The Jersey City Public Schools “Parent Connection Booklet” for Kindergarten Grade Students 2016-2017
SUPERINTENDENT’S CABINET

Dr. Marcia V. Lyles, Superintendent of Schools

Mr. Jason Bing, Chief Academic Officer/ Superintendent’s Office

Mr. Luiggi C. Campana, School Business Administrator

Dr. Maryann Dickar, Chief of Staff/Superintendent’s Office

Ms. Celeste Williams, Chief of Talent/Superintendent’s Office

Mr. Franklin Walker, Associate Superintendent/Student Life & Services

Ms. Hope Blackburn, Esq., General Counsel/Legal Dept.

SUPERINTENDENT’S SENIOR LEADERSHIP TEAM

Mr. Aldo Sanchez-Abreu, Associate Superintendent/Curriculum and Instruction

Ms. Ellen Ruane, Associate Superintendent/Secondary Division

Dr. Michael Winds, Director/Elementary Division A

Dr. Norma Fernandez, Director/Elementary Division B

Dr. Magda Savino, Director/Enterprise Division

Dr. Gerard Crisonino, Director/Special Education

Ms. Paula Christen, Director/Student Life & Services

Ms. Heather Martindale, Director/Family & Community Engagement

Dr. Rosetta Wilson, Executive Director/Leadership Institute

BOARD MEMBERS

Ms. Vidya Gangadin, President

Mr. John Reichart, Vice President

Ms. Micheline Amy

Ms. Jessica Daye

Mr. Gerald Lyons

Mr. Lorenzo Richardson

Ms. Marilyn Roman

Ms. Ellen Simon

Mr. Joel Torres

Revised: 9/7/16
Overview
enVision Math
Common Core was written to specifically address the Common Core State Standards (CCSS). The program is based on critical foundational research and proven classroom results. enVision Math Common Core helps students develop a conceptual understanding of important math concepts through Problem-Based Interactive Learning, Visual Learning Bridges, and Visual Learning Animations. It also provides ongoing assessment, diagnosis, and intervention. Formative assessments are located throughout the program at the lesson and topic level. To allow teachers to respond to students’ individual needs and provide them with the opportunity to succeed, each lesson includes daily, data-driven differentiated instruction.

Program Description
The enVision Math program provides students with hands-on discovery based activities that help build a conceptual understanding of mathematics through the use of manipulatives. The goal of the enVision program is to help students become critical thinkers and problem solvers.

Program Components
- Problem Based Interactive Learning, developing readiness through hands-on activities
- Establishing links through past experiences and explorations of new concepts using the Visual Learning Bridge
- A four-page daily lesson work mat that includes instruction and several practice problems with ample space for students to write
- On-going review throughout the year through the use of the Daily Common Core Review
- Online Digital Resources

Student Assessments
Formal assessment such as ADAM (Adaptive Diagnostic Assessment of Mathematics) and Benchmark assessments are given throughout the year. Less formal, ongoing assessment includes quick check quizzes and topic tests.

Marking Period Grade:
In Grades K—2 report cards are standards based. Performance Tasks, given at the end of each topic, assess the student’s level of mastery of a given topic through a performance based task and are graded using a rubric scale of 1—3, 3 indicating complete mastery of the tested standard. Students must score a 3 on a minimum of 12 of the 16 standards in order to pass math for the year.

Instructional Supports for Students
www.pearsonsuccessnet.com
Username: studentjc1
Password: jerseycity1
www.khanacademy.org
www.parcconline.org
www.corestandards.org/Math/
www.coolmath.com

For more information:
Dana Di Sanzo, ddisanzo1@jeboe.org or 201-547-2003

Recommended Instructional Time:
225 minutes per week
Overview
Mission: Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

Vision: A quality comprehensive health and physical education program fosters a population that:
- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem-solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

Program Description
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.

Program Components
- Provide students with an understanding of healthy food choices.
- Understand the importance of following the food pyramid and plate.
- Understand the importance of having good character, positive feelings, and the importance of a support system.
- Discuss and recognize the different family units and an individual’s responsibility to family.
- Understand characteristics are needed to be a friend.
- Importance of personal hygiene.

Core Instructional Materials
- Integrated Curriculum

Student Assessments
- Rubrics
- Quizzes & Tests
- Individual and group performance

Instructional Supports for Students
- Traffic Safety Program: Students grades K-5 learn and practice traffic safety procedures to keep them safe.
- SNAP-ED: Students grades K-5 learn how to make healthy food choices.

Recommended Daily Instructional Time: 105 minutes weekly

For More Information Contact: Frank Dominianni, District Health/Physical Education Supervisor at fdominianni@jcboe.org or 201-915-6135
Program Description
Reading Street for Kindergarten has been implemented. There are six units of instruction with Unit 6 being a review of all the skills and strategies taught during the school year.

During a week of instruction in Kindergarten, the reading selections are presented as Read Aloud or Big Books. One phonemic awareness skill and one phonics skill is introduced each week.

Opportunities for small group instruction include use of My Skills Buddy, phonics stories, decodable readers, emergent readers, on-level readers, and independent readers.

Interactive Science for Kindergarten utilizes a standard based, next generation that allows students to read, write, draw, graph and self-assess all in one place through writing “textbook(s)”. It also incorporates hands-on activities to build a deeper understanding of science concepts.

The Social Studies portion of Reading Street utilizes storytelling to bring content to life. It provides a digital solution that makes Social Studies personal to every student and easier to retain the information. The students are able to continually practice and apply comprehension skills and activities with content specific vocabulary. Extensive use of graphic organizers help students recognize text structure. Hands-on activities provide students with a variety of options to demonstrate and transfer their understanding of the content.

Core Instructional Materials
Language Arts: Reading Street
Science: Interactive Science
Social Studies: MyWorld Social Studies

Student Assessments
- Benchmark/DORA
- Quarterlies

Instructional Support
Pearson Education—www.pearsonsuccessnet.com

For More Information Contact:
Chantel Snow, Language Arts Supervisor, csnow@jcboe.org or 201-915-6020
Dr. Darrel S. Carson, Science Supervisor dcarson@jcboe.org or 201-369-3767
Elizabeth Iannitelli, Supervisor of Social Studies K-8, eiannitelli@jcboe.org or 201-369-3720
Program Description
General Music Kindergarten is designed to introduce the student to the basic elements of music. Skills are developed by degrees through constant and on-going practice. Each new experience fortifies the previous one and allows for growth in appreciation, discrimination, ability and dexterity. Unit headings are consistent K-8, but skills and concepts increase and expand appropriate to grade level expectations.

Program Components
The major components of music education are addressed: performance, aesthetics, critique and historical/cultural/social influences and implications. Rhythm, melody, harmony, timbre, and form are reinforced through practice. Students begin to discern tone color and assess aesthetically if the music is harsh or smooth. Students fluidly vocalize familiar or learned melodies and recognize notation.

Core Instructional Materials
- rhythm instruments
- keyboard
- **Making Music Kindergarten**: Pearson Pub.
- CD’s and CD player
  - diversified repertoire
  - technology as appropriate

Student Assessments
- rubrics
- critique
- journal writing
- Individual and group performance

Instructional Supports for Students
Rhythm patterns correlate to mathematical sequencing and logic and assist in the mastery of complex thinking skills. Students develop literacy and writing skills through the application of transferable skills acquired through lyric writing and notation.

“Musicians want to be the loud voice for so many quiet hearts.” - Billy Joel

For More Information: Ann Marley, Supervisor-Visual Arts, amarley@jcboe.org or (201) 915-6038; David Radulich, Supervisor-Performing Arts, dradulich@jcboe.org (201) 309-1635
Overview

Physical Education should be a part of the daily school program because of its unique contribution to the growth and development of children. Physical Education is that part of the educational process which through purposeful physical activity tends to develop in the individual, abilities to meet present, as well as future needs in physical, mental, moral and social life. It has become vital to make our students aware of the necessity of becoming physically and medically healthy within our society. Therefore, the Physical Education programs are designed to make our students want to become life-time participants. Physical health is becoming a vital part of everyone’s life as the life expectancy increases. Adults are becoming more active therefore, our children will need to become more active.

Program Description
Physical Education is a state mandated course which focuses on basic physical education activities. It also concentrates on organized, supervision and social interaction in groups and individual activities. Physical Education fosters a love for movement, fitness, play and physical activity.

Program Components
Demonstrate large movements (e.g., hopping, galloping, jumping, running, and marching). Start and stop on signal (e.g., freezing in a position when the music stops).
Demonstrate safe behaviors while using playground equipment and participating in activities.

Core Instructional Materials
Physical Best Fitness
Gram President’s
Challenge

Student Assessments
Grading will include:
(a) preparedness/participation
(b) psycho-motor development
(c) tests (skills, oral and written)
(d) conduct, cooperation and compliance with rules and regulations.

Instructional Supports for Students
Extended Day, intramural activities, clubs

Recommended Instructional Time: 45 minutes per week

For More Information Contact:
Frank Dominianii, Health/Physical Education Supervisor
fdominianii@jcboe.org or 201-915-6135
**Overview**

Visual Arts education is an essential part of the academic curriculum for the achievement of human, social and economic growth. Visual Arts enables students to develop personal, intellectual and social skills. Visual Arts is inclusive of a vibrant history, the development of a body of work, and compelling cultural traditions. The Visual Arts curriculum is aligned with the New Jersey Core Curriculum Content Standards in the Arts and reflects the high standards of the Visual and Performing Arts Department.

---

**Program Description**

The Kindergarten Fine Arts Course is designed to provide the student with many of their first experiences in the production of art works. The curriculum incorporates a basic introduction to the four major components of art education: art history, aesthetics, criticism, and production.

**Program Components**

Explore and develop an understanding of the elements of art: line, color, value, shape, form, texture and space. The essential rudimentary knowledge gained at this developmental kindergarten stage assists in building literacy through visual recognition, verbal association, and processing skills through critique. Exposure to spatial relationships through form, space and shape enhances mathematical logic.

**Core Instructional Materials**

- consumable supplies: paper, paint, crayons, pastels, clay, glue, tape...
  - art prints: historical and multicultural
  - technology as appropriate

**Student Assessments**

- rubrics
- critique: observation, interpretation, analysis, evaluation
- self-assessment—informal & formal
- group assessment—teacher directed

---

"Fine Art is that in which the hand, the head, and the heart of man go together."

*—John Ruskin*

---

**Instructional Support**

Tactile experiences are important to the development of fine motor skills. Development of self awareness through exploration of aesthetics enhances perceptual skills.

---

**Recommended Instructional Time:**

45 minutes weekly

---

For More Information Contact: Ann Marley, Supervisor- Visual Arts, amarley@jcboe.org or (201) 915-6038; David Radulich, Supervisor, Performing Arts, dradulich@jcboe.org (201) 309-1635
Helpful Links

- COMMON CORE STATE STANDARDS:
  
  http://www.corestandards.org/what-parents-should-know/

  https://www.engageny.org/parent-guides-to-the-common-core-standards

  http://achievethecore.org/common-core-intro-for-parents

- NEW JERSEY CORE CURRICULUM CONTENT STANDARDS:

  http://www.state.nj.us/education/ccc/

- PARCC ASSESSMENT:

  http://www.parcconline.org/for-parents

- NJASK ASSESSMENT:


- CURRICULUM & INSTRUCTION LINKS:

  Grades K-5 Integrated Curriculum—https://www.pearsonsuccessnet.com

  Grades 6-8—ELA & Math—http://my.hrw.com/

- ADDITIONAL INFORMATION:

  http://www.nj.gov/njparentlink/development/professional.html


  http://www.state.nj.us/education/bilingual/resources/ParentHandbook.pdf

For More Information Contact: The Curriculum and Instruction Department at 201-915-6020
The Jersey City Public Schools “Parent Connection Booklet” for Grade One Students 2016-2017
SUPERINTENDENT’S CABINET

Dr. Marcia V. Lyles, Superintendent of Schools
Mr. Jason Bing, Chief Academic Officer/ Superintendent’s Office
Mr. Luiggi C. Campana, School Business Administrator
Dr. Maryann Dickar, Chief of Staff/Superintendent’s Office
Ms. Celeste Williams, Chief of Talent/Superintendent’s Office
Mr. Franklin Walker, Associate Superintendent /Student Life & Services
Ms. Hope Blackburn, Esq., General Counsel/Legal Dept.

SUPERINTENDENT’S SENIOR LEADERSHIP TEAM

Mr. Aldo Sanchez-Abreu, Associate Superintendent/Curriculum and Instruction
Ms. Ellen Ruane, Associate Superintendent/Secondary Division
  Dr. Michael Winds, Director/Elementary Division A
  Dr. Norma Fernandez, Director/Elementary Division B
  Dr. Magda Savino, Director/Enterprise Division
  Dr. Gerard Crisonino, Director/Special Education
Ms. Paula Christen, Director/Student Life & Services
Ms. Heather Martindale, Director/Family & Community Engagement
Dr. Rosetta Wilson, Executive Director/Leadership Institute

BOARD MEMBERS

Ms. Vidya Gangadin, President
Mr. John Reichart, Vice President

Ms. Micheline Amy
Ms. Jessica Daye
Mr. Gerald Lyons
Mr. Lorenzo Richardson
Ms. Marilyn Roman
Ms. Ellen Simon
Mr. Joel Torres

Revised: 9/7/16
Overview

Mission: Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

Vision: A quality comprehensive health and physical education program fosters a population that:
- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem-solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

Program Description

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.

Program Components

- Provide students with an understanding of healthy food choices.
- Understand the importance of following the food pyramid and plate.
- Understand the importance of having good character, positive feelings, and the importance of a support system.
- Discuss and recognize the different family units and an individual’s responsibility to family.
- Understand characteristics are needed to be a friend.
- Importance of personal hygiene.

Core Instructional Materials

- Integrated Curriculum

Student Assessments

- Rubrics
- Quizzes & Tests
- Individual and group performance

Instructional Supports for Students

- Traffic Safety Program: Students grades K-5 learn and practice traffic safety procedures to keep them safe.
- SNAP-ED: Students grades K-5 learn how to make healthy food choices.

Recommended Daily Instructional Time:
105 minutes weekly

For More Information Contact: Frank Dominianni, District Health/Physical Education Supervisor at fdomianni@jeboe.org or 201-915-6135
Program Description
Reading Street for Grade 1 has been implemented. There are six total units of instruction throughout the school year in Grade 1. The first unit is Unit R, which stands for readiness. This unit reviews all of the letter sounds and names taught in Kindergarten (consonants and short vowels). The subsequent units are Unit 1, 2, 3, 4 and 5. There are six weeks of instruction in each unit for a total of 36 weeks.

Each week begins with shared literature using the Sing with Me Big Book to build oral vocabulary and a decodable reader to introduce the phonics skill of the week. Two phonics skills are introduced a week in addition to continued development of phonemic awareness skills with Let’s Listen for lesson. The decodable reader is followed by a main selection where the phonics skill is practiced. Level readers are used for small group instruction.

Interactive Science for Grade One utilizes a standard based, next generation that allows students to read, write, draw, graph and self-assess all in one place through writing “textbook(s)”. It also incorporates hands-on activities to build a deeper understanding of science concepts.

The Social Studies portion of Reading Street utilizes storytelling to bring content to life. It provides a digital solution that makes Social Studies personal to every student and easier to retain the information. The students are able to continually practice and apply comprehension skills and activities with content specific vocabulary. Extensive use of graphic organizers help students recognize text structure. Hands-on activities provide students with a variety of options to demonstrate and transfer their understanding of the content.

Core Instructional Materials
Language Arts: Reading Street
Science: Interactive Science : The Nature of Science, Living Things and Their Environment, Earth and Sky, Movement
Social Studies: MyWorld Social Studies

Student Assessments
• Benchmark/DORA
• Quarterlies

Instructional Support
Pearson Education—www.pearsonsuccessnet.com

For More Information Contact:
Chantel Snow, Language Arts Supervisor, csnow@jcboe.org or 201-915-6020
Dr. Darrel S. Carson, Science Supervisor K-5, dcarson@jcboe.org or 201-369-3767
Elizabeth Iannitelli, Supervisor of Social Studies K-8, eiannitelli@jcboe.org
201-369-3720
Overview enVision Math Common Core was written to specifically address the Common Core State Standards (CCSS). The program is based on critical foundational research and proven classroom results. enVision Math Common Core helps students develop a conceptual understanding of important math concepts through Problem-Based Interactive Learning, Visual Learning Bridges, and Visual Learning Animations. It also provides ongoing assessment, diagnosis, and intervention. Formative assessments are located throughout the program at the lesson and topic level. To allow teachers to respond to students’ individual needs and provide them with the opportunity to succeed, each lesson includes daily, data-driven differentiated instruction.

Program Description

The enVision Math program provides students with hands-on discovery based activities that help build a conceptual understanding of mathematics through the use of manipulatives. The goal of the enVision program is to help students become critical thinkers and problem solvers.

Program Components

- Problem Based Interactive Learning, developing readiness through hands-on activities
- Establishing links through past experiences and explorations of new concepts using the Visual Learning Bridge
- A four-page daily lesson work mat that includes instruction and several practice problems with ample space for students to write
- On-going review throughout the year through the use of the Daily Common Core Review
- Online Digital Resources

Student Assessments

Formal assessment such as ADAM (Adaptive Diagnostic Assessment of Mathematics) and Benchmark assessments are given throughout the year. Less formal, ongoing assessments include: quick check quizzes and topic tests.

Marking Period Grade:
In Grades K—2 report cards are standards based. Performance Tasks, given at the end of each topic, assess the student’s level of mastery of a given topic through a performance based task and are graded using a rubric scale of 1—3, 3 indicating complete mastery of the tested standard. Students must score a 3 on a minimum of 12 of the 16 standards in order to pass math for the year.

Instructional Supports for Students

www.pearsonsuccessnet.com
Username: studentjc1
Password: jerseycity1
www.khanacademy.org
www.parconline.org
www.corestandards.org/Math/

Recommended Instructional Time: 300 Minutes per week

For more information: Dana Di Sanzo, ddisanzol@jcboe.org or 201-547-2003
Overview
The elementary General Music Curricula is designed to address the New Jersey Core Curriculum Content Standards in the Arts. It focuses on four major components and the prerequisite knowledge and skills of each: performance; aesthetics; critique; historical, social, cultural influences and implications.

The curricula also reflects the belief of the Department that music education is an essential part of the academic curriculum necessary to the full development of the student’s human, social and economic potential. The curricula supports the research of the Arts Education Partnership*:
- music builds the skills needed for planning and producing writing (and) develops expressive and reflective skills that enhance writing proficiency
- music instruction helps develop the capacity for spatial temporal reasoning, which is integral to the acquisition of important mathematical skills
- music learning contributes to the development of thinking, social and motivational skills considered basic for success in school, work and life

*Adapted from: Critical Evidence: How the Arts Benefit Student Achievement

Program Description
General Music Grade 1 is designed to introduce the student to the basic elements of music. Skills are developed by degrees through constant and on-going practice. Each new experience fortifies the previous one and allows for growth in appreciation, discrimination, ability and dexterity. Unit headings are consistent K-8, with skill and concept acquisition increasing and expanding appropriate to grade level expectations.

Program Components
The major components of music education are addressed: performance, aesthetics, critique and historical/cultural/social influences and implications. Rhythm, melody, harmony, timbre, and form are reinforced through practice. Students begin to discern tone color and assess aesthetically if the music is harsh or smooth. Students fluidly vocalize familiar or learned melodies and recognize notation.

Core Instructional Materials
- rhythm instruments
- keyboard
- CD’s and CD player
- diversified repertoire
- technology as appropriate

Student Assessments
- rubrics
- critique
- journal writing
- Individual and group performance

Instructional Supports for Students
Rhythm patterns correlate to mathematical sequencing and logic and assist in the mastery of complex thinking skills. Students develop literacy and writing skills through the application of transferable skills acquired through lyric writing and notation.

“Music, the greatest good that mortals know...”
- Joseph Addison

Recommended Daily Instructional Time:
45 minutes weekly

For More Information: Ann Marley, Supervisor-Visual Arts, amarley@jcboe.org or (201) 915-6038; David Radulich, Supervisor-Performing Art, dradulich@jcboe.org or (201) 309-1635
Overview

Physical Education should be a part of the daily school program because of its unique contribution to the growth and development of children. Physical Education is that part of the educational process which through purposeful physical activity tends to develop in the individual, abilities to meet present, as well as future needs in physical, mental, moral and social life. It had become vital to make our students aware of the necessity of becoming physically and medically healthy within our society. Therefore, the Physical Education programs are designed to make our students want to become life-time participants. Physical health is becoming a vital part of everyone’s life as the life expectancy increases. Adults are becoming more active therefore, our children will need to become more active.

Program Description

Physical Education is a state mandated course which focuses on basic physical education activities. It also concentrates on organized, supervision and social interaction in groups and individual activities. Physical Education fosters a love for movement, fitness, play and physical activity.

Program Components

- Perform movement skills (locomotor, non-locomotor, and manipulative skills) with developmentally appropriate control in isolated (skill practice) and applied (game/sport/dance/ recreational) settings.
- Explain how changes in rhythm, tempo, beat, and musical style can alter movement.

Core Instructional Materials

Physical Best Fitness
Gram President’s Challenge

Student Assessments

Grading will include:
- preparedness/participation
- psycho-motor development
- tests (skills, oral and written)
- conduct, cooperation and compliance with rules and regulations.

Instructional Supports for Students

Extended Day, intramural activities, clubs

Recommended Instructional Time:
45 minutes per week

For More Information Contact:
Frank Dominianni, District Health/Physical Education Supervisor at fdomianni@jcboe.org or 201-915-6135
Overview
Visual Arts education is an essential part of the academic curriculum for the achievement of human, social and economic growth. Visual Arts enables students to develop personal, intellectual and social skills. Visual Arts is inclusive of a vibrant history, the development of a body of work, and compelling cultural traditions. The Visual Arts curriculum is aligned with the New Jersey Core Curriculum Content Standards in the Arts and reflects the high standards of the Visual and Performing Arts Department.

Program Description
Grade 1 Visual Arts continues study of the four major components of art education: studio production; aesthetics; criticism; and art history. The objectives are designed to introduce an element or principle of art through an art historical viewpoint. Tapping into the multiplicity of cultures and ethnicities, the teacher directs the students to transcend different perspective viewpoints as they produce art.

Program Components
Development of an understanding of the elements of art is the primary objective. An exploration of media allows students to discover their personal expression and imagination. Problem solving, critical thinking and cognitive growth are just a few of the positive outcomes associated with visual arts education. The continual observational and descriptive skills in art making positively impacts literacy comprehension.

Core Instructional Materials
- consumable supplies: paper, paint, crayons, pastels, clay, glue...
- art prints: historical and multicultural
- technology as appropriate

Student Assessments
- rubrics
- critique: observation, interpretation, analysis, evaluation
- self assessment— informal & formal
- group assessment-teacher directed

Instructional Support
Tactile experiences are important to the development of fine motor skills. Development of self awareness through exploration of aesthetics enhances perceptual skills.

For More Information Contact: Ann Marley, Supervisor- Visual Arts amarley@jcboe.org or (201) 915-6038; David Radulich, Supervisor-Performing Arts dradulich@jcboe.org or (201) 309-1635
Helpful Links

- COMMON CORE STATE STANDARDS:
  http://www.corestandards.org/what-parents-should-know/
  https://www.engageny.org/parent-guides-to-the-common-core-standards
  http://achievethecore.org/common-core-intro-for-parents

- NEW JERSEY CORE CURRICULUM CONTENT STANDARDS:
  http://www.state.nj.us/education/cccs/

- PARCC ASSESSMENT:
  http://www.parcconline.org/for-parents

- NJASK ASSESSMENT:

- CURRICULUM & INSTRUCTION LINKS:
  Grades K-5 Integrated Curriculum—https://www.pearsonsuccessnet.com
  Grades 6-8—ELA & Math—http://my.hrw.com/

- ADDITIONAL INFORMATION:
  http://www.nj.gov/njparentlink/development/professional.html
  http://www.state.nj.us/education/bilingual/resources/ParentHandbook.pdf

For More Information Contact: The Curriculum and Instruction Department at 201-915-6020

"At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents." —Jane D. Hull
The Jersey City Public Schools “Parent Connection Booklet” for Grade Two Students 2016-2017
## SUPERINTENDENT’S CABINET

- **Dr. Marcia V. Lyles**, Superintendent of Schools
- **Mr. Jason Bing**, Chief Academic Officer/ Superintendent’s Office
- **Mr. Luiggi C. Campana**, School Business Administrator
- **Dr. Maryann Dickar**, Chief of Staff/Superintendent’s Office
- **Ms. Celeste Williams**, Chief of Talent/Superintendent’s Office
- **Mr. Franklin Walker**, Associate Superintendent /Student Life & Services
- **Ms. Hope Blackburn, Esq.**, General Counsel/Legal Dept.

## SUPERINTENDENT’S SENIOR LEADERSHIP TEAM

- **Mr. Aldo Sanchez-Abreu**, Associate Superintendent/Curriculum and Instruction
- **Ms. Ellen Ruane**, Associate Superintendent/Secondary Division
  - **Dr. Michael Winds**, Director/Elementary Division A
  - **Dr. Norma Fernandez**, Director/Elementary Division B
  - **Dr. Magda Savino**, Director/Enterprise Division
  - **Dr. Gerard Crisonino**, Director/Special Education
  - **Ms. Paula Christen**, Director/Student Life & Services
- **Ms. Heather Martindale**, Director/Family & Community Engagement
- **Dr. Rosetta Wilson**, Executive Director/Leadership Institute

## BOARD MEMBERS

- **Ms. Vidya Gangadin**, President
- **Mr. John Reichart**, Vice President

### Members

- Ms. Micheline Amy
- Ms. Jessica Daye
- Mr. Gerald Lyons
- Mr. Lorenzo Richardson
- Ms. Marilyn Roman
- Ms. Ellen Simon
- Mr. Joel Torres

*Revised: 9/7/16*
Overview

Mission: Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

Vision: A quality comprehensive health and physical education program fosters a population that:
- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem-solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

Program Description

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.

Program Components

- Provide students with an understanding of healthy food choices.
- Understand the importance of following the food pyramid and plate.
- Understand the importance of having good character, positive feelings, and the importance of a support system.
- Discuss and recognize the different family units and an individual’s responsibility to family.
- Understand characteristics are needed to be a friend.
- Importance of personal hygiene.

Core Instructional Materials

- Integrated Curriculum

Student Assessments

- Rubrics
- Quizzes & Tests
- Individual and group performance

Instructional Supports for Students

- SNAP-ED: Students grades K-5 learn how to make healthy food choices.

Recommended Daily Instructional Time:
105 minutes weekly

For More Information Contact: Frank Dominianni, District Health/Physical Education Supervisor at fdominianni@jcboe.org or 201-915-6135
Program Description

Get Ready to Read leads the students into a discussion of the Question of the Week using Amazing Words. Good vocabulary instruction assists children in gaining ownership of words through multiple exposures through engaging activities and meaningful information about the words. A broad vocabulary is critical to understanding academic subjects.

Read and Comprehend guides teachers to continue to develop students’ understanding and application of the targeted reading skills and strategies in the anthology and in leveled readers. Students apply the tested skills and strategies through guided practice and then independently. One comprehension skill and one strategy are introduced weekly in addition to continued development of vocabulary.

Language Arts instruction provides for the transfer of student understanding of reading skills into writing. Grammar skills are taught during Convention lessons. The application of these skills allows students to become more effective as listeners, speakers, readers and writers. Handwriting instruction is addressed in each grade level from 2-5. There are two types of writing projects for each marking period. A 21st century writing project develops strong media literacy and communication skills through projects such as blogs, e-mail, e-newsletters, photo essays, and podcasts.

Interactive Science for Grade Two utilizes a standard based, next generation that allows students to read, write, draw, graph and self-assess all in one place through writing “textbook(s)”. It also incorporates hands-on activities to build a deeper understanding of science concepts.

The Social Studies portion of Reading Street utilizes storytelling to bring content to life. It provides a digital solution that makes Social Studies personal to every student and easier to retain the information. The students are able to continually practice and apply comprehension skills and activities with content specific vocabulary. Extensive use of graphic organizers help students recognize text structure. Hands-on activities provide students with a variety of options to demonstrate and transfer their understanding of the content.

Core Instructional Materials
Language Arts: Reading Street
Science: Interactive Science: Plants and Animals, Weather, Matter, Energy, Motion and Force
Social Studies: MyWorld Social Studies

Student Assessments
• Benchmark/DORA
• Quarterlies

Instructional Support
Pearson Education—www.pearsonsuccessnet.com

Recommended Instructional Time: 945 minutes per week
Overview
enVision Math Common Core was written to specifically address the Common Core State Standards (CCSS). The program is based on critical foundational research and proven classroom results. enVision Math Common Core helps students develop a conceptual understanding of important math concepts through Problem-Based Interactive Learning, Visual Learning Bridges, and Visual Learning Animations. It also provides ongoing assessment, diagnosis, and intervention. Formative assessments are located throughout the program at the lesson and topic level. To allow teachers to respond to students’ individual needs and provide them with the opportunity to succeed, each lesson includes daily, data-driven differentiated instruction.

Program Description
The enVision Math program provides students with hands-on discovery based activities that help build a conceptual understanding of mathematics through the use of manipulatives. The goal of the enVision program is to help students become critical thinkers and problem solvers.

Program Components
- Problem Based Interactive Learning, developing readiness through hands-on activities
- Establishing links through past experiences and explorations of new concepts using the Visual Learning Bridge
- A four-page daily lesson work mat that includes instruction and several practice problems with ample space for students to write
- On-going review throughout the year through the use of the Daily Common Core Review
- Online Digital Resources

Student Assessments
Formal assessment such as ADAM (Adaptive Diagnostic Assessment of Mathematics) and Benchmark assessments are given throughout the year. Less formal, ongoing assessment include quick check quizzes and topic tests.

Marking Period Grade:
In Grades K—2 report cards are standards based. Performance Tasks, given at the end of each topic, assess the student’s level of mastery of a given topic through a performance based task and are graded using a rubric scale of 1—3, 3 indicating complete mastery of the tested standard. Students must score a 3 on a minimum of 12 of the 16 standards in order to pass math for the year.

Instructional Supports for Students
www.pearsonsuccessnet.com
Username: studentjc1
Password: jerseycity1

www.khanacademy.org
www.parcconline.org
www.corestandards.org/Math/
www.coolmath.com

Recommended Daily Instructional Time: 300 minutes per week

For more information: Dana Di Sanzo, ddisanzo1@jcboe.org, 201-547-2003
Program Description
General Music Grade 2 is designed to introduce the student to the basic elements of music. Skills are developed by degrees through constant and on-going practice. Each new experience fortifies the previous one and allows for growth in appreciation, discrimination, ability and dexterity. Unit headings are consistent K-8, with skill and concept acquisition increasing and expanding appropriate to grade level expectations.

Program Components
The major components of music education are addressed: performance, aesthetics, critique and historical/cultural/social influences and implications. Rhythm, melody, harmony, timbre, and form are reinforced through practice. Students begin to discern tone color and assess aesthetically if the music is harsh or smooth. Students fluidly vocalize familiar or learned melodies and recognize notation.

Core Instructional Materials
- rhythm instruments
- keyboard
- CD’s and CD player
- diversified repertoire
- technology as appropriate

Student Assessments
- rubrics
- critique
- journal writing
- Individual and group performance

Instructional Supports for Students
Rhythm patterns correlate to mathematical sequencing and logic and assists in the mastery of complex thinking skills. Students develop literacy and writing skills through the application of transferable skills acquired through lyric writing and notation.

"Music washes away from the soul the dust of everyday life."
-Berthold Auerbach

Recommended Daily Instructional Time:
- 45 minutes weekly

For More Information: Ann Marley, Supervisor, Visual Arts, amarley@jcboe.org or (201) 915-6038; David Radulich, Supervisor, Performing Arts, dradulich@jcboe.org or (201) 309-1635
Overview

Physical Education should be a part of the daily school program because of its unique contribution to the growth and development of children. Physical Education is that part of the educational process which through purposeful physical activity tends to develop in the individual, abilities to meet present, as well as future needs in physical, mental, moral and social life. It has become vital to make our students aware of the necessity of becoming physically and medically healthy within our society. Therefore, the Physical Education programs are designed to make our students want to become life-time participants. Physical health is becoming a vital part of everyone’s life as the life expectancy increases. Adults are becoming more active therefore, our children will need to become more active.

Program Description
Physical Education is a state mandated course which focuses on basic physical education activities. It also concentrates on organized, supervision and social interaction in groups and individual activities. Physical Education fosters a love for movement, fitness, play and physical activity.

Program Components
- Perform movement skills (locomotor, non-locomotor, and manipulative skills) with developmentally appropriate control in isolated (skill practice) and applied (game/sport/dance/ recreational) settings.
- Explain how changes in rhythm, tempo, beat, and musical style can alter movement.
- Distinguish between personal and general space.
- Identify the components of health-related and skill-related fitness and identify activities that develop each component.
- Engage in moderate to vigorous physical activity that develops all components of fitness.
- Develop a fitness goal and monitor achievement of the goal.

Core Instructional Materials
Physical Best Fitness
Gram President’s
Challenge

Student Assessments
Grading will include:
a. preparedness/participation
b. psycho-motor development
c. tests (skills, oral and written)
d. conduct, cooperation and compliance with rules and regulations

Instructional Supports for Students
Extended Day, intramural activities, clubs

Recommended Instructional Time:
45 minutes per week

For More Information Contact:
Frank Dominianni, District Health/Physical Education Supervisor at fdominianni@jcboe.org or 201-915-6135
Program Description
Grade 2 Visual Arts is designed to provide the student with a deeper understanding of the four major components of art education: studio production; aesthetics; criticism; and art history. The objectives are designed to build upon the foundational essentials of the elements and principles of art related to observed figurative movement, variance in size relationships, balance, and harmony.

Program Components
Implement the elements of art applying complex processes associated with movement of the figure and objects. Formalize patterns to create unity and harmony. An exploration of media will allow students to discover their expressive and imaginative nature. Students begin working collaboratively in the process of decision making. The continual development of observational and descriptive skills in art making positively impacts literacy comprehension.

Core Instructional Materials
- consumable supplies: paper, paint, crayons, pastels, clay, glue...
- art prints: historical and multicultural
- technology as appropriate

Student Assessments
- rubrics
- journal interpretations
- critique: observation, interpretation, analysis, evaluation
- self assessment– informal & formal
- group assessment–teacher directed

Instructional Support
Tactile experiences are important to the development of fine motor skills. Development of self awareness through exploration of aesthetics enhances perceptual skills.

“I found I could say things with color and shapes that I couldn’t say any other way-things I had no word for.”

Recommended Instructional Time: 45 minutes weekly

For More Information Contact: Ann Marley, Supervisor-Visual Arts, amarley@jcboe.org or (201) 915-6038; David Radulich, Supervisor-Performing Arts, dradulich@jcboe.org or (201) 309-1635
Helpful Links

- COMMON CORE STATE STANDARDS:
  http://www.corestandards.org/what-parents-should-know/
  https://www.engageny.org/parent-guides-to-the-common-core-standards
  http://achievethecore.org/common-core-intro-for-parents

- NEW JERSEY CORE CURRICULUM CONTENT STANDARDS:
  http://www.state.nj.us/education/cccs/

- PARCC ASSESSMENT:
  http://www.parcconline.org/for-parents

- NJASK ASSESSMENT:

- CURRICULUM & INSTRUCTION LINKS:
  Grades K-5 Integrated Curriculum—https://www.pearsonsuccessnet.com
  Grades 6-8—ELA & Math—http://my.hrw.com/

- ADDITIONAL INFORMATION:
  http://www.nj.gov/njparentlink/development/professional.html
  http://www.state.nj.us/education/bilingual/resources/ParentHandbook.pdf

For More Information Contact: The Curriculum and Instruction Department at 201-915-6020
The Jersey City Public Schools “Parent Connection Booklet” for Grade Three Students 2016-2017
SUPERINTENDENT’S CABINET

Dr. Marcia V. Lyles, Superintendent of Schools
Mr. Jason Bing, Chief Academic Officer/ Superintendent’s Office
Mr. Luiggi C. Campana, School Business Administrator
Dr. Maryann Dickar, Chief of Staff/Superintendent’s Office
Ms. Celeste Williams, Chief of Talent/Superintendent’s Office
Mr. Franklin Walker, Associate Superintendent /Student Life & Services
Ms. Hope Blackburn, Esq., General Counsel/Legal Dept.

SUPERINTENDENT’S SENIOR LEADERSHIP TEAM

Mr. Aldo Sanchez-Abreu, Associate Superintendent/Curriculum and Instruction
Ms. Ellen Ruane, Associate Superintendent/Secondary Division
   Dr. Michael Winds, Director/Elementary Division A
   Dr. Norma Fernandez, Director/Elementary Division B
   Dr. Magda Savino, Director/Enterprise Division
   Dr. Gerard Crisonino, Director/Special Education
Ms. Paula Christen, Director/Student Life & Services
Ms. Heather Martindale, Director/Family & Community Engagement
Dr. Rosetta Wilson, Executive Director/Leadership Institute

BOARD MEMBERS

Ms. Vidya Gangadin, President
Mr. John Reichart, Vice President
   Ms. Micheline Amy
   Ms. Jessica Daye
   Mr. Gerald Lyons
   Mr. Lorenzo Richardson
   Ms. Marilyn Roman
   Ms. Ellen Simon
   Mr. Joel Torres

Revised: 9/7/16
Overview
Mission: Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

Vision: A quality comprehensive health and physical education program fosters a population that:
- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem-solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

Program Description
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.

Program Components
- Provide students with an understanding of healthy food choices.
- Understand the importance of following the food pyramid and plate.
- Understand the importance of having good character, positive feelings, and the importance of a support system.
- Discuss and recognize the different family units and an individual’s responsibility to family.
- Understand characteristics are needed to be a friend.
- Importance of personal hygiene.

Core Instructional Materials
- Integrated Curriculum

Student Assessments
- Rubrics
- Quizzes & Tests
- Individual and group performance

Instructional Supports for Students
- Traffic Safety Program: Students grades K-5 learn and practice traffic safety procedures to keep them safe.
- SNAP-ED: Students grades K-5 learn how to make healthy food choices.

Recommended Daily Instructional Time:
105 minutes weekly

For More Information Contact: Frank Dominianni, District Health/Physical Education Supervisor at fdominianni@jcboe.org or 201-915-6135
**Program Description**

Get Ready to Read leads the students into a discussion of the Question of the Week using Amazing Words. Good vocabulary instruction assists children in gaining ownership of words through multiple exposures through engaging activities and meaningful information about the words. A broad vocabulary is critical to understanding academic subjects.

Read and Comprehend guides teachers to continue to develop students’ understanding and application of the targeted reading skills and strategies in the anthology and in leveled readers. Students apply the tested skills and strategies through guided practice and then independently. One comprehension skill and one strategy are introduced weekly in addition to continued development of vocabulary.

Language Arts instruction provides for the transfer of student understanding of reading skills into writing. Grammar skills are taught during Convention lessons. The application of these skills allows students to become more effective as listeners, speakers, readers and writers. Handwriting instruction is addressed in each grade level from 2-5. There are two types of writing projects for each marking period. A 21st century writing project develops strong media literacy and communication skills through projects such as blogs, e-mail, e-newsletters, photo essays, and podcasts.

Interactive Science for Grade Three utilizes a standard based, next generation that allows students to read, write, draw, graph and self-assess all in one place through writing “textbook(s)”. It also incorporates hands-on activities to build a deeper understanding of science concepts.

The Social Studies portion of Reading Street utilizes storytelling to bring content to life. It provides a digital solution that makes Social Studies personal to every student and easier to retain the information. The students are able to continually practice and apply comprehension skills and activities with content specific vocabulary. Extensive use of graphic organizers help students recognize text structure. Hands-on activities provide students with a variety of options to demonstrate and transfer their understanding of the content.

**Core Instructional Materials**

Language Arts: Reading Street
Science: Interactive Science; Plants; Earth and Weather; Matter; Forces and Motion
Social Studies: MyWorld Social Studies

**Student Assessments**

- Benchmark/DORA
- Quarterlies

**Instructional Support**

Pearson Education—www.pearsonsuccessnet.com

---

For More Information Contact:

Chantel Snow, Language Arts Supervisor, csnow@jcboe.org or 201-915-6020
Dr. Darrel S. Carson, Science Supervisor K-5, dcarson@jcboe.org or 201-369-3767
Elizabeth Iannitelli, Supervisor of Social Studies K-8, eIannitelli@jcboe.org or 201-369-3720
Overview
enVision Math Common Core was written to specifically address the Common Core State Standards (CCSS). The program is based on critical foundational research and proven classroom results. enVision Math Common Core helps students develop a conceptual understanding of important math concepts through Problem-Based Interactive Learning, Visual Learning Bridges, and Visual Learning Animations. It also provides ongoing assessment, diagnosis, and intervention. Formative assessments are located throughout the program at the lesson and topic level. To allow teachers to respond to students’ individual needs and provide them with the opportunity to succeed, each lesson includes daily, data-driven differentiated instruction.

Program Description
The enVision Math program provides students with hands-on discovery-based activities that help build a conceptual understanding of mathematics through the use of manipulatives. The goal of the enVision program is to help students become critical thinkers and problem solvers.

Program Components
- Problem Based Interactive Learning, developing readiness through hands-on activities
- Establishing links through past experiences and explorations of new concepts using the Visual Learning Bridge
- A traditional textbook containing examples, guided practice, independent practice and problem solving practice
- On-going review throughout the year through the use of the Daily Common Core Review
- Online Digital Resources

Student Assessments
Formal assessment such as ADAM (Adaptive Diagnostic Assessment of Mathematics), PARCC (Partnership for Assessment Readiness for College and Career), and Benchmark assessments are given throughout the year. Less formal, ongoing assessment include quick check quizzes and topic tests.

Marking Period Grade is an average of the following:
Quizzes (homework counts as quiz) count once
Tests and Benchmark assessment count twice

Instructional Supports for Students
www.pearsonsuccessnet.com
Username: studentjc1
Password: jersycity1

www.khanacademy.org
www.parcconline.org
www.corestandards.org/Math/

Recommended
Instructional Time: 450 minutes per week

For more information:
Dana Di Sanzo, ddisanzol@jcboe.org, 201-547-2003
Program Description
General Music Grade 3 is designed to introduce the student to the basic elements of music. Skills are developed by degrees through constant and on-going practice. Each new experience fortifies the previous one and allows for growth in appreciation, discrimination, ability and dexterity. Unit headings are consistent K-8, with skill and concept acquisition increasing and expanding appropriate to grade level expectations.

Program Components
The major components of music education are addressed: performance, aesthetics, critique and historical/cultural/social influences and implications. Rhythm, melody, harmony, timbre, and form are reinforced through practice. Students begin to discern tone color and assess aesthetically if the music is harsh or smooth. Students fluidly vocalize familiar or learned melodies and recognize notation.

Core Instructional Materials
- rhythm instruments
- keyboard
- CD’s and CD player
- diversified repertoire
- technology as appropriate

Student Assessments
- rubrics
- critique
- journal writing
- Individual and group performance

"Music can name the unnamable and communicate the unknowable.”
- Leonard Bernstein

Instructional Supports for Students
Rhythm patterns correlate to mathematical sequencing and logic and assists in the mastery of complex thinking skills. Students develop literacy and writing skills through the application of transferable skills acquired through lyric writing and notation.

Recommended Daily Instructional Time:
45 minutes weekly

For More Information: Ann Marley, Supervisor-Visual Arts, amarley@jcboe.org or (201) 915-6038; David Radulich, Supervisor-Performing Arts, dradulich@jcboe.org or (201) 309-1635
Overview

Physical Education should be a part of the daily school program because of its unique contribution to the growth and development of children. Physical Education is that part of the educational process which through purposeful physical activity tends to develop in the individual, abilities to meet present, as well as future needs in physical, mental, moral and social life. It had become vital to make our students aware of the necessity of becoming physically and medically healthy within our society. Therefore, the Physical Education programs are designed to make our students want to become life-time participants. Physical health is becoming a vital part of everyone’s life as the life expectancy increases. Adults are becoming more active therefore, our children will need to become more active.

Program Description

Physical Education is a state mandated course which focuses on basic physical education activities. It also concentrates on organized, supervision and social interaction in groups and individual activities. It instills a purpose and a need for physical fitness in every child by developing coordination and skills.

Program Components

- Be introduced to weight transfer, balance, coordination, and agility while employing various movement skills.
- Respond appropriately to visual and verbal cues during physical activity.
- Know the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.
- Describe how body systems respond to vigorous exercise.
- Become aware of the importance of regular physical activity.
- Maintain continuous aerobic activity for a specified time period.

Core Instructional Materials

Physical Best Fitness
Gram President’s Challenge

Student Assessments

Grading will include:
- preparedness/participation
- psycho-motor development
- tests (skills, oral and written)
- conduct, cooperation and compliance with rules and regulations.

Instructional Supports for Students

Extended Day, intramural activities, clubs

Recommended Instructional Time:
45 minutes per week

For More Information Contact:
Frank Dominian, District Health/Physical Education Supervisor at fdominian@jcoe.org or 201-915-6135
Overview
Visual Arts education is an essential part of the academic curriculum for the achievement of human, social and economic growth. Visual Arts enables students to develop personal, intellectual and social skills. Visual Arts is inclusive of a vibrant history, the development of a body of work, and compelling cultural traditions. The Visual Arts curriculum is aligned with the New Jersey Core Curriculum Content Standards in the Arts and reflects the high standards of the Visual and Performing Arts Department.

Program Description
In Grade 3 Visual Arts, the student continues to explore the four major components of art education: studio production; aesthetics; criticism; and art history. The objectives are designed to build upon the foundational essentials of the elements and principles of art related to the rendering of simple three-dimensional form and creating the illusion of movement on a two dimensional plane.

Program Components
Implementation of the elements of art applying complex processes associated with form, space, and size relationships. Formalize concrete ideas and assess progression both formally and informally. Experimentation with media will allow students to express imagination. Students continue working collaboratively in the process of decision making. The continual development of observational and descriptive skills in art making positively impacts literacy comprehension.

Core Instructional Materials
- consumable supplies: paper, paint, crayons, pastels, clay, glue...
- art prints: historical and multicultural
- technology as appropriate

Student Assessments
- rubrics
- journal interpretations
- critique: observation, interpretation, analysis, evaluation
- self assessment– informal & formal
- group assessment- teacher directed

Instructional Support
Development of self awareness through exploration of aesthetics enhances perceptual skills.

Recommended Instructional Time: 45 minutes per week

“A work of art which did not begin in emotions is not art.”
-Paul Cezanne

For More Information Contact: Ann Marley, Supervisor-Visual Arts, amarley@jeboe.org or (201) 915-6038; David Radulich, Supervisor-Performing Arts, dradulich@jeboe.org or (201) 309-1635
Helpful Links

- COMMON CORE STATE STANDARDS:
  http://www.corestandards.org/what-parents-should-know/
  https://www.engageny.org/parent-guides-to-the-common-core-standards
  http://achievethecore.org/common-core-intro-for-parents

- NEW JERSEY CORE CURRICULUM CONTENT STANDARDS:
  http://www.state.nj.us/education/cccs/

- PARCC ASSESSMENT:
  http://www.parcconline.org/for-parents

- NJASK ASSESSMENT:

- CURRICULUM & INSTRUCTION LINKS:
  Grades K-5 Integrated Curriculum—https://www.pearsonsuccessnet.com
  Grades 6-8—ELA & Math—http://my.hrw.com/

- ADDITIONAL INFORMATION:
  http://www.nj.gov/njparentlink/development/professional.html
  http://www.state.nj.us/education/bilingual/resources/ParentHandbook.pdf

For More Information Contact: The Curriculum and Instruction Department at 201-915-6020
The Jersey City Public Schools “Parent Connection Booklet” for Grade Four Students 2016-2017
SUPERINTENDENT’S CABINET

Dr. Marcia V. Lyles, Superintendent of Schools
Mr. Jason Bing, Chief Academic Officer/ Superintendent’s Office
Mr. Luiggi C. Campana, School Business Administrator
Dr. Maryann Dickar, Chief of Staff/Superintendent’s Office
Ms. Celeste Williams, Chief of Talent/Superintendent’s Office
Mr. Franklin Walker, Associate Superintendent /Student Life & Services
Ms. Hope Blackburn, Esq., General Counsel/Legal Dept.

SUPERINTENDENT’S SENIOR LEADERSHIP TEAM

Mr. Aldo Sanchez-Abreu, Associate Superintendent/Curriculum and Instruction

Ms. Ellen Ruane, Associate Superintendent/Secondary Division
Dr. Michael Winds, Director/Elementary Division A
Dr. Norma Fernandez, Director/Elementary Division B
Dr. Magda Savino, Director/Enterprise Division
Dr. Gerard Crisonino, Director/Special Education
Ms. Paula Christen, Director/Student Life & Services
Ms. Heather Martindale, Director/Family & Community Engagement
Dr. Rosetta Wilson, Executive Director/Leadership Institute

BOARD MEMBERS

Ms. Vidya Gangadin, President
Mr. John Reichart, Vice President

Ms. Micheline Amy
Ms. Jessica Daye
Mr. Gerald Lyons
Mr. Lorenzo Richardson
Ms. Marilyn Roman
Ms. Ellen Simon
Mr. Joel Torres

Revised: 9/7/16
Overview

enVision Math Common Core was written to specifically address the Common Core State Standards (CCSS). The program is based on critical foundational research and proven classroom results. enVision Math Common Core helps students develop a conceptual understanding of important math concepts through Problem-Based Interactive Learning, Visual Learning Bridges, and Visual Learning Animations. It also provides ongoing assessment, diagnosis, and intervention. Formative assessments are located throughout the program at the lesson and topic level. To allow teachers to respond to students' individual needs and provide them with the opportunity to succeed, each lesson includes daily, data-driven differentiated instruction.

Program Description

The enVision Math program provides students with hands-on discovery based activities that help build a conceptual understanding of mathematics through the use of manipulatives. The goal of the enVision program is to help students become critical thinkers and problem solvers.

Program Components

- Problem Based Interactive Learning, developing readiness through hands-on activities
- Establishing links through past experiences and explorations of new concepts using the Visual Learning Bridge
- A traditional textbook containing examples, guided practice, independent practice and problem solving practice
- On-going review throughout the year through the use of the Daily Common Core Review
- Online Digital Resources

Student Assessments

Formal assessment such as ADAM (Adaptive Diagnostic Assessment of Mathematics), PARCC (Partnership for Assessment Readiness for College and Career), and Benchmark assessments are given throughout the year. Less formal, ongoing assessment include quick check quizzes and topic tests.

Marking Period Grade is an average of the following:

- Quizzes (homework counts as quiz) count once
- Tests and Benchmark assessment count twice

Instructional Supports for Students

www.pearsonsuccessnet.com
Username: studentjc1
Password: jerseycity1

www.khanacademy.org
www.parcconline.org
www.corestandards.org/Math/coolm.com

Recommended Instructional Time: 450 minutes per week

For more information:
Dana Di Sanzo, ddisanzo1@jcboe.org, 201-547-2003
**Program Description**

Get Ready to Read leads the students into a discussion of the Question of the Week using Amazing Words. Good vocabulary instruction assists children in gaining ownership of words through multiple exposures through engaging activities and meaningful information about the words. A broad vocabulary is critical to understanding academic subjects.

Read and Comprehend guides teachers to continue to develop students’ understanding and application of the targeted reading skills and strategies in the anthology and in leveled readers. Students apply the tested skills and strategies through guided practice and then independently. One comprehension skill and one strategy are introduced weekly in addition to continued development of vocabulary.

Language Arts instruction provides for the transfer of student understanding of reading skills into writing. Grammar skills are taught during Convention lessons. The application of these skills allows students to become more effective as listeners, speakers, readers and writers. Handwriting instruction is addressed in each grade level from 2-5. There are two types of writing projects for each marking period. A 21st century writing project develops strong media literacy and communication skills through projects such as blogs, e-mail, e-newsletters, photo essays, and podcasts.

Interactive Science for Grade Four utilizes a standard based, next generation that allows students to read, write, draw, graph and self-assess all in one place through writing “textbook(s)”. It also incorporates hands-on activities to build a deeper understanding of science concepts.

The Social Studies portion of Reading Street utilizes storytelling to bring content to life. It provides a digital solution that makes Social Studies personal to every student and easier to retain the information. The students are able to continually practice and apply comprehension skills and activities with content specific vocabulary. Extensive use of graphic organizers help students recognize text structure. Hands-on activities provide students with a variety of options to demonstrate and transfer their understanding of the content.

**Core Instructional Materials**

Language Arts: Reading Street

Science: Interactive Science: Ecosystem; Earth and Space; Energy and Heat; Electricity and Magnetism

Social Studies: MyWorld Social Studies

**Student Assessments**

- Benchmark/DORA
- Quarterlies

**Instructional Support**

Pearson Education—www.pearsonsuccessnet.com

---

**For More Information Contact:**

Chantel Snow, Language Arts Supervisor, csnow@jcboe.org or 915-6020

Dr. Darrel S. Carson, Science Supervisor K-5, dcarson@jcboe.org or 369-3767

Elizabeth Iannitelli, Supervisor of Social Studies K-8, eiannitelli@jcboe.org or 369-
Overview
Mission: Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

Vision: A quality comprehensive health and physical education program fosters a population that:
- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem-solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

Program Description
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.

Program Components
- Provide students with an understanding of healthy food choices.
- Understand the importance of following the food pyramid and plate.
- Understand the importance of having good character, positive feelings, and the importance of a support system.
- Discuss and recognize the different family units and an individual’s responsibility to family.
- Understand characteristics are needed to be a friend.
- Importance of personal hygiene.

Core Instructional Materials
- Integrated Curriculum

Student Assessments
- Rubrics
- Quizzes & Tests
- Individual and group performance

Instructional Supports for Students
- “Heroes and Cool Kids”: LHS and SHS student mentoring program for grades 4 and 5.
- Traffic Safety Program: Students grades K-5 learn and practice traffic safety procedures to keep them safe.
- SNAP-ED: Students grades K-5 learn how to make healthy food choices.

Recommended Daily Instructional Time
90 minutes weekly

For More Information Contact: Frank Dominianni, District Health/Physical Education Supervisor at fdominianni@jcboe.org or 201-915-6135
Overview
The elementary General Music Curricula is designed to address the New Jersey Core Curriculum Content Standards in the Arts. It focuses on four major components and the prerequisite knowledge and skills of each: performance; aesthetics; critique; historical, social, cultural influences and implications.

The curricula also reflects the belief of the Department that music education is an essential part of the academic curriculum necessary to the full development of the student's human, social and economic potential. The curricula supports the research of the Arts Education Partnership*:
- music builds the skills needed for planning and producing writing (and) develops expressive and reflective skills that enhance writing proficiency
- music instruction helps develop the capacity for spatial temporal reasoning, which is integral to the acquisition of important mathematical skills
- music learning contributes to the development of thinking, social and motivational skills considered basic for success in school, work and life

*Adapted from: Critical Evidence: How the Arts Benefit Student Achievement

Program Description
General Music Grade 4 is designed to introduce the student to the basic elements of music. Skills are developed by degrees through constant and on-going practice. Each new experience fortifies the previous one and allows for growth in appreciation, discrimination, ability and dexterity. Unit headings are consistent K-8, with skill and concept acquisition increasing and expanding appropriate to grade level expectations.

Program Components
The major components of music education are addressed: performance, aesthetics, critique and historical/cultural/social influences and implications. Rhythm, melody, harmony, timbre, and form are reinforced through practice. Students begin to discern tone color and assess aesthetically if the music is harsh or smooth. Students fluidly vocalize familiar or learned melodies and recognize notation.

Elements of music are observed in songs which focus primarily on social, cultural and historical values. Improvement in skill level of singing, playing and moving are observable. Presentation and performance skills increase.

Core Instructional Materials
- rhythm instruments
- keyboard
- CD’s and CD player
- diversified repertoire
- technology as appropriate

Student Assessments
- rubrics
- critique
- journal writing
- Individual and group performance

Instructional Supports for Students
Rhythm patterns correlate to mathematical sequencing and logic and assist in the mastery of complex thinking skills. Students develop literacy and writing skills through the application of transferable skills acquired through lyric writing and notation.

Recommended Daily Instructional Time
45 minutes weekly

For More Information: Ann Marley, Supervisor, Visual Arts (201) 915-6038; David Radulich, Supervisor, Performing Arts (201) 309-1635
Overview

Physical Education should be a part of the daily school program because of its unique contribution to the growth and development of children. Physical Education is that part of the educational process which through purposeful physical activity tends to develop in the individual, abilities to meet present, as well as future needs in physical, mental, moral and social life. It had become vital to make our students aware of the necessity of becoming physically and medically healthy within our society. Therefore, the Physical Education programs are designed to make our student want to become life-time participants. Physical health is becoming a vital part of everyone’s life as the life expectancy increases. Adults are becoming more active therefore, our children will need to become more active.

Program Description

Physical Education is a state mandated course which focuses on basic physical education activities. It also concentrates on organized, supervision and social interaction in groups and individual activities. Instill a purpose and a need for physical fitness in every child by developing coordination and skills.

Program Components

- Maintain continuous aerobic activity for a specified time period.
- Engage in moderate to vigorous physical activity that develops all components of fitness.
- Describe how technology has improved fitness activities.
- Discuss factors such as heredity, training, and diet that influence fitness.
- Describe activity-specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity. Describe and apply the training principles of frequency, intensity, and time (FIT) during physical activity.
- Modify and adapt movement skills in relation to body parts (e.g., clapping over one’s head), other participants (e.g., dance partner, teammate), objects, and boundaries.

Core Instructional Materials

Physical Best Fitness
Gram President’s Challenge

Student Assessments

Grading will include:

a. preparedness/participation
b. psycho-motor development
c. tests (skills, oral and written)
d. conduct, cooperation and compliance with rules and regulations.

Instructional Supports for Students

Extended Day, intramural activities, clubs

Recommended Instructional Time
90 minutes per week

For More Information Contact:
Frank Dominianni, District Health/Physical Education Supervisor at fdominianni@jcboe.org or 201-915-6135
Grade 4 VISUAL ARTS

Overview

Visual Arts education is an essential part of the academic curriculum for the achievement of human, social and economic growth. Visual Arts enables students to develop personal, intellectual and social skills. Visual Arts is inclusive of a vibrant history, the development of a body of work, and compelling cultural traditions. In alignment with the NJCCCS, Visual Arts provides aesthetic awareness and an understanding of the world.

Program Description

Grade 4 Visual Arts is a transitional modality based upon expanding concepts and building upon prior knowledge and skills of the elements and principles of art. Emphasis is placed on refinement of composition and technique.

Program Components

Cultivation of individual style, critical evaluatory techniques and personal aesthetics are key components. The continual development of observational and descriptive skills in art positively impacts literacy comprehension.

Core Instructional Materials

- consumable supplies: paper, paint, crayons, pastels, clay, glue...
- art prints: historical and multicultural
- technology as appropriate

Student Assessments

- rubrics
- journal interpretations
- critique: observation, interpretation, analysis, evaluation
- self assessment- informal & formal
- group assessment-teacher directed

Instructional Support

Development of self awareness through exploration of aesthetics enhances perceptual skills. Discernment of a particular mood, craftsmanship, and overall compositional skills translates to comprehensive skills associated with analyzing literature.

Recommended Instructional Time: 45 minutes per week

“For More Information Contact: Ann Marley, Supervisor, Visual Arts (201) 915-6038; David Radulich, Supervisor, Performing Arts (201) 309-1635

“Nature is not only all that which is visible to the eye.. it also includes the inner pictures of the soul.”

-Edvard Munch
Helpful Links

- COMMON CORE STATE STANDARDS:
  http://www.corestandards.org/what-parents-should-know/
  https://www.engageny.org/parent-guides-to-the-common-core-standards
  http://achievethecore.org/common-core-intro-for-parents

- NEW JERSEY CORE CURRICULUM CONTENT STANDARDS:
  http://www.state.nj.us/education/cccs/

- PARCC ASSESSMENT:
  http://www.parcconline.org/for-parents

- NJASK ASSESSMENT:

- CURRICULUM & INSTRUCTION LINKS:
  Grades K-5 Integrated Curriculum—https://www.pearsonsuccessnet.com
  Grades 6-8—ELA & Math—http://my.hrw.com/

- ADDITIONAL INFORMATION:
  http://www.nj.gov/njparentlink/development/professional.html
  http://www.state.nj.us/education/bilingual/resources/ParentHandbook.pdf

For More Information Contact: The Curriculum and Instruction Department at 201-915-6020
The Jersey City Public Schools “Parent Connection Booklet” for Grade Five Students 2016-2017
SUPERINTENDENT’S CABINET

Dr. Marcia V. Lyles, Superintendent of Schools
Mr. Jason Bing, Chief Academic Officer/ Superintendent’s Office
Mr. Luiggi C. Campana, School Business Administrator
Dr. Maryann Dickar, Chief of Staff/ Superintendent’s Office
Ms. Celeste Williams, Chief of Talent/ Superintendent’s Office
Mr. Franklin Walker, Associate Superintendent/ Student Life & Services
Ms. Hope Blackburn, Esq., General Counsel/Legal Dept.

SUPERINTENDENT’S SENIOR LEADERSHIP TEAM

Mr. Aldo Sanchez-Abreu, Associate Superintendent/ Curriculum and Instruction
Ms. Ellen Ruane, Associate Superintendent/ Secondary Division
Dr. Michael Winds, Director/ Elementary Division A
Dr. Norma Fernandez, Director/ Elementary Division B
Dr. Magda Savino, Director/ Enterprise Division
Dr. Gerard Crisonino, Director/ Special Education
Ms. Paula Christen, Director/ Student Life & Services
Ms. Heather Martindale, Director/ Family & Community Engagement
Dr. Rosetta Wilson, Executive Director/ Leadership Institute

BOARD MEMBERS

Ms. Vidya Gangadin, President
Mr. John Reichart, Vice President

Ms. Micheline Amy
Ms. Jessica Daye
Mr. Gerald Lyons
Mr. Lorenzo Richardson
Ms. Marilyn Roman
Ms. Ellen Simon
Mr. Joel Torres

Revised: 9/7/16
Overview

Mission: Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

Vision: A quality comprehensive health and physical education program fosters a population that:
- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem-solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

Program Description

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.

Program Components

- Provide students with an understanding of healthy food choices.
- Understand the importance of following the food pyramid and plate.
- Understand the importance of having good character, positive feelings, and the importance of a support system.
- Discuss and recognize the different family units and an individual’s responsibility to family.
- Understand characteristics are needed to be a friend.
- Importance of personal hygiene.

Core Instructional Materials

- Integrated Curriculum

Student Assessments

- Rubrics
- Quizzes & Tests
- Individual and group performance

Instructional Supports for Students

- “Heroes and Cool Kids”: LHS and SHS student mentoring program for grades 4 and 5.
- Epilepsy Awareness: Fifth grade presentation to inform students what to do if someone is having a seizure.
- Traffic Safety Program: Students grades K-5 learn and practice traffic safety procedures to keep them safe.
- SNAP-ED: Students grades K-5 learn how to make healthy food choices.

Recommended Daily Instructional Time: 90 minutes weekly

For More Information Contact: Frank Dominianni, District Health/Physical Education Supervisor at fdomianni@jcboe.org or 201-915-6135
Program Description

Get Ready to Read leads the students into a discussion of the Question of the Week using Amazing Words. Good vocabulary instruction assists children in gaining ownership of words through multiple exposures through engaging activities and meaningful information about the words. A broad vocabulary is critical to understanding academic subjects.

Read and Comprehend guides teachers to continue to develop students’ understanding and application of the targeted reading skills and strategies in the anthology and in leveled readers. Students apply the tested skills and strategies through guided practice and then independently. One comprehension skill and one strategy are introduced weekly in addition to continued development of vocabulary.

Language Arts instruction provides for the transfer of student understanding of reading skills into writing. Grammar skills are taught during Convention lessons. The application of these skills allows students to become more effective as listeners, speakers, readers and writers. Handwriting instruction is addressed in each grade level from 2-5. There are two types of writing projects for each marking period. A 21st century writing project develops strong media literacy and communication skills through projects such as blogs, e-mail, e-newsletters, photo essays, and podcasts.

Interactive Science for Grade Five utilizes a standard based, next generation that allows students to read, write, draw, graph and self-assess all in one place through writing “textbook(s)”. It also incorporates hands-on activities to build a deeper understanding of science concepts.

The Social Studies portion of Reading Street utilizes storytelling to bring content to life. It provides a digital solution that makes Social Studies personal to every student and easier to retain the information. The students are able to continually practice and apply comprehension skills and activities with content specific vocabulary. Extensive use of graphic organizers help students recognize text structure. Hands-on activities provide students with a variety of options to demonstrate and transfer their understanding of the content.

Core Instructional Materials

Language Arts: Reading Street
Science: Interactive Science: Growth and Survival; Evolution;선거
Social Studies: MyWorld Social Studies

Student Assessments

- Benchmark/DORA
- Quarterlies

Instructional Support

Pearson Education—www.pearsonsuccessnet.com

For More Information Contact:
Chantal Snow, Language Arts Supervisor, csnow@jcboe.org or 201-915-6020
Dr. Darrel S. Carson, Science Supervisor K-8, dcarson@jcboe.org or 201-369-3767
Elizabeth Iannitelli, Supervisor of Social Studies K-8, eiannitelli@jcboe.org or 201-369-3720
Overview
enVision Math Common Core was written to specifically address the Common Core State Standards (CCSS). The program is based on critical foundational research and proven classroom results. enVision Math Common Core helps students develop a conceptual understanding of important math concepts through Problem-Based Interactive Learning, Visual Learning Bridges, and Visual Learning Animations. It also provides ongoing assessment, diagnosis, and intervention. Formative assessments are located throughout the program at the lesson and topic level. To allow teachers to respond to students’ individual needs and provide them with the opportunity to succeed, each lesson includes daily, data-driven differentiated instruction.

Program Description
The enVision Math program provides students with hands-on discovery based activities that help build a conceptual understanding of mathematics through the use of manipulatives. The goal of the enVision program is to help students become critical thinkers and problem solvers.

Program Components
- Problem Based Interactive Learning, developing readiness through hands-on activities
- Establishing links through past experiences and explorations of new concepts using the Visual Learning Bridge
- A traditional textbook containing examples, guided practice, independent practice and problem solving practice
- On-going review throughout the year through the use of the Daily Common Core Review
- Online Digital Resources

Student Assessments
Formal assessment such as ADAM (Adaptive Diagnostic Assessment of Mathematics), PARCC (Partnership for Assessment Readiness for College and Career), and Benchmark assessments are given throughout the year. Less formal, ongoing assessments include: quick check quizzes and topic tests.

Marking Period Grade is an average of the following:
- Quizzes (homework counts as quiz) count once
- Tests and Benchmark assessment count twice

Instructional Supports for Students
www.pearsonsuccessnet.com
Username: studentjc1
Password: jersiecity1
www.khanacademy.org
www.parconline.org
www.corestandards.org/Math/

Recommended Instructional Time:
450 minutes per week

For more information:
Dana Di Sanzo, ddisanzo1@jcboe.org or 201-547-2003
Overview

The elementary General Music Curricula is designed to address the New Jersey Core Curriculum Content Standards in the Arts. It focuses on four major components and the prerequisite knowledge and skills of each: performance; aesthetics; critique; historical, social, cultural influences and implications.

The curricula also reflects the belief of the Department that music education is an essential part of the academic curriculum necessary to the full development of the student's human, social and economic potential.

The curricula supports the research of the Arts Education Partnership*:

- planning and producing writing (and) develops expressive and reflective skills that enhance writing proficiency
- musical instruction helps develop the capacity for spatial temporal reasoning, which is integral to the acquisition of important mathematical skills
- musical learning contributes to the development of thinking, social and motivational skills considered basic for success in school, work and life

*Adapted from: Critical Evidence: How the Arts Benefit Student Achievement

Program Description

General Music Grade 5 is designed to introduce the student to the basic elements of music. Skills are developed by degrees through constant and on-going practice. Each new experience fortifies the previous one and allows for growth in appreciation, discrimination, ability and dexterity. Unit headings are consistent K-8, with skill and concept acquisition increasing and expanding appropriate to grade level expectations.

Program Components

The major components of music education are addressed: performance, aesthetics, critique and historical-cultural/social influences and implications. Rhythm, melody, harmony, timbre, and form are reinforced through practice. Students begin to discern tone color and assess aesthetically if the music is harsh or smooth. Students fluidly vocalize familiar or learned melodies and recognize notation.

Elements of music are observed in songs which focus primarily on social, cultural and historical values. Improvement in skill level of singing, playing and moving are observable. Presentation and performance skills increase.

Complexity of attainable skills and knowledge expands.

Core Instructional Materi

- keyboard
- CD’s and CD player
- diversified repertoire
- technology as appropriate

Student Assessments

- rubrics
- critique
- journal writing
- Individual and group performance

Instructional Supports for Students

Rhythm patterns correlate to mathematical sequencing and logic and assist in the mastery by complex thinking skills. Students develop literacy and writing skills through the application of transferable skills acquired through lyric writing and notation.

“Music is the harmonious voice of creation, an echo of the invisible world.”
-Guiseppe Mazzini

Recommended Daily Instructional Time:
45 minutes weekly

For More Information: Ann Marley, Supervisor-Visual Arts, amarley@jcboe.org or (201) 915-6038; David Radulich, Supervisor-Performing Arts, dradulich@jcboe.org or (201) 309-1635
Overview

Physical Education should be a part of the daily school program because of its unique contribution to the growth and development of children. Physical Education is that part of the educational process which through purposeful physical activity tends to develop in the individual, abilities to meet present, as well as future needs in physical, mental, moral and social life. It had become vital to make our students aware of the necessity of becoming physically and medically healthy within our society. Therefore, the Physical Education programs are designed to make our students want to become life-time participants. Physical health is becoming a vital part of everyone’s life as the life expectancy increases. Adults are becoming more active therefore, our children will need to become more active.

Program Description

Physical Education is a state mandated course which focuses on basic physical education activities. It also concentrates on organized, supervision and social interaction in groups and individual activities. Provides opportunities for increased responsibility in planning, organizing and leadership skills.

Program Components

- Employ the principles of space, effort, and relationships to modify movement.
- Use visual and verbal cues to improve performance during a physical activity.
- Analyze how a movement skill can be transferred to another movement setting.
- Summarize general and specific activity rules, describe how they enhance participation and safety, and follow them during activities.

Core Instructional Materials

Physical Best Fitness
Gram President’s Challenge

Student Assessments

Grading will include:
   a. preparedness/participation
   b. psycho-motor development
   c. tests (skills, oral and written)
   d. conduct, cooperation and compliance with rules and regulations.

Instructional Supports for Students

Extended Day, intramural activities, clubs

For More Information Contact:
Frank Dominianni, District Health/Physical Education Supervisor at fdomianni@jcboe.org or 201-915-6135

Recommended Instructional Time:
90 minutes per week
Overview

Visual Arts education is an essential part of the academic curriculum for the achievement of human, social and economic growth. Visual Arts enables students to develop personal, intellectual and social skills. Visual Arts is inclusive of a vibrant history, the development of a body of work, and compelling cultural traditions. In alignment with the NJCCCS, Visual Arts provides aesthetic awareness and an understanding of the world.

Program Description

Grade 5 focuses on the integrated application of the elements and principles of design. Volume, proportion, graphics, perspective and sculpture are studied.

Program Components

Cultivation of individual style couples with exploration of defined techniques associated with sculpture and graphic design. The continual development of observational and descriptive skills in art making positively impacts literacy comprehension.

Core Instructional Materials

- consumable supplies: paper, paint, crayons, pastels, clay, glue...
- art prints: historical and multicultural
- technology as appropriate

Student Assessments

- rubrics
- journal interpretations
- critique: observation, interpretation, analysis, evaluation
- self assessment– informal & formal
- group assessment-teacher directed

Instructional Supports for Students

Development of self awareness through exploration of aesthetics enhances perceptual skills. Discernment of a particular mood, craftsmanship, and overall compositional skills translates to comprehensive skills associated with analyzing literature.

“One can have no smaller or greater mastery than the mastery of oneself.”
- Leonardo da Vinci

Recommended Instructional Time: 45 minutes per week

For More Information Contact: Ann Marley, Supervisor-Visual Arts, amarley@jcboe.org or (201) 915-6038; David Radulich, Supervisor-Performing Arts, dradulich@jcboe.org or (201) 309-1635
Helpful Links

- COMMON CORE STATE STANDARDS:
  http://www.corestandards.org/what-parents-should-know/
  https://www.engageny.org/parent-guides-to-the-common-core-standards
  http://achievethecore.org/common-core-intro-for-parents

- NEW JERSEY CORE CURRICULUM CONTENT STANDARDS:
  http://www.state.nj.us/education/cccs/

- PARCC ASSESSMENT:
  http://www.parcconline.org/for-parents

- NJASK ASSESSMENT:

- CURRICULUM & INSTRUCTION LINKS:
  Grades K-5 Integrated Curriculum—https://www.pearsonsuccessnet.com
  Grades 6-8—ELA & Math—http://my.hrw.com/

- ADDITIONAL INFORMATION:
  http://www.nj.gov/njparentlink/development/professional.html
  http://www.state.nj.us/education/bilingual/resources/ParentHandbook.pdf

For More Information Contact: The Curriculum and Instruction Department at 201-915-6020
The Jersey City Public Schools “Parent Connection Booklet” for Grade Six Students 2016-2017
SUPERINTENDENT’S CABINET

Dr. Marcia V. Lyles, Superintendent of Schools
Mr. Jason Bing, Chief Academic Officer/ Superintendent’s Office
Mr. Luiggi C. Campana, School Business Administrator
Dr. Maryann Dickar, Chief of Staff/ Superintendent’s Office
Ms. Celeste Williams, Chief of Talent/ Superintendent’s Office
Mr. Franklin Walker, Associate Superintendent/ Student Life & Services
Ms. Hope Blackburn, Esq., General Counsel/Legal Dept.

SUPERINTENDENT’S SENIOR LEADERSHIP TEAM

Mr. Aldo Sanchez-Abreu, Associate Superintendent/ Curriculum and Instruction
Ms. Ellen Ruane, Associate Superintendent/ Secondary Division
Dr. Michael Winds, Director/ Elementary Division A
Dr. Norma Fernandez, Director/ Elementary Division B
Dr. Magda Savino, Director/ Enterprise Division
Dr. Gerard Crisonino, Director/ Special Education
Ms. Paula Christen, Director/ Student Life & Services
Ms. Heather Martindale, Director/ Family & Community Engagement
Dr. Rosetta Wilson, Executive Director/ Leadership Institute

BOARD MEMBERS

Ms. Vidya Gangadin, President
Mr. John Reichart, Vice President
Ms. Micheline Amy
Ms. Jessica Daye
Mr. Gerald Lyons
Mr. Lorenzo Richardson
Ms. Marilyn Roman
Ms. Ellen Simon
Mr. Joel Torres

Revised: 9/7/16
Overview
Mission: Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

Vision: A quality comprehensive health and physical education program fosters a population that:
- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem-solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

Program Description
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.

Program Components
- Provide students with the knowledge and understanding of making informed decisions in regards to eating behaviors.
- Realize the benefits that result in engaging in daily exercise.
- Identify stressors and learn healthy strategies to cope.
- Learn and practice good communication skills to resolve conflicts.
- Understand the dangers of alcohol, drugs and using tobacco product, and how they impact one’s social, emotional, and physical well being.
- Practice abstinence and refusal skills to avoid contracting STIs/HIV, and avoiding teen pregnancy.

Core Instructional Materials
- Integrated Curriculum

Student Assessments
- Rubrics
- Quizzes & Tests
- Individual and group performance

Instructional Supports for Students
- “Play 60” Infusing physical fitness/personal best grades 6-8 into physical education classes.

Recommended Daily Instructional Time:
60 minutes weekly

For More Information Contact: Frank Dominianni, District Health/Physical Education Supervisor at fdrominianni@jcboe.org or 201-915-6135
Overview

The Curriculum and Instruction Department has implemented a researched-based Common Core comprehensive program for grades 6-8. Teachers of grades 6-8 implement the instructional practice of Balanced Literacy. This instructional approach allows for a balance between direct instruction and individual application. Instructional activities must be balanced between a skills emphasis and a meaning emphasis. In the Language Arts classrooms, the teacher acts as a facilitator, modeling good habits of readers and writers through focused mini-lessons. The teacher then provides a variety of tasks for students to complete in whole group, small group, or individually. At the end of the lesson students are provided an opportunity to share to their reading and/or writing. Teachers provide meaningful feedback to students and assess students’ mastery in a variety of formal and informal ways.

In grades 6-8 teachers implement a rigorous curriculum that utilizes a variety of novels and instructional literature of varied genre. In 2012, the district revised and aligned the Language Arts Curriculum to the National Common Core Standards. Pacing guides allow teachers to follow a recommended timeline for balancing the use of the novels and the anthology. The Holt McDougal student anthology is available online along with a wealth of engaging interactive activities to enhance students’ skills in reading and writing. Re-teaching materials are also available to provide support and review of skills previous taught as well as resources to support special needs students and English Language Learners. Teachers access online resources and utilize the test generator to create electronic assessments that mirror PARCC.

Core Instructional Materials

Language Arts:  Holt McDougal Student Anthology

Student Assessments

- Benchmark/DORA
- Quarterlies

Instructional Support

www.myhsw.com

Program Description

Teachers of grades 6-8 implement the instructional practice of Balanced Literacy. This instructional approach allows for a balance between direct instruction and individual application. Instructional activities must be balanced between a skills emphasis and a meaning emphasis. In the Language Arts classrooms, the teacher acts as a facilitator, modeling good habits of readers and writers through focused mini-lessons. The teacher then provides a variety of tasks for students to complete in whole group, small group, or individually. At the end of the lesson students are provided an opportunity to share to their reading and/or writing. Teachers provide meaningful feedback to students and assess students’ mastery in a variety of formal and informal ways.

In grades 6-8 teachers implement a rigorous curriculum that utilizes a variety of novels and instructional literature of varied genre. In 2012, the district revised and aligned the Language Arts Curriculum to the National Common Core Standards. Pacing guides allow teachers to follow a recommended timeline for balancing the use of the novels and the anthology. The Holt McDougal student anthology is available online along with a wealth of engaging interactive activities to enhance students’ skills in reading and writing. Re-teaching materials are also available to provide support and review of skills previous taught as well as resources to support special needs students and English Language Learners. Teachers access online resources and utilize the test generator to create electronic assessments that mirror PARCC.

Core Instructional Materials

Language Arts:  Holt McDougal Student Anthology

Student Assessments

- Benchmark/DORA
- Quarterlies

Instructional Support

www.myhsw.com

For More Information Contact:
Mary Albanese, Language Arts Supervisor, malbanese@jcboe.org or 201-915-6076
**Overview**  
*Holt McDougal Mathematics* for Grades 6, 7, and 8 is built on a solid foundation of research and proven to work in the classroom. It was written to specifically address the Common Core State Standards (CCSS). The program focuses on deeper understanding of math strategies and concepts with implementation for the standards of Mathematical Practices.  
*Holt McDougal* lessons and activities emphasize conceptual understanding, focus on critical thinking, and integrate mathematical modeling. The “Are You Ready? and Ready to Go On?” Assessment and intervention system helps close the gap in student understanding using detailed item analysis and prescriptions for individual students. The online assessment and intervention resources make it easy for teachers and students to navigate the new standards-driven curriculum.  
A highly effective, integrated Tier 1, 2, and 3 Assessment and Intervention System, unique to *Holt McDougal Mathematics*, helps students catch up and keep up with all important concepts and skills.

---

**Program Description**

The *Holt McDougal Mathematics* Course 1, 2, and 3 Series is fully aligned to the Common core State Standards and is the primary instructional resource for middle school mathematics. Each student receives a textbook and online access to all of the instructional materials including the textbook and homework.

**Program Components**

- Unpacking the Standards, an introduction to the new Standards and Key Vocabulary  
- Guided Discovery Lessons to develop conceptual understanding  
- A traditional textbook containing examples, guided practice, independent practice and problem solving practice to master important skills and develop expertise in modeling with the mathematics  
- On-going review throughout the year through leveled Performance Tasks, Count Down to Mastery and Explorations in Core Math  
- Online Digital Resources

**Student Assessments**

Formal assessment such as ADAM (Adaptive Diagnostic Assessment of Mathematics), PARCC (Partnership for Assessment Readiness for College and Career), and Quarterly assessments are given throughout the year. Less formal, ongoing assessment include Are You Ready?, Ready to Go On?, Daily Lesson Quizzes, and Chapter Assessments.  
**Marking Period (MP) Grade:**  
MP 1 and 3:  
Quizzes (homework counts as a quiz) count once  
Tests and Quarterly assessment count twice  
**MP 2 and 4:**  
Quizzes (homework counts as a quiz) count once  
Tests count twice  
**Final Grade:** MP 1 (20%) MP 2 (20%) Midterm (10%) MP 3 (20%) MP 4 (20%) Final (10%)  

---

**Instructional Supports for Students**

my.hrw.com  
www.khanacademy.org  
www.coolmath.com  
www.parcconline.org  
www.corestandards.org/Math/

---

Recommended Instructional Time:  
450 minutes per week

---

For more information:  
Dana Di Sanzo, [ddisanzo1@jcboe.org](mailto:ddisanzo1@jcboe.org) or 201-547-2003
Overview

The elementary General Music Curricula is designed to address the New Jersey Core Curriculum Content Standards in the Arts. It focuses on four major components and the prerequisite knowledge and skills of each: performance; aesthetics; critique; historical, social, cultural influences and implications.

The curricula also reflects the belief of the Department that music education is an essential part of the academic curriculum necessary to the full development of the student’s human, social and economic potential. The curricula supports the research of the Arts Education Partnership:

- music builds the skills needed for planning and producing writing (and) develops expressive and reflective skills that enhance writing proficiency
- music instruction helps develop the capacity for spatial temporal reasoning, which is integral to the acquisition of important mathematical skills
- music learning contributes to the development of thinking, social and motivational skills considered basic for success in school, work and life

*Adapted from: Critical Evidence: How the Arts Benefit Student Achievement

Program Description

General Music Grade 6 is designed to introduce the student to the basic elements of music. Skills are developed by degrees through constant and on-going practice. Each new experience fortifies the previous one and allows for growth in appreciation, discrimination, ability and dexterity. Unit headings are consistent K-8, with skills and concept acquisition increase and expand appropriate to grade level expectations.

Program Components

The major components of music education are addressed: performance, aesthetics, critique and historical/cultural/social influences and implications. Rhythm, melody, harmony, timbre, and form are reinforced through practice. Students begin to discern tone color and assess aesthetically if the music is harsh or smooth. Students fluidly vocalize familiar or learned melodies and recognize notation.

Elements of music are observed in songs which focus primarily on social, cultural and historical values. Improvement in skill level of singing, playing and moving are observable. Presentation and performance skills increase.

Complexity of attainable skills and knowledge expands.

Core Instructional Materials

- rhythm instruments
- keyboard
- CD’s and CD player
- diversified repertoire
- technology as appropriate

Student Assessments

- rubrics
- critique
- journal writing
- individual and group performance

Instructional Supports for Students

Rhythm patterns correlate to mathematical sequencing and logic and assist in the mastery by complex thinking skills. Students develop literacy and writing skills through the application of transferable skills acquired through lyric writing and notation.

In the middle grades, research and historical exploration of musical styles and applications enhance writing skills.

Recommended Daily Instructional Time:

45 minutes weekly

For More Information: Ann Marley, Supervisor-Visual Arts, amarley@jcboe.org or (201) 915-6038; David Radulich, Supervisor-Performing Arts, dradulich@jcboe.org or (201) 309-1635

“A painter paints his picture on canvas. But musicians paint their pictures on silence. We provide the music and you provide the silence.”

- Leopold Stokowski
**Overview**

Physical Education should be a part of the daily school program because of its unique contribution to the growth and development of children. Physical Education is that part of the educational process which through purposeful physical activity tends to develop in the individual, abilities to meet present, as well as future needs in physical, mental, moral and social life. It had become vital to make our students aware of the necessity of becoming physically and medically healthy within our society. Therefore, the Physical Education programs are designed to make our students want to become life-time participants. Physical health is becoming a vital part of everyone’s life as the life expectancy increases. Adults are becoming more active therefore, our children will need to become more active.

**Program Description**

Physical Education is a state mandated course which focuses on basic physical education activities. It also concentrates on organized, supervision and social interaction in groups and individual activities. It provides opportunities for increased responsibility in planning, organizing and leadership skills.

**Program Components**

- The student will employ the principles of space, effort, and relationships to modify movement.
- The student will use visual and verbal cues to improve performance during a physical activity.
- The student will apply a learned skill to another movement setting.
- Discuss how the principles of force and motion impact the quality of movement.
- The student will describe and demonstrate the use of offensive, defensive, and cooperative strategies.
- Describe the relationship between physical activity, healthy eating, and body composition.
- Assess personal fitness, develop a personal fitness plan based on the findings, and use technology to implement the plan.

**Core Instructional Materials**

Physical Best
Fitness Gram
President’s Challenge

**Student Assessments**

Grading will include:

- preparedness/participation
- psycho-motor development
- tests (skills, oral and written
- conduct, cooperation and compliance with rules and regulations.

**Instructional Supports for Students**

Extended Day, intramural activities, clubs

---

**Recommended Instructional Time:**
90 minutes per week

---

For More Information Contact:
Frank Dominianni, District Health/Physical Education Supervisor at fdomianni@jcboe.org or 201-915-6135
Overview
All students must learn science to assume their role as responsible citizens equipped with necessary information and decision-making skills. Science is divided into three areas; life science, earth science, and physical science. Fostering habits of mind such as curiosity, skepticism, open-mindedness, and honesty when interpreting findings as well as safety are emphasized throughout the curriculum.

Program Description
The sixth grade science curriculum is divided into four units to correspond with the four marking periods. In the first unit, students will focus on the scientific process and what science is. Safe practices in science are emphasized and the scientific method and science fair project are the foci. Students will learn about the structure of atoms, elements, the periodic table, phases of matter, and properties of matter. In the second unit, molecules, compounds, mixtures, acids, bases, density and volume are learned. In the third unit, the focus is on earth’s structure. In this unit, students will explore earth’s systems, rock cycle, properties of minerals, processes that shape the earth, plate tectonics and topography. In the fourth unit, weather patterns, climate, trade winds, storms, volcanoes, hurricanes, tornadoes and natural disasters are the major topics discussed.

Core Instructional Materials
Pearson Education
- Science and Technology
- Introduction to Chemistry
- Earth’s Structure
- Water and Atmosphere
- Chemistry

Student Assessments
- Performance Assessments
- Quarterlies

Instructional Support
www.pearsonsuccessnet.com
Www.sciencebuddies.com

For More Information Contact:
Manisha Shah, Science Supervisor, Grades 6-12, mshah@jcboe.org or 201-915-6099
Dr. Darrell Carson, Science Supervisor, Grades K-8, dcarson@jcboe.org or 201-369-3767
Overview

The Curriculum and Instruction Department has implemented a researched-based Common Core comprehensive program for grades 6-8. The social studies are the study of political, economic, cultural, and environmental aspects of societies in the past, present, and future. Social studies can provide students with the skills for productive problem solving and decision making, as well as for assessing issues and making thoughtful value judgments. Above all, social studies helps students to integrate these skills and understandings into a framework for responsible citizen participation, whether in their play group, the school, the community...

Program Description

Social Studies utilizes storytelling to bring the content to life, it provides a digital solution that makes Social Studies personal to every student and easier to retain the information. Every chapter in the textbook features a Targeted Reading Skill. The students are able to continually practice and apply comprehension skills and activities with content specific vocabulary, extensive use of graphic organizers to help them recognize text structure, formulate notes and summaries, and interactive format that encourages self-monitoring throughout the lessons. Hands-on activities provide students with a variety of options to demonstrate and transfer their understanding of the content.

The sixth grade curriculum guide details the study of the world from the fall of the Roman Empire to the Age of Enlightenment circa 1750, helping students to build an understanding of the past- and its connection to people of different communities and regions, our nation and the world. The curriculum is made up of the following units:

Unit I: The Ancient World: Civilizations and Culture
Unit II: Classical Civilizations
Unit III: Belief Systems
Unit IV: Medieval Europe and the Renaissance

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Core Instructional Materials

World History, Houghton Mifflin

Student Assessments

- Benchmark/DORA
- Quarterlies

Instructional Support

www.hmhco.com

Recommended Instructional Time:
165 minutes per week

For More Information Contact:
Elizabeth Iannitelli, Social Studies Supervisor, eianitelli@jcboe.org or 201-369-3720
Grade 6

**Overview**
Visual Arts education is an essential part of the academic curriculum for the achievement of human, social and economic growth. Visual Arts enables students to develop personal, intellectual and social skills. Visual Arts is inclusive of a vibrant history, the development of a body of work, and compelling cultural traditions. In alignment with the NJCCCS, Visual Arts provides aesthetic awareness and an understanding of the world.

---

**Program Description**
Grade 6 provides an introduction to the concepts of classical proportions in the human figure, and perspective as it is used to depict nature.

**Program Components**
Cultivation of individual style couples with the techniques associated with landscape painting and drawing the human figure; exploration of careers associated with fine and commercial art. The continual development of observational and descriptive skills in art making positively impacts literacy comprehension.

**Core Instructional Materials**
- consumable supplies: paper, paint, crayons, pastels, clay, glue...
- art prints: historical and multicultural
- technology as appropriate

**Student Assessments**
- rubrics
- journal interpretations
- critique: observation, interpretation, analysis, evaluation
- self assessment– informal & formal
- group assessment-teacher directed

**Instructional Support**
Development of self awareness through exploration of aesthetics enhances perceptual skills. Mathematical principles are supported through the study and application of proportion, scale and spatial relationships.

---

**Recommended Instructional Time:**
45 minutes per week

---

For More Information Contact: Ann Marley, Supervisor- Visual Arts, amarley@jcboe.org or (201) 915-6038; David Radulich, Supervisor-Performing Arts, dradulich@jcboe.org or (201) 309-1635

"I try to apply colors like words that shape poems, like notes that shape music"
Helpful Links

- COMMON CORE STATE STANDARDS:
  http://www.corestandards.org/what-parents-should-know/
  https://www.engageny.org/parent-guides-to-the-common-core-standards
  http://achievethecore.org/common-core-intro-for-parents

- NEW JERSEY CORE CURRICULUM CONTENT STANDARDS:
  http://www.state.nj.us/education/cccs/

- PARCC ASSESSMENT:
  http://www.parcconline.org/for-parents

- NJASK ASSESSMENT:

- CURRICULUM & INSTRUCTION LINKS:
  Grades K-5 Integrated Curriculum—https://www.pearsonsuccessnet.com
  Grades 6-8—ELA & Math—http://my.hrw.com/

- ADDITIONAL INFORMATION:
  http://www.nj.gov/njparentlink/development/professional.html
  http://www.state.nj.us/education/bilingual/resources/ParentHandbook.pdf

For More Information Contact: The Curriculum and Instruction Department at 201-915-6020
The Jersey City Public Schools “Parent Connection Booklet” for Grade Seven Students 2016-2017
SUPERINTENDENT’S CABINET

Dr. Marcia V. Lyles, Superintendent of Schools

Mr. Jason Bing, Chief Academic Officer/ Superintendent’s Office

Mr. Luiggi C. Campana, School Business Administrator

Dr. Maryann Dickar, Chief of Staff/ Superintendent’s Office

Ms. Celeste Williams, Chief of Talent/ Superintendent’s Office

Mr. Franklin Walker, Associate Superintendent/ Student Life & Services

Ms. Hope Blackburn, Esq., General Counsel/Legal Dept.

SUPERINTENDENT’S SENIOR LEADERSHIP TEAM

Mr. Aldo Sanchez-Abreu, Associate Superintendent/ Curriculum and Instruction

Ms. Ellen Ruane, Associate Superintendent/ Secondary Division

Dr. Michael Winds, Director/ Elementary Division A

Dr. Norma Fernandez, Director/ Elementary Division B

Dr. Magda Savino, Director/ Enterprise Division

Dr. Gerard Crisonino, Director/ Special Education

Ms. Paula Christen, Director/ Student Life & Services

Ms. Heather Martindale, Director/ Family & Community Engagement

Dr. Rosetta Wilson, Executive Director/ Leadership Institute

BOARD MEMBERS

Ms. Vidya Gangadin, President

Mr. John Reichart, Vice President

Ms. Micheline Amy

Ms. Jessica Daye

Mr. Gerald Lyons

Mr. Lorenzo Richardson

Ms. Marilyn Roman

Ms. Ellen Simon

Mr. Joel Torres

Revised: 9/7/16
Overview

Mission: Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

Vision: A quality comprehensive health and physical education program fosters a population that:
- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem-solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

Program Description

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.

Program Components

- Provide students with the knowledge and understanding of making informed decisions in regards to eating behaviors.
- Realize the benefits that result in engaging in daily exercise.
- Identify stressors and learn healthy strategies to cope.
- Learn and practice good communication skills to resolve conflicts.
- Understand the dangers of alcohol, drugs and using tobacco product, and how they impact one’s social, emotional, and physical well being.
- Practice abstinence and refusal skills to avoid contracting STIs/HIV, and avoiding teen pregnancy.

Core Instructional Materials

- Integrated Curriculum

Student Assessments

- Rubrics
- Quizzes & Tests
- Individual and group performance

Instructional Supports for Students

- “Play 60” Infusing physical fitness/personal best grades 6-8 into physical education classes.

Recommended Daily Instructional Time: 60 minutes weekly

For More Information Contact: Frank Dominianni, District Health/Physical Education Supervisor at fdominianni@jcboe.org or 201-915-6135
Program Description

In the Language Arts classrooms, the teacher acts as a facilitator, modeling good habits of readers and writers through focused mini-lessons. The teacher then provides a variety of tasks for students to complete in whole group, small group, or individually. At the end of the lesson students are provided an opportunity to share to their reading and/or writing. Teachers provide meaningful feedback to students and assess students’ mastery in a variety of formal and informal ways. In grades 6-8 teachers implement a rigorous curriculum that utilizes a variety of novels and instructional literature of varied genre. In 2012, the district revised and aligned the Language Arts Curriculum to the National Common Core Standards. Pacing guides allow teachers to follow a recommended timeline for balancing the use of the novels and the anthology. The Holt McDougal student anthology is available online along with a wealth of engaging interactive activities to enhance students’ skills in reading and writing. Re-teaching materials are also available to provide support and review of skills previous taught as well as resources to support special needs students and English Language Learners. Teachers access online resources and utilize the test generator to create electronic assessments that mirror PARCC.

Core Instructional Materials

Language Arts:  Holt McDougal Student Anthology

Student Assessments

- Benchmark/DORA
- Quarterlies

Instructional Support

www.myhrw.com

For More Information Contact: Mary Albanese, Language Arts Supervisor. malbanese@jcboe.org or 201-915-6077
Overview

Holt McDougal Mathematics for Grades 6, 7, and 8 is built on a solid foundation of research and proven to work in the classroom. It was written to specifically address the Common Core State Standards (CCSS). The program focuses on deeper understanding of math strategies and concepts with implementation for the standards of Mathematical Practices. Holt McDougal lessons and activities emphasize conceptual understanding, focus on critical thinking, and integrate mathematical modeling.

“The Are You Ready? and Ready to Go On?” Assessment and intervention system helps close the gap in student understanding using detailed item analysis and prescriptions for individual students. The online assessment and intervention resources make it easy for teachers and students to navigate the new standards-driven curriculum. A highly effective, integrated Tier 1, 2, and 3 Assessment and Intervention System, unique to Holt McDougal Mathematics, helps students catch up and keep up with all important concepts and skills.

Program Description

The Holt McDougal Mathematics Course 1, 2, and 3 Series is fully aligned to the Common core State Standards and is the primary instructional resource for middle school mathematics. Each student receives a textbook and online access to all of the instructional materials including the textbook and homework.

Program Components

- Unpacking the Standards, an introduction to the new Standards and Key Vocabulary
- Guided Discovery Lessons to develop conceptual understanding
- A traditional textbook containing examples, guided practice, independent practice and problem solving practice to master important skills and develop expertise in modeling with the mathematics
- On-going review throughout the year through leveled Performance Tasks, Count Down to Mastery and Explorations in Core Math
- Online Digital Resources

Student Assessments

Formal assessment such as ADAM (Adaptive Diagnostic Assessment of Mathematics), PARCC (Partnership for Assessment Readiness for College and Career), and Quarterly assessments are given throughout the year. Less formal, ongoing assessments include: Are You Ready?, Ready to Go On?, Daily Lesson Quizzes, and Chapter Assessments.

Marking Period (MP) Grade:

MP 1 and 3:
Quizzes (homework counts as a quiz) count once
Tests and Quarterly assessment count twice

MP 2 and 4:
Quizzes (homework counts as a quiz) count once
Tests count twice

Final Grade: MP 1 (20%) MP 2 (20%) Midterm (10%) MP 3 (20%) MP 4 (20%) Final (10%)

Instructional Supports for Students

my.hrw.com
www.khanacademy.org
www.coolmath.com
www.parcconline.org

Recommended
Instructional Time: 450 minutes per week

For more information:
Dana Di Sanzo, ddisanzo1@jcboe.org or 201-547-2003
Program Description
General Music Grade 7 is designed to introduce the student to the basic elements of music. Skills are developed by degrees through constant and on-going practice. Each new experience fortifies the previous one and allows for growth in appreciation, discrimination, ability and dexterity. Unit headings are consistent K-8, with skill and concept acquisition increasing and expanding appropriate to grade level expectations.

Program Components
The major components of music education are addressed: performance, aesthetics, critique and historical/cultural/social influences and implications. Rhythm, melody, harmony, timbre, and form are reinforced through practice. Students begin to discern tone color and assess aesthetically if the music is harsh or smooth. Students fluidly vocalize familiar or learned melodies and recognize notation.

Elements of music are observed in songs which focus primarily on social, cultural and historical values. Improvement in skill level of singing, playing and moving are observable. Presentation and performance skills increase.

Complexity of attainable skills and knowledge expands.

Core Instructional Materials
- rhythm instruments
- keyboard
- CD’s and CD player
- diversified repertoire
- technology as appropriate

Student Assessments
- rubrics
- critique
- journal writing
- Individual and group performance

Instructional Supports for Students
Rhythm patterns correlate to mathematical sequencing and logic and assist in the mastery by complex thinking skills. Students develop literacy and writing skills through the application of transferable skills acquired through lyric writing and notation.

In the middle grades, research and historical exploration of musical styles and applications enhance writing skills.

For More Information: Ann Marley, Supervisor-Visual Arts, amarley@jcboe.org or (201) 915-6038; David Radulich, Supervisor-Performing Arts, droadulich@jcboe.org or (201) 309-1635
Overview

Physical Education should be a part of the daily school program because of its unique contribution to the growth and development of children. Physical Education is that part of the educational process which through purposeful physical activity tends to develop in the individual, abilities to meet present, as well as future needs in physical, mental, moral and social life. It had become vital to make our students aware of the necessity of becoming physically and medically healthy within our society. Therefore, the Physical Education programs are designed to make our students want to become life-time participants. Physical health is becoming a vital part of everyone’s life as the life expectancy increases. Adults are becoming more active therefore, our children will need to become more active.

Program Description

Physical Education is a state mandated course which focuses on basic physical education activities. It also concentrates on organized, supervision and social interaction in groups and individual activities. It provides the opportunity for children to belong to a team and or group whereby every child is welcomed and accepted.

Program Components

- Apply the impact of various applications of force and motion during physical activity.
- Compare and contrast the use of space and flow in physical activities.
- The student will detect and correct errors in personal movement performance and modify it in response to internal and external feedback.
- The student will analyze participant and observer behaviors for evidence of good sportsmanship.
- Describe ways to achieve a healthy body composition through healthy eating habits and physical activity.
- The student will apply training principles to establish a progression of activity that will improve each component of fitness.
- The student will perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.

Core Instructional Materials

Physical Best Fitness
Gram President’s Challenge

Student Assessments

Grading will include:
- preparedness/participation
- psycho-motor development
- tests (skills, oral and written)
- conduct, cooperation and compliance with rules and regulations.

Instructional Supports for Students

Extended Day, intramural activities, clubs

Recommended Instructional Time: 90 minutes per week

For More Information Contact:
Frank Dominianni, District Health/Physical Education Supervisor at fdomianni@jcboe.org or 201-915-6135
Program Description

The seventh grade science curriculum is divided into four units to correspond with the four marking periods. In the first unit, students review the scientific method and processes and then begin their study of the sun, earth and moon systems, seasons, solar system scale, gravity, orbits, life cycle of stars, constellations and galaxies. In the second unit, students develop an understanding of motion, forces, speed, friction, gravity, power and work. In the third unit, students will investigate energy transformation, sound, light, electricity, magnetism, heat, chemical changes and chemical reactions. In the fourth unit, students will learn about biomes, land, water and air resource, population and communities, energy resources and technology.

Core Instructional Materials

Pearson Education
- Astronomy and Space
- Forces and Energy
- Sound and Light
- Introduction to Chemistry
- Ecology and Environment

Student Assessments
- Performance Assessments
- Quarterlies

Instructional Support

www.pearsonsuccessnet.com
www.sciencebuddies.com

For More Information Contact:
Manisha Shah, Science Supervisor-Grades 6-12, mshah@jeboe.org or 201-915-6099
Dr. Darrell Carson, Science Supervisor-Grades K-8, dcarson@jeboe.org or 201-369-3767
Overview

The Curriculum and Instruction Department has implemented a researched-based Common Core comprehensive program for grades 6-8. The social studies are the study of political, economic, cultural, and environmental aspects of societies in the past, present, and future. Social studies can provide students with the skills for productive problem solving and decision making, as well as for assessing issues and making thoughtful value judgments. Above all, social studies helps students to integrate these skills and understandings into a framework for responsible citizen participation, whether in their play group, the school, the community

Program Description

Social Studies utilizes storytelling to bring the content to life, it provides a digital solution that makes Social Studies personal to every student and easier to retain the information. Every chapter in the textbook features a Targeted Reading Skill. The students are able to continually practice and apply comprehension skills and activities with content specific vocabulary, extensive use of graphic organizers to help them recognize text structure, formulate notes and summaries, and interactive format that encourages self-monitoring throughout the lessons. Hands-on activities provides students with a variety of options to demonstrate and transfer their understanding of the content.

The seventh grade curriculum guide details the period of United States history from pre-Columbian times to and including the American Revolution. The curriculum is made up of the following four units:
1. Early American Civilizations
2. Many Worlds Meet (to 1620),
3. European Colonization and Settlement, and
4. Revolution and the New Nation

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Core Instructional Materials

United States History, Houghton Mifflin

Student Assessments

- Benchmark/DORA
- Quarterlies

Instructional Support

www.hmhco.com

For More Information Contact:
Elizabeth Iannitelli, Social Studies Supervisor, iannitelli@jcboe.org or 201-369-3720
Overview
Visual Arts education is an essential part of the academic curriculum for the achievement of human, social and economic growth. Visual Arts enables students to develop personal, intellectual and social skills. Visual Arts is inclusive of a vibrant history, the development of a body of work, and compelling cultural traditions. In alignment with the NJCCCS, Visual Arts provides aesthetic awareness and an understanding of the world.

Program Description
Grade 7 includes an introduction to detail techniques of the proportion of the human figure, perspective, painting, graphics and sculpture.

Program Components
Cultivation of individual style couples with the techniques associated with painting, sculpture and graphics. Open-ended questions are used as vehicles to aid in cognitive development and foster true discussion leading into assessment.

Core Instructional Materials
◆ consumable supplies: paper, paint, crayons, pastels, clay, glue...
◆ art prints: historical and multicultural
◆ technology as appropriate

Student Assessments
◆ rubrics
◆ journal interpretations
◆ critique: observation, interpretation, analysis, evaluation
◆ self assessment– informal & formal
◆ group assessment-teacher directed

Instructional Support
Development of self awareness through exploration of aesthetics enhances perceptual skills. Mathematical principles are supported through the study and application of proportion, scale and spatial relationships.

“I can only draw what I see.”
-Claude Monet

Recommended Instructional Time:
45 minutes per week

For More Information Contact: Ann Marley, Supervisor-Visual Arts, amarley@jcboe.org or (201) 915-6038; David Radulich, Supervisor-Performing Arts, dredulich@jcboe.org or (201) 309-1635
Helpful Links

- COMMON CORE STATE STANDARDS:
  http://www.corestandards.org/what-parents-should-know/
  https://www.engageny.org/parent-guides-to-the-common-core-standards
  http://achievethecore.org/common-core-intro-for-parents

- NEW JERSEY CORE CURRICULUM CONTENT STANDARDS:
  http://www.state.nj.us/education/cccs/

- PARCC ASSESSMENT:
  http://www.parcconline.org/for-parents

- NJASK ASSESSMENT:

- CURRICULUM & INSTRUCTION LINKS:
  Grades K-5 Integrated Curriculum—https://www.pearsonsuccessnet.com
  Grades 6-8—ELA & Math—http://my.hrw.com/

- ADDITIONAL INFORMATION:
  http://www.nj.gov/njparentlink/development/professional.html
  http://www.state.nj.us/education/bilingual/resources/ParentHandbook.pdf

For More Information Contact: The Curriculum and Instruction Department at 201-915-6020

"At the end of the day, the most overwhelming key to a child’s success is the positive involvement of parents." ~Jane D. Hull
SUPERINTENDENT’S CABINET

Dr. Marcia V. Lyles, Superintendent of Schools

Mr. Jason Bing, Chief Academic Officer/ Superintendent’s Office

Mr. Luiggi C. Campana, School Business Administrator

Dr. Maryann Dickar, Chief of Staff/ Superintendent’s Office

Ms. Celeste Williams, Chief of Talent/ Superintendent’s Office

Mr. Franklin Walker, Associate Superintendent / Student Life & Services

Ms. Hope Blackburn, Esq., General Counsel/Legal Dept.

SUPERINTENDENT’S SENIOR LEADERSHIP TEAM

Mr. Aldo Sanchez-Abreu, Associate Superintendent/ Curriculum and Instruction

Ms. Ellen Ruane, Associate Superintendent/ Secondary Division

Dr. Michael Winds, Director/ Elementary Division A

Dr. Norma Fernandez, Director/ Elementary Division B

Dr. Magda Savino, Director/ Enterprise Division

Dr. Gerard Crisonino, Director/ Special Education

Ms. Paula Christen, Director/ Student Life & Services

Ms. Heather Martindale, Director/ Family & Community Engagement

Dr. Rosetta Wilson, Executive Director/ Leadership Institute

BOARD MEMBERS

Ms. Vidya Gangadin, President

Mr. John Reichart, Vice President

Ms. Micheline Amy

Ms. Jessica Daye

Mr. Gerald Lyons

Mr. Lorenzo Richardson

Ms. Marilyn Roman

Ms. Ellen Simon

Mr. Joel Torres

Revised: 9/7/16
Overview

Mission: Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

Vision: A quality comprehensive health and physical education program fosters a population that:
- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem-solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

Program Description

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.

Program Components

- Provide students with the knowledge and understanding of making informed decisions in regards to eating behaviors.
- Realize the benefits that result in engaging in daily exercise.
- Identify stressors and learn healthy strategies to cope.
- Learn and practice good communication skills to resolve conflicts.
- Understand the dangers of alcohol, drugs and using tobacco product, and how they impact one’s social, emotional, and physical well being.
- Practice abstinence and refusal skills to avoid contracting STIs/HIV, and avoiding teen pregnancy.

Core Instructional Materials

- Integrated Curriculum

Student Assessments

- Rubrics
- Quizzes & Tests
- Individual and group performance

Instructional Supports for Students

- “Play 60” Infusing physical fitness/personal best grades 6-8 into physical education classes.

For More Information Contact: Frank Dominianni, District Health/Physical Education Supervisor at fdominianni@jcboe.org or 201-915-6135
Program Description

In the Language Arts classrooms, the teacher acts as a facilitator, modeling good habits of readers and writers through focused mini-lessons. The teacher then provides a variety of tasks for students to complete in whole group, small group, or individually. At the end of the lesson students are provided an opportunity to share to their reading and/or writing. Teachers provide meaningful feedback to students and assess students’ mastery in a variety of formal and informal ways. In grades 6-8 teachers implement a rigorous curriculum that utilizes a variety of novels and instructional literature of varied genre. In 2012, the district revised and aligned the Language Arts Curriculum to the National Common Core Standards. Pacing guides allow teachers to follow a recommended timeline for balancing the use of the novels and the anthology. The Holt McDougal student anthology is available online along with a wealth of engaging interactive activities to enhance students’ skills in reading and writing. Re-teaching materials are also available to provide support and review of skills previous taught as well as resources to support special needs students and English Language Learners. Teachers access online resources and utilize the test generator to create electronic assessments that mirror PARCC.

Core Instructional Materials

Language Arts: Holt McDougal Student Anthology

Student Assessments

- Benchmark/DORA
- Quarterlies

Instructional Support

www.myhew.com

For More Information Contact: Mary Albanese, Language Arts Supervisor, malbanese@jeboe.org or 201-915-6076
Overview

Holt McDougal Mathematics for Grades 6, 7, and 8 is built on a solid foundation of research and proven to work in the classroom. It was written to specifically address the Common Core State Standards (CCSS). The program focuses on deeper understanding of math strategies and concepts with implementation for the standards of Mathematical Practices. Holt McDougal lessons and activities emphasize conceptual understanding, focus on critical thinking, and integrate mathematical modeling.

The “Are You Ready? and Ready to Go On?” Assessment and intervention system helps close the gap in student understanding using detailed item analysis and prescriptions for individual students. The online assessment and intervention resources make it easy for teachers and students to navigate the new standards-driven curriculum.

A highly effective, integrated Tier 1, 2, and 3 Assessment and Intervention System, unique to Holt McDougal Mathematics, helps students catch up and keep up with all important concepts and skills.

Program Description

The Holt McDougal Mathematics Course 1, 2, and 3 Series is fully aligned to the Common core State Standards and is the primary instructional resource for middle school mathematics. Each student receives a textbook and online access to all of the instructional materials including the textbook and homework.

Program Components

- Unpacking the Standards, an introduction to the new Standards and Key Vocabulary
- Guided Discovery Lessons to develop conceptual understanding
- A traditional textbook containing examples, guided practice, independent practice and problem solving practice to master important skills and develop expertise in modeling with the mathematics
- On-going review throughout the year through leveled Performance Tasks, Count Down to Mastery and Explorations in Core Math
- Online Digital Resources

Student Assessments

Formal assessment such as ADAM (Adaptive Diagnostic Assessment of Mathematics), PARCC (Partnership for Assessment Readiness for College and Career), and Quarterly assessments are given throughout the year. Less formal, ongoing assessments include: Are You Ready?, Ready to Go On?, Daily Lesson Quizzes, and Chapter Assessments.

Marking Period (MP) Grade:
MP 1 and 3:
Quizzes (homework counts as a quiz) count once
Tests and Quarterly assessment count twice

MP 2 and 4:
Quizzes (homework counts as a quiz) count once
Tests count twice

Final Grade: MP 1 (20%) MP 2 (20%) Midterm (10%) MP 3 (20%) MP 4 (20%) Final (10%)

Instructional Supports for Students

my.hrw.com
www.khanacademy.org
www.coolmath.com
www.parcconline.org

For more information: Dana Di Sanzo, ddisanzo1@jcboe.org or 201-547-2003
Program Description

General Music Grade 8 is designed to introduce the student to the basic elements of music. Skills are developed by degrees through constant and on-going practice. Each new experience fortifies the previous one and allows for growth in appreciation, discrimination, ability and dexterity. Unit headings are consistent K-8, with skill and concept acquisition increasing and expanding appropriate to grade level expectations.

Program Components

The major components of music education are addressed: performance, aesthetics, critique and historical/cultural/social influences and implications. Rhythm, melody, harmony, timbre, and form are reinforced through practice. Students begin to discern tone color and assess aesthetically if the music is harsh or smooth. Students fluidly vocalize familiar or learned melodies and recognize notation.

Elements of music are observed in songs which focus primarily on social, cultural and historical values. Improvement in skill level of singing, playing and moving are observable. Presentation and performance skills increase.

Complexity of attainable skills and knowledge expands.

Core Instructional Materials

- rhythm instruments
- keyboard
- CD’s and CD player
- diversified repertoire
- technology as appropriate

Student Assessments

- rubrics
- critique
- journal writing
- Individual and group performance

Instructional Supports for Students

Rhythm patterns correlate to mathematical sequencing and logic and assist in the mastery by complex thinking skills. Students develop literacy and writing skills through the application of transferable skills acquired through lyric writing and notation.

In the middle grades, research and historical exploration of musical styles and applications enhance writing skills.

“Musicians own music because music owns them.”
-Virgil Thomson

For More Information: Ann Marley, Supervisor-Visual Arts, amarley@jcboe.org or (201) 915-6038; David Radulich, Supervisor-Performing Arts, dradulich@jcboe.org or (201) 309-1635
Overview
Physical Education should be a part of the daily school program because of its unique contribution to the growth and development of children. Physical Education is that part of the educational process which through purposeful physical activity tends to develop in the individual, abilities to meet present, as well as future needs in physical, mental, moral and social life. It had become vital to make our students aware of the necessity of becoming physically and medically healthy within our society. Therefore, the Physical Education programs are designed to make our students want to become lifetime participants. Physical health is becoming a vital part of everyone’s life as the life expectancy increases. Adults are becoming more active therefore, our children will need to become more active.

Program Description
Physical Education is a state mandated course which focuses on basic physical education activities. It also concentrates on organized, supervision and social interaction in groups and individual activities. It provides the opportunity for children to belong to a team and or group whereby every child is welcomed and accepted.

Program Components
- Demonstrate mechanically correct form and control when using and combining movement skills in applied settings.
- Analyze the application of balance and counterbalance when performing or observing movement skills.
- Compare and contrast offensive, defensive, and cooperative strategies and use them effectively in applied settings.
- Discuss the stages of movement skill development and the importance of practice.
- Describe ways to achieve a healthy body composition through healthy eating habits and physical activity.
- Describe and demonstrate various training methods, including isotonic, isometric, interval, and circuit methods.
- Developing a personal fitness plan.

Core Instructional Materials
Physical Best Fitness
Gram President’s Challenge

Student Assessments
Grading will include:
- a. preparedness/participation
- b. psycho-motor development
- c. tests (skills, oral and written)
- d. conduct, cooperation and compliance with rules and regulations.

Instructional Supports for Students
Extended Day, intramural activities, clubs

Recommended Instructional Time:
90 minutes per week

For More Information Contact:
Frank Dominiani, District Health/Physical Education Supervisor at fdomminianni@jcboe.org or 201-915-6135
**Overview**

All students must learn science to assume their role as responsible citizens equipped with necessary information and decision-making skills. Science is divided into three areas: life science, earth science, and physical science. Fostering habits of mind such as curiosity, skepticism, open-mindedness, and honesty when interpreting findings as well as safety are emphasized throughout the curriculum.

**Recommended Instructional Time:**
180 minutes per week

---

**Program Description**

The eighth grade science curriculum is divided into four units to correspond with the four marking periods. In the first unit, students review the scientific method and processes and begin their study of cell structure, cellular energy, cellular processes, cellular division, heredity, genetics and human life cycle. In the second unit, students are introduced to plants, animals, sponges and mammals. In the third unit, students learn about ecosystems, food chains, and food webs. Students are also being exposed to NJAsk 8 test preparation. In the fourth unit, students are introduced to high school biology, dissection of several organisms ranging from simple to more complex. In addition, they will study human body systems.

**Core Instructional Materials**

Pearson Education
- Cell and Heredity
- Diversity of Life
- Ecology and Environment
- Human Body Systems

**Student Assessments**
- Performance Assessments
- Quarterlies

**Instructional Support**

www.pearsonsuccessnet.com
Www.sciencebuddies.com

---

For More Information Contact:
Manisha Shah, Science Supervisor-Grades 6-12, mshah@jcboe.org or 201-915-6099
Dr. Darrell Carson, Science Supervisor, Grades K-8, dcarson@jcboe.org or 201-369-3767
Overview

The Curriculum and Instruction Department has implemented a researched-based Common Core comprehensive program for grades 6-8. The social studies are the study of political, economic, cultural, and environmental aspects of societies in the past, present, and future. Social studies can provide students with the skills for productive problem solving and decision making, as well as for assessing issues and making thoughtful value judgments. Above all, social studies helps students to integrate these skills and understandings into a framework for responsible citizen participation, whether in their play group, the school, the community

Program Description

Social Studies utilizes storytelling to bring the content to life, it provides a digital solution that makes Social Studies personal to every student and easier to retain the information. Every chapter in the textbook features a Targeted Reading Skill. The students are able to continually practice and apply comprehension skills and activities with content specific vocabulary, extensive use of graphic organizers to help them recognize text structure, formulate notes and summaries, and interactive format that encourages self-monitoring throughout the lessons. Hands-on activities provides students with a variety of options to demonstrate and transfer their understanding of the content.

The eight grade curriculum guide details the period of United States history from the end of the Reconstruction Era to the present. Domestic, Western Hemispheric and global issues are addressed. The four units in the curriculum are the following:
1. Native-American Studies
2. United States Expansion and Reform 2.
3. Civil War and Reconstruction
4. Civics.

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Core Instructional Materials

United States History, Houghton Mifflin

Student Assessments

- Benchmark/DORA
- Quarterlies

Instructional Support

www.hmhco.com

For More Information Contact:
Elizabeth Iannielli, Social Studies Supervisor, eiannielli@jcboe.org or 201-369-3720
Program Description
The Grade 8 curriculum provides a concentrated approach connecting proportion, printmaking, crafts and careers.

Program Components
Continued exploration of design elements in application to commercial and fine arts related projects.

Core Instructional Materials
- consumable supplies: paper, paint, crayons, pastels, clay, glue...
- art prints: historical and multicultural
- technology as appropriate

Student Assessments
- rubrics
- journal interpretations
- critique: observation, interpretation, analysis, evaluation
- self assessment– informal & formal
- group assessment-teacher directed

Support
Development of self awareness through exploration of aesthetics enhances perceptual skills. Mathematical principles are supported through the study and application of proportion, scale and spatial relationships. An Artistically Talented Program for visually gifted and talented students is offered. The curriculum offers students advanced course work in skill building and techniques with a wide array of media. Students are trained in the foundational fine art approach. Honors JC ARTS Visual Arts Program is for gifted and talented students who are interested in pursuing art as a major course of study in high school. Students receive a rigorous in-depth instruction in drawing, painting, printmaking and sculpture. Successful completion of the course will provide early acceptance into JC ARTS High School Program.

“Every good painter, paints what he is”
-Jackson

Contact: Ann Marley, Supervisor-Visual Arts,

Recommended Daily
Instructional Time:
45 minutes weekly
Helpful Links

- COMMON CORE STATE STANDARDS:
  http://www.corestandards.org/what-parents-should-know/
  https://www.engageny.org/parent-guides-to-the-common-core-standards
  http://achievethecore.org/common-core-intro-for-parents

- NEW JERSEY CORE CURRICULUM CONTENT STANDARDS:
  http://www.state.nj.us/education/cccs/

- PARCC ASSESSMENT:
  http://www.parcconline.org/for-parents

- NJASK ASSESSMENT:

- CURRICULUM & INSTRUCTION LINKS:
  Grades K-5 Integrated Curriculum—https://www.pearsonsuccessnet.com
  Grades 6-8—ELA & Math—http://my.hrw.com/

- ADDITIONAL INFORMATION:
  http://www.nj.gov/njparentlink/development/professional.html
  http://www.state.nj.us/education/bilingual/resources/ParentHandbook.pdf

For More Information Contact: The Curriculum and Instruction Department at 201-915-6020
The Jersey City Public Schools “Parent Connection Booklet” for K-8 Bilingual/ESL/World Languages Program
SUPERINTENDENT’S CABINET

Dr. Marcia V. Lyles, Superintendent of Schools
Mr. Jason Bing, Chief Academic Officer/ Superintendents Office
Mr. Luiggi C. Campana, School Business Administrator
Dr. Maryann Dickar, Chief of Staff/Superintendent’s Office
Ms. Celeste Williams, Chief of Talent/Superintendent’s Office
Mr. Franklin Walker, Associate Superintendent /Student Life & Services
Ms. Hope Blackburn, Esq., General Counsel/Legal Dept.

SUPERINTENDENT’S SENIOR LEADERSHIP TEAM

Mr. Aldo Sanchez-Abreu, Associate Superintendent/Curriculum and Instruction
Ms. Ellen Ruane, Associate Superintendent/Secondary Division
Dr. Michael Winds, Director/Elementary Division A
Dr. Norma Fernandez, Director/Elementary Division B
Dr. Magda Savino, Director/Enterprise Division
Dr. Gerard Crisonino, Director/Special Education
Ms. Paula Christen, Director/Student Life & Services
Ms. Heather Martindale, Director/Family & Community Engagement
Dr. Rosetta Wilson, Executive Director/Leadership Institute

BOARD MEMBERS

Ms. Vidya Gangadin, President
Mr. John Reichart, Vice President

Ms. Micheline Amy
Ms. Jessica Daye
Mr. Gerald Lyons
Mr. Lorenzo Richardson
Ms. Marilyn Roman
Ms. Ellen Simon
Mr. Joel Torres

Revised: 9/7/16
Overview

The Jersey City Public School District is committed to implementing Bilingual/ English as a Second Language programs in accordance with state law N.J.S.A.8A: 35-26,P.L.1974,c.197) and administrative code (N.J.A.C.6:31). These programs aim at meeting the educational needs of English Language Learners (ELLs) by affording equal access to educational opportunities.

Program Description

Students entering the Jersey City Public School District from other countries or other school districts are assessed for English language proficiency at the Multilingual Intake Center (MIC). Students found to be English Language Learners (ELL) are placed in the appropriate Bilingual/ESL program.

Spanish speaking English Language Learners (ELLs) are taught all content area subjects in their native language in a Bilingual Self-Contained setting. ELLs whose native languages are Arabic, Gujarati, Hindi, and Urdu also receive instruction in their native languages in the content area subjects of Language Arts and Mathematics in a Bilingual Pull-Out setting. ELLs whose native languages are other than the ones mentioned are instructed in the content area of Language Arts (ESL Reading) using second language methodologies. Over-aged and under schooled Spanish speaking students who are assessed as ELLs are placed in an alternative program in the elementary level (Port-of-Entry). They are also instructed in their native language in all content area subjects.

All English Language Learners (ELLs) placed in these various Bilingual/ ESL programs receive ESL instruction forty-five minutes daily.

Note:

ESL is a component of all the various Bilingual programs provided to ELLs in the Jersey City Public School District.

Recommended Instructional Time:

225 minutes per week

For More Information Contact: Supervisors, Bilingual /ESL/WL Programs
Blanca Jackson, bjackson@jcboe.org or 201-915-6060
Roberto Altamirano, raltamirano@jcboe.org or 201-915-6060
Program Components

Following the district’s identification guidelines, elementary ELL students are placed in:

- **Bilingual Self–Contained Classes (Spanish/English)**
  In the elementary Bilingual Self–Contained classes, Spanish speaking students are taught all content area subjects in their native language. Instruction in English reading and English as a second Language (ESL) are provided as well.

- **Dual Language Classes (Spanish/English)**
  In Dual—Language classes, an equal number of Spanish speaking students and English proficient students are placed in the same classroom. All students receive instruction in both languages.

- **Port of Entry Classes**
  This is an alternative program at the elementary level for newly arrived Spanish speaking students who are over-aged and under schooled. These students also receive English as a Second Language (ESL) instruction daily.

- **Bilingual Pull—Out Classes**
  This is a program designed for students whose native languages are Arabic, Gujarati, Hindi, and Urdu. They are provided 90 minutes of instruction daily in Language Arts and Mathematics.

  Bilingual education programs are based on the principle that children must be taught first in their native language in order for the literacy skills learned in the native language are easily transferred into the second language.

- **ESL Reading Classes**
  This program is for students whose native languages are other than Arabic, Gujarati, Hindi, Spanish or Urdu. ESL Reading is equivalent to Language Arts. A teacher with a dual certification in ESL and Elementary may provide ESL Reading instruction daily.

- **ESL Classes**
  ESL instruction is provided to all English Language Learners for 45 minutes daily. ESL certified teachers use second language acquisition methodologies to develop the four domains of second language acquisition (listening, speaking, reading and writing).
Elementary School

Program Description

Students entering the Jersey City Public School District from other countries or other school districts are assessed for English language proficiency at the Multilingual Intake Center (MIC). Students found to be English Language Learners (ELL) are placed in the appropriate Bilingual/ESL program.

Spanish speaking English Language Learners (ELLs) are taught all content area subjects in their native language in a Bilingual Self-Contained setting. ELLs whose native languages are Arabic, Gujarati, Hindi, and Urdu also receive instruction in their native languages in the content area subjects of Language Arts and Mathematics in a Bilingual Pull-Out setting. ELLs whose native languages are other than the ones mentioned are instructed in the content area of Language Arts (ESL Reading) using second language methodologies. Over-aged and under schooled Spanish speaking students who are assessed as ELLs are placed in an alternative program in the elementary level (Port-of-Entry). They are also instructed in their native language in all content area subjects.

All English Language Learners (ELLs) placed in these various Bilingual/ESL programs receive ESL instruction forty-five minutes daily.

Note:

ESL is a component of all the various Bilingual programs provided to ELLs in the Jersey City Public School District.

Recommended Instructional Time:

225 minutes per week

For More Information Contact: Supervisors, Bilingual/ESL/WL Programs
Blanca Jackson, bjackson@jcboe.org or 201-915-6060
Roberto Altamirano, raltamirano@jcboe.org or 201-915-6060
Program Components

Following the district’s identification guidelines, elementary ELL students are placed in:

- **Bilingual Self–Contained Classes (Spanish/English)**
  In the elementary Bilingual Self–Contained classes, Spanish speaking students are taught all content area subjects in their native language. Instruction in English reading and English as a second Language (ESL) are provided as well.

- **Dual Language Classes (Spanish/English)**
  In Dual—Language classes, an equal number of Spanish speaking students and English proficient students are placed in the same classroom. All students receive instruction in both languages.

- **Port of Entry Classes**
  This is an alternative program at the elementary level for newly arrived Spanish speaking students who are over-aged and under schooled. These students also receive English as a Second Language (ESL) instruction daily.

- **Bilingual Pull—Out Classes**
  This is a program designed for students whose native languages are Arabic, Gujarati, Hindi, and Urdu. They are provided 90 minutes of instruction daily in Language Arts and Mathematics.

  Bilingual education programs are based on the principle that children must be taught first in their native language in order for the literacy skills learned in the native language are easily transferred into the second language.

- **ESL Reading Classes**
  This program is for students whose native languages are other than Arabic, Gujarati, Hindi, Spanish or Urdu. ESL Reading is equivalent to Language Arts. A teacher with a dual certification in ESL and Elementary may provide ESL Reading instruction daily.

- **ESL Classes**
  ESL instruction is provided to all English Language Learners for 45 minutes daily. ESL certified teachers use second language acquisition methodologies to develop the four domains of second language acquisition (listening, speaking, reading and writing).
Program Description

Multilingual Intake Center

The Multilingual Intake Center (MIC) provides for the assessment and evaluation of students who arrive in the district from other countries and/or school districts. Once the student is identified as English Language Learner (ELL), the MIC recommends program, grade level and school placement following the district guidelines. The MIC also provides for the assessment and evaluation of students who arrive in the district’s schools without academic records or have academic records in other language. It also provides information to the students and their parents about other educational programs available in the district.

Program Components:

Students referred to the MIC fall into one or more of the following categories:

- Students who demonstrate limited use of English as per the Home Language Survey administered at registration site by school designee;
- Students from other countries without the necessary documentation;
- Students of other languages regardless of school records;
- Special Education students (for translation and evaluation of school records only);
- Transfer students from other districts that do not have bilingual or ESL programs and where English proficiency needs to be determined; and
- Student from other English speaking countries (not USA) whose documentation needs clarification for placement.

Since the number of ELLs for each particular language is distributed throughout the city, the district has designated magnet school sites to better service ELL students.

For More Information Call: Blanca Jackson or Roberto Altamirano, Supervisors, Bilingual/ESL/WL Programs (201) 915-6060
ELEMENTARY SCHOOL

Program Description
All of the Elementary & Middle Schools in the district offer Spanish instruction to all students in grades K-8. Students receive two 45-minute periods of Spanish instruction weekly. In addition, the Dual-Language Program for English Language Learners offers the opportunity to participate in a program where students can interact with native Spanish speakers while acquiring Spanish as a second language. We also offer Mandarin at MS 4 and Academy 1.

Program Components
Students in grades K-8 acquire the target language by experiencing it first hand and modifying it to serve communicative needs. Learning songs and poems in the target language, conducting interviews, role playing, and reading authentic materials (short stories, comics, newspapers, etc) are just a few activities that are utilized to encourage language development.

Core Instructional Materials
Textbook Core for Spanish grades K-5: Descubre el español by Santillana USA Publishing
Textbook Core for Spanish grades 6-8: Español Santillana by Santillana USA Publishing
Textbook Core for Mandarin grades 6-8: Zhen Bang by EMC Publishing

Student Assessments
Grading will include:
A. Tests 30%
B. Quizzes 10%
C. Homework & Portfolio 20%
D. Classwork/Projects/Participation 40%

Instructional Support
Spanish Grades K-5 online component:
http://online.descubreelespanol.com

Spanish Grades 6-8 eLearning Center:
https://elearning.santillanausa.com

Mandarin Grades 6-8 Internet Resource Center:
http://irc.emcp.com/ircfiles/ZhenBang/

For More Information Contact, Supervisors, Bilingual/ESL/WL Programs
Blanca Jackson, bjackson@jcbe.org

Overview
The Jersey City Public School District is committed to implementing the national standards, and the New Jersey Core Curriculum Content Standards, revised and adapted in 2009 for World Languages.

Our district firmly believes that “we must acquire the ability to understand and be understood in the languages of the worldwide neighborhood.” Numerous studies suggest that studying a second language in elementary school boost student achievement in other academic areas. Therefore, the Jersey City Public Schools offer our students a distinct advantage by introducing the studying of a second language in grades K through 8.