

Ocean City School District



Ocean City Primary School

Course Descriptions



Ocean City Primary School

550 West Ave.

Ocean City, NJ 08226-3892

Phone (609) 399-1290

Fax (609) 399-8257

<http://www.oceancityschools.org>

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Course Descriptions
2020-21



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PRIMARY SCHOOL ADMINISTRATION

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PRIMARY SCHOOL HEALTH AND WELLNESS STAFF

Staff Member	Position
Mr. Joel Dougan – ext. 6501 jdougan@ocsdnj.org	Guidance Counselor
Ms. Lorraine Baldwin - ext 6522 lbaldwin@ocsdnj.org	CST Case Worker

Core Ethical Values

The Ocean City School District maintains the fundamental values of teaching, learning and behavior. Therefore, the students are expected to commit to demonstrating the Eight Core Ethical Values of:

Integrity

Respect

Responsibility

Trust

Open-mindedness

Courage

Citizenship

Perseverance



The Ocean City Primary School



The Ocean City Primary School is proud to be “Partners in Progress” with its staff, students and parents. As Partners in Progress, it is our responsibility to provide the boys and girls of Ocean City and Sea Isle with an educational foundation that prepares them for their future. Together, as partners, we will approach each child’s experience to fit their needs while embracing each child’s strengths to further develop skills to enhance their academic abilities in pre-kindergarten through third grade. The integrity of Ocean City Primary School is one of high expectations academically with a nurturing environment that is sensitive to each child’s needs and embracing the health and wellness of each child. The Ocean City Primary School is dedicated to our district’s commitment to excellence in education, ensuring that all students are provided with rigorous learning activities that are meaningful promoting life-long learning. We believe in a child -centered approach to deliver the curriculum and instructional programs so each child reaches his or her greatest potential. Our curriculum is fully aligned with the New Jersey Student Learning Standards and the New Jersey Core Curriculum Standards while beginning to transition to the Next Generation Science Standards. Our academic programs are taught to include a balanced language arts program, mathematics, social studies, and science. In addition, our children receive classes in physical education, computers, art, music, world language and library. Our teaching staff uses differentiated instruction that is integrated with research based instructional practices to deliver a standards based and data driven curriculum. Enrichment classes are offered to our gifted students in addition to their differentiated learning experiences within the classroom setting. These opportunities meet learners at their level and challenges to meet and exceed expectations. Health and wellness is an integral part of our school programs. The Ocean City Primary School has adopted the Olweus bullying prevention program, an internationally recognized

program. The material is presented through weekly class meetings and monthly lessons. Students also participate in monthly assemblies promoting good character and character development specific to a different character trait each month. At these assemblies, students learn how to display good character and individual student who had demonstrated the character trait of the month are recognized. As community members of Ocean City, we work to integrate fairness, compassion and friendship within all aspects of our school. Sharing smiles and being a good friend is what life is all about at the Primary School.



After School Clubs

Life 21 Club

Students participate in designing, creating, inventing and exploring their own unique creations through the world of technology!

School News Paper

Through fun activities and projects, students create a newspaper for Ocean City Primary School. Students write and create to share with the rest of the school. The students will dive into the world of journalism and technology throughout the year.

Multicultural Club

Through fun activities, projects and celebrations, students learn to embrace the diversity of people and places around the world and in their community.

Knitting Club

Students learn needlecraft skills and work toward the goal of creating small knitted projects. Provides a sense of community and sharing stories and knowledge as they work and learn together.

Family Literacy Club

This club is for both parents and students to participate in together to promote and support literacy and community involvement by reading novels together.

School Expectations



Attendance

We miss our students when they are not here! Our teachers and staff prepare learning activities each day to build upon the previous day's learning. Therefore, we hope each student is here and ready to learn by 8:45 am each day. We understand when students are not feeling well, so please call before 8:30 to let us know if your child will not be joining us that day. We asked that students be in their classrooms by 8:45 am to begin their fun filled day. The educational process places high priority on regular attendance and students will receive charms for every month they have perfect attendance. The NJDOE reports that student absenteeism can lead to low academic achievement and dropping out of school. School districts that have established multi-systemic approaches and policies pertaining to student absenteeism typically experience fewer numbers of dropouts and a greater number of graduates.

Code of Student Conduct/Discipline

On a daily basis, the boys and girls are asked to be good friends and to share a smile with fellow students and staff. To guarantee a good social and educational climate, it is important that students understand that acceptable behavior. Through guidance lessons and classroom lessons, these positive character traits are reviewed and discussed. At the

Ocean City Primary School we concentrate upon friendship, compassion and fairness with our student conduct. We also focus on respecting each other and our school.

Information on our Code of Conduct and on Harassment, Intimidation, & Bullying is located on our website at www.oceancityschools.org or in the Principal's office of the Primary School.

Teacher Websites

Staff will keep parents and students up to date with expectations regarding academics and pertinent class information with regularly updated Websites.

Visit our website for important information and teacher websites at <http://oceancity.nj.ocp.schoolinsites.com/>



Guidance

Character Education

The Ocean City Primary School has adopted the Olweus bullying prevention program, an internationally recognized program. The material is presented through weekly class meetings and monthly lessons. Students also participate in monthly assemblies promoting good character and character development specific to a different character trait each month. At these assemblies, students learn how to display good character and individual student who had demonstrated the character trait of the month are recognized. We believe in a child centered approach to deliver the curriculum and instructional programs so each child reaches his or her greatest potential.

Parent Conferences

Parents are welcomed and encouraged to come to school to talk with teachers. Conferences keep the lines of communication open so that we may discuss and work to address questions and concerns. Appointments are made to coincide with teachers' schedules. This can be done through the Guidance Office. Please call 399-3191 ext. 6501. Formal conferences are scheduled twice during the school year, once in early October and once in early February. The October Conference will discuss student progress and data received in the beginning of the school year. This conference will establish a road map of your child's educational year. In February, parents and staff will revisit the data and discuss new data collected. These discussions will continue to focus upon the direction of student progress and areas of concentration for each student. Please do not hesitate to contact staff for a conference throughout the year. Please refer to our website for contact information.

Report Cards

Reports of students' progress are issued three times a year in the form of a report card. Report Cards will be sent home with students all three marking periods. Report cards demonstrate students being proficient-4, consistent development-3, developing with assistance-2 and not yet evident-1 with skills sets within areas of study. Respectively, there are numbers associated with each rating.



Schedule Overview

Kindergarten through 3rd Grade

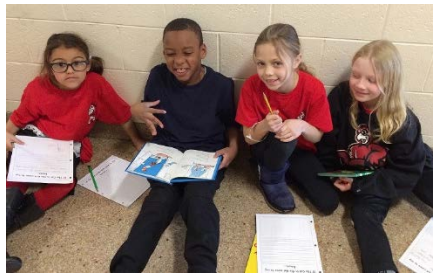
120 minutes	English/Language Arts
75 minutes	Mathematics
45 minutes	Science and Social Studies
45 minutes	Specials (Rotating Schedule)
25 minutes	Lunch
20 minutes	Recess



Language Arts Overview

Language is integral to thinking and to people's interactions with each other. Therefore, children should leave school extremely proficient in language, knowing how to read, write, listen, speak, and view, and knowing why language and literacy are so central to their lives. The literacy program in Ocean City is designed to help develop lifelong, independent learners by actively involving them in a wide variety of reading, writing, listening, speaking and viewing experiences. Units of Study for Writing is being implemented across the grade levels. Our program is aligned to the New Jersey Student Learning Standards for Language Arts and Literacy.

Technology (Smart Boards and iPads) are used to build competence in Language Arts. Technology is a motivator for the children of today. Technology is used to master reading vocabulary, reading skills, and fluency using songs and applications related to daily instruction. Websites are used for reinforcement of phonics, comprehension skills and fluency.



Kindergarten

Language Arts

In kindergarten, students will learn the alphabet and the basic features of letters and words. They will break down spoken and written words into syllables and letters and identify the sounds each letter makes. These important skills will enable your child to learn new words and to read and understand simple books and stories. Students will also learn to write and share information in a variety of ways, including drawing, writing letters and words, listening to others, and speaking aloud. Activities in these areas will include: Naming and writing upper- and lowercase letters; Matching letters to sounds and using other methods to figure out unfamiliar words when reading and writing; Learning and using new words; Identifying words that rhyme; Reading common words such as the, of, you, are, she, and my; Asking and answering questions about a story the teacher reads out loud; Identifying characters, settings, and major events in a story; Recognizing the person, place, thing, or idea that an illustration shows; Participating in discussions by listening and taking turns speaking; Using a combination of drawing, speaking, and writing to describe an event, give information about a topic, or share an opinion; Taking part in shared reading, writing, and research projects; Expressing thoughts, feelings, and ideas clearly.

Reading Literature: With help from the teacher, students retell stories, including key details. With help from the teacher, students name the author and illustrator of a story and define the role of each in telling the story.

Reading for Information: With help from the teacher, students ask and answer questions about key details in a text. With help from the teacher, students identify what person, place, thing, or idea a picture shows.

Writing: Using a combination of drawing, dictating, and writing, students name what they are writing about and supply some information about the topic. Our writing is based on Lucy Calkins Units of study, which includes but not limited to narrative, informational and opinion writing.

Grade 1

Language Arts

In grade one, your child will build important reading, writing, speaking, and listening skills. Students will continue to learn the letters and sounds that make up words. They will think, talk, and write about what they read in stories, articles, and other sources of information. In their writing, students will work on putting together clear sentences on a range of topics using a growing vocabulary. Activities in these areas will include: Reading stories and showing they understand the lesson or moral of the story; Asking and

answering questions about a story, including characters, settings, and major events; Comparing and contrasting the experiences of different characters; Identifying the reasons an author gives to support a point; Explaining differences between texts that tell stories and texts that provide information; Learning and using new words; Participating in class discussions by listening, responding to what others are saying, and asking questions; Describing people, places, things, and events, expressing feelings and ideas clearly; Learning basic rules of spoken and written English; Working with others to gather facts and information on a topic; Writing to describe an event, provide information on a topic, or share an opinion.

In grade one, students will read stories and poems. Additionally, they will read to learn information about history, the world, science, and other areas. Here are just a few key examples of how your child will develop important skills.

Reading Literature: Students retell stories, including key details, and show that they understand the lesson or moral of a story. Students identify who is telling the story at various points in a text.

Reading for Information: Students ask and answer questions about key details in a text. Students use the illustrations and details in a text to describe key ideas.

Writing: Students name a topic and supply some facts about the topic. Students provide some sense of closure.

Grade 2

Language Arts

In grade two, students will continue to build important reading, writing, speaking, and listening skills. They will think, talk, and write about what they read in variety of texts, such as stories, books, articles, and other sources of information including the Internet. In their writing, students will learn how to develop a topic and strengthen their skills by editing and revising. Activities in these areas will include: Reading stories, including fables and folktales from different cultures, and identifying the lesson or moral of the story; Reading texts about history, social studies, or science and identifying the main idea; Answering who, what, where, when, why, and how questions about stories and books; Describing the reasons that an author gives to support a point; Learning and using new words; Learning the rules of spoken and written English; Participating in class discussions by listening and building on what others are saying; Describing in their own words information learned from articles or books read aloud; Working together to gather facts and information on a topic; Writing about a short series of events and describing actions,

thoughts, and feelings; Writing about opinions on books using important details and examples to support a position.

In grade two, students will read stories and poems. Additionally, they will read to learn information about history, the world, science, and other areas. Here are just a few key examples of how your child will develop important skills.

Reading Literature: Students retell stories and determine their central message, lesson, or moral. Students acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Reading for Information: Students ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Students explain how specific images or illustrations (such as a diagram of how a machine works) are useful.

Writing: Students introduce a topic and use facts and definitions to develop points. Students provide a concluding statement or section.

Grade 3

Language Arts Overview

In grade three, students will build important reading, writing, speaking, and listening skills. They will think, discuss, and write about what they read in a variety of texts.

Reading:

Students will be exposed to stories, plays, poems, and nonfiction text. Listed below are just a few key examples of how our students will develop important skills:

Literature:

Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text and citing evidence from text as the basis for demonstrating comprehension and knowledge of the text. Students will be able to recount stories, including fables, folktales, and myths from diverse cultures; determine the central theme, and explain how it is conveyed through key details in the text. Student will describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to a sequence of events. Students will determine the meaning of words and phrases as they are used in a text, distinguishing literal from expressive language. Students will refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. Students will distinguish their own point of view from that of

the narrator or those of the characters. Students will explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

Informational:

Students ask and answer questions about what they read by referring directly to parts of the text. Students use information gained from graphic features.

Writing:

Students will be exposed to Units of Study and will include the genres of Opinion/Argument, Informational, and Narrative Writing. The students will develop and refine strategies for writing across the curriculum and develop greater independence and fluency through intensive writing opportunities. Students will work to build a writing portfolio throughout the year that serves as an assessment measure and showcases writing artifacts that demonstrate student growth.

Foundations:

Students will be exposed to a multisensory, structured language program with a focus on phonemic awareness, phonics/word study, high frequency word study, reading fluency, vocabulary acquisition, handwriting, grammar and spelling. Programmatically understanding the importance of phonics and phonemic awareness as the springboard to fluency and emergent writing is key to the goal of this program.

Title 1 Reading

Title I reading instruction is provided to students whom are not meeting grade level standards in the area of reading. Placement in the Title I reading program is determined by Fountas and Pinnell leveled reading benchmark assessment, MAP assessment, and teacher recommendation. During Title I Reading instruction, students receive individualized and small group reading instruction daily. Guided reading, shared reading, conferring, strategy lessons, word study activities and interactive read alouds are the teaching methods used in this program to meet students' reading needs. Students are taught reading skills and strategies appropriate to their independent and instructional text levels and are provided with reading materials and tools to allow for independent practice. Title I reading program also provides instructional reading support to parents and teachers to ensure student progress.

Mathematics Overview

Our students solve problems, and think and communicate mathematically. They understand the value of mathematics and enjoy the learning process so that learning becomes a lifelong pursuit. Our math curriculum is aligned to the New Jersey Student Learning Standards and is based on the idea that children build understanding and develop skills as a result of many meaningful and connected learning experiences. Mastery of mathematics concepts and skills comes with repeated and distributed exposure and practice over time. Technology (Smart Boards and iPads) are used to build competence in mathematics. Technology is a motivator for the children of today. Technology is used to master math vocabulary, math skills, and math concepts using songs and applications related to daily instruction. Websites are used for reinforcement of basic skills, mastery of addition and subtraction, and enrichment for students. This enables our students to make new connections and build on their mathematical knowledge.

Technology (Smart Boards and iPads) are used to build competence in mathematics. Technology is a motivator for the children of today. Technology is used to master math vocabulary, math skills, and math concepts using songs and applications related to daily instruction. Websites are used for reinforcement of basic skills, mastery of addition and subtraction, and enrichment for certain students.



Kindergarten

Mathematics

Kindergarten mathematics implements a hands-on-approach which makes learning fun and exciting. The following units which are studied include: Operations and Algebraic Thinking, Counting and Cardinality, Numbers and Operations in Base Ten, Measurement and Data, and Geometry. These units encourage the students to be mathematical thinkers in everyday life. Children participate in meaningful lessons which are varied, rich and rooted in real life problems and applications. Lessons are implemented from a variety of instructional resources. Within the content of our instructional resources, emphasis is placed on lessons establishing links from past experiences, discussing and sharing ideas, learning through hands-on exploration, expressing numbers in context by including units and learning about the reversibility of most things.

Grade 1

Mathematics

First grade mathematics builds on the skills children are expected to learn by the end of Kindergarten. First grade math instructional time focuses on four central areas: Developing understanding of addition, subtraction and strategies for addition and subtraction within twenty; developing understanding of whole number relationships and place value; focusing on tens and ones; developing understanding of linear measurement; including units of measurement; and developing reasoning skills about attributes of geometric shapes.

The core of first grade math instruction emphasizes supporting students to develop strategies to build their math skills. The first grade classroom utilizes various tools to help students better improve their understanding of the four math focus areas. Classroom environments provides for: small group math centers, the use of models and hands on manipulatives, various methods/strategies to solve similar problems, and the use of technology to develop these four focus areas. This combination of hands on, multisensory, and skill strategy building encourages to students to become confident math learners.

Grade 2

Mathematics

Second grade mathematics further develops mathematical and strategies to become more independent thinkers. The strands explored are Operations and Algebraic Thinking, Numbers and Operations, Measurement and Data, and Geometry. Emphasis is on

providing real-world problem-solving opportunities, building competence in mathematics, and using a multisensory approach. Problem solving questions provide opportunities for students to reinforce skills learned in daily lessons. Students are challenged and engaged to complete math problems that lend itself to utilizing a variety of problem-solving strategies, involves the understanding or use of math concepts or skills, has multiple ways to get the solution, and provides opportunities for extension and critical thinking.

Grade 3

Mathematics

Students will be exposed to the following units: Operations and Algebraic Thinking, Numbers and Operations – Fractions, Measurement and Data, and Geometry.

Students develop skills in place value, fractions, number theory, comparing and ordering numbers, addition, subtraction, multiplication, and division procedures, estimation, data collection, representation and analysis, probability, length, weight, area, perimeter, time intervals, lines, plane figures, liquid volume and mass, symmetry, patterns and functions, algebraic notation, solving number sentences, order of operations, and arithmetic properties. Emphasis will be on providing real-world problem-solving opportunities, building competence in mathematics, developing a comfort in explaining mathematical thinking using vocabulary, and using a multisensory approach.

Enrichment

Grade 2

Students participate in a weekly integrated, differentiated enrichment with focus on: Language Arts, Math, Science and Social Studies skills. Semester 1 will address a unit of study on Community Garden, Food to Table and Letter Writing. Semester 2 will address a unit of study on “Designing a Garden” (geometry, arrays & repeated addition and measurement). Semester 3 will address a unit of study on research and planting the garden.

Enrichment

Grade 3

Students participate in a weekly integrated, differentiated enrichment with a focus on: Language Arts, Math, Science and Social Studies Skills. Semester 1 has a concentration on mathematical thinking specifically focusing on place value, estimating, measurement, and data collecting. Semester 2 will address a unit of study on Earth with an emphasis on non-fiction reading and writing research specifically focusing on comparing and contrasting, summarizing, main idea and details. Semester 3 will address a unit of study

on Merchants with attention to our community and consumerism focusing on finance, and career readiness.



Science Overview

The science program emphasizes student investigation, concept attainment, and inquiry. Through hands-on experiences and guided investigation, children explore appropriate topics in physical, life, and earth science. Students relate their developing view of scientific phenomena to events in their everyday lives. Appropriate literature, computer software and audio-visual materials are incorporated into the elementary science program. Our program is aligned to the New Jersey Core Curriculum Standards while working to transition to the Next Generation Science Standards for the 2017-2018 School Year.



Kindergarten

Science

Our program is a hands-on, inquiry-based course. The science investigations are connected to our Language Arts and Math objectives. We investigate and explore many areas of basic life science. Our content includes exploring and investigating our five senses, living and non-living organisms, tree cycles, animals and plants, wood and paper, recycling, weather, and matter properties. We promote and focus on simple science vocabulary words: size, shape, color, patterns, and textures.

Grade 1

Science

The most effective way for our students to appreciate science enterprise, learn important concepts, and develop the ability to think well is to actively construct ideas through their own inquiries, investigations, and analyses. Our first graders are engaged in these processes as they explore the scientific content of patterns of change in the sky, characteristics of living things, mimicking organisms to solve problems, light and sound, and communicating with light and sound. Building upon kindergarten science concepts and incorporating language arts, math, and social studies skills enhances our students' learning and discoveries in these areas of study. Students pose and answer questions through their hands-on investigations. Higher level thinking skills are exercised as students are engaged in exploration, discovery, and making sense out of their scientific observations.

Grade 2

Science

Science is a content and inquiry-driven program. Students engage in hands-on experiences that promote the ability to ask, find, or determine the answers to questions derived from their natural curiosity. While students engage in observation, inference, and experimentation on an ongoing basis, the course integrates literature, language, and mathematics to science content. Science content will cover animal and plant life cycles, and the importance of the sun's energy and light. Weather patterns and systems will be studied. In this course, students will investigate physical laws of balance and motion, as well as properties of Earth's materials and natural resources looking closely at sand, pebbles and silt.

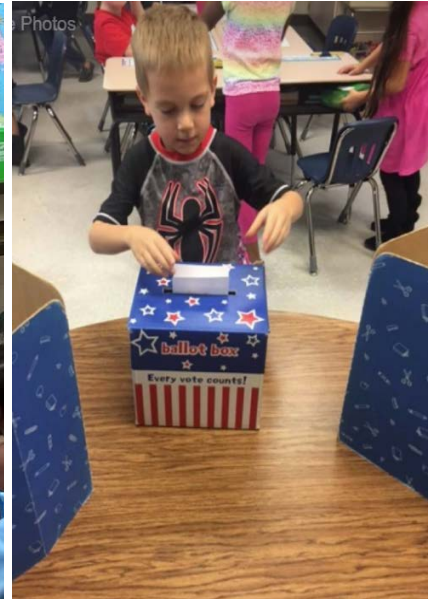
Grade 3

Science

Students will be exposed to the Progressive Science Initiative. The program studies and investigates the following units: Unit 1: Weather and Climate Unit 2: Force and Motion Unit 3: Electrical and Magnetic Forces Unit 4: Traits Unit 5: Continuing the Cycle Unit 6: Organisms and the Environment Unit 7: Using Evidence to Understand Change in Environments. This program in addition to a commitment to the Next Generation Science Standards and hands on learning opportunities in the form of learning investigations, science and engineering practices, and technology integration will provide our students with the tools needed to develop extraordinary insight and exploratory habits.

Social Studies Overview

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, Ocean City's social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges. Social Studies education is the venue to provide our students with the knowledge, skills and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities. At the elementary levels, the foundation is laid for students to learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life. Our program is aligned to the New Jersey Core Curriculum Standards.



Kindergarten

Social Studies

Kindergarten Social Studies begins to introduce units of study to include “Adventures in Time and Place.” These units introduce “school” with discussions about the classroom, mapping skills, rules, and working together. Family and different types of communities are also investigated and examined by using geography, documents and pictures. Students explore and research countries around the world with a focus upon families in those countries. Cultural awareness is integrated during a holiday study in which students explore the culture, flags, and holidays celebrated around the world using maps, graphs and pictures. These units engage the students in learning different cultures, past and present; and actively encourage student participation through hands on learning activities.

Grade 1

Social Studies

Social Studies instruction continues to explore units of study that include: Where We Live, We Belong, People at Work, Our World, It Happened in America, and Americans Celebrate. These units teach history that links our past with current events by using timelines centering upon important historical events. Students work cooperatively to interpret and further develop geography skills and map skills. Citizenship, family, community life, American values and principles are cultivated through various types of print and written responses. Current events are explored weekly to become more aware of important political and social events or issues of the present time. This approach inspires lively discussions amongst our curious first graders!

Grade 2

Social Studies

Social Studies instruction investigates units of study which include Family Ties, Neighborhood/Our Home, The Earth, A Working World, Discovering Our Past, and People, Places and Holidays. These units teach history lessons that link the past with the present with an introduction of investigating primary and secondary sources of documents. Geography is integrated in the units encompassing five fundamental sub-themes by using various sources of information to further investigate regions, human-environment interaction, location, movement, and places. Current events supplement the content through weekly classroom news magazines. Students begin their journey towards mastery of effective strategies for accessing various sources of

information and historical evidence, determining their validity and using them to solve a problem or find a solution to a public question.

Grade 3

Social Studies

Social studies curriculum is interdisciplinary in nature and integrated throughout all academic programs. Students will learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. This will be accomplished through exposure to current events, Scholastic News articles and other relevant curricular media sources.

Special Area Instruction Overview

Education is an ongoing process that begins in early childhood and continues throughout one's life as an integrative process. The Ocean City Primary School provides the student with fundamental knowledge, behaviors, and skills necessary for a healthy active life with cultural diversity and awareness through our Special Area instruction. All students are offered World Language, Physical Education and Health, Art and Vocal/General Music. We are committed to promote and further develop creativity, talents, innovation and cultural awareness of our students as well as promoting healthy habits and physical activities for our students. Our Special Area Programs are essential for encouraging students to develop healthy lifestyles and develop an appreciation of the arts and cultural awareness/diversity.



Spanish



Kindergarten

World Language – Spanish

Our program is an introduction to the basic Spanish sounds and vocabulary. Listening and speaking skills are the focus of instruction and practiced through song, chant, movement, repeating, choral response, story time, role-playing and games. Students are exposed to reading and writing through books and visuals. Students practice writing by way of creative illustrations, listing and labeling. The program will introduce themes

related to self, family & friends, home, school & community, health, and celebrations. Art, music, age appropriate literature, poetry, and videos, are incorporated to aid in learning about the culture and people of Mexico. Cultural topics include the location and flag of Mexico, holidays, birthday celebrations, music and dance.

Grade 1

World Language – Spanish

Our program continues to familiarize students to additional sounds, vocabulary and memorized words to support the basic themes. The students will continue to practice and expand their listening and speaking skills through song, chant, movement, repeating, choral response, recitation, story time, literature, role-playing, skits in pairs, and games. Students begin to use single word responses with prompting. Students are exposed to reading and writing through age appropriate literature, visuals, creative illustrations, labeling, listing and matching. Students continue to familiarize and add vocabulary to themes related to self and introductions, family & friends, home, shopping, school & community, animals, foods, body, and celebrations. Students are further exposed to Mexico's customs and culture and to Spain. Students will name a few famous Hispanics and their contributions. Cultural topics include holidays and celebrations of Spain and Mexico, music and dance of both countries. Students will learn and perform the traditional Mexican dance called "La Raspa".

Grade 2

World Language – Spanish

Our program continues to build listening and speaking skills as students practice in different contexts and with additional words and phrases. The students begin to ask questions and respond in single word responses, lists and complete sentences when given cues and choices. A wide range of materials of instruction are used during the class session, including audio, visual, video and manipulatives. Thematic posters, family trees, short skits, and presentations are created and presented. The themes that will be further explored and practiced are getting to know people (self, family and others) by describing, home, school and leisure time, expressing likes and dislikes, the calendar, the weather, foods, health and the body. The program includes the additional study of Spanish Speaking countries in Central America and the Caribbean through non-fiction text, videos, and travel magazines. Hispanics Heritage Month is explored and the appreciation of Hispanic people, culture, and contributions is emphasized. Cultural topics include comparing and contrasting the way of life of the Hispanic world with the United States. Students will have an understanding of a few more Hispanic celebrations such as "Día de los Muertos", "Las Posadas", and "Cinco de Mayo".

Grade 3

World Language – Spanish

In third grade the students are provided with many opportunities to improve on their listening, speaking, reading and writing skills. The students continue to respond to questions given cues and choices and will begin to use full sentence responses. They become more adept at seeking patterns and are better able to compare and contrast Spanish and English. It is for this reason that the topics and themes spiral and recur through the grades. Key vocabulary and functional language structures are practiced and modeled through audiovisuals, songs, dialogs, interviews, skit performances and basic conversation practice. Simple grammatical structures are introduced in order to lay out the foundation of more complex structures and topics that will be studied in the Intermediate school. Native music and song, choral response, recitation, fiction and non-fiction literature, role-playing, monologues, skit presentations, and games continue to be utilized to practice the target language. Thematic projects such as clothing catalogue pages, menus, and posters are created to demonstrate language development. The themes from second grade Spanish continue and are further developed. Students acquire more knowledge of the geography, culture, and people of the regions where Spanish is spoken and of Hispanics' contributions throughout the year. The third grade students will create an authentic Mexican yarn craft and participate in a culminating "Cinco de Mayo" celebration which includes authentic Mexican foods, a piñata, music, dance and games.

Physical Education and Health



Kindergarten

Physical Education and Health

This program includes a vast variety of activities that will enhance general fitness. Emphasis is placed on loco-motor skills, gross motor skills, catching, and throwing. In addition, this course includes: character development, kicking, volleying, cooperative games, parachutes, scooter activities, jump ropes, basketball skills, soccer skills, lower-level organized games, and outdoor games. The comprehensive health education units are a cohesive set of four units that will scaffold instruction from one grade level to the next. The units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive health instruction in each unit. Students will begin the year with a Wellness unit that blends general health skills involving topics such as hygiene, nutrition and physical activity. Units will then progress to develop decision making skills which will be applied in various situations in later units involving physical activity, relationships, interpersonal communication, and character development.

Grade 1

Physical Education and Health

This program includes a vast variety of activities that will enhance general fitness. Emphasis is placed on catching and throwing, as well as volleying, dribbling, and shooting. In addition, this course includes: character development, kicking skills, cooperative games, parachutes, scooter activities, jump ropes, team sports (basketball, volleyball, and soccer), lower-level organized games, and outdoor games. The comprehensive health education units are a cohesive set of four units that will scaffold instruction from one grade level to the next. The units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and

themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive health instruction in each unit. Students will begin the year with a Wellness unit that blends general health skills involving topics such as hygiene, nutrition and physical activity. Units will then progress to develop decision making skills which will be applied in various situations in later units involving physical activity, relationships, interpersonal communication, and character development.

Grade 2

Physical Education and Health

This program includes developing strength, flexibility and cardio vascular fitness. Emphasis is placed on all basic skills and the ability to interact and participate in a group. In addition, this course includes: Problem solving, character development, low organized games, playground games, holiday games, heart health, gym dollies, crab soccer, gym dolly floor hockey, pillow polo, basketball, volleyball, soccer, parachute activities, jump rope, fitness stations, integrated learning games, bicycle and street safety, low level adventure activities, and varied relays. The comprehensive health education units are a cohesive set of four units that will scaffold instruction from one grade level to the next. The units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive health instruction in each unit. Students will begin the year with a Wellness unit that blends general health skills involving topics such as hygiene, nutrition and physical activity. Units will then progress to develop decision making skills which will be applied in various situations in later units involving physical activity, relationships, interpersonal communication, and character development.

Grade 3

Physical Education and Health

This program includes instruction in strength, flexibility, and cardio vascular fitness, as well as the value of fitness in general daily life. Emphasis is placed on all basic skills and the ability to interact and participate in a group. In addition, this course includes: Problem solving, character development, low organized games, playground games, holiday games, heart health, gym dollies, crab soccer, gym dolly floor hockey, pillow polo, basketball, volleyball, soccer, parachute activities, jump rope, fitness stations, integrated learning games, bicycle and street safety, low level adventure activities, and varied relays. The comprehensive health education units are a cohesive set of four units that will

scaffold instruction from one grade level to the next. The units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive health instruction in each unit. Students will begin the year with a Wellness unit that blends general health skills involving topics such as hygiene, nutrition and physical activity. Units will then progress to develop decision making skills which will be applied in various situations in later units involving physical activity, relationships, interpersonal communication, and character development.

Art



Kindergarten

Art

This program introduces art, as seen in everyday life, developing the whole intellect and expanding appreciation and creativity in all academic areas. The program is experiential and sequential and explores the elements of art with a variety of art media including pencils, oil pastels, clay, paint, paper, yarn, and a variety of other art material. The OCPS art curriculum is aligned the National Coalition of Core Art Standards (NCCAS). Kindergarten students explore shapes, color recognition, size and spatial relationships, textures, and patterns

Grade 1

Art

This program is aligned with the National Coalition of Core Art Standards (NCCAS) and builds upon the familiarization with art in everyday life, helping to develop the whole intellect and expanding appreciation and creativity in all academic areas. First grade students learn about art from other cultures. Instruction includes irregular shapes, color selection, spatial compositions with an introduction to overlapping, extended patterns, collage, masks, and sculpture. Creating art using paint, clay, crayon, paper collage, and other three dimensional materials, is incorporated.

Grade 2

Art

This program is aligned with the National Coalition of Core Art Standards (NCCAS) and explores art related to everyday experiences. The art program helps to develop the whole intellect and expands appreciation and creativity in all academic areas. The program includes using simple shapes to create complex shapes, color theory (primary, secondary, analogous, warm, cool, color mixing), reinforcing overlapping in compositions, creating movement, and creating varied line and symmetry. Creating art using tempera paint, watercolors, yarn, clay, crayon, paper collage, and other three dimensional materials, is included.

Grade 3

Art

This program is aligned with the National Coalition of Core Art Standards (NCCAS) and continues to develop the connection between art careers, artists and every day experiences. Focus on a wide variety of creative drawing, concentrating on detailed drawings, compositional use of foreground, middle ground and background, symmetry of shapes, color and line, reinforcement of overlapping in compositions, creating three-dimensional models and creating varied line and symmetry. Program includes problem solving, creative thinking, and use imagination. Art is created using tempera paint, watercolors, yarn, clay, mosaic tiles, crayon, paper collage, and other three dimensional materials.

Vocal and General Music



Kindergarten

Vocal and General Music

The Kindergarten music program is an active music making endeavor! Lessons feature activities and musical works that illustrate important musical concepts, vocabulary, song repertoire, and composers and their most important pieces. Children's literature is integrated to capture the imagination and provide a deeper understanding of musical concepts. Connections are made between the musical concepts to topics in other content areas. Musical concepts include the elements of music, listening and understanding, instrument study, and song repertoire. A favorite of our Kindergarten program is a study of Camille Saint-Saens's famous *Carnival of the Animals*. The Orff approach to teaching music is used to provide hands-on instrumental experiences and opportunities for creativity.

Grade 1

Vocal and General Music

The first grade program builds on previous content and concepts. Activities build core musical concepts, knowledge, and vocabulary based on age and experience. Children's literature is integrated to build the knowledge base and provide a deeper understanding of concepts. Connections are made between musical concepts and topics in other content areas. Although the students study various composers, Wolfgang Amadeus Mozart is the featured composer. The program includes listening to various compositions and identifying the musical characteristics. The program also explores jazz, and one of the most famous musicians, Louis Armstrong. Musical concepts include the elements of music, listening and understanding, instrumental study, and song repertoire.

Grade 2

Vocal and General Music

The second grade program continues to build musical concepts, knowledge, and vocabulary based on the children's age and experience. Children's literature is integrated

to build the knowledge base and provide a deeper understanding of concepts. Connections are made between musical concepts and topics in other content areas. Musical accomplishments are presented every year at the holiday themed Winter Concert. Various composers are studied, with Ludwig van Beethoven as the featured composer. The program includes listening to various compositions and identifying the musical characteristics and themes. Knowledge of American music is enhanced by the introduction the blues. Musical concepts include the elements of music, listening and understanding, instrumental study, and song repertoire.

Grade 3

Vocal and General Music

In third grade, students begin to explore music with a wider focus. The program builds on the previously learned core musical concepts and vocabulary. The use of the guitar is incorporated into the program, beginning a deeper study of music theory, simple guitar chords. Connections are made between musical concepts and topics in other content areas. Musical accomplishments are presented every year at a concert and recital setting. Various composers are studied, with Johann Sebastian Bach as the featured composer. The program includes listening to various compositions and identifying the musical characteristics and themes. Musical concepts include the elements of music, listening and understanding, instrumental study, and song repertoire.

Instructional Technology



Kindergarten

Fundamental Technology

This program focuses on the fundamental aspects of working with technology in order to develop a solid foundation of knowledge and skills that will yield positive experiences with technology throughout all areas of life. As many students are experiencing computers for the first time they will have the opportunity to explore basic computing and vocabulary, keyboarding, mouse control, and virtual navigation. Later in the year, students will begin to explore design thinking and programming as well as other emerging technologies.

1st Grade

Introduction to Emerging Technology

This program moves beyond basic technology and begins to introduce advanced concepts in a way that is manageable and meaningful. Students will be introduced to: computer assisted design, 3D printing, computer programming, robotics, design thinking, electrical engineering, and collaborative sharing tools such as Google Drive, Slides, Docs, and Sheets. The program includes a CAD 3D printed nametag, squishy circuits, robotics challenges, and digital storytelling.

2nd Grade

Application of Technology and Design Thinking

This program will allow students to utilize and build upon skills taught in previous years to design and create products using technology. Students will focus on the engineering design process, computer assisted design, 3D printing, applied sciences, video game programming, robotics, electrical engineering, and collaborative sharing tools. This program includes a 3D printed straw rocket, video game creation, Google Slides, electric circuits, robotics coding tournament, and exploration of virtual and augmented realities.

3rd Grade

Advanced Technology and Engineering

This program continues to build upon students' experiences with emerging technologies while allowing them to explore their creativity freely and openly. Students will create a 3D printed object of their choosing and self-guide themselves to build the object using computer-assisted design. Students will design and engineer a bluetooth connected remote controlled car and compete in a robotics competition. Students will be introduced to media editing software and will create a promotional video to promote one of their designed products. Video game creation, robotics coding, civil and electrical engineering, 3D printing, computer assisted design, google tools, and virtual environments will be areas of focus. By the end of the year, students will have developed a wide range of technology skills and critical thinking abilities that can be applied to solve applicable real-world problems.

Media Center - Library Program Grades K – 3



The Ocean City Primary School Library Program supports the Ocean City School District's Library curriculum, encourages reading, and promotes research. More than 18,000 titles are available to students via the web-based Follett Destiny catalogue. The library program is designed to foster a love of reading and to teach skills in locating and evaluating information. A primary focus is on providing appropriate and enticing materials for diverse reading interests and wide ranging reading abilities, so all students can find materials to support their learning and joy of reading. Students are welcome to independently visit the library in the morning before class instruction begins and at the end of the day with their teacher's permission.

Kindergarten

The Kindergarten program has weekly library visits, which include an introduction to a variety of authors and genres intentionally selected to foster early literacy skills and active listening, practice of early literacy skills, and contributing to class discussions. The program focuses on: students demonstrating proper checkout procedures, book care and library behavior; identifying characters in a story; identifying parts of a book including spine and cover, defining author and illustrator, comparing and contrasting fiction and nonfiction, listening and responding to literature; choosing books of interest; and developing a love of reading.

1st Grade

The First Grade program will allow students to utilize and build upon skills taught in kindergarten. This program has weekly library visits, which include an introduction to a variety of authors and genres intentionally selected to foster early literacy skills and active listening, practice of early literacy skills, and contributing to class discussions. The program focuses on: students demonstrating proper checkout procedures, proper book care and library behavior; identifying story elements including character, setting, plot and sequence; identifying parts of a book including title page, spine, cover; defining author, illustrator, publisher and copyright date; comparing and contrasting fiction and nonfiction; understanding the arrangement of easy fiction; listening and responding to a variety of literature; choosing books of interest; and developing a love of reading.

2nd Grade

The Second Grade program will allow students to utilize and build upon skills taught in previous grades. This program has weekly library visits, which include an introduction to a variety of authors and genres intentionally selected to foster literacy skills and active listening, practice of literacy skills, and contributing to class discussions. The program focuses on: demonstrating proper checkout procedures and book care; identifying story elements including character, setting, plot; identifying parts of a book including title page, verso, table of contents, and index; recognizing the characteristics of fiction, nonfiction and biography books; understanding the arrangement of easy, fiction, nonfiction and biography books; locating a fiction book using a call number; listening and responding to literature; choosing books of interest; developing a love of reading; and using the online library catalog to locate books by author, title, subject.

3rd Grade

The Third Grade program will allow students to utilize and build upon skills taught in previous grades. This program has weekly library visits, which include an introduction to a variety of authors and genres intentionally selected to foster literacy skills and active listening, practice of literacy skills, and contributing to class discussions. The program focuses on: demonstrating proper checkout

procedures; understanding the arrangement of fiction, nonfiction and biography books; demonstrating knowledge of the Dewey Decimal System; using the online library catalog to locate books by author, title, subject, key word and series; locating information from books and electronic sources; identifying parts of a book including title page, verso, table of contents, and index; independently locating fiction and nonfiction books; appreciating literature and pursue information related to personal interests and research.

As Partners in Progress, we look forward to this educational adventure with you and your child. Their future begins here!



Parent Resources

NJDOE Standards- <http://www.state.nj.us/education/cccs/>

NJDOE for Parents- <http://www.state.nj.us/education/parents/>

NJDOE Parent Handbook- <http://nj.gov/education/bilingual/resources/ParentHandbook.pdf>

OCSD Health and Wellness-<http://www.oceancityschools.org/?DivisionID=14820>

OCPTA- <http://teacherweb.com/nj/oceancitypublicschool/oceancitypta/index.html>

ST Math- <https://web.stmath.com/>