

Hamilton Township Board of Education

Agenda for Regular Meeting

November 21, 2017

Happy Thanksgiving!



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<https://goo.gl/OuUckv>

HAMILTON TOWNSHIP SCHOOL DISTRICT

DISTRICT GOALS

2017-2018

District Goal #1: Whole Student Growth

It is the goal of the Hamilton Township School District to ensure a learning environment that enables growth academically, socially, emotionally, behaviorally and physically and prepares students to be healthy, productive citizens in a Future Ready world.

District Goal #2: Positive and Productive School Climate & Culture

It is the goal of the Hamilton Township School District to improve interaction between all district stakeholders to enhance school climate and culture.

District Goal #3: Innovating Parent and Community Engagement

It is the goal of the Hamilton Township School District to meet the community where they are in order to increase parent and community engagement through innovative initiatives.

District Goal #4: Finance

It is the goal of the Hamilton Township School District to ensure we develop a culture of continuous improvement of maximizing resources to provide the best services possible to the Hamilton Township School District Community.

**Hamilton Township Public Schools
Mays Landing, New Jersey**

**Agenda for Regular Meeting
November 21, 2017**

Location: Davies School Library

Time: 6:00 p.m. (Executive Session) 7:00 p.m. (Regular Session)

- I. Call to Order – Anne-Marie Fala, Business Administrator Page**
- II. Roll Call**
- III. Executive Session**

Resolved that pursuant to Sections 7 and 8 of the Open Public Meetings Act, the public shall be excluded from that portion of the meeting involving discussion of:

- Confidential Personnel Matter**
- HIB**

Further resolved that the discussion of such subject matter in executive session can be disclosed to the public when formal action is taken on such subject matter or at any other appropriate time.

Further resolved the Board may take action on items discussed in executive session. Further resolved that the Board will be in executive session for approximately _____ minutes.

Motion_____Second_____Vote_____

- IV. Flag Salute**

V. Notice of Advertisement of Meeting

This meeting is being held in compliance with the Sunshine Law, having been advertised in the Press of Atlantic City, the Atlantic County Record, The Current of Mays Landing and notices posted at the Township Clerk's Office, Mays Landing Post Office, Atlantic County Library, as well as all the schools of the district. A mechanical device is being used to record this meeting and this meeting is also being video-taped.

There are two opportunities to address the members of the Board. The Board values and welcomes comments and opinions from residents as long as remarks are not personal or discourteous. The public comment portion of the meeting allows the Board to listen to community members and to hear their opinions on school policy and operations.

The first public portion is reserved for persons wishing to speak about agenda items only. The second opportunity, following the action items, is when residents may address the Board on any school-related issue. Each speaker is asked to limit their comments to three minutes and you are not permitted to yield your time to another. The public comments portion of the meeting, during both sessions, will not exceed 30 minutes. Upon being recognized, persons wishing to speak should stand and identify themselves by name and address.

VI. Moment of silence for private reflection

VII. Approval of Minutes

Action	1. Motion to approve the regular and executive session minutes of the meeting of October 17, 2017 (attachment Minutes-1).	20
	Motion_____Second_____Vote_____	

VIII. Correspondence

XI. Receive comments from the public on tonight's agenda items in accordance with the Board's policy on participation at Board meeting

X. Board Member Comments

XI. Superintendent/Staff Reports

A. Information Items


1. Dates to Remember

- **November 23-24 – Schools Closed – Thanksgiving**
- **December 12, 2017 – Administration Board Committee Meeting – Board Office – 4:30 p.m.**
- **December 14, 2017 – Operations Board Committee Meeting – Board Office – 4:30 p.m.**
- **December 14, 2017 – Instruction Board Committee Meeting – Board Office – 6:00 p.m.**
- **December 18, 2017 - Board of Education Meeting - 6:00 p.m. (Executive Session) – 7:00 p.m. (Regular Session)**
- **December 25-29, 2017 – Schools Closed – Winter Break**
- **January 1, 2018 – Schools Closed – New Year’s Day**
- **January 8, 2018 – Board of Education Re-Organization Meeting - Davies School - 7:00 p.m.**
- **January 15, 2018 – Schools Closed – Martin Luther King Day**

FYI B. Registration/Transfer Statistics for the Month of October, 2017 (attachment XI-B). 35

FYI C. Enrollment for the month of October, 2017 (attachment XI-C) 36

FYI E. Student Discipline Reports for the month of October, 2017 (attachment XI-D) 37

FYI F.  Holiday Concerts:

- **Thursday, December 7, 2017 – Hess Holiday Concert – Hess Auditorium – 7:00 p.m.**
- **Thursday, December 14, 2017 – Davies Holiday Concert - Hess School Auditorium – 7:00 P.M.**

FYI G. Presentation:

Synopsis of the Audit for the FY2016-2017

Ford, Scott & Associates, LLC

FYI

G. Presentation:

PTA – 1st Trimester Grant Awards to Schools
from PTA Fundraising

XII. Committees and Recommendations

A. Instruction Committee (Curriculum and Policy):
Chairperson: Mrs. Melton

- | | | |
|--------|---|----|
| Action | 1. Motion to approve Policy #8550 – Unpaid Meal charges/Outstanding Food Service Charges on second reading.
Motion_____Second_____Vote_____ | |
| Action | 2. Motion to approve Regulation #5600 – Pupil Discipline Code of Conduct on second reading (revised attachment Instruction-2).
Approved on first reading 7-24-17.
Motion_____Second_____Vote_____ | 50 |
| Action | 3. Motion to approve Policy #3216 Dress and Grooming on first reading (attachment Instruction-3).
Motion_____Second_____Vote_____ | 77 |
| Action | 4. Motion to approve Policy #8505 – Local Wellness Policy/Nutrient Standards for meals and other foods on first reading (attachment Instruction-4).
Motion_____Second_____Vote_____ | 79 |
| Action | 5. Motion to approve Regulation #2624 – Grading System on first reading (attachment Instruction-5).
Motion_____Second_____Vote_____ | 88 |
| Action | 6. Motion to approve Regulation #5420 – Reporting Pupil Progress on first reading (attachment Instruction-6).
Motion_____Second_____Vote_____ | 96 |
| Action | 7. Motion to approve Regulation #5440 – Honoring Pupil Achievement on first reading (attachment Instruction-7).
Motion_____Second_____Vote_____ | 99 |

Action

8. **Motion to approve payment to the following certificated staff members for facilitating the Strengthening Families Program (professional development) (not to exceed 36 hours each; 12 sessions at 3 hours each session) at the rate of \$31.15/hour as indicated in the 2016-2020 Agreement between the Hamilton Township Board of Education and the Hamilton Township Education Association. This is funded through ESSA Title IV funds:**

**Laura Hackney
Kelly Crowder
Wendy McKensie
Kate Cariss
Ann Bucknam
Dotsie Schoenstein (alternate)
Mike DiOrio (alternate)**

Motion _____ Second _____ Vote _____

Action

- 9. Motion to approve payment to the following certificated staff members for facilitating the Title One Parent Engagement Workshop (professional development) held on October 24, 2017 (not to exceed 2.5 hours each) and to be paid at rate of \$31.15/hour as indicated in the 2016-2020 Agreement between the Hamilton Township Board of Education and the Hamilton Township Education Association. This is funded through ESSA Title One Funds.

Hess School:

Cory Meisenhelter
Diane Burnett
Nancy Barrall

Shaner School:

Nicholas Gabriel
Clinton Richardson
Gina Pernice
Kelly Petrucci

Davies School:

Rachel Fifer
Dawn Smith
Laura Cuarracino

Motion _____ Second _____ Vote _____

Action

- 10. Motion to approve Lauren Graff, Sue Burnetta and Meg Castellano to complete Curriculum Instruction & Program Development for Science for the Shaner School at the rate of \$31.15/hour (not to exceed 10 hours). This rate is the identified rate for Curriculum Development in the 2016-2020 Agreement between the Hamilton Township Board of Education and the Hamilton Township Education Association. This is funded through local funds.

Motion _____ Second _____ Vote _____

Action

- 11. Motion to approve the Hamilton Township School District's Mathematics Curriculum for Grades K-8 that is aligned to the New Jersey Student Learning Standards (NJSLS) adopted by the State Board on May 4, 2016 (attachment Instruction-11).

101

Motion _____ Second _____ Vote _____

- | | | |
|---|---|------------|
| Action | <p>12. Motion to approve the Hamilton Township School District's English Language Arts Curriculum for Grades K-8 that is aligned to the New Jersey Student Learning Standards (NJSLS) adopted by the State Board on May 4, 2016 (attachment Instruction-12).
 Motion _____ Second _____ Vote _____</p> | 126 |
| Action | <p>13. Motion to approve the Hamilton Township School District's Science Curriculum for Grades K-8 that is aligned to the New Jersey Student Learning Standards (NJSLS) adopted by the State Board on July 9, 2014 (attachment Instruction-13).
 Motion _____ Second _____ Vote _____</p> | 166 |
| Action | <p>14. Motion to adopt the Science Dimension Series by Houghton Mifflin-Harcourt for grades K-5 that is aligned to the New Jersey Student Learning Standards (NJSLS) adopted by the State Board on July 9, 2014.
 Motion _____ Second _____ Vote _____</p> | |
| FYI | <p>15. Hamilton Township School District's 2017-2018 Professional Development Plan (attachment Instruction-15).
 Motion _____ Second _____ Vote _____</p> | 199 |
| B. Finance Committee - Chairperson: Mr. Haye | | |
| Action | <p>1. Motion to approve the Report of Receipts and Expenditures in accordance with 18A:17-8 and 18A:17-9 for the month of September, 2017. The Report of Receipts and Expenditures and the Secretary's Report are in agreement for the month of September, 2017 (attachment Finance-1).
 Motion _____ Second _____ Vote _____</p> | 206 |

Action	2. Motion to approve the Board Secretary's Report for the period ending September 30, 2017. Pursuant to N.J.A.C. 6A:23A-16.10(c)3, the Hamilton Township Board of Education certifies that as of September 30, 2017, and after review of the Secretary's Monthly Financial appropriations section as presented and upon consultation with the appropriate district officials, to the best of the Board's knowledge, no major account or fund has been over-expended in violation of N.J.A.C. 6A:23A-16.10(c)4 and that sufficient funds are available to meet the district's financial obligations for the remainder of the fiscal year (attachment Finance-2). Motion_____Second_____Vote_____	221
FYI	3. Interest Income for the month of September, 2017 (attachment Finance-3)	252
FYI	4. Receipts for the month of September, 2017 (attachment Finance-4)	253
FYI	5. Refunds for the month of September, 2017 (attachment Finance-5)	260
FYI	6. Capital Reserve Interest for the month of September, 2017 (attachment Finance-6)	261
FYI	7. Rental Income for the month of September, 2017 (attachment Finance-7)	262
FYI	8. Miscellaneous Revenue for the month of September, 2017 (attachment Finance-8)	263
FYI	9. The monthly Budget Summary Report for September, 2017, has been filed by the Board Secretary with the Hamilton Township Board of Education (attachment Finance-9).	264
Action	10. Motion to accept the Superintendent's and Board Secretary's certification that they have reviewed all bills and purchase orders which are listed on the bill list, and hereby certify to the Board of Education that all purchase orders are sufficiently encumbered to cover the submitted bills, and further that all goods and services have been previously received. Motion_____Second_____Vote_____	

Action 16. Motion to approve two Tuition Contracts between the Hamilton Township Board of Education (receiving district) and the Atlantic City Board of Education (sending district) for two foster students for the period September 11, 2017 through June 30, 2018, at a cost of \$11,863.70 per student for a total cost of \$23,727.40.
Motion _____ Second _____ Vote _____

Action 17. Motion to approve a Tuition Contract between the Hamilton Township Board of Education (receiving district) and the Atlantic City Board of Education (sending district) for one foster student for the 2017-2018 school year for a total cost of \$12,030.00.
Motion _____ Second _____ Vote _____

Action 18. Motion to approve a Tuition Contract between the Hamilton Township Board of Education (receiving district) and the Egg Harbor Township Board of Education (sending district) for one foster student for the 2017-2018 school year for the period September 7, 2017 through June 30, 2018 for a total cost of \$11,997.00.
Motion _____ Second _____ Vote _____

Action 19. Motion to approve an Agreement between the Hamilton Township Board School District and Bayada Home Health Care, Inc. to provide in-school nursing services for one student for the period October 23, 2017 through June 30, 2018 at a rate of \$55.00/hour for RN services and \$45.00/hour for LPN services.
Motion _____ Second _____ Vote _____

Action 20. Motion to approve a Tuition Contract between the Hamilton Township Board of Education (receiving district) and the Atlantic City Board of Education (sending district) for one homeless student for the 2017-2018 school year for a total tuition cost of \$11,997.00.
Motion _____ Second _____ Vote _____

Action 21. **Motion to approve a Tuition Contract between the Hamilton Township Board of Education (receiving district) and the Mullica Board of Education (sending district) for one student to receive services for the 2017-2018 school year for a total tuition cost of \$11,997.00, plus extraordinary services.**
Motion_____Second_____Vote_____

Action 22. **Motion to approve a Tuition Contract between the Hamilton Township Board of Education (receiving district) and the Atlantic City Board of Education (sending district) for one homeless student for the 2017-2018 school year beginning September 7, 2017 through December 5, 2017 for a total tuition cost of \$3,876.33.**
Motion_____Second_____Vote_____

Action 23. **Motion to approve a Tuition Contract between the Hamilton Township Board of Education (receiving district) and the Atlantic City Board of Education (sending district) for one homeless student for the 2017-2018 school year beginning September 7, 2017 and ending December 5, 2017 for a total tuition cost of \$13,734.40, pro-rated.**
Motion_____Second_____Vote_____

Action 24. **Motion to approve an Interlocal Services Agreement 355**
between the Township of Hamilton and the Hamilton Township Board of Education relative to waste hauling services for the period January 1, 2018 through December 31, 2018 for a monthly cost of \$2,211.00 and a total cost not to exceed \$26,532.00 (attachment Finance-24).
Motion_____Second_____Vote_____

Action 25. **Motion to approve a Tuition Contract between the Hamilton Township Board of Education (sending district) and the Mullica Township Board of Education (receiving district) for two homeless students for the 2017-2018 school year at a cost of \$66.62/per diem/per student for 180 days each for a total cost of 23,984.00.**
Motion_____Second_____Vote_____

- Action 32. Motion to approve a Tuition Contract between the Hamilton Township Board of Education (receiving district) and the Fairfield Board of Education (sending district) for one homeless student for the period March 23, 2017 through June 30, 2017 for a total cost of \$3,605.47, pro-rated, plus additional speech therapy services.
Motion _____ Second _____ Vote _____
- Action 33. Tuition Contract between the Hamilton Township Board of Education (receiving district) and the Fairfield Board of Education (sending district) for one homeless student for the period September 7, 2017 through March 22, 2018 for a total cost of \$8,331.25, plus additional speech therapy services.
Motion _____ Second _____ Vote _____
- Action 34. Motion to approve a Tuition Contract between the Winslow Township Board of Education (receiving district) and the Hamilton Township Board of Education (sending district) for one homeless student for the period September 7, 2017 through November 29, 2017 at a rate of \$87.02/per diem for 52 days for a total cost of \$4,525.04.
Motion _____ Second _____ Vote _____
- Action 35. Motion to approve a Tuition Contract between the Hamilton Township Board of Education (sending district) and the Buena Regional Board of Education (receiving district) for one homeless student for the 2017-2018 school year at a total cost of \$11,758.00.
Motion _____ Second _____ Vote _____
- Action 36. Motion to approve a Tuition Contract between the Hamilton Township Board of Education (sending district) and the Gloucester County Special Services School District (receiving district) for one student for the 2017-2018 school year at a total cost of \$37,800.00.
Motion _____ Second _____ Vote _____
- Action 37. Motion to approve an Amendment to the Agreement between the Hamilton Township School District and Stockton University Speech and Hearing Clinic to add a Physical Therapy program on an as needed basis (attachment Finance-31). 363
Motion _____ Second _____ Vote _____

- Action 38. Motion to approve the FY2016-2017 Audit as presented.
Motion _____ Second _____ Vote _____
- Action 39. Motion to approve payment to parents of Student SA for expenses incurred due to emergent circumstances related to transportation including gasoline and additional insurance required for contract approval.
Motion _____ Second _____ Vote _____
- Action 40. Motion to approve the Parent Transportation Contract to transport Student SA to and from the Bankbridge School District for the 2017-2018 School Year at a cost of \$12,255.00.
Motion _____ Second _____ Vote _____
- Action 41. Motion to approve the FY2018 (School Year 2017-2018) Non-public School Technology Initiative Agreement tentative budget and purchase orders (attachment Finance (attachment Finance-41). 365
Motion _____ Second _____ Vote _____
- C. Administration Committee (Personnel and Discipline):
Chairperson: Mrs. Hassa
All personnel actions are being taken by the recommendation of the Superintendent.
- Action 1. Motion to approve district substitutes for the 2017-2018 school year (attachment Administration-1). 368
Motion _____ Second _____ Vote _____
- Action 2. Motion to approve homebound instruction for the 2017-2018 school year (attachment Administration-2). 369
Motion _____ Second _____ Vote _____
- Action 3. Motion to approve fieldwork placements for the 2017-2018 school year (attachment Administration-3). 383
Motion _____ Second _____ Vote _____
- Action 4. Motion to approve an unpaid leave of absence for Judy Dunleavy, Hess School SRAO for the period October 16-20, 2017.
Motion _____ Second _____ Vote _____

- Action 5. Motion to approve Stephanie Gibbons as a Kid's Corner staff member for the 2017-2018 school year at the rate of \$12.00/hour up to three hours/day.
Motion _____ Second _____ Vote _____
- Action 6. Motion to approve an additional 6/hours for the following staff members to make home visits, as per the Pre-school Expansion Grant requirements during the December conferences and to be paid the Curriculum Development rate of \$39.00/hour:
- Laurie Derringer
 - Ann Bucknam
 - Natalie James
 - Jennifer Christiano
 - Andrea Russomanno
- Motion _____ Second _____ Vote _____
- Action 7. Motion to accept a resignation notice from Laurie Surman, Food Service Worker effective October 23, 2017 with her last day of employment to be November 17, 2017 (attachment Administration-7). 391
Motion _____ Second _____ Vote _____
- Action 8. Motion to approve an unpaid intermittent Federal Family Medical Leave of Absence for Susan Pelligrino, Hess School Paraprofessional for the 2017-2018 school year beginning November 27, 2017 (attachment Administration-8). 392
Motion _____ Second _____ Vote _____
- Action 9. Motion to approve Sara Leonelli, as a full-time, 10 month, Shaner School Social Worker for the period December 11, 2017 through June 30, 2018, M.A., Step 1, with a total annual salary of \$54,287.00, pro-rated (attachment Administration-9). 393
Motion _____ Second _____ Vote _____
- Action 10. Motion to approve a unpaid NJ Family Leave of Absence for Christian Chin, Hess School teacher for the period January 2, 2017 through February 13, 2018 with a return to work date of February 14, 2018 (attachment Administration-10). 398
Motion _____ Second _____ Vote _____

Action 11. Motion to approve Stephanie Magruder as a part-time, 10 month, 27.5/hours/week Davies School Food Service Worker for the period November 22, 2017 through June 30, 2018, FSW A Guide, Step 7, with a total annual salary of \$23,118.00, pro-rated (attachment Administration-11). 399

Ms. Magruder is a replacement for Laurie Surman.

Motion _____ Second _____ Vote _____

Action 12. Motion to approve an unpaid leave of absence for Daniel Bryz-Gornia, Hess School Guidance Counselor for the period November 22nd, 27th and 28th (attachment Administration-12). 400

Motion _____ Second _____ Vote _____

Action 13. Motion to approve Ellen Wetzel as an interim Child Study Team Consultant on an as needed basis for the 2017-2018 school year at the rate of \$305.08/day.

Motion _____ Second _____ Vote _____

Action 14. Motion to approve an unpaid leave of absence for Arthur Faden, Davies SRAO for the period of November 13, 2017 through November 15, 2017.

Motion _____ Second _____ Vote _____

Action 15. Motion to approve two new part-time Paraprofessional position control numbers as follows:

- 24.01.01 BNW – Pre-K Self Contained at Hess
- 24.01.02 BNX – Behavioral Self Contained at Shaner

Motion _____ Second _____ Vote _____

D. Operations Committee (Facilities and Transportation):
Chairperson: Mr. Higbee

Action 1. Motion to approve club/activity trips for the 2017-2018 school year (attachment Operations-1). 401

Motion _____ Second _____ Vote _____

XIII. Resolutions

XIV. Solicitor's Report

XV. Unfinished Business

XVI. New Business (consideration of additional items that may be properly presented to the Board of Education at this time)

Action	1. Motion to approve the 2017-2018 Uniform State Memorandum of Agreement (New Business-1). Motion_____Second_____Vote_____	416
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XVII. Receive comments from the public in accordance with the Board's policy on participation at Board meeting

XVIII. Adjournment

**MINUTES OF THE REGULAR MEETING
OF THE BOARD OF EDUCATION
HELD ON OCTOBER 17, 2017**

HAMILTON TOWNSHIP PUBLIC SCHOOLS
Mays Landing, New Jersey
William Davies Middle School Library

The Regular Meeting of the Hamilton Township Board of Education was called to order at 6:10 p.m. in the Michael H. Duberson Memorial Library at the Wm. Davies Middle School by Mr. Eric Aiken, Board President.

**Call
To
Order**

ROLL CALL

The following members answered roll call: Mrs. Nanci Barr (arrived 6:15 p.m.), Mr. Greg Ciambrone (arrived 6:46 p.m.), Ms. Margaret Erickson, Mrs. Amy Hassa, Mr. Derek Haye, Mrs. Barbara Kupp, Mrs. Kim Melton, and Mr. Eric Aiken.

**Roll
Call**

Absent: Mr. James Higbee

Also present were: Mr. Frank Vogel, Superintendent
Mrs. Anne-Marie Fala, School Business Administrator/Board Secretary
Mr. Eric Goldstein, Solicitor

EXECUTIVE SESSION:

Motion by Mr. Aiken, seconded by Ms. Erickson, to enter into Executive session:

Resolved that pursuant to Sections 7 and 8 of the Open Public Meetings Act, the public shall be excluded from that portion of the meeting involving discussion of:

- HTAA Contract
- HIB

Further resolved that the discussion of such subject matter in executive session can be disclosed to the public when formal action is taken on such subject matter or at any other appropriate time.

Further resolved the Board may take action on items discussed in executive session. Further resolved that the Board will be in executive session for approximately 50 minutes.

Mays Landing, NJ
October 17, 2017

The Board entered into Executive session at 6:11 p.m.

The Executive session of the meeting ended at 6:54. There was a short break before the start of the regular session.

The Board resumed the regular session of the meeting at 7:00 p.m.

Eric Aiken led the Pledge of Allegiance.

Pledge of Allegiance

Notice of Advertisement of Meeting

This meeting is being held in compliance with the Sunshine Law, having been advertised in the Press of Atlantic City and the Atlantic County Record and a notice posted with the Township Clerk on the Bulletin Board at the following locations: Mizpah Post Office, Mays Landing Post Office, Atlantic County Library, as well as all the schools of the district. A mechanical device is being used to record this meeting and this meeting is also being video-taped.

There are two opportunities to address the members of the Board. The Board values and welcomes comments and opinions from residents as long as remarks are not personal or discourteous. The public comment portion of the meeting allows the Board to listen to community members and to hear their opinions on school policy and operations.

The first public portion is reserved for persons wishing to speak about agenda items only. The second opportunity, following the action items, is when residents may address the Board on any school-related issue. Each speaker is asked to limit their comments to three minutes and you are not permitted to yield your time to another. The public comments portion of the meeting, during both sessions, will not exceed 30 minutes. Upon being recognized, persons wishing to speak should stand and identify themselves by name and address.

Moment of silence for private reflection.

APPROVAL OF MINUTES

Motion by Mr. Aiken, seconded by Mr. Haye, to approve the regular session minutes of the meeting of September 26, 2017, as per attachment Minutes-1.

Roll Call Vote: All in favor regular meeting: Mrs. Barr, Mr. Ciambrone, Ms. Erickson, Mrs. Hassa, Mr. Haye, Mrs. Kupp, Mrs. Melton, and Mr. Aiken. (8-0-0)

Motion by Mr. Aiken, seconded by Mrs. Kupp, to approve the executive session minutes of the meeting of September 26, 2017, as per attachment Minutes-1.

Roll Call Vote: Five in favor executive session: Ms. Erickson, Mrs. Hassa, Mrs. Kupp, Mrs. Melton, and Mr. Aiken. Abstain: Mrs. Barr, Mr. Ciambrone, and Mr. Haye. (5-0-3)

VII. CORRESPONDENCE
None

PUBLIC COMMENTS
None

BOARD MEMBER COMMENTS

Mrs. Hassa recognized the Special Education Parent Advisory Group Meeting recently held at the Davies School. She would like to see more people in attendance. There was a lot of information available at this meeting.

She noted that, on November 29, the district will have the second annual Resource Fair.

She also noted the Shaner Fun Night which was a phenomenal event, as well as the Mental Health Awareness Night to be held on November 2.

Ms. Erickson noted the meeting on October 3 hosted by NJSBA on the topic of Emotional Health was well attended by Board members.

Mr. Aiken thanked all staff and participants of the Margaret Stringer Splash/Run which was held recently.

He also noted the NJSBA Workshop to be held the week of October 23 through October 26.

SUPERINTENDENT/STAFF REPORTS

Mr. Vogel noted that the new PreSchool Program has been up and running since October 1.

Mr. Vogel also noted the Mental Health Awareness Night to be held on November 2 beginning at 6:30 p.m.

He gave a "shout out" to the Spread the Love Foundation for a workshop regarding pressures on today's student to be held at Stockton College. This will be held on October 18.

Mr. Vogel reported that the audit is almost completed with no audit findings. A presentation will be given at the November meeting.

Correspondence has been sent to the district that we will be hosting a QSAC audit in January.

- (A) Information Items
1. Dates to Remember

Mays Landing, NJ
October 17, 2017

- a. November 9 & 10, 2017 – School Closed – NJEA Convention
 - b. November 14, 2017 – Administration Committee Meeting – Board Office – 4:30 p.m.
 - c. November 16, 2017 – Operations Committee Meeting – Board Office – 4:30 p.m.
 - d. November 16, 2017 – Instruction Committee Meeting – Board Office – 6:00 p.m.
 - e. November 21, 2017 – Board of Education Meeting – 6:00 p.m. (Executive Session) – 7:00 p.m. (Regular Session)
- (B) Registration/Transfer Statistics for the Month of September, 2017, as per attachment XI-B.
- (C) Enrollment for the month of September, 2017, as per attachment XI-C.
- (D) Harassment, Intimidation and Bullying Incident Log, as per attachment XI-D.
- (E) Student Discipline Reports for the month of September, 2017, as per attachment XI-E.

COMMITTEES AND RECOMMENDATIONS

- A. Instruction Committee (Curriculum and Policy):
Chairperson: Mrs. Melton

Motion by Mrs. Melton, seconded by Mrs. Kupp, to approve the following motions, as presented:

1. To approve the 2017-2018 School Nursing Services Plan.
2. To pay the following certificated staff members for providing Professional Development (not to exceed 3 hours each) and to be paid at the hourly rate of \$26.00 an hour as indicated in the 2016-2020 Agreement between the Hamilton Township Board of Education and the Hamilton Township Education Association:
 - Megan Ferguson (10/6/17) – Sheltered English (SEI) Workshop – 3 hours
 - Tammy Welsey (10/6/17) – Reading Disabilities

Mays Landing, NJ
October 17, 2017

- Workshop – 3 hours
- Kate Cariss (10/6/17) –
Reading Disabilities
Workshop – 3 hours
- Mike Draper (10/11/17) –
Digital Citizenship for
Parents and Students – 1.5
hours

3. To approve Policy #8550 – Unpaid Meal Charges/Outstanding Food Service Charges on first reading, as per attachment Instruction-3.
4. To approve Policy and Regulation #1240 – Evaluation of Superintendent on second reading.
5. To approve Policy #1511 – Board of Education Website Accessibility on second reading.
6. To approve Policy and Regulation #3126 – District Mentoring Program on second reading.
7. To approve Policy and Regulation #3221 – Evaluation of Teachers on second reading.
8. To approve Policy and Regulation #3222 – Evaluation of Staff Members, Excluding Teachers and Administrators on second reading.

Roll Call Vote: All in favor: Mrs. Barr, Mr. Ciambrone, Ms. Erickson, Mrs. Hassa, Mr. Haye, Mrs. Kupp, Mrs. Melton, and Mr. Aiken. (8-0-0)

Motion by Mrs. Melton, seconded by Mrs. Kupp, to approve the following motions, as presented:

9. To approve Policy and Regulation #3223 – Evaluation of Administrators, Excluding Principals, Vice Principals and Assistant Principals on second reading.

Mays Landing, NJ
October 17, 2017

10. To approve Policy and Regulation #3224 – Evaluation of Principals, Vice Principals and Assistant Principals on second reading.
11. To approve Policy and Regulation #3240 – Professional Development for Teachers and School Leaders on second reading.
12. To approve Policy and Regulation #5610 – Suspension on second reading, as per attachment – Instruction-12.
13. To approve Policy #5620 – Expulsion on second reading, as per attachment – Instruction-12.
14. To approve Policy and Regulation #7424 – Bed Bugs on second reading.
15. To approve Policy and Regulation #7461 – District Sustainability Policy on second reading.
16. To approve Policy #8505 – Local Wellness Policy/Nutrient Standards for Meals and Other Foods on second reading.
17. To approve the disposal of old series science books for grades 2-5 that are no longer of use to the district.

Roll Call Vote: All in favor: Mrs. Barr, Mr. Ciambrone, Ms. Erickson, Mrs. Hassa, Mr. Haye, Mrs. Kupp, Mrs. Melton, and Mr. Aiken. (8-0-0)

FINANCE COMMITTEE - Chairperson: Mr. Haye

Motion by Mr. Haye, seconded by Mrs. Kupp, to approve the following motions, as presented:

Items #3 through #9 are for information only.

1. To approve the Report of Receipts and

Expenditures in accordance with 18A:17-8 and 18A:17-9 for the month of August, 2017. The Report of Receipts and Expenditures and the Secretary's Report are in agreement for the month of August, 2017, as per attachment Finance-1.

2. Board Secretary's Report for the period ending August 31, 2017. Pursuant to N.J.A.C. 6A:23A-16.10(c)3, the Hamilton Township Board of Education certifies that as of August 31, 2017, and after review of the Secretary's Monthly Financial appropriations section as presented and upon consultation with the appropriate district officials, to the best of the Board's knowledge, no major account or fund has been over-expended in violation of N.J.A.C. 6A:23A-16.10(c)4 and that sufficient funds are available to meet the district's financial obligations for the remainder of the fiscal year, as per attachment Finance-2.
3. Interest Income for the month of August, 2017, as per attachment Finance-3.
4. Receipts for the month of August, 2017, as per attachment Finance-4.
- 5.. Refunds for the month of August, 2017, as per attachment Finance-5.
6. Capital Reserve Interest for the month of August, 2017, as per attachment Finance-6.
7. Rental Income for the month of August, 2017, as per attachment Finance-7.
8. Miscellaneous Revenue for the month of August, 2017, as per attachment Finance-8.
9. The monthly Budget Summary Report for August, 2017, has been filed by the Board Secretary with the Hamilton Township Board of Education, as per attachment Finance-9.
10. To accept the Superintendent's and Board

Secretary's certification that they have reviewed all bills and purchase orders which are listed on the bill list, and hereby certify to the Board of Education that all purchase orders are sufficiently encumbered to cover the submitted bills, and further that all goods and services have been previously received.

Roll Call Vote: All in favor: Mrs. Barr, Mr. Ciambrone, Ms. Erickson, Mrs. Hassa, Mr. Haye, Mrs. Kupp, Mrs. Melton, and Mr. Aiken.
(8-0-0)

The following motion was added as an informational item:

11. Purchase orders issued for services, supplies and equipment in the amount of \$872,850.89, as per attachment Finance-11.

Motion by Mr. Haye, seconded by Mrs. Melton, to approve the following motions, as presented:

12. To approve the following bills and payroll in the total amount of \$1,253,313.02, as per attachment Finance-12:

<u>Fund</u>	<u>Title</u>	<u>Amount</u>
10	General Fund/Payroll	\$12,016.00
11	Current Expense	1,177,275.19
20	Special Revenue	64,021.83

13. To approve staff attendance at seminars, workshops and conferences, including costs related to applicable reimbursable expenses, during the 2017-2018 school year, as per attachment Finance-13.
14. To approve a Tuition Contract between the Hamilton Township Board of Education (sending District) and the Ventnor Board of Education (receiving District) for three homeless students for the period September 7, 2017 through June 30, 2018 at a total cost of \$43,699.00 (1 @\$14,207.00 Grade K and 2 @

\$14,746.00 Grades 1-5).

15. To approve the 2018-2019 Comprehensive Maintenance Plan and the Annual Maintenance Budget Amount Worksheet (form M-1), indicating the required level in the 2018-2019 Budget, as per attachment Finance-15.
16. To approve budget transfers in the amount of \$310,641.00, as per attachment Finance-16.

Roll Call Vote: All in favor: Mrs. Barr, Mr. Ciambrone, Ms. Erickson, Mrs. Hassa, Mr. Haye, Mrs. Kupp, Mrs. Melton, and Mr. Aiken.
(8-0-0)

ADMINISTRATION COMMITTEE (Personnel and Discipline):

Chairperson: Mrs. Hassa

All personnel actions are being taken by the recommendation of the Superintendent.

Motion by Mrs. Hassa, seconded by Ms. Erickson, to approve the following motions, as presented:

1. To approve district substitutes for the 2017-2018 school year, as per attachment Administration-1.
2. To approve homebound instruction for the 2017-2018 school year, as per attachment Administration-2.
3. To approve fieldwork placements for the 2017-2018 school year, as per attachment Administration-3.
4. Unpaid leave of absence for Suzane Burnetta, Shaner School teacher for January 2, 2018, as per attachment Administration-4.
5. To approve the Agreement between the Hamilton Township Board of Education and the Hamilton Township Administrator's Association for the period July 1, 2016 through June 30, 2019, as per attachment Administration-5.
6. To approve payment to Norah Kennan, Shaner School Social Worker in the amount of \$293.44

7. To rescind the offer of employment to Norah Keenan, Shaner School Social Worker effective October 3, 2017.
8. To approve an unpaid leave of absence for Richard Rocap, Davies School Maintenance worker for the period November 13, 2017 through November 17, 2017, as per attachment Administration-8.

Roll Call Vote: All in favor #1, #3, #4, #6, #7, #8: Mrs. Barr, Mr. Ciambrone, Ms. Erickson, Mrs. Hassa, Mr. Haye, Mrs. Kupp, Mrs. Melton, and Mr. Aiken. (8-0-0)

Seven in favor #2: Mrs. Barr, Mr. Ciambrone, Ms. Erickson, Mr. Haye, Mrs. Kupp, Mrs. Melton, and Mr. Aiken. Abstain: Mrs. Hassa. (7-0-1)

Seven in favor #5: Mrs. Barr, Ms. Erickson, Mrs. Hassa, Mr. Haye, Mrs. Kupp, Mrs. Melton, and Mr. Aiken. Abstain: Mr. Ciambrone (7-0-1)

Motion by Mrs. Hassa, seconded by Ms. Erickson, to approve the following motions, as presented:

9. To approve an intermittent NJ Family Leave of Absence for Travis Davis, Davies School teacher for the 2017-2018 school year, as per attachment Administration-9.
10. To approve a revised Job Description for AVA Coordinator, as per attachment Administration-10.
11. To approve Dushyanthiny Kiritharan as a part-time, 10 month, 29 hours/week Shaner School Paraprofessional for the period October 19, 2017 through June 30, 2018, Paraprofessional Guide, Step 1, with a total annual salary of \$16,940.00, pro-rated (attachment Administration-11).

Ms. Kiritharan is a replacement for Jean Tunney.

12. To approve a building transfer for Beverly Levari,

Mays Landing, NJ
October 17, 2017

full-time Paraprofessional from Shaner to Hess effective October 18, 2017.

13. To approve Ashley Pfaff as a full-time, 10 month Hess School teacher for the period December 13, 2017 through June 30, 2018, B.A., Step 1, with a total annual salary of \$50,950.00, pro-rated, as per attachment Administration-13.

Ms. Pfaff is a replacement for Helen D'Agostino.

14. To approve Johanna Scannell as a mentor for Ashley Pfaff for the 2017-2018 school year.

Roll Call Vote: All in favor: Mrs. Barr, Mr. Ciambrone, Ms. Erickson, Mrs. Hassa, Mr. Haye, Mrs. Kupp, Mrs. Melton, and Mr. Aiken. (8-0-0)

Motion by Mrs. Hassa, seconded by Ms. Erickson, to approve the following motions, as presented:

15. To approve an Agreement between the Hamilton Township School District and Preferred Home Health Care and Nursing Services, Inc. for the period for the 2017-2018 school year to provide substitute nursing services to the district on an as needed basis, as per attachment Administration-15.

16. To approve Stockton College student Alyssa Martini for a physical therapy placement from December 4, 2017 through February 16, 2018. Ms. Martini will be working with Vanessa DeCesari.

17. To approve Katelyn Carmen as a part-time, 10 month, 29 hours/week Hess School Paraprofessional for the period November 6, 2017 through June 30, 2018, Paraprofessional Guide, Step 1, with a total annual salary of \$16,940.00, pro-rated, as per attachment Administration-17.

Ms. Katelyn is a replacement for Faye Fuller.

18. To approve Josephine Bellina as a part-time,

10 month, 29 hours/week Shaner School Paraprofessional for the period October 30, 2017 through June 30, 2018, Paraprofessional Guide, Step 1, with a total annual salary of \$16,940.00, pro-rated, as per attachment Administration-18.

Ms. Bellina is a replacement for Beverly Levari.

19. To approve Latoya Gunter as a part-time, 10 month, 29 hours/week Hess School Paraprofessional for the period October 30, 2017 through June 30, 2018, Paraprofessional Guide, Step 1, with a total annual salary of \$16,940.00, pro-rated, as per attachment Administration-19.

Roll Call Vote: All in favor: Mrs. Barr, Mr. Ciambrone, Ms. Erickson, Mrs. Hassa, Mr. Haye, Mrs. Kupp, Mrs. Melton, and Mr. Aiken. (8-0-0)

Motion by Mrs. Hassa, seconded by Ms. Erickson, to approve the following motions, as presented:

20. To approve Christina Lyons as a part-time, 10 month, 29 hours/week Hess School Paraprofessional for the period October 30, 2017 through June 30, 2018, Paraprofessional Guide, Step 1, with a total annual salary of \$16,940.00, pro-rated, as per attachment Administration-20.

Ms. Lyons is a replacement for Lorean Malcun.

21. To approve Kathleen Watkins to the Kid's Corner Staff for the 2017-2018 school year at the rate of \$12.00/hour.
22. To approve an unpaid leave of absence for Michael Hannel, Davies School teacher for the period November 6-8, 2017.
23. To approve Amanda Mitchell as a full-time, 10 month Hess School Nurse, for the

Mays Landing, NJ
October 17, 2017

period October 30, 2017 through June 30, 2018, B.A., Step 1, with a total annual salary of \$50,950, pro-rated, as per attachment Administration-23.

Ms. Mitchell is a replacement for Helen Macchiavelli.

24. To approve Heather McGinty as a full-time, 10 month Shaner School PreSchool Intervention Referral Teacher (PIRT) for the period November 13, 2017 through June 30, 2018, B.A., +15, Step 5, with a total annual salary of \$53,169.00, pro-rated, as per attachment Administration-24.

Roll Call Vote: All in favor: Mrs. Barr, Mr. Ciambrone, Ms. Erickson, Mrs. Hassa, Mr. Haye, Mrs. Kupp, Mrs. Melton, and Mr. Aiken. (8-0-0)

OPERATIONS COMMITTEE (Facilities and Transportation):

Chairperson: Mr. Higbee

Motion by Mr. Ciambrone, seconded by Mrs. Hassa, to approve the following motions, as presented:

1. To approve club/activity trips for the 2017-2018 school year, as per attachment Operations-1.
2. To accept materials, labor and services from Home Depot to build a paved walkway at the Davies School that will lead to the rear of the flagpole.

Roll Call Vote: All in favor: Mrs. Barr, Mr. Ciambrone, Ms. Erickson, Mrs. Hassa, Mr. Haye, Mrs. Kupp, Mrs. Melton, and Mr. Aiken. (8-0-0)

RESOLUTIONS

None

SOLICITOR'S REPORT

None

Mays Landing, NJ
October 17, 2017

UNFINISHED BUSINESS

None

NEW BUSINESS

Motion by Mr. Aiken, seconded by Mrs. Kupp to approve the following motion, as presented:

- 1 To approve the submission of the District's 2017-2018 NJ QSAC Statement of Assurance on November 15, 2017, as per attachment New Business-1.

Roll Call Vote: All in favor: Mrs. Barr, Mr. Ciambrone, Ms. Erickson, Mrs. Hassa, Mr. Haye, Mrs. Kupp, Mrs. Melton, and Mr. Aiken. (8-0-0)

**PUBLIC
COMMENTS**

None

Mr. Ciambrone asked if the Dress Code policy will be discussed. Mr. Vogel stated that it will be discussed further at the November or December meeting. He did note that this was also discussed at Coffee with Administrators at the Hess School.

ADJOURNMENT

Motion by Mr. Aiken, seconded by Mr. Ciambrone, to adjourn the meeting.

Voice Vote: All in favor: (8-0-0)

The Hamilton Township Board of Education meeting adjourned at 7:45 p.m.

Anne-Marie Fala
School Business Administrator/Board Secretary

X1-B

Registration/Address Change/Transfer Statistics

2017-2018

	<u>Registrations</u>	<u>Address Changes</u>	<u>Transfers</u>
September	93	29	64
October	57	35	32
November			
December			
January			
February			
March			
April			
May			
June			
July			
August			

REGULATION**Hamilton Township
School District**

Section: Students

5600. PUPIL DISCIPLINE/CODE OF CONDUCT (M)

Date Created: October, 2000

Date Edited: October, 2017

5600. PUPIL DISCIPLINE/CODE OF CONDUCT (M)**A. Purpose**

The Student Code of Conduct and this Regulation are established to achieve the following purposes:

1. Foster the health, safety, social, and emotional well-being of students;
2. Support the establishment and maintenance of civil, safe, secure, supportive, and disciplined school environments conducive to learning;
3. Promote achievement of high academic standards;
4. Prevent the occurrence of problem behaviors;
5. Establish parameters for the intervention support and remediation concerning student behaviors at all stages of identification; and
6. Establish parameters for school responses to violations of the code of student conduct that take into account, at a minimum, the severity of the offenses, the developmental ages of student offenders and students' histories, **and past** inappropriate behaviors in accordance with N.J.A.C. 6A:167.2 through 7.8, as appropriate.

B. Expectations for Academic Achievement, Behavior, and Attendance

All students have a responsibility to comply with State statutes and administrative codes for academic achievement, behavior, and attendance, pursuant to N.J.A.C. 6A:328 and 13.1.

C. Behaviors That May Result in Suspension or Expulsion

In accordance with the provisions of N.J.S.A.18A:372, any student who is guilty of continued and willful disobedience, open defiance of the authority of any teacher or person having authority over the student, the habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school property, shall be liable to punishment and to suspension or expulsion from school. **Suspension and expulsion will be considered after appropriate interventions have been attempted.** Conduct which shall constitute good cause for suspension or expulsion of a student guilty of such conduct shall include, but not be limited to, any of the following:

1. Continued and willful disobedience;
2. Open defiance of the authority of any teacher or person, having authority over the student;

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3. Conduct of such character as to constitute a continuing danger to the physical well being of other students;
4. Physical assault upon another student;
5. Taking, or attempting to take, personal property or money from another student, or from the student's **person**, by means of force or fear;
6. Willfully causing, or attempting to cause, substantial damage to school property;
7. Participation in an unauthorized occupancy by any group of students or others of any part of any school or other building owned by any school district, and failure to leave such school or other facility promptly after having been directed to do so by the Principal or other person then in charge of such building or facility;
8. Incitement which is intended to and does result in unauthorized occupation by any group of students or others of any part of a school or other facility owned by any school district;
9. Incitement which is intended to and does result in truancy by other students;
10. Knowing possession or knowing consumption without legal authority of alcoholic beverages or controlled dangerous substances on school premises, or being under the influence of intoxicating liquor or controlled dangerous substances while on school premises; and
11. Harassment, intimidation, or bullying.

Students shall also be suspended from school for assault upon a school staff member in accordance with the provisions of N.J.S.A. 18A:372.1 and 2.2. 0

D. Students' Rights

Students subject to the consequences of the Student Discipline/Code of Conduct Policy and Regulation shall be informed of their rights, pursuant to N.J.A.C. 6A:167.1(c)3.i. through vii., that include:

1. Advance notice of behaviors that will result in suspensions and expulsions that have been identified under authority of N.J.S.A. 18A:372;
2. Education that supports students' development into productive citizens;
3. Attendance in safe and secure school environments;
4. Attendance at school irrespective of students' marriage, pregnancy, or parenthood;
5. Due process and appeal procedures, pursuant to N.J.A.C. 6A:31.3 through 1.17, N.J.A.C. 6A:4 and, where applicable, N.J.A.C. 6A:142.7 and 2.8, and N.J.A.C. 6A:167.2 through 7.5;
6. Parent notification consistent with the policies and procedures established pursuant to N.J.A.C. 6A:166.2(b)3 and N.J.A.C. 6A:167.1 through 7.8; and,

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7. Protections pursuant to 20 U.S.C. § 1232g, Family Educational Rights and Privacy Act; 34 CFR Part 99, Family Educational Rights and Privacy; 20 U.S.C. § 1232h, Protection of Pupil Rights; 34 CFR Part 98, Student Rights in Research, Experimental Programs and Testing; P.L. 104191, Health Insurance Portability and Accountability Act; 45 CFR Part 160, General Administrative Requirements; 20 U.S.C. § 7165, Transfer of school disciplinary records; 42 CFR Part 2, Confidentiality of Alcohol and Drug Abuse Patient Records; N.J.S.A. 18A:40A7.1, Confidentiality of certain information provided by pupils, exceptions; N.J.A.C. 6A:163.2, Confidentiality of student alcohol and other drug information; N.J.S.A. 18A:3619, Pupil records, creation, maintenance and retention, security and access, regulations, non-liability; N.J.S.A. 2A:4A60, Disclosure of juvenile information, penalties for disclosure; N.J.A.C. 6A:327, Student Records; N.J.A.C. 6A:142.9, Student records, as well as other existing Federal and State laws and rules pertaining to student protections.

E. Comprehensive Behavioral Supports

Below are behavioral supports that promote positive student development and the students' abilities to fulfill the behavioral expectations established by the Board.

These behavioral supports may include, but are not limited to, the following:

1. Positive Reinforcement for Good Conduct and Academic Success

A student will be provided positive reinforcement for good conduct and academic success which may include, but are not limited to:

- a. Praise Referrals
- b. Star Student/Student of the Month
- c. Character Education Awards
- d. Superintendent/Principal's List Award
- e. Attendance Award
- f. Student Extravaganzas

2. Supportive Interventions and Referral Services

A student may be referred to the school's Intervention and Referral Services Team in accordance with the provisions of N.J.A.C. 6A:168.1 and 8.2 and Policy and Regulation 2417.

3. Remediation of Problem Behavior

The following actions may be taken to remediate problem behavior. These actions will take into account the behavior's nature, the students' developmental ages, and the students' histories, **and past** problem behaviors and performance.

a. Restitution and Restoration

- (1) A student may be required to make restitution for any loss resulting from the student's conduct; or
- (2) A student may be required, at the discretion of the school district and when appropriate, to restore to its former

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condition any damaged or defaced property resulting from the student's conduct.

b. Counseling

- (1) A student may be required to consult with school guidance counselors, Child Study Team members.
- (2) The counselor will explain why the student's conduct is unacceptable to the school and damaging to the student, what the consequences of continued misconduct are likely to be, and appropriate alternative behaviors.
- (3) **The Counselor will listen to and assess the students' experiences and needs and how they are directly connected to the concerning behaviors.**
- (4) The counselor may refer the student, as appropriate, for additional counseling, evaluation, intervention, treatment, or therapy. Referrals may be made to the Child Study Team, the school's Intervention and Referral Services Team, a public or private social agency, a legal agency, or any other referral service that may assist the student.

c. Parent Conferences

- (1) Students may be required to attend a meeting with their parent and appropriate school staff members to discuss the causes of the student's behavior, possible remediation, potential disciplinary measures, alternative conduct, **and student needs (i.e. coping skills, support services, behavior plans).**

d. Alternate Educational Program

- (1) Students may be assigned to an alternate educational program as recommended by the student's guidance counselor, classroom teacher, Child Study Team, and/or other school staff member.
 - a. Mentoring Program
 - b. Social & Behavioral Health Instruction
 - c. New Horizons/On the Horizon
 - d. Specific Behavior Plan
 - e. Autism Class
 - f. Self Contained Class
 - g. **Other interventions as determined by the CST/administration.**

4. Students with Disabilities

For students with disabilities, the remedial measures and behavioral interventions and supports shall be determined and provided pursuant to N.J.A.C. 6A:14.

5. Staff training for understanding and managing student behaviors.

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- (1) Staff training may include:
- a. Positive behavioral supports and interventions
 - b. Adverse childhood experiences and toxic stress
 - c. Youth Mental Health First Aid/**or other suicide prevention techniques.**
 - d. Non-Violent Crisis Intervention
 - e. Trauma informed care
 - f. Resilience
 - g. Mindfulness
 - h. Life Space Crisis Intervention
 - i. Restorative Practices
 - j. Deescalation techniques**
 - k. Any other research based techniques deemed appropriate by administration.**

F. School Responses to Violations of Behavioral Expectations

1. In accordance with the provisions of N.J.A.C. 6A:167.1(c)5, the Student Code of Conduct shall include a description of school responses to violations of behavioral expectations established by the Board of Education that, at a minimum are graded according to the severity of the offenses, and consider the developmental ages of the student offenders and their histories, **and past** inappropriate behavior that shall:
- a. Include a continuum of actions designed to remediate and, where necessary or required by law, to impose sanctions;
 - b. Be consistent with other responses, pursuant to N.J.A.C. 6A:165.5;
 - c. Provide for equitable application of the Code of Student Conduct without regard to race; color; religion; ancestry; national origin; nationality; sex; gender; sexual orientation; gender identity or expression; marital, domestic partnership, or civil union; mental, physical, or sensory disability; or any other distinguishing characteristic, pursuant to N.J.S.A. 10:51 et seq. and
 - d. Be consistent with provisions of N.J.S.A. 18A:61, Corporal Punishment of Students.

G. Description of School Responses

School responses to violations of behavioral expectations are listed below:

1. Admonishment/Reprimand
- a. A school staff member in authority may admonish or reprimand a student's unacceptable conduct and warn the student that additional misconduct may warrant a more severe penalty.

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2. Temporary Removal from Classroom
 - a. The classroom teacher may direct the student report to the office of the administrator in charge of student discipline.
 - b. The teacher will complete a form that indicates the student's name and the conduct that has caused the student's removal from the teacher's room.
 - c. The administrator in charge of discipline will interview the student and determine which, if any, additional consequences shall be imposed.
3. Meeting with School Administration and Parent
 - a. The student's parent may be required to attend a meeting with the Principal or designee and the student to discuss the student's conduct and to ensure the parent and the student understand school rules and expectations **and address the students needs.**
4. Deprivation of Privileges
 - a. Students may be deprived privileges as disciplinary sanctions when designed to maintain the order and integrity of the school environment. These privileges may include, but are not limited to:
 1. Moving freely about the school building;
 2. Participation in co-curricular or inter/interscholastic activities;
 3. Attendance at a school-related social or sports activity;
 4. Participation in a graduation ceremony;
 5. Transportation to and from school on a school bus; or
 6. Any other privilege the Building Principal or designee determines may be appropriate and consistent with Policy and Regulation 5600 and N.J.A.C. 6A:16-7.1 et se.
5. Grade Adjustment
 - a. A student who has cheated on a test or assignment, plagiarized material, falsified sources, refused to submit assignments, or otherwise indulged in academic dishonesty or negligence may suffer a reduced grade by virtue of the disqualified work. In no other instance may a student's grade be lowered as a direct penalty for misconduct.
6. Lunch/Recess Detention
 - a. The administration reserves the right to assign a lunch detention to a student for a behavioral problem that occurs in school. The student will report to a designated location during his/her lunch/recess. He/she will then remain there in a quiet fashion for the remainder of the period. Procedures for lunch/recess detention will vary from school to school, individual procedures for lunch/recess detention may be reviewed under the Chart of Discipline for each school. **Students will be given an opportunity for self reflection and may be given behavioral or therapeutic sound interventions.**

7. Detention

- a. A student may be required to report before or after the school day to detention. This detention may be assigned by the teacher or the Principal or designee.
- b. Transportation to detention before school or from detention after school will be the responsibility of the parent.
- c. A student may be excused from detention only for an unavoidable commitment previously made; any such excused detention must be made up on another day.

8. Bus Suspension

- a. New Jersey School Law, Title 18A:252, states: "A pupil may be excluded from the bus for disciplinary reasons by the principal, and the child's parents shall provide for the child's transportation to and from school during the period of such exclusion."
- b. Individual school guidelines for Bus Suspensions can be found in the Chart of Discipline for each school. Guidelines may differ depending on: the severity of the infraction committed, the age and grade level of the student, and the discretion of the administration for the particular school in which the offense occurs.

9. Internal/Inschool Suspension

- a. If the school operates an internal/in-school suspension program, a student may be removed from his/her regular classes and required to report to the internal/in-school suspension program.
- b. Partial internal/in-school suspensions may also be given for infractions occurring during the school day.
- c. Internal/In-school suspension will not be imposed without the due process procedures set forth in Policy and Regulation 5610.
- d. **Should include processes to support students in achieving better behavioral goals.**

10. External/Out-of-School Suspension

- a. A student may be denied the right to attend school for a period of time pursuant to N.J.S.A. 18A:372, N.J.A.C. 6A:167.2 and 6A:167.3, and Policy 5610.
- b. Partial external/out-of-school suspensions may also be given for infractions occurring during the school day.
- c. External/out-of-school suspensions from school will not be imposed without the due process procedures set forth in Policy and Regulation 5610 **and will be accompanied by counseling, assessment, and educational supports.**

11. Expulsion

- a. The Board may expel a general education student from school, pursuant to N.J.S.A. 18A:372, N.J.A.C. 6A:167.4, and Policy 5620.
- b. Expulsion is an extremely serious disciplinary measure and will not be imposed without the due process set forth in Policy and Regulation 5610 and Policy 5620.

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H. Chart of Discipline

Below is a Chart of Student Discipline listing school responses to violations of behavioral expectations listed separately by School name.

These behavioral expectations and school responses include, but are not limited to, the listed behaviors:

Shaner School – Grades K-1

HAMILTON TOWNSHIP DISCIPLINE GUIDELINES GRADES K – 1

Administrative consequences will vary depending on: the severity of the infraction committed the age and grade level of the student, and the discretion of the administration for the particular school in which the offense occurs. The Discipline Guideline below is a guide for the Administration. In all instances, the Administration has the responsibility to handle each student as an individual.

Infraction Type	Offense #/Consequence				
	1	2	3	4	
Disruptive	R 1	R 2	IS 1*	IS 2	
Insubordination/Disobedience/Noncooperation	R 1	R 2	IS 1*	IS 2	
Leaving assigned area/teacher	W	R 1	R 2	IS 1	
Administrative Removal from the Classroom	IS 1	IS 2	ES 1	ES 2	
Poor behavior in detention/time out	IS 1	IS 2	ES 1	ES 2	
Inappropriate Bus Behavior	W	R 1	B 1*	B 3	
Recklessness Behavior endangering the safety of others	R 1	IS 1	IS 2	ES 1	
Obscene Language, materials, gestures, or behavior	W	R 1	IS 1	IS 2	
Theft/Stealing	W	R 1	IS 1	IS 2	Note 1
Misuse of Computer Networks/Computer (Reg. 2361)	W	R 1	R 2	IS 1	Note 4
Willful defacing of school property	R 1	R 2	IS 1	IS 2	Note 1
Instigating a fight	W	R 1	R 2	IS 1	
Fighting – Minor physical contact (pushing and shoving)	W	R 1	R 2	IS 1	
Fighting Equal aggressor/low intensity	R 1	R 2	IS 1	IS 2	
Fighting Equal aggressor/high intensity	R 1	R 2	IS 1	IS 2	
Physical contact with a student or staff member	R 1	R 2	IS 1	IS 2	
Bullying/Cyber bullying (+H.I.B. protocol)	IS 1	IS 2	ES 1	ES 2	Note 4
Harassment of student or staff members (+H.I.B. protocol)	IS 1	IS 2	ES 1	ES 2	
Threats to students or staff members (+H.I.B. protocol)	IS 1	IS 2	ES 1	ES 2	Note 2
Sexual Harassment (+ H.I.B. protocol)	IS 1	IS 2	ES 1	ES 2	Note 2
Dress Code	Children who are not dressed in compliance with Hamilton Township School District Policy will be reminded of appropriate dress for school by their teacher or the school nurse. The Child's teacher, school nurse, counselor or administrator will contact his or				

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	her parent/guardian informing them of the dress code violation. Children dressed inappropriately will be sent to the school nurse to receive alternate clothing to wear for the day. Consequences can vary based on the actions surrounding the offense.				
Possession of over the counter drugs (Reg. 5330)	Parent Notification				Note 2
Possession/use of illegal drugs (Reg. 5330)	ES 2+ per case				Note 2
Distribution of illegal drugs (Reg. 5330)	ES 3+ per case				
Possession of a dangerous object (Reg. 8467)	IS 1	ES 1	ESA 5	ES 10	
Weapons Offense (Including imitation weapons) (Reg. 8467)	ES 5+				Notes 2 & 3
Arson	ES 5+				Notes 2 & 3
Falsifying Alarm	ES 3	ES 4	ES 10		Note 2

Note 1: Financially responsible for repair/replacement; SRO Notified-possible filing

Note 2: Superintendent / SRO Notified possible filing of complaint with police.

Note 3: CST Referral

Note 4: Loss of Computer Network Access

All children receiving a third referral will automatically be *referred to guidance for regular counseling.*

Bus Discipline Information – Grades PreK – 1

New Jersey School Law, Title 18A:252, states: “A pupil may be excluded from the bus for disciplinary reasons by the principal, and the child’s parents shall provide for the child’s transportation to and from school during the period of such exclusion.” Students ride the bus to and from school every day. Students need to realize that they need to behave themselves on the school bus to ensure everyone’s safety. The following rules have been developed to guide the students to have a safe bus ride:

1. Students must obey and respect the driver at all times.
2. Students must sit in their assigned seats only.
3. Seat belts must be buckled and tight at all times.
4. Students must sit in their seat facing forward with feet out of the aisle, and hands, arms, and head inside the bus.
5. Students must remain seated at all times.
6. Changing seats at any time is prohibited.
7. Loud, screaming, profane, or obscene language is not permitted at any time.
8. Students must keep the bus clean and must not deface or damage it.
9. Students are not to eat, drink, or chew gum on the bus.
10. Students are not to take pictures or video with regular, cell phone, or tablet cameras when on the bus.

The following consequences have been developed for those students who behave inappropriately on the bus:

1st Offense:

Notice of misbehavior on the bus

Notice sent home, warning

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Office reprimand

More severe infractions may result in loss of privileges

2nd Offense:

Notice of misbehavior on the bus
Bus privileges denied for one day

3rd Offense:

Notice of misbehavior on the bus
Bus privileges denied for one week

4th Offense:

Notice of misbehavior on the bus
Bus privileges denied for two weeks

5th Offense:

Notice of misbehavior on the bus
Bus privileges denied for one month

6th Offense:

Notice of misbehavior on the bus

Bus privileges revoked for the remainder of the school year

*Fighting on the bus will incur more severe measures

HESS EDUCATIONAL COMPLEX PREK THROUGH GRADE 5

Student behavior is a vital part of the educational process. Students need to learn responsibility and make good decisions. Encouraging proper student behavior is a team effort between teachers, parents, and administration. Many times a behavior problem can be solved with direct contact between the teacher and the parent, a student teacher conference, a student team meeting, a referral to the guidance counselor or a **teacher intervention (i.e. behavior plan, detention, or support services)**. Related Arts Teachers are also responsible for creating rules and consequences for their classes and follow the same procedure as the Homeroom Teacher. Teachers are expected to develop class rules and consequences with their classes during the first week of school. The class rules and consequences should be posted in the classroom. The rules **can** be limited to the **eight** rules listed below:

1. Listen to and respect all teachers.
2. Treat our school with kindness and care.
3. Keep your hands, feet, objects and unkind words to yourself.
4. Be prepared for class, listen carefully, and follow directions.
5. Raise your hand to speak or leave your seat.
6. Walk and speak quietly in class and in the hall.
7. Treat others the way you would like to be treated.
8. **Use the skills taught in second step. Teachers can add rules based on student needs or motivations.**

During the development of the rules, the teacher should guide the class into creating these rules and discuss them in a positive manner. After the class has developed the classroom rules, teachers should test the students on the rules and have parents sign the test.

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When handling student behavior, teachers need to keep the following in mind:

1. Be firm, but fair and consistent. Teachers need to be sure to **respond** to the behavior and not **react to the** student.
2. Contacting the parent/guardian in most cases will alleviate the problem.
3. Every teacher is responsible for the conduct of all students regardless of grades.
4. Certain types of discipline techniques are not permitted. Some examples include:
 - a. Standing a student in the hall.
 - b. Ridiculing, embarrassing, and/or derogatory comments directed toward the student **in private or public**.
 - c. Writing repetitive assignments.
 - d. Corporal punishment of students is not permitted by New Jersey

Law. Teachers may use reasonable force when necessary:

- (1) to quell a disturbance threatening physical injury to **self or** others.
- (2) to obtain possession of a weapon or dangerous objects.
- (3) for the protection of persons or property.

Discipline guidelines have been developed to assist the professional staff and administration with various behavior situations. Teachers should review the school rules and discipline guidelines with their classes during the first week of school. Teachers should remember that the students are children learning to function in society and try to be fair with each student as an individual.

Teacher Interventions: Grades 2-5

Level 1:

The teacher's Classroom Management Procedures

Level 2:

Parent contact by telephone to discuss concern

Level 3:

The teacher contacts the parent, develops a Behavior Modification Plan with the parent and student, and establishes a daily monitoring sheet for two weeks.

Level 4:

Parent/teacher/administrator/student meeting.

Level 5:

Referral to Discipline Review and/or I&RS

Please Note: A conduct referral can be written at any time through the levels above. **Students can be referred to a counselor for self assessment or support.**

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Discipline Guidelines

D Administrative Detention

IS/TO Internal/In-School Suspension
 ES:External/Out-of-School Suspension

Administrative Recess Detention Guidelines

1. Students may be assigned lunch/recess detention by the principal or vice principal.
2. Students assigned to recess detention will be monitored by a recess detention duty teacher.
3. Homeroom teachers notify recess detention teacher of the students who will be attending.
4. The arrangements for pickup and delivery will be made by and among the participating teacher(s) and recess detention teacher.
5. Rules during detention are:
 - a. Students are to remain in the room during the entire detention (restroom emergency is the only exception).
 - b. Students must do school work **or complete self assessment.**
 - c. Students are to refrain from talking or communicating in any way.
 - d. Students who misbehave will be sent to the office for further disciplinary action.
 - e. At the end of the period, the students will report back to their classrooms, if at all possible. Individual teachers are encouraged to pick up their students from the Administrative Recess Detention room and escort them back to class.

Meditation Yoga or therapeutic intervention will be considered for future budget years.

**Hamilton Township
 Discipline Guide Grades 2-5**

Administrative consequences will vary depending on: the severity of the infraction committed the age and grade level of the student, and the discretion of the administration for the particular school in which the offense occurs. The Discipline Guideline below is a guide for the Administration. In all instances, the Administration has the responsibility to handle each student as an individual.

Infraction Type	Offense #/Consequence as determined by administration				
	1	2	3	4	
Administrative Detention/Inappropriate Behavior	D2	IS1	IS2	IS3+	
Administrative Removal from Classroom	IS1	IS2	ES1	ES2+	
Administrative Removal from ISS	Additional ISS	Parent Pickup & 1 ISS	Parent Pick up & ES1	Parent Pick up & ES3+	
Arson	ES10+	-	-	-	Note 23
Assault on Staff Reg. 5612	ES4	-	-	ES10	Note 2

Assault on Student	ES3	-	-	ES10	Note 2
Bullying/Cyber bullying (+HIB Protocol)	IS1	IS2	ES1	ES3+	Note 2 & 4
Bus Misconduct (Major)	13 days bus suspension	35 days bus suspension	510 days bus suspension	1015 days bus suspension	Note 5
Bus Misconduct (Minor)	D1	D2	1 5BS/Parent phone call by VP	510 BS/Parent Conference with Principal	Note 5
Cheating/Dishonesty	D1	D2	D3	IS1	
Discriminatory/ Racist/Bias Related Comments	D2	-	-	ES10	Note 2
Dress Code	Children who are not dressed in compliance with Hamilton Township School District Policy will be reminded of appropriate dress for school by their teacher or the school nurse. The Child's teacher will contact his or her parent/guardian informing them of the dress code violation. Children dressed in appropriately will be sent to the school nurse to receive alternate clothing to wear for the day. Consequences can vary based on the actions surrounding the offense.				
Disruptive/Disrespect/Misconduct	D1	D2	IS1	IS2	
Extortion/Gambling	D2	IS1	IS2	ES1+	
Falsifying an Alarm/Bomb Threat	ES10+	-	-	-	Note 2
Fighting Equal Aggressor/High Intensity	ES3	-	-	ES10	Note 2
Fighting Equal Aggressor/Low Intensity	ES1	-	-	ES5+	
Fighting Minor Physical Contact (Pushing/Shoving)	D2	IS1	IS2	IS3+	
Fighting Initiator/Failure to Stop	Add 1 Day to above				
Forgery/Falsification	Warning	D1	D2	IS1	
Harassment of Student or Staff member (+HIB Protocol)	IS1	-	-	ES10	Note 2
Horseplay	D2	IS1	IS2	IS3+	
Illegal Drugs Possession/ Use/Distribution Reg. 5330	ES10+	-	-	-	Note 2
Inappropriate Comments to Staff	D2	-	-	ES2+	
Inappropriate Comments to Student	D1	-	-	ES1+	
Intentional Inappropriate Physical Contact with Another Student	IS1	-	-	ES4	
Intentional Inappropriate Physical Contact with Staff	IS2	-	-	ES5+	
Instigating Behavior	IS1	IS2	IS3	ES1	
Insubordination/Disobedience/Noncooperation/Defiance/Failure to Identify Self	D2	D3	IS1	IS2	
Leaving/Failure to Report to Assigned Area/Loitering	D2	D3	IS1	IS2	
Leaving School Building/Grounds without permission	IS1	-	-	ES4+	
Misconduct During a Drill	D2	D3	IS1	IS2+	
Misuse of Computer Networks/Computer Reg. 2361	D1	D2	IS1	IS2	Note 4
Misuse of Electronic Device and/or Recording of Others Reg. 5516	Confiscation, Parent Call	-	-	ES4	Note 4
Misuse of School Property/Equipment (nonharmful)	D2	-	-	ES2+	

Obscene Language/Gestures or Behavior/Use of Profanity with student	D2	-	-	ES4+	Note 4
Obscene Language/Gestures/Behavior/Use of Profanity to Staff	IS1	-	-	ES4+	Note 4
Obscene Materials Possession of	D2	IS1	IS2	ES1+	Note 4
Obscene Material Sharing with Others	IS1	-	-	ES4+	Note 4
Over the Counter Drugs Possession/Use Reg. 5330	Parent Notification	IS1	-	ES4	
Possession of a Dangerous Object Reg. 8467	ES4	-	-	ES10	Note 2
Possession of a Lighter/Matches	IS1	IS2	ES1	ES2+	Note 2
Recklessness/Behavior Endangering the Safety of Others	IS1	IS2	ES2	ES4+	
Retaliation (+HIB Protocol)	ES1	ES2	ES3	ES4+	Note 2
Selling Items in School without Permission (nonharmful)	D1	D2	D3	IS1	
Sexual Harassment (+HIB Protocol)	ES4	-	-	ES10	Note 2
Theft/Stealing <\$10	D1	D2	IS1	IS2+	Note 1
Theft/Stealing >\$10	D2	-	-	ES4+	Note 1
Threats to Students or Staff (+HIB Protocol)	IS1	-	-	ES10	Note 2
Throwing Items (nonharmful)	D1	D2	D3	IS1	
Tobacco Possession	IS1	IS2	ES1	ES2+	Note 2
Tobacco Use (Smoking)	ES1	ES2	ES4	ES5+	Note 2
Truancy	IS1	IS2	IS3	IS4	Note 2
Walking Out of Administrator's Office	IS1	-	-	ES4	
Weapon Offense (Including Imitation Weapons) Reg. 8467	ES10+	-	-	-	Note 23
Willful Defacing of School Property/Vandalism	IS1	IS2	ES1	ES2+	Note 1

Note 1: Financially responsible for repair/replacement; SRAO notified – possible complaint filed with police

Note 2: Superintendent and/or SRAO notified-possible complaint filed with the police

Note 3: CST Referral

Note 4: Possible loss of Computer Network Access

Note 5: All infractions also include consequences from school discipline code.

Supportive counseling will be considered on a case by case basis depending upon infraction.

Excessive rowdiness, fighting, or other reason causing bus to be pulled over and police called will result in external suspensions and possible complaint filed with the police.

Bus Discipline Information Grades 2-5

New Jersey School Law, Title 18A:252, states: “A pupil may be excluded from the bus for disciplinary reasons by the principal, and his parents shall provide for his transportation to and from school during the period of such exclusion.”

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Students ride the bus to and from school every day. Students need to realize that they need to behave themselves on the school bus to ensure everyone's safety. The following rules have been developed to guide the students to have a safe bus ride:

1. Students must obey and respect the driver at all times.
2. Students must sit in their assigned seats only.
3. Seat belts must be buckled and tight at all times.
4. Students must sit in their seat facing forward with feet out of the aisle, and hands, arms, and head inside the bus.
5. Students must remain seated at all times.
6. Changing seats at any time is prohibited.
7. Loud, screaming, profane, or obscene language is not permitted at any time.
8. Students must keep the bus clean and must not deface or damage it.
9. Students are not to eat, drink, or chew gum on the bus.
10. Students are not to take pictures or video with regular, cell phone, or tablet cameras when on the bus.

The following consequences have been developed for those students who behave inappropriately on the school bus: First offense one to five (15) days' bus suspension for:

1. Profane or abusive language directed to driver or any other on school bus
2. Fighting of any kind
3. Intentional physical injury against **self** or another student
4. Jumping seats (jumping over/crawling under seats)
5. Throwing any object/objects inside or outside the school bus
6. Damaging any part of the school bus (must also pay for repairs)
7. Any other offense the principal may deem serious
8. **Assessment for counseling and behavioral needs may be conducted at anytime.**

Offenses other than above:

First referral: An administrative recess detention(s)

Second referral: One to five (15) days bus suspension. Third referral: Five to ten (5-10) days bus suspension. Fourth referral: Ten to fifteen (10-15) days bus suspension. Fifth referral: Thirty plus (30+) days bus suspension. Parent conference prior to student returning to the bus is at the discretion of the administration.

Repeat Offenders

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Upon receiving a 5th referral, the student will be referred for a Discipline Review. A pupil may be referred sooner, if warranted. Upon the 8th referral, the student may appear before the principal; upon the 10th referral, the student may be referred to the Superintendent. **Assessment for counseling and behavioral needs may be conducted at anytime.**

Discipline Review

The Discipline Review Committee may consist of the at least two of the following representatives Principal, Vice Principal, Guidance Counselor, Case Manager, 504 Coordinator, teacher representatives and/or student's parent/guardian. The purpose of the committee is to:

1. To review and discuss behavior concerns,
2. To attempt to identify and analyze cause of student behavior,
3. To develop a contract detailing expectations and consequences.
4. **To provide coping skills and supports**

Discipline Review Progression for Repeat Offenders

# of Referrals 1-4	Possible Action Teacher intervention, documentation of infractions, parent/guardian communication	People Involved Classroom teacher, Vice Principal, student and/or parent/guardian
5	Discipline Review Meeting Functional Behavior Assessment to be followed by Manifestation Determination Hearing – for student with documented disability.	VicePrincipal, Guidance Counselor, Case Manager, 504 Coordinator, teacher representatives, student and/or parent/guardian
8	Discipline Review Meeting with Principal	Principal, Vice-Principal, Guidance Counselor, Case Manager, 504 Coordinator, teacher representatives, student and/or parent/guardian
10	Discipline Review Meeting with Superintendent	Superintendent, Principal, Vice-Principal, Guidance

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		Counselor, Case Manager, 504 Coordinator, teacher representatives, student and/or parent/guardian
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If prior to the 8th referral a student commits a third offense that results in an external/out-of-school suspension, the student may appear in front of the Principal.

WILLIAM DAVIES MIDDLE SCHOOL – GRADES 6-8

Discipline Guidelines

- D: Detention-Lunch or Afterschool
- IS/TO: Internal/In-School Suspension – Partial or Full Day
- ES: External/Out-of-School Suspension

Please note that administrative detentions refer to an after school detention assigned by the administration only, that students serve from 2:10 to 4:00 p.m. Students will receive twenty-four hours notice before being required to serve a detention, except in extenuating circumstances. The student will receive correspondence explaining the infraction to the parent/guardian. A copy of the correspondence will also be sent home via mail and the information may be uploaded to the student management system for parents to review.

Suspension refers to the temporary removal of the student from regular classes. This suspension served either on an internal or external basis, depending on the circumstances of the individual case, previous infraction, etc. A student may be externally suspended for major infractions incurred while serving an internal suspension.

Parents will be contacted by the Vice Principal's office with a letter and a telephone call for internal suspensions. Parents must have a conference and/or return with the student in the case of an external suspension. Externally suspended students will be afforded the opportunity to complete any assignments missed during their suspension.

**Hamilton Township
Discipline Guide Grades 6-8**

Administrative consequences will vary depending on: the severity of the infraction committed the age and grade level of the student, and the discretion of the administration for the particular school in which the offense occurs. The Discipline Guideline below is a guide for the Administration. In all instances, the Administration has the responsibility to handle each student as an individual **and to provide the student with coping skills and support.**

Infraction Type	Offense #/Consequence as deemed by administration				
	1	2	3	4	
Administrative Detention Cutting/Inappropriate Behavior	D3	IS1	IS2	ES1	
Administrative Removal from Classroom	IS1	IS2	ES1	ES2+	
Administrative Removal from ISS	Additional ISS	Parent	Parent	Parent	
Arson	ES10+	-	-	-	Note 23
Assault on Staff-Reg. 5612	ES4	-	-	ES10	Note 2
Assault on Student	ES3		--	ES10	Note 2

Bullying/Cyber Bullying (+HIB Protocol)	IS2	ES1	ES2	ES3	Note 2 & 4
Bus Misconduct (Activity Bus)	May not Attend activity for 2 weeks	May not Attend activity for 4 weeks	May not Attend activity for 6 weeks	May not Attend activity for 7+ weeks	Note 6
Bus Misconduct (Major)	13 days bus suspension	35 days bus suspension	510 days bus suspension	1015 days bus suspension	Note 6
Bus Misconduct (Minor)	Warning/Parent Phone Call by VP/D	15 days BS/Parent Phone Call by VP	510 BS/Parent Conference with VP	1015 BS/Parent Conference with Principal	Note 6
Cheating/Dishonesty	D2	D3	IS1	IS2	
Dating Violence (+HIB Protocol)	IS1	-	-	ES10	
Discriminatory/Racist/Bias Related Comments	IS2	-	-	ES10	
Disruptive/Disrespect/Misconduct	D1	D2	IS1	IS2	
Dress Code Violation	<p>Give student option to change or call parent to obtain clothes. If unable to obtain appropriate clothing the student will be placed in the internal suspension room for the remainder of the day and such placement will be counted on their discipline record. Parent notification by guidance/VP.</p> <p>If student changes but is a repeat offender they will receive a warning for the first infraction and then D1 for 2nd offense, D2 for 3rd offense, and D3 for 4th offense. An additional detention will be given for each subsequent infraction.</p>				
Extortion/Gambling	IS2	IS3	ES1	ES2+	
Extreme PDA	IS1	IS2	IS3	ES1	
Falsifying an Alarm/Bomb Threat	ES10+	-	-	-	Note 2
Fighting Equal Aggressor/High Intensity	ES4	ES6	ES8	ES10	
Fighting Equal Aggressor/Low Intensity	ES2	ES3	ES4	ES5+	
Fighting Minor Physical Contact (Pushing/Shoving)	IS2	IS3	ES1	ES2+	
Fighting Initiator/Failure to Stop	Add 1 Day to above				
Forgery/Falsification	D2	D3	IS1	IS2	
Harassment of Student or Staff member (+HIB Protocol)	IS1	-	-	ES10	Note 2
Horseplay	IS1	IS2	IS3	ES1	
Illegal Drugs Possession/Use/Distribution Reg. 5330	ES10+	-	-	-	Note 2
Inappropriate Comments to Staff	D4	-	-	ES2+	
Inappropriate Comments to Student	D3	-	-	ES1+	
Intentional Inappropriate Physical Contact with Another Student	IS2	-	-	ES4	
Intentional Inappropriate Physical Contact with Staff	IS3	-	-	ES5+	
Instigating Behavior	IS1	IS2	IS3	ES1	
Insubordination/Disobedience/Noncooperation/Defiance/Failure to Identify Self	D2	D3	IS1	IS2	
Lateness to Class 4th time	D2	D3	D4	IS1	
Lateness to School/Early Dismissal, Excessive			15th occurrence= 1	20th occurrence	Note 5

	5th occurrence= warning	10th occurrence= Administra- tive Detention and Parent Phone Conference	IS & 1 Unex. Absence; VP/ Counselor Parent conference	2 ISS & 1 Unex. Absence; Principal/VP Confer-ence with Parent	
Leaving/Failure to Report to Assigned Area/Loitering/Cutting Teacher Detention	D2	D3	IS1	IS2	
Leaving School Building/Grounds without Permission	ES1	ES2	ES3	ES4	
Misconduct During a Drill	D3	IS1	IS2	ES1+	
Misuse of Computer Networks/Computer Reg.2361	D1	D2	IS1	IS2	Note 4
Misuse of Electronic Device and/or Recording of Others Reg. 5516	Confiscation, Parent Call	-	-	ES4	Note 4
Misuse of School Property/ Equipment (nonharmful)	D3	-	-	ES2+	
Obscene Language/ Gestures or Behavior/Use of Profanity	IS1	-	-	ES4+	Note 4
Obscene Language/Gestures/Behavior/Use of Profanity to Staff	IS2	-	-	ES5+	Note 4
Obscene Materials Possession of	Add 1 Day to above				
Obscene Material Sharing with Others	Add 2 Days to the above				
Over the Counter Drugs Possession/Use Reg. 5330	Parent Notification	IS1	-	ES4	
Possession of a Dangerous Object Reg. 8467	ES4	-	-	ES10	Note 2
Possession of a Lighter/Matches	IS2	IS3	ES1	ES2+	Note 2
Recklessness/Behavior Endangering the Safety of Others	IS2	ES2	ES4	ES5+	
Retaliation (+HIB Protocol)	ES1	ES2	ES3	ES4+	Note 2
Selling Items in School without Permission (nonharmful)	D1	D2	D3	IS1	
Sexual Harassment (+HIB Protocol)	ES4	-	-	ES10	Note 2
Theft/Stealing <\$10	D2	D3	IS1	IS2+	Note 1
Theft/Stealing >\$10	IS1	-	-	ES4+	Note 1
Threats to Students or Staff (+HIB Protocol)	IS1	-	-	ES10	Note 2
Throwing Items (nonharmful)	D1	D2	D3	IS1	
Tobacco Possession	IS2	IS3	ES1	ES2+	Note 2
Tobacco Use (Smoking)	ES4	ES6	ES8	ES10	Note 2
Trespassing	D3	-	-	ES4	
Truancy	IS1	IS2	IS3	IS4	
Walking Out of Administrator's Office	IS2	-	-	ES4	
Walking to/from School	Warning/Parent Contact	D1 Parent Phone call	D2 Parent Confer-ence	D3 Parent	

				Confer- ence	
Weapon Offense (Including Imitation Weapons) Reg. 8467	ES10+	-	-	-	Note 23
Willful Defacing of School Property/ Vandalism	IS2	IS3	ES1	ES2+	Note 1

Note 1: Financially Responsible for repair/replacement; SRAO notified possible complaint filed with police

Note 2: Superintendent and/or SRAO notified possible complaint filed with the police

Note 3: CST Referral

Note 4: Possible Loss of Computer Network Access

Note 5: All infractions also include consequences from school discipline code. Excessive rowdiness, fighting, or other reason causing bus to be pulled over and police called will result in external suspensions and possible complaint filed with the Police.

Bus Discipline Information

New Jersey School Law, Title 18A:252 states: "A pupil may be excluded from the bus for disciplinary reasons by the Principal, and his parents shall provide for his transportation to and from school during the period of such exclusion."

The safety of our students is of primary importance. The following guidelines have been instituted in conjunction with the Board of Education:

1. Students must obey and respect the driver at all times.
2. Students must sit in their assigned seats only.
3. Seat belts must be buckled and tight at all times.
4. Students must sit in their seat facing forward with feet out of the aisle, and hands, arms, and head inside the bus.
5. Students must remain seated at all times.
6. Changing seats at any time is prohibited.
7. Loud, screaming, profane, or obscene language is not permitted at any time.
8. Students must keep the bus clean and must not deface or damage it.
9. Students are not to eat, drink, or chew gum on the bus.
10. Students are not to take pictures or video with regular, cell phone, or tablet cameras when on the bus.

A letter will be sent to the parent/guardian advising what course of action is being taken. Depending on the severity of the offense, as viewed by the building administrator, the student may be given a warning or suspended from the bus.

First offense, one to five days bus suspension for:

1. Profane or abusive language directed to driver or any others on school bus.
2. Fighting of any kind.
3. Intentional physical injury against another student.
4. Jumping seats (jumping over/crawling under seats).
5. Throwing any object/objects inside or outside the school bus.
6. Damaging any part of the school bus (must also pay for repairs).
7. Any other offense the Principal may deem serious.

Offenses other than those above **will be handled in accordance with the Discipline Guide for grades 6-8 and may include bus suspensions, as deemed appropriate by administration and parent conferences.**

Additional Guidelines:

1. Regular Bus Suspension

A student during a regular bus suspension is not permitted to stay after school for any activity and ride the activity bus.

2. Activity Bus Suspension

If a student misbehaves on the activity bus, the student cannot participate in any activity for the following amount of time:

- | | |
|-------------|---------|
| 1st offense | 1 weeks |
| 2nd offense | 2 weeks |
| 3rd offense | 3 weeks |

Policy Regarding Non Curricular Related Assemblies, Interscholastic Sports, Non-Academic Clubs and Activities, Grade 8 End of the Year Special Activities – Including the Grade 8 Celebration Ceremony

The Davies School offers to the student many extracurricular activities. The district provides late bus transportation which operates 2 3 days a week for these activities. Activities for the school year will take place between 2:10 p.m. and 4:00 p.m. Students should listen to the announcements for any additional activities during the school year.

Activities are considered privileges and the students must be in good standing in order to participate. Listed below are guidelines for participation in interscholastic sports, non-academic clubs, and activities:

1. Academic

- a. If a student has a failing grade when report cards are issued, in any subject he/she is ineligible.
- b. If a student has a failing grade at the time interims are issued, he/she must meet the following conditions to participate in nonacademic clubs/activities and/or sports.

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1. Meet with guidance to develop an academic intervention contract;
 2. Adhere to and successfully meet the goals outlined in the contract;
 3. Failure to comply with the intervention contract will result in the student not being able to participate, until the conditions of the contract are met.
2. Conduct/Behavior
- a. All detentions assigned by the staff have precedence over any practices/games, club meetings or rehearsals.
 - b. A student is ineligible and may be excluded from such activities if he/she:
 1. has 10 or more infractions with discipline referrals during the school year according to the Student Code of Conduct.
 2. has been internally/externally suspended 5 or more days during the school year for infractions violating the Student Code of Conduct.
 3. has been involved in any serious discipline matter (long term suspension of 10 or more days)
 4. has been internally/externally suspended within 5 school days of any non-curricular related assemblies, interscholastic sports, non-academic clubs or activities, grade eight special activities end of year events, including the Grade Eight Celebration Ceremony
 - c. all students suspended internally/externally, as a result of a student code of conduct infraction, will be immediately suspended from the team, club, or activity. A student remains ineligible to participate in such activities for a period of 5 school days from the last day of the internal/external suspension.
 - d. reinstatement - he/she must submit a letter to the principal or designee within 5 days of the infraction in order to be considered for reinstatement. A meeting may occur (depending on the principal or designee's determination) with the student, the advisor/coach, and the principal or designee. At that time, a decision will be made on the eligibility of the student. Two suspensions during the course of the season or marking period permanently removes a student from the activity. A decision will be made as to whether the student will be allowed to participate in other activities during the remainder of the school year pending a mandatory meeting between the principal or designee, the student, coaches, and the parent/guardian.

Repeat Offenders

Upon receiving a 5th referral, the student will be referred for a Discipline Review. A pupil may be referred sooner, if warranted. Upon the 8th referral, the student

may appear before the principal; upon the 10th referral, the student may be referred to the Superintendent.

Discipline Review

The Discipline Review Committee may consist of at least two of the following representatives Principal, Vice Principal, Guidance Counselor, Case Manager, 504 Coordinator, teacher representatives and/or student's parent/guardian. The purpose of the committee is to:

1. To review and discuss behavior concerns,
2. To attempt to identify and analyze cause of student behavior,
3. To develop a contract detailing expectations and consequences.

Discipline Review Progression for Repeat Offenders

# of Referrals	Possible Action	People Involved
1-4	Teacher Intervention, documentation of infractions, parent/guardian communications	Classroom teacher, Vice-Principal, student and/or parent/guardian
5	Discipline Review Meeting Functional Behavior Assessment to be followed by Manifestation Determination Hearing – for student with documented disability.	VicePrincipal, Guidance Counselor, Case Manager, 504 Coordinator, teacher representatives, student and/or parent/guardian
8	Discipline Review Meeting with Principal	Principal, Vice-Principal, Guidance Counselor, Case Manager, 504 Coordinator, teacher representatives, student and/or parent/guardian
10	Discipline Review Meeting with Superintendent	Superintendent, Principal, Vice-Principal, Guidance Counselor, Case Manager, 504 Coordinator, teacher

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		representatives, student and/or parent/guardian
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If prior to the 8th referral a student commits a third offense that results in an external/out-of-school suspension, the student may appear in front of the Principal.

I. Disciplinary Procedures

1. Pupils and parents will be given notice of the rules of conduct and disciplinary procedures by copy of Policy No. 5600, this regulation, and any other school rules binding on pupil conduct. Principals will distribute these documents to all pupils on the first day of each school year and to transferring pupils on the first day of their enrollment in this district.
2. Teachers and administrators in charge of pupil discipline shall make every effort to administer these rules consistently and fairly.
3. The staff member who disciplines a pupil for conduct shall, however minimal the offense or the discipline,
 - a. Orally inform the pupil of the conduct for which he or she is being disciplined; and
 - b. Offer the pupil an opportunity to deny the charge or to present extenuating circumstances.
4. Pupils with disabilities shall be disciplined in accordance with Policy and Regulation No. 2460.6. For students with disabilities, subject to Individualized Education Programs in accordance with 20 U.S.C. § 1400 et seq., the Individuals with Disabilities Educational Improvement Act, N.J.A.C 6A:14, and accommodation plans under 29 U.S.C. §§ 794 and 705(20), student discipline and the Code of Student Conduct shall be implemented in accordance with the components of the applicable plans. Unless the circumstances pose an imminent peril to the pupil and/or others or cause a substantial disruption to the educational program, the disciplining staff member will ascertain whether a misbehaving pupil is classified as educationally disabled before any discipline is imposed.
5. Where the discipline is greater than an admonishment, the pupil's parent or legal guardian will be notified of the offense and of the discipline imposed and will be offered an opportunity to confer with the Vice Principal or Principal involved.
6. Where the offense is serious and the discipline greater than detention, every effort will be made to notify the parent prior to the informal hearing.
7. An Internal/InSchool suspension, External/Out-of-School suspension from school, or expulsion will be conducted in strict accordance with law and Policy Nos. 5610 and 5620.

School Bus Conduct Violations of the rules regarding student conduct on school buses will be handled as follows:

1. The bus driver will report unacceptable conduct to the Principal of the school or designee in which the student is enrolled by submission of a completed

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written report that includes the name of the student, the school, and the student's conduct.

2. The Principal or designee will investigate the matter, which may include meeting with the bus driver, bus aide, other students on the school bus, and the student who was reported by the bus driver.
3. The parent will be notified of the student's reported conduct.
4. The Principal or designee will make a determination if the student violated behavioral expectations and the discipline to be administered in accordance with the Code of Student Conduct.
5. If it is determined the misconduct is severe, the student may be suspended from the bus pending a conference with the parent.

J. Student Conduct Away from School Grounds

1. The Building Principal or designee has the right to impose a consequence on a student for conduct away from school grounds that is consistent with the Board's Code of Student Conduct, pursuant to N.J.A.C. 6A:167.1.
 - a. This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security, and wellbeing or for reasons relating to the safety, security, and wellbeing of other students, staff, or school grounds, pursuant to N.J.S.A. 18A:252 and 18A:372.
 - b. This authority shall be exercised only when the conduct that is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school.
 - c. Consequences for conduct away from school grounds shall be handled in accordance with the Board approved Code of Student Conduct, pursuant to N.J.A.C. 6A:167.1, Policy and Regulation 5600, and as appropriate, in accordance with N.J.A.C. 6A:1672, 7.3, or 7.4.
2. School authorities shall respond to harassment, intimidation, or bullying that occurs off school grounds, pursuant to N.J.S.A. 18A:3714 and 15.3 and N.J.A.C. 6A:161.3, 7.1, and 7.7. R.

K. Students with Disabilities

For students with disabilities, subject to Individualized Education Programs in accordance with 20 U.S.C. § 1400 et seq., the Individuals with Disabilities Educational Improvement Act, N.J.A.C 6A:14, and accommodation plans under 29 U.S.C. §§ 794 and 705(20), student discipline and the Code of Student Conduct shall be implemented in accordance with the components of the applicable plans.

L. Records

Instances of pupil discipline will be recorded in the pupil's file in strict compliance with N.J.A.C. 6:32 and Policy No. 8330.

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1. The school responses to violations of behavioral expectations that are subject to student discipline including suspension or expulsion pursuant to N.J.S.A. 18A:372 outlined in a Chart of Student Discipline shall be consistent with the Board's policies and regulations/procedures on attendance, pursuant to N.J.A.C. 6A:167.6 and harassment, intimidation, and bullying, pursuant to N.J.A.C. 6A:167.7.
2. The Principal or designee will maintain a list of community based health and social service provider agencies available to support a student and a student's family, as appropriate, and a list of legal resources available to serve the community.
3. The Board of Education may deny participation in extracurricular activities, school functions, sports, Grade Eight Celebration Ceremony, or other privileges as disciplinary sanctions when designed to maintain the order and integrity of the school environment.
4. Nothing in Policy and Regulation 5600 shall prevent the school administration from imposing a consequence for unacceptable student conduct not listed or included in a Chart of Student Discipline.

M. Transfer of Student Discipline Records

1. Instances of student discipline will be recorded in the student's file in strict compliance with N.J.A.C. 6A:327.1 et seq. and Policy and Regulation 8330.
2. When a student transfers to a public school district from another public school district, all information in the student's record related to disciplinary actions taken against the student by the school district and any information the school district has obtained pursuant to N.J.S.A. 2A:4A60, Disclosure of Juvenile Information; Penalties for Disclosure, shall be provided to the receiving public school district, in accordance with the provisions of N.J.S.A. 18A:3619(a), and N.J.A.C. 6A:327.5.
 - a. The record shall be provided within two weeks of the date that the student enrolls in the receiving district.
 - b. Written consent of the parent or adult student shall not be required as a condition of the record transfer; however, written notice of the transfer shall be provided to the parent or the adult student.
3. When a student transfers to a private school, which includes all sectarian or nonsectarian, nonprofit, institutional day, or residential schools that provide education for students placed by their parents and that are controlled by other than public authority, all student disciplinary records with respect to suspensions or expulsions, shall be provided by the public school district of residence to the private school upon written request from the private school, in the same manner the records would be provided to a public school, pursuant to 20 U.S.C. § 6301, Title IV § 4155 of the Elementary and Secondary Education Act.
4. The Board shall not use a student's past offenses on record to discriminate against the student.
5. All student disciplinary records pursuant to N.J.A.C. 6A:167 shall conform with the requirements set forth in N.J.A.C. 6A:167.8(d).

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N. Annual Review

The Superintendent will designate a school staff member to coordinate an annual review and update of Policy and Regulation 5600. The Superintendent's designee will:

1. Compile an annual summary report of violations of the student behavioral expectations and the associated school responses to the violations in the Student Discipline/Code of Conduct Policy and Regulation.
2. Convene a Student Discipline/Code of Conduct Committee comprised of parents, students, and community members that represent the composition of the district's schools and community to review the annual summary report and to develop recommendations, if any, to improve and update the Student Discipline/Code of Conduct Policy and Regulation.
3. The Superintendent's designee shall submit the Committee's recommendations, if any, to improve or update the Student Discipline/Code of Conduct Policy and Regulation.
4. The Superintendent will review the Committee's report with school administrators and will determine if the Student Discipline/Code of Conduct Policy and Regulation should be updated.
5. The Superintendent will recommend to the Board revisions to the Student Discipline/Code of Conduct Policy, if needed.

O. Policy and Regulation Publication and Distribution

The Student Discipline/Code of Conduct Policy and Regulation 5600, including the Chart of Student Discipline shall be disseminated annually to all school staff, students, and parents. These documents may be disseminated in handbooks, electronically, or in hard copy form. Principals will ensure these documents are made available to all students on or before the first day of each school year and to transferring students on the first day of their enrollment in this district.

Issued: 17 October 2000

Revised: 2 September 2003

Revised: 24 January 2006

Revised: January 2011

Revised: 26 June, 2012

Revised: 11 September, 2013

Revised: December, 2014

Revised: August, 2015

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POLICY

HAMILTON TOWNSHIP BOARD OF EDUCATION

Teaching Staff Members
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DRESS AND GROOMING

3216 DRESS AND GROOMING

Teachers set an example in dress and grooming for their students to follow. The Board of Education believes that the appearance of staff members is an important component of the educational program of the school district. School staff members are employees who are role models and whose attitude about their professional responsibilities and the importance of education in the lives of their pupils are reflected in their dress and appearance.

Accordingly, in order to create an atmosphere of respect for staff and an environment conducive to discipline and learning, the Board establishes the following guidelines for staff members' attire in the performance of their professional duties during every school day:

1. **Individuals who identify as Female staff members** may wear dresses, skirts (appropriate length no more than two inches above the knee), or slacks with appropriate tops. Leggings are permitted when worn with a dress or skirt at a length no shorter than two inches above the knee.
 - a. Dress and tops can be sleeveless, however, tank tops, straps or elastic holding up a top, cut-out or see through elements are not permitted.
 - b. T-shirts are not permitted.
 - c. Slacks must be ankle length or no more than five inches above the ankle.
 - d. Shirts, blouses and dresses must cover the back, waist, and/or midriff.
 - e. **No logos on shirts unless school logo, school mascot or school name.**
2. **Individuals who identify as Male staff members** may wear suits or dress slacks, with or without jackets. Male staff members may wear a collared **polo/golf shirt** or a turtleneck shirt/sweater.
 - a. **No logos on shirts unless school logo, school mascot or school name.**
 - b. **Shirt and tie must be worn to all conferences, Back to School Nights, and as prescribed by administration.**



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DRESS AND GROOMING

3. Appropriate footwear must be worn with safety being the main concern. Sneakers/athletic shoes, flip flops, clogs, and or work boots are not acceptable footwear (except with written medical prescription). Closed toed shoes with backs are encouraged. Staff members may change footwear for outside duty.
4. Denim or chambray jeans of any kind or color are not permitted. Denim or chambray shirts and jackets are not considered business attire and are prohibited.
5. Sweat tops/pants and team jerseys are not permitted. Holiday sweatshirts may be worn during the appropriate season.
6. "Jeans Day"/Dress Down Day may be utilized as a fundraiser at the direction of the CSA or the Designee.
7. Amendments to this Policy may be considered in regards to a specific assignment demands at the discretion of the CSA or the Designee, i.e. Physical Education, Field Trips, etc.
8. Spirit Day and Holiday dress down events may also be approved by the CSA or the Designee.

A staff member violating the dress code policy may be subject to disciplinary measures including but not limited to: a verbal warning, written reprimand, withholding of an increment, charges of insubordination, or other sanctions as permitted by law.

Severability

The dress code policy shall be deemed to be severable. If any section is found to be unreasonable or void by a forum of competent jurisdiction, only that section shall be deemed deleted.

N.J.S.A. 18A:27-4

Adopted: 17 October 2000
Revised: 20 August 2002
Revised: 2 September 2003
Revised September 2010
Revised: December, 2016
Revised: August 28, 2017



POLICY

HAMILTON TOWNSHIP
BOARD OF EDUCATION

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LOCAL WELLNESS POLICY/NUTRIENT STANDARDS FOR MEALS AND OTHER FOODS

8505 LOCAL WELLNESS POLICY/NUTRIENT STANDARDS FOR MEALS AND
OTHER FOODS

[See POLICY ALERT Nos. 174, 195, 198, 204 and 212]

The Board of Education recognizes child and adolescent obesity has become a major health concern in the United States. The Healthy, Hunger Free Kids Act of 2010 (HHFKA), funds child nutrition programs and establishes required nutrition standards for school lunch and breakfast programs. In accordance with the requirements of the HHFKA each school in the district shall implement this Wellness Policy that includes goals for nutrition promotion, nutrition education, physical activity, and other school-based activities that promote student wellness.

The Principal or a School Wellness Policy Coordinator designated by the Principal will be responsible to ensure the school complies with the requirements in this Policy. The Superintendent of Schools will designate a District Wellness Policy Coordinator who will have the authority and responsibility to ensure each school in the district complies with the requirements outlined in this Policy.

A. Wellness Policy Goals

The goals as outlined below shall apply to each school in the district.

1. Goals for Nutrition Promotion – The following activities will be coordinated in each school in the district:
 - a. Age-appropriate posters will be posted on the walls where food and beverages are served to students highlighting and encouraging the value of good nutrition.
 - b. The school lunch program will have promotional days during the school year where at least one new nutritional alternative menu item will be featured as part of the menu pattern meal component. The food service staff members will promote this nutritional alternative during meal service with posters, flyers, and/or hand-outs regarding the nutritional menu item alternative.



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- c. The Principal or School Wellness Policy Coordinator will encourage food products that meet the nutrition standards of the HHFKA when used as an incentive or reward for student accomplishments, club or activity achievements, and/or success in competitions within the school.
 - d. Food service staff, in consultation with the Principal or School Wellness Policy Coordinator, will coordinate obtaining student input on menu planning that will include taste testing of new nutritional food, satisfaction surveys, and other activities that will promote nutrition awareness.
 - e. Food service staff will place the healthier food items in the service line where students are more likely to choose them.
 - f. Parents will be provided the nutritional standards of the HHFKA and encourage parents to pack lunches and snacks that meet the HHFKA nutritional standards.
2. Goals for Nutrition Education – The following activities will be coordinated in each school in the district:
- a. The Principal or School Wellness Policy Coordinator will ensure each student receives at least one presentation per school year that promotes good nutrition and nutrition education. These presentations may be provided through classroom visits from school staff members trained in nutrition, school-wide or group assembly programs, during health/physical education classes during the school year, or any other presentation manner. This requirement may be provided as part of nutrition education provided to students as part of the district's curriculum.
 - b. The Principal or School Wellness Policy Coordinator will post the nutritional guidelines of the HHFKA in the area of the school building where food and beverages are served.
 - c. The school lunch menu will include nutritional information, activities, recipes, and/or any other information that encourages the selection of healthy food items and for



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LOCAL WELLNESS POLICY/NUTRIENT STANDARDS FOR MEALS AND OTHER FOODS

students to make informed choices about nutrition, health, and physical activity.

3. Goals for Physical Activity

This section (3.a.) shall be included for districts with elementary schools.

a. The following activities will be coordinated in each elementary school in the district:

- (1) All students shall receive health/physical education under the supervision of a properly certified teaching staff member as required by the New Jersey Department of Education.
- (2) The Principal or designee will ensure there is age-appropriate equipment and supplies available during recess time for students to participate in physical activities.
- (3) Students will be encouraged by school staff members supervising student recess time to participate in some type of physical activity, which may include, but not be limited to: walking; playing games that require physical activity, such as kick ball, volleyball, baseball, basketball, etc.; rope jumping; and/or using playground equipment.
- (4) The Principal will encourage classroom teachers to incorporate brief, physical activity breaks into the school day to establish an environment that promotes regular physical activity throughout the school day.
- (5) The Principal or designee will coordinate special events that highlight physical activity, which may include field days, walk-a-thons, and activity tournaments or competitions. The Principal or designee may involve parents, community



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members, and students in the planning of these events.

This section (3.b.) shall be included for districts with middle schools.

- b. The following activities will be coordinated in each middle school in the district:
 - (1) All students shall receive health/physical education under the supervision of a properly certified teaching staff member as required by the New Jersey Department of Education.
 - (2) The Board of Education may offer middle school students opportunities to participate in after-school intramural and/or interscholastic team activities coordinated and under the supervision of school staff members.
 - (3) The Board of Education will support after-school activities and clubs where physical activity for students is included as a key component to the activity's or club's purpose. These clubs may include, but not be limited to, gardening clubs, walking clubs, and exercise classes.
4. Goals for Other School-Based Activities - The following activities will be coordinated in the district:
 - a. The district will establish a District Wellness Committee (DWC). The DWC will:
 - (1) Be comprised of a Principal or ~~or~~, at least one health/physical education teacher, a school nurse, at least two parents, at least two students, at least one food service staff member representing all school levels in the district, and the District Wellness Policy Coordinator; and
 - (2) Meet at least four times per year to establish goals for and oversee school health and safety policies and programs, including development,



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implementation, and periodic review and update of the district-wide Wellness Policy.

- b. The Principal or School Wellness Policy Coordinator will coordinate information being disseminated to students and parents promoting the school lunch program, nutrition, and nutrition education.
 - c. The school district will celebrate a School Wellness Week, as determined by the Superintendent of Schools, where schools will have special activities throughout the week to promote nutrition and physical activity. These special activities will be planned and coordinated by each school's Principal and/or School Wellness Policy Coordinator.
 - d. The Principal and/or School Wellness Policy Coordinator will encourage fund-raising activities that promote physical activity such as walk-a-thons, teacher-student activity competitions, family activity nights, and school dances.
5. Annual School Progress Report
- a. The goals for nutrition promotion, nutrition education, physical activity, and other school-based activities that promote student wellness shall be evaluated annually by the Principal or designee of each school and the School Wellness Policy Coordinator in an Annual School Progress Report provided to the Superintendent of Schools before May 1.
 - b. The Annual School Progress Report shall present the extent to which each school is in compliance with this Policy, the progress made in attaining the goals of this Policy, any recommended changes to this Policy, and an action plan for the following school year to achieve the school's annual goals and objectives.
6. Annual District Summary Progress Report



LOCAL WELLNESS POLICY/NUTRIENT STANDARDS FOR MEALS AND OTHER FOODS

- a. Upon receiving the Annual School Progress Report from each school, the District Wellness Policy Coordinator will compile an Annual District Summary Progress Report to be presented to the Superintendent and Board of Education at a public meeting before May 30 of the current school year. The public will be provided an opportunity to review and comment on the Annual District Summary Progress Report at the Board meeting.
- b. Revisions to this Policy will be recommended by the Superintendent or designee to be approved by the Board of Education before September 30 of each school year.

7. Additional Wellness Policy Goals

- a. Nothing in this Policy shall prevent an individual school in the district from developing and implementing additional activities, approved by the Superintendent or designee, to those required in this Policy.

B. Nutrition Guidelines for All Foods and Beverages

1. The Board of Education requires each school in the district to comply with the Federal school meal nutrition standards and the Smart Snacks in accordance with the requirements HHFKA. The nutritional standards shall apply to all foods and beverages sold in each school in the district as part of the menu pattern meal, a la carte, in school stores, snack bars, or vending machines. The requirements for any food or beverages sold in schools must meet a range of calorie and nutrient requirements as outlined in the HHFKA and a smart snack calculator shall be on file in each school for each product sold.
2. The school district will comply with the HHFKA beverage requirements and beverage portion requirements for each appropriate grade level. Each school will make potable water available to children at no charge in the place where breakfast, lunch, and after school snacks are served during meal service.



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3. On-campus fundraisers involving food or beverage items must meet the Smart Snack standards of the HHFKA. The nutrition standards of the HHFKA do not apply to non-school hours, weekends, and off-campus fundraising events. The United States Department of Agriculture defines school day as starting from midnight to thirty minutes after the end of the school day. Fundraisers involving the sale of food or beverages must be pre-approved by the Principal or designee and the District Wellness Policy Coordinator.
 4. The Board of Education will permit food in the school that is not sold to students to be brought into school by parents, students, or staff members for classroom activities, parties, or snacks, or other food provided to students as an incentive. Any occasion where food is brought into the school for such purposes must be approved by the Principal or designee, who will ensure safeguards are in place to protect students who may have a food or related allergy.
 5. **The following items should be limited in the classroom as a daily reward:**
 - a. **Foods of minimal nutritional value (FMNV) as defined by U.S. Department of Agriculture regulations;**
 - b. **All food and beverage items listing sugar, in any form, as the first ingredient; and**
 - c. **All forms of candy.**
- C. District Coordinator
1. The District Wellness Policy Coordinator shall be available to consult with school-based administrators, staff members, and the School Wellness Policy Coordinator(s) on the district's Wellness Policy.
 2. The District Wellness Policy Coordinator shall also be responsible to ensure parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the Board of Education, school administrators, and



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the general public are permitted to participate in the development, implementation, review, and update of this Wellness Policy.

3. The District Wellness Policy Coordinator shall be responsible to inform and update the public (including parents, students, and others in the community) about the content, implementation, updates and implementation status of the district's Wellness Policy through the district's website, school publications, and/or other school communications made available to the public.
 - a. The information and update shall provide as much information as possible about the school nutrition environment, including a summary of the events and activities related to the Wellness Policy implementation in the school district.

D. Wellness Policy Assessment

1. The District Wellness Policy Coordinator will prepare an assessment of the district's Wellness Policy in accordance with the requirements of the United States and New Jersey Departments of Agriculture on the extent to which the school(s) in the district are in compliance with the district's Wellness Policy, the extent to which the district's Wellness Policy compares to model school wellness policies, and a description of the progress made in attaining the goals outlined in the district's Wellness Policy.
2. The District Wellness Policy Coordinator will present this assessment to the Board of Education at a public Board meeting, make such assessment available to the public, and recommend any updates to the Policy accordingly.

E. Records

1. The District Wellness Policy Coordinator shall ensure records are maintained to document compliance with the requirements of the District Wellness Policy. Such records will include, but not be limited to:
 - a. The Board-approved Wellness Policy;



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- b. Documentation demonstrating the Policy has been made available to the public;
- c. Documentation of the efforts made in the school district to review and update the Policy;
- d. Documentation demonstrating compliance with the annual public notification requirements;
- e. Documentation demonstrating the most recent assessment on Policy implementation; and
- f. Documentation demonstrating the most recent assessment on the implementation of the School Wellness Policy has been made available to the public.

F. Publication/Dissemination

This Policy and Assessment will be made available to staff members, students, and parents by being posted on the school district and/or school websites.

The Healthy, Hunger-Free Kids Act of 2010

Adopted: May 2006
Revised: 17 January, 2012
Revised: 5 March, 2013
Revised: December, 2014
Revised: October, 2017



REGULATION

Hamilton Township

School District

Section: Program
2624. GRADING SYSTEM
Date Created: October, 2000
Date Edited: August, 2013

2624. GRADING SYSTEM

A. PURPOSE OF GRADING

1. The purpose of grading is to assist pupils in the process of learning; all grading systems will be subject to continual review and revision to that end.

Standards (NJSL)

2. Grades acknowledge a pupil's demonstrated proficiency in the ~~Common Core Standards for English Language Arts and Mathematics and the New Jersey Core Curriculum Content Standards~~ *New Jersey Student Learning* for all other content areas, as well as locally established learning goals and objectives:

- a. Active participation in and attention to daily lessons,
- b. Frequent contribution to discussions,
- c. Prompt, thorough, accurate, and neat preparation of assignments,
- d. Thorough preparation and performance on tests and assessments,
- e. Display of an eagerness to learn and an inquisitive approach to lessons,
- f. Attention to the need for proper materials,
- g. Cooperation with the teacher's efforts, and
- h. Willingness to work to the best of his/her ability and to do more than the minimum expected.

B. PREPARATION FOR GRADING

- 1. Each pupil must be informed of the behavior and achievements expected of him/her at the outset of each course of study or unit of study.
- 2. Each pupil must be kept informed of his/her progress during the course of a unit of study. Pupils are entitled to see the grades resulting from their performance during the grading period.
- 3. Pupils are encouraged to evaluate their own achievements.
- 4. Each method of grading shall be appropriate to the course of study and the maturity and abilities of the pupils.
- 5. The process of review and revision will involve teaching staff members, parent(s) or legal guardian(s), and, as appropriate, pupils.

C. GRADING PERIODS

- 1. Grades will be awarded at the end of each ~~marking period for grades 6-8 and at the end of each~~ *Pre-Semester B* ~~semester for grades K-5 in each school year.~~
- 2. ~~Pupils in grades 6-8 will be given a mid-term progress report at the mid-point of each marking period.~~

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3. Pupils in grades K-⁸ will be given a mid-term ^{trimester} progress report at the mid-point of each trimester when they are achieving below grade level (performance scores of 1 and below ^{for grades K-5 and letter grades of D and below for grades 6-8}).
4. Pupils in grades 6-8 will be given a final grade in each subject at the end of the school year.
5. Grades will be recorded on report cards for parent(s) or legal guardian(s) notification in accordance with Policy No. 5420 and Regulation No. 5420.

D. BASIC FOR GRADING

The teacher responsible for assigning a grade should take into consideration the pupil's:

1. Completion of written assignments prepared in the classroom or elsewhere
2. Oral contributions in class, including discussion responses, observations, panels
3. Performance on oral and/or written tests and quizzes
4. Research into standard references and other background materials
5. Oral and/or written reports on materials read by the pupil
6. Laboratory work
7. Expository papers
8. Evidence of other constructive efforts and achievements in learning
9. Attendance record, in accordance with Policies 5200, 5410, and 5460.

E. MEANING OF GRADES

1. The following grades will be given in each academic subject at the end of each ^{trimester} marking period in grades 6-8:
 - a. A grade of A indicates superior performance. It may be given to a pupil whose achievement exceeds grade level expectations as defined by the standards; whose work achieves a quality and quantity that consistently excels; and who demonstrates a high degree of initiative, application, and purpose.
 - b. A grade of B indicates above average performance. It should be given to a pupil whose achievement is above grade level; whose work frequently excels; and who generally demonstrates strength in the subject.
 - c. A grade of C indicates average performance as defined by meeting the specific grade level standards. It should be given to a pupil whose achievement in most areas of the subject are average; whose work is acceptable; and who demonstrates a satisfactory degree of proficiency.
 - d. A grade of D indicates below average performance and that the learner is working towards an understanding of the concepts. It should be given to a pupil whose achievement in the subject is the minimum accepted in the subject for credit, and who demonstrates limited proficiencies in the subject.
 - e. A grade of F indicates that no credit can be given for the subject or the child has not met grade level expectations. It should be given to a pupil who has made little progress towards designated learning goals and who has demonstrated an inability or unwillingness to master the basic elements of the course. This includes a student who has failed to meet the minimum attendance standards necessary to pass a course of study.

- f. A grade of "Incomplete" or "NR" will be given to those pupils in ~~grades 6-8~~ who are unable to complete the work assigned to the course for reasons beyond the pupil's control.
 - (1) A teacher will accompany the grade with a reasonable estimate of the amount of time the pupil may be required to complete the work necessary for the granting of credit.
 - (2) Exceptions required by unusual circumstances: Make-up work should be completed within two weeks of the end of the marking period. If the pupil is disabled at the end of the marking period make-up work should be completed within two weeks after the pupil's return to school.
 - (3) The pupil's completed work will be graded and the teacher will submit a grade, which will replace the incomplete grade on the pupil's transcript.

2. The following performance scores will be given in each core academic subject at the end of each trimester in grades K-5:

- a. A performance score of 3 indicates the learner meets or exceeds the grade level standard for a specific area within the core content. Enrichment tasks are provided frequently.
- b. A performance score of 2 indicates the learner is working towards an understanding of the grade level standard for a specific area within the core content. Practice and support with putting concepts together, both in and outside of the classroom, will nurture an understanding of this standard.
- c. A performance score of 1 indicates the learner is achieving below the grade level standard for a specific area within the core content, despite significant support from the teacher. Regular remediation is required.
- d. A blank indicates the course work needed to assess a standard will be addressed in the future OR learner receives other academic services during the class period.

The preschool students will be assessed and rated using the Teaching Strategies Gold Portfolio.

F. GRADING SCALES AND INDICATORS AND CRITERIA

Statement of Purpose *Students in grades K-5 will be assessed and rated using evidence from specific written classwork and assignments.*
 With primary and elementary children, we believe that recording behavioral observations is the best way to provide a grading system, especially when combined with *from specific written classwork and assignments.*

1. School Indicators
 Pre-Kindergarten Grading Scale

- 4 = Consistently Displayed
 - 3 = Developing
 - 2 = Developing with Assistance
 - 1 = Not Evident
- E = Exceeding Expectations
 M = Meeting Expectations
 P = Progressing Toward Expectations*

2. Grades K-5 Grading Scale Indicators

<u>LA, Math, Science, Social Studies</u>	<u>Program Codes</u>
3 = Meets or Exceeds Standard 2 = Approaches Standard	ADV = Advanced ACC = Accelerated

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<p>1 = Below Standard Blank=standard to be addressed</p> <p>in the future</p> <p><i>Health and Physical Education</i> <u>Related Arts & Development of a Learner</u></p> <p>O=Outstanding S=Satisfactory I=Improvement Desired</p>	<p>BIL = Bilingual BSI = Basic Skills Instructions ESL = English as Second Language SI = Specialized Instruction</p>
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3. Grades 6-8 Grading Scale

- A = 91-100 (grades do not exceed a score of 100)
- B = 83-90
- C = 75-82
- D = 67-74
- F = 66 -50 (grades do not go below a 50)

4. Criteria for Grading Grades ⁶~~K~~- 8 Academics and Grades K-5 Related Arts

- 10%=Homework
- 10%=Participation
- 80%=Projects, Tests, Quizzes, Paper, etc.

5. Criteria for Grading Grades 6-8 Related Arts *(see next page)*

Subject	Assessment (%)	Participation, Classwork, Preparation (%)	Homework (%)
World Language	25	75	
Phys Ed	40	60	
Health	60	30	10
Science, Technology, Engineering & Mathematics (STEM)	40	60	
Choir	50	40	10
Band	50	40	10
Visual Art	60	30	10
Graphic Art	60	30	10
Literacy, Media & Technology (LMT)	40	60	
Financial Literacy	40	60	
Book Study	40	60	

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5. Criteria for Grading Grades 6-8 Related Arts

Subject	Projects, Assessments	Classwork, Participation, Homework
Related Arts	50	50

6. Criteria for Grading Grades 6-8 Health and Physical Education

Subject	<u>Assessment %:</u>	<u>Preparation, Participation, Classwork %:</u>	<u>Homework %:</u>
Health	60	30	10
Subject	<u>Assessment %:</u>	<u>Preparation %:</u>	<u>Participation %:</u>
Physical Education	10	40	50

8.7. Grades 6-8 Quality Points (Passing and Failing)

Each letter grade has the following quality point value:

A = 4, B = 3, C = 2, D = 1, F = 0.

- 3 trimesters*
- A student must earn passing grades with a minimum of three quality points in subject area content that meet full year or ~~4 marking periods~~. A student must also earn passing grades within a minimum of two ~~marking periods~~. This pertains to English Language Arts (ELA) and Math content areas. *trimesters*
 - A student must earn passing grades with a minimum of three quality points in a subject area content that meets twice a year during a double block. (Quality point averages will be factored according to ~~four marking periods~~.) A student must also earn a passing grade within a minimum of one ~~marking period~~. This pertains to Social Studies and Science content areas. *three trimesters* *trimester*
 - A student must earn passing grades with a minimum of three quality points in subject area content that meets each ~~marking period~~ during the course of the school year. A student must also earn passing grades within a minimum of two ~~marking periods~~. This pertains to all Health/PE and Related Arts content areas. (All H/PE ~~marking period grades~~ & Related Arts ~~marking period grades~~ will be evaluated to determine the criteria above for quality points.) *trimester* *trimester grades for trimesters*

Pluses and Minuses:

It is neither necessary nor possible to issue marks to students which divide them into minute categories. For instance, if we use the A, B, C, D, and F letters for marks and further divide them into pluses (+) and minuses (-), we could divide a class of 25 pupils into 15 categories. On the basis of an average of ~~ten~~ (~~marking periods~~) to thirteen (~~trimesters~~) weeks of school, we do not believe children can be so infinitely marked and, therefore, pluses and minuses are not to be used on report cards in grades K through 8.

G. GRADE VALIDATION

In order to justify a grade, *indicator* each teacher is directed to file ^{*a completed*} report card grades in each student's cumulative folder. The records should be kept for a minimum of six years after the end of the school year in which the grades ^{*indicators*} were awarded. These include:

- The daily attendance and tardiness record
- All grades ^{*indicators*} earned for classroom activities such as quizzes, tests, reports, and class recitations
- All grades ^{*indicators*} earned for activities conducted elsewhere, such as homework assignments and term papers
- Any notation regarding the meaning of each grade ^{*indicator*} and its relation to the type of activity or material covered
- Any notation of discussions with the pupil on a grade ^{*indicator*} or the pupil's cumulative grade average
- Any referrals for guidance, discipline, and the like
- Any notations recording communications between the teacher and the parent(s) or legal guardian(s), the Principal, or other teaching staff members

H. APPEAL

- Each teacher is responsible for the determination of the grade ^{*indicator*} a pupil receives for participation in the teacher's course of study.
- Each teacher may be required to furnish reasons, supported by evidence (see F. above) to substantiate any grade ^{*indicator*} earned.

- 3. If a grade ^{indicator} is challenged by a pupil or a parent(s) or legal guardian(s), the teacher will convene a conference and will explain the grading system and the reasons for the final grade ^{indicator}.
- 4. If the parent(s) or legal guardian(s) or pupil is not satisfied by the teacher's explanations, an appeal to the Principal can be made. The Principal will consult with the teacher and the pupil in an attempt to resolve the dispute. The Principal will give every reasonable deference to the teacher's professional judgment.
- 5. If the Principal determines that the grade ^{indicator} should be changed, he/she will alter the grade ^{indicator} on all records and indicate by whose authority the grade ^{indicator} has been changed.
- 6. No reprisals will be taken in any form against a teacher who remains determined in his/her belief that the grade ^{indicator} originally given is fair and correct.
- 7. The Superintendent may hear an appeal from the Principal's determination. Only in the most extraordinary circumstances will the Superintendent alter a grade ^{indicator} determined at the school building level.

I. ADDITIONAL INFORMATION ON GRADING

1. Interim Progress Reports

Parents of students in grades ~~K-8~~ ^{K-8} are reminded halfway through each ~~marking period~~ ^{trimester} that they will receive Interim Progress Reports. ~~Parents of students in grades K-5 are reminded halfway through each trimester that they will receive Interim Progress Reports~~ when a student is achieving below grade level (performance scores of ~~1~~ and below). The Guidance Counselors are always available to discuss these reports or the report cards. Failure to receive warning of a failure does not guarantee that a child is passing. Further reports may not be made unless a parent specifically requests one. Parents should monitor their child's work carefully.
(for grades K-5 and letter grades of D and below for grades 6-8)

2. The Procedure for Determining the Top Students in Grade 8

The procedure for determining the top students in Grade 8 for the school year will be available at the beginning of the school year. The determination of the top students is based upon the numerical averages of the students in all academic and Related Arts subjects for the first ~~three marking periods~~ ^{two trimesters} of the school year. Honor classes receive a multiplier weighting increasing the numerical value of these classes. The top students with the highest numerical averages are recognized at Grade 8 Graduation in accordance with Policy 5430.

3. Eligibility to Participate in Interscholastic Sports

The impact of grades on eligibility to participate in interscholastic sports: If a student has a failing grade in one subject, when report cards are issued, he/she is ineligible to try out for and participate in the sport.

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 Revised: 16 January 2001
 Revised: 11 January 2005
 Revised: 5 September 2010
 Revised: 13 November 2012
 Revised: 6 August 2013

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REGULATION

Hamilton Township

School District

Section: Students

5420. REPORTING PUPIL PROGRESS (M)

Date Created: October, 2000

Date Edited: October, 2010

5420. REPORTING PUPIL PROGRESS (M)

M

A. Purpose

The purpose of reporting the educational progress of pupils is to:

1. Inform parents or legal guardians of the progress children have made in school;
2. Apprise pupils of their progress in school;
3. Prompt teachers to make periodic, formal assessments of each pupil's progress;
4. Provide a cumulative record of a pupil's progress through the educational system; and
5. Enable each pupil to gain a positive sense of his or her intellectual, social, emotional, and physical abilities and growth toward effective citizenship.

B. Frequency

1. Report cards will be issued three times per year in grades K-⁸ and ~~four times per year in grades 6-8.~~
2. The schedule of dates on which report cards will be issued will be published in the parent and student handbooks and/or folders distributed by each school so that parents or legal guardians can anticipate the receipt of a report card.
3. Parents or legal guardians and pupils will be notified in writing of the possibility of a failing ~~achievement grade~~ ^{below grade level} at the mid point of the ~~marking period~~ ^{semester}.
4. Parents or legal guardians and pupils will be notified in writing of the possibility of a pupil's retention at grade level in accordance with Policy No. 5410.
5. Notices given pursuant to B2 and B3 will be sent home with the pupil in grades Pre-K through 8.
6. Nothing in this regulation should discourage teachers from implementing various forms of communication, as frequently as the circumstances dictate, to keep parents or legal guardians informed of the educational progress of their children.

C. Report Card Form

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1. The form of report cards will be periodically reviewed by the Superintendent or designee in order to ensure that report cards effectively and accurately report pupil progress.
2. Grades will be determined in accordance with Regulation No. 2624.
3. At the elementary level, report cards will report individual academic, personal, and social growth as well as work and study habits.
 - a. Pre-~~kindergarten~~ ^{school} report card will ~~stress the degree of mastery of skill~~ ^{address Knowledge, skills, and abilities} achieved.
 - b. ~~The primary (grades 1) report card will record a specific symbol for both effort and degree of mastery of specific skills.~~
 - c. The Grade K-5 report cards will record both ~~effort and~~ ^{performance} degree of ~~mastery of specific skills and will include the instructional level achieved by the pupil in mathematics, social studies, and science.~~ ^{The New Jersey Student Learning Standards.}
4. At the middle school levels (Grades 6-8) report cards will record pupil achievement in academic and related arts subjects, ~~in comparison with their peers, as well as the pupil's personal growth and development.~~
5. Report cards at all levels will record the pupil's absences and tardiness.
6. Report card forms will include space for the classroom or homeroom teacher's personal comments ~~on the pupil's personal growth and development.~~
7. Report card forms will include space for the parent or legal guardian's signature, comments, and request for a conference with the teacher.

D. Distribution and Return

1. Report cards will be sent home with pupils.
 - a. The report card of a pupil who is absent on the day report cards are issued may be held and sent home with the pupil on the following school day.
 - b. The report card of a pupil who is absent for an extended period of time will be mailed to the parent or legal guardian.
2. Report card envelopes must be signed by the pupil's parent or legal guardian and returned within ten school days of the date on which they were issued in grades ~~Pre-K-5.~~ ^{Pre-School, K-5.}
3. Teachers will maintain a check list to determine which report cards, if any, have not been returned within the allotted time. If a report card is overdue, the Principal or designee will call the parent or legal guardian.

E. Parent Teacher Conferences

Parent teacher conferences will be conducted in accordance with Policy No. 9280.

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REGULATION**Hamilton Township****School District**

Section: Students

5440. HONORING PUPIL ACHIEVEMENT

Date Created: October, 2000

Date Edited: January, 2016

5440. HONORING PUPIL ACHIEVEMENTR 5440 HONORING PUPIL ACHIEVEMENT

Honor Roll

Students who achieve high marks are recognized by having their names appear on the Honor Roll. Students in grades four through eight in the district have an opportunity to receive this recognition.

Two honor rolls exist for the students in grades six through eight, and they are as follows:

1. Superintendent's List

All students in grades six through eight who received marks no lower than "A" in all academic subjects and no mark lower than "B" in Related Arts.

2. Principal's List

All students in grade six through eight who received marks no lower than "B" in all academic subjects and no marks lower than "C" in Related Arts.

Students in grades four and five receive academic recognition as follows:

1. All students in grades four and five who received ~~marks~~ no 1's and not more than three 2's in all academic subjects, and no ~~marks~~ lower than an "S" in Related Arts.

performance scores

Issued: 17 October 2000

Revised: September 2010

Revised: September 2013

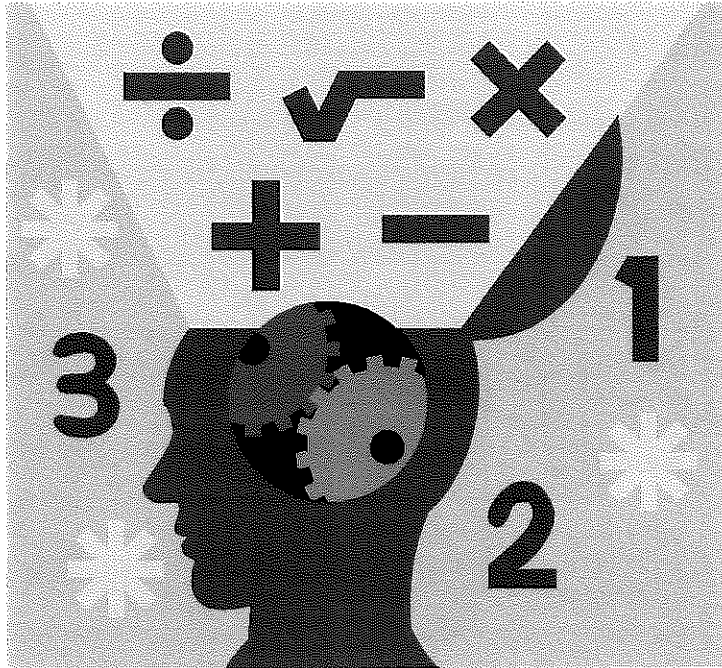
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Hamilton Township School District Mathematics Curriculum



Mathematics Curriculum Committee:
Teachers of Hamilton Township School District
Joseph C. Shaner Elementary School
George Hess Educational Complex
William Davies Middle School

Board of Education Approved Born Date: TBD

Hamilton Township School District Mathematics Curriculum

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Sample Curricular Framework (used in grades 6-8)

Sample Lesson Plan Template

I. Introduction *(quoted from the NJDOE NJSLS Mathematics website)*

For more than a decade, research studies of mathematics education in high-performing countries have concluded that mathematics education in the United States must become substantially more focused and coherent in order to improve mathematics achievement in this country. To deliver on this promise, the mathematics standards are designed to address the problem of a curriculum that is "a mile wide and an inch deep."

The math standards provide **clarity and specificity** rather than broad general statements. The standards draw on the most important international models for **mathematical practice**, as well as research. They endeavor to follow the design envisioned by William Schmidt and Richard Houang (2002), by not only **stressing conceptual understanding** of key ideas, but also by continually returning to organizing principles (coherence) such as place value and the laws of arithmetic to structure those ideas.

In addition, the "sequence of topics and performances" that is outlined in a body of math standards must respect what is already known about how students learn. As Confrey (2007) points out, developing "sequenced obstacles and challenges for students...absent the insights about meaning that derive from careful study of learning, would be unfortunate and unwise." Therefore, the development of the standards began with research-based learning progressions detailing what is known today about how students' mathematical knowledge, skill, and understanding develop over time. The knowledge and skills students need to be prepared for mathematics in college, career, and life are woven throughout the mathematics standards.

II. Overview

The purpose of the Hamilton Township School District Mathematics Curriculum is to provide parents, staff members and community members with information that describes the math instructional program in our school district. This curriculum guide was developed to assist students achieve success with the 2016 New Jersey Student Learning Standards (NJSLS) and to prepare them with the knowledge of math that can be applied to their everyday life. In addition to this, the knowledge acquired will aide students with making informed decisions about careers in mathematics and related fields. This curriculum serves as a valid resource to assist math teachers with implementing the NJSLS and the district goals.

Through well-developed curricular calendars/year long plans and unit plans/curricular frameworks, the instructional staff has the opportunity to remain consistent in the implementation of the curriculum. In addition to this, formatted lesson plans that coincide with the unit plans/curricular frameworks will provide the instructional staff with a template that can be easily completed while addressing the necessary components of the unit plan/curricular framework. Teachers will implement formative assessments throughout the units/frameworks based on their individual students' needs in an effort to best prepare them for the common summative assessment relative to each unit/framework, which will be administered to all students to measure mastery of the domains, standards and clusters within each unit.

Equity, Inclusion and Bias-free

The curriculum has been developed to offer all students equal learning opportunities, regardless of race, gender, national origin, color, disability or age. Hamilton Township School District offers small group instruction, collaborative teaching, technology assisted programs, in-class support, English Language Learner services, gifted education services and services for students that are at-risk for failing. The District is committed to a policy of inclusion and least restrictive environment for classified students. Team teaching and in-class support is the classroom paradigm throughout the District. Consideration, however, is given to students with limited ability or those with classified learning disabilities (See Instructional Adaptations for Students with Disabilities).

Instructional Adaptations for Students with Disabilities:

In order to provide students with limited ability and/or students with classified learning disabilities meaningful access to curriculum and instruction based on the NJSLs and district goals, adaptations of instruction may be required. Adaptations are not intended to compromise the content standards and the core of instruction. Instead, adaptations provide students with disabilities the opportunity to maximize their strengths and compensate for their learning differences.

Consistent with the expectations that students with disabilities participate in the general education curriculum, is the requirement that the Individual Education Programs (IEPs) of students with disabilities reflect the NJSLs and the district's goals.

III. Materials

The core instructional materials utilized in grades kindergarten through five is the GO MATH Series published by Houghton-Mifflin Harcourt and in grades six through eight Big Ideas is published by Holt.

IV. Benchmarks

Common Summative Assessments are administered across a grade level to measure mastery of the domains, standards and clusters. Every student in the grade level is administered the common summative assessments and mastery is measured using consistent criteria. The number of common assessments administered per unit/framework may vary based on the number of domains, standards and clusters included in each unit.

GO MATH on-line benchmarks are administered in grades K-5 twice a year (pre and post). Houghton-Mifflin Harcourt Math 180 on-line benchmarks are administered in grades 6-8 three times a year (pre, mid and post).

V. Acknowledgements

The Hamilton Township School District's Mathematics Curriculum was developed in a collaborative effort involving district employees from all three schools: (Shaner grades K & 1, Hess grades 2-5 and Davies grades 6-8).

VI. Attachments

The following documents are attached in this order:

- Curricular Calendars (Grades K&1)
- Year Long Plans (Grades 2-8)
- Sample Unit Plan (used in grades K-5)
- Sample Curricular Framework (used in grades 6-8)
- Sample Lesson Plan Template

November 16, 2017

Kindergarten Math Curricular Calendar

Unit #	Dates	Content
N/A	September 2 weeks	Launching Daily Math Workshop Routines, Review, & Beginning-of-Year Testing
1	September-October 4 weeks	Represent, Count, Write, and Compare Numbers 0 to 5 Go Math! Ch.1, Ch.2 CCKOA3, CCKCC3, CCKCC4, CCKCC6
2	October-November 4 weeks	Represent, Count, Write, and Compare Numbers 6 to 10 Go Math! Ch. 3, Ch.4 CCKOA4, CCKCC3, CCKCC5, CCKCC6, CCKCC7
3	November-December 3 weeks	Addition Go Math! Ch. 5 CCKOA1, CCKOA2, CCKOA3, CCKOA4, CCKOA5
4	January 2 weeks	Subtraction Go Math! Ch.6 CCKOA1, CCKOA2, CCKOA5
5	January-February 3 weeks	Represent, Count, and Write Numbers 11 to 19 Go Math! Ch. 7 CCKNBT1, CCKCC3
6	February 2 weeks	Represent, Count, and Write Numbers 20 and Beyond Go Math Ch. 8 CCKCC1, CCKCC2, CCKCC3, CCKCC5, CCKCC6
7	February-March 5 weeks	Geometry Go Math! Ch. 9, Ch. 10 CCKG1, CCKG2, CCKG3, CCKG4, CCKG5, CCKG6
8	April-May 2 weeks	Measurement Go Math! Ch.11 CCKMD1, CCKMD2
N/A	1 week	End-of Year Test Review
9	May 2 weeks	Classify and Sort Data Go Math! Ch.12 CCKMD3
N/A	May-June 4 weeks	Review, Retest, Getting Ready for First Grade Curriculum

First Grade
Math Curricular Calendar

Chapter	Dates	Content
N/A	September 7 th – 16 th	Launching Daily Math Workshop Routines, Review, & Beginning-of-Year Testing
1	September 19 th – October 5 th 12 days	Addition Concepts Go Math! Ch. 1 Common Core State Standards: 1.0A.A.1, 1.0A.B.3, 1.0A.C.6
2	October 6 th – October 28 th 13 days	Subtraction Concepts Go Math! Ch. 2, Common Core State Standards: 1.0A.A.1, 1.0A.C.6, 1.0A.D.8
3	November 1 st – November 29 th 16 days	Addition Strategies Go Math! Ch. 3 Common Core State Standards: 1.0A.A.2, 1.0A.B.3, 1.0A.C.5, 1.0A.C.6
4	November 30 th – December 13 th 10 days	Subtraction Strategies Go Math! Ch.4 Common Core State Standards: 1.0A.A.1, 1.0A.B.4, 1.0A.C.5, 1.0A.C.6
5	December 15 th – January 17 th 14 days	Addition and Subtraction Relationships Go Math! Ch. 5 Common Core State Standards: 1.0A.A.1, 1.0A.C.6, 1.0A.D.7, 1.0A.D.8
6	January 19 th – February 7 th 14 days	Count and Model Numbers Go Math Ch. 6 Common Core State Standards: 1.NBT.A.1, 1.NBT.B.2, 1.NBT.B.2a, 1.NBT.B.2b, 1.NBT.B.2c, 1.NBT.B.3
7	February 9 th – February 23 rd 9 days	Compare Numbers Go Math! Chapter 7 Common Core State Standards: 1.NBT.B.3, 1.NBT.C.5
8	February 27 th – March 16 th 14 days	Two Digit Addition and Subtraction Go Math! Chapter 8 Common Core State Standards: 1.NBT.C.4, 1.NBT.C.6, 1.0A.C.6
9	March 21 st – April 6 th 13 days	Measurement Go Math! Chapter 9 Common Core State Standards: 1.MD.A.1, 1.MD.A.2, a.MD.B.3
10	April 10 th – April 24 th 7 days	Represent Data Go Math! Chapter 10 Common Core State Standards: 1.MD.C.4
11	April 26 th – May 2 nd 5 days	Three-Dimensional Geometry Go Math! Chapter 11 Common Core State Standards: 1.G.A.1, 1.G.A.2
12	May 4 th – May 17 th 10 days	Two-Dimensional Geometry Go Math! Chapter 12 Common Core State Standards: 1.G.A.1, 1.G.A.2, 1.G.A.3
N/A	May 19 th – May 26 th	End-of Year Test Review
N/A	May 26 th – June 14 th	Review, Retest, Getting Ready for Second Grade Curriculum

Mathematics Year Long Plan

Grade: 2

Total of 34.5 Weeks

Unit 1 Weeks: 7 Number Sense and Place Value	Unit 2 Weeks: 3.5 Basic Facts and Relationships	Unit 3 Weeks: 5 2- and 3- Digit Addition	Unit 4 Weeks: 5.5 2- and 3- Digit Subtraction
2.OA.3 2.NBT.1 2.NBT.2 2.NBT.3 2.NBT.4 2.NBT.8	2.OA.1 2.OA.2 2.OA.4	2.OA.1 2.NBT.5 2.NBT.6 2.NBT.9	2.OA.1 2.NBT.5 2.NBT.7 2.NBT.9
Unit 5 Weeks: 5 Time and Money	Unit 6 Weeks: 5 Length (Customary/Metric)	Unit 7 Weeks: 2.5 Geometry and Fractions	Unit 8 Weeks: 1 Data
2.MD.7 2.MD.8	2.MD.1 2.MD.2 2.MD.3 2.MD.4 2.MD.5 2.MD.6 2.MD.9	2.G.1 2.G.2 2.G.3	2.MD.10

Mathematics Year Long Plan
Grade: 3

Total of 36 Weeks

Unit 1 Weeks: 14 Whole Number Operations	Unit 2 Weeks: 6 Fractions	Unit 3 Weeks: 7 Measurement
3.OA.1 3.OA.2 3.OA.3 3.OA.4 3.OA.5 3.OA.6 3.OA.7 3.OA.8 3.OA.9	3.NF.1 3.NF.2 3.NF.3	3.MD.1 3.MD.2 3.MD.4 3.MD.5 3.MD.6 3.MD.7 3.MD.8
Unit 4 Weeks: 3 Geometry	Unit 5 Weeks: 6 Represent and Interpret Data Whole Number Operations	
3.G.1 3.G.2	3.NBT.2 3.MD.3 3.MD.4 3.OA.3 3.OA.4 3.OA.7 3.OA.8	

Mathematics Year Long Plan

Grade: 4

Total of 32.5 Weeks

<u>Unit 1</u> Weeks: Place Value and Operations with Whole Numbers	<u>Unit 2</u> Weeks: Measurement	<u>Unit 3</u> Weeks: Fractions and Decimals
4.NBT.1 4.NBT.2 4.NBT.3 4.NBT.4-1 4.NBT.4-2 4.NBT.5 4.NBT.6	4.MD.3	4.NF.1 4.NF.2 4.NF.3 4.NF.4 4.NF.5 4.NF.6 4.NF.7 4.MD.2
<u>Unit 4</u> Weeks: Geometry and Measurement	<u>Unit 5</u> Weeks: Measurement and Data	
4.OA.5 4.G.1 4.G.2 4.G.3 4.MD.5 4.MD.6 4.MD.7	4.MD.1 4.MD.2 4.MD.4	

Mathematics Year Long Plan

Grade: 5

Total of 34 Weeks

<u>Unit 1</u> Weeks: 7 Title: Whole Number Operations and Expressions	<u>Unit 2</u> Weeks: 10.5 Title: Decimal Computation	<u>Unit 3</u> Weeks: 8 Title: Fraction Computation
5.NBT.1 5.NBT.2 5.NBT.5 5.NBT.6 5.OA.1 5.OA.2	5.NBT.3 5.NBT.4 5.NBT.7	5.NF.1 5.NF.2 5.NF.3 5.NF.4 5.NF.5 5.NF.6 5.NF.7
<u>Unit 4</u> Weeks: 3 Title: Measurement Conversion	<u>Unit 5</u> Weeks: 3 Title: Geometry	<u>Unit 6</u> Weeks: 2.5 Title: Algebra: Patterns and Graphing
5.MD.1	5.MD.3 5.MD.4 5.MD.5 5.G.3 5.G.4	5.G.1 5.G.2 5.OA.3 5.MD.2

Grade 6 Mathematics Year-Long Plan
Weeks: 36

Unit 1 Weeks: 12 Title: Operations and Reasoning about Ratios	Unit 2 Weeks: 8 Title: Expressions and 3-D Geometry	Unit 3 Weeks: 8 Title: Equations, The Rational Number System and 2-D Geometry	Unit 4 Weeks: 8 Title: Variability, Distributions, and Relationships between Quantities
6.NS.A.1 6.NS.B.2 6.RP.A.1 6.RP.A.2 6.RP.A.3* 6.NS.B.3 6.NS.B.4	6.EE.A.1 6.EE.A.2 6.EE.A.3 6.EE.A.4 6.EE.B.6 6.G.A.2 6.G.A.4	6.EE.B.5 6.EE.B.7 6.NS.C.5 6.NS.C.6 6.NS.C.7 6.EE.B.8 6.NS.C.8* 6.G.A.3 6.G.A.1	6.EE.C.9 6.SP.A.1 6.SP.A.2 6.SP.A.3 6.SP.B.4 6.SP.B.5 6.RP.A.3* 6.NS.C.8*

*Benchmark Standard

Previously taught skills not in current curriculum:

- None

Required skill(s) missing from current instructional materials:

- Combining Like Terms
- Expand LCM/GCF

Grade 7 Mathematics Year-Long Plan

Weeks: 34

Unit 1 Weeks: 5	Unit 2 Weeks: 12	Unit 3 Weeks: 7	Unit 4 Weeks: 10
<p>Title: Operations on Rational Numbers, Expressions and Equations</p> <p>7.NS.A.1 7.NS.A.2 7.NS.A.3 7.EE.A.1 7.EE.A.2</p>	<p>Title: Equations, Ratios and Proportion</p> <p>7.EE.B.3 7.EE.B.4* 7.RP.A.1 7.RP.A.2 7.RP.A.3* 7.G.A.1</p>	<p>Title: Drawing Inferences about Populations and Probability Models</p> <p>7.SP.A.1 7.SP.A.2 7.SP.B.3 7.SP.B.4 7.SP.C.5 7.SP.C.6 7.SP.C.7 7.SP.C.8</p>	<p>Title: Problem Solving with Geometry</p> <p>7.G.B.4 7.G.B.5 7.G.B.6 7.G.A.2 7.G.A.3 7.EE.B.4* 7.RP.A.3*</p>

*Benchmark Standard

Previously taught skills not in current curriculum:

- Pythagorean Theorem
- Transformations
- Radicals and Exponents
- Scientific Notation
- Direct/Indirect Variation

Required skill(s) missing from current instructional materials:

- Cross-sections of 3-D objects

Grade 8 Mathematics Year-Long Plan
Weeks: 34

Unit 1 Weeks: 12 Title: Exponents, Expressions, and Equations	Unit 2 Weeks: 8 Title: Functions, Equations, and Solutions	Unit 3 Weeks: 8 Title: Geometry - Pythagorean Theorem, Congruence and Similarity Transformations	Unit 4 Weeks: 6 Title: Statistics and Probability: Scatterplots and Association
8.EE.A.1 8.G.C.9 8.EE.A.3 8.EE.A.4 8.NS.A.1 8.NS.A.2 8.EE.B.5 8.EE.B.6	8.F.A.1 8.F.A.2 8.F.A.3 8.F.B.4* 8.F.B.5 8.EE.C.7 8.EE.C.8*	8.EE.A.2 8.G.C.9 8.G.B.6 8.G.B.7 8.G.B.8* 8.G.A.1 8.G.A.2 8.G.A.3 8.G.A.4 8.G.A.5	8.SP.A.1 8.SP.A.2 8.SP.A.3 8.SP.A.4 8.F.B.4* 8.G.B.8* 8.EE.C.8c*

*Benchmark Standard

Previously taught skills not in current curriculum:

- Solving Simple Equations, Multi-Step Equations, Equations with Variables on Both Sides, Rewriting Equations, Converting Units of Measure (Unit 1) *****it is understood that students have an enduring understanding of solving equations and chapter 1 should be reviewed as a prerequisite to Grade 8 curriculum.
- Measures of Central Tendency (Unit 7)
- Box-and-Whisker Plots (Unit 7)
- Choosing a Data display (Unit 7)
- Linear Inequalities (Unit 8)

Required skill(s) missing from current instructional materials:

- None

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**Hamilton Township School District
Mathematics Curriculum
Unit Plan # 1**

Title: Place Value, Addition, and Subtraction

Grade Level: 3

Length of Time: 4 weeks = 20 days

Unit Summary: Place value provides the concepts and the foundation for all aspects and use of whole-number understanding and computation. Understanding the value and ordering of numbers along with computational flexibility will help students address real world situations.

Learning Targets

Domain: Number and Operation in Base Ten 3.NBT

Standard(s): Understand Place Value and properties of operations to perform multi digit arithmetic

Cluster # (s):

Cluster (s):

3.NBT.1

Use place value understanding to round whole numbers to the nearest 10 or 100

3.NBT.2

Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and or the relationship between addition and subtraction.

Domain: Operations in Algebraic Thinking 3.OA

Standard(S): Solve problems involving the four operations, and identify and explain patterns in arithmetic

Cluster# (s):

Cluster(s):

3.OA.8

Solve two step word problems using the four operations. Represent these problems using equations with the letter standing for the unknown quantity. Assess the reasonableness of answers using mental computations and estimation strategies including rounding.

3.OA.9

Identify arithmetic patterns and (including patterns in the addition table and multiplication table), and explain them using properties of operations.

Unit Essential Questions:

- How does estimation and rounding help you work with large numbers?
- What strategies and algorithms can you use to help you add and subtract large numbers?
- How would you use an equation to solve a word problem?
- How do number patterns and skip counting help you to solve number problems?

Unit Enduring Understandings:

- Estimation and Rounding are two ways you can use to understand the value of a number.
- Strategies and algorithms are used when adding and subtracting numbers.
- When solving word problems in math, equations help organize your information.
- It's important to look for and find patterns in numbers.

Unit Objectives (unpacking Clusters where needed):

- *Students will be able to determine the place value of digits in a number within the 1,000's place.*
- *Students will be able to read, write, compare and order numbers within the 1,000's place.*
- *Students will be able to add and subtract within the 1,000's place.*
- *Students will be able to solve two step word problems using the four operations.*
- *Students will be able to write and solve simple number sentences.*
- *Student will be able to estimate and round numbers (using mental math when appropriate) within the 1,000's place.*
- *Students will be able to identify and apply patterns within numbers to solve number problems.*

Evidence of Learning

Formative Assessments:

Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.

Summative Assessments:

- Common Assessment #1: Chapter 1 Assessment Go Math! (3.NBT.1, 3.NBT.2, 3.OA.8, 3.OA.9)

Lesson Plans

Lessons	Timeframe
Lesson #1 Title: Understand the place value of a number within the 1,000's place.	3 days
Lesson #2 Title: Read, write and compare numbers within the 1,000's place.	4 days
Lesson #3 Title: Adding and subtracting numbers within the 1,000's place.	4 days
Lesson #4 Title: Estimating and Rounding numbers within the 1,000's place.	4 days
Lesson #5 Title: Solve and write two step word problems using all four operations with estimating and rounding, mental math.	5 days
<p>Curriculum Development Resources <i>(Click the links below to access additional resources used to design this unit):</i></p> <ul style="list-style-type: none"> • www.mathisfun.com • www.smartygames.com • www.thinkcentral.com 	

August 14, 2013

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Hamilton Township School District
 New Jersey Student Learning Standards (NJSLs)
 Grade 6 Unit 1: Curricular Framework Mathematics

Overview	NJSLs for Mathematical Content	Unit Summary/Enduring Understandings	Standards for Mathematical Practice
Unit 1 Operations and Reasoning about Ratios	<ul style="list-style-type: none"> ● 6.NS.A.1 ● 6.NS.B.2 ● 6.RP.A.1 ● 6.RP.A.2 ● 6.RP.A.3* ● 6.NS.B.3 ● 6.NS.B.4 	<ul style="list-style-type: none"> ● 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 ● Understand ratio concepts and use ratio reasoning to solve problems 	MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments & critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.
Unit 1: Suggested Open Educational Resources	<ul style="list-style-type: none"> 6.NS.A.1 Traffic Jam 6.RP.A.1 Games at Recess 6.RP.A.2 Price per pound and pounds per dollar 6.RP.A.3 Voting for Three, Variation 1 6.RP.A.3c Shirt Sale 6.NS.B.3 Reasoning about Multiplication and Division and Place Value, Part 1 6.NS.B.4 Factors and Common Factors 6.NS.B.4 Multiples and Common Multiples 		

Hamilton Township School District
 New Jersey Student Learning Standards (NJSLs)
 Grade 6 Unit 1: Curricular Framework Mathematics

Unit 1 Grade 6			
Content Standards	Suggested NJSLs for Mathematical Practice	Critical Knowledge & Skills	Big Ideas Unit Correlation/Support Materials
<p>Standards read as example: <u>6.NS.A.1</u>:</p> <p>6 = Grade Level NS = Domain A = Standard 1 = Cluster</p> <ul style="list-style-type: none"> 6.NS.A.1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$-cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?</i> 	<p>MP.4 Model with mathematics.</p>	<p>Concepts/Objectives:</p> <p>Students are able to:</p> <ul style="list-style-type: none"> divide a fraction by a fraction. represent division of fractions using visual models. interpret quotients of fractions in the context of the problem. compute quotients of fractions in order to solve word problems. write equations to solve word problems involving division of fraction by a fraction. use the relationship between multiplication and division to explain division of fractions. <p>Learning Goal 1: Compute quotients of fractions.</p> <p>Learning Goal 2: Construct visual fraction models to represent quotients of fractions and use the relationship between multiplication and division to explain division of fractions.</p> <p>Learning Goal 3: Solve real-world problems involving quotients of fractions and interpret the solutions in the context given.</p>	<p>Chapter 2</p>
			<p>Length of Time: 12 Weeks</p>
			<p>1 week</p>

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Hamilton Township School District
New Jersey Student Learning Standards (NJSLS)
Grade 6 Unit 1: Curricular Framework Mathematics

<ul style="list-style-type: none"> 6.NS.B.2. Fluently divide multi-digit numbers using the standard algorithm. 	<p>Concepts/Objectives:</p> <p>Students are able to:</p> <ul style="list-style-type: none"> use the standard algorithm to divide multi-digit numbers with speed and accuracy. <p>Learning Goal 4: Fluently divide multi-digit numbers using the standard algorithms.</p>	Chapter 3	1 week
<ul style="list-style-type: none"> 6.RP.A.1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</i> 	<p>Concepts/Objectives:</p> <ul style="list-style-type: none"> A ratio shows relative sizes or values of two quantities. <p>Students are able to:</p> <ul style="list-style-type: none"> describe a ratio relationship between two quantities using ratio language. <p>Learning Goal 5: Explain the relationship of two quantities in given ratio using ratio language.</p>	Chapter 5	3 weeks
<ul style="list-style-type: none"> 6.RP.A.2. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. <i>For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."</i> 	<p>Concepts/Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> A rate is a ratio comparing two different types of quantities. determine the unit rate given a ratio relationship. describe a unit rate relationship between two quantities using rate language. <p>Learning Goal 6: Use rate language, in the context of the ratio relationship, to describe a unit rate.</p>	Chapter 5	overlap

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Hamilton Township School District
New Jersey Student Learning Standards (NJSLS)
Grade 6 Unit 1: Curricular Framework Mathematics

<ul style="list-style-type: none"> 6.RP.A.3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. *(benchmarked) 6.RP.A.3a. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. 6.RP.A.3b. Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i> 6.RP.A.3c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. 6.RP.A.3d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. 	<p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.4 Model with mathematics.</p> <p>MP.5 Use appropriate tools strategically</p> <p>MP.6 Attend to precision.</p> <p>MP.7 Look for and make use of structure.</p> <p>MP.8 Look for and express regularity in repeated reasoning</p>	<p>Concepts/Objectives:</p> <p>Students are able to:</p> <ul style="list-style-type: none"> use ratio and rate reasoning to create tables of equivalent ratios relating quantities with <i>whole number</i> measurements, find missing values in tables and plot pairs of values. compare ratios using tables of equivalent ratios. solve real world and mathematical problems involving unit rate (including unit price and constant speed). calculate a percent of a quantity and solve problems by finding the whole when given the part and the percent. convert measurement units using ratio reasoning. transform units appropriately when multiplying and dividing quantities. <p>Learning Goal 7: Create and complete tables of equivalent ratios to solve real world and mathematical problems using ratio and rate reasoning that include making tables of equivalent ratios, solving unit rate problems, finding percent of a quantity as a rate per 100.</p> <p>Learning Goal 8: Use ratio and rate reasoning to convert measurement units and to transform units appropriately when multiplying or dividing quantities.</p>	<p>Chapter 5</p> <p>Chapter 9 Part B</p> <p>Chapter 4</p>	<p>1 week</p> <p>1 week</p> <p>2 weeks</p>
<ul style="list-style-type: none"> 6.NS.B.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. 	<p>Concepts/Objectives:</p>		<p>Supplement with add/sub</p>	<p>1 week</p>

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Hamilton Township School District
 New Jersey Student Learning Standards (NJSLs)
 Grade 6 Unit 1: Curricular Framework Mathematics

	<p>Students are able to:</p> <ul style="list-style-type: none"> add and subtract multi-digit decimals with accuracy and efficiency. multiply and divide multi-digit decimals with accuracy and efficiency. <p>Learning Goal 9: Fluently add, subtract, multiply and divide multi-digit decimals.</p>	<p>decimals</p> <p>Chapter 3</p>	<p>1 week</p>
<ul style="list-style-type: none"> 6.NS.B.4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. 	<p>MP.7 Look for and make use of structure.</p> <p>Concepts/Objectives:</p> <p>Students are able to:</p> <ul style="list-style-type: none"> create lists of factors for two whole numbers less than or equal to 100; find the largest factor common to both lists. create lists of multiples for two whole numbers less than or equal to 12; find the smallest multiple common to both lists. <p>Learning Goal 10: Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two numbers less than or equal to 12.</p>	<p>LCM Supplemental Materials</p> <p>GCF Supplemental Materials</p>	<p>1 week</p>
<p>Tier II Vocabulary: adapt, civil, community, cooperate, evaluate, hypothesize, implement, process, symbol, thesis, assess, benefit, convince, demonstrate, hierarchy, obtain, previous, strategy</p>			

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Hamilton Township School District
 New Jersey Student Learning Standards (NJSLs)
 Grade 6 Unit 1: Curricular Framework Mathematics

Unit 1	
<p>Formative Assessment Plan - Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</p> <p>Students should be assessed on the Unit Objective listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.</p>	<p>Common Summative Assessment Plan - Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</p> <p>Common Assessment: 6.NS.1 (division with fractions) Common Assessment: 6.NS.2 (divide multi-digit numbers) Common Assessment: 6.NS.3 (add, subtract, multiply, and divide multi-digit decimals) Common Assessment: 6.RP.1 (ratios) Common Assessment: 6.RP.2 (ratios and proportions) Common Assessment: 6.RP.3 (solving real-world problems with ratios and rates)</p>
<p>Focus Mathematical Concepts - Concepts that include a focus on relationships and representation might be listed as grade level appropriate.</p>	
<p>Prerequisite skills:</p>	
<p>Common Misconceptions:</p>	
<p>Exemplar Tasks or Illustrative Models</p>	<p>Primary & Supplementary Resources</p>
	<p>PARCC Analysis</p>
<p>Instructional Best Practices and Exemplars - This is a place to capture examples of standards integration and instructional best practices.</p>	

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Hamilton Township School District

Mathematics Curriculum

Grade : _____

Unit#: _____

Lesson Plan #: _____

Lesson Title:

Cluster:

Timeframe: X hours/days

Classroom Applications

Objectives

Evidence of Learning

Students will:

- 1.
- 2.
- 3.

Assessments:

- 1.
- 2.
- 3.

Learning Activities/Instructional Strategies

Lesson Sequence:

- 1.
- 2.
- 3.

See Below

Differentiation:

See Below

Resources Provided:

-
-

Lesson Components

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21st Century Skills

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

Interdisciplinary Connections: (highlight)

- LAL Social Studies Science Visual and Performing Arts
 World Languages Comprehensive Health & Physical Education

Integration of Technology:

Equipment needed:

Teacher:		Grade	Week of	
Day	Windows/POD	Lesson Sequence	Diff./Accomm./Mod. (ELL, SPED, 504, G&T)	
M o n d a y	1. 2. 3. 4		AM	PM
T u e s d a y	POD:			
W e d n e s d a y	1. 2. 3. 4.			
T h u r s d a y	POD:			
F r i d a y	1. 2. 3. 4.			

Differentiation/Accommodation/Modification

(ELL, SPED, 504, G&T)

1. Allow oral resp. to written essays
2. Allow verbalization before writing
3. Use audio materials when necessary
4. Extend test taking time
5. Modify homework assignments
6. Read tests aloud
7. Read directions aloud
8. Restate, reword, clarify directions
9. Restate test questions
10. Preferential seating utilized
11. Untimed and / or extended test taking time
12. Modify written assignments
13. Provide study guides
14. Provide classroom notes
15. Redirect student(s) as necessary
16. Provide educational "breaks" as necessary
17. Check agenda book/log for parent communication(s)
18. Re-teach concepts using small groups
19. Shorten assignments to focus on mastery of concept
20. Provide a cueing system
21. Use mnemonic devices
22. Use a graphic organizer
23. Flexible Grouping
24. Tiering
25. Scaffolding

Use of Technology in Classroom (highlight)

Low level Applications: Overhead, Television, Finding information on the internet, Online Text

Medium Level Applications: Internet resources, Virtual labs, Simulations, Web Quests

High Level Applications: Student: web page, Use of "real time" data, Data analysis via software

Physical Fitness (Recess - teacher directed)

Obj: To use equip. to develop muscle strength 30 Min.

(M) (T) (W) (Th) (F)

Health and PE NJCCS: 2.5 and 2.6

Daily/Weekly Check List

Updated Web Page (Date) _____

Used Math Rubric / Checklist _____

Checked E-mail _____

Dated Unit Plans _____

Administrator's Initials _____

Hamilton Township School District English Language Arts Curriculum



English Language Arts Curriculum Committee:
Teachers of Hamilton Township School District
Joseph C. Shaner Elementary School
George Hess Educational Complex
William Davies Middle School

Board of Education Approved Born Date: TBD

Hamilton Township School District English Language Arts Curriculum

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 - Sample Grade 2 Year Long Plan (used in grades K-5 to align Units of Study)**
 - Sample Grade 8 Unit Plan (format used in grades 6-8)**
 - Sample Lesson Plan Template**

I. Introduction *(quoted from the NJDOE NJSLS ELA website)*

The New Jersey Student Learning Standards for English Language Arts (ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life.

The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that

- Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
- Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;
- Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);
- Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;
- Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts, and
- The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

The NJDOE *recommends* 90-minutes of uninterrupted literacy instruction for all students in grades K-5, and 80 minutes for grades 6 through 8.

II. Overview

The purpose of the Hamilton Township School District English Language Arts Curriculum is to provide parents, staff members and community members with information that describes the literacy instructional program in our school district. This curriculum guide was developed to assist students achieve success with the 2016 New Jersey Student Learning Standards (NJSLS) and to prepare them with the knowledge of literacy that can be applied to their everyday life. This curriculum serves as a valid resource to assist literacy teachers with implementing the NJSLS and the district goals.

In addition to this, unit plans/units of study and formatted lesson plans provide the instructional staff with a template that can be easily completed while addressing the necessary components of the curriculum. Teachers will implement formative assessments throughout their instruction based on their students' needs in an effort to best prepare them for the common summative assessments, which will be administered to all students to measure mastery of the standards.

Equity, Inclusion and Bias-free

The curriculum has been developed to offer all students equal learning opportunities, regardless of race, gender, national origin, color, disability or age. Hamilton Township School District offers small group instruction, collaborative teaching, technology assisted programs, in-class support, English Language Learner services, gifted education services and services for students that are at-risk for failing. The District is committed to a policy of inclusion and least restrictive environment for classified students. Team teaching and in-class support is the classroom paradigm throughout the District. Consideration, however, is given to students with limited

ability or those with classified learning disabilities (See Instructional Adaptations for Students with Disabilities).

Instructional Adaptations for Students with Disabilities:

In order to provide students with limited ability and/or students with classified learning disabilities meaningful access to curriculum and instruction based on the NJSL and district goals, adaptations of instruction may be required. Adaptations are not intended to compromise the content standards and the core of instruction. Instead, adaptations provide students with disabilities the opportunity to maximize their strengths and compensate for their learning differences.

Consistent with the expectations that students with disabilities participate in the general education curriculum, is the requirement that the Individual Education Programs (IEPs) of students with disabilities reflect the NJSL and the district's goals.

III. Materials

The core instructional materials utilized in grades kindergarten through eight are leveled reading books and supplemental materials to provide instruction at the students' just right reading levels. Some examples of these materials include but are not limited to: Scholastic and Rigby books, Teacher's College Units of Study, Write Source, etc..

IV. Benchmarks

Common Summative Assessments are administered across a grade level to measure mastery of the standards for both reading and writing. Every student in the grade level is administered the common summative assessments and mastery is measured using consistent criteria. The number of common assessments administered per unit for reading and writing may vary based on the number of standards and corresponding content included in each unit.

Fountas & Pinnell benchmarking is administered minimally three times a year (at the end of each trimester) in grades K-5. Houghton-Mifflin Harcourt READ 180 on-line benchmarks are administered in grades 6-8 minimally three times a year (pre, mid and post).

V. Acknowledgements

The Hamilton Township School District's ELA Curriculum was developed in a collaborative effort involving district employees from all three schools: (Shaner grades K & 1, Hess grades 2-5 and Davies grades 6-8).

III. Attachments

The following documents are attached in this order:

- ELA Standards for Grade 2
- ELA Standards for Grade 8
- Sample Grade 2 Year Long Plan (used in grades K-5 to align Units of Study)
- Sample Grade 8 Unit Plan (format used in grades 6-8)
- Sample Lesson Plan Template

November 16, 2017

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Title of Unit (Big Idea)	Three Sides to Every Story	Grade Level	8
Curriculum Area	ELA	Time Frame	8 Weeks
Organizational Framework	Reading Literature, Reading Informational, Writing, Speaking and Language		
Identify Desired Results/Goals:			
ELA Standards:			
<ul style="list-style-type: none"> ● RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ● RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. ● RL.8.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. ● RL.8.7: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. ● RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ● RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). ● W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> ▪ W.8.3.a: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. ▪ W.8.3.c: Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationship among experiences and events. ▪ W.8.3.e: Provide a conclusion that follows and reflects on the narrated experiences and events. ● W.8.9.a: Apply <i>grade 8 Reading standards</i> to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). ● SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> ▪ SL.8.1.a: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussions. ▪ SL.8.1.b: Work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed. ● L.8.1.c: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. ● L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> ▪ L.8.2.a: Use punctuation (comma, ellipsis, dash) to indicate a pause or break. ▪ L.8.2.b: Use an ellipsis to indicate an omission. ▪ L.8.2.c: Spell correctly. 			

<ul style="list-style-type: none"> ● L.8.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> ▪ L.8.4.a: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ▪ L.8.4.b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>). ● L.8.6: Acquire and use accurately grad-appropriate general academic and domain-specific vocabulary. 	<p>Essential Questions <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> ● Are some opinions so strong that they don't require secondary support? ● How do narratives from other places and times relate to me? ● How do my experience effect my perception of reality? ● Jeyn Roberts states, "There are three sides to every story. Yours. Mine. What really happened: the truth." Assuming you agree with the quote, how much truth is there in any story?
<p>Enduring Understandings <i>Students will understand that ...</i></p> <ul style="list-style-type: none"> ● Personal experiences may influence an individual's perception. ● The plot structure of a narrative includes the exposition, rising action, climax, falling action, and resolution. ● Textual support is needed in order to validate opinions. ● There are multiple perspectives to every story (bias in the media) 	<p>Skills <i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Citing textual evidence to support and analyze text. ● Determining point of view. ● Writing a narrative piece utilizing the plot components. ● Writing a compare/contrast piece based on their findings of the extent to which a film departs or stays faithful to the original text. ● Adhering to rules for collegial discussions. ● Using context clues, prefixes/suffixes, and applying word decoding. ● Using academic language related to narrative text and writing.
<p>Knowledge/Objectives <i>Students will know ...</i></p> <ul style="list-style-type: none"> ● The plot components. ● Vocabulary and academic language essential to the unit. ● How to define related words and identify their parts of speech. ● How to compose a piece from the narrative genre that uses effective technique, relevant descriptive details, and well-structured event sequences according to Zaner-Bloser grading rubric guidelines. ● How to compose a compare/contrast writing piece that reflects the six writing traits according to Zaner-Bloser and the district approved grading rubric for informational/explanatory writing. 	<p>Grammar</p>
<p>Tier II Academic Vocabulary</p>	<p>Grammar</p>
<p>Component Culture Ideology Medium Resource</p>	<p>Action Verbs Indefinite Pronouns and Phrases</p>

Comprehend	Data	Interpret	Method	Significant	Irregular Verbs
Conflict	Demonstrate	Investigate	Modify	Summarize	Negatives
Contemporary	Differentiate	Manipulate	Period	Tradition	Run-on Sentences
Contrast	Hypothesis	Media	Quote	Unify	Common/Proper Nouns
					Subject/Object Pronouns
					Predicate Pronouns and Adjectives

Assessment Evidence

Performance Task Description:
Students will show their learning by ...

Summative Assessment

Each unit includes the opportunity for students to compose one extended project that uses research to address a significant topic, problem or issue. This task should entail integrating knowledge from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module. Students are expected to perform research that assesses the accuracy of sources and acknowledges the conclusions of others without plagiarizing. Students can present their findings in a variety of modes in both informal and more formal argumentative or explanatory contexts, either in writing or orally. (Research aligned with the standards could take one to two weeks of instruction.)

Now that you have read historical fiction and composed a historical episode about the Holocaust, demonstrate an enduring understanding of this unit's skills by composing a two-voice poem that reflects multiple perspectives from that time period. Remember to reflect on the essential question: Jeyn Roberts states, "There are three sides to every story. Yours. Mine. What really happened: the truth." Assuming you agree with the quote, how much truth is there in any story?

Formative Assessments

Students should be assessed on the unit objectives listed above. Teachers, based on their students' needs, will determine the amount of formative assessments to administer and will embed these assessment into their weekly lesson plans.

Suggested Formative Assessments:

- Pre Assessment- i.e.: KWHL
- Multiple choice tests/quizzes for narrative texts
- Open-Ended Questions

- Self-reflection questions that answer essential questions
- Plot diagram graphic organizer
- Cooperative Learning Activity for scaffolding personal narratives- Students work in cooperative learning groups to compose narratives
- Reading Log to investigate evidence of narrative elements- Independent novels for book report and class novels
- Common Assessment rubrics for reading and writing tasks
- Conferencing Teacher Log
- Rubrics for collegial discussions and decision-making, tracking progress toward specific goals and deadlines, and define individual roles as needed.
- Journal writing using a rubric or checklist
- Common Assessment: Compose a writing piece from the narrative genre using the Zaner-Bloser 1-4 narrative rubric. Accelerated: Must write a historical episode.

Learning Plan:

Inquiry: Introduce unit using engaging activities such as: video samples of narratives, scavenger hunts about plot components, and/or thought-provoking questions.

Writing: Narrative Genre and Compare/Contrast

- Review 6 writing traits via Zaner-Bloser rubric
- Scaffold each writing genre
- Use mini lessons as necessary
- Conference with students during independent writing
- Practice peer revising and editing
- Students share work aloud as a class or in small groups
- Create portfolios with each product of the piece
- Compose student reflections

Grammar:

- Introduce grammar skills throughout the writing process.

Reading: Informational Text and Fictional Text

- Introduce new reading skills in mini lessons
- Utilize graphic organizers, jigsaw activities, literature circles, and cooperative learning reading pairs to reinforce key concepts
- Dialogue and write regarding essential questions
- Read a variety of texts using textual evidence for support of focus skills

- Compose self-reflections

Word Study: Tier III Words

- Introduce vocabulary through essential questions, objectives, directions, conversation, handouts, reading assignments, and mini lessons.
- Assess vocabulary for comprehension, application, and synthesis
- Reinforce vocabulary throughout unit plan

Textual Evidence	Literal vs. Figurative Language	Setting	Exposition	Conflict	Rising Action	Climax	Mood	Organizational pattern- sequential order, chronological order
Falling Action	Resolution	Theme	Moral	Tone	Author point of view	Metaphor	Similes	

Resources:

Textbook

- Zaner-Bloser

Picture Books

- *City By Numbers* (Stephen T. Johnson) (as an introduction to this unit) – Read Aloud
- *The Polar Express* (Chris Van Allsburg)
- *Cat in the Hat* (Dr. Seuss)
- Other: <http://www.storylineonline.net/>

Poetry

- “O Captain! My Captain!” (Walt Whitman) *Prentice Hall* pg. 266
- “Hard Questions” (Margaret Tsuda) *Prentice Hall* pg.199
- “The Road Not Taken” (Robert Frost) *Prentice Hall* pg. 34
- Chicago <http://carl-sandburg.com/chicago.htm>
- http://www.yadvashem.org/yv/en/education/lesson_plans/poems_paintings.asp (Holocaust poetry)

Short Stories

- F “Raymond’s Run” (Tony Cade Bambara) *Elements of Literature* pg. 2
- F “The Drummer Boy of Shiloh” (Ray Bradbury) *Elements of Literature* pg. 580

- NF "From Travels with Charlie" (John Steinbeck) *Prentice Hall* pg. 354
- F "Broken Chain" (Gary Soto) *Elements of Literature* pg. 28
- F "Dark-Brown Lace-Ups" Ledbetter Resource
- NF *Through My Eyes* by Ruby Bridges
- NF *Restless Spirit* by Elizabeth Partridge
- NF *I am an American: A True Story of Japanese Internment* by Jerry Stanley
- NF *George vs George: The American Revolution as seen from Both Sides* by Rosalyn Schanzer

Novels

- F *The Boy in the Striped Pajamas* (John Boyne)
- F *The Book Thief* (Markus Zusak)
- NF *Night* (Ellie Wiesel)
- F *The Devil's Arithmetic* ()

Excerpts

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INFORMATIONAL TEXTS

Nonfiction Resources

- *Scholastic* Articles
- *Read Magazines*
- *New York Times for Kids*

Art

- See Personal Narrative Inspirational Artwork PowerPoint

Media

- Films *The Boy in the Striped Pajamas* and *The Book Thief*
- Documentary *Oprah with Ellie Wiesel*
- *Gert Wiesman: A Survivor Remembers*

Skill Websites:

- Spellingcity.com
- Slideshare.net- Power Points that can help facilitate skill-based teaching.
- [Interactive Plot Diagram](#) (ReadWriteThink)
- [You Can't Spell the Word Prefix Without a Prefix](#) (ReadWriteThink)
- [Main Idea and Supporting Details- Quiz](#) (possible pre or post assessment) (www.quia.com)
- [Flip-a-Chip: Examining Affixes and Roots to Build Vocabulary](#) (ReadWriteThink)
- [Improve Comprehension: A Word Game Using Root Words and Affixes](#) (ReadWriteThink)
- [Internalization of Vocabulary Through the Use of a Word Map](#) (ReadWriteThink)
- [Critical Media Literacy: Commercial Advertising](#) (ReadWriteThink)
- [Exploring Setting: Constructing Character, Point of View, Atmosphere, and Theme](#) (ReadWriteThink)
- Storybird.com

Grade 2 Yearlong Plan: Reading & Writing Curriculum

Unit	Start Date	End Date	# of Days	Reading Unit	Reading Material	Read Alouds to Support Reading Units	Writing Unit	Mentor Texts	Teacher Resources
1	Sept. 12	Oct. 14	24	Taking Charge of Reading	Classroom Library	<ul style="list-style-type: none"> • <i>Houndley and Catina</i> • <i>Mr. Putter and Tabby</i> 	Taking Charge of Writing	<ul style="list-style-type: none"> • <i>On! Moon</i> • <i>The Leaving Morning</i> 	<ul style="list-style-type: none"> • BOOK 1 • Narrative Checklist • WS pp. 6-13, 70-87
2	Oct. 17	Nov. 22	23	Information Books	Nonfiction Books and Text Sets in Classroom	<ul style="list-style-type: none"> • <i>Bugs! Bugs! Bugs</i> • <i>Bugs and Other Insects</i> 	Persuasive Letters and Reviews	<ul style="list-style-type: none"> • <i>The Day the Crayons Quit</i> • <i>I Wanna Iguana</i> • <i>Cats are the Best Pets</i> • <i>Dogs are Great</i> 	<ul style="list-style-type: none"> • BOOK 3 • Opinion Checklist • WS pp. 138-153 • 170-181
3	Nov. 28	Jan. 12	24	Getting to Know Characters and Their Stories	Classroom Library	<ul style="list-style-type: none"> • <i>The Recess Queen</i> • <i>Pinky and Rex</i> 	Realistic Fiction	<ul style="list-style-type: none"> • <i>Shortcut</i> • <i>Koala Lou</i> • <i>Pinky and Rex</i> 	<ul style="list-style-type: none"> • HANDOUT • Narrative Checklist
4	Jan. 17	Feb. 24	29	Series Reading Clubs	Series Books in Bookroom	<ul style="list-style-type: none"> • <i>Mery Watson</i> • <i>Amber Brown</i> • <i>Judy Moody</i> 	Opinion Writing About Reading	<ul style="list-style-type: none"> • <i>Frog and Toad</i> essay 	<ul style="list-style-type: none"> • HANDOUT • Opinion Checklist • WS pp. 162-169
5	Feb. 27	Apr. 12	29	Nonfiction Reading Clubs	Nonfiction Books and Text Sets in Classroom	<ul style="list-style-type: none"> • <i>Fores Make Things Move</i> • <i>Fores and Motion</i> 	Information Books	<ul style="list-style-type: none"> • <i>Penguins</i> • <i>Animals Nobody Loves</i> 	<ul style="list-style-type: none"> • HANDOUT • Information Checklist • WS pp. 258-279
6	Apr. 19	May 19	23	Fairy Tales	Fairy Tales and Folktales	<ul style="list-style-type: none"> • <i>Prince Cinders</i> • <i>Little Red Riding Hood</i> • <i>Mirror, Mirror</i> • <i>Cinder Edna</i> 	Fairy Tales	<ul style="list-style-type: none"> • <i>Goldilocks Rocks</i> • <i>Red Riding Hood was Rotten</i> • <i>The True Story of the Three Pigs</i> 	<ul style="list-style-type: none"> • HANDOUT • Narrative Checklist
7	May 22	Jun. 9	14	Reader's Theater	Leveled Scripts		Poetry	<ul style="list-style-type: none"> • <i>Old Elm Speaks: Tree Poems</i> • <i>What a Day It Was at School</i> 	<ul style="list-style-type: none"> • BOOK 4 • WS pp. 228-241

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Grade 8

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Grade 8

Progress Indicators for Reading Literature

Key Ideas and Details

RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Craft and Structure

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Integration of Knowledge and Ideas

RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

RL.8.8. (Not applicable to literature)

RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Range of Reading and Level of Text Complexity

RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Grade 8

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge and Ideas

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

New Jersey Student Learning Standards for English Language Arts

Range of Reading and Level of Text Complexity

RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grade 8

Progress Indicators for Writing

Text Types and Purposes

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal style.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

New Jersey Student Learning Standards for English Language Arts

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
- B. Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

Range of Writing

W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

New Jersey Student Learning Standards for English Language Arts

New Jersey Student Learning Standards for English Language Arts

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grade 8

Progress Indicators for Speaking and Listening

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Anchor Standards for Language

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Grade 8

Progress Indicators for Language

Conventions of Standard English

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- B. Form and use verbs in the active and passive voice.
- C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- D. Recognize and correct inappropriate shifts in verb voice and mood.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- B. Use an ellipsis to indicate an omission.
- C. Spell correctly.

Knowledge of Language

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g. verbal irony, puns) in context.
- B. Use the relationship between particular words to better understand each of the words.
- C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Jersey Student Learning Standards for English Language Arts

Grade 2

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards: Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

New Jersey Student Learning Standards for English Language Arts

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.

Grade 2

Progress Indicators Reading Literature Texts

Key Ideas and Details

RL.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

Craft and Structure

RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.8. (Not applicable to literature)

RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

New Jersey Student Learning Standards for English Language Arts

Range of Reading and Level of Text Complexity

RI.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

Grade 2

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

New Jersey Student Learning Standards for English Language Arts

Grade 2

Progress Indicators for Reading Foundational Skills

Phonics and Word Recognition

- RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- A. Know spelling-sound correspondences for common vowel teams.
 - B. Decode regularly spelled two-syllable words with long vowels.
 - C. Decode words with common prefixes and suffixes.
 - D. Identify words with inconsistent but common spelling-sound correspondences.
 - E. Recognize and read grade-appropriate irregularly spelled words.

Fluency

- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

New Jersey Student Learning Standards for English Language Arts

Anchor Standards: Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

New Jersey Student Learning Standards for English Language Arts

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grade 2

Progress Indicators for Writing

Text Types and Purposes

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

W.2.4. (Begins in grade 3)

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

W.2.9. (Begins in grade 4)

New Jersey Student Learning Standards for English Language Arts

Range of Writing

W.2.10. (Begins in grade 3)

New Jersey Student Learning Standards for English Language Arts

Anchor Standards: Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grade 2

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

- A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

New Jersey Student Learning Standards for English Language Arts

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

New Jersey Student Learning Standards for English Language Arts

Anchor Standards: Language

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

New Jersey Student Learning Standards for English Language Arts

Grade 2

Progress Indicators for Language

Conventions of Standard English

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Use collective nouns (e.g., *group*).
- B. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- C. Use reflexive pronouns (e.g., *myself, ourselves*).
- D. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- E. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- F. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize holidays, product names, and geographic names.
- B. Use commas in greetings and closings of letters.
- C. Use an apostrophe to form contractions and frequently occurring possessives.
- D. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
- E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Compare formal and informal uses of English.

Vocabulary Acquisition and Use

L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
- C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
- D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
- E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

New Jersey Student Learning Standards for English Language Arts

L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
- B. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

GEORGE L. HESS EDUCATIONAL COMPLEX

English Language Arts Lesson Plan





Teacher:

Grade: 2nd

Reading Unit: Taking Charge of Reading

Writing Unit: Taking Charge of Writing

Dates: 11/20/17-11/22/17

<p align="center">Monday</p>	<p align="center">Reading Workshop Teaching Point: Readers can explain several strategies for <i>decoding</i> an unknown word. Bend 3-(3-2A). Mid-Workshop Teaching Point: Skippy Frog; skip the word, read to the end of the sentence, and hop back to read it. Teaching Share</p>	<p align="center">Writing Workshop Teaching Point:Writers can continue revising their drafts to be sure they make sense. Bend 3-(3-3A). Mid-Workshop Teaching Point: Think to yourself... does it make sense? Do your words make your picture? Teaching Share</p>	<p align="center">Read Aloud Title: <i>Bear Says Thanks</i></p>	<p align="center">Word Study <u>Group 1</u> Stage: Sort: <u>Group 2</u> Stage:</p>
<p align="center">Tuesday</p>	<p align="center">Reading Workshop Teaching Point: Readers can explain several strategies for <i>decoding</i> an unknown word. Bend 3-(3-2A). Mid-Workshop Teaching Point: Flippy Dolphin; flip the sound to see if it makes sense. Teaching Share</p>	<p align="center">Writing Workshop Teaching Point: Writers can edit their drafts for capitals, end marks, and correct spelling. Bend 3-(3-B) Mid-Workshop Teaching Point: Is your I capital in your sentence when it stands by itself? Teaching Share</p>	<p align="center">Read Aloud Title: <i>Bear Says Thanks</i></p>	<p align="center">Sort: <u>Group 3</u> Stage: Sort:</p>
<p align="center">Wednesday</p>	<p align="center">Reading Workshop Teaching Point: Readers can explain several strategies for <i>decoding</i> an unknown word. Bend 3-(3-2A). Mid-Workshop Teaching Point: Tryin' Lion; try rereading the sentence again. Teaching Share</p>	<p align="center">Writing Workshop Teaching Point: Writers can share their published stories with their peers. Bend 3-(3-3C). Mid-Workshop Teaching Point: When authors publish a book, it is to be shared with others. Teaching Share</p>	<p align="center">Read Aloud Title: <i>Bear Says Thanks</i></p>	<p align="center">Sort: <u>Group 4</u> Stage: Sort:</p>
<p align="center">Thursday</p>	<p align="center">No School Thanksgiving </p>	<p align="center">No School Thanksgiving </p>		
<p align="center">Friday</p>	<p align="center">No School Thanksgiving Break </p>	<p align="center">No School Thanksgiving Break </p>		<p align="center">Notes About Word Study:</p>

***** Conference Notes Must Be Available In Classrooms as Evidence of Planned Strategy Lessons, Conferences, and/or Guided Reading.**

Homework:

- Read independent book(s) and record on reading log.

Assessments Summative: Reading Benchmark Assessments

Assessments Formative:

- Student Reading Logs
- Conferences/Conference Notes
- Student Reading Responses in Notebooks & on Sticky Notes
- Student Writing Notebooks
- Observation during Partner Talk

Differentiation/Accommodation/Modification

DAY	AM CLASS	PM CLASS
Monday		2,3,4,5,6,7,8,15, 16,17,18,19,25
Tuesday		2,3,4,5,6,7,8,15, 16,17,18,19,25
Wednesday		2,3,4,5,6,7,8,15, 16,17,18,19,25
Thursday		2,3,4,5,6,7,8,15, 16,17,18,19,25
Friday		2,3,4,5,6,7,8,15, 16,17,18,19,25

**Differentiation/Accommodation/Modification
(ELL, SPED, 504, G&T)**

1. Allow oral resp. to written essays
2. Allow verbalization before writing
3. Use audio materials when necessary
4. Extend test taking time
5. Modify homework assignments
6. Read tests aloud
7. Read directions aloud
8. Restate, reword, clarify directions
9. Restate test questions
10. Preferential seating utilized
11. Untimed and / or extended test taking time
12. Modify written assignments
13. Provide study guides
14. Provide classroom notes
15. Redirect student(s) as necessary
16. Provide educational "breaks" as necessary
17. Check agenda book/log for parent communication(s)
18. Re-teach concepts using small groups
19. Shorten assignments to focus on mastery of concept
20. Provide a cueing system
21. Use mnemonic devices
22. Use a graphic organizer
23. Flexible Grouping
24. Tiering
25. Scaffolding

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Use of Technology in Classroom (highlight)

Low level Applications: Overhead, Television, Finding information on the internet, Online Text

Medium Level Applications: Internet resources, Virtual labs, Simulations, Web Quests

High Level Applications: Student: web page, Use of "real time" data, Data analysis via software

Physical Fitness

(Recess - teacher directed)

Obj: To use equip. to develop muscle strength 30 min.

(M) (T) (W) (Th) (F)

Health and PE NJCCS: 2.5 and 2.6

Second Step: *AM CLASS*

Date:

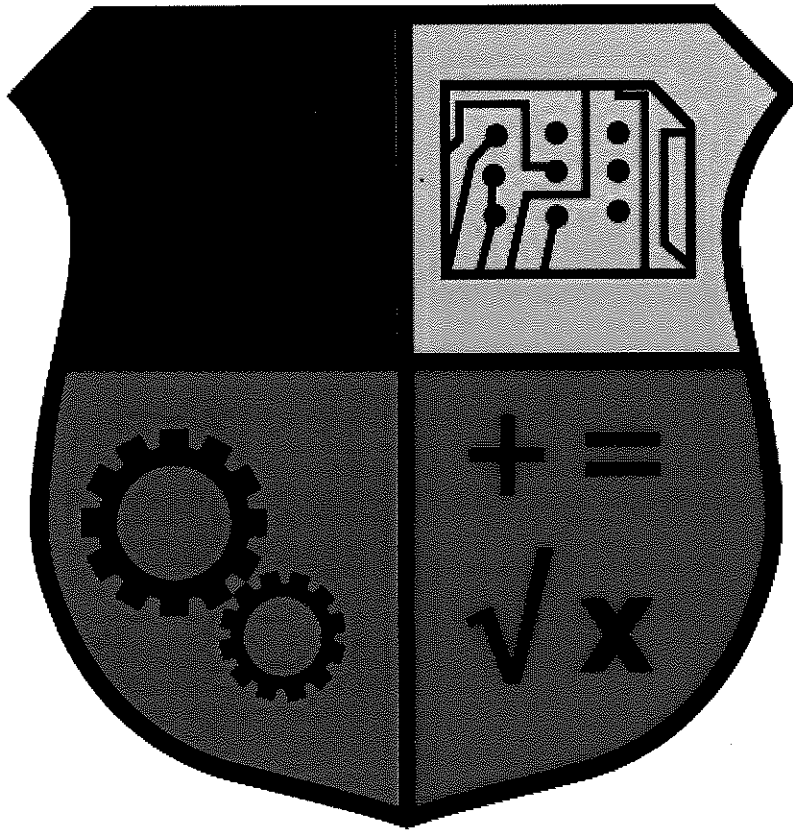
Unit:

Week:

Key Words:

21 st Century Themes			
Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
21 st Century Skills			
Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	
Interdisciplinary Connections: (Highlight) <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Visual and Performing Arts <input type="checkbox"/> World Languages <input type="checkbox"/> Comprehensive Health & Physical Education			

Hamilton Township School District Science Curriculum



Science Curriculum Committee:

Teachers of Hamilton Township School District
Joseph C. Shaner Elementary School
George Hess Educational Complex
William Davies Middle School

Board of Education Approved Born Date: TBD

Hamilton Township School District Science Curriculum

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 - Sample Lesson Plan Template**

I. Introduction *(quoted from the NJDOE NJSLS Science website)*

Science, engineering, and technology influence and permeate every aspect of modern life. Some knowledge of science and engineering is required to engage with the major public policy issues of today as well as to make informed everyday decisions, such as selecting among alternative medical treatments or determining how to invest public funds for water supply options. In addition, understanding science and the extraordinary insights it has produced can be meaningful and relevant on a personal level, opening new worlds to explore and offering lifelong opportunities for enriching people's lives. In these contexts, learning science is important for everyone, even those who eventually choose careers in fields other than science or engineering.

Mission: *Scientifically literate individuals possess the knowledge and understanding of scientific concepts and processes required for personal decision-making, participation in civic and cultural affairs, and economic productivity.*

Vision: The science standards are designed to help realize a vision for education in the sciences and engineering in which students, over multiple years of school, actively engage in scientific and engineering practices and apply crosscutting concepts to deepen their understanding of the core ideas in these fields. The learning experiences provided for students should engage them with fundamental questions about the world and with how scientists have investigated and found answers to those questions. Throughout grades K-12, students should have the opportunity to carry out scientific investigations and engineering design projects related to the disciplinary core ideas (pp. 8-9, NRC, 2012).

II. Overview

The purpose of the Hamilton Township School District Science Curriculum is to provide parents, staff members and community members with information that describes the science instructional program in our school district. This curriculum guide was developed to assist students achieve success with the 2014 New Jersey Student Learning Standards (NJSLS) and to prepare them with the knowledge of science that can be applied to their everyday life. In addition to this, the knowledge acquired will aide students with making informed decisions about careers in science and related fields. This curriculum serves as a valid resource to assist science teachers with implementing the NJSLS and the district goals.

Through well-developed year long plans and unit plans, the instructional staff has the opportunity to remain consistent in the implementation of the curriculum. In addition to this, formatted lesson plans that coincide with the unit plans will provide the instructional staff with a template that can be easily completed while addressing the necessary components of the unit plan. Teachers will implement formative assessments throughout the units based on their individual students' needs in an effort to best prepare them for the common summative assessment relative to each unit, which will be administered to all students to measure mastery of the standards within each unit.

Equity, Inclusion and Bias-free

The curriculum has been developed to offer all students equal learning opportunities, regardless of race, gender, national origin, color, disability or age. Hamilton Township School District offers small group instruction, collaborative teaching, technology

assisted programs, in-class support, English Language Learner services, gifted education services and services for students that are at-risk for failing. The District is committed to a policy of inclusion and least restrictive environment for classified students. Team teaching and in-class support is the classroom paradigm throughout the District. Consideration, however, is given to students with limited ability or those with classified learning disabilities (See Instructional Adaptations for Students with Disabilities).

Instructional Adaptations for Students with Disabilities:

In order to provide students with limited ability and/or students with classified learning disabilities meaningful access to curriculum and instruction based on the NJSLs and district goals, adaptations of instruction may be required. Adaptations are not intended to compromise the content standards and the core of instruction. Instead, adaptations provide students with disabilities the opportunity to maximize their strengths and compensate for their learning differences.

Consistent with the expectations that students with disabilities participate in the general education curriculum, is the requirement that the Individual Education Programs (IEPs) of students with disabilities reflect the NJSLs and the district's goals.

III. Materials

The core instructional materials utilized in grades kindergarten through five is the Science Dimensions Series published by Houghton-Mifflin Harcourt and in grades six through eight is Interactive Science published by Pearson. In addition to these series, content relative leveled readers are utilized to complement the series and to provide instruction at the students' just right reading levels.

IV. Benchmarks

Common Summative Assessments are administered across a grade level to measure mastery of the standards. Every student in the grade level is administered the common summative assessments and mastery is measured using consistent criteria. The number of common assessments administered per unit may vary based on the number of standards and corresponding content included in each unit.

V. Acknowledgements

The Hamilton Township School District's Science Curriculum was developed in a collaborative effort involving district employees from all three schools: (Shaner grades K & 1, Hess grades 2-5 and Davies grades 6-8).

VI. Attachments

The following documents are attached in this order:

Year Long Plans (Grades K-8)

Sample Unit Plan

Sample Lesson Plan Template

**Science Year Long Plan
Grade K**

<p>Unit: 1 Days: 10 Instruction/Labs: 7 Review/Common Summative Assessment: 3 Title: <u>Weather</u></p> <p>K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.</p> <p>K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.</p> <p>K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p>	<p>Unit: 2 Days: 15 Instruction/Labs: 12 Review/Common Summative Assessment: 3 Title: <u>Pushes and Pulls</u></p> <p>K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.</p> <p>K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull.</p> <p>K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</p>	<p>Unit: 3 Days: 15 Instruction/Labs: 12 Review/Common Summative Assessment: 3 Title: <u>Basic Needs of Living Things</u></p> <p>K-LS1-1. Use observations to describe patterns of what plants and animals need to survive.</p> <p>K-ESS3-1. Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.</p> <p>K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.</p>	<p>Unit: 4 Days: 15 Instruction/Labs: 12 Review/Common Summative Assessment: 3 Title: <u>Basic Needs of Humans</u></p> <p>K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and other living things in the local environment.</p> <p>K-2 ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p>
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Unit: 5
Days: 15
Instruction/Labs: 11
Review/Common Summative
Assessment: 4
Title: **Effects of The Sun**

K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface.

K-PS3-2. Use tools and materials provided to design and build a structure that will reduce the warming effect of sunlight on Earth's surface.

K-2-EIS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-EIS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

**Science Year Long Plan
Grade 1**

<p>Unit: 1 Days: 15 Instruction/Labs: 12 Review/Common Summative Assessment: 3 Title: <u>Characteristics of Living Things</u></p>	<p>Unit: 2 Days: 25 Instruction/Labs: 21 Review/Common Summative Assessment: 4 Title: <u>Mimicking Organisms to Solve Problems</u></p>	<p>Unit: 3 Days: 20 Instruction/Labs: 17 Review/Common Summative Assessment: 3 Title: <u>Light and Sound</u></p>	<p>Unit: 4 Days: 25 Instruction/Labs: 22 Review/Common Summative Assessment: 3 Title: <u>Communicating with Light and Sound</u></p>
<p>1-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. 1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.</p>	<p>1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p>	<p>1-PS4-2. Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated. 1-PS4-3. Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light. 1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.</p>	<p>1-PS4-4. Use tools and materials to design and build a device that uses light and sound to solve the problem of communicating over a distance. K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p>

Unit: 5

Days: 15

Instruction/Labs: 11
Review/Common Summative

Assessment: 4

Title: Patterns of Change in the Night Sky

1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.

1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of the year.

**Science Year Long Plan
Grade 2**

<p>Unit: 1 Days: 10 Instruction/Labs: 8 Review/Common Summative Assessment: 2 Title: <u>Properties of Matter</u></p>	<p>Unit: 2 Days: 15 Instruction/Labs: 12 Review/Common Summative Assessment: 3 Title: <u>Changes to Matter</u></p>	<p>Unit: 3 Days: 20 Instruction/Labs: 17 Review/Common Summative Assessment: 3 Title: <u>Relationships in Habitats</u></p>	<p>Unit: 4 Days: 15 Instruction/Labs: 13 Review/Common Summative Assessment: 2 Title: <u>The Earth's Land and Water</u></p>
<p><u>2-PS1-1</u>. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</p> <p><u>2-PS1</u>. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.</p> <p><u>K-2-ETS1-3</u>. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</p>	<p><u>2-PS1-3</u>. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new project.</p> <p><u>2-PS1-4</u>. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.</p>	<p><u>2-LS4-1</u>. Make observations of plants and animals to compare the diversity of life in different habitats.</p> <p><u>2-LS2-1</u>. Plan and conduct an investigation to determine if plants need sunlight and water.</p> <p><u>2-LS2-2</u>. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.</p> <p><u>K-2-ETS1-1</u>. Ask questions, make observations, and gather information about a situation that people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p>	<p><u>2-ESS2-2</u>. Develop a model to represent the shapes and kinds of lands and bodies of water in an area.</p> <p><u>2-ESS2-3</u>. Obtain information to identify where water is found on Earth and that is can be a solid or a liquid.</p>

Unit: 5
Days: 15
Instruction/Labs: 12
Review/Common Summative
Assessment: 3
Title: Changes to Earth's Land

2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Science Year Long Plan Grade 3

<p>Unit: 1 Days: 10 Instruction/Labs: 8 Review/Common Summative Assessment: 2 Title: <u>Weather & Climate</u></p>	<p>Unit: 2 Days: 7 Instruction/Labs: 5 Review/Common Summative Assessment: 2 Title: <u>Forces and Motion</u></p>	<p>Unit: 3 Days: 7 Instruction/Labs: 5 Review/Common Summative Assessment: 2 Title: <u>Electrical and Magnetic Forces</u></p>	<p>Unit: 4 Days: 18 Instruction/Labs: 15 Review/Common Summative Assessment: 3 Title: <u>Organisms: Traits and Life Cycles</u> Additional Link: http://www.nj.gov/education/mod/elcurriculum/sci/3u5.pdf</p>
<p>3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</p> <p>3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.</p> <p>3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.</p> <p>3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p>Vocabulary: atmosphere climate hazard precipitation rain gauge thermometer weather wind vane</p>	<p>3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.</p> <p>3-PS2-2 Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution of an object's motion to provide evidence that a pattern can be used to predict future motion.</p> <p>Vocabulary: balanced forces force gravity net force unbalanced forces frame of reference motion position speed</p>	<p>3-PS2-3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.</p> <p>3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets.</p> <p>3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p>Vocabulary: electricity gravity magnet static electricity</p>	<p>3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.</p> <p>3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.</p> <p>3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.</p> <p>3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.</p> <p>Vocabulary: life cycle metamorphosis organism pupa trait</p>

<p>Unit: 5 Days: 10 Instruction/Labs: 8 Review/Common Summative Assessment: 2 Title: <u>Organisms and the Environment</u></p>	<p>Unit: 6 Days: 10 Instruction/Labs: 8 Review/Common Summative Assessment: 2 Title: <u>Changes in the Environment</u></p>
<p>3-LS2-1 Construct an argument that some animals form groups that help members survive.</p> <p>3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.</p> <p>Vocabulary: adaptation camouflage environment habitat mimicry population</p>	<p>3-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.</p> <p>3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.</p> <p>3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p>Vocabulary: aquatic extinct fossil terrestrial</p>

**Science Year Long Plan
Grade 4**

<p>Unit: 1 Days: 8 Instruction/Labs: 6 Review/Common Summative Assessment: 2 Title: Weathering and Erosion</p>	<p>Unit: 2 Days: 8 Instruction/Labs: 6 Review/Common Summative Assessment: 2 Title: Earth Processes</p>	<p>Unit: 3 Days: 8 Instruction/Labs: 6 Review/Common Summative Assessment: 2 Title: Structures and Functions</p>	<p>Unit: 4 Days: 8 Instruction/Labs: 6 Review/Common Summative Assessment: 2 Title: How Organisms Process Information</p>
<p>4-ESS1-1. Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.</p>	<p>4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's features</p>	<p>4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p>	<p>4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways</p>
	<p>3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p>		<p>4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.</p>
<p>4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation</p>	<p>4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans</p>		
	<p>3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p>		

<p>Unit: 5/8 Days: 18 Instruction/Labs: 16 Review/Common Summative Assessment: 2 Title: Transfer of Energy and Waves</p>	<p>Unit: 6/7 Days: 18 Instruction/Labs: 16 Review/Common Summative Assessment: 2 Title: Engineering Design with Force and Motion</p>
<p>4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.</p> <p>4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.*</p>	<p>3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p>3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> <p>3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p>
<p>4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.</p>	<p>4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.</p>
<p>4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.</p>	<p>4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.</p>
<p>3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> <p>3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p>	<p>4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.*</p>

**Science Year Long Plan
Grade 5**

<p>Unit: 1 Days: 17 Instruction/Labs: 15 Review/Common Summative Assessment: 2 Title: Properties of Matter</p>	<p>Unit: 2 Days: 17 Instruction/Labs: 15 Review/Common Summative Assessment: 2 Title: Changes of Matter</p>	<p>Unit: 3 Days: 17 Instruction/Labs: 15 Review/Common Summative Assessment: 2 Title: Energy and Matter in the Ecosystem</p>	<p>Unit: 4 Days: 17 Instruction/Labs: 15 Review/Common Summative Assessment: 2 Title: Water on the Earth</p>
<p>5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.</p>	<p>5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.</p>	<p>5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.</p>	<p>5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.</p>
<p>5-PS1-3. Make observations and measurements to identify materials based on their properties.</p>	<p>5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances</p>	<p>5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.</p>	<p>5-ESS1-1. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.</p>
		<p>5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.</p>	

<p>Unit: 5 Days: 16 Instruction/Labs: 14 Review/Common Summative Assessment: 2 Title: Interactions within the Earth, Sun and Moon System</p>
<p>5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</p>
<p>5-ESS2-2. Describe and graph the amounts of saltwater and freshwater in various reservoirs to provide evidence about the distribution of water on Earth.</p>
<p>5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.</p>

**Science Year Long Plan
Grade 6**

<p>Unit 1 Days: 18 Instruction/Labs: 20 Review/Common Summative Assessment: 2 Title: <u>Force and Motion</u> Unit 1 <u>Common Assessment</u></p>	<p>Unit 2 Days: 12 Instruction/Labs: 10 Review/Common Summative Assessment: 2 Title: <u>Types of Interactions</u> Unit 2 <u>Common Assessment</u></p>	<p>Unit 3 Days: 10 Instruction/Labs: 8 Review/Common Summative Assessment: 2 Title: <u>Astronomy</u> Unit 3 <u>Common Assessment</u></p>	<p>Unit 4 Days: 13 Instruction/Labs: 11 Review/Common Summative Assessment: 2 Title: <u>Weather and Climate</u> Unit 4 <u>Common Assessment</u></p>
<p>MS-PS2-1 (Newton's 3rd Law) MS-PS2-2 (Newton's 1st Law) MS-ETS1-1 (<i>Asking questions and defining problems</i>) MS-ETS1-2 (<i>Evaluating possible solutions to a problem</i>) MS-ETS1-3 (<i>Analyzing data to improve possible solutions to a problem</i>) MS-ETS1-4 (<i>Develop a model to test possible solutions to a problem</i>)</p>	<p>MS-PS2-3 (Electric and magnetic forces) MS-PS2-4 (Gravity) MS-PS2-5 (Forces/Interactions at a Distance)</p>	<p>MS-ESS1-1 (Earth, Sun, Moon) MS-ESS1-2 (Gravity) MS-ESS1-3 (Scale Proportions of Solar Objects)</p>	<p>MS-ESS2-4 (Water Cycle) MS-ESS2-5 (Weather Factors) MS-ESS2-6 (Climate, Atmospheric and Oceanic Factors)</p>

<p>Unit 5 Days: 20 Instruction/Labs: 16 Review/Common Summative Assessment: 4 Title: <u>Organisms and Ecosystems</u> Unit 5 <u>Common Assessment</u></p>	<p>Unit 6 Days: 13 Instruction/Labs: 11 Review/Common Summative Assessment: 2 Title: <u>Interdependent Relationships in Ecosystems</u> Unit 6 <u>Common Assessment</u></p>
<p>MS-LS1-4 (Adaptations) MS-LS1-5 (Growth and Development Factors) MS-LS2-1 (Biotic and Abiotic Factors) MS-LS2-2 (Symbiotic Relationships) MS-LS2-3 (Cycles in Nature)</p>	<p>MS-LS2-4 (Changes to Ecosystems) MS-LS2-5 (Investigating Environmental Issues) MS-ETS1-1 (<i>Asking questions and defining problems</i>) MS-ETS1-3 (<i>Analyzing data to improve possible solutions to a problem</i>)</p>

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Science Year Long Plan

Grade 7

<p>Unit 1 Days: 14 Instruction/Labs: 12 Review/Common Summative Assessment: 2 Title: <u>Structure and Properties of Matter</u> Unit 1 Common Assessment</p>	<p>Unit 2 Days: 10 Instruction/Labs: 8 Review/Common Summative Assessment: 2 Title: <u>Interactions of Matter</u> Unit 2 Common Assessment</p>	<p>Unit 3 Days: 14 Instruction/Labs: 12 Review/Common Summative Assessment: 2 Title: <u>Chemical Reactions</u> Unit 3 Common Assessment</p>
<p>MS-PS1-1 (Atoms/Molecules) MS-PS1-2 (Physical & Chemical Properties/Changes)</p>	<p>MS-PS1-3 (Synthesis of Material) MS-PS1-4 (Changes of States of Matter)</p>	<p>MS-PS1-5 (Conservation of Matter) MS-PS1-6 (Transfer of Thermal Energy) MS-ETS1-2 (Evaluating possible solutions to a problem) MS-ETS1-3 (Analyzing data to improve possible solutions to a problem) MS-ETS1-4 (Develop a model to test possible solutions to a problem)</p>
<p>Unit 4 Days: 20 Instruction/Labs: 16 Review/Common Summative Assessment: 4 Title: <u>Cells and Body Systems</u> Unit 4 Common Assessment</p>	<p>Unit 5 Days: 9 Instruction/Labs: 7 Review/Common Summative Assessment: 2 Title: <u>Inheritance and Variation of Traits</u> Unit 5 Common Assessment</p>	<p>Unit 6 Days: 7 Instruction/Labs: 5 Review/Common Summative Assessment: 2 Title: <u>Organization for Matter and Energy Flow in Organisms</u> Unit 6 Common Assessment</p>
<p>MS-LS1-1 (Cell Theory) MS-LS1-2 (Cell Structure and Function) MS-LS1-3 (Organization of Living Things) MS-LS1-8 (Response to Stimuli)</p>	<p>MS-LS3-1 (DNA, Genes, Chromosomes, & Mutations) MS-LS3-2 Sexual and Asexual Reproduction)</p>	<p>Unit 7 Days: 16 Instruction/Labs: 14 Review/Common Summative Assessment: 2 Title: <u>Earth Systems</u> Unit 7 Common Assessment</p> <p>MS-ESS1-4 (Earth's History) MS-ESS2-1 (Earth's Materials/Flow of Energy) MS-ESS2-2 (Earth's Processes) MS-ESS2-3 (Evidence of Earth's Processes)</p>

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**Science Year Long Plan
Grade 8**

<p>Unit 1 Days: 12 Instruction/Labs: 10 Review/Common Summative Assessment: 2</p> <p>Title: <u>Relationships among Forms of Energy</u></p>	<p>Unit 2 Days: 15 Instruction/Labs: 13 Review/Common Summative Assessment: 2</p> <p>Title: <u>Thermal Energy</u></p>	<p>Unit 3 Days: 10 Instruction/Labs: 8 Review/Common Summative Assessment: 2</p> <p>Title: <u>Electromagnetic Spectrum</u></p>
<p>MS-PS3-1 (Graphing Kinetic Energy) MS-PS3-2 (Modeling relative amounts of Potential Energy) MS-PS3-5 (Transfer of Kinetic Energy)</p>	<p>MS-PS3-3 (Thermal energy transfer) MS-PS3-4 (Change in kinetic energy)</p> <p><i>MS-ETS1-1 (asking questions and defining problems)</i> <i>MS-ETS1-2 (evaluating possible solutions to a problem)</i> <i>MS-ETS1-3 (analyzing data to improve possible solutions to a problem)</i> <i>MS-ETS1-4 (develop a model to test possible solutions to a problem)</i></p>	<p>MS-PS4-1 (Amplitude and energy) MS-PS4-2 (Waves and matter) MS-PS4-3 (Digitized vs. analog signals)</p>
<p>Unit 4 Days: 16 Instruction/Labs: 14 Review/Common Summative Assessment: 2</p> <p>Title: <u>Stability/Change on Earth</u></p>	<p>Unit 5 Days: 13 Instruction/Labs: 11 Review/Common Summative Assessment: 2</p> <p>Title: <u>Human Impacts on Ecosystems and Global Climate Change</u></p>	<p>Unit 6 Days: 12 Instruction/Labs: 10 Review/Common Summative Assessment: 2</p> <p>Title: <u>Selection and Adaptation</u></p>
<p>MS-ESS3-1 (Distribution of Earth's resources) MS-ESS3-2 (Catastrophic events) MS-ESS3-4 (Impacts of human population on Earth's systems) MS-ESS3-5 (Human impact on climate change)</p>	<p>MS-ESS3-3 (Tracking and Reducing Human Impact on Environment)</p> <p><i>MS-ETS1-1 (Asking questions and defining problems)</i> <i>MS-ETS1-2 (Evaluating possible solutions to a problem)</i> <i>MS-ETS1-3: (Analyzing data to improve possible solutions to a problem)</i></p>	<p>Unit 7 Days: 12 Instruction/Labs: 10 Review/Common Summative Assessment: 2</p> <p>Title: <u>Evidence of Common Ancestry</u></p>
<p>MS-LRS4-1 (Patterns in fossil record) MS-LRS4-2 (Homologous Structures) MS-LRS4-3 (Embryological similarities)</p>		

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Unit Summary

What happens to ecosystems when the environment changes?

Students build on their understandings of the transfer of matter and energy as they study patterns of interactions among organisms within an ecosystem. They consider biotic and abiotic factors in an ecosystem and the effects these factors have on a population. They construct explanations for the interactions in ecosystems and the scientific, economic, political, and social justifications used in making decisions about maintaining biodiversity in ecosystems. The crosscutting concept of *stability and change* provide a framework for understanding the disciplinary core ideas.

This unit includes a two-stage engineering design process. Students first evaluate different engineering ideas that have been proposed using a systematic method, such as a tradeoff matrix, to determine which solutions are most promising. They then test different solutions, and combine the best ideas into a new solution that may be better than any of the preliminary ideas. Students demonstrate grade appropriate proficiency in *asking questions, designing solutions, engaging in argument from evidence, developing and using models, and designing solutions*. Students are also expected to use these practices to demonstrate understanding of the core ideas.

This unit is based on MS-LS2-4, MS-LS2-5, MS-ETS1-1, and MS-ETS1-3.

Student Learning Objectives

Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. *[Clarification Statement: Emphasis is on recognizing patterns in data and making warranted inferences about changes in populations, and on evaluating empirical evidence supporting arguments about changes to ecosystems.] (MS-LS2-4)*

Evaluate competing design solutions for maintaining biodiversity and ecosystem services. * *[Clarification Statement: Examples of ecosystem services could include water purification, nutrient recycling, and prevention of soil erosion. Examples of design solution constraints could include scientific, economic, and social considerations.] (MS-LS2-5)*

Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. (MS-ETS1-1)

Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. (MS-ETS1-3)

Quick Links

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Unit Sequence	
<p>Part A: How can a single change to an ecosystem disrupt the whole system?</p> <p style="text-align: center;">Concepts</p> <ul style="list-style-type: none"> Ecosystems are dynamic in nature. The characteristics of ecosystems can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all the ecosystem's populations. Small changes in one part of an ecosystem might cause large changes in another part. Patterns in data about ecosystems can be recognized and used to make warranted inferences about changes in populations. Evaluating empirical evidence can be used to support arguments about changes to ecosystems. 	<p style="text-align: center;">Formative Assessment</p> <p><i>Students who understand the concepts are able to:</i></p> <ul style="list-style-type: none"> Construct an argument to support or refute an explanation for the changes to populations in an ecosystem caused by disruptions to a physical or biological component of that ecosystem. Empirical evidence and scientific reasoning must support the argument. Use scientific rules for obtaining and evaluating empirical evidence. Recognize patterns in data and make warranted inferences about changes in populations. Evaluate empirical evidence supporting arguments about changes to ecosystems.
Unit Sequence	
<p>Part B: What limits the number and variety of living things in an ecosystem?</p> <p style="text-align: center;">Concepts</p> <ul style="list-style-type: none"> Biodiversity describes the variety of species found in Earth's terrestrial and oceanic ecosystems. The completeness, or integrity, of an ecosystem's biodiversity is often used as a measure of its health. Changes in biodiversity can influence humans' resources, such as food, energy, and medicines. Changes in biodiversity can influence ecosystem services that humans rely on. There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. A solution needs to be tested and then modified on the basis of the test results, in order to improve it. Models of all kinds are important for testing solutions. 	<p style="text-align: center;">Formative Assessment</p> <p><i>Students who understand the concepts are able to:</i></p> <ul style="list-style-type: none"> Construct a convincing argument that supports or refutes claims for solutions about the natural and designed world(s). Develop a model to generate data to test ideas about designed systems, including those representing inputs and outputs. Create design criteria for design solutions for maintaining biodiversity and ecosystem services. Evaluate competing design solutions based on jointly developed and agreed-upon design criteria.

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- The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution.
- Small changes in one part of a system might cause large changes in another part.
- Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes.

What it Looks Like in the Classroom

At the beginning of this unit of study, students will begin to collect empirical evidence that will be used to argue that physical or biological components of an ecosystem affect populations. Students will evaluate existing solutions for maintaining biodiversity and ecosystem services to determine which solutions are most promising. As part of their evaluation, students will develop a probability and use it to determine the probability that designed systems, including those representing inputs and outputs, will maintain biodiversity and ecosystem services. They will develop mathematical model(s) to generate data to test the designed systems and compare probabilities from the models to observe frequencies. If the agreement is not good, they will explain possible sources of the discrepancy.

Distinguish among facts, reasoned judgment based on research findings, and speculation. During this process, students will distinguish among facts reasoned judgment based on research findings, and speculation while reading text about maintaining biodiversity and ecosystem services. Examples of ecosystem services could include water purification, nutrient recycling, and prevention of soil erosion.

After determining that ecosystems are dynamic in nature, students may construct an argument to support an explanation for how shifts (large and/or small) in populations are caused by change to physical or biological components in ecosystems (e.g., gas explosions, tornadoes, mining, oil spills, clear cutting, hurricanes, volcanoes, etc.).

Students will study the variety of species found in terrestrial and oceanic ecosystems and use the data they gather to make decisions about the health of the ecosystem. Students may compare, through observations and data analysis, the biodiversity before and after events affecting a specific area—for examples, the Pinelands, that were lost due to the creation of the reservoir; the underground coal fires in Centralia, PA, that caused people to abandon the town; the volcanic eruption in Mt. St. Helen's, WA; the nuclear reactor meltdown in Chernobyl, Ukraine.

Students should recognize patterns in data about changes to components in ecosystems and make inferences about how these changes contribute to changes in the biodiversity of populations. Students should investigate and design investigations to test their ideas and develop possible solutions to problems caused when changes in the biodiversity of an ecosystem affect resources (food, energy, and medicine) as well as ecosystem services (water purification, nutrient recycling, soil erosion prevention) available to humans. Students can then construct arguments using evidence to support recognized patterns of change in factors such as global temperatures and their effect on populations and the environment. As part of their argument, students need to note how small changes in one part of an ecosystem might cause large changes in another part. While collecting evidence for their arguments about maintaining biodiversity, students will trace and evaluate specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. Students will evaluate the argument and claims in text, assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

As a culmination of this unit of study, students will take the evidence they have collected and their understanding of how changes in the biodiversity of populations can impact ecosystem services and use that evidence and understanding to evaluate competing design solutions. Students will include multimedia components and visual displays as part of their argument about competing design solutions based on jointly developed and agreed-upon design criteria to clarify evidence used in

their arguments. The multimedia component and visual displays should clarify claims and findings and emphasize salient points in their argument.

Students will use a systematic process for evaluating their design solutions with respect to how well they meet the criteria and constraints. Students may determine the systematic process they will use, or the teacher can determine a process for students to use to evaluate ecosystem services. Any process used should include mathematical models that generate data for the iterative testing of competing design solutions involving a proposed object, tool, or process maintaining biodiversity and ecosystem services and quantitative reasoning (with amounts, numbers, sizes) and abstract reasoning (with variables). Ecosystem services could include water purification, nutrient recycling, and prevention of soil erosion. For this unit of study, design solution constraints could include scientific, economic, and social considerations. After determining the process for evaluating the design solutions and establishing the criteria and constraints, students will compare competing design solutions to determine the optimal solution.

Connecting English Language Arts/Literacy and Mathematics

English Language Arts/Literacy

- Distinguish among facts, reasoned judgment based on research findings, and speculation when reading text about maintaining biodiversity and ecosystem services. Examples of ecosystem services could include water purification, nutrient recycling, and prevention of soil erosion.
- Trace and evaluate the argument and specific claims in a text *about maintaining biodiversity and ecosystem services*, distinguishing claims that are supported by reasons and evidence from claims that are not. Trace and evaluate the arguments about specific claims in a text and assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- Include multimedia components and visual displays *as part of an argument about competing design solutions based on jointly developed and agreed-upon design criteria* to clarify information. Include multimedia components and visual displays. The multimedia component and visual displays should clarify claims and findings and emphasize salient points in the presentation.

Mathematics

- Model design solutions for maintaining biodiversity and ecosystem services with mathematics. Use ratio and rate reasoning to evaluate competing design solutions for maintaining biodiversity and ecosystem services.
- Develop a model that generates data for the iterative testing of competing design solutions involving a proposed object, tool, or process that maintains biodiversity and ecosystem services, reasoning quantitatively (with amounts, numbers, sizes) and abstractly (with variables).
- Develop a probability and use it to find the probability that *designed systems, including those representing inputs and outputs, will maintain biodiversity and ecosystem services*. Compare probabilities from the model to observe frequencies. If the agreement is not good, explain possible sources of the discrepancy.

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Modifications

(Note: Teachers identify the modifications that they will use in the unit. See NGSS Appendix D: All Standards, All Students/Case Studies for vignettes and explanations of the modifications.)

- Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Use project-based science learning to connect science with observable phenomena.
- Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.
- Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#_UXmoXcfd_UA)

Research on Student Learning

Students may believe that organisms are able to effect changes in bodily structure to exploit particular habitats or that they respond to a changed environment by seeking a more favorable environment. It has been suggested that the language about adaptation used by teachers or textbooks to make biology more accessible to students may cause or reinforce these beliefs.

Some students think dead organisms simply rot away. They do not realize that the matter from the dead organism is converted into other materials in the environment. Some students see decay as a gradual, inevitable consequence of time without need of decomposing agents. Some students believe that matter is conserved during decay, but do not know where it goes (NSDL, 2015).

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Prior Learning

By the end of Grade 5, students understand that:

- When the environment changes in ways that affect a place's physical characteristics, temperature, or available resources, some organisms survive and reproduce, some move to new locations, some move into the transformed environment, and some die.
- Populations of organisms live in a variety of habitats. Changes in those habitats affect the organisms living there.
- Research on a problem should be carried out before work to design a solution begins. Testing a solution involves investigating how well it performs under a range of likely conditions.
- At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs.
- Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved.
- Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.

Future Learning

Life Science

- If a biological or physical disturbance to an ecosystem occurs, including one induced by human activity, the ecosystem may return to its more or less original state or become a very different ecosystem, depending on the complex set of interactions within the ecosystem.
- Biodiversity is increased by the formation of new species and reduced by extinction. Humans depend on biodiversity but also have adverse impacts on it. Sustaining biodiversity is essential to supporting life on earth.

Connections to Other Units

Grade 6 Unit 3: Interdependent Relationships in Ecosystems

- Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on—for example, water purification and recycling.

Grade 7 Unit 1: Structure and Properties of Matter

- Substances react chemically in characteristic ways.

Grade 7 Unit 3: Chemical Reactions

- In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants.
- The total number of each type of atom is conserved, and thus the mass does not change.

- Some chemical reactions release energy, others store energy.

Grade 7 Unit 8: Earth Systems

- All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. This energy is derived from the sun and Earth's hot interior. The energy that flows and matter that cycles produce chemical and physical changes in Earth's materials and living organisms.
- The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future.

Grade 8 Unit 3: Stability and Change on Earth

- Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes.
- Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth's environments can have different impacts (negative and positive) for different living things.
- Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise.

Sample of Open Education Resources

In Exploring the "Systems" in Ecosystems, students are introduced to the concept of an ecosystem, and explore how to analyze ecosystems using a systems thinking approach. A class discussion brings out students' ideas about ecosystems and introduces basic information about the components and processes of ecosystems. Next, students encounter a hypothetical ecosystem and gain experience analyzing it the way scientists do. Students then select a local ecosystem and apply what they have learned to analyze it. Finally, students extend their understanding by characterizing three different types of ecosystems and describing their components and processes.

The Flow of Matter and Energy in Ecosystems SciPack explores the systemic interplay and flow of matter and energy throughout ecosystems, populations and organisms. Energy from the sun is the direct or indirect source of energy for nearly all organisms, it can flow only in one direction through ecosystems: from the sun to producers, to consumers, and finally to decomposers. Unlike the unidirectional transformation of energy, matter cycles among ecosystem components. One key ecosystem function, the cycling of carbon from non-living to living components and back, serves as a primary example in this SciPack for how all nutrients cycle on Earth. Webs and pyramids are used to model and communicate about the transfer of energy and cycling of matter within an ecosystem, representing how the total living biomass stays roughly constant—cycling materials from old to new life—accompanied by an irreversible flow of energy from captured sunlight into dissipated heat.

Problem Based Learning Scenario

You are a cargo inspection agent working in Guam to prevent the introduction of non-native species to your island. People coming into your territory often do not understand why you must spend so much time checking their cargo. Working in small groups, develop a public service announcement and media campaign to explain to the public how devastating the introduction of non-native species can be to an island ecosystem. Research how the region has been affected by invasive species. Connect with experts in the field to further your understandings. Use video clips, podcasts, and other authentic media to help explain the impact. Focus your

message on how non-native species can become invasive and affect the biodiversity of the island.

Resources

- Annenberg Media's Teachers' Resources offer short video courses covering essential science content for teachers.
<http://www.learner.org/resources/series179.html>
- National Invasive Species Information Center (NISIC) provides data and information regarding invasive species, including covering Federal, State, local, and international sources. This site supports the performance assessment associated with the CPI. <http://www.invasivespeciesinfo.gov/>

Appendix A: NGSS and Foundations for the Unit

Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. *[Clarification Statement: Emphasis is on recognizing patterns in data and making warranted inferences about changes in populations, and on evaluating empirical evidence supporting arguments about changes to ecosystems.] (MS-LS2-4)*

Evaluate competing design solutions for maintaining biodiversity and ecosystem services. * *[Clarification Statement: Examples of ecosystem services could include water purification, nutrient recycling, and prevention of soil erosion. Examples of design solution constraints could include scientific, economic, and social considerations.] (MS-LS2-5)*

Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. (MS-ETS1-1)

Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. (MS-ETS1-3)

The Student Learning Objectives above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> :		
Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Engaging in Argument from Evidence</p> <ul style="list-style-type: none"> Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem. (MS-LS2-4) Evaluate competing design solutions based on jointly developed and agreed-upon design criteria. (MS-LS2-5) <p>Asking Questions and Defining Problems</p> <ul style="list-style-type: none"> Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions. (MS-ETS1-1) 	<p>LS2.C: Ecosystem Dynamics, Functioning, and Resilience</p> <ul style="list-style-type: none"> Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations. (MS-LS2-4) Biodiversity describes the variety of species found in Earth's terrestrial and oceanic ecosystems. The completeness or integrity of an ecosystem's biodiversity is often used as a measure of its health. (MS-LS2-5) <p>LS4.D: Biodiversity and Humans</p> <ul style="list-style-type: none"> Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on—for example, water purification and 	<p>Stability and Change</p> <ul style="list-style-type: none"> Small changes in one part of a system might cause large changes in another part. (MS-LS2-4),(MS-LS2-5) <p>-----</p> <p>Connections to Engineering, Technology, and Applications of Science</p> <p>Influence of Science, Engineering, and Technology on Society and the Natural World</p> <ul style="list-style-type: none"> The use of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time. (MS-LS2-5)

<p>Developing and Using Models</p> <ul style="list-style-type: none"> Develop a model to generate data to test ideas about designed systems, including those representing inputs and outputs. (MS-ETS1-4) <p>Analyzing and Interpreting Data</p> <ul style="list-style-type: none"> Analyze and interpret data to determine similarities and differences in findings. (MS-ETS1-3) 	<p>recycling. (secondary to MS-LS2-5)</p> <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. (secondary to MS-LS2-5) <p>ETS1.A: Defining and Delimiting Engineering Problems</p> <ul style="list-style-type: none"> The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that are likely to limit possible solutions. (MS-ETS1-1) <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> A solution needs to be tested, and then modified on the basis of the test results, in order to improve it. (MS-ETS1-4) There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. (MS-ETS1-2), (MS-ETS1-3) Sometimes parts of different solutions can be combined to create a solution that is better than any of its predecessors. (MS-ETS1-3) Models of all kinds are important for testing solutions. (MS-ETS1-4) <p>ETS1.C: Optimizing the Design Solution</p> <ul style="list-style-type: none"> Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process—that is, some of those characteristics 	<p>-----</p> <p>Connections to Nature of Science</p> <p>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</p> <ul style="list-style-type: none"> Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation. (MS-LS2-3) <p>Scientific Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none"> Science disciplines share common rules of obtaining and evaluating empirical evidence. (MS-LS2-4) <p>Science Addresses Questions About the Natural and Material World</p> <ul style="list-style-type: none"> Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes. (MS-LS2-5)
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	<p>may be incorporated into the new design. (MS-ETS1-3)</p>	
English Language Arts	Mathematics	
<p>Cite specific textual evidence to support analysis of science and technical texts. (MS-LS2-4) RST.6-8.1</p> <p>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (MS-LS2-5) RST.6-8.8</p> <p>Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (MS-LS2-5) RI.8.8</p> <p>Write arguments to support claims with clear reasons and relevant evidence. (MS-LS2-4),(MS-ETS1-1),(MS-ETS1-3) WHST.6-8.1</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (MS-LS2-2) WHST.6-8.2</p> <p>Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-ETS1-3) RST.6-8.7</p> <p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (MS-ETS1-1) WHST.6-8.8</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. (MS-LS2-2),(MS-LS2-4),(MS-ETS1-3), (MS-ETS1-2) WHST.6-8.9</p> <p>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (MS-ETS1-4) SL.8.5</p>	<p>Reason abstractly and quantitatively. (MS-ETS1-1),(MS-ETS1-3) MP.2</p> <p>Model with mathematics. (MS-LS2-5) MP.4</p> <p>Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. (MS-ETS1-1),(MS-ETS1-3) 7.EE.3</p> <p>Use ratio and rate reasoning to solve real-world and mathematical problems. (MS-LS2-5) 6.RP.A.3</p>	
HTSD Tier II Words		
<p>adequate, assess, benefit, contribute, controversy, challenge, decline, diverse, sustain</p>		

Hess School Content Area Lesson Plans

Teacher:	Grade:	
Content: Science	Unit #:	
Start date:	End date:	Number of days:

Objective:

NJSLS Aligned Instruction:

Instructional Methods

- | | |
|--|---|
| <ul style="list-style-type: none"> ● Read Aloud ● Mini-lecture ● Video-Aloud ● Independent Reading ● Debate | <ul style="list-style-type: none"> ● Photograph/Document/Artifact Study ● Whole Class Conversation ● Lab Experience ● Inquiry Groups ● Seminar |
|--|---|

Students will write as a way to hold onto information throughout the unit. Some methods of holding onto information might be:

- Note-taking (sketch, list, diagram, timeline, venn diagram, web, t-chart, box & bullet, graph, etc.)
- Summary Writing
- Writing lab reports

Lesson / Key Point #1:

Number of days:

Day	Lesson Sequence	Differentiation/Accommodation/Modification
M o n d a y	Session #	A M
	Session #	P M
T u e s d a y	Session #	A M
	Session #	P M
W e d n e s d a y	Session #	A M
	Session #	P M

T h u r s d a y	Session #			A M
	Session #			P M
F r i d a y	Session #			A M
	Session #			P M
Lesson Components				
<u>21st Century Themes</u>				
	Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
<u>21st Century Skills</u>				
	Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
	Media Literacy	ICT Literacy	Life and Career Skills	
Interdisciplinary Connections: (Highlight)				
<input type="checkbox"/> ELA <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Mathematics <input type="checkbox"/> Visual and Performing Arts <input type="checkbox"/> World Languages <input type="checkbox"/> Comprehensive Health & Physical Education				
Integration of Technology:				
Equipment Needed:				

Differentiation/Accommodation/Modification

(ELL, SPED, 504, G&T)

1. Allow oral resp. to written essays
2. Allow verbalization before writing
3. Use audio materials when necessary
4. Extend test taking time
5. Modify homework assignments
6. Read tests aloud
7. Read directions aloud
8. Restate, reword, and clarify directions
9. Restate test questions
10. Preferential seating utilized
11. Untimed and / or extended test taking time
12. Modify written assignments
13. Provide study guides
14. Provide classroom notes
15. Redirect student(s) as necessary
16. Provide educational "breaks" as necessary
17. Check agenda book/log for parent communication(s)
18. Re-teach concepts using small groups
19. Shorten assignments to focus on mastery of concept
20. Provide a cueing system
21. Use mnemonic devices
22. Use a graphic organizer
23. Flexible Grouping
24. Tiering
25. Scaffolding

Second Step Lesson

DATE:

Unit:

Week:

Key Words:

Concepts:

Objectives:

Daily/Weekly Check List

Updated Web Page (Date) ____

Checked E-mail ____

Administrator's Initials ____



District Professional Development Plan (PDP)

District Name	Superintendent Name	Plan Begin/End Dates
Hamilton Township School District	Mr. Frank Vogel	7/1/2017 – 6/30/2018

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	<p>Whole Student Growth: Academic Achievement/Future Ready</p> <p>To ensure a learning environment that enables growth academically, socially, emotionally, behaviorally and physically and prepares students to be healthy, productive citizens in a Future Ready world.</p>	<p>All Certificated Staff and Administration</p> <p>Supervisor of Food Services</p>	<ul style="list-style-type: none"> ● Increased staff and student awareness of good digital citizenship & the law ● Increased use of devices/ technology ● Increased parent awareness of dangerous sites/apps ● Establishment of a STEAM Review Committee ● STEAM Review Committee Minutes ● STEAM Review Committee Recommendations ● Documented participation in professional development supporting the implementation of PBL through STEAM, as well as across all content areas ● Completed research indicating viability of implementing Future Ready N.J. framework ● Completed Link-It Pilot ● Reviewed lesson plans, PLC minutes & Grade Level Meeting minutes (use of devices/technology, digital citizenship, STEAM) ● Completed staff observations/evaluations (formal & informal) ● Increased offering of healthy food choices ● Observed increased utilization of coping strategies

INSTRUCTION-15

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<p>2</p> <p><i>Strategic Plan Goal #1 Objective 1.2)</i></p>	<p>Whole Student Growth: Mental/Physical Health</p> <p>To ensure a learning environment that enables growth academically, socially, emotionally, behaviorally and physically and prepares students to be healthy, productive citizens in a Future Ready world.</p>	<p>All Certificated Staff and Administration</p>	<ul style="list-style-type: none"> • Completed training PD Requests & Associated Paperwork (PBIS, Mental Health & First Aide, Life Space Crisis Intervention Training) • Developed School-Based Universal PBIS Teams • Documented collaboration with NJ PBIS Coach • Documented attendance for Yr. 1 NJDOE PBIS Cohort Training • Implementation of PBIS (fully in all schools) • Reviewed lesson plans, PLC minutes & Grade Level Meeting minutes (evidence of implementation of lifelines, second-step, PBIS; understanding of ACES) • Completed staff observations/evaluations (formal & informal) • Staff Buy-In evidenced in survey • Student Buy-In evidenced in survey • Reviewed Parent Survey Outcomes • Increased of a shared language with parents evidenced by workshop/PD attendance logs • Increased number of staff trained in mental health first aide (youth and adult) • District-Wide PD Schedule indicating “ACES” training • Observed establishment of a working understanding of ACES in the school wide language of student behavior, climate and culture. • Attendance log for Life Space Crisis Intervention Training
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<p>3</p> <p><i>(Strategic Plan Goal #: 2e3 Objective 1.1 for each goal)</i></p>	<p>Positive and Productive School Climate & Culture and Innovative Parent & Community Engagement</p> <p>To improve interaction between all district stakeholders to enhance school climate and culture and to meet the community where they are in order to increase parent and community engagement through innovative initiatives.</p>	<p>All Certificated Staff and Administration</p> <p>Parents & Community</p>	<ul style="list-style-type: none"> • Coffee with admin attendance logs, notes, identified areas needing improvement • Annual reporting on Coffee with Admin areas/initiatives addressed • District-Wide PD Schedule indicating roll-out of the "Fish" Philosophy • Observed grade level meeting discussions on improving climate and culture • Reviewed/shared climate survey outcomes • Increase in creative solutions to improve climate and culture • Demonstrated/observed a better understanding of poverty and its effect on students in Hamilton Township • Documented events focused on highlighting the strengths of the diversity of Hamilton Township • Enhanced culturally diverse recruitment/hiring practices. • Updated district web page & enhanced school web pages • Data documenting monitored and regularly updated district/school social media sites. • User data indicating use of other innovative medium (i.e. YouTube, Remind, School Messenger Text/Email... • Utilization of creative practices to engage parents and meet families where they are • Completed community events logs -- e.g., web safety, mental health information programs, enhanced school to family practices • Improved collaborative relationships with community organizations (township board, committees & stakeholders, etc.)
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			<ul style="list-style-type: none"> ● Strengthening Families Program Documentation (train the trainer PD requests & paperwork, session attendance logs, materials/food purchase orders, parent survey) ● Analyzed survey data to enhance parent and community engagement ● Documented schedule, completed minutes and participation logs from coffee clutches/coffee with community
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2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> ● Promote Positive Digital Citizenship ● Review District's Use of Problem/Project Based Learning through STEAM ● Implement Student Data Collections/Monitoring System ● Improve Student/Staff Physical and Mental Health Through Increased use of Physical Movement/Activities, Mindfulness Strategies, Nutrition, and Enhanced Mechanisms 	<ul style="list-style-type: none"> ● Staff release time ● Link-It Training ● Staff Training via attending off-site and on-site workshops re: STEAM ● Reviewing/Analyzing Student Data ● Staff meetings to review programs, data, etc. ● Use of Genesis/Student Portal ● Training in incorporating physical activities in academic setting ● Training in mindfulness and coping mechanisms ● Training in Kinesthetic Learning ● Attend AtlantiCare Steering Committee meeting for wellness ● Training in nutrition
2	<ul style="list-style-type: none"> ● Implement PBIS District Wide ● Continued Implementation of Social Emotional Learning Programs (i.e. 2nd Step, Overcoming Obstacles, Lifelines, etc. Increased use of Physical Movement/Activities, Mindfulness Strategies, etc.) 	<ul style="list-style-type: none"> ● Participation in state PBIS cohort (3 years) ● Presenters, Trainings & Workshops (in-district & out of district) in Mindfulness, Mental Health First-Aide (youth & adult), ACES, Lifelines, etc.. ● PBIS Resource Material

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	<ul style="list-style-type: none"> ● Expanded Lifelines Training for all middle school students ● Expand Mental Health First Aid Training (Youth & Adult) ● Expand Understanding of ACES ● Explore and Secure possible funding for Life Space Crisis Intervention Training 	<ul style="list-style-type: none"> ● On-line trainings via Committee for Children ● Attend AtlantiCare Steering Committee meeting for Wellness ● Staff & Community viewing of the film "Resilience"
3	<ul style="list-style-type: none"> ● Coffee with Admin ● Increase teacher to student connection through the enhancement of school climate and culture. ● Celebrate and Embrace the Strength of the Diversity of Hamilton Township ● Utilize Technology to Enhance Communication and Transparency ● Plan Meaningful Community Events ● Increase in-district capacity to deliver the Strengthening Families Program (SFP) ● Solicit Feedback from School Community on a more Frequent Basis 	<ul style="list-style-type: none"> ● Provide staff release time ● Implementation of the FISH Philosophy ● Presenters, Training and Workshops relative to Diversity Training, healthy workplace environments, SFP, mentoring and student relationships ● Tour of Township ● School Messenger/Global Connect Integration (phones, email, text, social media) ● Community Education Department (CED) offerings of community/parent sessions/workshops ● Develop a plan of action to attract, and maintain family attendance at community-based programs/activities ● Implement staff, parent and student surveys via Google forms ● Execute informal coffee clutches/coffee with community ● Attend open meetings of Township entities

3: PD Required by Statute or Regulation

State-Mandated PD Activities	
1.	Suicide Prevention Training (2 hours every 5 years; annually on our district policy)
2.	Harassment, Intimidation & Bullying Training (2 hours every 5 years)
3.	Reading Disabilities Training (2 hours annually for identified staff)
4.	Gang Awareness (first year building administrators)
5.	Blood-Borne Pathogens (annually)
6.	Educator Evaluation (annually)
7.	Equity & Affirmative Action (annually/ongoing)
8.	EVVR (annually)

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9. Teacher-Mentor Training (annually for mentors before serving as a mentor)
10. Alcohol, Tobacco & Other Drug Prevention & Intervention Training (annually)
11. Recognition of Substance Abuse (annually)
12. School Safety (60 days from hire; then annually)
13. Code of Conduct (annually)
14. Potentially Missing & Abused Children (new staff at new staff orientation)
15. Head Injuries (coaches)

4: Resources and Justification

PL Goal No	Resources
1	<ul style="list-style-type: none"> • Second Step Materials • Overcoming Obstacles Materials at WDMS • SRAO's • Presenters, Workshops & Training for PBL, Digital Citizenship, STEAM, etc.. (@ \$2,000) • Link-It Staff Developers & Platform • Student Data • Genesis Student Data System • Substitutes to release staff to attend trainings/workshops/PD (@ \$5,000)
2	<ul style="list-style-type: none"> • State PBIS grant funded Cohort (3 years) • Presenters, Workshops & Training for Mindfulness, Mental Health First Aide, Wellness, etc.. (@ \$2,000) • PBIS Materials & Incentives (TBD) • Committee for Children On-Line Trainings (TBD) • AtlantiCare Steering Committee Meeting for Wellness • "Resilience" Film • Substitutes to release staff to attend trainings/workshops/PD (@ \$20,000)

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3 Coffee and Danish (@ \$300) Mentoring & Student Relationships, FISH Philosophy, Diversity

- Staff release time
- Presenters, Workshops & Training for Healthy Workplace Environment
- Training, etc.. (@ \$2,000)
- Tour of township
- School Messenger (phones, email, text, social media integration)
- Website & Social Media Sites
- Community Education Department
- Staff, parent and student surveys via Google forms
- Informal coffee clutches in community
- Open Township Meetings
- Substitutes to release staff to attend trainings/workshops/PD (@ \$5,000)

Justification

21st Century Educators & Learners (College & Career Readiness); Whole Student Growth (Academic Achievement/Future Ready)
 21st Century Educators & Learners (College & Career Readiness); Whole Student Growth (Mental/Physical Health)
 21st Century Educators & Learners (College & Career Readiness); Positive & Productive School Climate & Culture and Innovative Parent & Community Engagement

PL Goal No

1

2

3

Signature: _____

Superintendent Signature

Date _____

April 2014