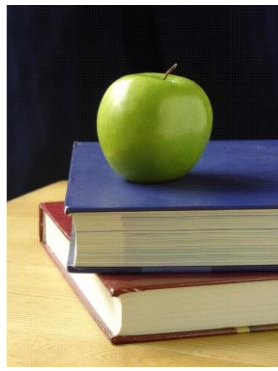


**TENAFLY PUBLIC SCHOOLS
TENAFLY, NEW JERSEY**

ELEMENTARY PROGRAM OF STUDIES



2017-2018

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GENERAL INFORMATION

PHILOSOPHY

The Tenafly Elementary Schools provide a warm, supportive atmosphere within which each child can learn and grow intellectually, emotionally and socially. Children develop their potential through the use of varied materials, project work, as well as cooperative and independent activities. Curricula are aligned with New Jersey State Core Curriculum Content Standards.

STAFF

In addition to a full-time principal, a vice principal of elementary schools, and regular classroom teachers, each school has a variety of specialists who conduct programs in vocal and instrumental music, physical education, art, English as a Second Language (ELL), and world language. There are also support services in reading, writing and mathematics. Each school benefits from the services of a nurse, a library/media specialist, a speech/language therapist and a professional guidance counselor. Professional staff developers work with teachers to expand their instructional repertoire of skills.

STUDENT POPULATION

There are approximately 1,600 pupils in the four elementary schools. There are three classes per grade level from kindergarten through fifth grade.

Students with special needs are educated in the least restrictive environment. In addition to resource center programs, we offer a pre-school “Cubs” class, Full-Day Preschool Handicapped class, Language Learning Disabilities Class and other classes designed to provide small group instruction to meet the goals and objectives of students’ individual education plans.

ENTRANCE

Kindergarten registration takes place each February for children who reach their fifth birthday on or before October 15th of the year in which they are registering.

SCHOOL FACILITIES

Each elementary school has attractive, child-centered, well-equipped classrooms, a library/media center, a resource center and a nurse's office, as well as an appealing outdoor playground with equipment and ample space for organized play. Each classroom has a bank of four computers and access to the Internet. Each elementary school also has four mobile laptop carts that connect to our network wirelessly.

SCHOOL DAY

Students are admitted to school at 8:30 a.m.; the late bell rings ten minutes later. All children have a 45-minute lunch period. Dismissal is at 3:10 p.m. Teachers are available for assistance to pupils before and after the school day.

REPORTING TO PARENTS

Parents of children in grades kindergarten through grade five receive formal notification of student progress three times a year. Report cards are standards-based and measure areas of growth in each content area skill. Student learning behaviors are also assessed. Teachers meet twice yearly for conferences with parents and communicate with parents at other times on an as-needed basis.

CORE CURRICULUM K-5

LITERACY

The literacy curriculum in Tenafly is designed to support students with their development in becoming lifelong, independent learners by actively involving them in a wide variety of reading, writing, listening, speaking and viewing experiences. The literacy curriculum is aligned to the New Jersey Core Curriculum Content Standards and the Common Core Standards, providing students with numerous, differentiated experiences and opportunities to become proficient readers, writers and thinkers.

K-5 Literacy Goals:

- Students will value and take pleasure in reading and writing, viewing literacy as an important part of everyday life.
- Students will strengthen and build upon the foundational skills needed to become proficient readers and writers. Concepts of print, phonological awareness, word recognition, word analysis, decoding, fluency and comprehension strategies are all explicitly taught through multiple genres using a variety of techniques, at varied levels of support, to meet the needs of all learners.
- Students will recognize different text types and structures when reading fiction (fantasy, traditional tales and realistic). Students will use schema to make predictions and connections, retell and identify common story elements (characters, setting, plot, problem and resolution), recognize key details, determine a central message or theme, compare and contrast texts, understand points of view, make inferences, and ask questions to clarify thinking and deepen understanding.
- Students will enhance their critical thinking, analytical skills, vocabulary and understanding of the real world by engaging in various types of nonfiction texts. Students will use their knowledge of genre, text structure, and text features to support their understanding of texts; use comprehension strategies before, during, and after reading to monitor and deepen comprehension; use textual evidence to support thinking; infer an author's purpose or viewpoint; summarize and synthesize information to determine important ideas, and synthesize and compare information across texts.
- Students will understand how to develop quality writing pieces for different purposes and audiences. They will study and analyze authors' craft, and use written language to persuade, express opinions, educate others and function as productive, literate citizens.
- Students will effectively understand the roles that grammar and language conventions play when reading and writing. When reading, students will engage with texts on a deeper level when they focus on recognizing words, symbols, spaces and punctuation that signal readers to change their voice, pause and stop, and to reflect and think. When writing, students will use grammar and language conventions to create texts that readers will understand and enjoy.

- Students will be competent language users, who understand, use and effectively apply the proper grammar and language conventions when speaking and writing.
- Students will appreciate and respect other languages and cultures through literature and talk. Students will be able to view the world from the perspectives of others and develop deep appreciation for the commonality of all human experiences.

MATHEMATICS

Our students solve problems, and think and communicate mathematically. They understand the value of mathematics and enjoy the learning process so that learning becomes a lifelong pursuit. Our math curriculum includes the five Program Goals/Content Strands as outlined in the Standards for Mathematical Practice and is based on the idea that children build understanding and develop skills as a result of many meaningful and connected learning experiences. Mastery of mathematics concepts and skills comes with repeated and distributed exposure and practice over time. This enables our students to make new connections and build on their mathematical knowledge. The Program Goals are threads that weave our mathematics curriculum together across the grades:

Counting and Cardinality; understand the meanings, uses, and representations of numbers, understand equivalent names for numbers, & understand common numerical relations.

Numbers and Operations in Base Ten (and Fractions after 3rd Grade); compute accurately, make reasonable estimates, & understand meanings of operations.

Measurement and Data; understand the systems and processes of measurement; use appropriate techniques, tools, units, and formulas in making measurements, use and understand reference frames, select and create appropriate graphical representations of collected or give data, analyze and interpret data, & understand and apply basic concepts of probability.

Geometry; investigate characteristics and properties of 2- and 3-dimensional geometric shapes, & apply transformation and symmetry in geometric situations.

Operations and Algebraic Thinking; understand patterns and functions, & use algebraic notation to represent and analyze situations and structures.

In addition to these standards, emphasis is placed on the processes and proficiencies with longstanding importance in mathematical education. These mathematical practices include: making sense of problems and persevering in solving them, reasoning abstractly and quantitatively, constructing viable arguments and critiquing the reasoning of others, modeling with mathematics, using appropriate tools strategically, attending to precision, looking for and making use of mathematical structure and reasoning.

Grade-Level Goals are guideposts along trajectories of mathematical learning that span from Kindergarten through 5th grade. Listed below is the content emphasized in each grade level – according to the Grade Level Goals. In the Mathematics curriculum, students develop a broad background by learning concepts and skills in the 5 content strands. The K-5 program emphasizes the following content:

Kindergarten Overview

Counting and Cardinality

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking

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

Number and Operations in Base Ten

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

Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in each category

Geometry

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

Grade 1 Overview

Operations and Algebraic Thinking

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

Number and Operations in Base Ten

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

Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

Grade 2 Overview

Operations and Algebraic Thinking

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

Number and Operations in Base Ten

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

Measurement and Data

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.

- Work with time and money.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

Grade 3 Overview

Operations and Algebraic Thinking

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

Number and Operations in Base Ten

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

Number and Operations—Fractions

- Develop understanding of fractions as numbers.

Measurement and Data

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

Geometry

- Reason with shapes and their attributes.

Grade 4 Overview

Operations and Algebraic Thinking

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

Number and Operations in Base Ten

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

Number and Operations—Fractions

- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

- Understand decimal notation for fractions, and compare decimal fractions.

Measurement and Data

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.

Geometry

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

Grade 5 Overview

Operations and Algebraic Thinking

- Write and interpret numerical expressions.
- Analyze patterns and relationships.

Number and Operations in Base Ten

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

Number and Operations—Fractions

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

Measurement and Data

- Convert like measurement units within a given measurement system.
- Represent and interpret data.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Geometry

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

SCIENCE

The science program emphasizes student investigation, concept attainment, and inquiry through a series of performance expectations reflected in the Next Generation Science Standards and/or the New Jersey Student Learning Standards for Science. Through hands-on experiences and guided investigation, children explore appropriate topics in physical, life, and earth science. Students relate their developing view of scientific phenomena to events in their everyday lives. Appropriate literature, computer software and audio-visual materials are incorporated into the elementary science program.

Kindergarten

Our youngest students begin with basic experiences in the description and classification of objects. Color, shape, size, weight, and texture are among the properties investigated. In an exploration of sunshine and shadows, children observe how light and objects interact to form shadows indoors and outdoors. They also track the motion of shadows throughout the day and discover how to tell time using shadows. In a life science unit, students describe and classify seeds by properties and observe and record plant growth. The basic structure of seeds is introduced.

Grade One

First graders investigate the properties of water as they examine water drops, bubbles, ice, and more. They observe water evaporate, dissolve, and condense, and construct simple water filters. In the life science unit, animal adaptations, groups of students build fresh water aquaria, observe plants and animals, and follow the life cycles and feeding relationships of organisms. In addition, first grade classes will look at various characteristics of animals in the Animal Adaptation Unit. Students will examine how these characteristics help animals survive in their habitat. Visits to the Tenafly Nature Center support and enhance the science curriculum. First graders will also explore and design experiments that examine the properties of light and sound with everyday flashlights, mirrors, tuning forks, and student-built instruments.

Grade Two

Second graders study force and motion. Once students discover that a force is a push or pull, they then learn that sound is a series of vibrations that travel in waves. Along with the force and motion unit, students will engage in the engineering design process and begin to explore how to design, build, test, and evaluate their solution to a problem. The concept of interdependence is reinforced not only in social studies but also in an exploration of plant and soil science. The children focus on soil composition, formation, and classification. Soil erosion, pollution, and the role of soil in supporting life also are investigated. In addition, the children study plants as well as earthworms. The idea that all living things are connected is stressed throughout the unit. Additionally, students observe painted lady butterflies and wax moths to study the metamorphosis these organisms undergo during their life cycles and how traits are inherited.

Grade Three

Third graders study weather and climate. The unit is shaped by the study of air, water, the sun and earth and how they influence local and global weather patterns. Students are engaged in numerous hands on experiments where the scientific method is followed. Wild weather is tucked into the various components as well. Students collect data using weather instruments and then are asked to analyze the results and make basic forecasts. In a study of the solar system, students research and share information about the planets. They explore relative sizes and distances and make scale models of planets. Space/time relationships are studied as well. Students learn about food chains and webs by observing plants and animals. They investigate the feeding relationships among plants, crickets, anoles, and other organisms. In addition, students will explore what the fossil record indicates about climate change in certain regions of the globe.

Grade Four

In fourth grade, students will use a model of waves to describe patterns of waves in terms of amplitude and wavelength, and that waves can cause objects to move. In the Earth Science unit, students will develop an understanding of the effects of weathering on the rate of erosion by water, ice, wind, ore vegetation. They will apply their knowledge of natural Earth processes to generate and compare solutions to reduce the impacts of such processes on humans. Using the human body

as a model, students will develop an understanding that all living things have the internal and external structures that function to support survival, growth, behavior, and reproduction. Students will investigate the human body systems, where they learn that each body system has a function and each part of a body system has a role to play so the system functions properly.

Grade Five

Fifth graders will begin their formal student of Physical Science in a Properties of Matter Unit. In this unit, students will be able to describe that matter is made of particles too small to be seen. They will investigate the Law of Conservation of Matter and whether the mixing of two or more substances results in a new substance. In the Earth and Space Systems unit, students will be able to describe ways the geosphere, biosphere, hydrosphere, and atmosphere interact while looking at and graphing data about the distribution of water on Earth. In the fifth grade life science unit, students will look at models of different ecosystems and develop an understanding of the idea that plants get the materials they need for growth chiefly from air and water and how the movement of matter among plants, animals, decomposers, and the environment was once energy from the sun.

SOCIAL STUDIES

Social Studies is the education for democratic citizenship within a global context. The goal of the elementary school social studies teacher is to help students develop a rich network of understandings based on in-depth study of essential topics. Students learn “how to learn”—how to use prior knowledge to understand complex ideas, how to create new ideas, and how to use the tools of research to investigate a topic. The Tenafly Public Schools’ elementary social studies curriculum (history, geography, and civics) interweaves the following strands: democratic ideal, cultural diversity, economic development, global perspective, and participatory citizenship. By addressing these strands, the social studies curriculum aims to encourage students to: develop enlightened democratic citizenship for effective participation in local, state, national and international affairs; recognize the roles of cultural groups and individuals in all societies; explore the ways that resources are generated, used, and distributed; and understand and appreciate the interconnectedness and interdependence of societies throughout the world. The essential components of social studies learning are the posing of questions and the challenge to “do something” with acquired knowledge. It is a belief that discussion (conversation and deliberation) is the most basic and essential form of participatory citizenship. It is in discussion that disagreements are revealed, clarified, analyzed and made. In discussion, action is planned as well. Students are held accountable for specific knowledge and are encouraged to direct and monitor their own learning. Authentic assessments provide students with opportunities to demonstrate a rich understanding of concepts.

Kindergarten

Students gain an awareness of the self in a social setting through the study of themselves as unique members of the classroom community as well as in their own families. Diversity is a focal point as the students explore who they are and how they along with their families are alike and different. This is a natural transition to studying international families as well. When studying communities, children will explore how community helpers work together to make a community better. The concept of change is studied when exploring how kindergartners change and grow as well as reasons families change (moving, new babies, divorce, etc.). Other key concepts covered are respect, cooperation, consequences, and interdependence. Children learn positive ways to interact with one another and there is a strong focus on that one’s actions affect others. Some major map skills that are covered include the use of cardinal directions and the rudiments of map reading and globe study.

Grade One

Students come to an understanding that basic needs are met in social groups by studying themselves, their place in the classroom and school communities. They identify the roles that they serve at home, in school and in a community. The rights and responsibilities of citizenship are explored. While studying citizenship, students learn about the United States in depth and then have to take a final exam and oath to obtain actual citizenship. Once this unit is complete, the students compare the United States to other countries to show how countries can be the same but also different. In map skills, students review cardinal directions and then become familiar with intermediate directions. Scale and legend are also introduced.

Grade Two

The concept of interdependence is explored throughout the second grade year through the study of communities. Native American culture regions are used to show that people depended on their environment to meet their basic needs. An in depth study of the Lenni Lenape allows second graders to explore all aspects of an Eastern Woodland lifestyle while comparing it to other culture regions. The students are submersed in all types of Native American literature and activities that allow them to appreciate the Lenapes' rich culture. Students also study their own Tenafly community. Government and economics are explored by visiting various places in town and interviewing different community workers. Some map skills that are introduced include continents and oceans. In addition, scales and legends are reviewed.

Grade Three

A unit on conflict resolution is introduced at the beginning of the year allowing students to understand that conflict is a natural part of life and can be resolve constructively in different ways. The unit is rich with literature and simulations that allow students to grapple with conflict and various strategies for resolving it. This theme transcends the next two units: World Explorers and Colonial America. The students use conflict as a lens to view exploration and colonization. Students discuss why exploration occurred and continues; they analyze how European exploration affected trade, the economy, and the use of natural resources. They compare and contrast the economic interdependence between the colonists, Native Americans, and Europeans. In the way of map skills, continents and oceans are reviewed. In addition, students are introduced to hemispheres, landforms and longitude and latitude.

Grade Four

The idea that there are rights and responsibilities associated with citizenship is a concept that spans the fourth grade year. Students explore the different reasons that led to the American Revolution and how it led to the birth of a new nation. The fact that the colonists lacked rights yet were responsible to England is explored. Students examine how the Founding Fathers created a structure of government that still exists today. They are exposed to the notion that we can amend or adapt our documents such as the Constitution to reflect the changing needs of the People. Both the federal and local government structures are introduced. New Jersey is discussed both in the American Revolution and Government units. The year ends with a unit on immigration. The push of this unit is that people immigrated to the United States for different reasons. Immigrants often are presented with lots of challenges. Becoming a citizen means obtaining rights but attached are also responsibilities. For map skills, students learn about population density and transportation. They also study the regions of New Jersey as well as its counties.

Grade Five

Fifth graders explore justice at the very beginning of the year. This sets the tone for the study of the three periods that follow: the eighteenth and nineteenth North American movement westward, the U.S. Civil War and the Civil Rights Movement. The idea that people throughout history used power against others is explored as well as how those without perceived power were in fact quite powerful.

In studying westward expansion, the students explore not only the struggles of the pioneers but their impact on the Native Americans. During the study of the Civil War, there is a ~~huge~~ focus on slavery. Lastly, the year ends with a culminating study of the Civil Rights Movement which again leads to conversations around justice and power. In map skills, the fifth graders will continue to study all aspects of map reading.

ELEMENTARY SCHOOL PROGRAMS

ALL-DAY KINDERGARTEN

Kindergarten children attend school during the same hours as all other children in the elementary schools. Kindergarten is an enriched program, which balances active and quiet times to meet the needs of our youngest students. A variety of stimulating activities are offered in all subject areas.

PALS/KINDERGARTEN INTERVENTION/READING RECOVERY

Starting in the fall of 2006 a pilot Early Intervention program was implemented in one of the Tenafly schools and adopted by all during the following year. The program uses the PALS (Phonological Awareness literacy Screening) assessment as a screening tool for all incoming Kindergarten students and follows with the implementation of an Early Intervention program for those students who demonstrate a weakness in the area of Phonemic Awareness, an extremely important predictor of future success in reading. Many students exit the program following the intervention but the neediest students receive an intensive intervention in first grade through a multi-tiered system or a Reading Recovery Program to build upon the achievements and skills acquired during their kindergarten year.

The PALS, multi-tiered intervention, and Reading Recovery are consistent in terms of their philosophical basis as they are both founded on the research and work of Marie Clay. The Reading Recovery program is a 20 week long intervention geared to individualized and differentiated instruction of the neediest of young students. Through its individualized, research-based, and nurturing approach the program builds on students' strengths. It helps them acquire confidence and love of learning while preventing the potential of on-going academic failure. Young students will be better prepared to function in school and "discover and develop their potential." RR is based on current research, and consistent with the mission statement it represents "excellence while modeling exemplary practices in the education of students for the 21st Century global society."

It is hoped that these programs will also benefit students in the long term. It is expected that they will decrease in the number of students who need basic skills instruction, will provide teachers with the ability for early detection of specific learning disabilities, will decrease in the number of students who are classified learning disabled, will decrease in the number of kindergarten and first grade retentions, and will provide students with the ability to function and navigate independently in content areas in upper grades.

RESPONSIVE CLASSROOM

Recognizing that academic and social learning go hand in hand and that optimal learning happens when teachers teach positive social skills while teaching academics, our Elementary Schools incorporate the Responsive Classroom philosophy and techniques into daily instruction. Responsive Classroom is a research-based approach to education that is associated with greater teacher effectiveness, higher student achievement, and improved school climate.

The Responsive Classroom approach helps all students thrive in our highly connected, interdependent world. This approach is a way of teaching and not a stand-alone curriculum. The philosophy promotes lesson planning and implementation which is designed to be active and interactive and encourage student engagement through the use of meaningful academic choices. Effective teacher language promotes academic and social growth and starts each day in a way that sets a positive tone for learning. Responsive classroom practices such as the Morning Meeting, Interactive Modeling, Positive Teacher

Language, Guided Discovery, and Logical Consequences enable teachers to set high expectations while establishing routines that promote autonomy and independence. These practical strategies build a sense of community, a shared purpose, and teach students 21st century skills such as critical thinking, problem-solving, communication, collaboration, creativity, and innovation.

ART

Tenaflly's elementary art program provides its students many opportunities for expression and discovery using two- and three-dimensional materials. Art appreciation also is incorporated into the program to familiarize students with famous artists and aspects of their work that represent the concepts taught.

LIBRARY/MEDIA CENTER

The elementary school media centers promote literacy by instilling the love of reading and research through active, stimulating, library programs. The children have the opportunity to become familiar with and appreciate a wide variety of authors and genres. Supporting the children as readers and providing them with appropriate materials is ongoing.

The school library media program serves as the hub of the school and an extension of the classroom. It supports research connected to meaningful inquiry that originates in the classroom and is extended to the library. The use of the computers in the media center for internet research and engaging learning activities is an integral element of the library program. Digital Citizenship units help to develop in students positive behaviors in the use of the Internet as a learning tool. CD-ROM, video and web resources that support the curriculum across the content areas are also available. Through the process of inquiry, children develop the habits of mind of life-long learners.

VOCAL MUSIC

The vocal music program is designed to promote a love for music and music making. Children match pitches, move to music, play rhythm instruments, and develop an appreciation for great works. As the youngsters move on in the elementary grades, they are exposed to musical form and structure, note reading, singing harmony, and understanding sophisticated rhythms.

INSTRUMENTAL MUSIC

Instrumental music is offered to all students in grades 3-5. The third graders start string instruction in October and other instruments in January. Individual or small group instruction is provided for the instrument selected by the student once each week during school hours. Each elementary school has an orchestra, which rehearses twice a week before school hours and performs several times during the year. The Tenaflly Elementary Symphony, or "Super Orchestra," consists of selected members from each elementary school.

PHYSICAL EDUCATION

Physical education is an integral part of a child's education. Successful physical education programs support academic achievement. The curriculum focuses on movement experiences that progressively build towards the realization of movement skills. Through movement experiences, children express feelings and ideas, which foster the development of a positive self-concept. The program provides a sound foundation in the development of a child by providing directed and purposeful activities including some that are game-centered. Children come to an appreciation of and an aptitude for lifetime activities. Physical fitness testing opportunities are provided in grades 3-5.

TECHNOLOGY

Computers are used for research, writing, and enrichment at all levels of the elementary school. Students learn keyboarding, computer literacy, word processing, information retrieval, and data organization and analysis skills for each grade level. In the intermediate grades students also learn the fundamentals of multimedia presentations. Teachers utilize large presentation/interactive technologies like SmartBoards to address the diverse needs of learners.

HEALTH/FAMILY LIFE

In the K-5 health/family life program, concepts, skills and attitudes that help children understand family, school, and community structures are introduced. Through the program, students develop an awareness of a variety of ethical, ethnic and cultural attitudes that influence contemporary society. Children learn constructive decision-making skills enabling them to make responsible decisions in their personal behavior.

GUIDANCE/COUNSELING

These services are available on a limited basis for students who would benefit from guidance in maintaining productive and positive social relationships, work habits, and personal attitudes. Occasionally, students with similar needs are clustered into small groups. Parents or teachers may contact the school principal to inquire about these services.

Specific social and emotional learning programs are infused in instruction as well. One example is a program called Zippy's Friends. This program is implemented by our school counselors in the kindergarten classroom. This early childhood program promotes mental health and emotional wellbeing, fostering development of the whole child. Zippy's Friends is proactive, helping children to develop coping skills and strategies to engage challenging real-life situations. Implementation of a comprehensive mental health program at the primary level helps to grow resourceful and capable students who are able to respond to complex issues through a well-developed sense of self.

ELL

English Language Learner classes are available to those students whose primary language is not English. A comprehensive ELL program is offered to limited English-speaking students. The purpose of the program is to help students acquire the English language successfully and quickly as well as to become familiar with our culture and customs.

WORLD LANGUAGES

In grades 2-5, students receive direct language instruction in the World Languages program. Students are taught Spanish using oral communication as a focus of the curricular program.

DISCOVERY PROGRAM

The Tenafly Discovery Program recognizes, nurtures and develops the gifts and talents of all students. Through curriculum differentiation and various enrichment opportunities, it promotes a commitment for excellence, a pride in accomplishment and a sense of individual and social responsibility.

STUDENT COUNCIL

Student councils are active in the elementary schools. Faculty advisors help students learn organizational skills to help others in the school and in the larger community.

SPECIAL SERVICES

SPECIAL EDUCATION

The Child Study Team includes school psychologists, social workers, learning disability teacher/consultants, and, when applicable, speech and language therapists. The members of this team evaluate children who experience learning and emotional difficulties. The team members work to develop viable solutions to problems with academic, social and/or emotional growth. A range of program options is available.

BASIC SKILLS INSTRUCTION

Each school has a support services teacher on staff who provides academic assistance in reading, writing and mathematics to children who need supplementary instruction.

SUMMER PROGRAM

Tenaflly offers a comprehensive summer school program, which includes both remedial, and enrichment classes. A variety of remedial courses is offered for students whose academic skills would benefit from reinforcement and review of work presented in the standard curriculum. Enrichment courses such as creative dramatics, writing workshops, computer studies are offered. There is no charge for students who are recommended for review classes. Tuition is charged for all enrichment courses.