending to details.

Social Studies: Through increased awareness of themselves, students are taught to relate within the social systems of the family, classroom community, neighborhood, and the world. Developmentally appropriate activities are used to explore the differences among children, lifestyles, and cultures.

A highly qualified teacher, working together with parents, provides the students with a program that develops the academic, social, and emotional skills to create the foundation necessary for students to become lifelong, competent learners. The District's expected learning outcomes for young children are based on the New Jersey Preschool Implementation Guidelines for 2015.

Our pre-kindergarten self-contained classrooms follow individualized programming for their student population based on Individualized Education Plans (IEPs) implemented within the classroom setting. Instruction is based on a combination of Tools of the Mind curriculum with additional supplemental programming based on student needs. Examples of individualized programming needs that are used within this specific classroom setting are; VB MAPPS, ABA/Discrete Trial, ABLLS, support of a certified BCBA, counseling, related services and additional accommodations, modifications and supports as needed.

ELEMENTARY BASIC SKILLS PROGRAM

English Language Arts

Students identified to receive basic skills services are grouped in classes where a basic skills teacher either pushes into the classroom or pulls out students to provide additional help and assistance in English Language Arts. In grades K-2, the district is using an early literacy intervention program that emphasizes phonemic awareness through a multi-sensory approach.

The identification process for students to receive Basic Skills instruction begin in September of the current school year using the following steps. All struggling students are eligible to receive reading basic skills support. Multi-lingual learners will include additional comprehensive language assessment measures to ensure appropriate instructional support is determined and provided.

Step 1: F&P Score - F&P measures reading fluency and comprehension. Basic Skills teachers review F&P scores from previous year to determine initial eligibility for the current school year.

Step 2: Multiple Measures - Basic Skills teachers narrow list of eligible students using the following multiple measures or criteria. Previous year's data are reviewed in September for eligibility.

Grade	F&P	iReady	SLOSSON	LinkIt Benchmark
Kdg.	Beginning of the Year: Basic Skills teacher administers general literacy assessment to determine eligibility. Middle of the School Year: The following measures below are used to determine eligibility.			
	AA	1 grade level below	N/A	1st Quartile Lowest 25%
1st Grade	B or below	1 grade level below	N/A	1st Quartile Lowest 25%
2nd Grade	F and below	1 grade level below	N/A	1st Quartile Lowest 25%
3rd Grade	N/A	2 grade levels below	50/100	Benchmark C 30% and below
4th Grade	N/A	2 grade levels below	60/120	Benchmark C 30% and below
5th Grade	N/A	2 grade level below	70/140	Benchmark C 30% and below

- If the total number of eligible students exceeds the total number of available seats, the lowest 10% of the population will be serviced using the criteria above. The remaining students will be placed on a BSI wait list.

<u>Mathematics</u>

Students in need of remedial and intervention support in mathematics will be identified, and a plan of action will be determined to help students succeed. Teachers and school administrators will develop an intervention plan using available district and school resources. The following assessments will be used to determine eligibility for Math Basic Skills.

Multiple Measures Entrance Criteria

Grade	Entrance Criteria
Kindergarten	● Number Recognition and Counting Assessment ● Kindergarten Benchmark Assessments ● Teacher Recommendation ● I&RS Recommendation

1st Grade	● iReady ● LinkIt Benchmark ● Teacher Recommendation ● I&RS Recommendation
2nd Grade	● iReady ● LinkIt Benchmark ● Teacher Recommendation ● I&RS Recommendation
3rd Grade	● iReady ● LinkIt Benchmark ● Teacher Recommendation ● I&RS Recommendation
4th Grade	● iReady ● LinkIt Benchmark ● Teacher Recommendation ● I&RS Recommendation
5th Grade	● iReady ● LinkIt Benchmark ● Teacher Recommendation ● I&RS Recommendation

ENGLISH LANGUAGE ARTS PROGRAM

The English Language Arts program integrates multiple and interactive ways of communicating that develop through reading, writing, speaking, listening, and viewing. These are ways through which students are able to receive information, think logically and creatively, express ideas, and understand and participate meaningfully in spoken, written, and nonverbal communications.

Freehold Borough elementary schools provide an extensive instruction in English Language Arts literacy. Every teacher provides students with a minimum of 133 minutes of instruction in Reading and Writing. Together, these blocks of time include language experiences all children need in order to grow intellectually, socially, and emotionally.

The district's comprehensive and balanced elementary literacy program includes the following areas and is based on the New Jersey Student Learning Standards – English Language Arts:

- Phonemic awareness
- Explicit and embedded phonics
- Reading fluency
- Reading comprehension
- Vocabulary development
- Developmental spelling and word study
- Independent reading
- Daily read aloud
- Mini Lessons
- Background Knowledge
- Writing workshop
- Small group differentiated instruction

- Guided reading/strategy groups
- Reading Workshop

Every school has a reading program consisting of a dedicated amount of time for literacy instruction. During these instructional blocks, children practice skills and strategies necessary to lay the foundation to become readers and writers through whole and small group instruction. Teachers differentiate instruction to meet specific needs of all students.

The acquisition of literacy is an exciting challenge. In grades K-5, students need support, varied experiences, and motivation in order to become proficient readers and writers. Freehold Borough's K-5 reading program consists of many experiential activities, based on the latest reading research. With this goal in mind, the District has implemented the Reading Workshop model.

The Reading Workshop is a teaching method in which the goal is to teach students strategies for reading and comprehension. Since the format gives students tools for selecting and comprehending literature, students who were once reluctant to read now find themselves with the skills needed to be successful readers. Over the course of the year, students read many books, and are encouraged to do so as good readers do, to explore different genres, authors, and texts.

The workshop model allows teachers to differentiate and meet the needs of all their students, while emphasizing the interaction between readers and text. Students learn to ask questions, make connections with prior knowledge and previously read texts, and ask questions to clarify faulty comprehension they recognize has occurred. Reading Workshop helps to foster a love of reading and gives students opportunities to practice reading strategies independently and with guidance. Components of the Reading Workshop include: Mini Lesson, Read Aloud, Independent Reading and Conferring, Guided Reading/Strategy Groups, Response and Reflection, and Sharing.

English Language Arts-Kindergarten…K310 (ELA: 51028; Reading: 51040; Writing: 51130)
In kindergarten, students engage in many activities that help them develop their oral language skills through responding to literature. They learn that spoken language is composed of sequences of sounds through meaningful activities such as having quality literature read to them, hearing poetry and playing rhyming games. Concepts of print and learning how books "work," include being able to hold the book right-side up, identifying the front and back covers, and understanding that print carries messages. This helps young children learn about the world of print. Our Letter Land program emphasizes whole group and small group phonemic awareness, explicitly taught phonics, and sight word development. Using a multi-sensory approach, kindergarten students are taught these concepts using movement, chants, props, pictures, songs, literature, and games. Distinctive to the phonics component, is that the sounds of the letters are associated with a prop/picture and taught first before the introduction of the letter name; thus moving from the concrete prop to the abstract letter. In addition, kindergarten students are encouraged to implement new skills and strategies in small group guided reading sessions. Just as important is a child's ability to read those many words that cannot be decoded using phonics. Therefore, we work on building sight words as a critical part of every reader's vocabulary. As students build their bank of sight words and learn to decode well, the focus then turns to comprehension. Hearing fluent readings modeled allow children to hear not only what reading should sound like, but it helps children understand the meaning of the text as well. In kindergarten, we introduce students to important comprehension strategies, e.g., generating and responding to questions, comparing new information to what is already known, etc. The knowledge and skills children acquire in kindergarten will serve as a foundation for their later educational success.

English Language Arts-Grade 1…1310 (ELA: 51029; Reading: 51041; Writing: 51131)
In Grade 1, students continue to develop their oral language and communication skills and move on toward becoming independent readers and writers. Concepts of how print connects with spoken language, as well as building phonics skills, with the focus on sight words and decoding unknown words using basic phonetic analysis continues to be developed. The Letter Land program continues in first grade with a whole class emphasis on multi-sensory phonics instruction, sight word mastery, reading strategies and comprehension strategies. Students regularly read (both orally and silently) texts of appropriate difficulty with fluency and understanding. Reading strategies are expanded to tackle more complex texts successfully. These can include: Using prior knowledge, establishing a purpose for reading, adjusting reading rate and using pictures as cues. Comprehension continues to be an area of focus. Teaching children to make simple inferences, sequence information, and drawing conclusions are examples of this skill. Students will ask and answer specific questions regarding details in a text and describe story elements such as Character and Setting. In Grade 1, students write for a variety of audiences and purposes and in a variety of forms, such as dictating messages or recording ideas and reflections. Students write narratives where they recount two or more appropriately sequenced events. By the end of Grade 1, students gain confidence and increase the speed with which they read by reading and rereading stories as they unlock the magic of books.

English Language Arts-Grade 2…2310 (ELA: 51030; Reading: 51042; Writing: 51132)
As with first grade, a child's year in second grade will build upon the knowledge and skills gained in preceding grades. Concepts about print have expanded to using books to locate information such as table of contents and chapter headings. When decoding, second graders use a variety of word attack skills such as looking for known chunks or small words within words to attempt to decode an unknown word. Fluency will increase as students use appropriate pace (not word-by-word reading) and suitable inflection. These skills lead to better comprehension strategies as students demonstrate the ability to recall facts and details of text, recognize cause and effect, and make inferences. Before, during, and after reading, skills and strategies continue to be practiced as they read unfamiliar texts. Students will pay more attention to meaning and how it is influenced by personal experience, content, style, and purpose. Students will ask and answer such questions as who, what, when, and why to demonstrate their understanding of the text and identify the main idea in a multi paragraph and in specific paragraphs within a text. Students will describe the structure of a story and acknowledge different points of view. They will read for a variety of purposes including the following: enjoyment, following directions, and gathering factual information. Many opportunities will be given to write independently with more emphasis on the conventions of grammar and punctuation, as well as the ability to clearly describe ideas, feelings, and experiences. Students will write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use words to indicate a logical sequence of events and provide a sense of closure.

English Language Arts-Grade 3…3310 (ELA: 51031; Reading: 51043; Writing: 51133)
In Grade 3, students read and write more independently than in any previous grade. They embed their ideas in their writing as they develop stronger details and dialogue and utilize more complex vocabulary. They will write well-structured opinion pieces supporting a point of view with logical reasons and narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Information gathering as part of the planning process is common, and most students are becoming more selective about vocabulary. They listen critically to spoken messages, think about their own contributions to discussions and plan oral presentations. Third grade students will practice reading grade level material fluently and with comprehension. Students will demonstrate an understanding of the text by referring explicitly to the text as a basis for their answers.

They will also determine the main idea of a text and recount specific details and explain how they support the main idea. During this year, students read a variety of genres including realistic fiction, nonfiction, and poetry. Spelling skills will become more refined with children using root words, prefixes, suffixes, and derivational endings to recognize words.

English Language Arts-Grade 4…4310 (ELA: 51032; Reading: 51044; Writing: 51134)
The attention in grade four is given to the improvement and refinement of reading, writing, thinking, and discussion skills. Students in grade four will integrate their English Language Arts instruction with Social Studies content. Novels and readings align to historical periods and movements and big ideas and themes are explored in both content areas. Curriculum is designed around "Driving Questions" that require students to explore a big idea in detail and then report out or develop a "project-based learning" final presentation in writing and through multimedia tools. Students will refer to details and examples in a text when summarizing and drawing inferences and compare and contrast the points of view from which stories are narrated. Students will participate in the process of creating an individual writing portfolio that will reflect his/her performance and encourage self-reflections and assessment of his/her own growth. Students will write opinion pieces that clearly introduce a topic with reasons that are supported by facts and details. They will also write narratives, real or imagined, that establishes a situation and organizes a logical sequence of events. Students begin to identify common aspects of human existence in their reading and understand literary devices such as alliteration and figurative language. During the year, students will analyze how works of a given period reflect historical events and social conditions and integrate language arts with the social studies content. Students begin to understand that writing can affect the behaviors of others and are introduced to propaganda and bias as found in written text.

English Language Arts-Grade 5…5310 (ELA: 51033; Reading: 51045; Writing: 51136)
Fifth grade is a reinforcement of all skills learned in elementary school. Students continue to develop as proficient readers, writers, and speakers. Curriculum is designed around "Driving Questions" that require students to explore a big idea in detail and then report out or develop a "project-based learning" final presentation in writing and through multimedia tools. Students are asked for greater depth in their responses to literature such as using quotes accurately when summarizing and drawing inferences and speculating how points of view influence the description of the events in a text. Students will participate in the process of creating an individual writing portfolio that will reflect their performance and encourage self-reflections and assessment of their own growth. Students write narratives that incorporate techniques such as dialogue, pacing, description to develop experiences, and events. This writing portfolio will follow students to the middle school.

MATHEMATICS PROGRAM

The elementary mathematics program is aligned with the New Jersey Student Learning Standards - Mathematics and paired with the eight Standards for Mathematical Practice. The skills are presented in the context of everyday use. Lessons feature ongoing assessments recognizing student achievement through daily activities and periodic formal assessments, which are also used to drive instruction. The daily progress checks provide multiple assessment options which include oral and slate assessments, constructed response items, and self-assessment options requiring students to evaluate their own understanding and success. Students are afforded the opportunity to become actively involved in their learning with ample opportunities to verbalize their thoughts and strategies, allowing them to gain

insights from others. Students need to have the ability to successfully apply their skills to problem solving situations on a daily basis, and it is the goal of the mathematics program to supply students with those skills and abilities.

The program plan recommends that daily lessons are broken into three parts: Teaching the lesson, ongoing learning/practice of the content, and differentiation options. Teaching the lesson provides the main instructional activities for the new content presented. Ongoing learning and practice supports previously presented concepts and skills and is an essential practice for maintaining those skills. Differentiation options include options for supporting the needs of all students, either through enrichment, or further investigation of the content.

Mathematics-Kindergarten…K410 (52030)
Students begin school with more mathematical knowledge and intuition than previously believed. The kindergarten mathematics program focuses on the critical areas of representing and comparing whole numbers and describing shapes and space. Numbers skills and mathematical concepts are not presented in isolation but are linked to situations and contexts that are relevant to everyday lives. Students use numbers to represent quantities and solve quantitative problems choosing effective strategies for answering questions at their level. The curriculum also provides numerous suggestions for incorporating mathematics into daily classroom routines to describe their physical world using geometric ideas and vocabulary. Students are assessed in an ongoing manner and include product assessment and more formal periodic assessment of concepts accomplished individually and in-group settings. Mathematical concepts are not presented in isolation but are linked to situations and contexts that are relevant to everyday life.

Mathematics-Grade 1…1410 (52031)
The first grade mathematics program focuses on four major concepts. Students develop an understanding of addition and subtraction strategies, whole number relationships and place value, linear measurement, and the attributes of geometric shapes. To develop strategies and understanding for adding and subtracting whole numbers, they use various models to add – to, take – from, put – together, take – apart and compare – to. The curriculum also provides opportunity for students to develop an understanding of the meaning and process of measurement in realistic settings. To build part – whole relationships, students also compose and decompose two-dimensional and three-dimensional figures. Recognizing similarities and differences between shapes supports the development of initial understanding of congruence and symmetry. Mathematical concepts are not presented in isolation but are linked to situations and contexts that are relevant to everyday life.

Mathematics-Grade 2…2410 (52032)
The second grade mathematics program focuses on extending understanding of base ten notations and place value, building fluency with addition and subtraction, using standard units of measurement, and further describing and analyzing shapes. The program extends student understanding of addition to develop fluency with both addition and subtraction within 100 and extend to solve problems within 1000 all within a realistic context. The foundation is put in place for understanding multiplication as students will create arrays. Students learn to correctly use standard measurement tools, recognizing the need for small iterations of units for smaller items. Describing and analyzing shapes includes examining sides and angles. Students decompose and combine shapes to create new shapes which supports development of an understanding of area, congruence, similarity, and symmetry which carries into later years. Mathematical concepts are not presented in isolation but are linked to situations and contexts

that are relevant to everyday life.

Mathematics-Grade 3…3410 (52033)
The third grade mathematics program focuses on the development of understanding of multiplication and division, fractions, area, and extending the process of analyzing two dimensional figures. Multiplication and division of whole numbers begins with problems involving equal sized groups and area models. Unit fractions form the beginning of the development of working with fractions and moves to an understanding of fractions equal to, less than and greater than one. Area is studied as an attribute of two dimensional regions which links it multiplication as well as the sum of the number of same – size units of are required to cover the shape. Fraction work links to geometry by expressing the area of a part of a shape as a unit fraction of the whole. Mathematical concepts are not presented in isolation but are linked to situations and contexts that are relevant to everyday life.

Mathematics-Grade 4…4410 (52034)
The fourth grade mathematics program focuses on three critical concepts: Developing understanding and fluency, with multi-digit multiplication and division, developing an understanding of fractional equivalence, and understanding the various properties which can be used to classify geometric figures. Students use their understanding of place value to begin using the distributive property when multiplying two multi-digit numbers. Estimation skill is developed and the ability to interpret remainders based upon context begins. Multiplication of a fraction by a whole number is also included in the curriculum. The ability to understand the properties of two-dimensional objects and use them to solve symmetry questions is also part of the curriculum. Mathematical concepts are not presented in isolation but are linked to situations and contexts that are relevant to everyday life.

Mathematics-Grade 5…5410 (52035)
The fifth grade mathematics program focuses on four content areas: Developing fluency with addition and subtraction of fractions, an understanding of the multiplication of fractions, extending division to two digit dividers, and developing an understanding of volume. Addition and subtraction of fractions extends to fractions with unlike denominators and learning to make reasonable estimates of the sums. Discussion of division of fractions begins. Fluency of addition, subtraction, multiplication, and division is finalized and the ability to make reasonable estimates is strengthened. Volume is taught as an attribute of three-dimensional space geometrically. Students also learn about the first quadrant of the coordinate plane using patterns and plots. Students select appropriate units, strategies, and tools for solving problems involving volumes. Mathematical concepts are not presented in isolation but are linked to situations and contexts that are relevant to everyday life.

PHYSICAL EDUCATION/HEALTH PROGRAM

Physical Education and Health courses are provided throughout the school year. Students in Grades 1 - 5 receive the state required 150 minutes of Physical Education and Health. Specifically, students will receive 120 minutes of Physical Education per week and 30 minutes of Health per week.

Physical Education… 1510 (58031), 2510 (58032), 3510 (58033), 4510 (58034), 5510 (58035)

Kindergarten will not be taking physical education classes. Instead, various physical movements will be integrated in all subject areas.

Grade 1 Physical Education is designed to develop movement concepts, loco-motor skills, non-loco motor skills, manipulative skills, fitness, games and rhythm and dance. The student will demonstrate an understanding of general and personal space, skipping, leaping, catching, cooperative skills, safety rules, and activities that increase cardiovascular endurance and flexibility.

Grade 2 Physical Educatio continues to develop movement concepts, loco-motor skills, non-loco motor skills, manipulative skills, fitness, games and rhythm and dance. The student will demonstrate proper etiquette and regard for others, different body positions while jumping, balancing skills, kicking, throwing and striking skills. The student will also learn to accept responsibility and constructive criticism when given by the instructor.

Grade 3 Physical Educatio is designed to have students master movement concepts, loco motor and non-loco motor skills, games and rhythm movements. Students will also continue to develop manipulative skills and fitness levels. Finally, students will be introduced to training and conditioning habits, team sports and dance fundamentals.

Grade 4 Physical Education is designed to have students master manipulative skills, movement concepts, locomotive and non-locomotive skills, games and rhythm movements. Students will also continue to develop dance fundamentals, team sports concepts, flexibility, and training and conditioning habits. Loco-motor and non-loco motor skills will be reinforced, while fitness planning will be introduced.

Grade 5 Physical Educatio is designed to introduce students on how to incorporate fitness with rhythm, continue to develop training and conditioning habits, team sports concepts, dance fundamentals and fitness planning. Students will also continue to master manipulative skills and fitness activities. Rhythm skills, loco-motor and non-loco motor skills, as well as basic games will continue to be reinforced.

Health… 1520, 2520, 3520, 4520, 5520 (58051)

Kindergarten will not be taking Health classes. Instead, various Health lessons will be integrated in all subject areas where appropriate.

Grade 1 Health introduces students to the following topics: family and social health; alcohol, tobacco and drugs; communicable and chronic disease; and consumer and community health. The concepts of mental and social health, growth and development, nutrition and environment are also developed for the students. They will also learn how to call 911 for emergency situations.

Grade 2 Health focuses on developing the following concepts and skills: of having good health; naming body parts and how to care for them; healthful food groups; the importance of medical checkups and sleep; secondhand smoke; heart disease, cancer, pollution; and injury prevention and safety. They will also learn how to call 911 for emergency situations.

Grade 3 Health continues to develop the concepts and skills of the following topics: making responsible decisions, expressing feelings, stress, friendships, body systems, healthful eating habits, prescription and over-the-counter drugs, identifying a healthy environment and safety rules. Students will also be introduced to the study of HIV and how it is spread and controlled. They will also learn how to call 911 for emergency situations.

Grade 4 Health focuses on having the student master the concepts and skills of self-respect, stress management, self-control, body systems, body changes, dietary guidelines, personal wellness, physical activity, illegal drugs, communicable and chronic diseases, consumer health, environmental health and first aid. They will also learn how to call 911 for emergency situations. Recess will be utilized to continue supporting students in meeting grade level standards in Health.

Grade 5 Health prepares students for their transition into middle school. Topics that are examined include resistance skills, character and personality development, ways to express feelings, healthful relationships, family, puberty, abstinence, healthful eating habits, importance of exercise, saying "NO" to alcohol and drugs, cardiac health and safety rules for home, school and play. They will also learn how to call 911.

SCIENCE PROGRAM

The elementary science program is aligned to the New Jersey Student Learning Standards – Science. The program is designed for students to delve into the content of Physical Science, Life Science, and Earth and Space. The program is designed so that students have experiences that engage them in the active construction of ideas and explanations. The program will also enhance students' opportunity to develop problem-solving skills and their understanding of science through studying phenomena. Students learn science in ways that are within their developmental capabilities. Students not only will comprehend the necessary information by reading non-fiction text but will also develop skills that foster previewing, observation, questioning, forming hypothesis, testing, and communicating results to an audience.

Science-Kindergarten…K710 (53230)
At the kindergarten level, students study three units: Physical Science, Life Science, and Earth and Space. Students are expected to develop understanding of Science through the Disciplinary Core Ideas, Cross Cutting Concepts, and Engineering Practices. The performance expectations in kindergarten include students formulating answers to questions such as: *—What happens if you push or pull an object harder? Where do animals live and why do they live there? What is the weather like today and how is it different from yesterday?*

Science-Grade 1…1710 (53231)
Students in Grade 1 will study three units: Physical Science, Life Science, and Earth and Space. They will continue to develop understanding of Science through the grade-appropriate Disciplinary Core Ideas, Cross Cutting Concepts, and Engineering Practices. The performance expectations in first grade help students formulate answers to questions such as: *—What happens when materials vibrate? What happens when there is no light? What are some ways plants and animals meet their needs so that they can survive and grow? How are parents and their children similar and different? What objects are in the sky and how do they seem to move*. Students are expected to demonstrate grade-appropriate proficiency in planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, and obtaining, evaluating, and communicating information.

Science-Grade 2…2710 (53232)
Students in Grade 2 will study three units: Physical Science, Life Science, and Earth and Space. They will demonstrate understanding of these units through grade-appropriate Disciplinary Core Ideas, Cross Cutting Concepts, and Engineering Practices. The performance expectations in second grade help students formulate answers to questions such as: *—How does land change and what are some things that cause it to change? What are the different kinds of land and bodies of water? How are materials*

similar and different from one another, and how do the properties of the materials relate to their use? What do plants need to grow? How many types of living things live in a place? The performance expectations for Grade 2 students include developing and using models, planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.

Science-Grade 3…3710 (53233)
Students in Grade 3 will study three units: Physical Science, Life Science, and Earth and Space. They will continue to demonstrate understanding of these units through grade-appropriate Disciplinary Core Ideas, Cross Cutting Concepts, and Engineering Practices. The performance expectations in third grade help students formulate answers to questions such as: *What is typical weather in different parts of the world and during different times of the year? How can the impact of weather-related hazards be reduced? How do organisms vary in their traits? How are plants, animals, and environments of the past similar or different from current plants, animals, and environments? What happens to organisms when their environment changes? How do equal and unequal forces on an object affect the object? How can magnets be used?* In the third grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in asking questions and defining problems; developing and using models, planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information.

Science-Grade 4…4710 (53234)
Students in Grade 4 will study three units: Physical Science, Life Science, and Earth and Space. They will demonstrate understanding of these units through grade-appropriate Disciplinary Core Ideas, Cross Cutting Concepts, and Engineering Practices. The performance expectations in fourth grade help students formulate answers to questions such as: *What are waves and what are some things they can do? How can water, ice, wind and vegetation change the land? What patterns of Earth's features can be determined with the use of maps? How do internal and external structures support the survival, growth, behavior, and reproduction of plants and animals? What is energy and how is it related to motion? How is energy transferred? How can energy be used to solve a problem*? In the fourth grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information.

Science-Grade 5…5710 (53235)
Students in Grade 5 will three units: Physical Science, Life Science, and Earth and Space. They will demonstrate understanding of these units through grade-appropriate Disciplinary Core Ideas, Cross Cutting Concepts, and Engineering Practices. The performance expectations in fifth grade help students formulate answers to questions such as: *When matter changes, does its weight change? How much water can be found in different places on Earth? Can new substances be created by combining other substances? How does matter cycle through ecosystems? Where does the energy in food come from and what is it used for? How do lengths and directions of shadows or relative lengths of day and night change from day to day, and how does the appearance of some stars change in different seasons?* In the fifth grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, engaging in argument from evidence,

and obtaining, evaluating, and communicating information; and to use these practices to demonstrate understanding of the core ideas.

SOCIAL STUDIES PROGRAM

The elementary social studies program includes overarching units in New Jersey, United States, and World History. The program covers Civics, Economic Literacy, and Geography. All grade materials are linked to the New Jersey Learning Standards – Social Studies. The social studies curriculum provides for a great deal of integration with English Language Arts, Mathematics, and Science, as students learn to read and write in the content area, complete timelines, graphs, and charts. As students move from kindergarten to Grade Five, they learn more detailed information and become more skilled in the various topics or standards being taught within Social Studies.

Social Studies-Kindergarten…K810 (54430)
The curriculum at kindergarten talks about students and their world and helps students learn to become good citizens by following rules, getting along with one another, taking turns, and sharing. Students recognize historical symbols and holidays and begin to learn about maps and the globe. Students develop geographical understanding by studying the world in spatial terms.

Social Studies-Grade 1…1810 (54431)
Curriculum in Grade 1 has students understand family and community life, now and in the past. Students will compare and contrast how location, weather, and physical environments affect the way people live. They will begin to recognize symbols and traditions of the United States and will recognize the challenges of diversity in American communities.

Social Studies-Grade 2…2810 (54432)
Curriculum in Grade 2 has students describe the basic rights and responsibilities of citizenship. Students learn more about democracy and the rights and responsibilities of citizens and deepen their understanding of the role government plays in their lives. They develop simple timelines and strengthen their globe and map skills. Students begin to recognize major historical figures and understand the contributions of women, African Americans, and other minority groups. They also begin to understand the relationship of people, places, and the environment.

Social Studies-Grade 3…3810 (54433)
Community is a large portion of the Grade 3 curriculum. Students learn the history of their community. They focus on other cultures, including early Lenape culture before contact with Europeans. They study early settlements around the country. Students explore the types of celebrations that take place in a variety of communities and how technologies can transform communities. Students organize events in timeline order and use maps to identify places and to measure distances. Students continue to learn more on the basic values and principles of American democracy.

Social Studies-Grade 4…4810 (54434)
Grade 4 curriculum covers both Regions of the United States and the history of New Jersey. Students discuss the experiences of immigrants to New Jersey and the United States. They learn to identify major cities, places, and regions of the country. Students focus on key American Revolutionary battles that took place in New Jersey, examine the Civil War, and look at modern New Jersey life. Students discuss New Jersey's role in United States history, as well as the political and economic growth here and

throughout the country.

Social Studies-Grade 5…5810 (54435)
Grade 5 curriculum focuses on the Early American Cultures, the study of explorers, American Revolution, the formation of our government, the Civil War, and World War I. Students will strengthen their map skills and critical thinking skills. Students at the G&T level will cover the same materials as regular students; however, the curriculum will become more demanding through the use of research, novels, and additional challenging activities.

WORLD LANGUAGE PROGRAM

The district has World Language program that is sequential, cumulative, continuous, and proficiency-oriented and is part of an integrated K-8 sequence.

Elementary schools across the United States have seen a dramatic rise in foreign language instruction over the past decade. Research supports the belief that the study of a second language not only fosters positive attitudes toward cultural diversity but also promotes academic achievement by strengthening cognitive skills. By all indications, young children are excellent candidates for foreign language learning.

The study of Spanish begins in kindergarten. Students receive at least forty (40) minutes of instruction per week. Students in kindergarten will receive approximately eighty (80) minutes of instruction per week to support appreciation and acquisition of the language.

The elementary World Language curriculum is developed around themes that spiral through the grade levels and reinforces other concepts taught in the elementary curriculum. The curriculum content is chosen to provide a vehicle for language learning and to reinforce the academic skills needed by the students. According to the standards, when teachers plan lessons, they will focus on the five Cs of *Communication*, *Culture, and Connections* with other disciplines, *Comparisons* with students' native languages and cultures, and use of the foreign language in *Communities* outside the classroom. Performance-based assessments are ongoing and embedded in instructional activities.

Program goals for students are:

- to acquire proficiency in listening, speaking, reading, and writing the foreign language:
- to use subject content as a vehicle for acquiring foreign language skills: and
- to acquire an understanding of and appreciation of other cultures.

Elementary students who have continually studied in K-5 should will have worked through the Novice-low level of proficiency and should be entering or approaching the Novice-Mid level of the ACTFL Proficiency guidelines by the end of 5th grade.

A profile of a Novice-Mid speaker: Novice-Mid speakers communicate minimally and with difficulty using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When they respond to direct questions, they may utter only two or three words or an occasional stock (memorized/formulaic) answer. They are able to list. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their speaking

partner's words. Because of hesitations, lack of vocabulary, inaccuracy, or failure to respond appropriately, Novice-Mid speakers will be understood with great difficulty even by sympathetic listeners accustomed to dealing with non-natives.

Spanish…K910 (56030), 1910 (56031), 2910 (56032), 3910 (56033), 4910 (56034), 5910 (56035)

The Spanish course will work through a series of themes in grades K-5 to move students to a Novice-Mid level in Spanish. Themes include the following: I am Special/I am Your Friend, Being Me, Tell Me a Story, Creative Minds, Conflict and Change.

BILINGUAL/ESL PROGRAM

The district offers an ESL program for grades K-5 and Bilingual program in grades K-3.

English as a Second Language (ESL) is a sequential program designed to teach English to Multilingual Learners (MLs). The ESL program is one of the basic components in the instructional program for the MLs. English as a Second Language instruction includes the development of the four basic communicative modes: listening, speaking, reading, and writing proficiencies that will enable the students to be successfully integrated into the classroom. It also includes the development of social communication skills and of academic language proficiency.

The district's elementary schools strive to create a learning environment that encourages the assimilation into the second language and culture while maintaining a respect for and pride in the cultural and linguistic heritage. The system goals are to provide the cognitive and affective support for these students to become independent learners and productive members of society. Assessment of the ESL program is accomplished through the use of reading, writing, listening, and oral language assessment instruments designed for use with MLs. English as a Second Language is provided as a pull-out/push-in program and is based on the level of proficiency in English and at the grade level. ESL teachers also push-in to the classrooms during the small group instruction time of the literacy block to further assist the ELL with reading instruction.

English as a Second Language – Beginner Level…K930, 1930, 2930, 3930, 4930, 5930 (51008)
This is required for all Multilingual Learners students whose English language assessment places them within the range of beginning ESL (year 1) skill development. This class is designed for the recently arrived, non-English-proficient elementary student who has not attended school before, whose education has been interrupted or who is functionally illiterate. The class will provide an introduction to and intensive practice in English and the development of basic skills. This class also introduces the basics of other academic disciplines, orients students to the U.S. school system, and makes them feel welcome in our multicultural society.

English as a Second Language – Intermediate Level (lower-upper) … K940, 1940, 2940, 3940, 4940, 5940 (51008)
This intermediate course meets the needs of students at a range of minimal level of competency in English to higher level of competency in English. At this level there is still great emphasis on the development of all skills, but academic language skills and content curriculum are also introduced and taught at a basic level progressing to higher levels. Students at this level range from having some social

communicative skills to initiating and sustaining a conversation, face-to-face or on the phone, with fluent speakers of English, and will be able to understand more complex narrative and descriptive authentic materials and edit texts with a familiar context.

English as a Second Language - Advanced…K960, 1960, 2960, 3950, 4960, 5960 (51008)
This advanced course continues the development of English language skills through listening, speaking, reading, and writing activities, and reading and writing processes. The course prepares students to succeed in transitioning into a regular English class by helping them develop appropriate academic language and learning strategies. Students at the advanced level can comprehend the content of most texts of interest to students at their grade level and, with support, most appropriate academic content area texts.

Bilingual Education (K – 3)
The District currently provides bilingual education programs in grades kindergarten through grade 3. The Bilingual Program is a transitional instructional program in which both the students' home language and English are used for instruction. Students study the same curriculum as the English-speaking students, the only difference is that Spanish is used as needed to support instruction. Students also receive ESL instruction. The primary goal of bilingual education is to enable students of limited English proficiency to become competent in the English language and to have an equal opportunity to master grade level standards using their first language while they are acquiring English.

Bilingual Program Instructional Alternative Offerings
The instructional alternative for grades 3-5 is High-intensity ESL. This program is designed to introduce ESL students to the American culture. Students in this placement must remain in the program until they test out and gain approval of their ESL teacher recommendation. The ESL course is taken in lieu of the English Language Arts course. The ESL courses are taught entirely in English during daily double class periods. The highly concentrated program ensures that all communication skills can develop as soon as possible.

VISUAL AND PERFORMING ARTS PROGRAM (ART & MUSIC)

The Visual and Performing Arts are a critical component of the overall educational process. The arts provide unique and vitally important ways of understanding and communicating in the world. Skills acquired have unlimited applications in other fields of study and include the areas of critical thinking and workplace readiness. The basic purpose of visual and performing arts education is to develop and nurture students' skills as performers, creators, organizers, observers, and evaluators. The program provides students the opportunity to investigate and partake in various forms of arts available to them both within and around the schools. Students will gain basic knowledge of the arts and will develop an appreciation of art and music to enrich the quality of their lives, both now and in the future. The program includes studies in the historical and cultural aspects of New Jersey, the United States, and the world aligned to the New Jersey Student Learning Standards – Visual and Performing Arts.

The elementary schools offer courses in art and music to achieve three purposes:
- Encourage skill development, technical mastery and performance excellence;
- Provide cultural enrichment, aesthetic awareness and the ability to critically evaluate works of art as producers and consumers;
- Develop intelligences that are valuable and necessary to success in the secondary education level.

Art…. K210 (55180), 1210 (55181), 2210 (55182), 3210 (55183), 4210 (55184), 5210 (55185)

The elementary art program is a discipline-based program that moves sequentially through art appreciation/history, aesthetics, criticism, and production. Each class contains interrelated elements of each discipline. Students are assessed based on the New Jersey Student Learning Standards for Visual and Performing Arts to determine mastery and readiness for new concepts and skills.

Kindergarten students are introduced to the technical skills necessary for personal expression in drawing, painting, illustration, and design using a variety of media in “two-" and “three-dimensional” applications.

Grade 1 students continue to develop previously introduced skills. They are introduced to the use of negative space, portrait, and environmental drawing, ceramics and graphic illustration.

Grade 2 students continue to develop previously introduced skills. They are introduced to difference between opaque and transparent, hard-line drawing, relief design, and construction materials.

Grade 3 students continue to develop and master previously introduced skills. They are introduced to the understanding of proportion, personal perceptions, color theory, and composition.

Grade 4 students continue to develop and master previously introduced skills. They are introduced to the concepts of tone and distance to illustrate depth and the elements/principal of design in painting.

Grade 5 students continue to develop and master previously introduced skills. They are introduced to the concepts of visual texture, analogous and tertiary colors, and the combining media techniques to develop illustrations.

Music…. K220 (55130), 1220 (55131), 2220 (55132), 3220 (55133), 4220 (55134), 5220 (55135)

The general music program moves sequentially through music appreciation/history, aesthetics, critical evaluation, and creation. While class contains interrelated elements of each discipline, the creation of music is benchmarked in the areas of singing, moving, listening, creating, and reading. Students are assessed based on the New Jersey Core Course Content Standards for Visual and Performing Arts, Cumulative Progress Indicators, which are incorporated in the General Music Curriculum.

Kindergarten students are introduced to the basic elements of rhythm, melody, harmony, tone color, form, and expression.

Grade 1 students continue to develop previously introduced skills. They are introduced to the concepts of meter, intervals, and melodic patterns.

Grade 2 students continue to develop previously introduced skills, while being exposed to greater challenges in the creation of music, including the basic introduction of chords.

Grade 3 students continue to develop previously introduced skills. They are introduced to chord structure and linear harmonies.

Grade 4 students continue to develop and master previously introduced skills, while being exposed to greater challenges in the areas of style and dynamics. Students at this grade level are eligible to audition for choir.

Grade 5 students continue to develop and master previously introduced skills, while being exposed to greater challenges in the areas of harmony, texture, and form. Students at this grade level are eligible to audition for choir.

MUSIC ELECTIVES

Instrumental Music (Band (55101) and Orchestra (55104)
Prerequisite: Music Teacher Recommendation
Grade Level: 3, 4 and 5

Instrumental music lessons emphasize concepts and skills for a well-rounded instrumental music education. Emphasis is placed on good tone production, balance, intonation, technical flexibility, and musicianship. Student progress is monitored and modified to the individual needs of the students. The course includes the study and performance of varied repertoire of standard concert band literature. Upon achievement of a prescribed level of proficiency, students are afforded the opportunity to participate in band or orchestra where sound rehearsal techniques and procedures are continually stressed and individual improvement of each student's performance is encouraged. Participation in the winter and spring concert programs is part of the instrumental lesson program. Students are scheduled once a week for a class lesson as well as once a week for one band or orchestra rehearsal on a rotating pullout basis during the school day.

Choir (55110)
Prerequisite: Music Teacher Recommendation
Grade Level: 3, 4 or 5

Choir members study and perform both standard and popular choral literature. An audition is required for the purpose of voice placement. Sound rehearsal techniques and procedures are continually stressed and individual improvement of each student's performance is encouraged. Emphasis is placed on good tone production, balance, intonation, technical flexibility, and musicianship. Participation in the winter and spring concert programs is part of the choral program. All choir members are scheduled for rehearsals once a week on a pullout basis during the school day.

COMPUTER INNOVATION LAB

Computers are essential tools in students' educational experience. It provides students with unique and important ways of understanding how to succeed in the world. Skills acquired through computers have unlimited applications in other fields of study. It helps students to be innovative and critical thinkers and ready for college and/or careers. These courses encourage skill development and technical mastery in specific practical areas. The courses work to measure a student's technological readiness in computing and to move them into applying these in real life experiences.

Computer Innovation Lab (60008)
Grade Level: K, 1, 2

This course is designed to introduce students to all aspects of computer operations such as: basic computer parts, vocabulary, keyboarding; software applications such as: word processing and presentations. These basic concepts will build the foundational skillset necessary to support their development in the use of technology. Students will learn the importance of online safety, digital citizenship as well as cyberbullying in an effort to build a positive impactful digital footprint. As part of the course, students will also explore elements of computer programming through an online course. Students will learn the basics of programming, collaboration techniques, investigation and critical thinking skills. This course promotes skills that can be applied across the curriculum and offers preparation relevant to 21st century skills and is aligned to NJSLS Educational Technology Standard 8.1 and Standard 8.2.

Computer Innovation Lab (60008)… 3610, 4610, 5610
Grade Level: 3 (3610) , 4 (4610), 5 (5610)

This course is designed to develop real world, outcome-driven approach for digital citizenship, basic computer operations, keyboarding, application software such as: word processing, spreadsheets, presentations and databases. Students will also learn to navigate the internet safely and effectively to support their learning. They will explore district-approved research tools as a resource to collect information. In addition, students will continue to develop computer programming skills, computational thinking skills using the makerspace approach as well as problem solving techniques through the engineering process. This course promotes skills that can be applied across the curriculum and offers preparation relevant to 21st century skills and is aligned to NJSLS Educational Technology Standard 8.1 and Standard 8.2.

MIDDLE SCHOOL

MIDDLE SCHOOL STUDENT SCHEDULING

All 6th, 7th and 8th grade English Language Arts, ESL, Mathematics, Science, and Social Studies classes are taught in a single period each day.

Subject	Gr. 6	Gr. 7	Gr. 8	Notes
English Language Arts	365	365	360	73 min. periods in 6th and 7th grade / 72 min.periods in 8th
Math	365	365	360	73 min. periods in 6th and 7th grade / 72 min.periods in 8th
Science	365	365	360	73 min. periods in 6th and 7th grade / 72 min.periods in 8th
Social Studies	365	365	360	73 min. periods in 6th and 7th grade / 72 min.periods in 8th
PE/Health	150	150	150	Alternating A / B block all year
Spanish	75	75	75	Alternating A / B block one semester
Technology	37.5	37.5	37.5*	Alternating A/B block, one quarter
Art/Music	37.5	37.5	37.5*	Alternating A/B block, one quarter. Students in grades 6-8 can elect to take Instrumental music, taking it for a semester, so they would not take Technology that year. Students must take Art, General Music or Instrumental Music at least once in grades 6-8.
Lunch	150	150	150	30 min. daily
Homeroom	15	15	25	3 min. daily in 6th and 7th grade / 5 min. in 8th grade
Passing	50	50	60	10 min. passing time daily, 2 minutes between classes in 6th and 7th grade / 12 min. passing time daily in 8th grade
Total Minutes Week	1975	1975	1975	

MIDDLE SCHOOL STUDENT PROMOTION/RETENTION

The Board recognizes that personal, social, physical and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth. At the beginning of each school year, parents/guardians and pupils shall be informed regarding promotion requirements and proficiencies for the academic year. Parents/guardians and pupils shall be notified at appropriate times during the school year of progress in meeting promotion and remediation standards. Report cards will be issued four times during the school year. Parents/guardians of pupils who are in danger of failing for the marking period shall receive interim reports midway in the marking period.

Language Arts	Math	Science	Social Studies	*Non Core	End of School Result	End of Summer School Results
Fail	Fail	Fail	Fail		Retention – no summer school option	
Fail	Fail	Fail	Pass		Retention – no summer school option	
Fail	Fail	Pass	Fail		Retention – no summer	

					school option	
Fail	Pass	Fail	Fail		Retention – no summer school option	
Pass	Fail	Fail	Fail		Retention – no summer school option	
Fail	Fail	Pass	Pass	Fail	Principal's decision retention or summer school	
Fail	Fail	Pass	Pass		Summer School (for credit) Lang Arts & Math	If fail both, retention, If fail one, principal's decision
Fail	Pass	Pass	Pass		Summer School (for credit) Lang Arts	If fail, principal's decision
Pass	Fail	Pass	Pass		Summer School (for credit) Math	If fail, principal's decision
Fail	Pass	Fail	Pass	Fail	Principal's decision retention or summer school	
Pass	Fail	Pass	Fail	Fail	Principal's decision retention or summer school	
Fail	Pass	Pass	Fail	Fail	Principal's decision retention or summer school	
Pass	Fail	Fail	Pass	Fail	Principal's decision retention or summer school	
Fail	Pass	Fail	Pass		Summer School (for credit) Lang Arts	If fail, principal's decision
Pass	Fail	Pass	Fail		Summer School (for credit) Math	If fail, principal's decision
Fail	Pass	Pass	Fail		Summer School (for credit) Lang Arts	If fail, principal's decision
Pass	Fail	Fail	Pass		Summer School (for credit) Math	If fail, principal's decision
Pass	Pass	Fail	Fail	Fail	Principal's decision retention or summer school	If fail, principal's decision
Fail	Pass	Pass	Pass	Pass	Principal's decision retention or summer school	If fail, principal's decision
Pass	Fail	Pass	Pass	Pass	Principal's decision retention or summer school	If fail, principal's decision
Pass	Pass	Fail	Pass	Pass	Principal's decision retention or summer school	If fail, principal's decision
Pass	Pass	Pass	Fail	Pass	Principal's decision retention or summer school	If fail, principal's decision
Pass	Pass	Pass	Pass	Fail	Principal's decision retention or summer school	If fail, principal's decision

*Non Core Subjects = World Language, Health, Physical Education, Music, Art, Technology. A "fail" mark means the failure in ANY of these courses.

Students who fail three core subjects (Language Arts, Math, Science, Social Studies) will not be eligible to attend summer school and will be retained. Students who fail Language Arts and/or Math will be required to pass a Freehold Board of Education-endorsed Summer School Program for credit **(if offered)** in order to be promoted to the next grade. Students who fail Language Arts or Math and Social Studies or Science will be required to attend a Freehold Board of Education endorsed Summer School Program **(if offered)** for credit in Math or Language Arts. Students failing Science and/or Social Studies will be required to attend a Freehold Board of Education endorsed summer school program **(if offered)** for credit. Students failing any two core subjects (Language Arts, Math, Science, Social Studies) along with non-core subjects (World Language, Health, Physical Education, Art, Music, Technology) will result in the principal's decision for retention or summer school. Students will not be permitted to make up more than two courses in

summer school. Students who fail summer school or subsequently choose not to attend summer school for any reason will, in nearly all cases, be retained subject to a final review by the building principal. (See Matrix)

At the end of the 3rd marking period, the principal or designated guidance counselor shall ascertain those pupils who may be in danger of being retained. The parents/guardians shall be invited to a meeting with the principal and/or other appropriate staff members designated to seek parental opinion concerning any action to bolster pupil progress and to provide substantial consideration of the pupil.

Parents shall be notified in writing of the student's retention and their rights of appeal concerning the school's decision to retain the pupil. The appeal process follows the standard procedure. One can appeal to the principal, then the superintendent, and finally the Freehold Board of Education. Requests for appeal shall be in writing, and the principal shall assist the parents in developing this request, if necessary.

Pupil placement for Grades 6 through 8 will be determined by evaluating pupil performance and achievement in relation to the district goals and the individual's physical, emotional, intellectual, and social maturity, as well as chronological age. Those pupils who have demonstrated an acceptable level of proficiency in basic skills and appropriate mastery of district goals are to be promoted to the next grade.

MIDDLE SCHOOL GRADING SYSTEM

The Principal's Honor Roll and the Honor Roll are among the highest of academic achievements. Principal's Honor Roll – A student must earn a grade of "94" or above in all subjects. Honor Roll – Students who earn a grade of "84" or above in all subjects.

A+	97-100	C +	77-79
A	94-96	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	65-66
B-	80-83	NP	64-60 (failing grade)

MIDDLE SCHOOL INTERVENTION PROGRAM

Students in need of remedial and intervention support in English Language Arts and/or Mathematics will be identified using multiple measures, and a plan of action will be determined to help students succeed. Teachers and school administrators will develop intervention plan using available district and school resources. These resources may include push-in or pull-out intensive support from intervention teachers.

ENGLISH LANGUAGE ARTS PROGRAM

The English Language Arts (ELA) program is aligned to the New Jersey Student Learning Standards – ELA which include College and Career Readiness. Reading, writing, speaking, listening, and collaborative strategies are used purposefully to build knowledge and skills and to help students become independent readers, writers, and thinkers as they continue to progressively build the skills necessary for academic

success in middle school and beyond. The primary goal of these courses is to foster independent learning, encourage in-depth exploration of the content, and develop academic habits of mind. Outside and summer reading are required. English Language Arts for each grade level are taught in double periods.

All ELA teachers have been trained in the Reading Workshop model to provide reading instruction. Students will receive explicit, intensive instruction in order to improve reading vocabulary, fluency, comprehension and the ability to read a variety of text types. Students will study, develop, and apply a variety of specific reading strategies they can employ when reading fiction and non-fiction texts. Students will study, develop, and apply critical thinking skills to summarize, analyze, and evaluate a variety of text selections.

The Writing Workshop, similar to the Reading Workshop, is a method of teaching writing using the writing process. The goal of the writing courses is to provide students with frequent and continual opportunities to learn and apply essential skills in writing, using a process that includes: (1) prewriting, (2) drafting, (3) revising, (4) editing, and (5) producing a final, corrected product. Strategies include evaluating and responding to the writing of others. In addition to instruction in creating clear, coherent, and organized paragraphs and multi-paragraph essays for a variety of audiences and purposes, strategies are also used for collecting and transforming data for use in writing, as well as using criteria in the evaluation and revision of various types of writing. Instruction in grammar, usage, and mechanics is integrated with writing instruction so that students develop a common language for discussion.

Language Arts 6….6310 (51034)
Credits: 10
Grade Level: 6
Prerequisite: None

Reading topics include: Realistic Fiction, Historical Fiction, Expository Nonfiction, Biography and Memoirs. Writing topics include: Personal Narratives, Realistic Fiction, Literary Essay, Diary Entries, Research-based argument essays, Memoirs.

Language Arts 7….7310 (51035)
Credits: 10
Grade Level: 7
Prerequisite: None

Reading topics include: Realistic Fiction, Historical Fiction, Biography and supplementary texts, Literature, Informational reading. Writing topics include: Personal Narrative, Research-based argument essay, Literary essays, Research-based paper.

Language Arts 8….8310 (51036)
Credits: 10
Grade Level: 8
Prerequisite: None

Reading topics include: Fiction, Biography and supplementary informational text, Dystopian fiction, Historical nonfiction. Writing topics include: Personal Narrative, Research-based argument essay, Short Story, Narrative Science, Research paper and presentation on the Holocaust.

MATHEMATICS PROGRAM

Each student will complete three years of mathematics study at the middle school level. This will provide the rising ninth grader with the background to either enroll in Algebra I, or Geometry/ Algebra II, depending upon the sequence followed. The mathematics curriculum is designed to implement the National Council of Teachers of Mathematics Curriculum and Evaluation Standards for School Mathematics, and the New Jersey Student Learning Standards.

	Grade 6 *(73 minute Period)*	Grade 7 *(73 minute Period)*	Grade 8 *(72 minute Period)*	Grade 9
Sequence I	Math 6	Math 7 or Math 7 (Accelerated)	Math 8 or Algebra I (Accelerated)	Geometry
Sequence II	Math 6 Hon(G&T)	Math 7 Hon (G&T)	Algebra I (G&T)	Geometry

Mathematics 6…6410 (52036)
Credits: 10
Grade Level: 6
Prerequisite: None

Mathematics 6 is designed to focus on the critical areas of connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; writing, interpreting, and using expressions and equations; and developing understanding of statistical thinking with additional concentrated support in the common core standards for mathematics.

Mathematics 6 Honors (G&T)...6411 (52036)
Credits: 10
Grade Level: 6
Prerequisite: Screened into the G&T program

This course places stress on those components which are integral to the understanding of algebra – patterns, functions, and modeling of real-world situations – all within the context of problem-based situations, and further developing critical thinking skills. The course focuses on the critical areas of using the concepts of ratio and rate to solve problems; mastering the fundamental operations of integers, fractions, decimals and percents; writing, interpreting, and evaluating expressions; solving equations and inequalities; and developing an understanding of statistical thinking with additional concentrated support in the New Jersey Student Learning Standards for mathematics. All incoming students are required to complete a summer mathematics project prior to the start of school.

Mathematics 7…7410 (52037)
Credits: 10
Grade level: 7
Prerequisite: None

Mathematics 7 begins emphasis on Pre-Algebra, starting the first year of a two-year sequence designed to prepare the student for Algebra I in the ninth grade. The preparation begins with completing mastery of the fundamental operations of whole numbers, fractions, decimals, and percents. Students begin to apply these skills to algebraic concepts in a problem-solving based atmosphere. Emphasis is placed on verbal problems and real-world situations. Key components of this course, which are integral to the understanding of algebra, are patterns, unknown quantities, properties, functions, modeling real-world situations, evaluation expressions, and solving equations and inequalities. A portion of the curriculum focuses on developing the skills necessary to succeed on state standardized assessments.

Mathematics 7 Honors (G&T)...7411 (52051)
Credits: 10
Grade Level: 7
Prerequisite: Screened into the G&T program

Mathematics 7 Honors is a one-year accelerated course designed to prepare students who have exceptional mathematics background to enroll in Algebra I in eight grade. The course assumes mastery of operations with integers, fractions, decimals, and percents. Key course components include formulating and reasoning with numerical expressions and/or equations involving rational and irrational numbers and exponents; solving linear equations and systems; modeling real world situations and applying mathematical skills to algebraic concepts in a problem solving based atmosphere; and the concept of functions and using functions to describe quantitative relationships. Instructional time will also be spent on analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. A portion of the curriculum also focuses on developing the skills necessary to succeed on state standardized assessments. Successful completion of this course provides the student with the basics needed for Algebra I in the eighth grade.

Mathematics 7 (Accelerated) ...7412 (52051)
Credits: 10
Grade Level: 7
Prerequisite: Successful completion of Mathematics 6 and Principal interview

Mathematics 7 Accelerated is a one-year accelerated course designed to prepare students who have exceptional mathematics background and interest to enroll in Algebra I in eighth grade. The course assumes mastery of operations with integers, fractions, decimals, and percents. Key course components include formulating and reasoning with numerical expressions and/or equations involving rational and irrational numbers and exponents; solving linear equations and systems; modeling real world situations and applying mathematical skills to algebraic concepts in a problem solving based atmosphere; and the concept of functions and using functions to describe quantitative relationships. Instructional time will also be spent on analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. A portion of the curriculum also focuses on developing the skills necessary to succeed on state standardized

assessments. Successful completion of this course provides the student with the basics needed for Algebra I in the eighth grade.

Mathematics 8…..8410 (52052)
Credits: 10
Grade level: 8
Prerequisite: None

Mathematics 8 is designed to prepare the student for Algebra I in the ninth grade. The course will move the students from previously developed concepts, modeling relationships with variables and equations and ratio and proportional reasoning, to making connections between proportional relationships, lines, and linear equations. Vital course components include formulating and reasoning with numerical expressions and/or equations involving rational and irrational numbers and exponents, solving linear equations and linear systems, modeling real world situations and applying mathematical skills to algebraic concepts in a problem solving based atmosphere, and the concept of functions and using functions to describe quantitative relationships. Instructional time will also be spent on analyzing two- and three-dimensional space and figures using distance, angles, congruence and similarity, understanding and applying the Pythagorean Theorem, and the statistical representation and analysis of two-variable data. A portion of the curriculum also focuses on developing the skills necessary to succeed on state standardized assessments.

Algebra I (Honors)….8411 (52052)
Credits: 10
Grade Level: 8
Prerequisite: Screened into the G&T program

Algebra I Honors is a one-year course designed to give students the essential skills that provide a foundation for future high school mathematics courses. Students will further their understanding of the structure of the real number system. They will be able to write, solve, and graph linear functions, inequalities, linear systems, and quadratic equations, and use this knowledge for practical, real-world applications. Algebraic skills are applied in a wide variety of problem-solving situations. In addition, the course includes study of exponents and exponential functions, polynomials and factoring, rational and rational expressions and equations, and gateways to Geometry. A portion of the curriculum also focuses on developing the skills necessary to succeed on state standardized assessments. Students in Algebra I G&T also take a World Language at the honors level.

Algebra I (Accelerated) ….8412 (52052)
Credits: 10
Grade Level: 8
Prerequisite: Successful completion of Mathematics 7 Honors (G&T) over the summer

Algebra I Accelerated is a one-year course designed for those students who successfully completed Mathematics 7 G&T over the summer. Similar to Algebra I Honors, this course gives students the essential skills that provide a foundation for future high school mathematics courses. Students will further their understanding of the structure of the real number system. They will be able to write, solve, and graph linear functions, inequalities, linear systems, and quadratic equations, and use this knowledge for practical, real-world applications. Algebraic skills are applied in a wide variety of problem-solving situations. In addition, the course includes study of exponents and exponential functions, polynomials

and factoring, rational and rational expressions and equations, and gateways to Geometry. A portion of the curriculum also focuses on developing the skills necessary to succeed on state standardized assessments.

Mathematics 8…8417, 8419 (52038)
Credits: 10
Grade Level: 8
Prerequisite: Screened in as required by IEP

Mathematics 8 is taken by special education resource and self-contained students. The course emphasizes skills covered in the state mathematics standardized assessment. Components of pre-algebra are covered as in other 8th grade math courses with material adapted and differentiated for specific student needs.

PHYSICAL EDUCATION/HEALTH PROGRAM

The Physical Education/Health program provides students with skills and activities aligned to the New Jersey Student Learning Standards for PE/Health. Physical Education is provided for a full semester and Health courses are provided for one quarter. Physical Education and Health courses are available for all students, including those with special needs.

Physical Education.....6510 (58036), 7510 (58037), 8510 (58038)
Prerequisite: None
Credits: 2.50
Grade Level: 6, 7, 8

Physical Education is a structured program designed to promote fitness, strength, agility and basic physical skills. Activities will include: Fitness Testing, Soccer, Aerobics, Volleyball, Basketball, Dance, and Softball. Students will have opportunities to develop interest and skill in a variety of individual and team activities. Individual activities aim to develop basic physical skills, coordination and agility and stimulate an interest in leisure-time activities. Individual activities will include: Badminton, Jogging, Dance, Tennis, Conditioning, Recreational Games, and Track and Field. Team activities aim to develop fundamental team skills and techniques, alertness, endurance, safety, knowledge of rules, and sportsmanship. Team activities will include Football, Soccer, Basketball, Floor Hockey, Volleyball, Softball, and Indoor Soccer.

Health.....6520, 7520, 8520 (58051)
Prerequisite: None
Credits: 1.25
Grade Level: 6, 7, 8

Health is designed to help students develop life skills for responsible decision making and acquiring basic good health habits. Students will also learn about different resources available to find information about health. Health focuses on the life skills each student should practice to achieve optimal health. Students are also introduced to techniques that will help them develop healthful relationships and friendships. The continuum of education culminated in preparing students for their transition into high school. Topics that are examined include Stress Management, Family and Social Health, Growth, and Development, Alcohol, Tobacco and Drugs, Communicable and Chronic Diseases, and Consumer and Community Health.

SCIENCE PROGRAM

Science at the middle school is an integrated three-year program with all students assigned to five periods each week (one single and two double periods). Freehold Intermediate School science courses reflect the New Jersey Student Learning Standards - Science and are designed to actively engage students in the practices of science within the study of the following four core areas of discipline:

- Life Science
- Physical Science
- Earth and Space Sciences
- Engineering Design

Science courses recognize the growing need for students to become more active learners. In this pursuit, students will be given opportunities to discover key concepts, develop good scientific practices, and create models that demonstrate their knowledge as their understanding of key science concepts expand. Students are given opportunities to develop their science skills through experiences that improve their ability to: Ask questions and define problems, develop and use models, analyze and interpret data, evaluate information, engage in argument from evidence, and communicate information with their peers. The science curriculum supports many cross-cutting concepts and interdisciplinary practices such as cause and effect, scale and proportion, and systems and system models.

Science 6….6710 (53236)
Prerequisite: None
Credits: 5
Grade Level: 6

Topics include: Study of Life Science including structure, function, and information processing, as well as matter and energy in organisms and ecosystems. Also covered is Physical Science, including structure and properties of matter and forces and interactions. Earth and Space Sciences topics include space systems, earth systems, weather, and climate. Topics in engineering design are also covered.

Science 7…7710 (53237)
Prerequisite: None
Credits: 5
Grade Level: 7

Topics in Physical Science include: Structure and properties of matter, energy and waves, and electromagnetic radiation. Earth and Spaces Sciences topics include: The history of the earth, earth systems, and human impact. Topics in engineering design are also covered.

Science 8…..8710 (53238)
Prerequisite: None
Credits: 5
Grade Level: 8

Topics in Life Science include: Structure, function, and information processing, as well as matter and energy in organisms and ecosystems. This includes the study of the interdepended relationships in

ecosystems, growth, development and reproduction of organism, and natural selection and adaptations. Physical Science topics include chemical reactions. Topics in engineering design are also covered.

SOCIAL STUDIES PROGRAM

The Social Studies program on the middle school level includes World History, Geography, and American History. The program provides students with the knowledge, skills, and attitudes needed to be active, informed, responsible citizens, and contributing members of the community. The Social Studies program is divided into four specific disciplines: History (American, New Jersey, and World), geography, civics, and economics. In addition, specific skills will be taught so students will be able to understand, analyze, compare, and write in a historical format. As required by law, students will receive integrated instruction on Holocaust and Genocide issues.

Social Studies 6.....6810 (54436)
Prerequisite: None
Credits: 5
Grade Level: 6

World History is the focus of the sixth grade curriculum. Topics for study will be Rome and the Renaissance, Muslim states, African Civilizations, Asian Civilizations, Medieval Europe, Civilizations of the Americas, and Early Modern Europe. Students will learn about the most significant events in the last two thousand years while strengthening their map skills and critical thinking skills by exploring the world and its history. Current events, and how they relate to past events, will be emphasized throughout the curriculum.

Social Studies 7.....7810 (54437)
Prerequisite: None
Credits: 5
Grade Level: 7

Early American History is the focus of the seventh grade curriculum. Instruction will be centered on Early Humans, Pre-Columbian Natives, Colonization, Revolution, the early Republic, and Civics. The course gives students the opportunity to gain a basic understanding of key historical topics. Students will have the opportunity to develop a cultural understanding and raise awareness of the responsibilities of good citizenship. In addition, the course emphasizes the growth and development of critical thinking, study skills, and communication skills.

Social Studies 8... 8810 (54438)
Credits: 5
Grade Level: 8
Prerequisite: None

The eighth grade curriculum explores the history of our nation from Westward Expansion through the Civil Rights Era. The Holocaust is also covered. The course gives students the opportunity to gain a basic understanding of key historical topics. Students will have the opportunity to develop a cultural understanding and raise awareness of the responsibilities of good citizenship. In addition, the course emphasizes the growth and development of critical thinking, study skills, and communication skills.

WORLD LANGUAGES PROGRAM

The World Languages courses offered at the middle school level currently entail the teaching of Spanish. The courses are intended to educate all students to communicate in languages other than English. Our philosophy incorporates the five C's of the National and New Jersey Standards: Communication, Cultures, Connections, Comparisons, and Communities. Our students use the language as a tool for communication and to broaden their awareness of global diversity.

The content-based curriculum, aligned to the New Jersey Student Learning Standards for World Languages, emphasize the development of communication skills where students are actively engaged in listening, speaking, reading and writing for real purposes in culturally authentic contexts. Instruction in a proficiency content-based classroom focuses on what students can actually do with a language. Teachers design lessons to engage students using the language in activities that are embedded in authentic, real-life contexts. For each grade level, assessments will be performance-based, which require students to use language to perform a variety of functions within specified contexts.

Spanish.....6910, 7910, 8910
Prerequisite: None
Credits: 1.25
Grade Level: 6, 7, 8

This is a novice level course addressing basic Spanish. The primary goal is to provide basic vocabulary, listening, speaking, reading, and writing skills through a communicative mode. Students will acquire Spanish language skills through participating in scenarios which mirror authentic, cultural experiences requiring purposeful communication. Computer-based programs, language audio, and videocassette tapes are used to develop comprehension and speaking skills.

Spanish Careers.....8912
Prerequisite: None
Credits: 2.5
Grade Level: 8

The Spanish Careers course combines introductory course vocabulary and language associated with careers of interest to students. This is a half-year class in which students will read, write, speak and listen in the target language. All lessons follow New Jersey Student Learning Standards for World Language. Students will learn cultural and linguistic concepts in the target language and will be strongly encouraged to communicate in the language through class participation and projects. Students will also learn about the culture, geography and customs and use the target language to express and communicate information.

Spanish Honors.....8911 (56100)
Prerequisite: Students identified as G&T or students invited based on meeting a set criteria that includes interest and a grade of "87 or above" in Spanish Grade 7.
Credits: 2.5
Grade Level: 8

Spanish Honors is a grade 8 elective for intermediate level students of Spanish. The course continues to offer listening, speaking, reading, and writing skills through a communicative approach. Students will also study about the geography, literature, and culture of the Spanish-speaking peoples of the world. Students are expected to participate in authentic real-life scenarios and to expand language use in purposeful communication.

BILINGUAL/ESL PROGRAM

Bilingual programs are not currently offered at the middle school level. The middle school has a high-intensity ESL program designed to introduce Multilingual Learners (MLs) students to the American culture. This high-intensity ESL program is provided to MLs. A student is placed in one of five (5) levels of ESL, depending upon the score achieved on a New Jersey State-approved test for English proficiencies. Students in this placement must remain in the program until they test out and gain their ESL teacher recommendation. The ESL course is taken in lieu of the Language Arts course. The ESL courses are taught entirely in English during daily double class periods. The highly concentrated program ensures that all communication skills can develop as soon as possible.

English as a Second Language - Beginner Level.....6930, 7930, 8930 (51008)
Prerequisite: Language Proficiency Test and Teacher Recommendation
Credits: 10
Grade Level: 6, 7, 8

This course meets the needs of new entrant ML students with the introduction of the English language and American culture. At this level, instruction is focused on teaching survival vocabulary and skills, developing all language skills (reading, listening, writing, and speaking) with the emphasis on comprehension and social communicative competence. Students are taught the basic grammar skills to aid in the acquisition and learning of the English language. Students enrolled in this class may have studied English in their country of origin; however, they come to our school district unable to speak English. They are considered non-communicative and are unable to function in the school environment without assistance.

English as a Second Language - Intermediate Level (Low/High).....6940, 7940, 8940 (51008)
Prerequisite: Language Proficiency Test and Teacher Recommendation
Credits: 10
Grade Level: 6, 7, 8

This course meets the needs of students at a minimal level of competency in English. At this level there is still great emphasis on the development of all skills, but academic language skills, as well as content curriculum, should be introduced and taught at a basic level. It addresses the needs of students who have basic but very limited knowledge of English. They have some social communicative skills, but their academic English skills are very poor or non-existent. The students may be newly arrived immigrants, or those who have been in an English speaking country for some time.

English as a Second Language – Advanced (Low/High).....6960, 7960, 8960 (51008)
Prerequisite: Language Proficiency Test and Teacher Recommendation
Credits: 10
Grade Level: 6, 7, 8

This course meets the needs of students who are at or near an advanced level of competency in English. Listening, speaking, reading, and writing skills at a more sophisticated level are acquired. The expectation at this level is that he/she can function well socially and academically in a second language.

An increased level of proficiency is achieved through interdisciplinary, authentic activities such as journals, picture portfolios, and multimedia presentations relating to American culture and traditions. Current events and literature by famous authors are also analyzed and discussed. Students at this level must build their confidence and desire to use the English language.

VISUAL AND PERFORMING ARTS PROGRAM (ART & MUSIC)

The Visual and Performing Arts are a critical component of the overall educational process. The arts provide unique and vitally important ways of understanding and communicating in the world. Skills acquired have unlimited applications in other fields of study and include the areas of critical thinking and workplace readiness. The middle school offers both Art and Music to interested students, achieving three purposes: 1) to encourage skill development, technical mastery and performance excellence, 2) to provide cultural enrichment, aesthetic awareness and the ability to critically evaluate works of art as producers and consumers, and 3) to fully develop intelligences that are valuable and necessary to success in the secondary education level.

Art …. 6212 (55186), 7212 (55187), 8212 (55188)
Prerequisite: None
Credits: 1.25 (6th Grade), 1.25 (7th & 8th Grade)
Grade Level: 6, 7, 8

This course is designed as an introduction to the technical skills necessary for personal expression in drawing, painting, illustration, and design using a variety of media in “two-" and “three-dimensional” applications. Students will have the opportunity to explore techniques of the great masters, as well as contemporary artists and maintain a portfolio of original work.

Music …. 6222 (55136), 7222 (55137), 8222 (55138)
Prerequisite: None
Credits: 1.25 (6th Grade), 1.25 (7th & 8th Grade)
Grade Level: 6, 7, 8

This course provides a series of music appreciation electives that focus on music and the uses of music through the ages. Included in the course is the study of different music from around the world, styles of music from various historic periods, the roots of rock ‘n’ roll, and the influences of music on theater, movies, and in society today. In addition, basic principles of music are taught and reinforced through use of the electric music keyboard.

This course is offered for one semester of the year. 7th and 8th grade students have an elective to take either Art or Music. 8th grade students take both Art and Music.

Instrumental Music (Band) (55101)
Prerequisite: Music Teacher Recommendation
Grade Level: 6, 7, 8

Instrumental music lessons emphasize concepts and skills for a well-rounded instrumental music education. Emphasis is placed on good tone production, balance, intonation, technical flexibility, and musicianship. Student progress is monitored and modified to the individual needs of the students. The course includes the study and performance of varied repertoire of standard concert band literature. Upon achievement of a prescribed level of proficiency, students are afforded the opportunity to participate in band or orchestra where sound rehearsal techniques and procedures are continually

stressed and individual improvement of each student's performance is encouraged. Participation in the winter and spring concert programs is part of the instrumental lesson program. Students are scheduled once a week for a class lesson as well as once a week for one band or orchestra rehearsal on a rotating pullout basis during the school day.

Choir (55110)
Prerequisite: Music Teacher Recommendation
Grade Level: 6, 7, 8

Choir members study and perform both standard and popular choral literature. An audition is required for the purpose of voice placement. Sound rehearsal techniques and procedures are continually stressed and individual improvement of each student's performance is encouraged. Emphasis is placed on good tone production, balance, intonation, technical flexibility, and musicianship. Participation in the winter and spring concert programs is part of the choral program. All choir members are scheduled for rehearsals once a week on a pullout basis during the school day.

COMPUTER INNOVATION PROGRAM

Technology and computers are essential components of the overall educational process. Computer and technology skills are integrated in all content areas and academic programs. The integration of technology and computer skills in all courses are intended to encourage skill development and technical mastery in specific practical areas. Skills acquired through computers and technology education have unlimited applications in other fields of study and include the areas of critical thinking and workplace readiness. In addition, students take courses in technology and computers to further enhance their knowledge and develop interest in the field. The courses work to measure a student's technological readiness in computing and to move them into an early understanding of pre-engineering concepts through the manipulation of basic robotics.

Computer Innovation Lab …. 6610, 7610, 8610 (60203)

Prerequisite: None
Credits: 1.25
Grade Level: 6, 7, 8

This course will offer a continuum of real-world, outcome-driven skills for digital citizenship, keyboarding and application software such as: word processing, spreadsheets, presentations and databases. Students will master each skill through various project based activities. In addition, students will further explore the effects of technology systems in a global society. Through the Engineering Design concept, students will collaborate, research, troubleshoot and develop an approach to solve problems. The students will complete various challenges that will hone their computational thinking skills and provide them with the opportunity to become an independent thinker.