



Community Charter School *of* Paterson

Curriculum Guide

Community Charter School of Paterson

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LANGUAGE ARTS: KINDERGARTEN

Based on the Macmillan/McGraw-Hill Treasures Series & the NJ Core Content Curriculum Standards

Standard 3.1 (READING)

Concepts About Print:

By the end of Kindergarten, students will:

1. Realize that speech can be recorded in words.
2. Distinguish letters from words.
3. Recognize that words are separated by spaces.
4. Follow words left to right and from top to bottom.
5. Recognize that print represents spoken language.
6. Demonstrate understanding of the function of a book and its parts, including front and back and title page.

Phonological Awareness (includes phonemic awareness)

By the end of Kindergarten, students will:

1. Demonstrate understanding that spoken words consist of sequences of phonemes.
2. Demonstrate phonemic awareness by rhyming, clapping syllables, and substituting sounds.
3. Understand that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle).
4. Learn many, though not all, one-to-one letter-sound correspondences.
5. Given a spoken word, produce another word that rhymes with it.

Decoding and Word Recognition

By the end of Kindergarten, students will:

1. Recognize some words by sight.
2. Recognize and name most uppercase and lowercase letters of the alphabet.
3. Recognize and read one's name.

Fluency

By the end of Kindergarten students will:

1. Practice reading behaviors such as retelling, reenacting, or dramatizing stories.
2. Recognize when a simple text fails to make sense when listening to a story read aloud.

3. Attempt to follow along in book while listening to a story read aloud.
4. Listen and respond attentively to literary texts (e.g., nursery rhymes) and functional texts (e.g., science books).

Reading Strategies

By the end of Kindergarten students will:

1. Begin to track or follow print when listening to a familiar text being read.
2. Think ahead and make simple predictions about text.
3. Use picture clues to aid understanding of story content.
4. Relate personal experiences to story characters' experiences, language, customs, and cultures with assistance from teacher.
5. "Read" familiar texts from memory, not necessarily verbatim from the print alone.

Vocabulary and Concept Development

By the end of Kindergarten, students will:

1. Continue to develop a vocabulary through meaningful, concrete experiences.
2. Identify and sort words in basic categories.
3. Explain meanings of common signs and symbols.
4. Use new vocabulary and grammatical construction in own speech.

Comprehension Skills and Response to Text

By the end of Kindergarten, students will:

1. Respond to a variety of poems and stories through movement, art, music, and drama.
2. Verbally identify the main character, setting, and important events in a story read aloud.
3. Identify favorite books and stories.
4. Retell a story read aloud using main characters and events.
5. Participate in shared reading experiences.
6. Make predictions based on illustrations or portions of stories.

Inquiry and Research

By the end of Kindergarten, students will:

1. Locate and know the purposes for various literacy areas of the classroom and the library/media center
2. Choose books related to topics of interest.

Standard 3.2 (WRITING)

Writing as a Process (prewriting, drafting, revising, editing, post writing)

By the end of Kindergarten, students will:

1. Recognize that thoughts and talk can be written down in words.
2. Observe the teacher modeling writing.
3. Generate and share ideas and experiences for a story.
4. Attempt to put ideas into writing using pictures, developmental spelling, or conventional text.
5. Write (print) own first and last name.
6. Participate in group writing activities such as experience stories, interactive writing, and shared writing.
7. Begin to sequence story events for writing using pictures, developmental spelling, or conventional text.

Writing as a Product (resulting in work samples)

By the end of Kindergarten, students will:

1. Show and talk about work samples containing pictures, developmental spelling, or conventional text.
2. Begin to collect favorite work samples to place in personal writing folder.

Mechanics, Spelling, and Handwriting

By the end of Kindergarten, students will:

1. Use letter sound knowledge in attempting to write (print) some words.
2. Spell own name.
3. Recognize and begin to use left-to-right and top-to-bottom directionality and spacing between words when writing.
4. Gain increasing control of penmanship, including pencil grip, paper position, and beginning strokes.
5. Write all uppercase and lowercase letters of the alphabet from teacher copy.

Writing Forms, audiences, and Purposes (exploring a variety of writing)

By the end of Kindergarten, students will:

1. Communicate personal response to literature through drawing, telling, or writing.
2. Show and talk about favorite work samples (drawing or writing) with teacher and family.

Standard 3.3 (SPEAKING)

Discussion

By the end of Kindergarten, students will:

1. Share experiences and express ideas.
2. Participate in conversations with peers and adults.
3. React to stories, poems, and songs.

Questioning (Inquiry) and Contributing

By the end of Kindergarten, students will:

1. Share in conversations with others.
2. Use oral language to extend learning.

Word Choice

By the end of Kindergarten, students will:

1. Use language to describe feelings, people, objects, and events.
2. Suggest rhyming words during word play, songs, or read-aloud.

Oral Presentation

By the end of the Kindergarten, students will:

1. Sing familiar songs and rhymes to promote oral language development.
2. Begin to use social conventions of language.

Standard 3.4 (LISTENING)

Active Listening

By the end of Kindergarten, students will:

1. Listen fully to understand instructions or hear daily messages.
2. Listen to identify main characters and events in stories.
3. Listen to rhymes and songs to begin developing an understanding of letter/sound relationships.

Listening Comprehension

By the end of the b, students will:

1. Listen attentively to books teacher reads to class.

2. Answer questions correctly about books read aloud

Standard 3.5 (VIEWING AND MEDIA LITERACY)

Constructing Meaning

By the end of the Kindergarten, students will:

1. Make predictions about visual information (e.g., pictures in books).
2. Discuss favorite characters from books, film, and television.

Visual and Verbal Messages

By the end of the Kindergarten, students will:

1. Begin to sequence a series of pictures or images to tell a story.
2. Show understanding of purpose for pictures in books.

LANGUAGE ARTS: GRADE ONE

STANDARD 3.1 (READING)

Concepts About Print

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:

1. Match oral words to printed words (e.g., pointing to print as one reads).
2. Practice reading print in the environment at school and at home with assistance.
3. Locate and identify the title, author, and illustrator of a book or reading selection.
4. Interpret simple graphs, charts, and diagrams.

Phonological Awareness (includes phonemic awareness)

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:

1. Demonstrate understanding of all sound-symbol relationships
2. Blend or segment the phonemes of most one-syllable words
3. Listen and identify the number of syllables in a word.
4. Merge spoken segments into a word.
5. Add, delete, or change sounds to change words (e.g., cow to how, cat to can)

Decoding and Word Recognition

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:

1. Identify all consonant sounds in spoken words (including blends such as bl, br; and digraphs such as th, wh).
2. Recognize and use rhyming words to reinforce decoding skills.
3. Decode regular one-syllable words and nonsense words (e.g., sit, zot).
4. Use sound-letter correspondence knowledge to sound out unknown words when reading text.
5. Recognize high frequency words in and out of context.
6. Decode unknown words using basic phonetic analysis.
7. Decode unknown words using context clues.

Fluency

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:

1. Answer questions correctly that are posed about stories read.
2. Begin to read simple text with fluency.
3. Read with fluency both fiction and nonfiction that is grade-level appropriate.

Reading Strategies

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:

1. Use prior knowledge to make sense of text.
2. Establish a purpose for reading and adjust reading rate.
3. Use pictures as cues to check for meaning.
4. Check to see if what is being read makes sense.
5. Monitor their reading by using fix-up strategies (e.g., searching for clues).
6. Use graphic organizers to build on experiences and extend learning.
7. Begin to apply study skills strategies (e.g., survey, question, read, recite, and review) to assist with retention and new learning.

Vocabulary and Concept Development

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:

1. Develop a vocabulary in informational texts and literature.
2. Use and explain common antonyms and synonyms.
3. Comprehend common and/or specific vocabulary in informational texts and literature.

Comprehension Skills and Response to Text

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:

1. Draw simple conclusions from information gathered from pictures, print, and people.
2. Demonstrate familiarity with genres of text, including storybooks, expository texts, poetry, and newspapers.
3. Sequence information learned from text into a logical order to retell facts.
4. Identify, describe, compare, and contrast the elements of plot, setting, and characters.
5. Make simple inferences.
6. Read regularly in independent-level materials.
7. Engage in silent independent reading for specific purposes.

Inquiry and Research

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:

1. Ask and explore questions related to a topic of interest.
2. Draw conclusions from information and data gathered.
3. Be exposed to and read a variety of fiction and nonfiction, and produce evidence of reading.

STANDARD 3.2 (WRITING)

Writing as a Process (prewriting, drafting, revising, editing, post writing)

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:

1. Begin to generate ideas for writing through talking, sharing, and drawing.
2. Observe the modeling of writing.
3. Begin to use a basic writing process to develop writing.
4. Use simple sentences to convey ideas.
5. Increase fluency (ability to write ideas easily) to improve writing.
6. Continue to use pictures, developmental spelling or conventional text to create writing drafts.
7. Revisit pictures and writings to add detail.
8. Begin to mimic an author's voice and patterns.
9. Begin to use a simple checklist to improve writing with teacher support.
10. Begin to use simple computer writing applications during some parts of the writing process.

Writing as a Product (resulting in a product or publication)

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:

1. Produce finished writings to share with class and/or for publication.
2. Produce stories from personal experiences.
3. Show and talk about own writing for classroom audience.
4. Collect favorite works to place in personal writing folder.

Mechanics, Spelling, and Handwriting

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:

1. Write all upper and lowercase letters of the alphabet from memory.
2. Begin to use basic punctuation and capitalization.
3. Apply sound/symbol relationships to writing words.

4. Use developmental spelling or phonics-bases knowledge to spell independently, when necessary.
5. Develop awareness of conventional spelling.
6. Use left-to-right and top-to-bottom directionality and use appropriate spacing between words.

Writing forms, Audiences, and Purposes (exploring a variety of writing)

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:

1. Create written texts for others to read.
2. Produce a variety of writings, including stories, descriptions, and journal entries, showing relationships between illustrations and printed text.

STANDARD 3.3 (SPEAKING)

Discussion

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:

1. Speak in complete sentences.
2. Offer personal opinions in discussion and retell personal experiences.
3. Role-play situations and dramatize story events.

Word Choice

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:

1. Attempt to use new vocabulary learned from shared literature and classroom experiences.
2. Use descriptive words to clarify and extend ideas.

Oral Presentation

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:

1. Recite poems, stories, or rhymes orally (e.g., favorite nursery rhymes).
2. Participate in choral reading to develop phonemic awareness, oral language, and fluency.
3. Retell a story to check for understanding.
4. Read aloud from developmentally appropriate texts with attention to expression.

STANDARD 3.4 (LISTENING)

Active Listening

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:

1. Listen and respond appropriately to directions.
2. Listen to hear initial, final, and eventually middle sounds in words.
3. Listen to a familiar text being read to begin tracking print.
4. Listen to a spoken word to produce another word that rhymes with it.

Listening Comprehension

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:

1. Listen to make predictions about stories read aloud
2. Follow simple oral directions.
3. Recall information from listening to stories, poems, television, and film.
4. Retell, reenact, or dramatize stories or parts of stories heard.
5. Respond appropriately to questions about stories read aloud.
6. Begin to track print when listening to a familiar text being read or when rereading their own writing.
7. Ask questions for clarification and explanation of stories and ideas heard.

STANDARD 3.5 (VIEWING AND MEDIA LITERACY)

Constructing Meaning

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:

1. Retell the story from a favorite media program (e.g., television, movie).
2. Distinguish between “pretend” and “real” in the media.
3. Begin to recognize that media messages have different purposes.
4. Speculate about visual representations (e.g., pictures, artwork).
5. Use simple graphs and charts to report data.
6. Begin to recognize the work of a favorite illustrator.
7. Begin to compare and contrast media characters.

Visual and Verbal Messages

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:

1. Begin to interpret messages in simple advertisements.
2. Sequence a series of pictures or images to tell a story.

LANGUAGE ARTS: GRADE TWO

STANDARD 3.1 (READING)

Concepts About Print/Text

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 2, students will:

1. Use titles, tables of contents, and chapter headings to locate information.
2. Recognize the purpose of a paragraph.

Phonological Awareness (includes phonemic awareness)

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 2, students will:

1. Add, delete, or change middle sounds to change words (e.g., pat to put).
2. Use knowledge or letter-sound correspondences to sound out unknown words.

Decoding and Word Recognition

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 2, students will:

1. Look for known chunks or small words to attempt to decode an unknown word.
2. Reread inserting the beginning sound of the unknown word.
3. Decode regular multi-syllable words and parts of words (e.g., capital, Kalamazoo).
4. Read many irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings, and common endings.

Fluency

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 2, students will:

1. Pause at appropriate end points (e.g., comma, period).
2. Use appropriate pace; “not choppy” or word-by-word.
3. Use appropriate inflection (e.g., dialogue, exclamations, and questions).
4. Read silently without finger or lip movement.
5. Self-monitor when text does not make sense.
6. Employ learned strategies to determine if text makes sense without being prompted.

Reading Strategies (before, during, and after reading)

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 2, students will:

1. Skip over difficult words in an effort to read on and determine meaning.
2. Return to the beginning of a sentence and try again.

Vocabulary and Concept Development

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 2, students will:

1. Develop a vocabulary of 500-800 regular and irregular sight words.
2. Know and relate meanings of simple prefixes and suffixes.
3. Demonstrate evidence of expanding language repertory.
4. Understand concept of antonyms and synonyms.
5. Begin to use a grade-appropriate dictionary with assistance from teacher.

Comprehension Skills and Response to Text

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 2, students will:

1. Recognize cause and effect in text.
2. Observe the modeling of writing.
3. Make inferences and support them with textual information.
4. Continue to identify story elements in text.
5. Respond to text by using how, why, and what-if questions.

Inquiry and Research

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 2, students will:

1. Locate information using alphabetical order.
2. Read a variety of nonfiction and fiction books and produce evidence of reading.

STANDARD 3.2 (WRITING)

Writing as a Process (prewriting, drafting, revising, editing, post writing)

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 2, students will:

1. Generate ideas for writing: hearing stories, recalling experiences, brainstorming, and drawing.
2. Observe the modeling of writing.
3. Begin to develop an awareness of simple story structures and author's voice.
4. Use simple sentences to convey ideas in writing.
5. Maintain the use of a basic writing process to develop writing.
6. Use graphic organizers to assist with planning writing.
7. Compose readable first drafts.
8. Use everyday words in appropriate written context.
9. Reread drafts for meaning, to add details, and to improve correctness.
10. Focus on elaboration as a strategy for improving writing.
11. Participate with peers to comment on and react to each other's writing.
12. Use a simple checklist to improve elements of own writing.
13. Use computer writing applications during some parts of the writing process.

Writing as a Product (resulting in a product or publication)

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 2, students will:

5. Produce finished writings to share with classmates and/or for publication.
6. Produce stories from personal experiences.
7. Produce a narrative with a beginning, middle, and end.
8. Write nonfiction pieces, such as letters, procedures, biographies, simple reports.
9. Organize favorite work samples in writing folder or portfolio.

Mechanics, Spelling, and Handwriting

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 2, students will:

1. Use correct end point punctuation.
2. Apply basic rules of capitalization.
3. Use correct spelling of some high frequency words.
4. Apply sound/symbol relationships to writing words.
5. Recognize and apply basic spelling patterns.
6. Write legibly to meet district standards.

Writing Forms, Audiences, and Purposes (exploring a variety of writing)

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 2, students will:

1. Create written texts for others to read.

2. Generate ideas and write on topics in forms appropriate to science, social studies, or other subject areas.
3. Use writing as a tool for learning self-discovery and reflection.
4. Use reading and technology to support writing.
5. Write in a variety of simple genres to satisfy personal, academic, and social needs, such as letters, plays, procedures, biographies, or simple reports.

STANDARD 3.3 (SPEAKING)

Discussion (small group and whole class)

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 2, students will:

1. Elaborate on experiences and ideas.
2. Begin to stay focused on a topic of discussion.
3. Offer personal opinions related to topics of discussion.
4. Wait their turn to speak.

Questioning (Inquiry) and Contributing

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 2, students will:

1. Ask for explanation to clarify meaning.
2. Respond to ideas posed by others.
3. Restate to demonstrate understanding.
4. Identify a problem and simple steps for solving the problem.

Word Choice

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 2, students will:

1. Use new vocabulary learned from literature and classroom experiences.
2. Recognize and discuss how authors use words to create vivid images.

Oral Presentation

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 2, students will:

1. Participate in a dramatization or role play.
2. Begin to understand the importance of looking at a speaker.
3. Talk about an experience or work sample in front of a small group.

STANDARD 3.4 (LISTENING)

Active Listening

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 2, students will:

1. Listen critically to identify main ideas and supporting details.
2. Begin to distinguish between types of speech (e.g., a joke, a chat, a warning).
3. Listen and contribute to class discussions.

Listening Comprehension

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 2, students will:

1. Follow one-and two-step oral directions.
2. Develop a strong listening vocabulary to aid comprehension and oral and written language growth.

STANDARD 3.5 (VIEWING AND MEDIA LITERACY)

Constructing Meaning

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 2, students will:

1. Speculate about characters, events, and setting in books, film, and television.
2. Recognize that media messages are created for a specific purpose (e.g., to inform, entertain, persuade).
3. Use graphs and charts to report data.
4. Recognize the work of a favorite illustrator.
5. Compare and contrast media characters.

Visual and Verbal Messages

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 2, students will:

1. Interpret messages in simple advertisements.
2. Use a simple rating scale to judge media products.
3. Begin to look at the effects of visual arts on one's mood and emotions.

LANGUAGE ARTS: GRADE THREE

STANDARD 3.1 (READING)

Concepts About Print/Text

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 3, students will:

1. Recognize that printed materials provide specific information.
2. Recognize purposes for print conventions such as end-sentence punctuation, paragraphing, and bold print.
3. Use a glossary or index to locate information in a text.

Phonological Awareness (includes phonemic awareness)

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 3, students will:

1. Demonstrate a sophisticated sense of sound-symbol relationships, including all phonemes (e.g., blends, digraphs, diphthongs).

Decoding and Word Recognition

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 3, students will:

1. Know sounds for a range of prefixes and suffixes (e.g., re-, ex-, -ment, -tion).
2. Use letter-sound knowledge and structural analysis to decode words.
3. Use context to accurately read words with more than one pronunciation.

Fluency

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 3, students will:

1. Recognize grade-level words accurately and with ease so that a text sounds like spoken language when read aloud.
2. Read longer text and chapter books independently and silently.
3. Read aloud with proper phrasing, inflection, and intonation.

Reading Strategies (before, during, and after reading)

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 3, students will:

1. Set purpose for reading and check to verify or change predictions during/after reading.
2. Monitor comprehension and accuracy while reading in context and self-correct errors.
3. Use pictures and context clues to assist with decoding of new words.
4. Develop and use graphic organizers to build on experiences and extend learning.

Vocabulary and Concept Development

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 3, students will:

1. Spell previously studied words and spelling patterns accurately.
2. Point to or clearly identify specific words or wording that cause comprehension difficulties.
3. Infer word meanings from taught roots, prefixes, and suffixes.
4. Use a grade-appropriate dictionary with assistance from teacher.
5. Use pictures and context clues to assist with meaning of new words.

Comprehension Skills and Response to Text

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 3, students will:

1. Recognize purpose of the text.
2. Distinguish cause/effect, fact/opinion, and main idea/supporting details in interpreting texts.
3. Interpret information in graphs, charts, and diagrams.
4. Ask how, why, and what-if questions in interpreting nonfiction texts.
5. Recognize how authors use humor, sarcasm, and imagery to extend meaning.
6. Discuss underlying theme or message in interpreting fiction.
7. Summarize major points from fiction and nonfiction texts.
8. Draw conclusions and inferences from texts
9. Recognize first-person “I” point of view.
10. Compare and contrast story plots, characters, settings, and themes.
11. Participate in creative responses to texts (e.g., dramatizations, oral presentations).
12. Read regularly in materials appropriate for their independent reading level.
13. Read and comprehend both fiction and nonfiction that is appropriately designed for grade level.
14. Use information and reasoning to examine bases of hypotheses and opinions.

Inquiry and Research

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 3, students will:

1. Use library classification systems, print or electronic, to locate information.
2. Draw conclusions from information and data gathered.
3. Read a variety of nonfiction and fiction books and produce evidence of understanding.

STANDARD 3.2 (WRITING)

Writing as a Process (prewriting, drafting, revising, editing, post writing)

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 3, students will:

1. Generate possible ideas for writing through recalling experiences, listening to stories, reading, brainstorming, and discussion.
2. Examine real-world examples of writing in various genres to gain understanding of how authors communicate ideas through form, structure, and author's voice.
3. Use graphic organizers to assist with planning writing.
4. Compose first drafts from prewriting work.
5. Revise a draft by rereading for meaning, narrowing the focus, and sequencing, elaborating with detail, improving openings, closings, and word choice to show voice.
6. Participate with peers to comment on and react to each others' writing.
7. Build awareness of ways authors use paragraphs to support meaning.
8. Begin to develop author's voice in own writing.
9. Use reference materials to revise work, such as a dictionary or internet/software resource.
10. Edit work for basic spelling and mechanics.
11. Use computer word-processing applications during parts of the writing process.
12. Understand and use a checklist and/or rubric to improve writing.
13. Reflect on own writing, noting strengths and areas needing improvement.

Writing as a Product (resulting in a product or publication)

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 3, students will:

1. Write a descriptive piece, such as a description of a person, place, or object.
2. Write a narrative piece based on personal experiences.
3. Write a nonfiction piece based on personal experiences.
4. Present and discuss writing with other students.

5. Apply elements of grad-appropriate rubrics to improve writing.
6. Develop a collection of writings (e.g., a literacy folder or portfolio).

Mechanics, Spelling, and Handwriting

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 3, students will:

1. Use Standard English conventions that are developmentally appropriate to the grade level: sentences, punctuation, capitalization, and spelling.
2. Use grad-appropriate knowledge of English grammar and usage to craft writing, such as singular and plural nouns, subject/verb agreement, and appropriate parts of speech.
3. Study examples of narrative and expository writing to develop understanding of paragraphs and indentation.
4. Develop knowledge of English spelling through the use of patterns, structural analysis, and high frequency words.
5. Write legibly in manuscript or cursive to meet district standards.

Writing forms, Audiences, and Purposes (exploring a variety of writing)

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 3, students will:

1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).
2. Develop fluency by writing daily and for sustained amounts of time.
3. Generate ideas for writing in a variety of situations and across the curriculum.
4. Write to express thoughts and ideas, to share experiences, and to communicate socially.
5. Write the events of a story sequentially.
6. Produce writing that demonstrates the use of a variety of sentence types, such as declarative, interrogative, exclamatory, and imperative.
7. Respond to literature through writing to demonstrate an understanding of a text.
8. Write narrative text (e.g., realistic or humorous story).
9. Write non-fiction text (e.g., reports, procedures, and letters).

STANDARD 3.3 (SPEAKING)

Discussion (small group and whole class)

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 3, students will:

1. Listen and follow a discussion in order to contribute appropriately

2. Stay focused on topic.
3. Take turns.
4. Support an opinion with details.

Questioning (Inquiry) and Contributing

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 3, students will:

1. Develop appropriate questions to explore a topic.
2. Contribute information, ideas, and experiences to classroom inquiry.

Word Choice

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 3, students will:

1. Use vocabulary related to a particular topic.
2. Adapt language to persuade, explain, or seek information.
3. Use new vocabulary and figurative language learned from literature and classroom experiences.

Oral Presentation

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 3, students will:

1. Use pictures to support and oral presentation.
2. Attempt to revise future presentations bases on feedback from peers and teacher.
3. Use appropriate strategies to prepare, rehearse, and deliver an oral presentation, such as word choice, expression, eye contact, and volume.

STANDARD 3.4 (LISTENING)

Active Listening

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 3, students will:

1. Connect messages heard to prior knowledge and experiences.
2. Exchange information though verbal and nonverbal messages.

Listening Comprehension

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 3, students will:

1. Follow two-and-three-step directions.
2. Listen to a story read aloud and/or information from television or film, and summarize main ideas.
3. Paraphrase information shared by others.

STANDARD 3.5 (VIEWING AND MEDIA LITERACY)

Constructing Meaning

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 3, students will:

1. Begin to demonstrate an awareness of different media forms and how they contribute to communication.
2. Identify the central theme and main ideas in different media.

Visual and Verbal Messages

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 3, students will:

1. Recognize the efforts of visual arts on one's mood and emotions.
2. Begin to explore and interpret messages found in advertisements and other texts.

LANGUAGE ARTS: GRADE FOUR

STANDARD 3.1 (READING)

Concepts About Print/Text

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 4, students will:

1. Identify differences of various print formats, including newspapers, magazines, books, and reference resources.
2. Recognize purposes and uses for print conventions such as paragraphs, end-sentence punctuation, and bold print.
3. Identify and locate features that support text meaning (e.g., maps, charts, illustrations).

Phonological Awareness (includes phonemic awareness)

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 4, students will:

1. Demonstrate a sophisticated sense of sound-symbol relationships, including all phonemes (e.g., blends, digraphs, diphthongs).

Decoding and Word Recognition

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 4, students will:

1. Use letter-sound correspondence and structural analysis (e.g., roots, affixes) to decode words.
2. Know and use common word families to decode unfamiliar words.
3. Recognize compound words, contractions, and common abbreviations.

Fluency

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 4, students will:

1. Use appropriate rhythm, flow, meter, and pronunciation in demonstrating understanding of punctuation marks.
2. Read at different speeds using scanning, skimming, or careful reading appropriate.

Reading Strategies (before, during, and after reading)

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 4, students will:

1. Use knowledge of word meaning, language structure, and sound-symbol relationships to check understanding when reading.
2. Identify specific words or passages causing comprehension difficulties and seek clarification.
3. Select useful visual organizers before, during, and after reading to organize information (e.g., Venn diagrams).

Vocabulary and Concept Development

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 4, students will:

1. Infer word meanings from learned roots, prefixes, and suffixes.
2. Infer specific word meanings in the context of reading passages.
3. Identify and correctly use antonyms, synonyms, homophones, and homographs.
4. Use a grade-appropriate dictionary (independently) to define unknown words.

Comprehension Skills and Response to Text

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 4, students will:

1. Discuss underlying themes across cultures in various texts.
2. Distinguish cause/effect, fact/opinion, and main idea/supporting details in nonfiction texts (e.g., science, social studies).
3. Cite evidence from text to support conclusions.
4. Understand author's opinions and how they address culture, ethnicity, gender, and historical periods.
5. Follow simple multiple-steps in written instructions.
6. Recognize an author's point of view.
7. Identify and summarize central ideas in informational texts.
8. Recognize differences among forms of literature, including poetry, drama, fiction, and nonfiction.
9. Recognize literary elements in stories, including setting, characters, plot, and mood.
10. Identify some literary devices in stories.
11. Identify the structures in poetry.
12. Identify the structures in drama.
13. Read regularly in materials appropriate for their independent reading level.

Inquiry and Research

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 4, students will:

1. Use library classification systems, print or electronic, to locate information.
2. Investigate a favorite author and produce evidence of research.
3. Read independently and research topics using a variety of materials to satisfy personal, academic, and social needs, and produce evidence of reading.

STANDARD 3.2 (WRITING)

Writing as a Process (prewriting, drafting, revising, editing, post writing)

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 4, students will:

1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, and reading, discussing models of writing, asking questions, and brainstorming.
2. Develop an awareness of form, structure, and author's voice in various genres.
3. Use strategies such as reflecting on personal experiences, reading, doing interviews or research, and using graphic organizers to generate and organize ideas for writing.
4. Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing.
5. Revise drafts by rereading for meaning, narrowing the focus, elaborating, reworking organization, openings, and closings, and improving word choice and consistency of voice.
6. Review own writing with others to understand the reader's perspective and to consider ideas for revision.
7. Review and edit work for spelling, mechanics, clarity, and fluency.
8. Use a variety of reference materials to revise work, such as a dictionary, thesaurus, or internet/software resources.
9. Use computer writing applications during most of the writing process.
10. Understand and apply elements of grade appropriate rubrics to improve and evaluate writing.
11. Reflect on one's writing, noting strengths and areas needing improvement.

Writing as a Product (resulting in a formal product or publication)

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 4, students will:

1. Create narrative pieces, such as memoir or personal narrative, which contain description and relate ideas, observations, or recollections of an event or experience.
2. Write informational reports across the curriculum that frame an issue or topic, include facts and details, and draw from more than one source of information.
3. Craft writing to elevate its quality by adding detail, changing the order of ideas, strengthening openings and closings, and using dialogue.
4. Build knowledge of the characteristics and structures of a variety of genres.
5. Sharpen focus and improve coherence by considering the relevancy of included details, and adding, deleting, and rearranging appropriately.
6. Write sentences of varying lengths and complexity, using specific nouns, verbs, and descriptive words.
7. Recognize the difference between complete sentences and sentence fragments and examine the uses of each in real-world writing.
8. Improve the clarity of writing by rearranging words, sentences, and paragraphs.
9. Examine real-world writing to expand knowledge of sentences, paragraphs, usage, and authors' writing styles.
10. Provide logical sequence and support the purpose of writing by refining organizational structure and developing transitions between ideas.
11. Engage the reader from beginning to end with an interesting opening, logical sequence, and satisfying conclusion.

Mechanics, Spelling, and Handwriting

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 4, students will:

1. Use Standard English conventions that are appropriate to the grade level, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting.
2. Use increasingly complex sentence structure and syntax to express ideas.
3. Use grade appropriate knowledge of English grammar and usage to craft writing, such as subject/verb agreement, pronoun usage and agreement, and appropriate verb tenses.
4. Use punctuation correctly in sentences, such as ending punctuation, commas, and quotation marks in dialogue.
5. Use capital letters correctly in sentences, for proper nouns, and in titles.
6. Study examples of narrative and expository writing to develop understanding of the reasons for and use of paragraphs and indentation.
7. Indent in own writing to show the beginning of a paragraph.
8. Spell grade-appropriate words correctly with particular attention to frequently used words, contractions, and homophones.

9. Use a variety of reference materials, such as a dictionary, grammar reference, and internet/software resources to edit written work.
10. Write legibly in manuscript or cursive to meet district standards.

Writing forms, Audiences, and Purposes (exploring a variety of writing)

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 4, students will:

1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).
2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.
3. Develop independence by setting self-selected purposes and generating topics for writing.
4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).
5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.
6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.
7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequences of events.
8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.
9. Write formal and informal letters for a variety of audiences and purposes.
10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.
11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.
12. Use relevant graphics in writing (e.g., maps, charts, illustrations).
13. Demonstrate the development of a personal style and voice in writing.
14. Review scoring criteria of a writing rubric.
15. Develop a collection of writings (e.g., a literacy folder or a literacy portfolio).

STANDARD 3.3 (SPEAKING)

Discussion (small group and whole class)

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 4, students will:

1. Use details, examples and reasons to support central ideas or clarify a point of view.

2. Stay focused on a topic and asks relevant questions.
3. Take turns without dominating.

Questioning (Inquiry) and Contributing

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 4, students will:

1. Develop appropriate questioning techniques (e.g., who, what, when, where, why, and how).
2. Use interview techniques to develop inquiry skills.
3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.
6. Solve a problem or understand a task through group cooperation.

Word Choice

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 4, students will:

1. Use convincing dialogue to role-play short scenes involving familiar situations or emotions.
2. Use figurative language purposefully in speaking situations.
3. Use appropriate vocabulary to support or clarify a message.
4. Adapt language to persuade, explain, or seek information.

Oral Presentation

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 4, students will:

1. Speak for a variety of audiences and purposes.
2. Prepare, rehearse, and deliver a formal presentation in logical or sequential order, including an opening, supportive detail, and a closing statement.
3. Use notes or other memory aids to structure a presentation.
4. Maintain audience interest during formal presentations, incorporating adequate volume, proper pacing, and clear enunciation.
5. Participate in a dramatization or role-play across the curriculum.
6. Read aloud with fluency.
7. Understand and use criteria for a rubric to improve an oral presentation.

STANDARD 3.4 (LISTENING)

Active Listening

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 4, students will:

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.
2. Listen attentively and critically to a variety of speakers.
3. Interpret vocabulary gained through listening.

Listening Comprehension

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 4, students will:

1. Demonstrate competence in active listening by interpreting and applying received information to new situations and solving problems.
2. Make inferences based on an oral report or presentation.
3. Describe how language reflects specific regions and/or cultures.
4. Follow three- and four-step oral directions.

STANDARD 3.5 (VIEWING AND MEDIA LITERACY)

Constructing Meaning

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 4, students will:

1. Interpret information found in pictorial graphs, map keys, and icons on a computer screen.
2. Respond to and evaluate the use of illustrations to support text.
3. Use graphs, charts, and diagrams to report data.
4. Distinguish between factual and fictional visual representations.
5. Identify the central theme in a movie, film, or illustration.
6. Identify the target audience for a particular program, story, or advertisement.
7. Demonstrate an awareness of different media forms and how they contribute to communication.

Visual and Verbal Messages

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 4, students will:

1. Understand that creators of both print media and electronic media have a purpose and target audience for their work.
2. Explore and interpret various messages found in advertisements and other texts.
3. Discuss the emotional impact of photos and how they aid understanding.
4. Compare and contrast media sources, such as film and book versions of a story.

Living with Media

Building upon knowledge and skills gained in the preceding grade, by the end of Grade 4, students will:

1. Express preferences for media choices.

MATHEMATICS: KINDERGARTEN

Based on the NJ Core Content Curriculum Standards

Overview of Concepts:

Compare and Sort Objects

Use Numbers 0 to 5

Describe Position and Patterns

Use Numbers to 10

Construct and Use Graphs

Use Numbers to 20

Compare Measurements

Use Numbers Beyond 20

Use Time

Describe Geometric Figures

Model Addition

Model Subtraction

The New Jersey Core Curriculum Content Standard are as follows:

4.1 (Number and numerical operations) All students will develop number sense and will perform standard numerical operations and estimations on all types of numbers in a variety of ways.

4.2 (Geometry and measurement) All students will develop spatial sense and the ability to use geometric properties, relationships, and measurement to model, describe and analyze phenomena are as follows:

4.1 (Number and numerical operations) All students will develop number sense and will perform standard numerical operations and estimations on all types of numbers in a variety of ways.

4.2 (Geometry and measurement) All students will develop spatial sense and the ability to use geometric properties, relationships, and measurement to model, describe and analyze phenomena.

4.3 (Patterns and algebra) All students will represent and analyze relationships among variable quantities and solve problems involving patterns, functions, and algebraic concepts and processes.

4.4 (Data analysis, probability, and discrete mathematics) All students will develop an understanding of the concepts and techniques of data analysis, probability, and discrete mathematics, and will use them to model situations, solve problems, and analyze and draw appropriate inferences from data.

4.5 (Mathematical processes) The students will use mathematical processes of problem solving, communication, connections, reasoning, representations, and technology to solve problems and communicate mathematical ideas.

MATHEMATICS: GRADE ONE

Overview of Concepts:

- Describe and Compare Numbers
- Develop Addition Concepts
- Develop Subtraction Concepts
- Organize and Use Data
- Develop Addition Strategies
- Develop Subtraction Strategies
- Measure Time
- Recognize Number Patterns
- Compare Measurements
- Solve Addition and Subtraction Problems
- Identify Coins
- Identify Geometric Figures
- Understand Place Value
- Describe Fractional Parts
- Solve Two-Digit Addition and Subtraction Problems

The New Jersey Core Curriculum Content Standard are as follows:

- 4.1 (Number and numerical operations) All students will develop number sense and will perform standard numerical operations and estimations on all types of numbers in a variety of ways.
- 4.2 (Geometry and measurement) All students will develop spatial sense and the ability to use geometric properties, relationships, and measurement to model, describe and analyze phenomena are as follows:
 - 4.1 (Number and numerical operations) All students will develop number sense and will perform standard numerical operations and estimations on all types of numbers in a variety of ways.

4.2 (Geometry and measurement) All students will develop spatial sense and the ability to use geometric properties, relationships, and measurement to model, describe and analyze phenomena.

4.3 (Patterns and algebra) All students will represent and analyze relationships among variable quantities and solve problems involving patterns, functions, and algebraic concepts and processes.

4.4 (Data analysis, probability, and discrete mathematics) All students will develop an understanding of the concepts and techniques of data analysis, probability, and discrete mathematics, and will use them to model situations, solve problems, and analyze and draw appropriate inferences from data.

4.5 (Mathematical processes) The students will use mathematical processes of problem solving, communication, connections, reasoning, representations, and technology to solve problems and communicate mathematical ideas.

MATHEMATICS: GRADE TWO

Overview of Concepts:

Use Place Value to 100 and Patterns

Apply Addition Concepts

Apply Subtraction Concepts

Organize and Use Data

Model Two-Digit Addition

Model Two-Digit Subtraction

Determine the Value of Money

Measure Time and Temperature

Model Fractions

Use Place Value to 1,000

Understand Geometric Shapes and Spatial Reasoning

Measure Length and Area

Measure Capacity and Weight

Solve Three-Digit Addition and Subtraction Problems

Model Multiplication and Division

Use real-life experiences, physical materials, and technology to construct meanings for numbers (unless otherwise noted, all indicators for grade 2 pertain to these sets of numbers as well).

- Whole numbers through hundreds
 - Ordinals
 - Proper fractions (denominators of 2, 3, 4, 8, 10)
2. Demonstrate an understanding of whole number place value concepts.
 3. Understand that numbers have a variety of uses.

4. Count and perform simple computations with coins.

- Amounts up to \$1.00 (using cents notation)

5. Compare and order whole numbers.

The New Jersey Core Curriculum Content Standards are as follows:

4.1 (Number and numerical operations) All students will develop number sense and will perform standard numerical operations and estimations on all types of numbers in a variety of ways.

4.2 (Geometry and measurement) All students will develop spatial sense and the ability to use geometric properties, relationships, and measurement to model, describe and analyze phenomena.

4.3 (Patterns and algebra) All students will represent and analyze relationships among variable quantities and solve problems involving patterns, functions, and algebraic concepts and processes.

4.4 (Data analysis, probability, and discrete mathematics) All students will develop an understanding of the concepts and techniques of data analysis, probability, and discrete mathematics, and will use them to model situations, solve problems, and analyze and draw appropriate inferences from data.

4.5 (Mathematical processes) The students will use mathematical processes of problem solving, communication, connections, reasoning, representations, and technology to solve problems and communicate mathematical ideas.

MATHEMATICS: GRADE THREE

Overview of Concepts:

Use Place Value to Communicate

Add to Solve Problems

Subtract to Solve Problems

Develop Multiplication Concepts and Facts

Develop More Multiplication Facts

Develop Division Concepts and Facts

Develop More Multiplication Facts

Use Patterns and Algebraic Thinking

Measure Length, Area, and Temperature

Measure Capacity, Weight, Volume, and Time

Identify Geometric Figures and Spatial Reasoning

Organize, Display, and Interpret Data

Develop Fractions

Use Place Value to 1,000

Understand Fractions and Decimals

Measure Length and Area

Multiply by One-Digit Numbers

Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:

4.1.3 A. Number Sense

1. Use real-life experiences, physical materials, and technology to construct meanings for numbers (unless otherwise noted, all indicators for grade 3 pertain to these sets of numbers as well).

- Whole numbers through hundred thousands

- Commonly used fractions (denominators of 2, 3, 4, 5, 6, 8, 10) as part of a whole, as a subset of a set, and as a location on a number line
2. Demonstrate an understanding of whole number place value concepts.
 3. Identify whether any whole number is odd or even.
 4. Explore the extension of the place value system to decimals through hundredths.
 5. Understand the various uses of numbers.
 - Counting, measuring, labeling (e.g., numbers on baseball uniforms)
 6. Compare and order numbers.

4.1.3 B. Numerical Operations

1. Develop the meanings of the four basic arithmetic operations by modeling and discussing a large variety of problems.
 - Addition and subtraction: joining, separating, comparing
 - Multiplication: repeated addition, area/array
 - Division: repeated subtraction, sharing
2. Develop proficiency with basic multiplication and division number facts using a variety of fact strategies (such as “skip counting” and “repeated subtraction”).
3. Construct, use, and explain procedures for performing whole number calculations with:
 - Pencil-and-paper
 - Mental math
 - Calculator
4. Use efficient and accurate pencil-and-paper procedures for computation with whole numbers.
 - Addition of 3-digit numbers
 - Subtraction of 3-digit numbers
 - Multiplication of 2-digit numbers by 1-digit numbers
5. Count and perform simple computations with money.
 - Cents notation (ϕ)

6. Select pencil-and-paper, mental math, or a calculator as the appropriate computational method in a given situation depending on the context and numbers.

7. Check the reasonableness of results of computations.

4.1.3 C. Estimation

1. Judge without counting whether a set of objects has less than, more than, or the same number of objects as a reference set.

2. Construct and use a variety of estimation strategies (e.g., rounding and mental math) for estimating both quantities and the result of computations.

3. Recognize when an estimate is appropriate, and understand the usefulness of an estimate as distinct from an exact answer.

4. Use estimation to determine whether the result of a computation (either by calculator or by hand) is reasonable.

The New Jersey Core Curriculum Content Standards are as follows:

4.1 (Number and numerical operations) All students will develop number sense and will perform standard numerical operations and estimations on all types of numbers in a variety of ways.

4.2 (Geometry and measurement) All students will develop spatial sense and the ability to use geometric properties, relationships, and measurement to model, describe and analyze phenomena are as follows:

4.1 (Number and numerical operations) All students will develop number sense and will perform standard numerical operations and estimations on all types of numbers in a variety of ways.

4.2 (Geometry and measurement) All students will develop spatial sense and the ability to use geometric properties, relationships, and measurement to model, describe and analyze phenomena.

4.3 (Patterns and algebra) All students will represent and analyze relationships among variable quantities and solve problems involving patterns, functions, and algebraic concepts and processes.

4.4 (Data analysis, probability, and discrete mathematics) All students will develop an understanding of the concepts and techniques of data analysis, probability, and discrete mathematics, and will use them to model situations, solve problems, and analyze and draw appropriate inferences from data.

4.5 (Mathematical processes) All students will use mathematical processes of problem solving, communication, connections, reasoning, representations, and technology to solve problems and communicate mathematical ideas.

MATHEMATICS: GRADE FOUR

Overview of Concepts:

Use Place Value to Represent Whole Numbers

Solve Addition and Subtraction Problems

Organize, Display, and Interpret Data

Apply Multiplication and Division Concepts and Facts

Describe Algebraic Patterns

Multiply by One-Digit Numbers

Multiply by Two-Digit Numbers

Divide by One-Digit Numbers

Identify and Describe Geometric Figures

Understand and Develop Spatial Reasoning

Measure Length, Area, Temperature

Measure Capacity, Weight, and Volume

Describe and Compare Fractions

Use Place Value to Represent Decimals

Add and Subtract Decimals

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

4.1.4 A. Number Sense

1. Use real-life experiences, physical materials, and technology to construct meanings for numbers (unless otherwise noted, all indicators for grade 4 pertain to these sets of numbers as well).

- Whole numbers through millions
- Commonly used fractions (denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 16) as part of a whole, as a subset of a set, and as a location on a number line

- Decimals through hundredths
2. Demonstrate an understanding of place value concepts.
 3. Demonstrate a sense of the relative magnitudes of numbers.
 4. Understand the various uses of numbers.
 - Counting, measuring, labeling (e.g., numbers on baseball uniforms), locating (e.g., Room 235 is on the second floor)
 5. Use concrete and pictorial models to relate whole numbers, commonly used fractions, and decimals to each other, and to represent equivalent forms of the same number.
 6. Compare and order numbers.
 7. Explore settings that give rise to negative numbers.
 - Temperatures below “0”, debts
 - Extension of the number line

4.1.4 B. Numerical Operations

1. Develop the meanings of the four basic arithmetic operations by modeling and discussing a large variety of problems.
 - Addition and subtraction: joining, separating, comparing
 - Multiplication: repeated addition, area/array
 - Division: repeated subtraction, sharing
2. Develop proficiency with basic multiplication and division number facts using a variety of fact strategies (such as “skip counting” and “repeated subtraction”) and then commit them to memory.
3. Construct, use, and explain procedures for performing whole number calculations and with:
 - Pencil-and-paper
 - Mental math
 - Calculator

4. Use efficient and accurate pencil-and-paper procedures for computation with whole numbers.
 - Addition of 3-digit numbers
 - Subtraction of 3-digit numbers
 - Multiplication of 2-digit numbers
 - Division of 3-digit numbers by 1-digit numbers
5. Construct and use procedures for performing decimal addition and subtraction.
6. Count and perform simple computations with money.
 - Standard dollars and cents notation
7. Select pencil-and-paper, mental math, or a calculator as the appropriate computational method in a given situation depending on the context and numbers.
8. Check the reasonableness of results of computations.
9. Use concrete models to explore addition and subtraction with fractions.
10. Understand and use the inverse relationships between addition and subtraction and between multiplication and division.

4.1.4 C. Estimation

1. Judge without counting whether a set of objects has less than, more than, or the same number of objects as a reference set.
2. Construct and use a variety of estimation strategies (e.g., rounding and mental math) for estimating both quantities and the results of computations.
3. Recognize when an estimate is appropriate, and understand the usefulness of an estimate as distinct from an exact answer.
4. Use estimation to determine whether the result of a computation (either by calculator or by hand) is reasonable.

The New Jersey Core Curriculum Content Standards are as follows:

- 4.1 (Number and numerical operations) All students will develop number sense and will perform standard numerical operations and estimations on all types of numbers in a variety of ways.

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4.1 (Number and numerical operations) All students will develop number sense and will perform standard numerical operations and estimations on all types of numbers in a variety of ways.

4.2 (Geometry and measurement) All students will develop spatial sense and the ability to use geometric properties, relationships, and measurement to model, describe and analyze phenomena.

4.3 (Patterns and algebra) All students will represent and analyze relationships among variable quantities and solve problems involving patterns, functions, and algebraic concepts and processes.

4.4 (Data analysis, probability, and discrete mathematics) All students will develop an understanding of the concepts and techniques of data analysis, probability, and discrete mathematics, and will use them to model situations, solve problems, and analyze and draw appropriate inferences from data.

4.5 (Mathematical processes) All students will use mathematical processes of problem solving, communication, connections, reasoning, representations, and technology to solve problems and communicate mathematical ideas.

ART CURRICULUM OVERVIEW

An education in the arts provides:

- ◆ *The ability to be creative and inventive decision-makers*
- ◆ *Varied and powerful ways of communicating ideas and feelings*
- ◆ *An enhanced sense of poise and self-esteem*
- ◆ *The confidence to undertake new tasks*
- ◆ *An increased ability to achieve across the curriculum*
- ◆ *A framework that encourages teamwork and fosters leadership skills*
- ◆ *Knowledge of the less recognized experiences of aesthetic engagement and intuition*
- ◆ *Increased potential for life success and an enriched quality of life*

- *New Jersey Core Curriculum Content Standards
for Visual and Performing Arts*

ART: KINDERGARTEN

Drawing:

- ◆ Draw and recognize types of lines
- ◆ Connect lines to create shapes
- ◆ Recognize color, shape, and line patterns
- ◆ Break down images into geometric shapes
- ◆ Name and create textures

Painting:

- ◆ Identify different types of paint
- ◆ Identify the three primary colors and recognize their importance
- ◆ Become familiar with secondary colors
- ◆ Control a paintbrush (holding it, brush strokes)
- ◆ Distinguish between warm and cool colors
- ◆ Express their feelings through the use of color

Sculpture:

- ◆ Identify artwork that is three-dimensional
- ◆ Distinguish between flat and three-dimensional artwork
- ◆ Construct something three-dimensional

Printmaking:

- ◆ Create a print
- ◆ Utilize different objects to create prints

Throughout the year:

- ◆ Follow step by step directions
- ◆ Demonstrate care, use, and respect for materials and artwork of others
- ◆ Comprehend that preferences in art vary

ART: GRADE ONE

Drawing:

- ◆ Draw and recognize types of lines
- ◆ Use lines to create images
- ◆ Create patterns using color, line, and shape
- ◆ Analyze drawings and break down images into basic geometric shapes
- ◆ Comprehend the difference between vertical and horizontal
- ◆ Recognize the horizon line

Painting:

- ◆ Identify different types of paint
- ◆ Apply a variety of painting techniques
- ◆ Identify and distinguish between primary and secondary colors
- ◆ Identify and distinguish between warm and cool colors
- ◆ Control a paintbrush

Sculpture:

- ◆ Identify artwork that is three –dimensional
- ◆ Distinguish between flat and three-dimensional artwork
- ◆ Construct something three-dimensional
- ◆ Use a variety of objects to create a sculpture

Printmaking:

- ◆ Explain what a print is
- ◆ Create a print
- ◆ Utilize different objects to create prints

Throughout the year:

- ◆ Recall historical information about artists and be able to recognize the artist and the artists' style
- ◆ Recognize that art is created in different cultures in different parts of the world
- ◆ Begin to apply vocabulary to make critical statements about artwork

ART: GRADE TWO

Drawing:

- ◆ Identify types of lines and utilize them to create images
- ◆ Identify and create patterns, shapes, and textures
- ◆ Illustrate observational skills
- ◆ Compose a space where objects do not have to fit in the confines of the paper
- ◆ Distinguish between negative and positive space
- ◆ Comprehend and create repetition

Painting:

- ◆ Use a variety of paintings techniques
- ◆ Identify and distinguish between primary and secondary colors
- ◆ Distinguish between warm and cool colors
- ◆ Control a paintbrush
- ◆ Identify and create monochromatic colors

Sculpture:

- ◆ Manipulate two-dimensional materials to create a three-dimensional effect
- ◆ Expand techniques used in sculpture
- ◆ Create additive sculptures with various materials
- ◆ Distinguish between two-dimensional and three-dimensional art

Printmaking:

- ◆ Explain what a print is
- ◆ Create a print
- ◆ Utilize different objects to create prints

Throughout the year:

- ◆ Recall historical information about artists and be able to recognize the artist and the artists' style
- ◆ Recognize that art is created in different cultures in different parts of the world
- ◆ Begin to apply vocabulary to make critical statements about artworks
- ◆ Incorporate different artists' styles into their own projects

ART: GRADE THREE

Drawing:

- ◆ Identify types of lines and utilize them to create images
- ◆ Identify and create patterns, shapes, and textures
- ◆ Begin to comprehend proportion and perspective skills
- ◆ Observe and apply realistic details to drawings
- ◆ Compose a space where objects do not have to fit in the confines of the paper
- ◆ Distinguish between negative and positive space
- ◆ Comprehend and create repetition
- ◆ Recognize foreground, midground, and background and recognize the horizon line
- ◆ Create a focal point

Painting:

- ◆ Apply color theory- using tints and shades; and complimentary colors
- ◆ Use a variety of paintings techniques
- ◆ Identify and distinguish between primary and secondary colors
- ◆ Distinguish between warm and cool colors
- ◆ Identify and create monochromatic colors

Sculpture:

- ◆ Manipulate two-dimensional materials to create a three-dimensional effect
- ◆ Expand materials and techniques used in sculpture
- ◆ Distinguish between two-dimensional and three-dimensional art
- ◆ Comprehend how to make works structurally sound

Printmaking:

- ◆ Create a print
- ◆ Utilize different objects to create prints
- ◆ Introduce and distinguish printmaking vocabulary

Throughout the year:

- ◆ Recall historical information about artists and be able to recognize the artist and the artists' style
- ◆ Recognize that art is created in different cultures in different parts of the world
- ◆ Begin to apply vocabulary to make critical statements about artworks
- ◆ Incorporate different artists' styles into their own projects

- ◆ Recognize the difference between an abstract vs. realistic work of art
- ◆ Follow a sequence of steps for a projects without constant teacher direction

ART: GRADE FOUR

Drawing:

- ◆ Identify types of lines and utilize them to create images
- ◆ Identify and create patterns, shapes, and textures
- ◆ Begin to comprehend proportion and perspective skills
- ◆ Compose a space where objects do not have to fit in the confines of the paper
- ◆ Distinguish between negative and positive space
- ◆ Comprehend and create repetition
- ◆ Recognize foreground, midground, and background and recognize the horizon line
- ◆ Create a focal point
- ◆ Enhance contour skills and apply realistic details to certain drawings

Painting:

- ◆ Apply color theory- using tints and shades; and complimentary colors
- ◆ Use a variety of paintings techniques
- ◆ Identify and distinguish between primary and secondary colors
- ◆ Distinguish between warm and cool colors
- ◆ Identify and create monochromatic colors

Sculpture:

- ◆ Manipulate two-dimensional materials to create a three-dimensional effect
- ◆ Expand materials and techniques used in sculpture
- ◆ Distinguish between two-dimensional and three-dimensional art
- ◆ Comprehend how to make works structurally sound

Printmaking:

- ◆ Create a print
- ◆ Utilize different objects to create prints
- ◆ Introduce and distinguish printmaking vocabulary

Throughout the year:

- ◆ Recall historical information about artists and be able to recognize the artist and the artists' style
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- ◆ Recognize the difference between an abstract vs. realistic work of art
- ◆ Follow a sequence of steps for a projects without constant teacher direction

SPANISH CURRICULUM

In the United States the Hispanic community has become the largest minority with a population of over 47 million people.

At the Community Charter School of Paterson, Spanish is taken as an “exposure” program. Students spend class time doing hands-on learning, such as conversational skits, songs, and games.

The goal at the elementary level is for students to develop listening, understanding, speaking and cultural skills in the Spanish language. Reading and writing skills are emphasized in the upper levels.

SPANISH CURRICULUM: OVERVIEW OF TOPICS

- Social Greetings
- Colors and Shapes
- Numbers 0-10
- Classroom objects & commands
- Hispanic Holiday traditions
- Days of the week and months
- Clothes
- Farm animals
- Fruits
- Community helpers
- Recess games from Spanish speaking countries
- Spanish Alphabet
- Body Parts
- Clothes
- Seasons
- Weather
- Describing People
- Time
- Classic Folk Tales

SPANISH CURRICULUM: NJ CORE CONTENT CURRICULUM STANDARDS

Overall objectives of the Spanish curriculum:

- A. Students will be able to listen to and understand questions.
- B. Students will be able to follow commands.
- C. Students will be able to comprehend new vocabulary.
- D. Students will be able to converse with the teacher.
- E. Students will be able to respond spontaneously to questions.
- F. Students will be able to interact with their classmates.
- G. Students will be able to experience various aspects of the Spanish culture.

COMMUNICATION

Interpretive Mode (7.1.A):

(understanding and interpretation of spoken or written communication)

- 7.1. A.1 Students will comprehend simple statements, directions, and questions.
- 7.1. A.1 Students will comprehend new vocabulary in simple conversation.
- 7.1. A.6 Students will understand words and phrases in culturally authentic selections.

Interpersonal Mode (7.1.B):

(direct oral or written communication)

- 7.1. B.2 Students will produce words, phrases, and simple sentences in a variety of familiar, everyday situations.
- 7.1. B.1 Students will initiate and respond to simple statements and questions.
- 7.1. B.3 Students will engage in simple, face-to-face conversations in controlled, familiar situations using vocabulary and structures that have been taught and practiced.

Presentational Mode (7.1.C):

(spoken or written communication for an audience)

- 7.1. C.1 Students will imitate and recite simple rhymes, songs, and role-plays.
- 7.1. C.2 Students will copy/write words on familiar topics (such as colors, greetings, numbers).

CULTURE

Interpretive Mode (7.2.A):

(understanding and interpretation of spoken or written communication)

- 7.2. A.1 Students will recognize and practice culturally appropriate social behaviors and gestures that occur in everyday life.
- 7.2. A.2 Students will locate on a map the countries/areas where the target language is or was spoken.

Interpersonal Mode (7.2.B):
(direct oral or written communication)

7.2. B.1 Students will appropriately imitate social behaviors and gestures during greetings, introductions, and farewells.

7.2. B.2 Students will demonstrate ability to answer questions in the target language after listening to culturally authentic selections.

Presentational Mode (7.2.C):
(spoken or written communication for an audience)

7.2. C.1 Students will successfully imitate and sing various age appropriate songs.

7.2. C.3 Students will participate in activities related to special events celebrated in the Hispanic culture.

HEALTH AND PHYSICAL EDUCATION CURRICULUM INTRODUCTION

Health literacy is an integral component of 21st century education. Healthy students are learners who are “knowledgeable and productive, [and] also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a *lifelong* commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

-New Jersey Core Curriculum Content Standards

The goal of the Community Charter School of Paterson is to provide each student with the knowledge and will to pursue and maintain a lifestyle of physical, social and emotional health. Through Health and Physical Education, students will:

1. Engage in a healthy lifestyle.
2. Practice healthy behaviors and goal setting.
3. Recognize the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
4. Be an advocate for personal, family, community and global wellness.
5. Practice effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.

PHYSICAL EDUCATION & HEALTH: KINDERGARTEN

Wellness:

- Personal health and hygiene
- Nutrition
- Safe practices indoors and outdoors.
- Identify community helpers who assist in maintaining a self environment.
- Preventing and resolving conflict.

Integrated Skills:

- Express needs, wants, and feelings in health.
- Decision making skills
- Character development

Drugs and Medicines:

- Safe use of medicine
- Why people use drugs
- Saying NO to drugs

Human Relationships and Sexuality

- Compare and contrast different kinds of families
- Distinguish roles and responsibilities of different family members

Motor Skill Development

- Develop and refine gross and fine motor skills
- Develop spatial and coordination skills
- Determine how attitude impacts physical performance.
- Demonstrate good sportsmanship

Fitness

- Understand the role of regular physical activity in relation to personal health.
- Engage in moderate to vigorous activities that promote fitness.

PHYSICAL EDUCATION & HEALTH: GRADE ONE

Wellness:

- Personal health and hygiene.
- Nutrition.
- Safe practices indoors and outdoors.
- Identify community helpers who assist in maintaining a self environment.
- Preventing and resolving conflict.
- Explain how body parts work together to support wellness.
- Strategies to prevent spread of common diseases and health conditions.

Integrated Skills:

- Express needs, wants, and feelings in health.
- Decision making skills.
- Character development.
- Select a personal health goal.

Drugs and Medicines:

- Safe use of medicine.
- Why people use drugs.
- Saying NO to drugs.
- Identify products that contain alcohol.
- Explain why tobacco smoke is harmful to nonsmokers.

Human Relationships and Sexuality:

- Compare and contrast different kinds of families.
- Distinguish roles and responsibilities of different family members.
- Physical similarities and differences between genders.

Motor Skill Development:

- Develop and refine gross and fine motor skills.
- Develop spatial and coordination skills.
- Determine how attitude impacts physical performance.

-Demonstrate good sportsmanship.

-Perform movement skills with control in isolated and applied settings.

Fitness:

- Understand the role of regular physical activity in relation to personal health.

-Engage in moderate to vigorous activities that promote fitness.

PHYSICAL EDUCATION & HEALTH: GRADE TWO

Wellness:

- Develop self-help skills.
- Personal health and hygiene.
- Choose a balanced variety of nutritious foods that contribute to wellness.
- Using safe practices indoors and outdoors to prevent injuries.
- Identify community helpers who assist in maintaining a self environment.
- Preventing and resolving conflict.
- Explain how body parts work together to support wellness.
- Strategies to prevent spread of common diseases and health conditions.
- Explain healthy ways to cope with stress.

Integrated Skills:

- Express needs, wants, and feelings in health.
- Decision making skills.
- Character development.
- Select a personal health goal.

Drugs and Medicines:

- Safe use of medicine.
- Why people use drugs.
- Identify and explain effects of alcohol, tobacco and other drugs.
- Recognize that some people may abuse alcohol, tobacco and other drugs.

Human Relationships and Sexuality:

- Compare and contrast different kinds of families.
- Distinguish roles and responsibilities of different family members
- Physical similarities and differences between genders.

Motor Skill Development:

- Develop and refine gross and fine motor skills.
- Develop spatial and coordination skills.
- Determine how attitude impacts physical performance.

- Demonstrate good sportsmanship.
- Perform movement skills with control in isolated and applied settings.
- Correct movement errors in response to feedback.
- Demonstrate strategies that enable team members to achieve goals.
- Demonstrate safety rules during activity.

Fitness:

- Understand the role of regular physical activity in relation to personal health.
- Engage in moderate to vigorous activities that promote fitness.
- Develop a fitness goal.

PHYSICAL EDUCATION & HEALTH: GRADE THREE

Wellness:

- The relationship of personal health practices and behaviors on an individual's body systems.
- A balanced variety of nutritious foods that contribute to wellness.
- Using safe practices indoors and outdoors to prevent injuries.
- Preventing and resolving conflict.
- Strategies to prevent spread of common diseases and health conditions.
- Explain healthy ways to cope with stress.
- The physical, social, emotional, and mental dimensions of personal wellness and how they interact.

Integrated Skills:

- Express needs, wants, and feelings in health.
- Decision making skills.
- Character development.
- Core ethical values.
- Select a personal health goal.

Drugs and Medicines:

- Safe use of medicine.
- Why people use drugs.
- Identify and explain effects of alcohol, tobacco and other drugs.
- Recognize that some people may abuse alcohol, tobacco and other drugs.
- Differentiate between drug use, abuse, and misuse.

Human Relationships and Sexuality:

- Compare and contrast different kinds of families
- Distinguish roles and responsibilities of different family members.
- Physical similarities and differences between genders.
- Differentiate the physical, social, and emotional changes occurring at puberty.

Motor Skill Development:

- Develop spatial and coordination skills.

- Determine how attitude impacts physical performance.
- Demonstrate good sportsmanship.
- Perform movement skills with control in isolated and applied settings.
- Correct movement errors in response to feedback.
- Demonstrate strategies that enable team members to achieve goals.
- Offensive and Defensive strategies.
- Acknowledge contributions of team members to celebrate accomplishments.
- Demonstrate safety rules during activity.

Fitness:

- Determine the physical, social, emotional and intellectual benefits of regular physical activity.
- Participate in activities that address health-related and skill-related fitness.
- Develop a health-related fitness goal and track progress.

PHYSICAL EDUCATION & HEALTH: GRADE FOUR

Wellness:

- The relationship of personal health practices and behaviors on an individual's body systems.
- Differentiate between healthy and unhealthy eating practices.
- Prevention and treatment of diseases and health conditions.
- Preventing and resolving conflict.
- Explain healthy ways to cope with stress.
- The physical, social, emotional, and mental dimensions of personal wellness and how they interact.
- Develop strategies to reduce risk injuries in a variety of environments.
- Basic First-aid procedures.
- Strategies to prevent and resolve violence, harassment, gang violence, discrimination, and bullying.

Integrated Skills:

- Express needs, wants, and feelings in health.
- Decision making skills.
- Character development.
- Core ethical values.
- Select a personal health goal.
- Demonstrate effective interpersonal communication during conflicts.

Drugs and Medicines:

- Understanding and proper usage of medicines.
- Identify and explain both short-term and long-term effects of alcohol, tobacco and other drugs.
- Differentiate between drug use, abuse, and misuse.
- How peer pressure, advertising, and home environment can influence experimentation of alcohol, tobacco, and other drugs.

Human Relationships and Sexuality:

- Families typically share common values, provide love and support, and set boundaries and limits.

- Physical similarities and differences between genders.
- Differentiate the physical, social, and emotional changes occurring at puberty.
- Relate the health of a mother to the development of a healthy fetus during pregnancy.

Motor Skill Development:

- Develop spatial and coordination skills.
- Determine how attitude impacts physical performance.
- Perform movement skills with control in isolated and applied settings.
- Correct movement errors in response to feedback.
- Demonstrate good sportsmanship.
- Demonstrate strategies that enable team members to achieve goals.
- Acknowledge contributions of team members to celebrate accomplishments.
- Offensive and Defensive strategies.
- Demonstrate safety rules during activity.

Fitness:

- Determine the physical, social, emotional and intellectual benefits of regular physical activity.
- Participate in activities that address health-related and skill-related fitness.
- Develop a health-related fitness goal and track progress.
- Factors such as heredity, training, diet and technology influence personal fitness.