

Princeton Regional Schools

Program of Studies Grades 3-8



25 Valley Road • Princeton, NJ • 609-806-4200



SCHOOLS

COMMUNITY PARK ELEMENTARY

Sharon Goldman, Principal
Phone: (609) 806-4230
Address: 372 Witherspoon Street
E-mail: cp@monet.prs.k12.nj.us

JOHNSON PARK ELEMENTARY

Robert Ginsberg, Principal
Phone: (609) 806-4240
Address: 285 Rosedale Road
E-mail: jp@monet.prs.k12.nj.us

LITTLEBROOK ELEMENTARY

Annie Kosek, Principal
Phone: (609) 806-4250
Address: 39 Magnolia Lane
E-mail: lb@monet.prs.k12.nj.us

RIVERSIDE ELEMENTARY

William Cirullo, Principal
Phone: (609) 806-4260
Address: 58 Riverside Drive
E-mail: rs@monet.prs.k12.nj.us

JOHN WITHERSPOON MIDDLE SCHOOL

Jason Burr, Principal
Lynne Harkness, Assistant Principal
Phone: (609) 806-4270
Address: 217 Walnut Lane
E-mail: jw@monet.prs.k12.nj.us

DISTRICT OFFICE

25 Valley Road

Judith Wilson Superintendent
(609) 806-4200

Lewis Goldstein Assistant Superintendent
(609) 806-4207 Human Resources

Bonnie Lehet Assistant Superintendent
(609) 806-4203 Curriculum & Instruction

Agnes Golding Director of Student Services
(609) 806-4206

INSTRUCTIONAL AREAS

GUIDANCE

Angela Siso, Supervisor
Phone: (609) 806-4282
E-mail: angela_siso@monet.prs.k12.nj.us

LANGUAGE ARTS

Barbara O'Breza, Supervisor
Phone: (609) 806-4280 ext. 3620
E-mail: barbara_obreza@monet.prs.k12.nj.us

MATHEMATICS

Joanne Krause, Supervisor
Phone: (609) 806-4270 ext. 5531
E-mail: joanne_krause@monet.prs.k12.nj.us

PHYSICAL EDUCATION & HEALTH

John Miranda, Supervisor
Phone: (609) 806-4280 ext. 3570
E-mail: john_miranda@monet.prs.k12.nj.us

SCIENCE

Cherry Sprague, Supervisor
Phone: (609) 806-4280 ext. 3660
E-mail: cherry_sprague@monet.prs.k12.nj.us

SOCIAL STUDIES

Richard Miller, Supervisor
Phone: (609) 806-4270 ext. 5529
E-mail: rick_miller@monet.prs.k12.nj.us

SPECIAL EDUCATION

Michele Kelso, Supervisor
Phone: (609) 806-4270 ext. 5515
E-mail: michele_kelso@monet.prs.k12.nj.us

WORLD LANGUAGES

Priscilla Russel, Supervisor
Phone: (609) 806-4280 ext. 3252
E-mail: priscilla_russel@monet.prs.k12.nj.us

VISUAL AND PERFORMING ARTS

Patrick Lenihan, Supervisor
Phone: (609) 806-4270 ext. 3681
E-mail: patrick_lenihan@monet.prs.k12.nj.us



Table of Contents

Table of Contents.....	5
District Definition for Student Achievement.....	6
Strategic Planning Focal Areas.....	6
District Goals	6
Professional Development Goals for Teachers.....	7
Supplemental Programs and Services.....	7
English Language Learners	7
Accelerated Intervention Services	7
Focus Period (Elementary)	7
Exploratory Program (Middle School)	7
Guidance and Counseling	8
Special Education	8
Curriculum Overview	8
Language Arts.....	9
Math	14
Physical Education & Health.....	18
Science	22
Social Studies.....	26
Visual and Performing Arts	33
World Language	39





District Definition for Student Achievement

In 2009-2010 our district developed a definition of “student achievement” at each of our schools. Based on the six definitions, our district found common priorities that encourage students to:

- 1) *acquire increasing levels of independence for lifelong learning,*
- 2) *utilize multiple forms of thinking and*
- 3) *demonstrate evidence of learning in academic, social and emotional pathways.*

Each priority demonstrates our overarching beliefs in the value of a rigorous PreK-12 educational experience. First, we believe that students will gain skills and habits of mind to become independent learners as they progress from the elementary grades into middle school and adopt the motto of Princeton High School, “*Live to Learn and Learn to Live.*” Second, we believe our students must think in creative, critical, flexible and metacognitive ways. As students in the 21st Century it becomes increasingly necessary for young people to apply diverse learning modalities as well as multiple forms of thinking. Third, we know that our teachers must focus on the whole child in order for our learners to progress academically, socially and emotionally.

Strategic Planning Focal Areas

In 2010 our Board adopted four key areas of focus as the foundation of the district’s strategic plan:

Faculty: We will have an expectation of professional excellence leading to the best possible outcome for every student.

Students: We will ensure that all students meet high standards of verbal and analytical competency, recognize their individual talents and potential for excellence, and are prepared socially, academically and physically to engage confidently in their future endeavors.

Communications: We will have a communications system to inform and engage students, parents, families, residents, faculty, staff and community partners fostering a web of mutual trust, respect and action that supports an optimum environment for student achievement.

Technology: Student learning will be enhanced using 21st century technological skills so that students will be better able to communicate with, collaborate with, and excel among their global peers; and students will be able to use technology in constructive and creative ways in a variety of situations.

District Goals

District Goal 1) To increase student achievement overall while narrowing the gaps among groups of students, especially students of poverty and students of color when compared to aggregate or majority achievement.

District Goal 2) To build a connected PK-12 curriculum that is standards-based, clearly articulated for implementation among all schools and across all grade levels, and provides for the academic growth of all students.

District Goal 3) To develop a system to closely monitor individual student achievement PK-12 via regular formative and standardized assessments in order to create specific learning profiles on which interventions, supports and extended learning opportunities can be based.

District Goal 4) To develop a comprehensive professional learning program connected to district, state and national standards for all district employees, and framed six to 12 months in advance so as to fully impact student achievement.

Professional Development Goals for Teachers

Professional Development Goal 1: To increase student achievement in writing in the four genres of writing using literacy portfolios, writing logs (and other self-assessment strategies), and writing rubrics to document improved learning by our students.

Professional Development Goal 2: To identify gaps and repetitions in our curriculum and its alignment with the New Jersey Core Curriculum Content Standards.

Professional Development Goal 3: To increase student achievement in Core Content areas by using common and/or district benchmark assessment results.

- To enhance the opportunities for staff to work collaboratively for the purpose of improving teaching and learning
- To strive for excellence in teaching and assessment practices to meet the needs of all learners

Supplemental Programs and Services

English As A Second Language / Bilingual Program

Each elementary school in Princeton has at least one full time ESL/Bilingual teacher on the staff. At Johnson Park, Riverside, and Littlebrook ESL is a daily pull out program and additionally, the ESL teachers work closely with the homeroom teachers. At Community Park the District's Bilingual teachers both co-teach with the classroom teacher and offer separate pullout classes for English Language Learners (ELLs). New Jersey and the Princeton Regional Schools use the World-Class Instructional Design and Assessment (WIDA) standards to support our English Language Learners. The WIDA standards guide the teachers at all levels of ESL/Bilingual in their planning; however, the thematic units and lessons vary at each school.

At John Witherspoon Middle School there are two ESL teachers who teach a variety of courses that range from double period High Intensity leveled ESL classes to in-class support in the academic core courses. A Language Seminar course emphasizes the building blocks for acquiring English and provides additional support as students make the transition to the general academic program from ESL.

Accelerated Intervention Services

The mission of the Accelerated Intervention Service (AIS) Program is to provide supplemental instruction that focuses on the academic needs of every eligible student determined by multiple assessments in order to accelerate students to meet grade-level benchmarks in reading, writing and mathematics.

Focus Period (Elementary)

The Focus Period was created as part of the elementary schedule during the 2010-11 school year. It provides a time for all students to actively engage in activities which support or challenge students' identified strengths and needs. The Focus Period takes place for all elementary students on a daily basis.

Exploratory Program (Middle School)

JWMS Exploratory Programs support and enhance the core curriculum. Students participate in project-based activities in specialized classrooms. They learn to apply critical reasoning, problem-solving, and thinking skills and strategies. A standard student daily schedule includes two periods for these non-academic subjects. Courses are a semester in length. Programs offered to students in grades sixth through eighth are: Tech Prep, Computers, and Research & Debate.



Guidance and Counseling

The mission of the PRS Counseling Program is to advocate for the equity, access, and success of every student. Professional School Counselors collaborate with classroom teachers, other staff, and parents and community partners to maximize the development of educational, career, and personal/social competencies necessary for students to thrive as responsible citizens in a diverse and changing world.

Special Education

The mission of the Princeton Regional Schools includes the aim to “empower each student to develop a positive identity as a unique individual who has the competencies to be successful and the motivation to seek excellence.” This means the district provides a wide range of quality services to support students with a range of educational strengths and challenges. To prepare students for their future role in the global community, programming is provided in the “least restrictive” environment with an emphasis on 21st Century skills. Beginning in preschool, our program uses research based practices designed to enhance student growth across all areas of development in a nurturing environment. Students in both elementary and secondary school participate in a wide variety of inclusive programs with an emphasis on skill building through a parallel curriculum. We use research based models that reflect the best practices in education today. The integration of a high level of technology, collaborative teaching, creative programming, and innovative practices provide our students with excellent preparation for a variety of post secondary opportunities.

Curriculum Overview

Princeton Regional Schools offers a robust and rigorous curriculum beginning with our high-quality High/Scope Preschool program through our highest level courses at Princeton High School. Supervisors and teachers work on an ongoing basis to update and align curriculum for the changing needs of today’s learners. The most current curriculum standards which include technology and 21st century learning skills are continually incorporated into the curriculum and instructional design at all levels.

In 2007, we began to place our curriculum documents into electronic “maps” that are accessible to all of our teachers and administrators. These curriculum maps have created a mechanism to communicate content expectations for all teachers such that our district can gain consistency and coherence across all content areas. Teachers and Supervisors use this tool, the Rubicon Atlas system, to design curriculum and instruction with attention to the progression of topics from year to year as well as interdisciplinary projects at particular grade levels.

A public portal is accessible on our website and includes K-5 curriculum maps in Language Arts, Mathematics, Music, Science, Social Studies and Spanish. Middle school maps are in a development process as well. Although those maps for grades six through eight are available to teachers, they are not yet available on our public portal.

As you review the K-5 curriculum maps, you will notice that they are organized into units with essential questions, enduring understandings, content and skills. This format follows the Understanding by Design (UbD) approach to curriculum development. This framework allows teachers to design their instruction with meaningful activities that lead to the desired learning outcomes as evidenced by assessments that reveal student understanding. (See <http://www.grantwiggins.org/ubd/ubd.lasso> for more details.)

The Rubicon Parent Portal is accessible at <http://prs-public.rubiconatlas.org>

The following pages provide an overview of each content area from grades three through eight.

Language Arts

Grade 3 through 5 Learning Expectations

The Language Arts Curriculum in the Princeton Regional Schools is aligned with the New Jersey Core Curriculum Content Standards (NJCCCS) and the Common Core State Standards.

In our elementary schools, there is an integrated, protected block of time for reading and writing on a daily basis. Students learn how to become independent, fluent readers and writers which will enable them to lead enriched lives, become productive members of the community and contribute to humanity. Learning expectations for students in grades 3 through 5 include:



Reading

Units include age appropriate books at student's instructional level:

- Contemporary realistic fiction.
- Traditional literature (drama, fantasy, science fiction).
- Historical Fiction.
- Non-fiction (biography, memoir, autobiography, science and Social Studies).
- Multicultural literature.
- Poetry.

Writing

- Students write daily. Writing instruction adheres to the writing workshop model and students learn to write by using the writing process.
- Columbia University Teachers College Reading and Writing Project (TCRWP) is the district's approach to writing instruction.
- Students are encouraged to keep a writer's notebook.
- Writing Units include: Narration, Persuasion, Explanation/Exposition., Creative and Personal pieces.

Handwriting: *Handwriting without Tears* is the district handwriting program.
(See <http://www.hwtears.com/hwt/parents.>)

Speaking and Listening: The student:

- Contributes to discussion, uses questions to clarify thinking, incorporates new vocabulary into classroom experiences, and uses language to persuade and explain.
- Delivers oral presentations.
- Listens to gain and understand information.
- Participates in residencies, such as a McCarter Theater residency, and participates in class plays and pageants; author's nights.

Media: The student uses the computer for word processing and research.

Assessment

- NJ/ASK: Students are tested annually on the New Jersey Assessment of Student Knowledge (NJASK), a state required test in grades 3-8.
- Developmental Reading Assessment (DRA): a formative assessment program administered 2-3 times a year. The program is used to monitor progress in reading.
- Writing is assessed using the State Department of Education rubric.
- Prior to entering sixth grade, students take the Scholastic Reading Inventory (SRI), which gives them a lexile (reading comprehension level) score.
- Literacy Portfolio: maintained for all students and passed to the next year's teacher.

Texts

- *Handwriting without Tears* workbooks.
- Leveled reading texts appropriate for students' instructional level
- Mentor texts.
- Calkins, Lucy and Martinelli, Marjorie. Teacher's College: *Units of Study: 3-5*. Portsmouth: Heinemann, 2006.
- Topping, Donna Hooker and Hoffman, Sandra Josephs. *Getting Grammar: 150 New Ways to Teach an Old Subject*. Portsmouth, NH: Heinemann, 2006. (grade 5)
- Warriner, John E. *The Holt Handbook: Introductory Course*. New York: Holt, Rinehart and Winston, 2003. (grade 5)

Grade 3 Learning Expectations

Handwriting: Students are introduced to cursive writing with an emphasis on a clean, clear vertical style and correct habits for forming and connecting letters.

Spelling: The student spells high frequency words correctly and applies patterns and structural analysis to spell unfamiliar words.

Grammar: The student uses: grade appropriate grammar; single and plural nouns and pronouns; subject-verb agreement; adjectives and adverbs appropriately; sentence kinds: single and compound; sentence types: declarative, interrogative, exclamatory and imperative.

Mechanics: The student writes in paragraphs and indents properly, uses appropriate punctuation and capitalization including quotation marks in dialogue.

By the end of Third Grade, students are expected to:

Reading

- Use the glossary/index to locate information and print conventions to aid in reading for meaning.
- Demonstrate phonological awareness.
- Decode unknown words in context.
- Demonstrate reading fluency.
- Use a variety of strategies such as questioning, predicting, and context clues to gain understanding of a text before, during and after reading.
- Use a grade appropriate dictionary and infer meaning from roots, prefixes and suffixes.
- Recognize the purpose of fiction and non-fiction texts and understand structural elements common to each e.g., plot, character, setting, conflict and resolution in stories.

Writing

- Participate in all steps of the writing process: pre-writing, drafting, revising, editing, post-writing, and final drafting.
- Maintain a portfolio of writing which includes: description, personal narration, non-fiction/information piece from another content area such as Social Studies, persuasion, personal and creative writing.
- Write in response to literature.
- Complete writing logs and applies a rubric to reflect (metacognition) on and improve writing.

Research: Choose a topic, use the library to locate information, read and draw conclusions from the information

Grade 4 Learning Expectations

Handwriting: Students are focused on fluid letter formation and connections. There is an emphasis on teaching students to write quickly and automatically in a smaller size.

Spelling: The student spells grade appropriate words correctly with particular attention to frequently used words, contractions, and homophones. Applies patterns and structural analysis to spell unfamiliar words.

Grammar: The student uses: grade appropriate grammar; single and plural nouns and pronouns; subject-verb agreement; pronoun usage and agreement; verb tenses; increasingly complex sentence variety; sentence kinds: single and compound; sentence types: declarative, interrogative, exclamatory and imperative.

Mechanics: The student writes in paragraphs and indents properly, uses appropriate punctuation (ending punctuation, commas, quotation marks) and capitalization.

By the end of Fourth Grade, students are expected to:

Reading

- Apply reading benchmarks from grade 3.
- Recognize the purpose of fiction and non-fiction texts and understand structural elements common to each e.g., plot, character, setting, conflict and resolution in stories.
- Use a variety of strategies and resources to continue to develop vocabulary through literature and study in the content areas.

Writing

- Build on writing benchmarks from grade 3.
- Revise writing to strengthen openings and closings, add details, sharpen focus, vary sentence lengths and complexity.

Research

- Use library classification systems, print or electronic, to locate information.
- Read independently and research topics using a variety of materials.

Grade 5 Learning Expectations:

Handwriting: Students are focused on fast fluid cursive review.

Spelling: The student spells grade appropriate words correctly with particular attention to frequently used words, contractions, and homophones; applies patterns and structural analysis to spell unfamiliar words.

Grammar: The student uses: grade appropriate grammar; single and plural nouns and pronouns: subject-verb agreement; pronoun usage and agreement; verb tenses; increasingly complex sentence variety; sentence kinds: single and compound; sentence types: declarative, interrogative, exclamatory and imperative.

Mechanics: The student writes in paragraphs and indents properly, uses appropriate punctuation (ending punctuation, commas, quotation marks) and capitalization.

By the end of Fifth Grade, students are expected to:

Reading

- Build on reading benchmarks from grade 4.
- Identify author's purpose, views, and beliefs.
- Use a variety of strategies and resources to continue to develop vocabulary through literature and study in the content areas.
- Identify and correctly use antonyms, synonyms, homophones, and homographs.
- Read aloud with proper phrasing and intonation to reflect understanding.
- Read independently for 30-40 minutes daily to increase speed and accuracy.
- Apply self-correcting strategies to decode text and monitor understanding.

Writing

- Build on writing benchmarks from grade 4.
- Write for different purposes and a variety of audiences. Forms include: poetry, research, open-ended responses, content area explanations.

Research

- Use library classification systems, print or electronic, to locate information.
- Read independently and research topics using a variety of materials.
- Develop and revise questions for investigation prior, during, and after reading.
- Interpret and use graphic sources of information (maps, graphs, timelines, tables).
- Summarize and organize information by taking notes, outlining ideas, and/or making charts.

Speaking

- Support a position using details and examples; acknowledge others' opinions and respond appropriately.
- Respond orally through questions and comments.
- Demonstrate effective use of questioning: literal, inferential, evaluative.
- Develop speaking techniques using verbal and non-verbal elements of delivery.

Listening

- Recognize persuasive techniques.
- Determine speaker's purpose, attitude, and perspective.
- Demonstrate competence in active listening through asking relevant questions, taking notes, and drawing conclusions.
- Summarize main ideas after listening to: stories, films, other forms of media, and information shared by others.

Grade 6 through 8 Learning Expectations

The Language Arts Curriculum in the Princeton Regional Schools is aligned with the New Jersey Core Curriculum Content Standards (NJCCCS) and the Common Core State Standards. Students in grades six through eight study writing, reading/literature, grammar, vocabulary, listening and speaking.

Learning expectations for students in grades 6 through 8 include:

Writing: Students will demonstrate their mastery of language conventions through writing. Students will write frequently and in a variety of modes: descriptive, narrative, persuasive and personal. Writing will be both expository and creative; the audiences for writing will also cover a range from one's self to the community. Writing instruction will cover: persuasion, analysis and speculation, and the essay format including: introductory paragraphs, developing the essay through support, and concluding paragraphs. Students will write creatively in imitation of various literary styles. Students will also practice research skills. Students will write or revise writing in class every Thursday.

Viewing: Students will practice interpreting, analyzing and critiquing visual text.

Core Texts: *Literature*, Anthology published by Prentice-Hall, 2007.
The Holt Handbook: First Course (6th), Second Course (7th), Third Course (8th).

Grade 6 Learning Expectations

Sixth grade students read literature representative of the different types or genres. The study of each genre focuses on developing reading skills for successful understanding of the genre. Units of study will be arranged thematically. Language and composition work is in part related to the study of the literature. In addition to works studied in class in detail, students read two books per marking period independently; these books will be assessed in a variety of ways: book reports, oral reports, projects, in-class essays.

Reading/Literature Units

- Mythology. Includes selections from the textbook unit on folk literature; *Dragonwings*; selected short stories and poems from the text.
- Fantasy. Includes *Alice's Adventures in Wonderland* and a dramatic rendering of *The Phantom Tollbooth*.
- Animals. Includes *Big Red*; *Wind in the Willows*; and a poetry unit from the text.
- Adventure. Includes *The Hobbit*; and a non-fiction unit from the text.

Grammar: The following topics will be covered: parts of speech; the sentence; agreement; using verbs correctly; using pronouns correctly; and punctuation. Other topics may be covered as needed.

Listening and Speaking: Students will participate in classroom activities in response to the literature studied; participation will require the practice of listening and speaking skills.

Vocabulary: Formal vocabulary study will be drawn from the words presented in the literature text and from a list of roots, prefixes and suffixes.

Grade 7 Learning Expectations

Seventh grade students read literature representative of the different types or genres. In the literature, students study themes of human significance and life experiences from different time periods and regions. Units of study are arranged thematically. Language and composition work is in part related to the study of the literature. In addition to works studied in class in detail, students read two books per marking period independently; these books will be assessed in a variety of ways: book reports, oral reports, projects, in-class essays.

Reading/Literature Units

- Childhood Remembrances. Includes: *Cheaper by the Dozen*; *I Remember Mama*.
- Adventure, Survival and Mystery. Includes: *Adventures of Tom Sawyer*; Non-fiction selections from the text.
- Social Issues. Included in this unit are: *To Kill a Mockingbird*; *The Monsters Are Due on Maple Street*; and a selection of short stories from the text.
- Maturation of Self. Included in this unit are: *The Pearl*; *Summer of my German Soldier*; and a selection of narrative and lyric poetry from the text.

Grammar: The following topics will be covered: the sentence; complements; agreement; using pronouns correctly; capital letters; writing complete sentences; writing effective sentences. Other topics may be covered as needed.

Listening and Speaking: Students will practice listening and speaking skills.

Vocabulary: Formal vocabulary study will be drawn from the words presented in the literature text and from a list of roots, prefixes and suffixes.

Grade 8 Learning Expectations

Eighth grade students read literature representative of the different types or genres. Students see modeled in the literature a variety of formal and informal language uses, themes of human significance, and life experiences in differing time periods and regions. Units of study are arranged thematically. Language and composition work is in part related to the study of the literature. In addition to works studied in class in detail, students read two books per marking period independently; these books will be assessed in a variety of ways: book reports, oral reports, projects, in-class essays.

Reading/Literature Units

- Growing Up. Includes: *House on Mango Street*; *A Separate Peace*.

- *Society and the individual*. Includes: *The Girl With a Pearl Earring*.
- *Love*. Includes: *Romeo and Juliet*, both the text and the film.
- *Multi-Genre*: Includes: selected poetry, short stories, and non-fiction from the literature anthology.

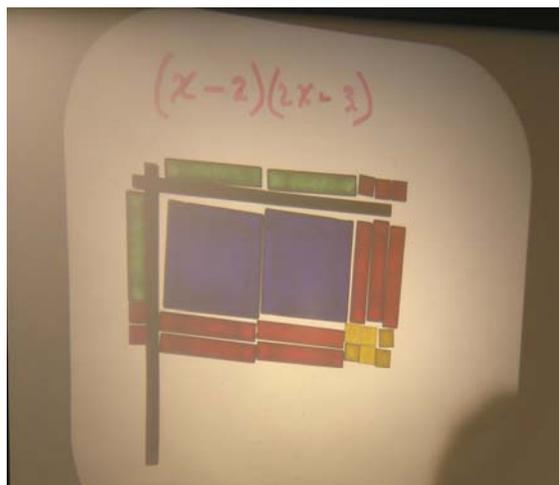
Grammar: The following topics will be covered: the clause; the kinds of sentence structure; using verbs correctly; using modifiers correctly; usage; punctuation. Other topics may be covered as needed.

Vocabulary: Formal vocabulary study will be drawn from the words presented in the literature text and a study of Latin and Greek roots, prefixes and suffixes as well as formal instruction in the use of a dictionary and an online dictionary.

Mathematics

The K-5 mathematics curriculum emphasizes the importance of critical thinking and problem solving through a variety of activities aligned with the New Jersey Core Curriculum Content Standards 4.1 to 4.5.

Students develop a conceptual understanding of key mathematical concepts which lay the foundation for algebraic thinking. Each concept begins with a concrete learning experience which develops into a symbolic representation through the use of manipulatives and technology.



In April, 2007, Princeton adopted *Everyday Mathematics* to aid in delivering its elementary curriculum. *Everyday Mathematics* focuses on the four math standards, Number & Numerical Operations, Measurement & Geometry, Patterns & Algebra, and Data Analysis & Probability. (See <http://everydaymath.uchicago.edu/about>.) In June, 2010, New Jersey adopted the Common Core Math Standards to be implemented over the course of the next few years. By September, 2011, Princeton is expected to have its K-2 curriculum aligned to these new standards followed by grades 3-5 in 2012 and grades 6-8 in 2013.

Along with Math Content Standards, the Common Core Standards emphasizes the importance of eight Mathematical practices outlined below:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Grade 3 Learning Expectations

In Grade 3, instructional time focuses on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

By the end of Third Grade, students are expected to:

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

- Use place value understanding and properties of operations to perform multi-digit arithmetic.
- 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 Learning Expectations as found in the Common Core Standards

In Grade 4, instructional time focuses on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

By the end of Fourth Grade, students are expected to:

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 Learning Expectations as found in the Common Core Standards

In Grade 5, instructional time focuses on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

By the end of Fifth Grade, students are expected to:

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.

Grade 6 Learning Expectations

All students entering John Witherspoon Middle School begin Pre-Algebra. This highly rigorous curriculum prepares every student to begin Algebra I in 7th grade. In addition to the Common Core Content outlined below students will cover the following: introduction to variables, expressions and equations, inequalities, exponents, ratios, proportions and percents and linear relationships.

By the end of Sixth Grade, students are expected to:

Ratios and Proportional Relationships

- Understand ratio concepts and use ratio reasoning to solve problems.

The Number System

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Compute fluently with multi-digit numbers and find common factors and multiples.
- Apply and extend previous understandings of numbers to the system of rational numbers.

Expressions and Equations

- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.

Geometry

- Solve real-world and mathematical problems involving area, surface area, and volume.

Statistics and Probability

- Develop understanding of statistical variability.
- Summarize and describe distribution.

Grade 7 Learning Expectations

All students in 7th grade begin a highly rigorous Algebra curriculum in addition to meeting the Common Core expectations. Students in the accelerated course will complete this curriculum in one year and will be expected to take the Algebra End of Course exam as mandated by the NJ Department of Education. All other students will begin the first half of this curriculum focusing on building a strong foundation in Algebra.

By the end of Seventh Grade, students are expected to:

Ratios and Proportional Relationships

- Analyze proportional relationships and use them to solve real-world and mathematical problems.

The Number System

- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Expressions and Equations

- Use properties of operations to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Geometry

- Draw, construct and describe geometrical figures and describe the relationships between them.
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

Statistics and Probability

- Use random sampling to draw inferences about a population.
- Draw informal comparative inferences about two populations.
- Investigate chance processes and develop, use, and evaluate probability models.

Grade 8 Learning Expectations

Students in the accelerated course in 8th grade will be exposed to the Algebra II Accelerated curriculum taught at Princeton High School. They are on a path to complete Multivariable Calculus and Linear Algebra in their senior year. All other 8th grade students will be completing the Algebra I curriculum in preparation for the Algebra I End of Course exam. They are on a path to complete Calculus in their senior year. Content covered in these courses along with the grade level expectations below as found in the Common Core Standards will support a strong foundation for future success in mathematics.

In addition to the Algebra I or II curriculum, by the end of Eighth Grade, students are expected to:

The Number System

- Know that there are numbers that are not rational, and approximate them by rational numbers.

Expressions and Equations

- Work with radicals and integer exponents.
- Understand the connections between proportional relationships, lines, and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.

Functions

- Define, evaluate, and compare functions.
- Use functions to model relationships between quantities.

Geometry

- Understand congruence and similarity using physical models, transparencies, or geometry software.
- Understand and apply the Pythagorean Theorem.
- Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

Physical Education / Health

Health and physical education is an integral part of the total learning process. Health and physical education is concerned with the individual as a whole. Congruent with NJCCCS 2.1 to 2.6, it is important to develop the student's personal philosophy towards the growth, development, and maintenance of the pupil's physical and mental well being, including a desired lifetime of activity and wellness. Each student should have the opportunity to develop his/her potential to the utmost across the physical, social, and emotional domains through a wide range of physical and wellness activities.



Grade 3 through 4 Learning Expectations

By the end of Fourth Grade, students are expected to learn:

Mental, Emotional, Family and Social Health

- The three parts of health are interconnected and lead to overall wellness.
- Families influence values and attempt to provide basic human needs.
- Conflict will occur in human relationships and can be resolved using specific strategies.
- Effectively coping with stress is vital for good health.
- Character is developed based on family and personal experiences.
- The key to healthy relationships is to develop solid core ethical values.

Body Systems and Diseases

- The human body is made up of many different systems.
- Health goals are vital to maintain optimum health by knowing how to care for body systems.

Nutrition

- Good nutrition is vital in keeping the body systems working at their optimum level.
- Some foods are more nutritious than others.
- It is important to follow dietary guidelines.
- Food labels provide information about nutritional content.
- The importance of food choices and eating habits is critical for good nutrition.

Drugs and Medications

- Medications are used to treat, prevent, or cure illness or injury if safety rules are followed.

- Over the counter medications can be purchased without a prescription from a doctor.
- Alcohol is a drug which changes the way the body and mind work.
- All forms of tobacco are harmful to the body.
- Identifying the different reasons people use/abuse drugs, tobacco and alcohol will assist in applying resistance skills when confronted.

First Aid

- Precautions need to be taken when giving first aid.
- There are procedures which need to be followed when helping someone who is choking, bleeding, burned, or poisoned.
- There are many different community services available to help people in an emergency.

Safety

- Rules and laws are created to keep us safe.

Classroom Procedures for PE

- Safety comes first.
- Include everyone.

Fitness Training/Testing

- Fitness training and testing lead to greater physical fitness and other benefits.
- Fitness training has different aspects.

Team Activities

Soccer	Football	Rhythm	Teamwork & Problem Solving
Volleyball	Basketball	Hockey	Lacrosse
Baseball	Yoga	Ultimate Frisbee	

Grade 5 Learning Expectations

By the end of Fifth Grade, students are expected to learn:

Mental, Emotional, Family and Social Health

- There are steps that can be taken to make responsible decisions.
- There are specific traits that define good character.
- Conflict will occur and can be resolved fairly using specific strategies.
- Mutual respect, self control, conflict resolution strategies, cooperation and effective communication skills are vital to healthy family relationships and friendships.
- Families cope with changing dynamics by showing respect and caring.

Body Systems and Diseases

- The human body is organized into systems of cells tissues and organs.
- Each body system has a unique function that is interdependent on other body systems.
- Personal habits and decisions have positive and negative effects on body systems.

Sexuality

- During puberty, adolescents will experience physical, emotional, and social changes that prepare them for reproduction and adulthood.
- Puberty begins and ends at different ages for each individual during adolescence.
- There are many trusted adults and/or health professionals who can help adolescents with questions about this period in their lives.

Nutrition

- The body needs essential nutrients.

- Food labels and MyPyramid.com help to plan a balanced diet containing the essential nutrients.
- There are a variety of influences on food choices such as family and culture, advertising, cost and availability.
- Dietary guidelines are plans of action for making healthy food choices.

Medicines

- A drug is a substance other than food or water that changes how the mind or body works.
- Medications can either help or harm your health.

Alcohol, Tobacco, and Other Drugs

- These substances affect the body.
- Children’s bodies are in a state of growth, therefore alcohol, tobacco and other drug use is harmful.
- There are community supports available to help people who want to quit using drugs, alcohol or tobacco.
- There are resistance skills that can be used to make healthy decisions and avoid drug, alcohol or other substance abuse.

Safety

- Safety precautions for walking, riding in cars, biking, and using scooters or skateboards prevent accidents.
- Safety rules to follow near water increase everyone’s safety.
- People should feel safe in their environment.

Classroom Procedures for PE

- Safety comes first.
- Include everyone.

Fitness Training/Testing

- Fitness training and testing lead to greater physical fitness and other benefits.
- Fitness training has different aspects.

Team Activities

Soccer	Football	Rhythm	Teamwork & Problem Solving
Volleyball	Basketball	Hockey	Lacrosse
Baseball	Yoga	Ultimate Frisbee	

Grade 6-8 Learning Expectations

Physical Education is an integral part of the educational experience that contributes to the development of the individual through the unique medium of physical activity – human movement. It is a carefully planned sequence of learning experiences designed to fulfill the growth, development, and behavioral attitudes involving health, wellness, personal, and athletic fitness of the students.

Our Physical Education program encourages students to:

- Develop the skills of movement, the knowledge of the why and how one may move, and the ways in which movement may be organized.
- Learn to move skillfully and effectively through exercise, dance, games, team and individual sports, and various rhythmical activities;
- Express culturally approved patterns of personal behavior and interpersonal relationships in and through sports;
- Develop the five components of physical fitness in order to meet the body’s daily and emergency demands;
- Acquire an appreciation and respect for personal fitness and well being;

- Nurture an interest and desire to participate in lifetime recreational activities for fitness and enjoyment;
- Be exposed to non-competitive learning experiences to assist in the promotion of stable emotional, social, intellectual, and spiritual growth.

Major Units:

Physical Fitness Testing	Flag Football	Aquatics	Personal Fitness
Battle of the Blue and Gold	Dance	Basketball	Golf
Soccer	Pickle Ball	Softball	Volleyball
Aerobics			

By the end of Eighth Grade in our Health Program, students are expected to learn:

Communication

- Health ideas, opinions, and issues from a variety of valid and reliable health sources are analyzed.
- Health information using a multimedia approach, adapting the wording and delivery method for various topics and audiences are reviewed.
- The use of refusal, negotiation, and assertiveness skills and recommended strategies for improvement are assessed.
- The use of active and reflective listening is stressed.
- The economic and political purposes and impacts of health messages found in the media are analyzed.

Decision Making

- The use of decision-making skills in health and safety situations are analyzed.
- The influence of peers, family, the media, and past experiences with the use of decision-making skills are compared and contrasted with the way these influences may change or conflict as one ages.
- Social situations and conditions may require adolescents and young adults to apply and adapt their new decision making skills.
- Ethical decision making requires careful thought and action.
- Critique significant health decisions may change if the appropriate communication and decision-making skills are employed.

Planning and Goal Setting

- Factors that support or hinder the achievement of personal health goals exist and need to be analyzed.

Character Development

- Character development can be enhanced and supported by individual, group, and team activities.
- Characteristics of various role models and the core ethical values they represent are important to understand.
- Community and public service supports the development of core ethical values.
- Personal and group adherence to student codes of conduct need to be analyzed.

Leadership, Advocacy, and Service

- The ability to function effectively in both leadership and supportive roles has value.
- Motivational techniques are used to improve personal and group achievement.
- Articulation of a group’s goals, shared values, and visions are essential to the group’s success.
- Planning and implementing volunteer activities to benefit a health organization or cause offers a real world learning experience.
- Developing an opinion and debating a health issue or problem educates students and parents about the health issue or cause.

Health Services and Careers

- Health and fitness services are available in the school and community.
- Preparation for health and fitness careers involves understanding job requirements and applying knowledge of health and fitness knowledge



Drugs and Medicines

- Good decisions about use of drugs and medicines support a healthy, active lifestyle.

Human Relationships and Sexuality

- The physical, emotional and social aspects of human relationships and sexuality support a healthy, active lifestyle.

Science

The K-5 science program consists of a grade-level classroom and a weekly lab science class that complements the grade-level units. The units address both content and the process skills. The goal of our science curriculum is to have students think and practice as scientists and to nourish their natural sense of wonder about our natural world and as well as our technological world.

Congruent with NJCCCS Science Standard 5.1, emphasis is placed on student understanding that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge.



Our over-arching approach is one of inquiry. Through well-designed investigations students find answers to their own questions, resolve how their findings fit in a broader understanding, and posit how to extend their investigation from new questions that arise from data collection, analysis, and reflection of the findings.

Grade 3 Learning Expectations

By the end of Third Grade, students are expected to learn:

Astronomy

- Earth operates as a set of complex, dynamic, and interconnected systems, and is a part of the all-encompassing system of the universe.
- Physical characteristics of the planets depend on their distance from the sun and their size.
- Observable, predictable patterns of movement in the sun, Earth, moon system occur because of gravitational interaction and energy from the sun.
- Technology enables us to better understand Earth's systems and the impact of Earth's systems on human activity.

Simple Machines

It takes energy to change the motion of objects. The energy change is understood in terms of forces. Investigate how and why things move (e.g., slide blocks, balance structures, push structures over, use ramps to explore how far and how fast different objects move or roll).

- Simple machines make work easier.
- Forces cause changes in speed and/or direction of objects.

Oceanography

Oceans contain complex ecosystems. Characteristics of oceans regulate and impact the life within, weather patterns and, global climates as we now know them.

- Science is a process that finds answers to questions through observation and experimentation. In the process, more questions arise.
- The oceans cover approximately 71% of the earth's surface and have a great impact on the biosphere.

- Humans can alter the living and non-living factors within an ecosystem, thereby creating changes to the overall system.

Grade 4 Learning Expectations

By the end of Fourth Grade, students are expected to learn:

Oceans Structure and Communities

Develop knowledge of environmental issues, including management of natural resources, production and use of energy, waste management and interdependence of marine ecosystems.

- Humans and other organisms use Earth's resources.
- Earth's greatest bioproductivity occurs in marine ecosystems.
- Water is essential for all life. Freshwater is unevenly distributed on Earth's surface. Water distribution is a continuing problem worldwide.

Changing Surfaces of Earth

- Some changes of the Earth's surface are due to slow processes such as erosion and weathering, and some changes are due to rapid changes such as landslides, volcanic eruptions, and earthquakes.
- Fossils provide evidence about the plants and animals that lived long ago and the nature of the environment at that time.
- Moving water, wind, and ice continually shape the Earth's surface by eroding rock and soil in some areas and depositing them in other areas.

Magnetism (Part II)

- All objects and substances in the natural world are composed of matter. Some matter is magnetic.
- Magnetic forces act in a field, vary in strength, and influence the motion of some objects.
- Through experimentation students will construct ways to determine properties and measure the force of magnets.
- Magnetic forces can be harnessed to create electricity.

Electricity

- Electricity is a form of energy that can be transformed by moving electric charges doing work in various devices.
- Electricity is an important part of every day life.
- Electricity and magnetism are related.

Grade 5 Learning Expectations

By the end of Fifth Grade, students are expected to learn:

Plants

- Green plants provide the basic food supply for animals because only plants can manufacture food by utilizing the sun's energy.
- Environmental factors create the favorable conditions for certain types of plants to survive and thrive.
- There are all kinds of plants.
- Green plants provide the basis for other forms of life, including humans and animals.

Ecosystems

- Energy flows in an ecosystem through food chains, food webs, and energy pyramids.
- Living things interact, change, and adapt to their environment.
- Ecosystems consist of complex interactions between organisms and the physical environment.

Wetlands

- Watersheds, rivers, wetlands, and the one big ocean of the world are an interconnected system.

- Wetlands perform a number of functions that are critical for sustaining New Jersey's environment.
- Wetlands must be protected.

Weather (II)

- Weather trends can be observed and predicted.
- Weather instruments give us data to use in forecasting the weather.
- The distribution of land and oceans affects climate and weather.
- Climate is the long-term average of a region's weather and depends on many factors, including latitude, elevation, topography, and proximity to large bodies of water and cold or warm ocean currents.
- Weather (in the short run) and climate (in the long run) involve the transfer of energy into and out of the atmosphere.

Grades 6-8 Science

The 6-8 Science program aligns with the NJCCCS 5.1 for students to understand scientific explanations-core concepts, principles, and value tools and measurements to generate scientific evidence through active investigations, to reflect on science knowledge and to participate productively in science through writings, communications, and critiques.

Each grade has an introductory measurement unit with modifications that emphasize scientific units, scientific notation, accuracy, and precision. The middle school science program addresses the natural world by grade levels. Grade 6 focuses on life science. Grade 7 focuses on the Earth and space system. Grade 8 focuses on physical science. By incorporating engineering projects into the core courses, the science programs studies technology, the design process, and the human-made world.

Grade 6 Learning Expectations

By the end of Sixth Grade, students are expected to learn:

Matter

- Introduction to the atomic structure of matter
- Distinguish elements, compounds, and molecules
- Incorporation of the main chemicals found in life forms.

Cell

- The basic unit of structure and function of life forms is the cell.
- All cells come from pre-existing cells.
- Cells with specialized functions will have specialized sub-structure and genetic expression.

Human Body and Health

- Explain how systems of the human body are interrelated and regulate the body's internal environment.
- Recognize that complex multicellular organisms, including humans, are composed of and defined by interactions of the following: cells, tissues, organs, and systems
- Structure and function of the various body systems

Genetics

- Organisms contain genetic information that influences their traits, and they pass this on to their offspring during reproduction.
- The continuity of life is based on heritable information in the form of DNA.
- Patterns in genetics relate to diploidy/haploidy.
- Study of patterns of traits (autosomal recessive, dominant and blended)

Environmental Education Trip

The sixth graders at John Witherspoon Middle School learn about the environment through a two-day residence experience at the Fairview Lake Environmental Education Center in Newton, New Jersey. Talented, trained naturalists educate the students about various aspects of the environment. The students learn the importance of the wetlands during the swamp walk. They hike up the Kittatinny Mountain Range and gain knowledge about the geological history of the Appalachian Mountains. Pond ecology gives the students an opportunity to study scientific aspects of aquatics and pond life. They also build teamwork and communication skills while participating in a variety of problem solving challenges during Action Socialization Experience. Finally, students enjoy and master the art of boating while adhering to the safety rules. This hands on experience is an exciting, interactive, and memorable trip for everyone.

Grade 7 Learning Expectations

By the end of Seventh Grade, students are expected to learn:

Geology

- The variety of substances on Earth results from the way the atoms are arranged and combined.
- Most rocks are formed from pre-existing rocks through external and internal geologic processes.
- Minerals are an integral part of everyday life.
- Most geologic activity occurs at the boundaries between plates.
- Volcanoes develop from magma moving upward from deep within the Earth.
- Earthquakes are natural vibrations of the ground, some of which are caused by movements along fractures in Earth's crust.
- Mountains form through dynamic processes which crumple, fold, and create faults in the Earth's crust.
- Scientist use several methods to learn about Earth's geological history.

Weather and Climate

- Most of what occurs in the universe involves some form of energy being transformed into another.
- No matter how substances within a closed system interact the total mass of the system remains the same.
- Changing patterns of weather and climate occur in the Earth's atmosphere.
- Weather and climate impact the natural world.
- Weather and climate impact individuals and societies.

Astronomy

- Organization of the solar system can be used to understand the motion of the stars, sun, moon and planets in the sky.
- The Sun, Earth, and Moon form a dynamic system that influences all life on Earth.
- Motions of the Sun-Earth-Moon system define Earth's day, month and year.
- Using the laws of motion and gravitation astronomers can understand the orbits and properties of the planets and other objects in the solar system.
- The life cycle of every star is determined by its mass, luminosity, magnitude, temperature, and composition.
- Observations of galaxy expansion, cosmic background radiation, and the Big Bang theory describe an expanding universe that is estimated to be 13.7 billion years old.
- The universe is an ever changing place of immense size and spectacular phenomena.
- Humans explore the planets, sun and moons to learn about the history future, and nature of the solar system, its planets and life.

Oceanography

- Studying oceans helps scientists learn about global climate and Earth's history.
- The marine environment is geologically diverse and contains a wealth of natural resources.
- The global ocean consists of one vast body of water that covers more than two-thirds of the Earth's surface.

- Oceans have distinct layers of water masses that are characterized by temperature and salinity
- Waves and currents drive the movements of ocean water and lead to the distribution of heat, salt, and nutrients from one region of the ocean to another.

Grade 8 Learning Expectations

By the end of Eighth Grade, students are expected to learn:

Chemistry

- All substances (things) are made of matter.
- Regardless of how matter interacts with other matter or how atoms are rearranged into molecules in a chemical reaction, mass is always conserved.
- The structure of a substance relates to its properties.
- Based on similarities of structure, matter, such as atoms and molecules have patterns and/or trends of properties and behaviors.
- Chemical energy is energy stored in the arrangement of atoms. When atoms are rearranged during chemical reactions, energy is transferred and transformed. Heat and light are common forms of energy that are released during chemical reactions.

Physics

- Forces act on objects and can produce motion.
- Unbalanced forces cause changes in motion that can be predicted and described.
- Forces in fluids are related to pressure and density can affect the motion of objects in the fluid.
- Work is the transfer of energy to an object, and power is the rate at which work is done. Machines are devices that help make work easier.
- Heat is energy that moves from an object at a higher temperature to an object at a lower temperature.
- Waves transfer energy, have describable properties, and interact in predictable ways.

Electricity and Magnetism

- Energy is transformed from one form to another during changes in matter.
- Electricity is a form of energy that can be transformed by moving electric charges doing work in various devices.
- Electricity and magnets are related.

Social Studies

The mission of the Social Studies Department is to help students become critical thinkers and informed citizens as members of a culturally diverse and interdependent world.

History forms the core of the program offered by the department, but the central discipline is expanded and supported by insights and strategies drawn from geography, political science, economics, sociology and anthropology. To further enhance the students' ability to understand the greater relevance of the material being studied and to derive sense and meaning from it, the content is organized around the enduring understandings and essential questions that constitute the big ideas of the discipline.



Consistent with the New Jersey Core Curriculum Content Standards, 6.1 to 6.3, an emphasis is placed upon chronology, cause-effect reasoning, geographic literacy, information gathering, analytical skills, critical thinking, strategies for effective communication, and ethical decision-making.

Grade 3 Learning Expectations

The third grade curriculum is designed to develop an understanding and appreciation of a diverse world. The students continue their study of geography by incorporating cultures as a reflection of geographic regions. They engage in an in-depth study of Princeton history and expand their understanding of the world in time and space. Students also explore the meaning of citizenship in today's world. The skills of reasoning, inquiry and expression, along with a growing body of research skills, continue to be developed.

By the end of Third Grade, students are expected to learn:

Civics and Current Events

- Governments are established to meet the needs of citizens in a community.
- Respect for diversity enhances and enriches individuals and communities.
- Information is available in many forms and from many sources and should be consumed critically.
- Current issues may have a local, national, and global impact

Princeton History

- Our lives today have been shaped by events that occurred in the past.
- Information can come from a variety of sources.
- Princeton played an important role in the Revolutionary War.
- Life in Princeton in the 1700s was both different from and similar to life today.
- Many people, including Richard Stockton, Annis Boudinot Stockton, Elias and Hannah Boudinot, Betsy Stockton, John Witherspoon, George Washington, and George Morgan, made important contributions to Princeton's history.

Geography

- Maps provide a variety of information about our world.
- Culture is a reflection of geography.
- Geography and people impact each other.
- Geographic tools can be used to describe, classify and analyze the organization of people, places and environments on Earth (i.e. natural regions, landforms)
- The earth's surface consists of landforms such as oceans, rivers, lakes, mountains, peninsulas, islands, capes, and plains.

Grade 4 Learning Expectations

The fourth grade curriculum is a comprehensive study of civics, New Jersey history and geography. Students identify symbols and offices of New Jersey government, as well as aspects of citizenship. They explore New Jersey history, focusing on exploration, settlement, and immigration. They also investigate the culture of the Lenape Indians.

By the end of Fourth Grade, students are expected to learn:

Civics

- A democracy is a form of government in which the people have power.
- Citizens have rights, duties, and responsibilities in a democracy.
- Governments play important roles at the local, state, county and national levels.

Geography

- Places on the earth can be described by absolute location (latitude and longitude) and relative location (compass directions, distances, part of regions, political and geographic boundaries).

- 
- Maps and globes are representations that depict the Earth in a variety of ways for a variety of purposes.
 - Regions of the earth are areas that have similar characteristics (physical, cultural, residential, population, climate, land use).
 - New Jersey consists of a variety of geographic features.
 - Throughout history people have settled in New Jersey for a variety of reasons.

New Jersey History/The Lenape

- The Lenape had a well-developed culture.
- The Lenape were well established in New Jersey before the arrival of the Europeans, after which their lives and culture were forever changed.
- There were similarities and differences in the use of land by the Lenape and early settlers.
- People settled in different places in New Jersey for a variety of reasons.
- The exchange of goods and services led to trade and interdependence.

Grade 5 Learning Expectations

The fifth grade curriculum is a comprehensive study of United States history from the period of exploration to the Civil War. An emphasis is placed upon understanding historical concepts and the development of essential social studies skills. Throughout the course of the year, the students will continue to discuss current events and will investigate the role citizens play in the electoral process.

By the end of Fifth Grade, students are expected to learn:

Exploration, Colonization & Settlement (1400-1763)

- People have explored for a variety of reasons throughout history.
- Conflict can arise from two or more cultures meeting.
- Geography and climate impact settlement patterns.
- People came to America for a variety of reasons, some voluntarily and others by force.
- The institution of slavery reshaped European and African life in the Americas.

Pre-Revolution Through New Nation (1754-1820)

- The people have a fundamental right to govern themselves.
- America is founded on the basic concepts of a democracy.
- There were political, social, and economic causes and consequences of the American Revolution.
- The development of the American political system was and is an ongoing process.
- The U.S. Constitution forms the foundation of our government.
- Geography influenced the economic, social, and cultural growth of the new nation.

Expansion and Reform (1801-1861)

- The United States gained new territory through a variety of means.
- Westward expansion had a profound impact on relations with Native Americans and with other countries.
- The Industrial Revolution and the expansion of slavery intensified tensions that ultimately divided the nation and led to Civil War.
- The movement of some groups and the displacement of others were influenced by land value and natural resources.

Civil War and Reconstruction (1850-1877)

- The Civil War was brought about by many political, social, and economic factors.
- The North and the South had different objectives in the Civil War.
- The leadership of the North and South affected the outcome of the war.
- The economies of the North and South were influenced by geography and natural resources.
- There were various motivations on both sides for participating in the war effort.
- Attempts to reunite the country and expand citizenship during Reconstruction met with varying degrees of success.

National Elections

- People have rights and responsibilities as citizens in a democratic society.
- Active citizenship is important.
- Citizens can bring about change in their governments.
- Voting is a right and a responsibility and is a process that allows a person or group of people to voice their opinions and beliefs.
- Population distribution can affect the outcome of an election.
- It is important to understand the existence of bias and point of view.

Grade 6 Learning Expectations — Ancient World Cultures

The Ancient World Cultures course consists of a survey of ancient history from Prehistory to the fall of Rome. Students investigate the history, culture, and geography of various civilizations including those in Mesopotamia, Egypt, Mesoamerica, Africa, China, India, and the Mediterranean. They continue to develop their understanding of historical and geographical concepts. Students also are introduced to the history of major world religions, including Judaism, Christianity, Islam, Hinduism, and Buddhism. Throughout the year, an emphasis is placed upon the ability to read, write, research, and think using the methodology of the historian.

By the end of Sixth Grade, students are expected to learn:

Geography

- Geography influences the history, culture, and wealth of the ancient and modern world.
- Historical people, events, and places affect the present and future.
- The movement of people, goods, and ideas affect the cultures of the world.
- Geography influences the cultures of the world.
- Humans and the environment impact each other.

The Eleven Terms of History

- Historians use various tools and analytical concepts to help us examine and understand the past.
- Artifacts and primary and secondary sources help us learn about the past.

Prehistoric Humans

- Celestial observation led to the development of Stonehenge and the beginnings of religion.
- Fire was essential to early humans.
- Herding and harvesting contributed to the development of civilization.

Ancient Mesopotamia

- People lived in communities to help each other in difficult physical circumstances.
- The achievements of early cultures contributed to the development of modern society.
- Early civilizations created and maintained civic order.
- A writing system was developed that helped people communicate.
- In ancient Mesopotamia, the need to control flooding resulted in the development of community and government.
- The existence of a code of law was evidence of a sophisticated civilization.

Ancient Egypt

- Geography influenced ancient Egyptian civilization.
- Ancient Egyptians developed an amazingly complex and advanced civilization.
- Climate and geography influenced Egyptian art and architecture.
- Modern archeology both inflamed and informed the world about this amazing culture.

Ancient Africa

- Geography influenced the development of African civilizations and cultures.

- 
- Rich and varied cultures developed throughout Africa.
 - The institution of slavery and the Triangular Trade transformed Africa and resulted in much human suffering.

Ancient Maya

- Writing played an important role in Mayan culture.
- The natural world influenced the culture of ancient Maya, especially in the areas of religion and art.
- Mayans developed a political organization characterized by the city-state.

Ancient Inca

- The Nasca and Moche cultures formed the engineering and aesthetic base for the advanced civilization of the Inca.
- Geography, communication, and political organization combined to allow the development of an advanced Incan civilization in a harsh climate.
- Job specialization and individual responsibility played essential roles in the structure and maintenance of the Incan empire.

Ancient China

- Geographic isolation allowed Chinese culture to flourish and endure through thousands of years.
- Technological advances developed by the ancient Chinese changed human history.
- Cultural unification followed political reorganization in China.

Ancient India

- Indian culture is unique and varied.
- Geographically, India constitutes a subcontinent.
- Geography influenced the development of the Indus Valley Civilization.

Ancient Greece

- Geography influenced the development of ancient Greek culture.
- A common language, metal coinage, a commonwealth of city-states, and defeat of a common enemy allowed for the development of democracy in Greece.
- The American system of government derived many principles and institutions from ancient Greece.

Ancient Rome

- Modern republics, including the United States, borrowed ideas from ancient Rome.
- Technological advances allowed for the development of Rome
- Urbanization changed human culture and the physical landscape.
- Military conquest and empire building by the Romans were followed by empire assimilation.

Grade 7 Learning Expectations—World Cultures and Geography

This course continues the study of world cultures and geography begun in sixth grade. The students deepen their understanding of world history and trace the development of various cultures into the modern day. The influence of geography on culture and the interaction of cultures are themes that run throughout the year. The course also looks to promote real-world applications of the content, particularly in relation to its study of the United Nations.

By the end of Seventh Grade, students are expected to learn:

Geography and Culture

- Interpreting maps, charts, and other data is important in analyzing the affects that topography and climate have on the cultures of the people living in different geographic regions.
- All people have different perspectives based on their beliefs, values, traditions and experiences.
- People learn about their cultures and other cultures in many different ways.
- The interaction of cultures causes acculturation and diffusion to occur in a multitude of ways.

India

- The religions of Hinduism and Buddhism have strong foundations and beliefs that affect the cultures of the people that live in the region.
- India's geography caused the development of a unique and thriving culture despite geographical challenges.
- In modern times, India struggled to gain independence through a campaign that would lead to the founding of the modern nation of India.

China

- Confucianism, Taoism, and Buddhism served as inspirations for the social, political and economic climate of China throughout history.
- A series of political dynasties allowed China to advance in technology throughout the medieval period.
- The political policies of communism and nationalism played important roles in the founding of modern China.

Japan

- The religion of Shinto allows the Japanese to connect their experiences to both their land and their history.
- The system of feudalism in Japan resulted in political unity and structure evolving out of an age of disunity and chaos.
- In post-feudal Japan, a period of westernization occurred that allowed Japan to gain an economic advantage leading to modernization.

Africa

- The geography of Africa has allowed for the development of unique cultures despite topography and climate.
- Throughout the middle ages, African empires gained wealth and power through the Trans-Saharan Trade Route.
- European colonialism impacted the social and political systems of Africa.

Europe

- The teachings and organizations of Judaism, Christianity and Islam played an important role in allowing the maturation of modern Europe to occur.
- The system of feudalism in Europe provided a structure for political and religious unity after the collapse of the Roman Empire.

Renaissance and Reformation

- The emergence of modern social systems caused a revival in political, scientific, and philosophical thought in European cultures.
- Developments in religious thought caused a restructuring in Christianity.

Age of Exploration

- European countries focused a great deal of power and wealth on the exploration of parts of the unknown world in hopes of spreading culture and religion.
- Acculturation and diffusion between groups of people caused a widespread cultural exchange.

The 20th Century

- World Wars I and II challenged existing economic and political power structures allowing a new balance of power in the world to emerge.
- World wars, depressions, and political and social changes caused independence movements to occur around the world.

The United Nations

- International cooperation and multinational organizations attempt to solve global problems and issues.



Grade 8 Learning Expectations — Civics

This course takes an in-depth look at our nation’s government, its political system, and the foundations of American democracy. Students study the branches of government, the Constitution, state and local governments, the American political system, the legal system, and the election process. By the end of the year, students have a firm understanding of how the U.S. operates and an awareness of the important role we, as informed citizens, play in protecting the fundamental values and principles of American democracy. Throughout the year, the students work on an Active Citizenship project in which they research Constitutional issues and investigate the various ways in which a citizen can have an influence upon that issue. They also participate in debates, mock trials, and a mock congress.

By the end of Eighth Grade, students are expected to learn:

The Roots of American Government

- Self-government developed in the American colonies.
- The ideas expressed in the pre-Independence documents, such as the Mayflower Compact and the early colonial charters, influenced our system of government.
- Values such as freedom of speech and freedom of religion have their roots in the colonial period.
- Ideas from ancient Greece and Rome influenced the development of democratic thought in the colonies.
- Various factors and events led to American independence.
- The weaknesses of the Articles of Confederation eventually led to the establishment of the U.S. Constitution.

The Constitution

- The concept of compromise played an important role at the Constitutional Convention.
- Federalists and Anti-Federalists disagreed over the power of the national government.
- The Constitution organizes American government into three branches.
- Federalism, Checks and Balances, and Separation of Powers limit the power of the government.

The Bill of Rights

- A list of rights was added to the Constitution to guarantee important rights.
- The Bill of Rights provides for the protection of individual freedoms, protections against government abuse of power, and protections of the accused.
- The specific meaning of the principles in the Constitution is often difficult to interpret.
- The courts have the responsibility for interpreting the Bill of Rights.

Extending the Rights of Citizenship

- The amendment process enables the Constitution to adapt to a changing society.
- Various amendments have extended citizenship and voting rights to more Americans.
- The Supreme Court plays an important role in ensuring that the Constitution is a flexible document.

The Legislative Branch

- Members of Congress have specific requirements for office and a variety of responsibilities.
- Congress is given the power to make laws.
- The Constitution places specific limits on the power of Congress.
- Citizens can influence the process of a bill becoming a law.

Laws and Our Society

- Civil and criminal law serve important, yet different, functions in our society.
- Many laws are based on morals.
- The courts have the responsibility of interpreting our laws.

Political Parties

- Political parties play an important role in the American democratic system.
- Political parties encompass a spectrum of political thought.

Political Campaigns

- Informed citizens are necessary for the operation of the American political system.
- Interest groups are created by people who share a common interest and they play an influential role in our political system.
- The Electoral College is the system used to elect the President.

The President and the Executive Branch

- The President relies on an extensive Executive Branch to assist in the execution of our laws.
- The power of the President has expanded over time, but is limited by the other two branches of government.

Visual and Performing Arts

Active participation in an arts program is a critical component in every child's education. We believe that arts programs enrich students' lives and provide a vehicle for them to communicate and express human emotion. In addition, the study of the arts prepares students to be successful in a 21st century world that demands innovation and creativity in an increasingly competitive global market. We believe that all students are capable of success in the arts and that there are skills and concepts mastered in the arts that cannot be taught in other disciplines.

Participation in an arts program allows students to make connections across content areas and cultural boundaries. The New Jersey Core Curriculum Content Standards for Visual and Performing Arts document begins with the following mission statement:



The arts enable personal, intellectual, social, economic, and human growth by fostering creativity and providing opportunities for expression beyond the limits of language. (2009)

We support this mission through our instruction aligned to the Core Curriculum Content Standards from 1.1 to 1.4. Our faculty members provide sequential instruction in each art discipline, challenging each student to reach his or her potential. We invite you to attend our many events; please see the online calendar at our website, www.prs.k12.nj.us/TheArts.

Grades 3-5 Visual and Performing Arts

The elementary arts program provides a wide range of experiences for our students. Visual art and general music classes meet for sixty minutes each week. All students are given the opportunity to participate in the instrumental music program beginning in third grade; small group lessons are held for thirty minutes each week. In addition, choir, band, and orchestra ensembles meet regularly throughout the school year, and each school hosts several school assemblies and evening performances that feature these groups. No student is denied participation in the music program because of an inability to rent or purchase an instrument. The district also offers a Music After School program once per week in each building; this program gives instrumental students the opportunity to work with mentors from Princeton High School. All elementary students participate in the BRAVO program, a collaboration with members of the Princeton Symphony Orchestra. Students participate in a dramatic residency program with members of the McCarter Theatre staff and perform in a production. Art shows featuring student work are held in each building, in addition to



special exhibitions at the Princeton Public Library and the Valley Road Administration Building. All of these experiences provide an excellent foundation as students transition to John Witherspoon Middle School.

Grades 3-5 Learning Expectations — Visual Art

By the end of Fifth Grade, students are expected to:

Drawing

- Learn that drawing is the fundamental way in which artists capture an image of something real or imagined.
- Understand that artists can strengthen their skills with lessons focusing on contour lines, the lines that separate something from everything else. Using techniques of shading and cross-hatching, an artist can create three-dimensional effects.
- Understand that one- and two-point perspective drawings are formal systems developed during the Renaissance that further the effect of creating depth in a drawing.

Painting

- Learn about the art element value, the lightness or darkness of color. A pure color hue can be changed by adding black or white.
- Mix colors to create moods in their paintings.
- Use color wheels to see how colors relate to each other, including primary, secondary, complementary, and analogous colors.

Sculpture

- Understand the difference between two-dimensional and three-dimensional artwork.
- Recognize the difference between additive and subtractive processes in sculpture.
- Understand the techniques for manipulating clay and create three-dimensional works.

Printmaking

- Understand what a print is and that making prints will create multiple copies.
- Create prints using various materials and methods.

Textiles

- Understand that textile art can be functional or non-functional. There are many different forms of textile arts, including those that use plant, animal, or synthetic fibers.
- Create functional and non-functional textile works.

Arts Heritage

- Study and recognize various styles of art through the ages.
- Be familiar with various artists and create projects inspired by the work of these artists.
- Connect with cultures from around the world through the study of art history.

Grades 3-5 Learning Expectations — Instrumental Music

By the end of Fifth Grade, students are expected to:

Technique and Tone Production

- Utilize skills that produce desired tone. Proper instrument hold, posture, and muscle control are studied and practiced.

Music Literacy and Ear-Training

- Develop rhythmic reading skills in various time signatures, apply pitch notation applicable to the instrument, and interpret standard notation for music expression.

Performance Skills

- Learn to play melodic and harmonic parts in an ensemble setting.
- Students will have to opportunity to perform in large and small ensembles for various school and community events.

Structure and Expression

- Perform music from a wide variety of cultures, styles, and time periods.

Grades 3-5 Learning Expectations — General/Vocal Music

By the end of Fifth Grade, students are expected to:

Singing Alone and With Others

- Sing with specific knowledge and skill regarding vocal production, including breathing, posture, and head and chest voice.
- Develop ensemble skills, including listening and blending with others.
- Sing two- and three-part music, including partner songs, descants, and rounds; they will sing expressively and from memory a varied repertoire.

Performing on Instruments

- Perform a repertoire of instrumental pieces with accurate meter, dynamics, and tempo.
- Perform short rhythmic and melodic patterns accurately.

Improvising

- Improvise short songs and instrumental pieces, using a variety of sound sources.

Composing and Arranging

- Compose using traditional and non-traditional instrumentation.
- Create visual representations of compositions in traditional or invented notation.

Reading and Notating

- Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- Demonstrate the ability to follow unison and two-part choral octavos.

Listening, Analyzing, and Describing

- Describe specific music events in a given aural example, using appropriate terminology.
- Discuss feeling and mood as they relate to music.
- Explore music of diverse cultures and styles.

Evaluating Music and Performances

- Develop and apply criteria for evaluating performances and compositions.
- Critique group performances in class and in concert situations.

Relationships Between Music and Other Areas

- Draw parallels between various art forms in areas such as texture, color, mood, form, variety and contrast.
- Recognize various literary components, including introduction, narration, and climax, and make connections to similar techniques used in musical forms.

Relationship to History and Other Cultures

- Sing music in a variety of languages, from different cultures, and from different time periods.



Grade 6-8 Visual and Performing Arts

The middle school arts program is designed as an exploratory program, enabling students to further develop their skills in a variety of areas. All students are given the opportunity to participate in choir, band, and orchestra, and many elect to participate in more than one of these programs. All lessons and rehearsals are scheduled classes that meet twice per week; formal concerts are held twice per year. Students may audition for jazz band in seventh and eighth grade. All sixth grade students are enrolled in a general music program once per week for a semester, taught by professors and students from Westminster Choir College. Semester classes are held in visual art; students create two- and three-dimensional artworks and study art history, culture, and critique. Student work is featured in an annual art show and is also on display throughout the year. Weekly theatre arts classes are part of a child's schedule throughout the year; students learn and apply skills in acting, improvisation, public speaking, and critique. There are additional co-curricular activities after school, including a drama club, spring musical, stage and lighting crew, art club, and an evening band program. Students leave John Witherspoon very well prepared for success in the award-winning Princeton High School arts program.

Grades 6-8 Learning Expectations — Choral Music

By the end of Eighth Grade, students are expected to:

Vocal Technique

- Understand that healthy vocal technique is critical to lifelong singing. Posture, breathing, and resonance are the foundations of healthy vocal technique.
- Understand that diction includes vowels and consonants. Singers use the International Phonetic Alphabet (IPA) to identify pronunciation in English and other languages. Consistency of vowels and consonants helps to produce a blended choral sound.
- Understand that every adolescent will progress through an individual voice change at his or her own pace. By understanding the physical development of the changing voice, students are able to facilitate singing through this change.

Music Literacy and Ear-Training

- Appreciate that music notation is a universal language that allows musicians around the world to perform works created by someone else. It preserves ideas in written form for future generations.
- Understand that a strong foundation in music literacy allows a singer to learn music faster and become a more independent musician.
- Learn rhythmic values in various time signatures, pitch and associated solfège syllables and hand signs, and standard notational symbols for dynamics, tempo, articulation, and expression.

Repertoire

- Understand that by studying music of various cultures and style periods, we are able to experience and connect with people who may be different than us.
- Appreciate that music is a universal language that can be understood and experienced by all human beings.
- Learn expression appropriate to the work being performed and will learn about the culture from which each piece originates.

Structural and Musical Expression

- Understand that music is the symbolic representation of human emotion. Certain expressive elements can be emphasized to enhance the aesthetic experience.
- Develop criteria for evaluating the quality and effectiveness of musical performances and compositions and apply the criteria in their personal listening and performing.
- Apply appropriate musical expression, including phrasing and phrase destination, dynamic shading, rubato, tone color, articulation, facial expression appropriate to text meaning, and diction appropriate to the culture, period, and language.

Choral Ensemble Performance Skills

- Understand that choral singing is different from solo singing; choral music demands a synchronization, cooperation, and collaboration between the conductor and every singer in the choir.
- Sing in performance with correct pitches and intonation, maintaining their own parts; they sing with accurate rhythm; they sing with correct interpretation of dynamics, phrasing, expression, and style appropriate to the music; and they sing with good tone quality and blend through proper vocal technique.
- Learn the terminology and application of all elements of musical expression and are able to interpret the appropriate conducting gestures in choral performance.

Grades 6-8 Learning Expectations — Instrumental Music

By the end of Eighth Grade, students are expected to:

Fundamental Skills

- Understand the value of reading music as a language and will be able to communicate through music with others, regardless of their cultural and language background.
- Learn and apply the following musical concepts: note value, rhythm, pitch, intonation, intervals, accidentals, articulation, dynamics, tempo, and form.
- Be able discuss the parts of the instrument and basic instrument care, as well as the history of the instrument.
- Demonstrate good tone quality in performance through good posture and technique.

Rhythm

- Understand that rhythm is the foundation of music and serves as the central force in synchronizing performers.
- Master rhythmic counting and subdivision and can correctly analyze and perform rhythms as notated on the page; an understanding of downbeats and upbeats is stressed.
- Interpret and perform rhythms using note values from whole through sixteenth notes and rests, using syncopation, dotted rhythms, and triplet patterns.
- Understand simple and compound meters in varying time signatures and can apply these concepts in identifying strong and weak beats.

Melody

- Understand that the main ideas of compositions are expressed through melody. Students will identify stepwise and skipping motion and corresponding intervals, phrasing and phrase direction, nuance, and the rise and fall of the line. In addition, the relationship between melody and harmony is understood.
- Discuss and apply performance practices appropriate to the style, culture, or historical period will be discussed and applied.

Harmony

- Understand that harmony is used as a tool to complement melody and is studied to understand its impact on human emotion.
- Study the major and minor modes and the aesthetic influences of each mode are studied. Chords and intervals are studied and applied to concert repertoire. Harmonic progressions are identified and used in improvisation.

Performance

- Develop a freedom to be more expressive, to increase self-esteem, and to develop a lifelong understanding of the art and language of music.
- Explore music from a variety of cultures and styles is explored; the background information pertaining to each work and composer is reviewed.
- Perform with appropriate style, articulation, dynamics, phrasing, tempo, intonation, balance, and ensemble blending; they respond to appropriate conducting gestures.
- Learn and practice appropriate rehearsal and concert etiquette.

Grades 6-8 Learning Expectations — Theatre Art

By the end of Eighth Grade, students are expected to:

Introduction: What Is the Theatre Art Form?

- Learn the elements and terminology of theatre, including acting, speaking, non-verbal communication, improvisation, and critique.
- Learn about the supporting systems in a production, including scenery, lighting, sound, costumes, choreography, and publicity.

Speech and Movement

- Learn and apply how actors exercise their voices and bodies through a wide variety of techniques to expand the range and the clarity of the characters they develop.
- Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.
- Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.
- Complete various exercises and activities to stretch their abilities in public speaking, acting, improvisation, and non-verbal communication.

Theatre History, Culture, and Critique

- Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras.
- Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

Creation and Performance

- Create and apply a process for developing believable characters in scripted and improvised performances.
- Write original scripts, developing character objectives, intentions, and subtexts.
- Perform in small monologues, scenes, and shows in the classroom; their work will be self-assessed and peer-assessed based on the performance criteria studied and developed over the course of the year.

Grades 6-8 Learning Expectations — Visual Arts

By the end of Eighth Grade, students are expected to:

Drawing

- Learn analytical observation skills.
- Learn advanced techniques in creating surface texture and shading and use them in producing art.
- Learn more advanced aspects of one- and two-point perspective and be able to combine them in an original composition.
- Learn about proportion and be able to use it successfully in their compositions.
- Explore drawing not representative of observed subject matter, including distortion, abstraction, transformation, and fragmentation of objects.

Painting

- Learn to create and use tints and shades in a variety of media, such as watercolor, tempera, acrylic, and mixed media.
- Explore different painting techniques in a variety of media.
- Create a painting using the following process: idea, sketching, technique experimentation, application of paint, analysis, and critique.

Sculpture

- Explore techniques used in modeling and sculpture in a variety of media; students will use the correct techniques, tools, and vocabulary associated with each medium.
- Plan and execute a three-dimensional project.

Arts Heritage

- Understand the vocabulary used in visual arts, including line, form, space, color, shape, texture, and value.
- Learn about the lives of artists and art history and make connections between styles, cultural influences, and historical periods.
- Learn to problem solve through the planning and execution of projects.
- Learn about opportunities in the field of art for both career and pleasure.

Creative Development

- Learn about and explore the varied sources an artist can use in the development of his or her work.
- Learn to implement experimentation and practice in developing a project.
- Learn to constructively critique the work of artists, their peers, and themselves.
- Loan their artwork for displays and art shows.

World Languages

The Princeton Regional Schools have a long and strong history of teaching world languages. Our second through eighth grade program described below lays a solid foundation for our high school program in which students have the option to begin long sequences of study in Japanese, Chinese, Italian, Latin or Spanish and to continue with French and Spanish.

It is rare that a public school can offer two non-Western languages and we encourage our students to study more than one language. Our teachers teach in the target language and use research-based practices to deliver their lessons. Content connections begun in the second through eighth grade program continue into the middle school and high school where the curricula are also organized thematically. Students reach high levels of proficiency in our student-centered communicatively based language classes. These practices

have brought recognition to the world languages program. For over ten years Princeton has received Model Program recognition from the state and has been the only 2-12 program for many years. The Japan Foundation had recognized our Japanese program and this year Hanban/ Asia Society recognized our Chinese program as a Confucius Classroom.

Students begin Spanish classes in 2nd grade. Certified Spanish teachers conduct the classes that meet for 30 minutes four of every six- day cycle. The curricula make connections with the general education curricula in many areas stressing literacy, numeracy, science and social studies. Each teacher maintains a website with Spanish resources and with the twice weekly homework assignments that 5th graders receive. In the spring of 5th grade students elect to continue with Spanish in middle school or to begin studying French.

Elementary students should reach the Novice Mid level on the ACTFL Proficiency guidelines by the end of 5th grade. Some students will reach the Novice High level. Below is a profile of a Novice Mid speaker:



Grades 3 - 5 Spanish

- **4 days per week**
- **30 minutes per day**



Novice-Mid speakers communicate minimally and with difficulty using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When they respond to direct questions, they may utter only two or three words or an occasional stock (memorized/formulaic) answer. They are able to list. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their speaking partner's words. Because of hesitations, lack of vocabulary, inaccuracy, or failure to respond appropriately, Novice-Mid speakers will be understood with great difficulty even by sympathetic listeners accustomed to dealing with non-natives.

Grade 3 Learning Expectations

By the end of Third Grade, students are expected to:

¿Qué tiempo hace en América Latina?

- Understand and be able to talk about in Spanish the ways that weather, climate, and seasons are both related to a nation's position on the globe and the geography of a particular region.
- Understand and be able to talk about in Spanish how months of the year correspond to different seasons when one travels north and south of the equator.
- Understand and be able to talk in Spanish about how the weather in many Latin American cities is influenced to a great degree by altitude, not latitude.

¿Cómo te sientes?

- Understand different ways to describe their emotional states in Spanish.
- Understand situations where the present progressive tense is used to describe actions in Spanish.

¿Cómo se mueven los animales del océano?

- Recognize and name various sea creatures and will use complete sentences to describe them and how they move.
- In a connection with math students will solve word problems using vocabulary from their lexicon.

¿Qué hay en el sistema solar?

- Understand why some people of Mexican heritage see the form of a rabbit when they look at the Moon. They will demonstrate comprehension of the authentic folktale "El sol y la luna"
- Understand that knowledge of Spanish can be useful in a variety of academic disciplines, including science and mathematics.
- Understand that the Aztecs measured time in a way that differs from the modern calendar and that the Mayans used a unique number system.

¿Cómo es el mercado?

- Understand the fundamental differences between supermarkets and stores in the United States and the open-air markets of Latin America and Spain.
- Understand and be able to talk about in Spanish the concept of exchange rates between different types of money.
- Understand the process of discussing prices in Spanish in order to arrive at a mutually agreeable sale.

¿Qué te gusta hacer?

- Understand and be able to describe what they like to do in Spanish.
- Understand and be able to talk about in Spanish some activities that children enjoy in the Spanish-speaking world.
- Understand and be able to talk about in Spanish how different pastimes may be influenced by the culture and geography in a particular region of the Spanish-speaking world.

Grade 4 Learning Expectations

By the end of Fourth Grade, students are expected to:

¿Cómo son las montañas de América del Sur?

- Understand and be able to talk about the Spanish-speaking countries of South America and the rich cultural and biological history that centers, in part, on their proximity to the Andes Mountains. They will identify and know the names of various animals that inhabit the mountains and they will demonstrate comprehension of the story “El secreto de los Andes”
- Understand that their study of the Spanish language will enable them to exchange important information which might be needed in order to help others or solicit support in a variety of situations.

¿Dónde vivían los dinosaurios más grandes?

- Understand that the nation of Argentina has been the site where many of history's largest and most unusual fossils have been discovered.
- Understand that the study of the Spanish language will enable them to describe objects of different sizes and make comparisons between different types of living things.
- Understand that the metric system is used in most countries of the world and will be able to describe length and weight using metric measurements.

¿Te gusta el chocolate?

- Understand and be able to talk in Spanish about the historic and cultural significance of chocolate, including its mythic heritage and economic importance today. They will read “La leyenda de chocolate”.
- Understand and be able to say in Spanish where chocolate is grown, produced, and consumed in different forms.

¿Cuáles países tocan el anillo de fuego?

- Understand and be able to talk in Spanish about the world's tallest volcanoes and most severe earthquake sites, many of which are found in Latin America. They will understand and talk about the eruption cycle of an earthquake.
- Understand and be able to talk in Spanish about how the presence of volcanoes has shaped the culture and traditions of the Spanish-speaking countries of North, central, and South America. They will read “Turrialba”.

Grade 5 Learning Expectations

By the end of Fifth Grade, students are expected to:

¿Qué sabemos del mundo hispanohablante?

- Understand that the Spanish-speaking nations of the world are very diverse with regard to people, geography, wildlife, and economies. They will also be able to talk about this understanding in Spanish.
- Understand and be able to talk in Spanish about how Spanish-speaking nations have made tremendous contributions to global society and how they are important for many of the commodities that people need throughout the world (particularly oil, food, and entertainment)
- Understand that travel in Spanish-speaking countries can be a very rewarding experience and they will gain confidence in their ability to successfully navigate a vacation in a country where Spanish is spoken.

¿Cuáles son algunas comidas típicas?

- Understand and be able to talk in Spanish about the distinctive characteristics of foods from different parts of the Spanish-speaking world.
- Understand and be able to describe in Spanish the process necessary to make selected traditional dishes from various Spanish-speaking countries.
- Understand key Spanish phrases, questions, and statements that are essential to ordering and discussing food in a restaurant.

¿Quiénes son artistas famosos del mundo hispano?

- Understand and be able to talk in Spanish about the rich artistic heritage of the Spanish-speaking world.
- Understand and be able to talk in Spanish about the idiosyncrasies, lives and works of the most famous and influential Spanish-speaking artists.
- Understand and be able to talk in Spanish about the cultural underpinnings of the most famous works of art from the Spanish-speaking world.

Middle School World Languages

All students except for English Language Learners (ELLs) take a world language at JW. In the spring of 5th grade students choose to either begin French in 6th grade or continue with Spanish. The curriculum for each course comprises several standards based thematic units and the linguistic goal for spring of 8th grade is Intermediate Low on the *ACTFL Proficiency Guidelines*. Below is a description of an Intermediate Low speaker.

Speakers can successfully handle a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations.

Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target language culture. These topics relate to basic personal information covering, for example, self and family, some daily activities and personal preferences, as well as to some immediate needs, such as ordering food and making simple purchases. At this level, speakers are primarily reactive and struggle to answer direct questions or requests for information, but they are also able to ask a few appropriate questions. These speakers express personal meaning by combining and recombining into short statements what they know and what they hear from their interlocutors. Their utterances are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary and syntax are strongly influenced by their first language, but, in spite of frequent misunderstandings that require repetition or rephrasing, they can generally be understood by sympathetic interlocutors, particularly those accustomed to dealing with non-natives.

Below are the thematic units for Spanish and French. Most are posed as questions and the duration of units varies in length from three weeks to three months. Language function drives the units that also include culture and authentic text. The classes are student-centered and are conducted in the target language.



Spanish

Grade 6 Units

- ¿Por qué nos interesa Segovia? - *La niña de Segovia y su ciudad (La niña de Segovia and her city)*
- ¿Por qué me gusta mi casa? - ¿Cómo es mi casa y qué hago en casa? (*What's my home like and what do I do there?*)
- ¿Qué hago en mi escuela? - ¿Cómo es mi escuela? (*What's my school like?*)

Grade 7 Units

- ¿Qué son mis responsabilidades en casa y en mi escuela? - ¿Por qué tengo que hacerlas y qué son? (*Why do I have chores and responsibilities and what are they?*)
- ¿Cómo es mi comunidad y cómo puedo ser responsable para cuidarla? - ¿Qué puedo y qué debo hacer para ser buen miembro de mi comunidad? (*What can I and what should I do to be a good member of my community?*)

Grade 8 Units

- El mundo dentro de mi clase - ¿Cómo es? (*What's the world of my classroom like?*)
- Las islas Galápagos - ¿Qué tienen de especial estas islas? (*What's special about these islands?*)
- Las leyendas mexicanas - ¿Qué es una leyenda y qué nos explican? (*What are legends and what do they tell us?*)
- Lecciones del pasado - ¿Cómo voy a contarlas? (*How am I going to talk about events of the past?*)

French

Grade 6 Units

- La Rentrée – Comment est-ce que je peux communiquer dans ma classe de Français avec ma classe et mes copains? (*How can I communicate with my classmates in French class?*)
- Moi, Ma Famille et Mes Activités – Comment est-ce que je parle de les choses très importantes pour moi? (*How can I talk about things that are important to me?*)
- La Nourriture - Qu'est-ce que je voudrais manger chez moi et au restaurant? (*What would I like to eat at home and in a restaurant?*)
- Les Cajuns et le Mardi Gras: *En Haut La Terre, En Bas La Terre* – Qui sont Compère Bouki et Lapin? (*Who are the characters Compère Bouki and Lapin in Cajun folklore?*)
- Les Animaux: *Bon Appétit M. Lapin* – Comment sont les animaux que j'aime? (*How can I talk about the animals that I like?*)

Grade 7 Units

- Ma famille, mes amis, et moi -- Comment sont les gens importants dans ma vie? (*What are the people who are important to me like?*)
- Nos affaires -- Quelles affaires importantes est-ce qu'on a et pourquoi? (*What do I have that are important to me and why are they important?*)
- Ma ville -- Comment est ma ville et qu'est-ce qu'il y a dans ma ville? Où est-ce qu'on va dans ma ville? Quelles sont des similarités et des différences entre les villes et les villages français et les villes et villages américains? (*What's my town like? Where can I go in town? What are similarities and differences between towns in France and those in the US?*)
- Chez moi -- Comment est ma maison/mon appartement? Qu'est-ce que je fais chez moi? (*What's my home like? What do I do there?*)
- Paris -- Qu'est-ce qu'il y a à Paris? Quels sont les endroits les plus importants et populaires à Paris? (*What are the most important and popular places in Paris?*)
- Le shopping et les vêtements -- Qu'est-ce qu'on porte et où est-ce qu'on achète des vêtements? (*What do you wear for various occasions and where do you go shopping for clothes?*)

Grade 8 Units

- Québec - Où est Québec (province et ville), quelle est son histoire et pourquoi est-ce que l'on y parle français et anglais? (*Where is Quebec, what is its history and why do they speak French and English there?*)
- Les Canadiens et leurs légendes - Quelle est l'importance de la culture autochtone (amérindienne)? (*Why is the Amerindian culture important in Canada?*)
- L'Ours et Milo et Otis - Comment est-ce que je peux parler de la nature nord-américaine? Comment est-ce que je peux raconter des événements du présent et du passé? Comment est-ce que je peux dire ce qui va se passer dans le futur proche? (*How can I talk about the North American natural world? How can I narrate in the present, past, and near future?*)

- 
- La nourriture- Comment est-ce que je dois choisir ce que je veux manger? Comment est-ce que je peux exprimer mes désirs culinaires? Comment est-ce que l'on mange en France et comment est-ce que c'est différent d'ici? ? (*How should I choose what I am going to eat? What differences exist in how France and the US think about food and eating? How can I express what I want to eat? What should I do to prepare for my trip? How can I talk about personal hygiene?*)
 - Que dois-je faire pour me préparer pour ma journée? Comment est-ce que je peux parler de l'hygiène personnelle? (*How should I choose what I am going to eat? What differences exist in how France and the US think about food and eating? How can I express what I want to eat? What should I do to prepare for my trip? How can I talk about personal hygiene?*)
 - Un feuilleton mélo - Comment est-ce que je peux parler de mes relations personnelles? (*How can I use to talk about personal relationships?*)





Princeton Regional Schools
Curriculum and Instruction Resources

For more information about Curriculum and Instruction in Princeton Regional Schools, please visit our website at:

<http://www.prs.k12.nj.us/curriculum>

For curriculum maps, please visit the Rubicon Atlas Parent Portal at:

<http://prs-public.rubiconatlas.org>

To access information about your child's progress (available for middle and high school only), visit the PowerSchool Parent Portal at:

<http://pschool.prs.k12.nj.us/public>