Program of Studies
Bloomfield Elementary Schools

The Bloomfield Public School district, a culturally diverse system, is committed through cooperative efforts within an educational community to provide an equal opportunity for all learners to achieve individual success and to be prepared to meet the needs of an evolving society.

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Bloomfield School District
Elementary Program of Studies

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Bloomfield School District
Elementary Program of Studies Overview

Introduction

The Bloomfield School District Elementary Program of Studies is written for students and parents to highlight general and specific information regarding curricular offerings, services, and contributions in the Bloomfield Public Schools. The Bloomfield Schools Curriculum Department provides the necessary leadership in the development and enhancement of curriculum and the implementation of best practices as well as consistent evaluation of the instructional program throughout our schools. Our students acquire prolific learning experiences through innovative teaching in English/Language Arts, Mathematics, Science, Social Studies, Technology/Media, Art, Music, and Physical Education/Health.

Language Arts Literacy

The goal of the elementary literacy program is to create passionate, engaged, skillful readers and writers. Our curriculum is grounded in a strong research base of effective teaching methods. The structure of reading and writing workshop instruction provides a balance of timely, explicit teacher directed instruction and authentic reading and writing experiences. Students learn and grow through experiences with both fiction and nonfiction. Attention is given to each student's level of reading development while guiding him/her along the pathway to further growth as a strategic reader and writer.

Hallmarks of this approach include:

- Regular and sustained periods of time to reading and write student accessible text
- Classrooms rich with literate talk
- Opportunities for students to reflect upon and discuss their growth with others
- Providing students with choice, responsibility, and the strategies needed to become independent, lifelong learners

Word work is an essential component of the program. In the primary grades, teachers provide explicit, systematic instruction in phonemic awareness and phonics. As students progress, they learn about spelling patterns and word meaning. In the final stages of development, students focus on word meanings as they learn to analyze word structure and use context clues to determine word meaning. Through all stages of word study, students participate in hands-on sorting activities where they learn to think about words, and understand how they work.

Mathematics

The goal of the elementary mathematics program is to engage students in making sense of mathematical ideas. The curriculum allows students to develop into mathematical thinkers, with an emphasis on reasoning and communicating about concepts. While problem solving is crucial, there is also a focus on computational fluency. In the elementary grades, students' mathematical work focuses on four key areas of content - numbers and operations, geometry, measurement, and data - and the connections among

them. Our program, Investigations 3, has five components. A typical lesson contains some combination of these components -

- Classroom Routines - Things like “Ten Minute Math” and other routines allow for skill building and practice to review and support students
- Activity - Where math ideas are introduced and investigated
- Discussion - Students share strategies and conclusions, comparing methods and results
- Math Workshop - Students choose from and complete a set of activities or games to work on individually, in pairs, or in small groups
- Assessment Activity - Specific benchmarks with both written activities and observations
- Session Follow-up - Daily practice or homework, allowing students to review and practice skills and content of the current or previous units

What students learn in these years is critical in terms of how they view mathematics, whether they are willing to tackle unfamiliar problems, and whether they think mathematics as intriguing and engaging, or boring and full of rules they do not understand. Financial literacy standards are infused as early as kindergarten, where students apply math skills to financial concepts and learn about income, careers, planning, savings, and investing. Our elementary mathematics curriculum and resources works to ensure students see themselves as successful mathematical thinkers.

Science

The goal of Science education is to anchor student learning in phenomena which provides students the opportunity to apply science and engineering practices to disciplinary core ideas and gain a better idea of crosscutting concepts as intended in the NRC (National Research Council) Framework and the Next Generation Science Standards. Natural phenomena are observable events that occur in the universe and that we can use our Science knowledge to explain or predict. The goal of building knowledge in science is to develop general ideas, based on evidence, that can explain and predict phenomena.

Engineering involves designing solutions to problems that arise from phenomena, and using explanations of phenomena to design solutions. In this way, phenomena are the context for the work of both the scientist and the engineer. Anchoring learning in explaining phenomena supports student agencies for wanting to build science and engineering knowledge. By centering science education on phenomena that students are motivated to explain, the focus of learning shifts from learning about a topic to figuring out why or how something happens. Explaining phenomena and designing solutions to problems allow students to build general science ideas in the context of their application to understanding phenomena in the real world, leading to deeper and more transferable knowledge. Students who come to see how science ideas can help explain and model phenomena related to compelling real world situations learn to appreciate the social relevance of science. They get interested in and identify with science as a way of understanding and improving real world contexts. Focusing investigations on compelling phenomena can help sustain students’ science learning.

Social Studies

The goals of Social Studies education in the elementary schools are linked to the goals of Literacy. Social Studies is the literacy of informational texts, from ancient artifacts and primary written accounts to modern scholarship and vlogs. This year we continue to build students' knowledge and skills in Social Studies and Literacy by using grade level atlases. These atlases combine literacy with geography and other foundational Social Studies skills, scaffolding lessons so students can make greater meaning from the content and pay forward this learning to the more focused content lessons at BMS and BHS.

Next year we are starting a new program called 'Young Citizens' in Grades K-3 (following year 4-5) that will provide students and teachers with texts, assessment books, leveled readers, primary source activity cards (for use in small groups), and a Patriot's' Handbook. All of the program components will be available in a user-friendly digital format.

In Social Studies, we also provide instruction in our curriculum to teach the NJ Commission on Holocaust/ Genocide Education and the NJ Amistad Commission. The Commission on Holocaust Education is committed to teaching all students about the importance of human dignity, respect for all people, and building a responsible, humane society free from bias and hate. In Bloomfield, we are committed to this important mission. In the elementary schools, we implement age appropriate lessons using fictional material, nonfiction sources, videos, and resources developed by the Commission on their website. These lessons support our schools' focus on positive behavior supports and school climate.

The Amistad Commission helps us understand our identity, legacy, and inheritance as American citizens. In Bloomfield we endeavor, as the mandate states, to "promote a wider implementation of educational awareness programs regarding the African slave trade, slavery in America, and the many contributions Africans have made to American society". To do this in the elementary schools, we use age-appropriate lessons developed using the Amistad web-based curriculum which is aligned to the New Jersey Student Learning Standards. These lessons educate students in the atrocities committed during slavery, its legacy and the depth of its impact, the history of racism and discrimination, the principles of human rights, and the African-American individuals that made remarkable contributions to American society despite these oppressive circumstances.

Technology/Media

Information Literacy and Library Skills are an important part of the school curriculum for students in grades K-12. Many skills and habits are formed when students begin using the library in elementary school. It is important that students read fluently and realize the importance of gaining new understandings for lifelong learning. Information Literacy skills must be taught in the library and reinforced in the classroom in order for students to be able to find, manage, synthesize and use information ethically. These skills are crucial in our information rich society and also prepares students for 21st century careers and higher education. The Every Student Succeeds Act, ESSA, was authorized by Congress in December 2015. The federal education bill includes school librarians as instructional support personnel and provides funding to update library resources. The library is a unique space in the school because students can choose levels and formats of information that meet their information needs.

This Information Literacy Curriculum integrates the American Association of School Librarians' Standards for the 21st Century Learner, and New Jersey Student Learning Standards in Technology, and English Language Arts. In addition to content-based knowledge and skills, this curriculum integrates the skills, knowledge, and expertise of 21st Century Learning as identified by the Partnership for 21st Century Skills. 21st Century Learning, when used in combination with standards-based content, ensures that students are prepared for success in today's challenging environment.

Art

Active participation in an arts program is a critical component in every child's education. The arts enrich students' lives and provide a vehicle for them to communicate and express human emotion and ideas. In addition, the study of the arts prepares students to be successful in a twenty-first century world that demands innovative thinking and creativity in an increasingly competitive global society. Participation in an arts program allows students to make connections across content areas and cultural boundaries.

The Elementary Art program is a sequential curriculum, developing interaction between each student's creative expressions and their appreciation for art. The program provides maximum opportunity for each student to have hands-on experiences in producing their art, enhanced by the integration of art history, art criticism and aesthetic critiques. Art education classes at the elementary level will encourage critical and creative problem-solving skills, as well as empathy for historical and contemporary art works. The program is designed to encourage perceptual awareness, through the involvement of all of the senses, and allows for the integration of other curriculums, as art readily relates to all educational experiences. The students will establish a continuing informal portfolio for the purpose of generating ideas, recording visual incidence, review of art vocabulary/concepts, and for assessment of growth. We support this mission through our instruction aligned to the *National Standards for Arts Education* in each arts discipline.

Dance

Active participation in an arts program is a critical component in every child's education. The arts enrich students' lives and provide a vehicle for them to communicate and express human emotion and ideas. In addition, the study of the arts prepares students to be successful in a twenty-first century world that demands innovative thinking and creativity in an increasingly competitive global society. Participation in an arts program allows students to make connections across content areas and cultural boundaries.

The Elementary Dance program is a sequential curriculum, developing interaction between each student's creative expressions and their appreciation for dance. Students will utilize these skills through the Physical Education curriculum. The program provides maximum opportunity for each student to have hands-on experiences in producing their art, enhanced by the integration of history, criticism and critiques. Dance education classes at the elementary level will encourage critical and creative problem-solving skills, as well as empathy for historical and contemporary works. The program is designed to encourage perceptual awareness, through the involvement of all of the senses, and allows for the integration of other curriculums, as art readily relates to all educational experiences. We support this

mission through our instruction aligned to the *National Standards for Arts Education* in each arts discipline.

Music

Active participation in an arts program is a critical component in every child's education. The arts enrich students' lives and provide a vehicle for them to communicate and express human emotion and ideas. In addition, the study of the arts prepares students to be successful in a twenty-first century world that demands innovative thinking and creativity in an increasingly competitive global society. Participation in an arts program allows students to make connections across content areas and cultural boundaries.

The Elementary Music Program consists of a well-planned sequence of developmentally appropriate experiences leading to clearly defined skills and knowledge. The program is designed to actively involve students of all learning modalities using materials carefully selected for their aesthetic value. Music activities include many opportunities for students to sing, play instruments, move to music, listen and analyze, learn musical notation, create, and perform. The Elementary Music Program is aligned with the *National Standards for Arts Education.*

Theatre

Active participation in an arts program is a critical component in every child's education. The arts enrich students' lives and provide a vehicle for them to communicate and express human emotion and ideas. In addition, the study of the arts prepares students to be successful in a twenty-first century world that demands innovative thinking and creativity in an increasingly competitive global society. Participation in an arts program allows students to make connections across content areas and cultural boundaries.

The Elementary Theatre program is a sequential curriculum, developing interaction between each student's creative expressions and their appreciation for art. An enduring understanding for theatre in the artistic process of Performing is "Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience." Theatre education classes at the elementary level will encourage critical and creative problem-solving skills, as well as empathy for historical and contemporary art works. The program is designed to encourage perceptual awareness, through the involvement of all of the senses, and allows for the integration of other curriculums, as art readily relates to all educational experiences. We support this mission through our instruction aligned to the *National Standards for Arts Education* in each arts discipline.

Physical Education/Health

Physical Education is an essential component of the educational preparation of Bloomfield students. Strong evidence demonstrates that the physical fitness and health status of children and youth are substantially enhanced by frequent physical activity. Regular physical activity is associated with a healthier, longer life and a lower risk of heart disease, high blood pressure, diabetes, obesity and some cancers.

According to the Centers for Disease Control and Prevention, the number of obese children ages 6-11 has more than doubled in the past 20 years. This reinforces the need for students to become informed regarding health issues and to become more physically active.

By participating in developmentally appropriate practices, students learn health-enhancing and appropriate interactive behaviors while experiencing positive outcomes in motor skill development.

Gifted and Talented

The goal of the Bloomfield Gifted and Talented (G and T) Program is to enhance students' intellectual, creative, artistic, academic, and leadership potential by extending the core curriculum and encouraging the development of skills in the areas of independent learning, problem solving, logic, creativity, and reasoning. The program consists of three major components including services for identified students in grades K-6, school/district wide events, and enrichment opportunities available to the entire student population. Gifted and Talented teachers across the district are committed to the success of the program by attending monthly meetings to plan, discuss, and reflect on the success of the students. Teachers are committed to following the curriculum, and plan and implement activities to engage all learners.

The first component of the Bloomfield G and T program services identified students. Students are evaluated every year. The formal identification is based on a rubric that considers various criteria including Teachers' College Assessment (TCA) score, InView Test score, and student performance characteristics such as creativity and motivation. Identified students in grades K-3 are given in-class enrichment from their classroom teacher using the Primary Education Thinking Skills Program (PETS). The PETS Program includes lessons that focus on convergent analysis and divergent synthesis, as well as on higher levels of Bloom's Taxonomy. Identified students at the primary level are also given enrichment opportunities in class to extend the curriculum such as storybook STEM activities, computer science coding activities, and opportunities for blended and flipped learning.

In grades 4-6, identified students meet twice a week at lunchtime and are taught by Gifted and Talented coordinators in their building. These students participate in a variety of critical thinking activities and student centered projects that encourage higher order thinking skills and inquiry-based learning. Curriculum topics include Aerodynamics, Crime Scene Investigation, Problem Solving, STEM, and Thinking Through Law. Additionally, students in the program have an opportunity to participate in district and statewide events. Fourth grade student teams are given a STEM design challenge in which they work together to design and create candy dispensers using specific materials. Sixth grade students participate in a district wide Shark Tank Competition in which they develop an original idea and present a business plan for their product in front of a panel of judges. Fifth grade students enter the New Jersey State Bar Foundation Law Fair Contest by creating original Mock Trial cases.

Finally, the Gifted and Talented program includes schoolwide enrichment activities available to the entire student population. All students in grades 5 and 6 have the opportunity to participate in a Forensics Interpretive Reading Competition, Challenge 24 Math Competition, and Academically Speaking Trivia Competition at both the district and county level. Battle of the Books is an additional district competition in which teams of fifth grade students test their reading comprehension skills by answering questions about a variety of books.

Structured programs for identified students, district wide events, and enrichment opportunities allow for collaboration and innovation. Bloomfield Schools cultivate a climate of creativity that taps into our student population's potential. The Gifted and Talented program opens a window of opportunity to all students and supports Bloomfield's District Mission "to achieve individual success and to be prepared to meet the needs of an evolving society".

Kindergarten Curriculum Topics

Language Arts Literacy

Young learners experience the joy of reading and telling stories. Alphabet knowledge and phonemic awareness is developed as students work with letters and rhyme. They express themselves through pictures, labels, and writing as they build writing fluency. They also write to teach and persuade others to make a change. In reading, students develop "superpowers" as they practice essential reading strategies and learn to sound, think, and talk like readers.

Mathematics

Students will develop a number sense, such as counting objects and comparing objects. They understand that addition is the process of putting things together, and subtraction is the process of taking apart and taking from. Problem solving, manipulatives, and drawings will play an important role in this development. Students will also work with shapes and compare measurable attributes. Students work with coins, learning to identify the value, and using them to count. By the end of Kindergarten, students should be fluent (automaticity without hesitation) when adding and subtracting up to 5.

Science

In Kindergarten, students will demonstrate an understanding of the effect of pushes and pulls on the motion of an object, the effect of the sun on the Earth's surface, of patterns and variations in local weather (including forecasting), of what plants and animals need to survive, and what humans need to survive and the relationship between their needs and where they live.

Social Studies

Students learn about their neighborhood and their role as young citizens in our community. They investigate their family and heritage to begin to understand the similarities/differences in our community and how diversity is an asset that gives our community strength. They learn about rules and procedures, fairness and honesty, cooperation and caring, and get opportunities to practice kindness and doing the right thing. They consider the differences between cities, states, and countries, discovering the basics of physical and political geography. The World Cultures Exploration focuses on the countries/regions and culture of North America.

Gifted and Talented

Kindergarten Primary Education Thinking Skills is an enrichment program completed in the classroom that introduces students to different ways to think critically. The program supports a differentiated approach to learning, including multiple intelligences, and helps to identify characteristics of gifted learners. The program includes follow up and extension activities that correspond with Interactive Read Alouds done in class including, "Brown Bear, Brown Bear, What Do You See?", "Seven Blind Mice", "Ten Black Dots", and much more.

First Grade Curriculum Topics

Language Arts Literacy

Growing readers learn to integrate multiple strategies to both read words and understand fiction and nonfiction. They think about the characters in their books as they build reading fluency. In writing, they develop ideas across multiple pages through focus and elaboration. Writing takes the form of stories, nonfiction chapter books, and reviews. This is a year of tremendous learning and growth.

Mathematics

Students will continue to develop their number sense, extending their counting sequence and develop a very basic sense of place value (e.x. 11 is a ten and a one). They will represent and solve addition and subtraction problems up to 20. They will also measure lengths indirectly, tell and write time, begin to interpret graphs, and reason about shapes and their attributes. Students continue to work with coins as well as dollars, combining coins to find total values. By the end of First grade, students should be fluent (automaticity without hesitation) when adding and subtracting up to 10.

Science

In First grade, students will demonstrate an understanding of patterns of change in the sky, characteristics of living things, mimicking organisms to solve problems, the relationship between sound and vibrating materials as well as between the availability of light and the ability to see objects, and apply their knowledge of light and sound to engage in engineering design to solve a simple problem involving communication with light and sound.

Social Studies

Students continue their investigations of their neighborhood and community, and their roles as young people in our society. They discuss ways that citizens contribute to their community, and ways we value and respect our friends/neighbors and their diverse experiences. They learn about national symbols and landmarks, customs and traditions, and seminal historical figures from United States history. They decide between needs and wants, learn about currency, and consider the role of goods vs. services in our economy. They explore different kinds of perspective in maps, local and national geography, and the continents and oceans of the Earth. The World Cultures Exploration focuses on the countries/regions and culture of Central America and the Caribbean.

Gifted and Talented

Primary Education Thinking Skills 1 is an enrichment program completed in the classroom that introduces students to the six thinking specialists in the PETS series: Dudley the Detective (the convergent/deductive thinker), Isabel the Inventor (the divergent/inventive thinker), Sybil the Scientist (the convergent/analytical thinker), Yolanda the Yamspinner (the divergent/creative thinker), Max the Magician (the visual/spatial thinker), and Jordan the Judge (the evaluative thinker). Students engage in problem-solving scenarios as a whole class, individually, and in small groups that include activities with

each of the characters. Students are also given storybook STEM extension activities that correspond with Interactive Read Alouds from their Literacy Block, and participate in a variety of online learning programs such as Scratch Jr. to introduce principles of coding.

Second Grade Curriculum Topics

Language Arts Literacy

Students build upon a solid foundation of skills and strategies to become even stronger readers and writers. They develop greater stamina, reading and writing in volume. Units of study include nonfiction, character study, folklore and poetry.

Mathematics

Building upon their foundation of addition and subtraction in 1st grade, students will work with larger numbers. They will continue their work in geometry, measure and estimate lengths with standard units, work with time and money, and interpret data. Students will work with word problems involving dollars and cents. Students will continue to work on multi-step word problems involving money. By the end of Second grade, students should be fluent (automaticity without hesitation) when adding and subtracting up to 20 and efficiently and accurately compute when adding and subtracting up to 100.

Science

In second grade, students will demonstrate an understanding of what plants need to grow and how plants depend on animals for seed dispersal and pollination, observable properties of materials through analysis and classification of different materials (properties and changes of matter), identify and represent the shapes and kinds of land and bodies of water in an area and where water is found on Earth, and the idea that wind and water can change the shape of land to compare design solutions to slow or prevent such change.

Social Studies

Students develop their understanding of citizenship, geography, community, and culture. They study famous Americans, investigating these figures' lives and their significant contributions to American life. They differentiate between rural, urban, and suburban, and how communities and their characteristics vary in those places. They distinguish fact from fiction, consider how the past is connected to the present, and determine that the past is composed of multiple sources, voices, and perspectives. They continue their exploration of local, national, and world maps, with an emphasis on the producers/consumers, government, and experience of children in these places. The World Cultures Exploration focuses on the countries/regions and culture of South America.

Gifted and Talented

Primary Education Thinking Skills 2 is an enrichment program completed in the classroom and is an extension of the thinking strategies learned from the PETS 1 book. It includes read aloud stories, a series of whole class activities, and small group assignments. It challenges students to discover how the characters from PETS 1 can blend their thinking by working together to solve difficult problems. Students are also given storybook STEM extension activities that correspond with Interactive Read Alouds from

their Literacy Block, and participate in a variety of online learning programs such as Scratch Jr. to introduce principles of coding..

Third Grade Curriculum Topics

Language Arts Literacy

Third grader students develop independence as readers and writers. They demonstrate increased sophistication in their use of language, learning to use paragraphs and dialogue. Students engage in text based discussion during discussion, book clubs, and research clubs.

Mathematics

Extending their mastery of addition and subtraction, students will represent and solve problems involving multiplication and division (within 100). Students will solve problems involving all four operations, develop and understanding of the properties of mathematics, and continue to develop and use their place value understanding. Students will apply their understanding of addition and multiplication to perimeter and area of shapes. An understanding of fractions as numbers will be developed; additionally, they will interpret data and solve problems involving measurement and intervals of time. Students will continue to work on multi-step word problems involving money, understanding concepts like income. By the end of Third grade, students should be fluent (automaticity without hesitation) with their basic math multiplication facts; efficiently and accurately multiply and divide within 100; and be able to add and subtract within 1,000.

Science

In Third grade, students will demonstrate an understanding of organizing and using data to describe typical weather conditions expected during a particular season and make a claim about the merits of a design solution that reduces the impacts of weather-related hazards, determine the effects of balanced and unbalanced forces on the motion of an object, the effects of balanced and unbalanced forces on the motion of an object and the cause-and-effect relationships of electrical or magnetic interactions to define a simple design problem that can be solved with magnets, that organisms have different inherited traits and that the environment can also affect the traits that an organism develops, 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; the idea that when the environment changes, some organisms survive and reproduce, some move to new locations, some move into the transformed environment, and some die; and the types of organisms that lived long ago and also about the nature of their environments.

Social Studies

Students interact with the past through the lives and experiences of Native Americans. They study indigenous peoples' cultures and contributions, their stories and artistic creations, and connect their experiences to history and the contemporary world. They encounter the first settlers from Europe, the first settlements in North America, and the impact of colonization on indigenous communities. They learn about the 13-colonies, the Declaration of Independence, and the American Revolution. They determine the structure of our republic and discuss the importance of democracy. They discover the institution of slavery, its inhumanity and injustices, and how it divided the country in a Civil War. They continue their

exploration of local, national, and world maps, with an emphasis on thematic maps. The World Cultures Exploration focuses on the countries/regions and culture of Africa.

Gifted and Talented

Primary Education Thinking Skills 3 is an enrichment program completed in the classroom in which the students blend their thinking skills from Pets K-3 in order to solve more complex problems in logic, invention, visual perception, and evaluation. The program includes interesting stories, intense whole class thinking games, a variety of hands-on puzzles, and fun activities with small group follow-up lessons to challenge and engage students with high interest. Students are also given storybook STEM extension activities that correspond with Interactive Read Alouds from their Literacy Block, and participate in a variety of online learning programs such as Scratch Jr. to introduce principles of coding.

Fourth Grade Curriculum Topics

Language Arts Literacy

Grade four students think more deeply about text, connecting ideas to develop themes. Essay writing is an area of focus during the year. Students also read and write informational text and historical fiction.

Mathematics

Students will continue to use four operations with whole numbers to solve problems, this knowledge will also allow them to generalize place value understanding of multi-digit numbers. Their understanding of multiplication and division as well as patterns will allow them to begin to gain familiarity with factors and multiples. Students will develop a deeper understanding of fractions, such as equivalence and ordering, and connect this understanding to decimals. Additionally, students will solve problems involving measurement, such as conversions, interpret data, and geometry concepts such as lines and angles. Students will continue to work on multi-step word problems involving money, understanding how income affects take-home pay. By the end of Fourth grade, students should be fluent (automaticity without hesitation) with their basic math multiplication facts; efficiently and accurately multiply and divide within 100; and be able to add and subtract within 1,000,000.

Science

In fourth grade, students will demonstrate an understanding of the effects of weathering and the rate of erosion by water, ice, wind, or vegetation; natural Earth processes to generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans, that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction; by developing a model, they describe that an object can be seen when light reflected from its surface enters the eye; that energy can be transferred from place to place by sound, light, heat, and electrical currents; obtain and combine information to describe that energy and fuels are derived from natural resources and that their uses affect the environment, to use evidence to construct an explanation of the relationship between the speed of an object and the energy of that object, and are expected to develop an understanding that energy can be transferred from object to object through collisions; that energy can be transferred from place to place by sound, light, heat, and electrical currents or from objects through collisions and apply their understanding of energy to design, test, and refine a device that converts energy from one form to another; and use a model of waves to describe patterns of waves in terms of amplitude and wavelength and to show that waves can cause objects to move.

Social Studies

Students actively engage with current events to deepen their understanding of the role of informed and engaged citizens in a democracy. They distinguish between fact and fiction, propaganda and censorship, and the variety of media sources available for consumption. They study the complexity of New Jersey: its history, geography, economy, and government. They continue their exploration of local, national, and world maps, with an emphasis on the states and regions of the United States of America. The World Cultures Exploration focuses on the countries/regions and culture of the Mediterranean.

Gifted and Talented

Identified students in grade four participate in a pull-out enrichment program that meets twice a week during lunchtime. Students work with Gifted and Talented coordinators in their building on a variety of challenging and engaging activities done outside of normal classroom time. Topics/activities in the curriculum include: convergent and critical thinker games, inventions, create your own country, aerodynamics, architecture, technology learning, tangrams, thinking through law, debate, coding/computer science, crime scene investigation, and STEAM. All identified fourth grade students in the district participate in a design challenge in which they must create a candy dispenser made out of specific materials with specific limitations.

Fifth Grade Curriculum Topics

Language Arts Literacy

Fifth grade students apply their literacy skills to increasingly complex texts. They engage in argument based debate and writing across the year. During book clubs, they deepen their thinking through a study of fantasy.

Mathematics

Students will continue to solve problems involving the four operations with multi-digit whole numbers, and with decimals up to the hundredths. This knowledge will also allow them to understand the place value system. Students will add and subtract fractions, and will multiply and divide fractions with a whole number. A foundation for pre-algebra is introduced, as students will write and interpret numerical expressions and will analyze patterns and relationships. Additionally, students will convert like measurement units, interpret data, graph points, and solve problems involving volume. By the end of Fifth grade, students should efficiently and accurately perform multi-digit multiplication and be able to add and subtract within 1,000,000.

Science

In Fifth grade, students will demonstrate an understanding that matter is made of particles too small to be seen by developing a model, the idea that regardless of the type of change that matter undergoes, the total weight of matter is conserved; using models, students can describe the movement of matter among plants, animals, decomposers, and the environment, and they can explain that energy in animals' food was once energy from the sun; describe and graph data to provide evidence about the distribution of water on Earth, describe ways in which the geosphere, biosphere, hydrosphere, and atmosphere interact; and develop an understanding of patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

Social Studies

Students study history from the Age of Exploration to the first waves of immigration after the Revolutionary War. They learn the history through secondary and primary sources, maps, graphs/charts, and photographs. They develop visual literacy through these sources that help them make comparisons and expand their understanding. They practice reference skills by using glossaries, indexes, and tables. They continue their exploration of geography with an emphasis on United States history and its development from Colony to Nation-State. The World Cultures Exploration focuses on the countries/regions and culture of Europe.

Gifted and Talented

Identified students in grade five participate in a pull-out enrichment program that meets twice a week during lunchtime. Students work with Gifted and Talented coordinators in their building on a variety of challenging and engaging activities done outside of normal classroom time. Topics/activities in the curriculum include: convergent and critical thinker games, inventions, create your own country, aerodynamics, architecture, technology learning, tangrams, thinking through law, debate, coding/computer science, crime scene investigation, and STEAM. All identified students in fifth grade in the district participate in the New Jersey Bar Foundation Law Fair Contest, in which they create and submit original Mock Trial Cases to be entered in the state competition.

Additionally, all students in Bloomfield have an opportunity to participate in Forensics Interpretive Reading, Challenge 24, Academically Speaking, and Chess. Students can participate for fun, or choose to compete at the district and county levels. In Forensics, students perform a piece of literature in front of a panel of judges and are scored on their interpretation of the piece. Challenge 24 is a tournament-style math competition centered around the number 24 in which students are scored on speed and accuracy of their math facts. Academically Speaking is a trivia-style tournament in which students are tested on their knowledge in all content areas.

Sixth Grade Curriculum Topics

Language Arts Literacy

Sixth grade students further develop literacy with an eye toward moving into middle school with an added focus on making explicit connections between reading/writing skills and their impact on cross-content understanding. Readers continue to think critically about text with a special attention to analysis and digging deeper into characters. As well, sixth grade readers strengthen both independent reading and small group discussion skills through participation in social issues book clubs. In addition to expanding on personal narrative and research-based informational writing, students transfer established skills for writing about their reading into a more formal literary argument essay. Students in 6th grade also make tremendous strides in their use of technology to grow literacy through regular interaction with Chromebooks and all the Google Suite for education has to offer.

Mathematics

Students will understand ratio concepts and use ratio reasoning to solve problems. They will fluently be able to find common factors and multiples. Students will learn to multiply and divide a fraction by a fraction. Building on their understanding of expressions, students will solve one-step equations and inequalities. Students will solve problems involving statistics, and they will be able to solve problems involving area, surface area, and volume. By the end of Sixth grade, students should efficiently and accurately be able to perform all operations with the rational number system (whole numbers, decimals, and fractions).

Science

In 6th grade, students are able to describe and predict characteristic properties and behaviors of waves when the waves interact with matter. Students can apply an understanding of waves as a means to send digital information. Students develop an understanding of how we know when an organism (fossil) was alive, that birds and dinosaurs are related, and how changes to the genetic code increase or decrease an individual's chances of survival. Students will also investigate how the environment affect natural selection and if Genetically Modified Organisms (GMO) safe to eat. Students construct and use models to develop an understanding of the factors that control weather and climate. They take a systems approach to examining the feedbacks between systems as energy from the sun is transferred between systems and circulates through the ocean and atmosphere.

Social Studies

This revised curriculum is students' first exploration of World History and Cultures. The focus is the Ancient World and the course provides students with opportunities to study history, geography, culture, economics, and politics through the lens of ancient civilizations. They begin their studies with the origins of human society in Ancient Mesopotamia and the Fertile Crescent, then continue with units that trace the development of ancient civilizations in Egypt, India, China, Greece, and Persia. Throughout each unit, students discover the various aspects of each civilization, including political systems, economies, social stratification, religious beliefs, and technological innovations. The World Cultures Exploration focuses on the countries/regions and culture of Asia.

Gifted and Talented

Identified students in grade six participate in a pull-out enrichment program that meets twice a week during lunchtime. Students work with Gifted and Talented coordinators in their building on a variety of challenging and engaging activities done outside of normal classroom time. Topics/activities in the curriculum include: convergent and critical thinker games, inventions, create your own country, aerodynamics, architecture, technology learning, tangrams, thinking through law, debate, coding/computer science, crime scene investigation, and STEAM. All identified students in sixth grade in the district participate in a Shark Tank Competition, in which they must design and create an original product and create a business plan and presentation to sell their idea to a panel of judges.

Additionally, all students in Bloomfield have an opportunity to participate in Forensics Interpretive Reading, Challenge 24, Academically Speaking, and Chess. Students can participate for fun, or choose to compete at the district and county levels. In Forensics, students perform a piece of literature in front of a panel of judges and are scored on their interpretation of the piece.. Challenge 24 is a tournament-style math competition centered around the number 24 in which students are scored on speed and accuracy of their math facts. Academically Speaking is a trivia-style tournament in which students are tested on their knowledge in all content areas.