NEW PROVIDENCE SCHOOL DISTRICT
PROGRAM OF STUDIES ~ FIRST-GRADE

LANGUAGE ARTS LITERACY

The first-grade language arts program follows a literacy framework that aligns with the New Jersey Student Learning Standards (NJSLS). It contains all of the components necessary to develop lifelong literacy. These components include word study, Reader's Workshop, and Writer's Workshop.

Word study is an essential component of the first-grade program, providing explicit, systematic instruction in phonemic awareness and phonics. Through a combination of instruction and multi-sensory activities, students learn about sounds, letters, and words.

Reader's Workshop is based on reading research and develops essential reading skills while fostering a love of reading. At the primary level, Big Books, decodable texts, leveled texts, and authentic literature are used to build an essential foundation of reading skills. Students learn and grow through various instructional contexts including teacher modeling, mini-lessons, small group guided reading, partnerships, and independent reading. Attention is given to each student's level of reading development while guiding him/her along the pathway to further growth as a reader.

Writer's Workshop is similar to Reader's Workshop in many ways. This instructional model includes the following:

- Teacher modeling of his/her thought process to demonstrate the writing process
- Use of mentor text to illustrate particular elements of writing
- Regular and sustained periods of time for writing
- Student choice and responsibility in using strategies needed to become independent, lifelong writers
- Student opportunity to reflect upon writing and to discuss their growth with others

The primary handwriting program provides a multi-sensory approach. Instruction includes the correct method of forming numbers and letters, both upper and lowercase. Attention is also given to proper spacing.

MATHEMATICS

The mathematics program in first grade is designed to actively engage students in a variety of activities and explorations that foster an understanding of addition and subtraction, place value, and measurement of geometric shapes. Mathematics becomes a part of the ongoing daily routines of the classroom, outdoor play, and those transitional moments that occur every school day. In first-grade, instructional time focuses on the following areas:

Develop strategies for adding and subtracting whole numbers by using models to join, take away, and compare situations.

✓ Students investigate properties of addition in order to create more sophisticated strategies to solve addition and subtraction problems within 20. "Making a ten" helps students develop fluency.

Develop efficient and accurate methods to add within 100 and subtract multiples of 10.

✓ Through number sense activities, students compare whole numbers to get an intuitive sense of magnitude. They think of numbers between 10 and 100 in terms of tens and ones.

Develop an understanding of the process of measurement and interpreting data.

✓ Students measure lengths indirectly by mentally building up the length of an object with equal-sized units. Further, they tell and write time in hours and half-hours using analog and digital clocks. Students also represent and interpret data with up to three categories.

Compose geometric shapes.

- ✓ Students put two shapes together to create another shape (joining two triangles to create a quadrilateral) and decompose plane or solid figures. In this way, they build an understanding of part-whole relationships as well as the properties of the original and composite shapes. This begins to build an understanding of congruence and symmetry.

The curriculum for this course includes 21st Century Skills that promote the use of innovative learning strategies by integrating supportive technologies, performance tasks, and higher order thinking skills as well as the integration of global perspectives and financial literacy.

The Mathematics curriculum is aligned with the New Jersey Student Learning Standards for Mathematics.

SCIENCE

The first-grade science program uses the Full Option Science System (FOSS) Next Generation. Students explore standards-based, inquiry-centered units in life, physical, and earth science. FOSS Next Generation puts the Next Generation Science Standards into practice by integrating all three dimensions, including the disciplinary core ideas, the science and engineering practices, and the crosscutting concepts into the science classroom in order to engage students in experiences that lead to a deeper understanding of the natural and designed world.

Students in first grade 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 develop an understanding of the relationship between sound and vibrating materials as well as between the availability of light and the ability to see objects. The idea that light travels from place to place can be understood by students at this level by determining the effect of placing objects made with different materials in the path of a beam of light. Students also develop understandings of how plants and animals use their external parts to help them survive, grow, and meet their needs as well as how behaviors of parents and offspring help the offspring survive. The understanding is developed that young plants and animals are like but not exactly the same as their parents. Students also observe, describe, and predict some patterns of the movement of objects in the sky.

The crosscutting concepts of patterns; cause and effect; structure and function; and the influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. First-grade 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. Students are expected to use these practices to demonstrate their understanding. The first-grade Science curriculum is aligned with the New Jersey Student Learning Standards for Science (NJSLS-S).

STEM

First-grade students will engage in a number of authentic engineering, coding, and design challenges that emphasize innovation, critical thinking, problem-solving, and teamwork. Students will understand and apply the steps of the engineering design process, define a simple problem by asking questions, make observations, gather information, and then solve the problem through the development of a new or improved object or tool. They will also be asked to develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it solve a given problem. Students will also analyze data to compare the strengths and weaknesses of two objects designed to solve the same problem. *(2020 NJSLS – Computer Science and Design Thinking)*

LIFE LITERACIES AND KEY SKILLS

The K-6 instructional program provides an important foundation for elementary students in life literacies and key skills, including Creativity and Innovation, Critical Thinking and Problem Solving, Digital Citizenship, Global and

Cultural Awareness, Information and Media Literacy, and Technology Literacy.

The program is comprehensive and interdisciplinary, addressing major themes within the curriculum. Each elementary school has a full-time technology coordinator. The role of the technology coordinator is to provide curriculum development, instruction, professional development, and technical support in their respective schools.

Elementary students at each grade level engage in curriculum-related activities designed by their classroom teacher, technology coordinator, and/or library media specialist that are enhanced through the use of technology. Students are encouraged to use technology for personalized learning, problem-solving activities, transfer of knowledge, collaboration and to communicate their understandings effectively. As students move through the elementary grade levels, they are also encouraged to use the Internet responsibly as a tool for basic research.

The New Jersey Student Learning Standard 9.4 Life Literacies and Key Skills, includes instruction focused on the following core ideas:

- Creativity and Innovation
    - Brainstorming can create new, innovative ideas
- Critical Thinking and Problem-solving
    - Critical thinkers must first identify a problem and then develop a plan to address it to effectively solve the problem
- Digital Citizenship
    - Digital artifacts can be owned by individuals or organizations
    - Individuals should practice safe behaviors when using the Internet.
    - An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.
    - Digital communities allow for social interactions that can result in positive or negative outcomes.
    - Young people can have a positive impact on the natural world in the fight against climate change.
- Global and Cultural Awareness
    - Individuals from different cultures may have different points of view and experiences.
- Information and Media Literacy
    - Digital tools and media resources provide access to vast stores of information that can be searched.
    - Digital tools can be used to display data in various ways.
    - A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.
    - Information is shared or conveyed in a variety of formats and sources.
- Technology Literacy
    - Digital tools have a purpose.
    - Collaboration can simplify the work an individual has to do and sometimes produce a better product.

SOCIAL STUDIES

The first-grade curriculum explores the broad concepts of geographic awareness, connections to the community, work, America's past, and active citizenship. These themes will be supported through the use of textbooks, fiction and nonfiction literacy sources, and a multitude of hands-on activities. Skills emphasized while studying these social studies themes will frequently parallel those being addressed in the first grade language arts instruction, providing additional support for young readers and writers. The Social Studies curriculum is aligned with the New Jersey Student Learning Standards for Social Studies.

FLES -

Foreign Language in the Elementary Schools (FLES) is a Spanish language and culture instructional program in grades K-6. Students are given one session per week of instruction in the basics of the Spanish language and cultural traditions of the world. The students engage in speaking and listening activities on topics such as new friends, weather and the calendar, clothing, and parts of the body.

ART

In Kindergarten through sixth grade, students experience an ongoing and systematic art program. Using the elements of art and principles of design as a guide, students explore a wide range of materials and artistic processes. Performance tasks allow students to produce visual expressions with which to communicate their ideas, their culture, and their environment, both real and imagined. Through creation, reflection and analysis, children learn to value art as a cultural institution and as a means of personal expression.

The art curriculum is aligned with the New Jersey Student Learning Standards for Visual and Performing Arts. Engaging in the four artistic processes (creating, presenting, responding and connecting,) as indicated in the National Core Art Standards, encourages all students to develop personal artistic capabilities to their greatest potential.

In first grade, students meet with an art specialist once a week**.** The first-grade Art Class provides a variety of artistic activities in various media designed to help students master concepts and skills while creating age-appropriate artwork.

MUSIC

The K-6 music curriculum is aligned with the New Jersey Student Learning Standards for Visual and Performing Arts. Engaging in the four artistic processes (creating, performing, responding and connecting,) encourages all students to develop personal musical capabilities to their greatest potential.

In first grade, children work to develop a light head voice quality, proper singing posture and breathing, clear diction, and accurate intonation. Children meet for a weekly *Group Singing* experience, during which they sing vocal warm-ups, songs about daily life, and songs from the United States and other cultures. They develop teamwork skills through communal singing.

The Music Class provides a variety of musical activities designed to help students master concepts and skills. Children gain a greater sense of steady pulse and rhythm by moving to music and by playing classroom percussion instruments. They describe music through words, movement, and basic music terminology. They recognize form, tone color, and dynamics through listening to many styles of music. A firm understanding of musical concepts will allow each child to fully enjoy this highly expressive art form. In May, all first-graders demonstrate their musical growth, stage presence, and audience etiquette during the evening Vocal Concert for grades 1 through 3.

District Philosophy - Repertoire Selection for Concerts

Each teacher enters into the selection process of ensemble literature with the mindset of selecting repertoire based on the quality of composition, aesthetic and educational value, and overall effectiveness with regard to the music education of the students in the ensemble. If the selection is deemed “good music,” it inherently has validity and educational merit. In selecting literature, teachers endeavor to find music that expands each student’s musical experiences.

In addition to being a catalyst for the development of musical skills and concepts, repertoire should expand each student’s cultural awareness. This repertoire, and accompanying texts (in the case of vocal music), may or may not be associated with holidays - religious or otherwise. Because tradition and culture are rooted deeply within the composition, performance, and enjoyment of music, the study of these traditions and cultures is essential for an optimal musical experience.

Throughout the K-12 experience in the New Providence Schools, students study the historical and cultural aspects of music representative of various holidays and traditions, not only in order to perform the music with greater skill, but also to better understand the world around them. The selections in a single concert comprise a mere snapshot of a student's complete educational journey.

LIBRARY AND INFORMATION SKILLS

First-grade includes formal visits to the library media center. Each week the children have the opportunity to borrow books and have story time with the library media specialist. Students are introduced to the arrangement of the library media center and learn that materials are organized in a certain order to make them easier to locate. Literature-based discussions reinforce many of the language arts skills taught in the regular class: the basic elements of a story, listening and comprehension, different types of literature, such as poetry and tall tales, and the difference between fiction and nonfiction. Students begin to develop an understanding of opinion vs. fact.

A weekly class in the library media center helps students recognize that reading is fundamental to the process of obtaining information as well as being an important form of recreation.

PHYSICAL EDUCATION

Physical Education is that part of the educational process which contributes to the mental, physical, social, and emotional growth of each child through the medium of physical activity. A regular program of physical education is provided in all grades. It is the intent of the physical education program to plan movement experiences that will strive to:

1. Develop motor skills necessary to successfully perform a variety of physical activities.
2. Develop a level of physical fitness that will enable active physical participation and enhance the learning of motor skills.
3. Develop knowledge, understanding, and the benefits from involvement in physical activity and its contributions to a healthful lifestyle.
4. Develop an awareness of social skills and socially acceptable behavior.
5. Motivate students to achieve their physical potential through a comprehensive physical education program.
6. Promote interest and proficiency in activities that will enable students to participate successfully, now, as well as in the future.

*All students must wear sneakers.

HEALTH

Health education provides knowledge, promotes positive attitudes, and teaches skills to enable students to live healthy lives. This instruction takes place in a planned, sequential, age-appropriate manner and is designed around the three 2020 New Jersey Learning Standards for Comprehensive Health and Physical Education standards shown below

A. Standard 2.1 Personal and Mental Health
    a. Personal Growth and Development
    b. Pregnancy and Parenting
    c. Emotional Health
    d. Social and Sexual Health
    e. Community Health Services and Support
B. Standard 2.2 Physical Wellness
    a. Movement Skills and Concepts
    b. Physical Fitness

c. Lifelong Fitness
d. Nutrition

C. Standard 2.3 Safety
   a. Personal Safety
   b. Health Conditions, Diseases, and Medicines
   c. Alcohol, Tobacco, and Other Drugs
   d. Dependency, Substance Disorder, and Treatment

GIFTED/TALENTED ENRICHMENT

Enrichment education is an integral part of the New Providence School District's curricular program, including services for students identified as "gifted and talented" and for all students as an extension of the New Jersey Student Learning Standards, grades K-6. Enrichment education is an opportunity for students to expand their intellectual and creative capacities at an appropriate level commensurate with students' educational and social development and their specific abilities, talents, and interests. The New Providence School District's K-6 Gifted and Talented Program is committed to identifying students who exhibit characteristics of general intellectual ability and to meet their special learning needs. Our responsibility to provide an excellent education for these children requires developing their special abilities and talents as well as addressing their social and emotional needs. In addition, the program is committed to stimulating educational opportunities which encourage each child to strive for excellence and fulfill her/his potential. The New Providence School District Gifted and Talented Services are centered on a three-tiered approach to afford flexibility to meet the varying needs, abilities, and interests of students. Further information can be found on the New Providence School District website.

ELEMENTARY SCHOOLS ~ K-6

ALLEN W. ROBERTS SCHOOL	
80 Jones Drive	**(908) 464-4707**
Jay Richter	Principal
Lyndsay Wittenberg	Assistant Principal

SALT BROOK SCHOOL	
40 Maple Street	**(908) 464-7100**
Natasha Feliciano-Allen	Principal
Stephanie Kwiatkowski	Assistant Principal

ADMINISTRATIVE OFFICES	
356 Elkwood Avenue	**(908) 464-9050**
Lauren Zirpoli, Ed.d	Superintendent
Joseph G. Uglialoro	Assistant Superintendent
James E. Testa	Business Administrator/Board Secretary
Jonathan E. Keaney	Director of Curriculum, Instruction, and Supervision